

MEETING OF ARGYLL COLLEGE BOARD OF GOVERNORS

Friday, 13th Dec 2019 1pm to 3.30pm

Lunch available from 12.30 VC Code 54943

A G E N D A

To be held the Oban Centre, Glenshellach Business Park

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

| ITEM | SUBJECT | STATUS | |
|--------|--|-------------------------------|---|
| | Welcome and apologies | | |
| 19.4.1 | Declarations of Interest | | |
| 19.4.2 | Minutes of previous meeting: 13 th September 2019 | To approve | Attached |
| 19.4.3 | Matters arising (not covered elsewhere in agenda) i) Update on Helensburgh ii) Update on sale of Riverside premises iii) Update on Nursery iv) Update on Oban | To note To note To note | Oral report Oral report Oral report |
| 19.4.4 | Chair's Report: Overview of activity and key issues | To note | Oral report |
| | RESOURCES | | |
| 19.4.5 | Draft Joint Audit and Finance & General Purposes Committee minute of 29 November 2019 | To approve | Attached |
| 19.4.6 | Audit Chair's annual report to the Board | To note | To follow |
| 19.4.7 | Management accounts for year to 31 October 2019 | To note | Attached |
| 19.4.8 | Audit Report from MHA Henderson Loggie | To note | Attached |
| 19.4.9 | Internal Audit Report 2018/19 | To note | Attached |

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| 19.4.10 | Health And Safety (standing item) : H&S issues | For information | Oral report |
| | STRATEGY AND PERFORMANCE | | |
| 19.4.11 | Principal's Report for period ended 30 November 2019 | For consideration | Tabled |
| 19.4.12 | Presentation on progress towards new College Strategy | For Information | Oral report |
| 19.4.13 | Draft minute of Learning, Teaching & Engagement committee held on 12 December 2019 | To approve | To follow |
| 19.4.14 | Education Scotland progress visit – updated enhancement plan and feedback following visit. | To note | Attached |
| 19.4.15 | Final KPIs 2018/19 | To note | Attached |
| 19.4.16 | Update on progress towards targets – 2019/20 a) FE Credits b) HE FTEs | To note | Attached |
| 19.4.17 | Early withdrawal KPIs for full time FE courses to date 2019/20 | To note | Attached |
| 19.4.18 | Early student satisfaction survey – 2019/20 | To not | Attached |
| 19.4.19 | Update on learning, teaching and enhancement items in last quarter: a) Graduation b) CDN Awards c) Prospectus for schools provision | To note | Attached |
| | PEOPLE | | |
| 19.4.20 | Draft minute of HR&R committee meeting of 29 November 2019 | To approve | Attached |
| 19.4.21 | Annual HR Report | To note | Attached |
| 19.4.22 | Summary of Recruitment | To note | Attached |
| 19.4.23 | Annual Staff Development Report | To note | Attached |
| | BOARD GOVERNANCE AND DEVELOPMENT | | |

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| 19.4.24 | Board meetings schedule for 2020 | To agree | Attached |
| 19.4.25 | Any other business | | |
| | Date of next meeting | To agree | |

UNAPPROVED CIRCULATED

MINUTES OF MEETING OF ARGYLL COLLEGE BOARD

Held on Friday 13 September 2019 at 1 pm

at CERC, Lochgilphead and by VC

Present: Andrew Campbell (AMC) Chair, John Colston (JC) Vice Chair, Martin Jones (MJ), Ken Jones (KJ), Scott Matheson (SM), Amber Crowley (AC), Jim Findlay (JF), Tony Dalgaty (TD), Jennifer Swanson (JS)

Apologies: Lesley McInnes (LMcI), Gillian McCready (GMC)

In attendance: Elaine Munro (EM), Ailsa Close (AEC), Helen McGuigan (HM) HISA Student Association Assistant, Jamie Davidson (JD) MHA Henderson Loggie by VC for item 19.3.7 only, Steve McNaught (SM) MHA Henderson Loggie by VC for item 19.3.7 only, Vicky Daveney (VD) Board Secretary

| No | Minute | Who | Action | Date |
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| | Welcome and apologies for absence. The Chair welcomed all governors to the meeting and Helen McGuigan, Student Association Assistant. Apologies from Lesley McInnes and Gillian McCready. | | | |
| 19.3.1 | Declarations of interest & to determine any items as confidential. JF declared his position as a local authority councillor. | | | |
| 19.3.2 | Minutes of the last meeting. These were approved by the board and signed by the Chair as an accurate record of the meeting. | | | |
| 19.3.3 | Matters arising. (i) Helensburgh Centre - Argyll & Bute Council have confirmed that Argyll College can continue in the building on the existing lease arrangement for another two years. Negotiations over terms following 2 years to begin in 20/21. (ii) Riverside premises – on 3 rd September the lawyer sent a formal discharge of security to the Big Lottery Fund to sign and send back. AEC confirmed that she hopes to hear back in the next week. (iii) Nursery – MJ confirmed that the seconded manager is to stay on until end October on a part-time basis. JC stated that a plan B should be put in place to minimise the impact on senior college management's responsibility for the nursery if the college still owns the business by the end of October. MJ said that discussions are ongoing with two interested parties. Christie & Co have carried out a valuation of the business as a going concern and the rental value. The nursery employees | MJ/AEC MJ/AEC | Liaise council Ongoing negotiations | |

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| | <p>and parents have been informed that the college is in negotiations to transfer the business. MJ to speak to a solicitor about the lease.</p> <p>(iv) Oban – MJ stated that costs are higher than originally thought for the hire of a temporary office building so is looking at ways to re-utilise rooms within the existing building.</p> | MJ | Liaise solicitor | |
| 19.3.4 | <p>Chair's report.</p> <p>The chair provided a report on his recent activity.</p> <ul style="list-style-type: none"> • Written to Stella Leitch since her resignation, she sends her good wishes. • Keeping in regular contact with the Principal and SMT as required. • Has had informal chats with various parties regarding a new Board Chair. • Attended the regional FE Board Meeting. • GAWG (Governance and Accountability Working Group) has met 5 times since previous Board Meeting. • A note had been received inviting the Chair and a Board member to meet with the Chair of Court to consider changing the FERB into a committee dealing with both HE and FE matters. The Board responded that in view of the ongoing Programme Board activity that this invitation was premature and a meeting should not be held until the outcomes from the overall Assembly activity was completed. | | | |
| | RESOURCES | | | |
| 19.3.5 | <p>Draft Finance and General Purposes Committee Minute of 30 August 2019</p> <p>Minute noted</p> | | | |
| 19.3.6 | <p>Management accounts for year to 31 July 2019</p> <p>JC noted that there is a modest surplus and asked whether this is before the assumed receipt of funds for Helensburgh. AEC confirmed that to be correct.</p> <p>Noted</p> | | | |
| 19.3.7 | <p>Draft External Audit Plan for 2018/19</p> <p>JD introduced himself as the new audit team manager and stated that a new letter of engagement has been sent to the college to sign and return. This is due to a change in the auditors company name and because the scope of assignment has changed to the higher education SORP, due to the college's assigned status.</p> <p>JD also stated that the key areas of focus are on page 4, this is a summary of their understanding of the major events within the college further to meetings between Steve McNaught and AEC. JD welcomes any comments as to whether this is complete or if anything is missing.</p> <p>JC asked if changes to the SORP are mainly presentational or material. JD confirmed that capital grants will be treated differently under the SORP, and confirmed that a re-statement of last year's figures will be required to some extent.</p> <p>AMC queried the additional cost of the service, SM confirmed that this was for an additional day for re-statement.</p> <p>JD asked whether the timetable on page 8 ties in with scheduled Board Meeting dates. AEC confirmed that it does.</p> | | | |

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| 19.3.8 | Draft SFC Financial Forecast Review AEC stated that the annual return must demonstrate a reduction in costs over next 5 years. National Pay Bargaining has significantly increased teaching costs therefore colleges are looking at ways to increase teaching efficiencies. MJ said that SFC will be introducing a new model of funding over that same 5 year period, the parameters of which are, as yet, unknown. MJ said the focus is on putting in place better management systems which show how efficiently staff are being utilised. SM requested that the final version of the FFR be circulated to the board before it is sent to the SFC. | AEC | Circulate to Board | |
| 19.3.9 | Health & Safety: H&S issues MJ reported that a risk assessment for classroom activities is ongoing. A system for 'near misses' is also being investigated. MJ will report back on this. | MJ | | |
| STRATEGY AND PERFORMANCE | | | | |
| 19.3.10 | Principal's Report for Period Ending 31 August 2019 MJ updated the board on recent activity. <ul style="list-style-type: none"> The Marine Industry Training Centre, Oban – Argyll College has been successful in a bid to Argyll & Bute Council which will enable a member of staff to be seconded to work solely on this project. Rural Growth Deal – The council is willing to invest in the Marine Training Centre as part of the Rural Growth Deal. MJ attended a workshop organised by the Scottish and UK Governments. Funding for the projects will be phased but MJ is hopeful this will be one of the earlier ones, potentially being signed off in early 2020. MJ said that The Rural Growth Deal isn't confined to the Marine Training Centre, it may also be used to improve the built environment which he is keen to improve. The council have been supportive. Property Update – MJ confirmed that an application is to be made to the SFC for loan to improve the built environment in Dunoon. HIE are in support of this. Progress is good to date. Engagement with SFC – AEC and MJ met with the SFC recently to discuss National Pay Bargaining. Engagement with HIE – attending regular meetings regarding support with property and strategic developments. Potential Archaeology Provision – Orkney are currently the centre of archaeology for UHI but are keen to share this with other colleges, as a regional offering is better for the partnership. Conversations are ongoing. SCDI/CDN Awards - Argyll College were guests of SEPA at the recent awards ceremony and received the award for Environmental Sustainability for the fleet of electric cars and charge points. The Board were pleased to see positive working partnerships between Argyll College and Argyll & Bute Council | | | |
| 19.3.11 | Draft Minutes of Learning, Teaching and Engagement Committee held on 30 August 2019 Minute noted. | | | |
| 19.3.12 | FE KPIs 2018/19 EM confirmed that the KPIs are still being finalised, although indications were that partial success for full time FE courses has increased by 10%. A full investigation is being carried out. EM to report back to the board after the investigation is complete. | EM | Investigation ongoing | |

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| | TD asked if there are interim KPIs, EM confirmed that withdrawal data is reviewed on a regular basis and interim progression boards held at the start of semester two are used to highlight particular issues. AC suggested that the increased use of VC to FE students may be part of the problem and that learning support can take a long time to put in place. Noted | | | |
| 19.3.13 | 2018/19 Final HE FTEs and FE Credit Count EM confirmed that Argyll College had exceeded its target by over 800 credits. MJ stated that there is a trend of overachieving on credits but we receive zero additional funding. Noted | | | |
| 19.3.14 | Update on Student Recruitment EM confirmed that the predicted target for HE is 200, currently sitting at 176. There are currently 530 pupils enrolled on Schools Link programmes which should increase to 800. 5 HNC/HND courses did not go ahead due to low student numbers, increased teaching costs meant they weren't viable. MJ suggested that marketing can become even more targeted in future and there needs to be consistency of courses running so students can progress from one level to the next. AC stressed the reputational damage to the college of courses not running. MJ said there may be a case for running fewer courses that will run consistently. Noted | | | |
| 19.3.15 | Update on learning, teaching and enhancement items in last quarter: a) HMIE visit b) Pilot of regional essential skills policy c) HISA Awards – 2 winners from Argyll College The Board pleased to hear this and AMC will be writing to the winners. HM said that Argyll College was selected to pilot local awards last year and the feedback from nominated staff was good. Noted | AMC | Letters | |
| 19.3.16 | Policies approved: UHI Promoting a Positive Learning Environment Policy Noted and approved. | | | |
| PEOPLE | | | | |
| 19.3.17 | Draft HR & R Committee Minute 30 August 2019 Noted | | | |
| 19.3.18 | Summary of recruitment and HR in last quarter Noted | | | |
| 19.3.19 | Amendment to Policy: Revised recruitment policy and associated procedures EM confirmed that the removal of '4.1 Definitions' been made by HR and it has been uploaded to the website. | | | |

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| | Noted | | | |
| | BOARD GOVERNANCE AND DEVELOPMENT | | | |
| 19.3.20 | Board Recruitment <ul style="list-style-type: none"> The board recruitment sub-group met prior to the board meeting to discuss how to go about recruiting new board members and a new chair. MJ confirmed that there was a requirement for new board members with finance and accountancy experience, FE and HE knowledge and potential relevant industry links. Scott Matheson has accepted the post of interim Chair of the Audit Committee. Board members are requested to speak to contacts who may be interested in joining the board, but to ensure that they are aware there is an interview procedure to be followed. | All | | |
| 19.3.21 | Programme Board Paper AMC to write back to Gary Coutts in response to his paper. | AMC | | |
| 19.3.22 | Any other business MJ briefly discussed the lease on the land CERC is on, he is going to investigate it further. | MJ | | |
| 19.3.23 | Date of next meeting. 13 December 2019 at 1pm venue TBC | | | |
| | Signed by Chair of meeting | Date..... | | |

**Minutes of the joint meeting of the
Audit and Finance & General Purpose committees
held at 1.00 pm on Friday, 29th November 2019
at the Oban Centre, Glenshellach Business Park**

Present: John Colston (JC), Chair of Finance & General Purpose committee, Scott Matheson (SM)(by VC) Chair of Audit Committee, Ken Jones (KJ), Amber Crowley (AC), Gillian McCready (GMcC), Jim Findlay (JF)(by VC), Tony Dalgaty (TD), Martin Jones (MJ).

Apologies: Andrew Campbell (AC), Elaine Munro (EM)

In Attendance: Jamie Davidson and Christina Pirolli, Henderson Loggie (by VC for 19.4.4) Gill Callaghan, TIAA (by VC for item 19.4.7), Ailsa Close (AEC)

| No | Item | Action |
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| 19.4.1 | <p>Welcome, Apologies & declarations of interest. Apologies were received from Andrew Campbell.</p> <p>JF declared his position as a local authority councillor.</p> | |
| 19.4.2 | <p>Minutes of previous meetings.</p> <ul style="list-style-type: none"> Audit Committee minute of 24th May 2019. Minutes approved, to be signed by Chair. Finance & General Purpose committee on 29th August 2019. Minutes approved and signed by Chair. | |
| 19.4.3 | <p>Matters arising.</p> <p>i) Update on Nursery MJ updated the committee that a potential purchaser has re-emerged and discussions have restarted. An interim manager is currently in place - a childcare tutor with the relevant qualifications to manage the nursery. MJ is hoping to have an update for the board meeting.</p> <p>ii) Oban MJ reported that a room in the Oban centre has been repurposed as a classroom, which has freed up a room to use as an office to accommodate the staff moving from WHHA. There is other work planned to allow the Oban centre to be used more efficiently. JC said this was a positive move and asked if there is any financial penalty to moving. AEC confirmed that there is no penalty and there will be a cost saving going forward of over £20k per annum</p> <p>iii) Riverside AEC was assured that the sale would go through 2 weeks ago but there has been a hold up on the purchaser's side. The sale was put through last year's accounts. AEC expects the sale to go through before the board meeting.</p> <p>iv) Islay AEC has been getting quotes from 3 companies to carry out the work. The quotes are coming in much higher than the quantity surveyor expected.</p> | |

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| | <p>Awaiting a visit and quote from another firm but the difficulty of the island location was acknowledged</p> <p>v) Helensburgh AEC confirmed that an invoice has been issued to UHI but no payment received as yet. This is being pursued and an update will be provided at the next Board.</p> <p>vi) NRPA MJ confirmed that Argyll College has not signed up yet although a number of other colleges have in the interim. A dialogue has been maintained with SFC although not all communications via the region had been forwarded. A route map towards signing has been put in place. MJ stated that there are hidden costs involved in the professionalisation of college lecturers, there is a 2 year window for staff to gain qualifications and receive funding towards course fees and time to study. TD expressed concern that this might take away the flexibility that Argyll College needs. JF stated that it should be embraced as a good opportunity to raise the quality of teaching staff. AC said there is some confusion amongst staff as to different pay rates. MJ agreed that an internal communication would be sent to tutors to clarify the pay rates. MJ reported on the national processes relating to job evaluations for support staff. ACTION: MJ to provide internal communication to tutors regarding pay rates for clarity.</p> | MJ |
| 19.4.4 | <p>Audit report from Henderson Loggie. (At this point, the meeting was joined by Jamie Davidson (JD) and Christina Pirolli (CP) Henderson Loggie by VC)</p> <p>SM asked Henderson Loggie to summarise the key points of the report, JD reported these as follows:-</p> <ul style="list-style-type: none"> Income has increased and expenditure has increased - mainly due to national pay bargaining, teachers pensions and Strathclyde Pension Fund Additional income covers the increased costs The loss on the sale of Riverside has been accounted for in this year. The college now has full assigned status therefore the accounts are published under the Accounting for Further and Higher Education Statement of Recommended Practice rather than the Charities SORP. The main impact being that deferred grants were carried forward but are now shown at the top half of the balance sheet The audit findings reported two cases where payroll was authorised after it had been paid. A further finding was that pre 1 Jan 2019, not all documentation is in place to ensure that employees have the right to work in the UK <p>JD asked if there were any questions.</p> <p>SM thanked Henderson Loggie for the work they had done and asked how Argyll College compares to the sector in general. JD stated that Argyll College mirrors the sector, all have the same pressures on income and rising costs and that the balance sheet shows a reasonably healthy position.</p> <p>SM asked Henderson Loggie if they need anything further from the college. JD said that they need approval of the numbers in general and there are some items on the report to be checked with AEC.</p> | <p>AEC</p> <p>AEC/MJ</p> |

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| | <p>JC stated that the report is a good reflection on the performance of the college and SM agreed. SM asked for clarification of the process in place for payroll. AEC stated that the payroll is completed in Oban but she is in Dunoon so not always available for signature. It has been discussed that MJ or EM are able to authorise payroll too so there is always a signatory available.</p> <p>ACTION: AEC and MJ to follow up for next meeting.</p> <p>JC asked if payroll management could be outsourced but AEC stated that the majority of the work is in pulling together timesheets and hourly rates and another trained member of staff would be preferable.</p> <p>Audit Report approved and recommended to the Board.</p> | |
| 19.4.5 | <p>Draft Annual Report and financial statements for year ended 31 July 201</p> <p>AEC indicated the accounts are easier to read than charity accounts and the current position is quite positive due to having reasonable level of unrestricted reserves.</p> <p>SM requested that Board members provide any additional comments or questions to AEC before Wed 4th December.</p> | |
| 19.4.6 | <p>Management accounts to 31 October 2019</p> <p>AEC stated that the actual figures are not wholly accurate due to staff absence and therefore not all invoices having been processed by the quarter end. Noted that confirmed funding for FE is lower than budgeted.</p> <p>JC asked about the increase in salaries costs budgeted, AEC confirmed this is due to the nursery sale not likely to be early in the year as was expected when the budget was prepared.</p> | |
| 19.4.7 | <p>Internal Audit annual report 2018/19 (At this point, the meeting was joined by Gill Callaghan (GC) of TIAA by VC)</p> <p>SM asked GC for a summary of the report.</p> <p>GC reported that:-</p> <ul style="list-style-type: none"> • The report concluded reasonable assurance over all • 8 x priority 2 recommendations and 5 x routine housekeeping • No limited assurance • Value for money – arrangements are in place <p>SM asked for any questions or comments from the committee.</p> <p>AEC thanked TIAA for producing the reports in time for the meeting.</p> <p>Internal Audit Reports approved and recommended to the Board.</p> | |
| 19.4.8 | <p>Internal Audit Plan 2019/20</p> <p>AEC stated that Henderson Loggie cannot present the Internal Audit plan for 2019/20 as they are currently still external auditors. Once the accounts have been signed off, they will be in a position to present and discuss the internal audit. SM asked if this will affect the timeline of them completing their work. AEC felt that it will not.</p> | |

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| 19.4.9 | <p>Final Internal Audit Reports:</p> <p>i) Management & Board reporting - JF pointed to the report's mention of the strategic plan and the need for the SMT and Principal to focus on a 6 month timetable in which to implement it. MJ reported that work has been going on in the background (including a staff away day) and there will be a presentation to the next board meeting.</p> <p>i) ICT review of GDPR – This was noted</p> <p>ii) Budgetary Control - SM suggested that SMT meetings should include the management accounts on the agenda. JC suggested that all staff should be encouraged to take ownership of the financial health of the college. SM asked that MJ and AC think about how this could be best achieved.</p> <p>iii) Follow up on previous reports – SM asked whether a process had been implemented for the checking of passports and visas. AEC confirmed that it has been in place since January 2019.</p> | MJ/AEC |
| 19.4.10 | <p>Review of risk register.</p> <p>MJ explained to the committee how the risk register works and how to read it. AC asked how Argyll College compare to the rest of UHI. MJ responded that all partners have the same issues but it can be difficult to compare as it depends on how much information is input by individuals. TD noted that there is no mention of injury to staff or students.</p> <p>ACTION: MJ to look at 'injury' for the next audit meeting.</p> <p>SM agreed that the risk register be kept under review by the committee.</p> | MJ |
| 19.4.11 | <p>AOCB</p> <p>There was no other business.</p> | |
| 19.4.12 | <p>Date of next meeting – To be agreed at Board meeting on 13 Dec 2019</p> | |
| 19.4.13 | <p>Signed by</p> <p>..... Date</p> <p>Chair of Finance & General Purpose Committee</p> <p>..... Date</p> <p>Chair of Audit Committee</p> | |

ARGYLL COLLEGE

AUDIT COMMITTEE ANNUAL REPORT FOR FINANCIAL YEAR TO END JULY 2019

PRESENTED TO THE BOARD AND PRINCIPAL

1. INTRODUCTION

This report covers the year from 1st August to 2018 to 31st July 2019.

This was the final year in which TIAA were acting as our internal auditors. The internal audit contract was put out to tender earlier in the year, with Henderson Loggie being the successful bidder.

2. MEMBERSHIP

The membership of the Committee during the period and to date of this report was:

Lesley McInnes, Chair (LMcI) to 13 Sept 2019
Ken Jones (KJ)
Gillian McCready (GMcC)
Tony Dalgaty from 23 Feb 2018 (TD)
Amber Crowley from 30 November 2018 (AC)
Scott Matheson, Interim Chair from 13 Sept 2019 (SM)

In attendance at meetings were Martin Jones (MJ) Principal, Ailsa Close (AEC) Finance Director and Elaine Munro (EM) Depute Principal.

The clerk for meetings during the year was Fiona Fenn Smith (FS) and Victoria Daveney (VD)

3. MEETINGS

During the period of this report the Audit Committee met 4 times:

24 Aug 2018: Members present were Lesley McInnes; Ken Jones; Gillian McCready; Tony Dalgaty

30 Nov 2018: Joint meeting with the F&GP Committee. Members present were: Lesley McInnes, John Colston, Ken Jones, Amber Crowley, Gillian McCready, Jim Findlay, Scott Matheson.

1 Mar 2019: Members present were Lesley McInnes, Ken Jones, Amber Crowley, Tony Dalgaty.

24 May 2019: Members present were Lesley McInnes, Ken Jones, Amber Crowley, Tony Dalgaty.

4. TERMS OF REFERENCE

The terms of reference are those approved by the Board on 18 March 2016 and these are attached to the report.

5. INTERNAL AUDIT

Our internal audit provider is TIAA, with this being the final year of their contract. The work was tendered for in May 2019 and Henderson Loggie (HL) will be the internal auditors, being contracted until 2021-22 with the option to extend the contract for a further year. 3-4 reports will be undertaken in each year. As HL are currently our external auditors, they will engage as internal auditors once the accounts for the year ended 31 July 2019 are finalised and signed off.

This year's reports from TIAA were received and concentrated on the following areas:

- Board and management reporting
- GDPR
- Budgetary control

These reports were considered at the meeting held on 29 November 2019.

The reports concluded there was reasonable assurance over these three matters. A number of action points were identified (none that were deemed an urgent risk for the operation of the college) and the Committee agreed implementation timetables for the recommendations.

The Committee also considered a follow up review from TIAA to satisfy itself that the recommendations from previous years had been sufficiently actioned.

The committee received a report of a closed meeting between Internal Auditor and Committee Chair on 11 Dec 2019. No issues that required follow up action were noted.

6. EXTERNAL AUDIT

Henderson Loggie are our external auditors and were appointed by tender in 2015. The period for their engagement was for an initial 3 years but has been extended for a further two, with their involvement ending with the signing of the accounts to the end of July 2019.

The Audit Committee and the Finance Committee held a joint meeting to hear the external auditors present the accounts on 29 November 2019. It was noted that this was the first set of financial statements published under the Accounting for Further and Higher Education SORP (2015) following the granting of Assigned Status. As anticipated, an impairment loss of (£123k) was recorded in the accounts for the sale of Riverside, Lochgilphead. There were two identified systems and controls matters which were discussed by the Committee and management.

The committee received a report of a closed meeting between External Auditor and Committee Chair on 11 Dec 2019. No issues that required follow up action were noted.

The Committee will oversee a tender process to appoint new external auditors early 2020.

7. OTHER WORK DONE

We held a joint meeting with the Finance Committee to hear the external auditors present the annual accounts on 29 November 2019 and discuss areas of direct shared interest e.g. Helensburgh, Nursery.

The Audit Committee discussed the risk register as a specific item at each of its meetings and the register was updated at various points in the year. The Committee also participated in a presentation and discussion on risk management from UHI Head of Governance and Records Management.

The Committee was pleased that an online tool for the risk register was implemented, allowing easier viewing and assessment of risks. The register remains under review as the new tool is fully bedded in and reports are made available.

The Audit Committee did not ask for any VFM studies for this year.

8. OTHER

The Audit Committee is pleased to see progress during the first year with a new Principal. There have been welcome developments in many areas including Board information and risk register, but the Committee remains concerned that some important matters persist, including no resolution of matters relating to receipt of the strategic funding for Helensburgh and risks associated with nursery. The Committee is aware the executive management team has given these matters significant attention and are seeking earliest resolution.

9. OPINION

The Audit Committees' view of the work of the College throughout the year is positive. Achievement of Assigned Status during the year was a significant milestone for the College. The operational work of the college from the spectrum of internal audit reports demonstrates that in general the college has good operating procedures, and the external audit report highlighted only a small number of issues.

Over the year there have been specific areas of concern and discussion for the audit committee that includes:

- Little Learners nursery,
- National Pay Bargaining
- Helensburgh centre funding

The Committee will keep these areas under review and examination of these matters will form part of its agenda for the next year. The internal audit plan for 2019/20 will be confirmed after the conclusion Henderson Loggie's involvement in the external audit for 2018/19.

10. CIRCULATION

This will be copied to the Board and both the Internal and External Auditor at the meeting on the 13th December 2019.

Scott Matheson
11 December 2019

Management accounts to 31 Oct 2019

The accounts for the first quarter of the year are showing a surplus of £413k. This is partly reflected in our bank balances which have increased by £189k, and by a reduction in our creditors of £184k since the year end.

The management accounts have been amended to reflect the layout of the statutory accounts which now follow the Education SORP rather than the Charities SORP.

We have now had funding for Credits for the year confirmed at £53k less than last year, but for the same credit target.

Our HE target of 220 for the year we know at this point will not be achieved. It is likely to be 200 as it was last year, so we have reduced the income pro-rata.

We have not included any funding for Helensburgh. To date nothing has been received from UHI's SIF fund, and it is difficult to see any change in UHI's position of continuing to blank our requests for drawdown, or meet them with further requests for information, most of which we would argue has been provided to them on previous occasions.

National Bargaining funding has been included at an amount of £1.17m. Continued receipt of this is dependent on the College signing up to NRPA at some point in the near future. Job evaluation process for support staff is commencing in other colleges, but until we are formally signed up for NRPA, the College will not be able to progress.

The outturn forecast for the year sees a reduction of £60k in the anticipated surplus, because it is looking increasingly unlikely that a buyer will be found for the Nursery in this financial year. Staffing costs for nursery staff have therefore been added back in, as has income, and we anticipate having to cover a loss of around £60k in the year from the Nursery at this point.

The Balance Sheet shows unrestricted reserves at the period end of £2.1m, but this is before any adjustment for pension liability, which for 2018/19 was £815k.

Ailsa E Close
27/11/19

Argyll College UHI Ltd

| | Actual | Budget | Expected | |
|--|------------------|------------------|------------------|---|
| | 31/10/2019 | 2019/20 | Outturn | |
| INCOME | | | 2019/20 | |
| SFEFC SUMs Income | 918,559 | 2,697,403 | 2,644,048 | |
| SFEFC SUM's Income - ESOL | 0 | 0 | 6,844 | |
| UHI Income - RAM | 131,736 | 633,235 | 530,909 | Based on HE FTEs at Nov 2019 |
| UHI Income - PGDE | 10,392 | 67,000 | 47,238 | Per UHI |
| UHI Income - Other | 23,903 | 130,000 | 128,550 | Flatrate £20k, SSC£108550 |
| SAAS Income | 793 | 309,000 | 281,000 | Will be lower because of lower HE numbers |
| ILA Income | 3,800 | 11,000 | 11,000 | |
| DYW income | 4,871 | 180,000 | 180,000 | |
| Bursary Income/Student support | 6,711 | 50,000 | 45,000 | |
| Other PPE reimbursement/CITB/Fdn Apprenticeships | 0 | 10,000 | 30,000 | |
| Maintenance/Capital Grant income | 25,689 | 80,000 | 62,027 | £15042 is for capital rather than maintenance |
| ESF | 0 | | | |
| Bank Interest Received | 96 | 3,000 | 3,000 | |
| FE Student Fees | 57,053 | 105,000 | 100,000 | |
| HE Student Fees - Taught | 15,883 | 20,000 | 20,000 | |
| Commercial Training Activity | 5,693 | 40,000 | 30,000 | |
| Commercial Training Activity - CSCS Income | 930 | 8,000 | 8,000 | |
| Nursery Income - Fees | 37,442 | 0 | 200,000 | No sale looking likely in short term |
| Property Lease Income | 2,396 | 0 | 3,500 | Leased building delay in sale |
| Room/Facility Hire - With Own Insurance | 80 | 1,500 | 2,000 | |
| Room/Facility Hire - Without Own Insurance | 0 | 500 | 100 | |
| Vending Machine Income | 293 | 3,000 | 7,000 | |
| Hairdressing Income - General | 1,609 | 9,100 | 6,500 | |
| Hairdressing Income - Retail | 0 | 0 | 0 | |
| Hairdressing Income - Other | 0 | 0 | 0 | |
| Catering Income | 1,146 | 11,500 | 10,500 | |
| Feed-In Tariff | 0 | 6,500 | 4,000 | |
| Other income | 653 | 0 | 1,000 | |
| National Bargaining Grant funding | 353,531 | 860,000 | 1,071,333 | Incls £64k for Superann |
| Income from Staff | 0 | 700 | 700 | |
| Graduation Income | 350 | 550 | 400 | |
| Branded clothing income | 645 | 700 | 2,000 | |
| | 1,604,254 | 5,236,988 | 5,436,649 | |
| LESS: EXPENDITURE | | | | |
| MicroRam | 0 | 150,000 | 160,000 | |
| Staffing Costs - Salaries | 344,639 | 1,200,000 | 1,400,000 | 2-3% NB increase, lower than budgeted, nursery staff now included |
| Staffing Costs - Employer's NI | 28,047 | 108,000 | 124,000 | |
| Staffing Costs - Employer's Pension | 43,372 | 168,000 | 178,000 | |
| Staffing Costs - Maternity Pay | (1,352) | 1,000 | 1,000 | |
| Staffing Costs - Sick Pay | 0 | 10,000 | 10,000 | |
| Staffing Costs - Travel and Subsistence | 4,037 | 20,000 | 20,000 | |
| Staffing Costs - Training | 858 | 6,000 | 6,000 | |
| Staffing Costs - Disclosure | 95 | 1,000 | 1,000 | |
| Staffing Costs - Recruitment | 0 | 15,000 | 15,000 | |
| Staffing Costs - Other | 3,660 | 0 | 0 | |
| Teaching Staff Costs - Salaries | 415,391 | 1,677,040 | 1,677,040 | |
| Teaching Staff Costs - Employer's NI | 34,812 | 150,934 | 150,934 | |
| Teaching Staff Costs - Employer's Pension | 67,862 | 335,408 | 335,408 | |
| Teaching Staff Costs - Maternity Pay | 0 | 1,000 | 1,000 | |
| Teaching Staff Costs - Sick Pay | 0 | 10,000 | 10,000 | |
| Teaching Staff Costs - Travel and Subsistence | 2,224 | 12,000 | 12,000 | |
| Teaching Staff Costs - Training Other | 0 | 12,000 | 12,000 | |
| Teaching Staff Costs - Disclosure | 344 | 1,300 | 1,300 | |
| Teaching Staff Costs - Recruitment | 0 | 3,000 | 3,000 | |
| Teaching Staff Costs - Other | 3,792 | 12,000 | 12,000 | |
| Payments to Subcontractors | 2,000 | 65,000 | 85,000 | Additional costs for Nursery secondment and external contractors |
| Learning Resources/Mats | 10,542 | 60,000 | 60,000 | |
| Student PPE/Kit | 6,726 | 20,000 | 20,000 | |
| Payments to Awarding Bodies - SQA | 2,636 | 60,000 | 60,000 | |
| Payments to Awarding Bodies - CITB | 335 | 5,000 | 5,000 | |
| Payments to Awarding Bodies - BCS | 4,955 | 8,000 | 8,000 | |
| Payments to Awarding Bodies - Activ Training | 155 | 3,500 | 3,500 | |
| Apprenticeship levy | 1,371 | 16,000 | 16,000 | |
| Marketing and Promotion | 12,826 | 50,000 | 50,000 | |
| Health and Safety Costs | 4,251 | 25,000 | 25,000 | |
| Non Chargeable Catering Costs | 754 | 5,000 | 5,000 | |
| Property Costs - General maintenance | 11,354 | 70,000 | 70,000 | |
| Property Costs - Lease Costs | 10,670 | 72,000 | 57,500 | Move from WHHA back to Centre in Jan |
| Property Costs - Venue Costs | 527 | 10,000 | 10,000 | |

| | | | |
|--|------------------|------------------|------------------|
| Property Costs - Rates and Water Charges | 115 | 17,000 | 17,000 |
| Property Costs - Utilities | 12,200 | 80,000 | 80,000 |
| Property Costs - Cleaning | 6,259 | 30,000 | 30,000 |
| Property Costs - Other Property Costs | 356 | 4,000 | 4,000 |
| Insurance | 25,762 | 31,000 | 31,000 |
| ICT Maintenance and Support | 34,610 | 117,000 | 117,000 |
| Equipment repairs | 1,804 | 5,000 | 5,000 |
| Equipment Lease Costs | 10,320 | 40,000 | 40,000 |
| Company Vehicle Costs - Fuel | 1,044 | 5,000 | 5,000 |
| Company Vehicle Costs - Repairs and Maintenance | 932 | 3,000 | 3,000 |
| Company Vehicle Costs - Road Tax | 0 | 300 | 300 |
| Company Vehicle Costs - Other | 2,240 | 40,000 | 40,000 |
| Supplies and Copying | 4,062 | 10,000 | 10,000 |
| Postage | 753 | 7,000 | 7,000 |
| Telecoms | 833 | 18,000 | 18,000 |
| Other expenses | 154 | 4,000 | 4,000 |
| Donations | 68 | 0 | 500 |
| Subscriptions | 6,185 | 27,000 | 27,000 |
| Professional Fees - Audit and Accountancy | 3,299 | 20,000 | 20,000 |
| Professional Fees - Legal | 0 | 12,000 | 30,000 |
| Professional Fees - Other | 0 | 5,000 | 5,000 |
| Payments To/On Behalf of Students - Travel & Subsistence | 3,660 | 20,000 | 20,000 |
| Payments To/On Behalf of Students - Hardship | 1,006 | 10,000 | 10,000 |
| Payments To/On Behalf of Students - Disclosure | 0 | 3,000 | 3,000 |
| Payments To/On Behalf of Students - Graduation | 4,940 | 5,000 | 5,000 |
| Payments To/On Behalf of Students - Other | 0 | 3,500 | 3,500 |
| Governance Costs - Travel & Subsistence | 55 | 1,500 | 1,500 |
| Governance Costs - Other | 92 | 500 | 500 |
| Bank Charges | 128 | 550 | 550 |
| Loan Interest - BoS Fixed Rate | 0 | 2,000 | 2,000 |
| Bad debts | 0 | 1,500 | 1,500 |
| Vending Machine Costs | 486 | 5,000 | 5,000 |
| Hairdressing Supplies - General | 986 | 8,500 | 8,500 |
| Hairdressing Supplies - Retail | 0 | 0 | 0 |
| Hairdressing Costs - Other | 0 | 400 | 400 |
| Food Purchases | 2,583 | 15,000 | 15,000 |
| | 1,141,815 | 4,914,932 | 5,174,932 |
| | | | |
| Operating surplus | 462,439 | 322,056 | 261,717 |
| | | | |
| Non Capital Fixed Assets | 3,431 | 40,000 | 40,000 |
| | | | |
| Depreciation | 46,250 | 185,000 | 185,000 |
| | | | |
| Net surplus/(deficit) for the year | 412,758 | 97,056 | 36,717 |
| | | | |

Argyll College UHI Ltd
Statement of Comprehensive Income
For the period ended 31 Oct 2019

| | Actual 2019/20 £ | Reforecast 2019/20 £ | 2018/19 £ |
|---|---------------------|----------------------------|------------------|
| Income | | | |
| SFC grants | 1,272,090 | 3,722,225 | 3,616,214 |
| UHI grants | 191,720 | 608,724 | 630,334 |
| Tuition fees and education contracts | 77,529 | 442,000 | 872,390 |
| Other operating income | 56,196 | 462,700 | 346,186 |
| Commercial training activity | 6,623 | 38,000 | 51,534 |
| Release of deferred capital grant | 0 | 0 | 126,188 |
| Investment income | 96 | 3,000 | 7,145 |
| Total income | 1,604,254 | 5,276,649 | 5,649,991 |
| Expenditure | | | |
| Staff costs | 947,781 | 3,969,682 | 4,236,833 |
| Other operating expenses | 197,337 | 1,081,200 | 1,226,867 |
| Depreciation | 46,250 | 185,000 | 184,842 |
| Interest and other finance costs | 128 | 4,050 | 9,720 |
| Total expenditure | 1,191,496 | 5,239,932 | 5,658,262 |
| Income/(Deficit) before other gains and losses | 412,758 | 36,717 | (8,271) |
| Impairment loss | 0 | 0 | (122,639) |
| Total comprehensive income for the period | 412,758 | 36,717 | (130,910) |

Argyll College UHI Ltd
Balance Sheet
As at 31 Oct 2019

| | 31/10/2019 | 2018/19 |
|-------------------------------------|-------------------------|-------------------------|
| Tangible fixed assets | 3,847,041 | 3,836,896 |
| Debtors | | |
| Trade debtors | 77,089 | 47,628 |
| Prepayments | 0 | 0 |
| Other debtors | 130,958 | 130,637 |
| Deferred tax asset | 0 | 0 |
| | <u>208,047</u> | <u>178,265</u> |
| Cash at bank | 1,890,024 | 1,701,517 |
| | <u>2,098,071</u> | <u>1,879,782</u> |
| Creditors <1yr | | |
| Trade Creditors | 8,139 | 115,935 |
| Bank Loans | 9,035 | 15,105 |
| Accruals | 492,135 | 553,633 |
| Deferred Grants | 142,581 | 142,581 |
| Tax & Social Security creditor | 68,000 | 67,017 |
| Other creditors | 47,377 | 57,319 |
| | <u>767,267</u> | <u>951,590</u> |
| Net current assets | 1,330,804 | 928,192 |
| Creditors >1yr | | |
| Deferred Grants | 3,028,501 | 3,028,501 |
| Net Assets | <u><u>2,149,344</u></u> | <u><u>1,736,587</u></u> |
| Reserves | | |
| Unrestricted funds | 1,736,587 | 1,736,587 |
| Comprehensive income for the period | 412,758 | 0 |
| | <u><u>2,149,345</u></u> | <u><u>1,736,587</u></u> |



Argyll Collee UHI Limited Audit Findings Report

Year ended 31 July 2019

Presented to the Board on 13 December 2019

Now, for tomorrow



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1. Introduction

The purpose of this report is to summarise our findings in respect of the audit for the year-ended 31 July 2019 and to bring to the attention of the directors significant points identified during the audit and to confirm how these were resolved.

The audit has been substantially completed and we confirm our intention to issue an unmodified audit opinion on the financial statements following approval by the Board.

This report is provided on the basis that it is for the information of the Board only and that it will not be quoted from or referred to, in whole or in part, for any other purpose without our prior written consent. No responsibility is assumed by us to any other person who may choose to rely on it for his or her own purposes.

3. Systems and Controls

2.1 Issues identified at the audit planning stage

At the planning stage of the audit we identified some key areas of focus and the findings from our audit work are set out below. Management override of controls and income recognition are included below as there is a presumption within International Standards on Auditing (UK) for all audits to take account of these areas.

| Key audit area | Our planned approach | Our findings |
|---------------------------------|--|---|
| Management override of controls | Our approach was to review any significant unusual transactions to ensure that they appeared reasonable in the context of our knowledge of the business. | We did not identify any significant or unusual transactions or manual journal postings that did not have adequate back-up of management explanation. |
| Income recognition | We undertook a review of all significant revenue streams and transactions. Our approach to revenue recognition involved a combination of analytical review, compliance testing of key controls and detailed substantive testing. | <p>Nursery revenue continued to be recognised on a cash basis rather than an accruals basis. Income should be recognised when it is due to the College rather than when it is received. Please refer to comments in Appendix C.</p> <p>No other significant issues were identified in review of income. Adjustments were made in line with the transition to the Education SORP as discussed further in this section.</p> |

3. Systems and Controls

2.1 Issues identified at the audit planning stage (continued)

| Key audit area | Our planned approach | Our findings |
|----------------|--|---|
| Going concern | We considered the process undertaken by directors to satisfy themselves that the going concern basis of preparation of the financial statements was appropriate. | <p>As part of auditing procedures, auditors must consider whether an entity can continue to operate for a period of twelve months from the date of signing the financial statements. This needs to be considered on an annual basis. We ask directors to consider their view on going concern in the letter of representation (appendix A).</p> <p>The College made a deficit of £594k in the year to 31 July 2019. However this includes a one-off impairment cost on the Lochgilphead property of £123k and an actuarial loss on the pension scheme of £463k. Excluding these, the College made a deficit of £8k, compared to a deficit of £278k in the prior year. As at 31 July 2019 the College had reserves of £921k including cash balances of £1.7m.</p> <p>Further commentary to be added once management accounts obtained.</p> |

3. Systems and Controls

2.1 Issues identified at the audit planning stage (continued)

| Key audit area | Our planned approach | Our findings |
|------------------------------|--|---|
| Transition to Education SORP | <p>This is the first set of financial statements published under the Accounting for Further and Higher Education SORP (2015)</p> <p>We reviewed the financial statements and accounting policies to ensure they are compliant with the Education SORP and that any required changes have been applied correctly.</p> | <p>The significant change on transition is in the treatment of grant income. Under the Charities SORP grants received for specific purposes were recognised on entitlement to the income and any unspent funds carried forward in a restricted reserve. Under the Education SORP, only those grants from non-governmental sources with a restriction in use, but no performance related condition attached, may be recognised and carried forward in a restricted fund. Any unspent funds on grants which do not meet this criteria, should be held as deferred income within creditors.</p> <p>We reviewed all the restricted funds held in the accounts to 31 July 2018 and determined that all balances should be transferred to deferred income and released to the statement of comprehensive income in line with the criteria as set out in the Education SORP.</p> <p>The impact of this adjustment has been set out in Appendix B and a reconciliation from the position shown in the 31 July 2018 accounts is included at note 22 of the financial statements.</p> |

3. Systems and Controls

2.1 Issues identified at the audit fieldwork stage

| Issue | Resolution |
|---|--|
| Valuation of Lochgilphead Prior to the year end, an offer was accepted on the Lochgilphead building for £89,000. The value in the accounts as at 31 July 2019 was £211,639. | Given the offer has been accepted, it was considered appropriate to write down the value of building in the accounts to the market value. As such, an impairment loss of £122,639 has been recorded in the financial statements, as set out in Appendix B. |

3. Systems and Controls

As part of the audit process, we consider the overall control environment and key controls that are observed or tested as part of the audit. During the audit, we identified some areas where the internal controls require to be strengthened. These areas are categorised as follows:

- A** Fundamental issues which require the consideration of the trustees
- B** Significant matters which should be reviewed by management
- C** Matters not requiring urgent attention, but which should be followed up within a reasonable timescale

In addition, we identified that some points rose in the previous year still need to be actioned and an update on this is included in Appendix C.

The audit does not involve a comprehensive review of all controls operating within the company and as such, the following comments should not be assumed to be a complete statement of all weaknesses that may exist in the company's control environment or within the detailed systems of internal control.

| Category | Finding and implication | Recommendation | Management comments |
|----------|--|--|---------------------------------|
| B | Payroll authorisation In 2 of 12 months tested, the payroll was authorised by the finance director after payment had been made. This could result in erroneous or fraudulent expenditure not being identified in a timely manner. | In cases where the finance director is unavailable, we would recommend that a second individual is given authority to review and authorise the payroll prior to payment. | Agreed – this will be actioned. |

3. Systems and Controls

| Category | Finding and implication | Recommendation | Management comments |
|----------|---|---|--|
| B | <p>Right to work in the UK</p> <p>Right to work in the UK documentation has only been consistently sought from new employees for those who commenced employment after January 2019.</p> <p>Where there is no evidence that right to work in the UK checks have been performed for individuals who have no right to work in the UK, the Home Office can levy fines of £10,000 per employee found to be working illegally.</p> | <p>We would recommend that an exercise is undertaken to ensure all required documentation by law is held on file.</p> | <p>Agreed – this will be actioned.</p> |



4. Other matters to be communicated to the board

Qualitative aspects of accounting practices

During the course of our audit, we consider the qualitative aspects of the financial reporting framework, including judgements on key accounting policies, areas of significant accounting estimate and financial statement disclosures to the extent that these may have a significant impact on the relevance, reliability, comparability and clarity of the information presented in the financial statements.

There are no matters we would bring to your attention.

Significant difficulties encountered during the audit

There were no significant difficulties encountered during the audit which we need to report to you. All relevant representations which we have asked you to confirm are included in the letter of representation in Appendix A.

Adjusted and unadjusted misstatements

Included in the letter of representation in Appendix A is a list of all unadjusted audit differences identified during the audit other than those that are considered to be clearly trivial. A list of adjusted audit differences is included in Appendix B.



5. Independence

We have procedures in place to ensure that MHA Henderson Loggie, its partners and professional staff follow and comply with both the FRC's Ethical Standard and the Code of Ethics issued by The Institute of Chartered Accountants of Scotland in November 2017.

We have re-reviewed this position following the completion of the audit and confirm that, in our professional judgement, MHA Henderson Loggie remains independent within the meaning of regulatory and professional requirements and that the objectivity of Jamie Davidson, the Audit Principal, and audit staff has not been impaired.



Appendix A - Letter of representation

MHA Henderson Loggie
Chartered Accountants
11-15 Thistle Street
Edinburgh
EH2 1DF

Dear Sirs,

During the course of your audit of our financial statements for the year ended 31 July 2019 the following representations were made to you by management and trustees.

- 1 We acknowledge as directors our responsibilities under the Companies Act 2006, Charities and Trustee Investment (Scotland) Act 2005 and Charities Accounts (Scotland) Regulations 2006 (as amended) for preparing financial statements, in accordance with the applicable financial reporting framework (Financial Reporting Standard 102 (FRS102) and the FE and HE SORP) that give a true and fair view and for making accurate representations to you as auditors.
- 2 We confirm that all accounting records have been made available to you for the purpose of your audit, in accordance with your terms of engagement, and that all the transactions undertaken by the company have been properly reflected and recorded in the accounting records. All other records and related information, including minutes of all management and shareholders' meetings, have been made available to you. We have given you unrestricted access to persons within the company in order to obtain audit evidence and have provided any additional information that you have requested for the purposes of your audit.
- 3 We confirm that the financial statements for the year ended 31 July 2019 have been approved by the board and are free from material misstatements.
- 4 We confirm that significant assumptions used by us in making accounting estimates, including those measured at fair value, are reasonable.
- 5 We confirm that all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements have been disclosed to you as auditor and accounted for and disclosed in accordance with the applicable financial reporting framework United Kingdom generally Accepted Accounting Practice (including FRS 102 and the FE and HE SORP).
- 6 We confirm that there have been no events since the balance sheet date which require disclosing or which would materially affect the amounts in the financial statements, other than those already disclosed or included in the financial statements. Should further material events occur, which may

Appendix A - Letter of representation

necessitate revision of the figures included in the financial statements or inclusion of a note thereto, we will advise you accordingly. We are not aware of any future plans which might impact the carrying values disclosed in the financial statements which we have not discussed with you.

- 7 We confirm that the related party relationships and transactions set out below are a complete list of such relationships and transactions and that we are not aware of any further related parties or transactions.

| Party | Relationship | Nature of transaction |
|-----------------------------------|----------------------------|-----------------------|
| West Highland Housing Association | Trustee is Chief Executive | Purchases |
| Argyll and Bute Council | Trustee is a Councillor | Sales and purchases |

- 8 We confirm that all related party relationships and transactions have been accounted for and disclosed in accordance with the applicable financial reporting framework United Kingdom generally Accepted Accounting Practice (including FRS 102 and the FE and HE SORP).

- 9 We confirm that the company has had, at no time during the year, any arrangement, transaction or agreement to provide credit facilities (including loans, quasi-loans or credit transactions) for trustees, nor to guarantee or provide security for such matters, except as disclosed in the financial statements.

- 10 We confirm the ultimate controlling party has been identified and disclosed in the financial statements.

- 11 We confirm that the company has not contracted for any capital expenditure other than as disclosed in the financial statements.

- 12 We confirm that we are not aware of any possible or actual instance of non-compliance with those laws and regulations which provide a legal framework within which the company conducts its business and which are central to the company's ability to conduct its business, except as explained to you and as disclosed in the financial statements.

- 13 We acknowledge our responsibility for the design and implementation of controls to prevent and detect fraud. We confirm that we have disclosed to you the results of our risk assessment of the risk of fraud in the business.

- 14 We confirm that there have been no actual or suspected instances of fraud involving management or employees who have a significant role in internal control or that could have a material effect on the financial statements. We also confirm that we are not aware of any allegations of fraud by former employees, regulators or others.

- 15 We confirm that, in our opinion, the company is a going concern



Appendix A - Letter of representation

- 16 The effects of unadjusted misstatements are immaterial, both individually and in aggregate, to the financial statements as a whole. A list of the unadjusted misstatements is attached to this letter.
- 17 We acknowledge our legal responsibilities regarding disclosure of information to you as auditors and confirm that:
- so far as each trustee is aware, there is no relevant audit information of which you as auditors are unaware; and
 - each trustee has taken all the steps that they ought to have taken as a trustee to make themselves aware of any relevant audit information and to establish that you are aware of that information.
- 18 We confirm that the company has good title to all its assets and all assets granted as security have been advised to you.
- 19 We confirm that all income has been recorded in the financial statements in line with the Charity SORP.
- 20 We confirm that restricted funds have been applied for the purpose they were given.
- 21 We confirm that any constructive obligations to return grants have been recognised as liabilities in the financial statements.
- 22 We confirm that you have been made aware of all correspondence with OSCR.

We confirm that the above representations are made on the basis of enquiries of management and staff with relevant knowledge and expertise (and, where appropriate, of supporting documentation) sufficient to satisfy ourselves that we can properly make these representations to you and that to the best of our knowledge and belief they accurately reflect the representations made to you by the trustees during the course of your audit.



Appendix A - Letter of representation

In relation to the accounts for the year ended 31 July 2019 we confirm that:

1. The trustees have read, understood and approved the enclosed, signed, representation letter.
2. The trustees have considered the points raised in the audit findings report.

Signed on behalf of the board of trustees by:

Name

Date.....

Appendix B – Adjusted audit differences

| | Statement of Financial Activities | | Balance sheet | |
|--|-----------------------------------|----------------|------------------|------------------|
| | Debit (£) | Credit (£) | Debit (£) | Credit (£) |
| Being credit balances on the trade debtors ledger | - | 5,935 | 7,925 | 1,990 |
| Being debit balances on the trade creditors ledger | 2,930 | - | 1,369 | 4,299 |
| Being software and licence prepayments | - | 18,726 | 18,726 | - |
| Being write-off of historical trade debtor balances | 13,991 | - | - | 13,991 |
| Being impairment of the Lochgilphead property for sale | 122,639 | - | - | 122,639 |
| Being additional prepayments noted from PYE invoice review | | 4,000 | 4,000 | - |
| Being movement in pension liability | 718,000 | - | - | 718,000 |
| Being correction of maternity pay coding | 6,079 | 6,079 | - | - |
| Being removal of NRPA salary accrual | - | 146,774 | 146,774 | - |
| Being change in accounting framework | - | - | 3,205,860 | 3,205,860 |
| Being deferred income movement | - | 19,335 | 34,778 | 15,443 |
| | | | | |
| | 863,639 | 200,849 | 3,419,432 | 4,082,222 |
| Decrease to surplus | 662,790 | | | |

Appendix C – Previous internal control points requiring further action

| Category | Finding and implication | Recommendation | Follow up action required |
|----------|--|--|---|
| C | <p>Authorisation Levels (raised 2017/18)</p> <p>During our testing of key controls of the purchases system we identified five items of expenditure which had been authorised by staff where the value of the invoice exceeded the individuals' authorisation limit. One further item was identified where the invoice had not been authorised. We understand that due to limited staff numbers in some areas it is not always possible to authorise invoices in line with the College's authorisation limits.</p> | <p>Update the staff authorisation limits for approving items of expenditure to reflect the College's operational requirements.</p> | <p>In the current year, of 15 expenditure invoices tested a total of 3 had not been signed as authorised and a further 4 had been authorised by individuals without the appropriate authority.</p> <p><i>Little or no progress.</i></p> |
| B | <p>Nursery income (raised 2015/16)</p> <p>The Nursery Manager database which is used to record the nursery fees due and received, and forms the basis for recognising income in the finance system, is not reconciled to Sage.</p> | <p>We recommend the fee income per the nursery database and Sage are reconciled monthly.</p> | <p>The nursery income is still not being reconciled to Sage. The nursery is to be sold so this is not expected to be an issue moving forward.</p> <p><i>Little or no progress.</i></p> |

Appendix D – Other developments

Charity small trading tax exemption increase

The charities' small trading exemption limit has been increased from £50,000 to £80,000. These limits apply to trading that does not relate to the charity's primary purpose. The exemption recognises that in practice charities may engage in some non-primary purpose trading without incurring a tax liability on the profits of that trade.

For charities with turnover below £320,000 the threshold for non-primary purpose trading will remain unchanged at 25% of total income. The changes will have effect from 6 April 2019 for unincorporated charities and from 1 April 2019 for incorporated charities.

Changes to gift aid

The 6th of April 2019 marks the implementation date of changes to the Gift aid rules which were announced in the 2018 Autumn budget and approved by parliament in February 2019.

The maximum donation under the Gift Aid Small Donations Scheme which allows charities to claim gift aid on small cash or contactless donations without a declaration has been increased from £20 to £30. The maximum level of gift aid which can be claimed under the scheme in a year has also been increased to £2,000 from £1,250.

The donor benefit rules which allow charities to give a small reward to their donors in exchange for a donation and for the donation to still qualify for gift aid have been simplified reducing the thresholds from three bands to two. The revised limits are as follows:

| Value of donation | Maximum value of benefits |
|-------------------|---|
| £0-100 | 25% of the donation |
| £101+ | 25% of £100 plus 5% of the value exceeding £100 up to an annual benefit of £2,500 |



Appendix D – Other developments

Using Conflict as a catalyst for change

In conjunction with MHA, our national association of UK accountancy firms, we have written together a monthly guide for embracing, managing and mitigating conflict within your charity. Each article covers a different type of conflict that may affect your charity with the overall theme of using conflict as a catalyst for change. The full guide is available [here](#).

Making tax digital for VAT

HMRC are reminding all entities over the VAT registration threshold that they require to sign up for making tax digital after they have completed their last online VAT return and at least one week before the making tax digital VAT return is due. Making tax digital requires organisations to use accounting software that can interface electronically with HMRC when submitting VAT returns in order to reduce the risk of manual error which is estimated to cost the exchequer £9 billion a year.

Trusts, unincorporated charities and those in a VAT group are able to defer their implementation of making tax digital for VAT until October 2019. For all VAT registered entities where it is not possible to link their accounting system direct to HMRC systems the use of a spreadsheet to submit VAT returns to HMRC, called bridging software, is able to be used until April 2020. HMRC have now announced that the use of bridging software for trusts, unincorporated charities and those in a VAT group will be extended until October 2020.

Should you need any assistance with your implementation of making tax digital for VAT our VAT team are able to help.



Appendix D – Other developments

Off payroll working

The government has launched a consultation on extending the off payroll rules to the private sector from April 2020 for medium and large sized organisations (i.e as defined under the Companies Act or with either £10.2m turnover or 50 employees in an unincorporated organisation).

This would mean that any individuals paid through personal service companies would be paid as if they were employees with the deduction of tax and NIC. Contractors would continue to be excluded from employee entitlements such as holidays and sick leave. The impact of this change will mean that individuals paid through personal service companies will become 13.8% more expensive as employer's national insurance will be due. The consultation is available [here](#)

OSCR investments factsheet

OSCR has published a new factsheet aimed at charity trustees of charities looking to review their investment policy. It covers:

- What can and should charity trustees do in relation to investments?;
- What should you think about before investing?
- How to write and implement an investment policy; and
- What to disclose in your trustees report about your investment policy.

Although the factsheet does not provide any new regulations many trustees may find it helpful guidance on how to communicate and document their current policy. The guidance is available [here](#).

Charity Finance Magazine Survey

We would like to thank all our clients who responded to the Charity Finance Magazine audit survey. We were delighted to be voted for the second year running the top firm operating in Scotland for overall client service and in the top four nationally for our charity expertise.



Appendix D – Other developments

Information Commissioners Office charity risk review findings

In August 2018 the Information Commissioners Office published its findings of reviews it had performed at 8 large charities and 25 smaller charities during 2017/18. The report is intended to help all charities recognise where they can make improvements. The main areas found for improvement included; Information Governance, policies for data protection, training staff on data protection both at induction and annual refresher training, implementation of data protection compliance reviews and lack of procedures around incident reporting. The report is available [here](#) . Should you need any assistance with a GDPR post implementation review this is something we can assist with.

National Cyber Security Centre Board toolkit

The National Cyber Security Centre launched in February 2019 a toolkit to enable board members and management of organisations to identify, priorities and manage the risks associated with cyber security. The guidance is written in plain English and enables readers no matter their IT knowledge to understand the practical changes which can be made to improve the cyber security in their organisation. The guide is available [here](#) .



Appendix D – Other developments

Fraud

For all clients, we would point out that financial fraud is becoming more prevalent. Common attempts by fraudsters include requesting changes to supplier standing data ie. bank information or emails requesting immediate payment of an invoice.

We would recommend to all clients that on receiving a request relating to changes of supplier information, particularly bank information, that the new information be checked through normal supplier contacts to ensure that it is correct. Whilst the majority of requests for changes to supplier information will be legitimate, there is the possibility that they may be fraudulent. Changes to supplier bank information may lead to payments being made to an incorrect or fraudulent bank account. It should be noted that changes received by email and/or letter may appear authentic but should still be confirmed through normal supplier contacts.

Fraudulent emails requesting a payment can appear to be internally as well as externally generated and can be difficult to identify as fake. Such emails tend to request immediate payment and so we would recommend that all clients consider their policy of same day payments and whether it is necessary to implement a second level of authorisation should an immediate payment be required.

Staff should be made aware of the potential for fraud which is not limited to these two examples.

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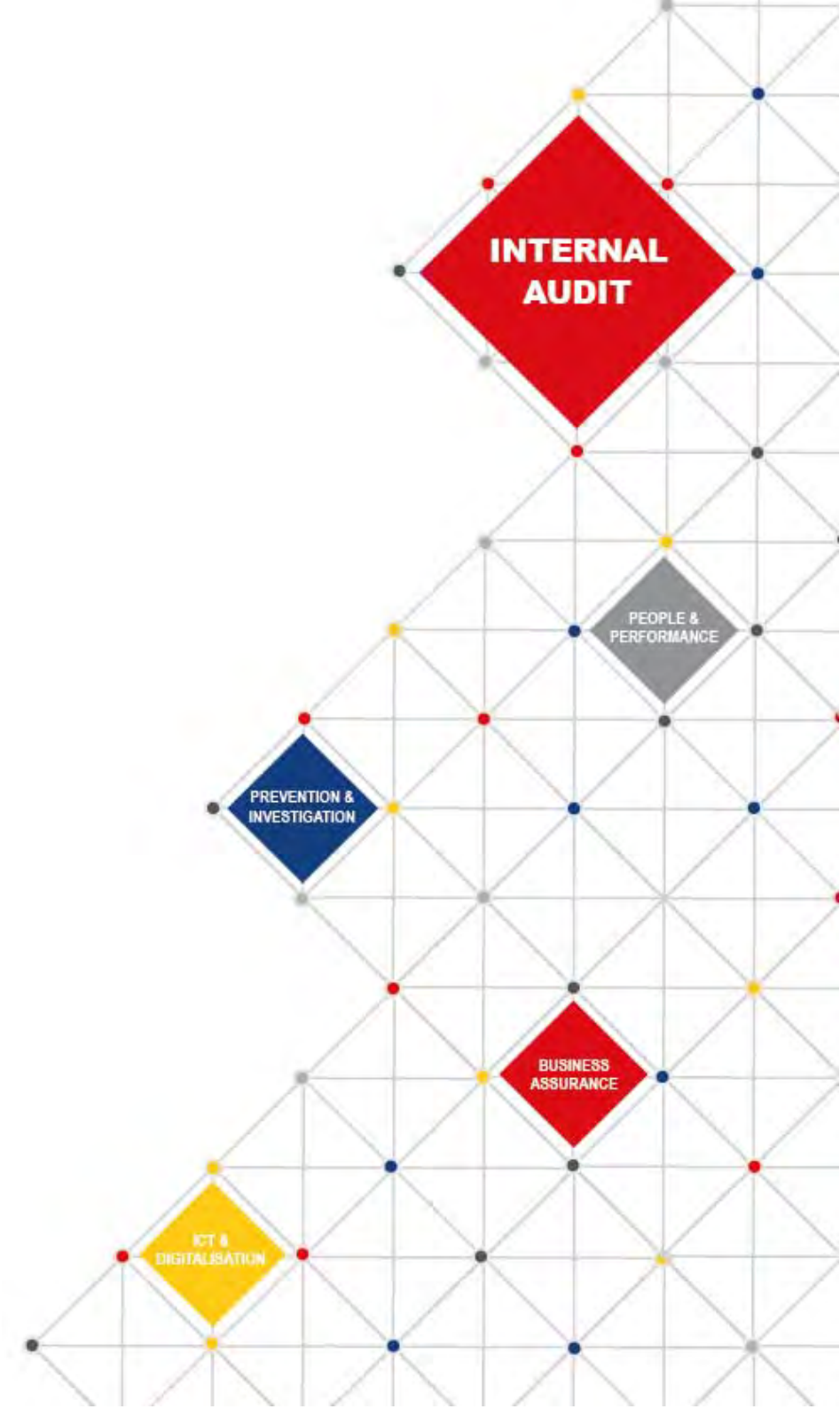
Argyll College

Internal Audit Annual Report

November 2019

FINAL

2018/19



Internal Audit Annual Report

INTRODUCTION

This is the 2018/19 Annual Report by TIAA on the internal control environment at Argyll College. The annual internal audit report summarises the outcomes of the reviews we have carried out on the organisation's framework of governance, risk management and control. This report is designed to assist the Board in making its annual governance statement.

HEAD OF INTERNAL AUDIT'S ANNUAL OPINION

TIAA is satisfied that, for the areas reviewed during the year, Argyll College has reasonable and effective risk management, control and governance processes in place.

This opinion is based solely on the matters that came to the attention of TIAA during the course of the internal audit reviews carried out during the year and is not an opinion on all elements of the risk management, control and governance processes or the ongoing financial viability or your ability to meet financial obligations which must be obtained by Argyll College from its various sources of assurance.

INTERNAL AUDIT PLANNED COVERAGE AND OUTPUT

The 2018/19 Annual Audit Plan approved by the Audit Committee was for 10 days of internal audit coverage in the year. During the year there were no changes to the Audit Plan.

All the planned work has been carried out and the reports have been issued (Annex A).

ASSURANCE

TIAA carried out 3 reviews, which were designed to ascertain the extent to which the internal controls in the system are adequate to ensure that activities and procedures are operating to achieve the College's objectives. For each assurance review an assessment of the combined effectiveness of the controls in mitigating the key control risks was provided. Details of these are provided in Annex A and a summary is set out below.

| Assurance Assessments | Number of Reviews | Previous Year |
|-----------------------|-------------------|---------------|
| Substantial Assurance | 0 | 1 |
| Reasonable Assurance | 3 | 1 |
| Limited Assurance | 0 | 1 |
| No Assurance | 0 | 0 |

The areas on which the assurance assessments have been provided can only provide reasonable and not absolute assurance against misstatement or loss and their effectiveness is reduced if the internal audit recommendations made during the year have not been fully implemented.

We made the following total number of recommendations on our audit work carried out in 2018/19.

| Urgent | Important | Routine |
|--------|-----------|---------|
| 0 | 8 | 5 |

AUDIT SUMMARY

Control weaknesses: There were no areas reviewed by internal audit where it was assessed that the effectiveness of some of the internal control arrangements provided 'limited assurance'.

Recommendations Made: We have analysed our findings/recommendations by risk area and these are summarised below.

| Risk Area | Urgent | Important | Routine |
|--------------|--------|-----------|---------|
| Directed | 0 | 4 | 4 |
| Compliance | 0 | 4 | 1 |
| Operational | 0 | 0 | 0 |
| Reputational | 0 | 0 | 0 |

Value for Money: Value for money issues are considered as a matter of course during our work and any VFM issues identified were reported to the College during the year.

Overall there was evidence to support the College's achievement of value for money with regard to economy, efficiency or effectiveness of the systems reviewed. This assessment is based solely on the matters that came to the attention of TIAA during the course of the internal audit reviews carried out in 2017/18.

During the year we provided advice on opportunities to enhance the operational effectiveness of the areas reviewed and the number of these opportunities is summarised below.

| |
|-------------|
| Operational |
| 2 |

INDEPENDENCE AND OBJECTIVITY OF INTERNAL AUDIT

There were no limitations or restrictions placed on the internal audit service which impaired either the independence or objectivity of the service provided.

PERFORMANCE AND QUALITY ASSURANCE

The following Performance Targets were used to measure the performance of internal audit in delivering the Annual Plan.

| Performance Measure | Target | Attained |
|--|--------|----------|
| Completion of Planned Audits | 100% | 100% |
| Audits Completed in Time Allocation | 100% | 100% |
| Final report issued within 10 working days of receipt of responses | 95% | 100% |
| Compliance with Public Sector Internal Audit Standards | 100% | 100% |

Ongoing quality assurance work was carried out throughout the year and we continue to comply with ISO 9001:2015 standards. An independent external review was carried out of our compliance of the Public Sector Internal Audit Standards (PSIAS) in 2017 and in particular to meet the requirement of an independent five year review, the outcome confirmed full compliance with all the standards. Our work also complies with the IIA-UK Professional Standards.

RELEASE OF REPORT

The table below sets out the history of this Annual Report.

| | |
|---------------------|--------------------------------|
| Date Report issued: | 27 th November 2019 |
|---------------------|--------------------------------|

Annexes

Annex A

Actual against planned Internal Audit Work 2018/19

| System | Type | Planned Days | Actual Days | Assurance Assessment | Comments |
|------------------------------------|------------|--------------|-------------|----------------------|---------------------|
| Management and Board Reporting | Assurance | 2 | 2 | Reasonable | Final Report Issued |
| General Data Protection Regulation | Assurance | 3 | 3 | Reasonable | Final Report Issued |
| Budgetary Control | Assurance | 2 | 2 | Reasonable | Final Report Issued |
| Follow Up | Follow Up | 1 | 1 | | Final Report Issued |
| 2018/19 Annual Plan | Management | 0.5 | 0.5 | | |
| 2018/19 Annual Report | Management | 0.5 | 0.5 | | |
| Audit Management | Management | 1 | 1 | | |
| Total Days | | 10 | 10 | | |



**Minutes – Meeting of Learning, Teaching &
Engagement Committee
held at 9.30 am on Thursday 12th December 2019 at Oban and Helensburgh**

Present: Andrew Campbell, Chair (AC); Amber Crowley (AmC), Danjana Ninkovich, HISA Depute (DN), Martin Jones

Apologies:

In Attendance: Elaine Munro (EM); Vicky Daveney (VD)(Secretary)

| | Item | Action |
|--------|--|------------------|
| 19.4.1 | Welcome & apologies for absence. | |
| 19.4.2 | Declarations of interest & any items deemed to be confidential. There were no declarations of interest. | |
| 19.4.3 | Minute of previous meeting held on 30th May 2019. Minutes were approved and are to be signed. | Approved to sign |
| 19.4.4 | Matters arising: Schools Link KPIs EM stated that discussions are ongoing with the schools on how to improve retention rates. EM and MJ have had a meeting with HMIE who are aware of the overall KPI situation and are comfortable with the plans to improve retention. ACTION: EM to continue investigation and report back to a future LTE meeting. | EM |
| 19.4.5 | Education Scotland progress visit – updated enhancement plan and feedback following visit EM reported that the original enhancement plan was submitted to HMIE in 2018 along with the college's evaluative report, and was updated in May 2019 and again in November, prior to the progress visit. The visit was positive, HIME team met and had discussions with SMT, staff, students, class reps and HISA. Positive verbal feedback was received with some areas noted for development. MJ spoke about HMIE supplying staff to assist with specific areas on an informal basis which could be useful. Awaiting report from HMIE. | Noted |
| 19.4.6 | Final KPSs 2018/19 EM explained that the full report had been supplied not just the extrapolated data. On page 1 the bar charts shows that the number of FE students successfully completing has dropped, with an increase in withdrawal and partial success rates. Although the number of students who didn't successfully complete the group award increased, for some making it to the end of the course is a success in itself. EM stated that staff understanding of KPIs has improved and there is more focus on what staff and HISA can do to help students. AC commented that there is an upwards trend. MJ stated that this is the case and there are better systems in place to retain students including tracking student attendance. With small student numbers even 1 student leaving can have a big impact on the numbers. There is a push to encourage tutors to travel to other centres and meet their other student face to face, as this can have a positive impact on how students feel. | |

| | | |
|---------|---|----|
| | AC asked what chart C was referring to. EM said it is a breakdown of the partial success numbers and does not relate to all students. AmC expressed surprise at the number of partial successes but EM explained that this included courses like ECDL where students have to sign up to the entire course but may only want to learn certain elements. MJ stated that these are standardised statistics produced for SFC, EM added that they allow sector and partnership comparisons which are useful. | |
| 19.4.7 | Update on progress towards targets – 2019/20 <ul style="list-style-type: none"> a) FE Credits – EM stated that the credit targets remain much the same as last year. This is disappointing as the college over-achieved last year. On target to exceed target again this year. b) HE Credits – predicted to be slightly under target. | |
| 19.4.8 | Early Withdrawal KPIs for full time FE courses to date 2019/20 EM reported that early withdrawal KPI has improved compared with last year. | |
| 19.4.9 | Early Student Satisfaction Survey – 2019/20 EM stated that this is carried out throughout the region so the good practice can be shared and facilitating benchmarking. There has been a better response rate this year compared to last year. EM stressed how important it is to be able to hear student's views so improvements can be made. AC pointed out that the lowest score seemed to be for fresher's activities. DN said that it is challenging to reach all centres due to the large area Argyll College covers. | |
| 19.4.10 | Update on learning, teaching and enhancement items in last quarter: <ul style="list-style-type: none"> a) Graduation – EM confirmed that this had been a great success this year. MJ said the decision has been made to have it in Dunoon next year, there may be the facility for a live stream to enable staff to watch the ceremony too as MJ is keen for more staff to be involved. b) CDN Awards – Argyll College received 2 Highly Commended awards: one for video feedback, more staff will be encouraged to use this as it has proved popular with students. The other for an App developed by a student and tutor. MJ stated that it is important that there is innovative thinking within the college. c) Prospectus for schools provision – EM will bring copies to the Board Meeting. | EM |
| 19.4.11 | Date of next Learning, Teaching & Engagement Committee. The next meeting will be confirmed at the board meeting on Friday 13 th November. | |
| | Signed by Date Chair of Learning, Teaching & Engagement Committee | |

Enhancement Plan 2018 – 2021

| 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 have, resulting in an overall improvement/increase in the support available to students. | Head of Student Services | June 2019 |
| <p>Update – May 2019</p> <p>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.</p> <p>Update – November 2019</p> <p>The drop in sessions have resulted in more students receiving support for temporary concerns eg temporary financial or health concerns or issues. Students view this as a more informal support mechanism from student services. Students in Oban and Helensburgh are made aware of the drop in sessions at induction and throughout the year are signposted by centre staff. As college centres are small, students will become aware of who the support assistants are and are encouraged to approach them with any issues or concerns. This has resulted in earlier intervention and support being provided to students who previously may have been at risk of withdrawing from their course. The impact has seen a reduction in early withdrawal in 2019/20 compared to the previous year – less than 5% compared to 8% in 2018/19. The college is considering whether to introduce student support assistants available for this type of support to all larger college centres over and above the structured additional support already provided.</p> <p>More students are accessing the UHI on-line counselling services compared to last year. This is due to centre staff signposting students to the service, assisting students in completing the on-line forms as well as an overall awareness raising across the college that this service is available to students. Centre staff and core teaching staff are reminded of this service every few months via email, and all centres display posters in student facing areas with the link to the online counselling service. The service works in parallel with local support provided to the students and allows access to specialist counselling staff.</p> | | | | | |

| QI | Area for development | Action | Outcome and Intended impact | Led by: | Completed by: |
|---|---|--|--|--------------------------|---------------|
| <p>There is continued on-going support to students in a number of ways – PLSPs are completed for all students who have disclosed or been identified as having a disability. Student services discuss with the student how the disclosed disability might impact on the student's ability to complete their course. This allows alternative arrangements or appropriate support strategies to be put in place at an early stage in the academic year.</p> | | | | | |
| 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 |
| <p>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.</p> <p>Update November 2019 The college has fully implemented the regional Learning Support single policy from the start of this academic year. This means that students can see what to expect and be assured that it is a similar experience across the region.</p> <p>At the start of the 2019/20 academic year identifying the students who are care experienced and then processing their bursary has been prioritised. There were some issues last academic year with some delays in processing bursaries which resulted in students not receiving their bursary at the start of the year and then receiving a lump sum in back payments, which caused some problems.</p> <p>All care experienced students are supported in a pastoral way by centre managers. This year we have 11 students who have declared care experience, one has withdrawn, one is having attendance issues but the rest are doing well. The students are based in Dunoon, Oban, Lochgilphead and Helensburgh. If a student has not self disclosed that they are or have been care experienced the evidence may come through during bursary processing. The student is then approached to</p> | | | | | |

| QI | Area for development | Action | Outcome and Intended impact | Led by: | Completed by: |
|---|--|--|--|--------------------------------------|---------------|
| | confirm they are care experienced and are offered support to ensure the correct evidence is provided for bursary processing and any other support needs are discussed and agreed. Centre managers keep an eye on the students throughout the year. Our new attendance tracking system is used to highlight attendance issues with any students, these are now followed up earlier than in previous years. One of the advantages of being a small college is that this information is transferred between departments easily with a number of college staff having responsibility for several inter-connected departments that would be separately managed in larger colleges. For example, our Head of Student services has management responsibility for student support, bursary processing, registry, timetabling and the library function. | | | | |
| 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 |
| <p>Update – November 2019</p> <p>Due to an increase in full time early and further withdrawal and partial success in 2018/19 there is currently an on-going forensic analysis of the data, which will result in discussions with teaching teams, identification of reasons for withdrawal and partial success and agreed actions to address this fall in KPIs.</p> | | | | | |
| 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 |
| <p>Update – May 2019</p> <p>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 will improve links with schools, employers, DYW and the college and covers all schools link activity as well as foundation and modern apprenticeships.</p> <p>Update – November 2019</p> <p>Still on-going. Before the 2020/21 bid was submitted all 11 secondary schools within the Argyll College UHI catchment area were consulted to ensure offer would reflect the needs and aspirations of our young people. DYW Lead Officer and Schools Link and Apprenticeship Officer are working to identify and engage local employers within the relevant sectors who are interested in investing in our young people by offering interesting and engaging placement opportunities. Better links with the schools has meant access to employers already involved in school work experience programme. Current Argyll College Modern Apprenticeship employers are being approached regarding Foundation Apprenticeship Placements.</p> | | | | | |

| QI | Area for development | Action | Outcome and Intended impact | Led by: | Completed by: |
|--|----------------------|--|--|---------------------|---------------|
| 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 |
| <p>Update – November 2019</p> <p>There is still significant work to be done on this. The following have been implemented for this academic year to allow further time to discuss, agree and plan induction and mentor support for new tutors starting from 2020/21 academic year.</p> <p>All new teaching staff have the opportunity to attend one of three introductory sessions during late November/early December. Almost all new staff have signed up to one of them. The sessions will include answers to questions they have identified before the session, a review of college procedures and training materials for planned EV visits. They will then have a tutor observation before the end of semester 1 followed by professional dialogue with the observer. Most new tutors have also enrolled on the PDA Teaching in Scotland's Colleges and are being supported by an experienced teaching member of staff.</p> <p>For next academic year two possible structures for tutor induction are being discussed internally. The outline of each is shown below.</p> <p>Option 1: Intensive 'Teaching at Argyll' induction process (based on the processes followed by Perth College)</p> <p>Overview:</p> <ul style="list-style-type: none"> • a 9 hour intensive programme, delivered in taught sessions which tutors attend by VC. • 3 x 3 hour sessions (1.5 days). At Perth, this was done on a Wednesday (all day), and a Friday morning. Tutors were paid to attend these sessions. • Session 1: Teaching approaches; teaching theory • Session 2: Quality assurance policies – e.g. IV processes; EV processes; registers; policies. • Session 3: Tutors each deliver a 10 minute 'micro' lesson, putting into practice that which they covered in sessions one and two. • Staff would be required to complete this during their first year. At Perth, this was a requirement in order to sign off their 'probation' year. They were also required to complete level 6 Communications core skill. • At Perth, the programme was delivered once a month, in order to ensure that all new staff were able to join the programme. <p>Advantages:</p> <ul style="list-style-type: none"> • New teaching staff gain a 'community of practice' – people from different curriculum areas all coming together, to provide support for each other. • Intensive – maintains momentum | | | | | |

| QI | Area for development | Action | Outcome and Intended impact | Led by: | Completed by: |
|-----|--|---|---|--------------------------|---------------|
| | <ul style="list-style-type: none"> • Taught sessions – lots of opportunity for support from the person delivering the induction. • Sessions can be tailored depending on the previous experience/expertise of the tutors. <p>Disadvantages:</p> <ul style="list-style-type: none"> • Time commitment for new staff. • Staff required to be off timetable for these sessions – cover would be required if done during teaching weeks. • Financial commitment from college – tutors were paid for this time. <p>Option 2: Ongoing induction format</p> <p>Overview:</p> <ul style="list-style-type: none"> • Ongoing induction process over the first year of teaching at Argyll. • Could be linked in to the Teaching in Colleges Today (CDN) qualification – all tutors would gain a teaching qualification at the end of their first year. • Delivered as a series of videos (each one 15/20 minutes long) with which staff engage each month, and then discuss with a designated ‘induction buddy’ at each centre. <p>Advantages</p> <ul style="list-style-type: none"> • Not as resource-heavy: no need to provide cover, or to take staff off-timetable. • Ongoing process, designed to fit in with the academic year (so IV processes to be discussed at a suitable time, when broadly relevant to staff beginning to assess). • Flexible structure allows staff to engage when convenient for them • ‘Induction buddy’ system allows for relationships to form between experienced and less-experienced staff. <p>Disadvantages:</p> <ul style="list-style-type: none"> • Less flexible in terms of content – can’t be tailored to individuals • Potential for staff to quit halfway through the process – little momentum if delivered over a whole academic session • Fewer opportunities for staff to form a supportive network. | | | | |
| 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 |

| QI | Area for development | Action | Outcome and Intended impact | Led by: | Completed by: |
|----|---|--------|-----------------------------|---------|---------------|
| | <p>Update – May 2019</p> <p>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</p> | | | | |
| | <p>Update November 2019</p> <p>A series of sessions to support learners who are studying National Exams with Argyll College UHI have been designed. We have realised that learners who access these qualifications with us can often require a bit of extra support: given that the National Qualifications that we offer are also offered during compulsory secondary education, our learners do not generally have a straightforward identity as successful learners. Many learners have already attempted to achieve these qualifications previously; to be tackling these at an FE college can suggest either previous difficulties accessing the academic level of the course at school, or previous complicating factors within the learners' lives which had negatively impacted on their achievement. As such, we have tried to find mechanisms for providing practical and informative support, whilst recognising that our learners already have many demands on their time - and not wishing to add to these demands unnecessarily.</p> <p>Session 1 - understanding your specification (released October/November)</p> <p>Session 2 - study skills (note taking, time management) (released November/December)</p> <p>Session 3 - 'Your Coursework' (/portfolio) (released January)</p> <p>Session 4 - The Prelim (released February)</p> <p>Session 5 - Revision (released April).</p> <p>The student induction for a number of full time FE courses has been enhanced this year - NC Social Sciences, Access to Nursing & Access to HN – these courses have weekly guidance slots timetabled where the lead tutor covers a range of things including modes of study, study strategies and techniques, preparation for assessment, careers and employability. These form part of longitudinal induction without referring to it as such. The tutors cover things that are relevant and a priority for the students at the most appropriate time of the academic year. This enhanced induction will be reviewed and evaluated to inform future induction processes for full time FE courses</p> <p>In a number of courses, particularly where students are mainly taught by one tutor eg Childcare courses, the tutors continually refer back to information and topics covered during induction.</p> <p>The standard centre induction process for all courses was updated this year. The powerpoint presentation used by centre staff was redesigned and is now more visually engaging and easier for centre staff to use to expand on the key points to be covered.</p> | | | | |

| QI | Area for development | Action | Outcome and Intended impact | Led by: | Completed by: |
|---|---|---|---|---------------------|---------------|
| 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 |
| <p>Update – May 2019 This is on-going.</p> <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. <p>Update – November 2019 Before the start of the 2019/20 academic year UHI and its academic partners migrated from Blackboard to Brightspace as the VLE. This is the biggest widespread change to new technology used within learning and teaching for some considerable time and it will take a number of years for all teaching staff to make use of the extensive features within the VLE. Brightspace offers a variety of interactive features such as quizzes, short response questionnaires, discussion boards and uploading of files. Learning materials have templates built in that allow for easy sharing of differing types of media: video; images; and embedded files. The integration of virtual classroom Collaborate facilitates synchronous communication between tutors and students, allows screen sharing, breakout rooms where students can be put into groups to have their own discussion before returning to the main group to share their conclusions, and quick polls. Screen casting, the recording of a PC screen for demonstration purposes, can easily be included within Brightspace. These tools allow tutors to develop learning materials that are engaging, interactive, and set clear goals for learners to work towards. The move from Blackboard to Brightspace was a significant change for most college teaching staff. To enable a smooth transition the college identified two Brightspace champions to support, encourage and provide training to staff. Since January 2019 the two champions have organised 13 training sessions for staff. They continue to regularly answer staff questions and requests for help as well as emailing staff to update on features within Brightspace that they may find useful to use. For example in early November an email was sent to all teaching staff to suggest using the tool ‘Intelligent Agent’ to manage assessment submissions. The work of the Brightspace champions will continue as teaching teams continue to use the many features within Brightspace to enhance their learning and teaching. The college will concentrate on ensuring all teaching staff adopt as many features within this VLE as possible.</p> <p>At the recent CDN College Awards Argyll College was Highly Commended in two categories:</p> | | | | | |

| QI | Area for development | Action | Outcome and Intended impact | Led by: | Completed by: |
|---|--|---|--|--------------------------|---------------|
| | <ul style="list-style-type: none"> Digital Learning award – for screen capture personal video feedback. Because most of the courses delivered by the college are taught via video conferencing, which enables small numbers of students from a number of locations to access tertiary education without leaving their home towns, the ability for teaching staff to have face to face chats with students to provide formal and informal feedback is limited. By using screen capture videos students receive verbal feedback, via video, from their tutor, which they can also refer back to. Core principles for the use of screen capture video feedback have been devised by a small team, with the intention of using video feedback across the college, and other UHI partners, during the next few academic years. Innovation Award – Game of Tones. This is an innovative digital learning technology developed by a college hairdressing tutor teaching schools link courses in Oban high school and an S5 school pupil looking for an IT project. The pupil developed a computer game to reinforce how colour neutralisation works, which is a fundamental but difficult concept within the hairdressing curriculum. The computer game helps to reinforce the theory learned in class in a fun and interactive way and is a very good example of collaboration between the college and a local secondary school. The app will be used within all relevant college hairdressing courses. <p>The annual staff development sessions, held this year on 26th and 27th August 2019, provided training sessions on the following technologies that staff are encouraged to use in their teaching: Brightspace, Video capture technology to provide feedback to students, Collaborate, Skype for Business as well as a session on Teaching by VC.</p> | | | | |
| 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 |
| <p>Update – May 2019 This is ongoing.</p> <p>Update November 2019 The Oban support assistant is developing a range of skills to further enhance the student support team. During this academic year she will undertake the OU on-line autism course for helping and supporting autistic disorders. She is also becoming more familiar with assistive technologies and can now deliver the LADS adult dyslexia screening tool.</p> <p>Following further training the college now has a trained mental health first aider in each of our nine learning centres.</p> | | | | | |

| QI | Area for development | Action | Outcome and Intended impact | Led by: | Completed by: |
|---|--|--|--|--------------------------|----------------|
| <p>The recent UHI appointment of a regional Mental Health Co-ordinator will help support student services staff across the region as well as identify and deliver various mental health training sessions to staff and students. For example the Access to Nursing students will receive mental health first aid training during this academic year as a part of their course. We are currently assessing how best to deploy the additional funding from the SFC to provide more counselling services over and above the online counselling already provided to our students.</p> | | | | | |
| 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 |
| <p>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.</p> <p>Update - November 2019 The college continues to work closely with the HISA Co-ordinator and the local HISA Depute liaises with local centre staff in Oban. A successful Freshers week was organised in Oban for the first time. This was a collaboration between HISA, SAMS and Argyll College.</p> <p>Student class reps – The HISA Co-ordinator has been helping to support class reps and encourage them to undertake the UHI on line class rep training. She also plans to set up regular meetings of class reps across the college, which will help develop a team of college class reps. There is an increase in students being appointed as class reps this year, with 26 student class reps in 2019/20, compared to 20 last year. HISA are working to develop a Centre Reps system too this year.</p> | | | | | |
| 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 |
| <p>Update – May 2019</p> | | | | | |

| QI | Area for development | Action | Outcome and Intended impact | Led by: | Completed by: |
|--|--|--|--|--------------------------|---------------|
| <p>This has been done 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.</p> <p>Update – November 2010</p> <p>UHI partners have developed a Mental Health Strategy and are currently in the process of developing a resource plan for the new funding from Scottish Government to support counselling services available to students. This funding has identified a people resource of 0.4FTE for Argyll. The college is identifying the best way to maximise this funding for the benefit of students in Argyll.</p> | | | | | |
| 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 |
| <p>Update – May 2019</p> <p>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</p> <p>Update – November 2019</p> <p>Across the UHI region the nine FE colleges are benchmarking student survey data – the SFC student satisfaction and engagement (SSES) end of year survey as well as a regionally devised early student satisfaction survey (ESS) in November each year – to identify key areas for improvement that can be agreed and collaboratively worked on across the region, as well as identifying best practice and processes that could be adopted by all partner colleges, and identify any areas where an individual partner has requested additional help or support.. This regional approach will benefit all partners. Local analysis of this year's Early Experience Survey has helped us to identify a couple of issues important to students that we may otherwise not have been aware of. For example students showed a clear preference for Graduation to be on a Friday next year, a few students commented that they would prefer to have the option of some shorter courses rather than committing for a 34 week course.</p> <p>The college will continue to work closely with local HISA representatives and class reps to disseminate improvements that have been made, particularly where students have suggested improvements or raised concerns. Centre staff are also encouraged to feedback locally to students on areas of improvement. For example in our Oban centre, the centre manager surveyed staff and students on a number of aspects relating to the centre – issues or suggestions to improve the food provided by the canteen, the car park, the centre toilets. She then used the white board where staff and student sign in each day to provide results of the survey and gave 'you said, we did/are going to do' information and explained why the college was not able to implement all suggestions.</p> | | | | | |

| 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 |
| <p>Update – May 2019 This is on-going</p> <p>Update – November 2019 This is still on-going</p> | | | | | |

Unsuppressed

SELECT ⇨

Argyll College

Total FE/HE FT/PT =1,690

Chart A. Outcomes for FE on recognised qualifications (full-time)

| Year | | Completed Successful | Partial Success | Withdrawal | Total |
|-------|-----------|----------------------|-----------------|------------|-------|
| 13-14 | Full Time | 173 | 27 | 95 | 295 |
| 14-15 | Full Time | 137 | 17 | 59 | 213 |
| 15-16 | Full Time | 141 | 5 | 49 | 195 |
| 16-17 | Full Time | 145 | 19 | 44 | 208 |
| 17-18 | Full Time | 139 | 11 | 33 | 183 |
| 18-19 | Full Time | 106 | 19 | 44 | 169 |

| Year | | % Completed Successful | % Partial Success | % Withdrawal | Total |
|-------|--|------------------------|-------------------|--------------|-------|
| 13-14 | | 58.6% | 9.2% | 32.2% | 295 |
| 14-15 | | 64.3% | 8.0% | 27.7% | 213 |
| 15-16 | | 72.3% | 2.6% | 25.1% | 195 |
| 16-17 | | 69.7% | 9.1% | 21.2% | 208 |
| 17-18 | | 76.0% | 6.0% | 18.0% | 183 |
| 18-19 | | 62.7% | 11.2% | 26.0% | 169 |

Chart B1. Outcome Totals for FE on recognised qualifications (part-time)

| Year | | Completed Successful | Partial Success | Withdrawal | Total |
|-------|--------------------|----------------------|-----------------|------------|-------|
| 16-17 | Total Part-Time FE | 883 | 188 | 94 | 1,165 |
| 17-18 | Total Part-Time FE | 928 | 181 | 131 | 1,240 |
| 18-19 | Total Part-Time FE | 1,161 | 140 | 220 | 1,521 |

| Year | | % Completed Successful | % Partial Success | % Withdrawal | Total |
|-------|--|------------------------|-------------------|--------------|-------|
| 16-17 | | 75.8% | 16.1% | 8.1% | 1,165 |
| 17-18 | | 74.8% | 14.6% | 10.6% | 1,240 |
| 18-19 | | 76.3% | 9.2% | 14.5% | 1,521 |

50 Suppression Threshold

Argyll College 18-19 Performance Indicators

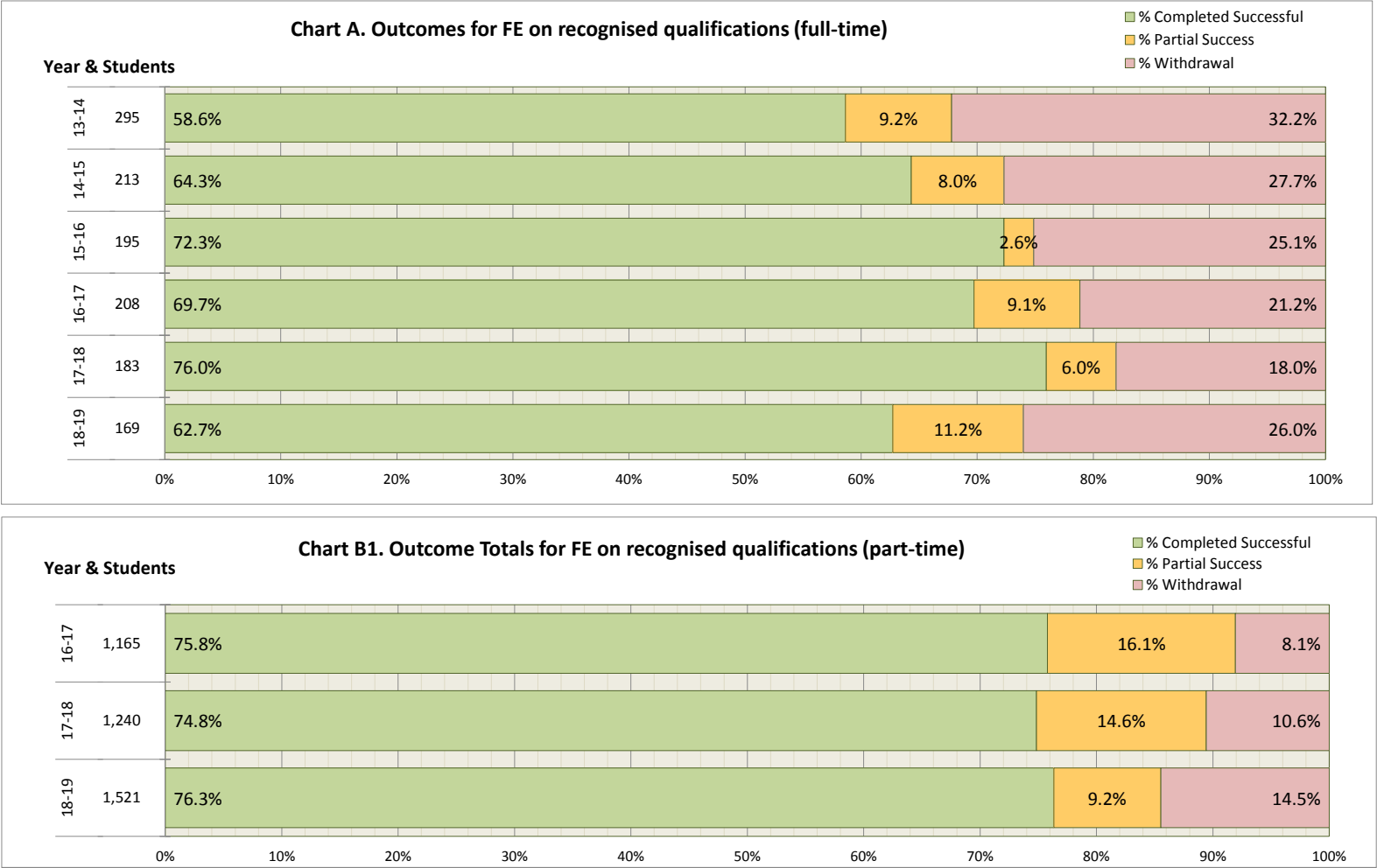


Chart B1. Outcome Totals for FE on recognised qualifications (part-time)

Year & Students

16-171,165

75.8%

16.1%

8.1%

17-181,240

74.8%

14.6%

10.6%

18-191,521

76.3%

9.2%

14.5%

% Completed Successful

% Partial Success

% Withdrawal

Total FE/HE FT/PT = 1,690

Chart B2. Outcome Breakdown for FE on recognised qualifications (part-time)

| Year | | Completed Successful | Partial Success | Withdrawal | Total |
|-------|---------------------|----------------------|-----------------|------------|-------|
| 16-17 | under 10 hours | 340 | | | 340 |
| | 10 up to 40 hours | 27 | 38 | 13 | 78 |
| | 40 up to 80 hours | 111 | 49 | 27 | 187 |
| | 80 up to 160 hours | 109 | 29 | 21 | 159 |
| | 160 up to 320 hours | 280 | 71 | 29 | 380 |
| | 320 hours up to FT | 16 | 1 | 4 | 21 |
| 17-18 | under 10 hours | 248 | | | 248 |
| | 10 up to 40 hours | 85 | 22 | 10 | 117 |
| | 40 up to 80 hours | 121 | 25 | 24 | 170 |
| | 80 up to 160 hours | 46 | 20 | 11 | 77 |
| | 160 up to 320 hours | 367 | 97 | 74 | 538 |
| | 320 hours up to FT | 61 | 17 | 12 | 90 |
| 18-19 | under 10 hours | 62 | | | 62 |
| | 10 up to 40 hours | 321 | 25 | 2 | 348 |
| | 40 up to 80 hours | 113 | 23 | 19 | 155 |
| | 80 up to 160 hours | 184 | 14 | 35 | 233 |
| | 160 up to 320 hours | 436 | 65 | 152 | 653 |
| | 320 hours up to FT | 45 | 13 | 12 | 70 |

| Year | | % Completed Successful | % Partial Success | % Withdrawal |
|-------|-------------------------|------------------------|-------------------|--------------|
| 16-17 | under 10 hours 340 | 100.0% | | |
| | 10 up to 40 hours 78 | 34.6% | 48.7% | 16.7% |
| | 40 up to 80 hours 187 | 59.4% | 26.2% | 14.4% |
| | 80 up to 160 hours 159 | 68.6% | 18.2% | 13.2% |
| | 160 up to 320 hours 380 | 73.7% | 18.7% | 7.6% |
| | 320 hours up to FT 21 | 76.2% | 4.8% | 19.0% |
| 17-18 | under 10 hours 248 | 100.0% | | |
| | 10 up to 40 hours 117 | 72.6% | 18.8% | 8.5% |
| | 40 up to 80 hours 170 | 71.2% | 14.7% | 14.1% |
| | 80 up to 160 hours 77 | 59.7% | 26.0% | 14.3% |
| | 160 up to 320 hours 538 | 68.2% | 18.0% | 13.8% |
| | 320 hours up to FT 90 | 67.8% | 18.9% | 13.3% |
| 18-19 | under 10 hours 62 | 100.0% | | |
| | 10 up to 40 hours 348 | 92.2% | 7.2% | 0.6% |
| | 40 up to 80 hours 155 | 72.9% | 14.8% | 12.3% |
| | 80 up to 160 hours 233 | 79.0% | 6.0% | 15.0% |
| | 160 up to 320 hours 653 | 66.8% | 10.0% | 23.3% |
| | 320 hours up to FT 70 | 64.3% | 18.6% | 17.1% |

Chart C. Achievement for FE students with partial success

| | | |
|--|----|-------|
| Number of students who complete their course without gaining any units / credits | 40 | 42.6% |
| Number of students completing their course achieiving up to 25% of planned units | 9 | 9.6% |
| Number of students completing their course achieving 25 to 50% of planned units | 10 | 10.6% |
| Number of students completing their course achieving 50 to 75% of planned units | 10 | 10.6% |
| Number of students completing their course achieving at least 75% of planned units | 25 | 26.6% |
| | 94 | 100% |

Argyll College 18-19 Performance Indicators

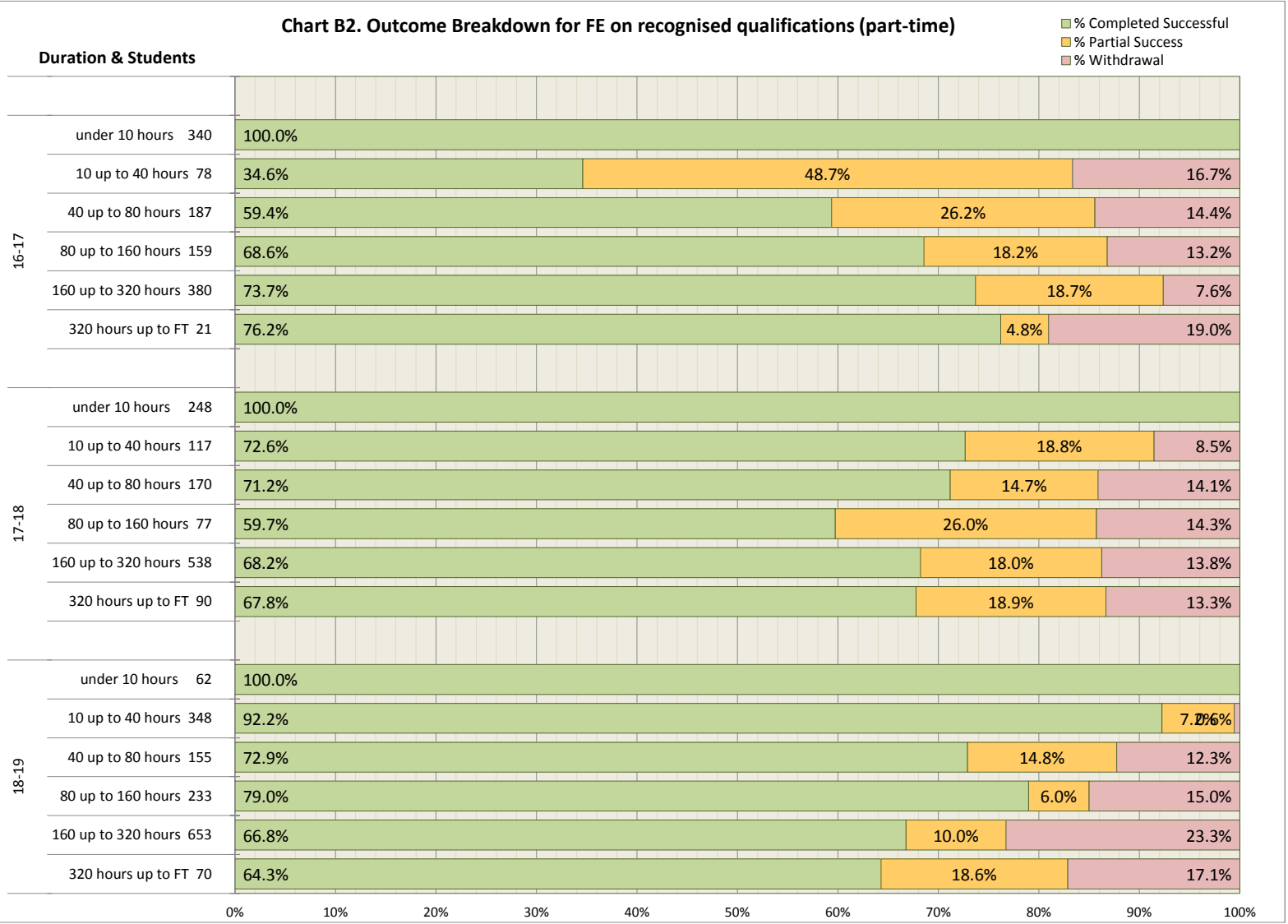
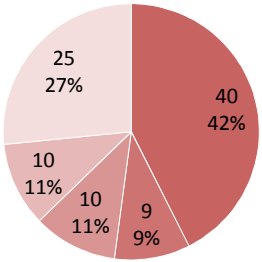


Chart C: Level of achievement for students funded by the SFC completing an FE course of 160 hours or more who did not achieve 'full' success (An overview of the 'Partial Success' group above)

- Number of students who complete their course without gaining any units / credits
- Number of students completing their course achieiving up to 25% of planned units
- Number of students completing their course achieving 25 to 50% of planned units
- Number of students completing their course achieving 50 to 75% of planned units
- Number of students completing their course achieving at least 75% of planned units



Total FE/HE FT/PT = 1,690

Chart D. Enrolments by age group on courses lasting 160 hours or more

| | Completed Successful | Partial Success | Withdrawal | Total |
|-----------------|----------------------|-----------------|------------|-------|
| under 18 | 362 | 50 | 125 | 537 |
| 18-20 year olds | 55 | 21 | 22 | 98 |
| 21-24 year olds | 26 | 5 | 7 | 38 |
| 25-40 year olds | 85 | 11 | 29 | 125 |
| 41 and Over | 59 | 10 | 25 | 94 |

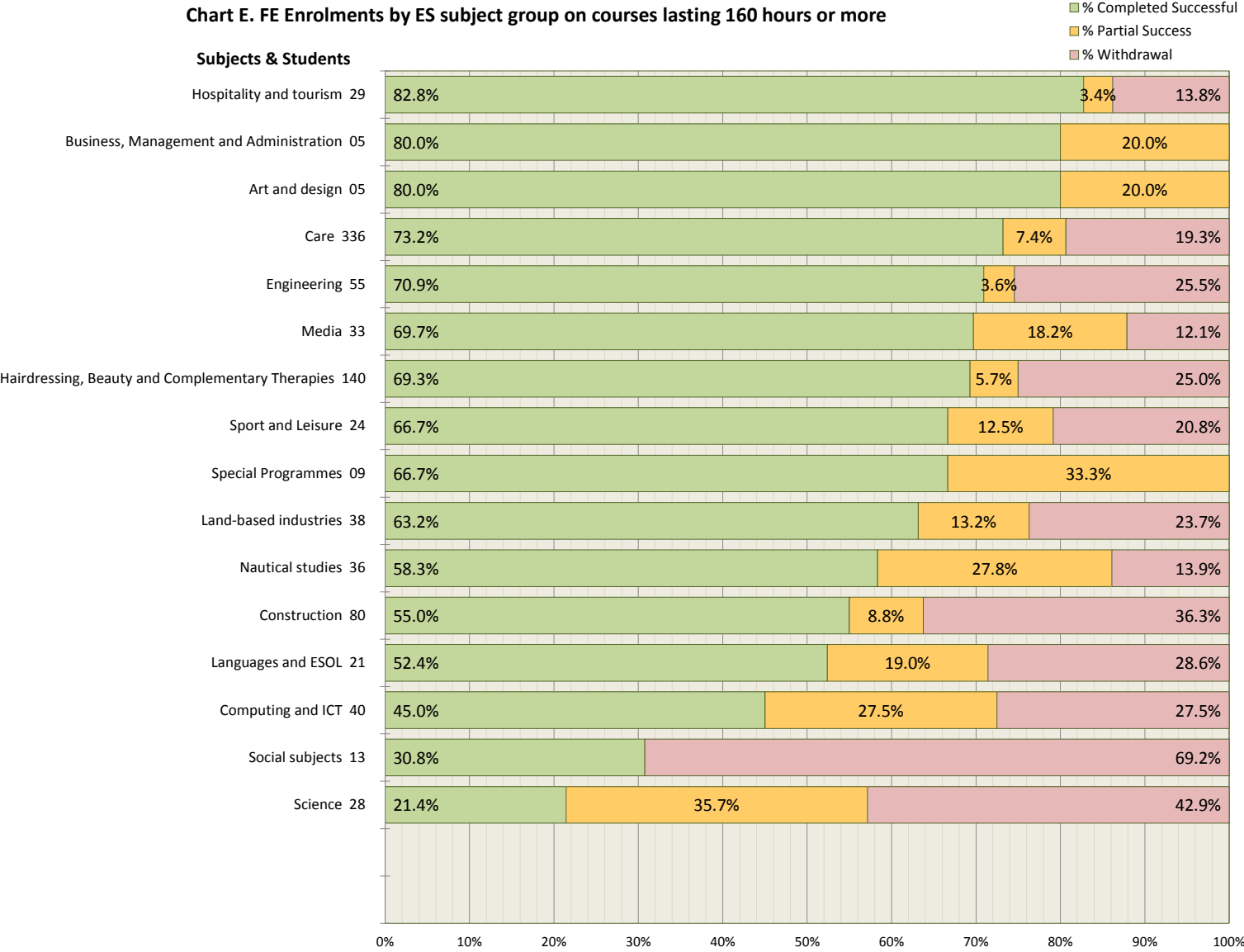
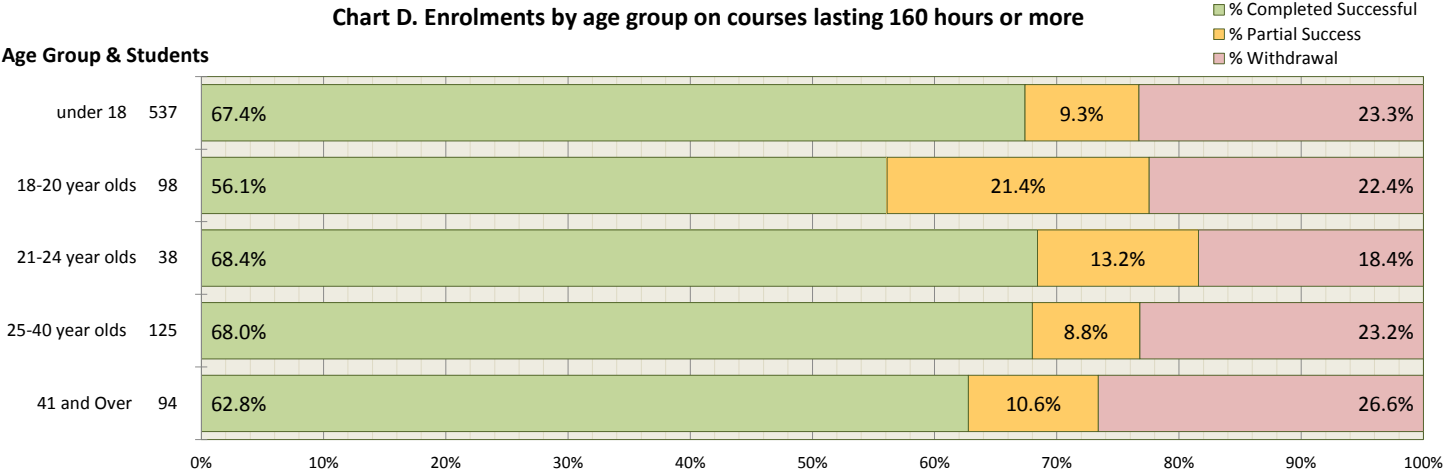
| | % Completed Successful | % Partial Success | % Withdrawal |
|---------------------|------------------------|-------------------|--------------|
| under 18 537 | 67.4% | 9.3% | 23.3% |
| 18-20 year olds 98 | 56.1% | 21.4% | 22.4% |
| 21-24 year olds 38 | 68.4% | 13.2% | 18.4% |
| 25-40 year olds 125 | 68.0% | 8.8% | 23.2% |
| 41 and Over 94 | 62.8% | 10.6% | 26.6% |

Chart E. FE Enrolments by ES subject group on courses lasting 160 hours or more

| | % Completed Successful | Completed Successful | Partial Success | Withdrawal | Total |
|--|------------------------|----------------------|-----------------|------------|-------|
| Sport and Leisure | 66.7% | 16 | 3 | 5 | 24 |
| Special Programmes | 66.7% | 6 | 3 | | 9 |
| Social subjects | 30.8% | 4 | | 9 | 13 |
| Science | 21.4% | 6 | 10 | 12 | 28 |
| Performing arts | | | | | |
| Nautical studies | 58.3% | 21 | 10 | 5 | 36 |
| Media | 69.7% | 23 | 6 | 4 | 33 |
| Languages and ESOL | 52.4% | 11 | 4 | 6 | 21 |
| Land-based industries | 63.2% | 24 | 5 | 9 | 38 |
| Hospitality and tourism | 82.8% | 24 | 1 | 4 | 29 |
| Hairdressing, Beauty and Complementary Therapies | 69.3% | 97 | 8 | 35 | 140 |
| Engineering | 70.9% | 39 | 2 | 14 | 55 |
| Education and training | | | | | |
| Construction | 55.0% | 44 | 7 | 29 | 80 |
| Computing and ICT | 45.0% | 18 | 11 | 11 | 40 |
| Care | 73.2% | 246 | 25 | 65 | 336 |
| Business, Management and Administration | 80.0% | 4 | 1 | | 5 |
| Art and design | 80.0% | 4 | 1 | | 5 |

| | % Completed Successful | % Partial Success | % Withdrawal |
|--|------------------------|-------------------|--------------|
| Hospitality and tourism 29 | 82.8% | 3.4% | 13.8% |
| Business, Management and Administration 05 | 80.0% | 20.0% | |
| Art and design 05 | 80.0% | 20.0% | |
| Care 336 | 73.2% | 7.4% | 19.3% |
| Engineering 55 | 70.9% | 3.6% | 25.5% |
| Media 33 | 69.7% | 18.2% | 12.1% |
| Hairdressing, Beauty and Complementary Therapies 140 | 69.3% | 5.7% | 25.0% |
| Sport and Leisure 24 | 66.7% | 12.5% | 20.8% |
| Special Programmes 09 | 66.7% | 33.3% | |
| Land-based industries 38 | 63.2% | 13.2% | 23.7% |
| Nautical studies 36 | 58.3% | 27.8% | 13.9% |
| Construction 80 | 55.0% | 8.8% | 36.3% |
| Languages and ESOL 21 | 52.4% | 19.0% | 28.6% |
| Computing and ICT 40 | 45.0% | 27.5% | 27.5% |
| Social subjects 13 | 30.8% | | 69.2% |
| Science 28 | 21.4% | 35.7% | 42.9% |

Argyll College 18-19 Performance Indicators



Total FE/HE FT/PT = 1,690

Chart F. Enrolments by level and gender on courses lasting 160 hours or more

| | Completed Successful | Partial Success | Withdrawal | Total |
|------------|----------------------|-----------------|------------|-------|
| FE Females | 401 | 40 | 123 | 564 |
| FE Males | 185 | 57 | 85 | 327 |
| HE Females | | | | |
| HE Males | | | | |

| | % Completed Successful | % Partial Success | % Withdrawal |
|----------------|------------------------|-------------------|--------------|
| FE Females 564 | 71.1% | 7.1% | 21.8% |
| FE Males 327 | 56.6% | 17.4% | 26.0% |

Chart G. Enrolments by key group on courses lasting 160 hours or more

| | Completed Successful | Partial Success | Withdrawal | Total |
|---------------------------------------|----------------------|-----------------|------------|-------|
| All enrolments over 160 hours | 587 | 97 | 208 | 892 |
| 10% Most deprived postcode areas | 16 | 5 | 11 | 32 |
| 20% Most deprived postcode areas | 71 | 19 | 23 | 113 |
| Fees paid by employer | 71 | 7 | 24 | 102 |
| Ethnic minority | 16 | 1 | 2 | 19 |
| Disability | 133 | 34 | 38 | 205 |
| Year of study greater than first year | 44 | 10 | 22 | 76 |
| Care Experienced | | | | |

| | % Completed Successful | % Partial Success | % Withdrawal |
|--|------------------------|-------------------|--------------|
| All enrolments over 160 hours 892 | 65.8% | 10.9% | 23.3% |
| 10% Most deprived postcode areas 32 | 50.0% | 15.6% | 34.4% |
| 20% Most deprived postcode areas 113 | 62.8% | 16.8% | 20.4% |
| Fees paid by employer 102 | 69.6% | 6.9% | 23.5% |
| Ethnic minority 19 | 84.2% | 5.3% | 10.5% |
| Disability 205 | 64.9% | 16.6% | 18.5% |
| Year of study greater than first year 76 | 57.9% | 13.2% | 28.9% |
| Care Experienced 00 | | | |

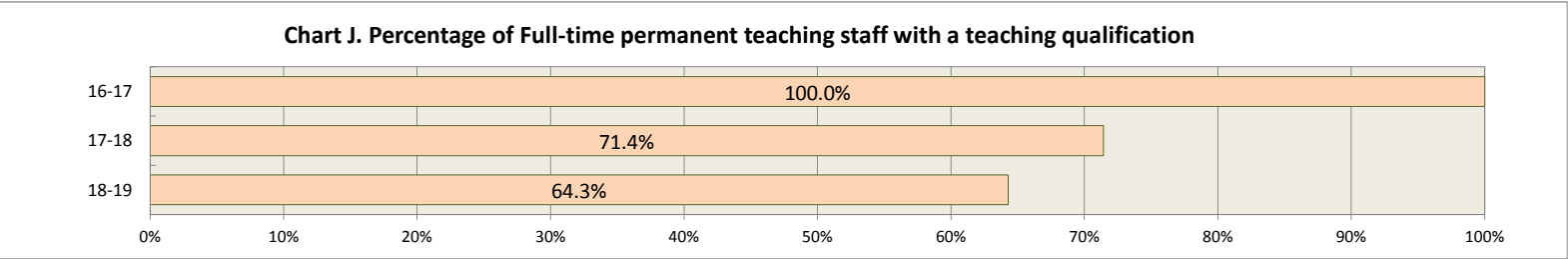
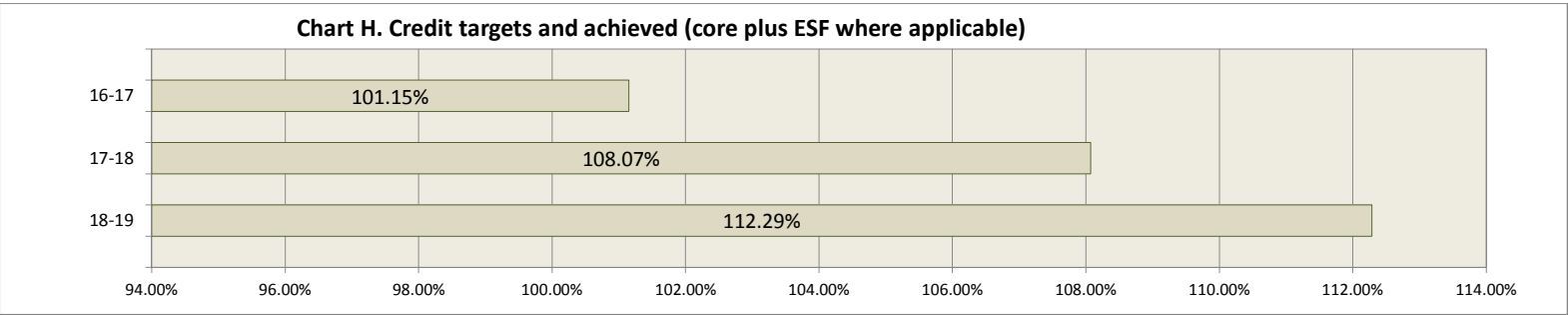
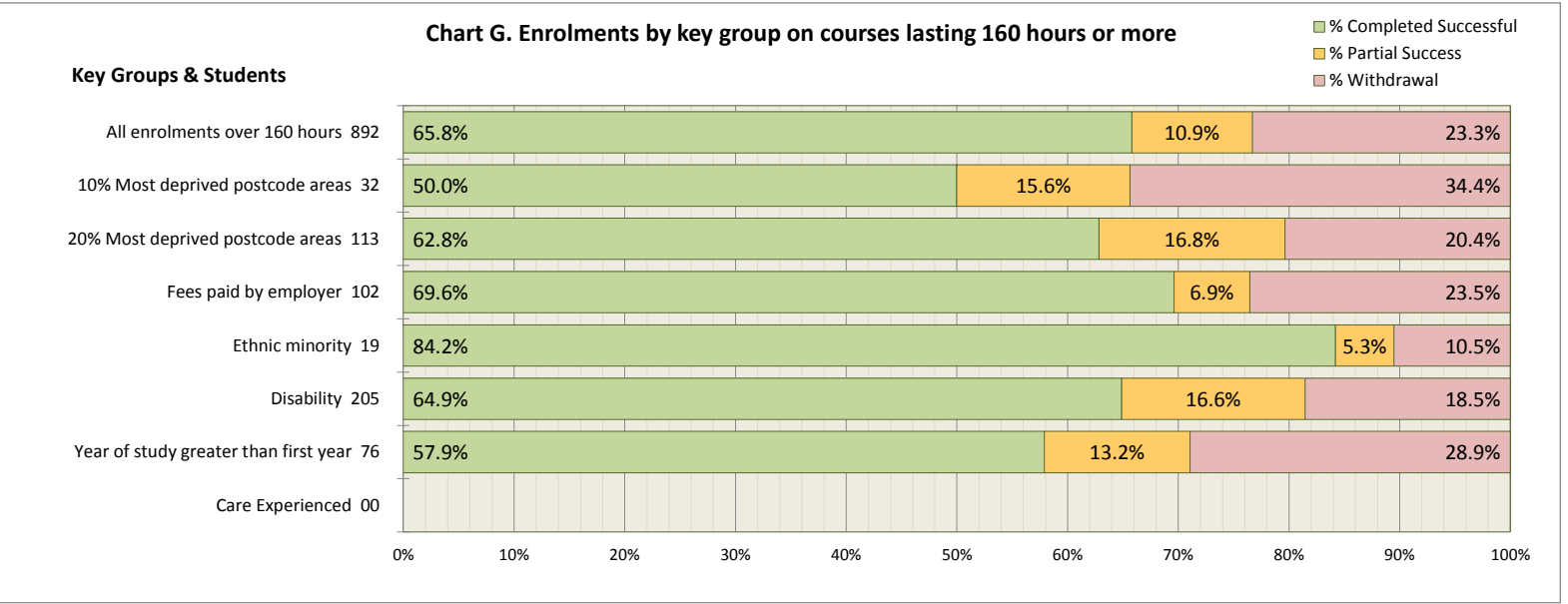
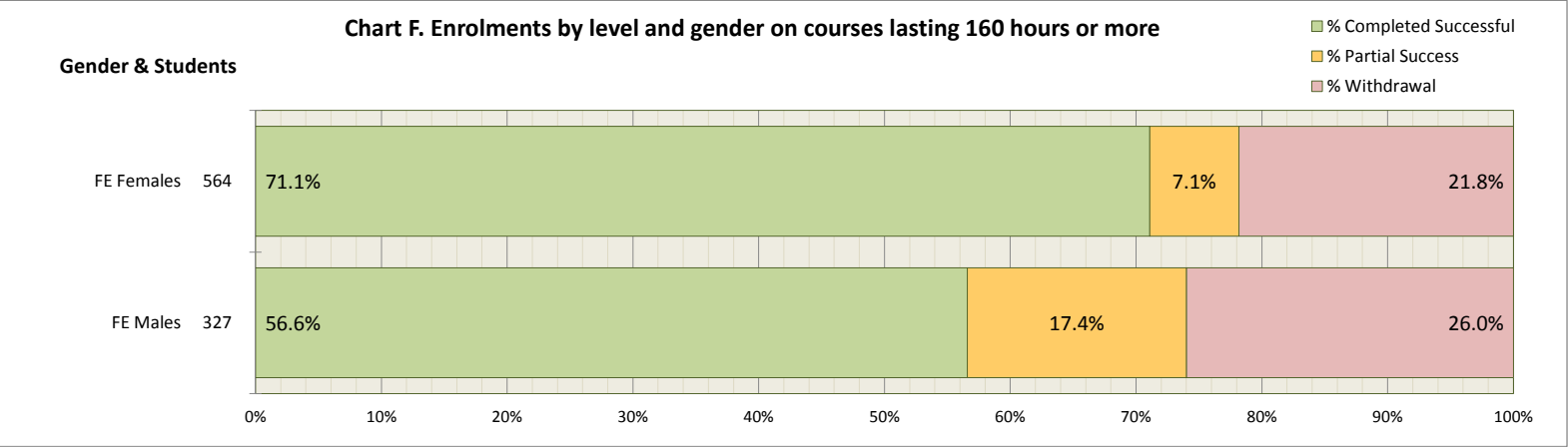
Chart H. Credit targets and achieved (core plus ESF where applicable)

| | Credits/WSUMs | Year | Percentage |
|----------------------|---------------|-------|------------|
| WSUMs achieved | 6,693 | | |
| 16-17 WSUM target | 6,617 | 16-17 | 101.15% |
| Credits achieved | 7,151 | | |
| 17-18 Credits target | 6,617 | 17-18 | 108.07% |
| Credits achieved | 7,503 | | |
| 18-19 Credits target | 6,682 | 18-19 | 112.29% |

Chart J. Percentage of Full-time permanent teaching staff with a teaching qualification

| | Permanent full-time teaching staff | Number with a Teaching Qualification | Year | Percentage |
|-------|------------------------------------|--------------------------------------|-------|------------|
| 16-17 | 6 | 6 | 16-17 | 100.0% |
| 17-18 | 14 | 10 | 17-18 | 71.4% |
| 18-19 | 14 | 9 | 18-19 | 64.3% |

Argyll College 18-19 Performance Indicators



To: Learning, Teaching and Engagement committee

Date: 12 December 2019

Status: To Note

Subject: 2019-20 Update on progress towards targets

FE 2019/20

The FE credit target for 2019/20 is 6689, 7 credits more than the target for 2018/19 despite exceeding target by 822 credits. These credits were unfunded and assisted the region to achieve the overall credit target by 1943 credits, 42% of which were due to Argyll College exceeding credit target.

The 6689 credit target for 2019/20 comprises 6582 core credits and 107 ESIF funded credits. To date, the credit count is 5970, that is 719 credits short of target. With known and planned activity between now and the end of the academic year the overall final credit count for the year is predicted to exceed target by between 300 and 400 credits.

The current regional progress towards target is shown below, by partner:

| Academic partner | Core credit target | ESIF credit target | Total credit target | Current position (5.12.19) | Over/under achievement |
|------------------|--------------------|--------------------|---------------------|----------------------------|------------------------|
| Argyll | 6,582 | 107 | 6,689 | 5,970 | -719 |
| Inverness | 28,915 | 296 | 29,211 | 22,427 | -6,784 |
| Lewis | 5,348 | 0 | 5,348 | 3,306 | -2,042 |
| Moray | 18,807 | 0 | 18,807 | 15,968 | -2,839 |
| NHC | 12,335 | 155 | 12,490 | 10,143 | -2,347 |
| Orkney | 3,603 | 145 | 3,748 | 2,145 | -1,603 |
| Perth | 23,655 | 1,200 | 24,855 | 23,432 | -1,423 |
| Shetland | 4,309 | 54 | 4,363 | 3,058 | -1,305 |
| WHC | 6,828 | 243 | 7,071 | 6,356 | -715 |
| REgional | 110,382 | 2,200 | 112,582 | 92,805 | -19,777 |

The Argyll College four year trend is the following:

| Year | Core credit target | ESIF target | Total credit target | Final credit count | Over/under achievement |
|---------|--------------------|-------------|---------------------|--------------------|------------------------|
| 2018/19 | 6582 | 100 | 6682 | 7504 | 822 |
| 2017/18 | 6617 | 0 | 6617 | 7149 | 532 |
| 2016/17 | 6617 | 0 | 6617 | 6702 | 85 |
| 2015/16 | 6617 | 0 | 6617 | 6706 | 89 |

The UHI region four year trend showing the % of Argyll contribution to the regional credit target is:

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

HE 2019/20

Predicted FTEs made in November 2018 were 201, the FTE count at 25 November was 188.4, with a total headcount of 252 students: 158 full time; 94 part time.

Revised predictions made at ESR in early December indicate a final FTE figure of 190.2

In addition there 12 PGDE teacher education students that are funded outwith the RAM. 8 are studying primary teaching and 4 secondary teaching

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

| | FTEs | Headcount | | |
|---------|-------|-----------|-----------|-----------|
| | | 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: Learning, Teaching and Engagement committee

Date: 12 December 2019

Status: To Note

Subject: Early withdrawal full time FE 2019/20

The early withdrawal statistic is any student who has withdrawn before 1st November.

Current early withdrawal data for this academic year is the following:

- 1793 Full Time FE students enrolled this academic year
- 9 students have withdrawn before 1st November, giving an early withdrawal percentage of 5.2% and an early retention figure of 94.8%

This is a reduction in early withdrawal compared to 2018/19 where the final early withdrawal percentage was 8%

The early withdrawal data for the last 4 years is shown in the table below:

| Academic year | Early w/d % |
|---------------|-------------|
| 2019-20 | 5.2% |
| 2018-19 | 8.0% |
| 2017-18 | 3.0% |
| 2016-17 | 9.2% |

The nine students leaving their course before the 1st November were studying the following courses:

| Course | W/d before 1 st Nov 2019 |
|---|-------------------------------------|
| Access to Nursing | 3 |
| NC Horticulture | 2 |
| NC Social Science | 1 |
| SVQ Hairdressing at SCQF levels 4 | 1 |
| SVQ Social Services (Children & Young People) at SCQG level 6 | 1 |
| SVQ Social Services (Children & Young People) at SCQF level 7 | 1 |
| TOTALS | 9 |
| Percentage withdrawal | 5.2% |

Early Student Experience Survey 2019/20 - FE results
72% response rate in 2019/20 compared to 55% response in 2018/19

| | | 2019-20 - detailed data | | | | | Agree / Strongly Agree | |
|------|---|-------------------------|-------|-------------------|----------|-------|------------------------|---------|
| | | Strongly Agree | Agree | Strongly disagree | Disagree | N/A | 2019/20 | 2018/19 |
| Q 1 | Overall, I'm satisfied with my student experience so far | 49.6% | 45.0% | 4.7% | 0.8% | | 94.6% | 95.8% |
| | Before I started my course: | | | | | | | |
| Q 2 | My initial enquiry provided me with the information I required to take the next step or apply for the course | 45.4% | 47.7% | 3.8% | 3.1% | | 93.1% | 93.6% |
| Q 3 | Applying to my course was easy | 50.8% | 46.9% | 2.3% | 0.0% | | 97.7% | 96.7% |
| Q 4 | I was provided with clear information about the funding I could apply for | 33.1% | 47.4% | 11.3% | 4.5% | | 80.5% | 94.6% |
| Q 5 | My funding application was dealt with effectively | 27.1% | 40.6% | 13.5% | 10.5% | 8.30% | 67.7% | 79.8% |
| Q 6 | The information I received before my course helped me prepare for college / university | 39.4% | 46.2% | 13.6% | 0.8% | | 85.6% | 91.5% |
| | The first few weeks | | | | | | | |
| Q 7 | I was made to feel welcome during my first week | 70.5% | 28.8% | 0.8% | | | 99.3% | 100.0% |
| Q 8 | It was easy to enrol onto my course | 56.9% | 39.2% | 3.1% | 0.8% | | 96.1% | 93.6% |
| Q 9 | I found induction a useful preparation for starting my course | 51.1% | 42.0% | 6.9% | | | 93.1% | 95.7% |
| Q 10 | The fresher's activities provided me the opportunity to mix with other students | 17.5% | 33.3% | 5.6% | 3.2% | 40.5 | 50.8% | 59.8% |
| Q 11 | My Course Handbook contains accurate information about the subjects within my course | 41.4% | 54.7% | 1.6% | 2.3% | | 96.1% | 96.8% |
| Q 12 | My Course Handbook explains about the different ways I will be learning during my course, for example class time, work experience, video conferencing (VC), self-study and practical work | 39.1% | 56.3% | 1.6% | 3.1% | | 95.4% | 96.7% |
| Q 13 | I know how to access Student Services | 43.8% | 47.7% | 7.8% | 0.8% | | 91.5% | 94.5% |
| Q 14 | I know how to access the library facilities | 45.3% | 42.2% | 8.6% | 1.6% | | 87.5% | 90.4% |
| Q 15 | I know how to access the student portal, MyDay | 61.7% | 35.2% | 1.6% | 1.6% | | 96.9% | 93.5% |
| Q 16 | I know how to access Brightspace (the learning environment) | 59.4% | 37.5% | 0.8% | 0.8% | 1.60% | 96.9% | 93.6% |
| Q 17 | I know who my academic support contact (PDA, PAT, LDW) is and how to contact them | 36.8% | 37.6% | 23.3% | 2.3% | | 74.4% | 65.2% |
| Q 18 | I am treated fairly and equally by staff | 65.9% | 31.1% | 1.5% | 1.5% | | 97.0% | 96.7% |
| | My Course | | | | | | | |
| Q 19 | I feel I am on the right course | 62.1% | 37.1% | 0.8% | | | 99.2% | 96.8% |
| Q 20 | I am happy with the way my course is taught | 53.8% | 37.1% | 7.6% | 1.5% | | 90.9% | 91.4% |
| | Assessment and feedback | | | | | | | |
| Q 21 | I know when my assessments are due | 45.8% | 48.9% | 5.3% | | | 94.7% | 91.5% |
| | My feedback and student voice | | | | | | | |
| Q 22 | I know how I can provide feedback to improve learning and teaching | 45.3% | 45.3% | 8.6% | 0.8% | | 90.6% | 94.7% |
| Q 23 | I know who my class Rep is | 53.5% | 28.3% | 15.7% | 2.4% | | 81.8% | 67.7% |
| Q 24 | I am aware of the role of the Highlands and Islands Student Association (HISA) | 48.4% | 38.3% | 11.7% | 1.6% | | 86.7% | 92.5% |

To: Learning, Teaching and Engagement committee

Date: 12 December 2019

Status: To Note

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

a) Graduation

Another successful college graduation ceremony took place on Friday 27th December. 85 students graduated: 36 FE students and 49 HE students which was 43% of eligible students. This is above the sector average, where the uptake in graduations is 30% of eligible students. Because of the progression pathways within the college many students are deemed to be eligible for graduation due to successfully completing their course but are progressing to the next level of study and therefore wait until they reach their final level of student before graduating.

b) CDN Awards

At the 2019 CDN Awards Argyll College were highly commended in the Digital Learning and Innovation categories for the following two projects:

- Digital Learning award – for screen capture personal video feedback. Because most of the courses delivered by the college are taught via video conferencing, which enables small numbers of students from a number of locations to access tertiary education without leaving their home towns, the ability for teaching staff to have face to face chats with students to provide formal and informal feedback is limited. By using screen capture videos students receive verbal feedback, via video, from their tutor, which they can also refer back to. Core principles for the use of screen capture video feedback have been devised by a small team, with the intention of widening the use of video feedback to most courses within the next few academic years.
- Innovation Award – Game of Tones. This is an innovative digital learning app developed by a college hairdressing tutor teaching schools link courses in Oban high school and an S5 school pupil looking for an IT project. The pupil developed a computer game to reinforce how colour neutralisation works, which is a fundamental but difficult concept within the hairdressing curriculum. The computer game helps to reinforce the theory learned in class in a fun and interactive way and is a very good example of collaboration between the college and a local secondary school. The app will be used within all relevant college hairdressing courses.

c) Prospectus for schools provision

The Marketing and Communications team in liaison with the Schools Link and Apprenticeship Officer have produced a prospectus detailing all college courses offered to school pupils. As well as Skills for Work programmes and Highers the

prospectus also includes Foundation Apprenticeships and a range of NPAs, some of which are linked to professional occupations such as Law and Accountancy.



University of the
Highlands and Islands
Argyll College

Oilthigh na Gàidhealtachd
agus nan Eilean
Colaiste Earra-Ghàidheil

**Minute of the Argyll College Management Board
Human Resources & Remuneration Committee
held at 12.00pm on Friday 29th November 2019
at the Oban Centre, Glenshellach Business Park**

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

| No | Item | Action |
|--------|---|--------|
| 19.4.1 | Welcome & apologies for absence. Apologies from Andrew Campbell. | |
| 19.4.2 | Declaration of interest & to identify if any items deemed to be confidential. No declarations of interest. Item 19.4.6 was deemed confidential due to the inclusion of staff names. | |
| 19.4.3 | Minute of meeting held on 24th August 2019. The minutes were approved as an accurate record of the meeting and were signed by the Chair. | VD/KJ |
| 19.4.4 | Matters arising Revised Recruitment Policy – EM confirmed that section 4.1 had been removed and did not relate to anything elsewhere in the policy. | |
| 19.4.5 | Annual HR Report KJ commented that the report was comprehensive. JS queried the increase in the number of long term sickness absences. MJ said that long term absences are difficult to deal with from an HR perspective and systems are to be put in place to improve the management of them. EM stated that improved systems for short term absence will allow HR to monitor any patterns. JS asked whether the new sickness reporting telephone number was working well. EM confirmed that it is being used in the majority of staff sickness and is proving effective. MJ said it would be useful to see how we compare to other colleges, JS agreed that this would be a good idea. MJ said that there is no standard HR software within UHI and this is something that could be integrated to save money and facilitate the sharing of useful data. JS asked if staff leaving coincides with contract end. EM confirmed that this is generally the case. MJ stated that due to the nature of the part-time contracts which many teaching staff are on, this may result in a higher leave rate. JS noted that there are some staff undergoing further teaching qualifications so the college is obviously providing support which is very positive. MJ confirmed that this will be increasingly the case as it is a stipulation of National Pay Bargaining. | |
| 19.4.6 | Summary of Recruitment EM pointed out the high level of core skills teaching tutors recruited for the piloting of the regional core skills policy within certain full-time FE courses. This will be evaluated and reviewed at the end of the year. It was suggested that a column be added to the report to | EM |

| | | |
|--------|--|--|
| | highlight where staff have been promoted to positions, rather than being new recruits. A number of teaching staff left as courses did not run due to low student recruitment. The seconded nursery manager's contract expired and has been replaced by a current teaching member of staff with the relevant qualifications to be interim manager. KJ asked whether their teaching workload is being covered by existing staff. EM and MJ confirmed that there is good staff cover in that area and cover is in place. | |
| 19.4.7 | Annual Staff Development Report KJ expressed disappointment at the take up of health and safety training by staff. EM confirmed that the focus needs to be on these mandatory courses and a process needs to be put in place to facilitate this. MJ stated that this is part of a broader approach to changing the approach to health and safety, staff now have to complete risk assessments. A discussion was had about the best way to incorporate health and safety training into the induction process for new staff. MJ stated that the dispersed nature of the centres makes it difficult to have a group induction, however, this could be done using VC. KJ asked if there are many requests for training and development, AEC said no but there is a system in place to make requests. | |
| 19.4.8 | AOCB JS asked if there was any progress with board recruitment. MJ said that it had been delayed as amongst other things, another partner had started advertising for a chair. | |
| 19.4.9 | Date of next meeting – The next meeting will be confirmed at the board meeting on Friday 13 th December. | |
| | Signed by Date Chair of Human Resources & Remuneration Committee | |

To: Human Resources and Remuneration committee

Date: December 2019

Status: For discussion

19.4.21– Annual HR Report 2018/19

Staff sickness

Short term sickness absence:

| Year | Teaching – number of Days | Total Cost | Non-Teaching – number of days | Total Cost | Total days | Total Cost (Approx) |
|---------|---------------------------|------------|-------------------------------|------------|------------|---------------------|
| 2016/17 | 162 | £7,500 | 78 | £7,000 | 240 | £14,500 |
| 2017/18 | 224 | £28,000 | 181 | £15,200 | 406 | £43,200 |
| 2018/19 | 161 | £23000 | 195 | £21000 | 356 | £44000 |

Long term sickness absence:

| Year | Teaching – number of staff | Total Cost | Non-Teaching – number of staff | Total Cost | Total – number of days if applicable | Total cost (Approx) |
|---------|----------------------------|------------|--------------------------------|------------|--------------------------------------|---------------------|
| 2016/17 | 2 | £16,000 | 3 | £12,000 | 1162 | £28,000 |
| 2017/18 | 1 | £2000 | 8 | £51,000 | 434 | £53,000 |
| 2018/19 | 4 (506.5 days) | £45000 | 5 (608 days) | £42000 | 1114.5 | £87000 |

Long term sickness for 2018/19 - detail:

Teaching

1 x FT teaching staff long term sickness, chronic illness – OH referral, diagnosis reached, not returned in new academic year.

1 x FT teaching staff long term chronic illness – completed phased return and returned to FT hours by start of semester 2.

1 x part time teaching staff – chronic illness – resigned

1 x part time teaching staff – illness – resigned

Support staff:

1 x FT Support staff – retired

1 x FT Support Staff (DYW) – resigned

1 x FT Nursery Manager – resigned

1 x PT Support staff – family bereavement – returned Aug 2019.

1x PT Cleaner – chronic illness/hospitalisation – not returned

Other Absence:

| Year | Teaching (days) | Absence Type | Non-Teaching (days) | Absence Type |
|------------|-----------------|-----------------|---------------------|--------------------------|
| 2017/18 | 263 | Statutory Leave | 594 | Statutory Leave |
| | 16.5 | Appointments | 46.5 | Appointments |
| | 20 | Compassionate | 17 | Compassionate |
| | 2 | Funeral | 1 | Funeral |
| | 3 | Unpaid Leave | 62.5 | Unpaid Leave |
| | 0 | Court | 1 | Court |
| | 0 | Lieu | 37 | Lieu |
| Total days | 304.5 | | 759 | Overall Days 1063.5 days |
| 2018/19 | 364 | Statutory | 856 | Statutory |
| | 25.5 | Appointments | 33.5 | Appointments |
| | 7.5 | Compassionate | 26 | Compassionate |
| | 1 | Funeral | 0 | Funeral |
| | 6 | Industrial | 0 | Industrial |
| | 0 | Lieu | 30 | Lieu |
| | 3 | Weather | 0 | Weather |
| | 12.5 | Unpaid | 2 | Unpaid |
| Total days | 419.5 | | 1803.5 | Overall Days 2223 days |

Flexible Working Requests:

| Year | Teaching | Granted/Not Granted | Non-Teaching | Granted/Not Granted |
|---------|----------|---|--------------|---|
| 2016/17 | 0 | 0 | 0 | 0 |
| 2017/18 | 3 | 1 granted 1 request withdrawn 1 employee returned to full time after end of flexible working request. | 0 | 0 |
| 2018/19 | 3 | 1 return from 0.6 to 1FTE - granted 1 request to reduce from 0.8 – 0.6 - granted | 2 | 1 request to work 0.8 over 5 days during school hours – granted |

| | | | | |
|--|--|--|--|---|
| | | 1 request to reduce from 1 – 0.8 – not yet finalised | | 1 request to adjust working pattern during term time and out with term time |
|--|--|--|--|---|

Staff discipline activity:

| Year | Disciplinary hearings | Warnings issued | Dismissals | Appeals |
|---------|-----------------------|-----------------|------------|---|
| 2016/17 | 3 | 2 | 1 | 1 – not upheld |
| 2017/18 | 2 | 1 | 1 | 1 – not heard to date due to non-communication from member of staff |
| 2018/19 | 1 | | 1 | 1 – not upheld |

Staff grievance:

| Year | Number of Grievances raised | Outcome |
|---------|-----------------------------|----------------------------------|
| 2016/17 | 1 | Not upheld |
| 2017/18 | 0 | N/A |
| 2018/19 | 1 | Not upheld. Appeal not upheld |

Recruitment:

| Year | Total Teaching | Full Time | Part time | Total Non-Teaching | Full time | Part time |
|---------|----------------|-----------|-----------|--------------------|-----------|-----------|
| 2016/17 | 18 | 0 | 18 | 3 | 0 | 3 |
| 2017/18 | 43 | 0 | 43 | 11 | 3 | 8 |
| 2018/19 | 19 | 0 | 29 | 21 | 5 | 16 |

Leavers:

| Year | Total Teaching | Full Time | Part time | Total Non-Teaching | Full time | Part time |
|---------|----------------|-----------|-----------|--------------------|-----------|-----------|
| 2016/17 | 13 | 0 | 13 | 4 | 2 | 2 |
| 2017/18 | 29 | 1 | 28 | 10 | 2 | 8 |
| 2018/19 | 10 | 0 | 10 | 18 | 4 | 14 |

Recruitment by job role and location

| Year | Teaching | Full/Part Time | Location | Non-Teaching | Full/Part Time | Location |
|---------|----------|----------------|--------------|--------------|--------------------|-------------------|
| 2018/19 | 0 | n/a | Arran | 1 | Part | Arran |
| | 3 | Part | Campbeltown | 1 | Part | Campbeltown |
| | 11 | Part | Oban | 9 | 2x Full 7x part | Oban |
| | 1 | Part | Lochgilphead | 4 | Part | Lochgilphead/CERC |
| | 2 | Part | Islay | n/a | n/a | Islay |

| | | | | | | |
|--|---|------|-------------|-----|----------------------|-------------|
| | 0 | n/a | Rothesay | n/a | n/a | Rothesay |
| | 2 | Part | Dunoon | 3 | 2 x Full 1 x Part | Dunoon |
| | 0 | n/a | Helensburgh | 3 | Part | Helensburgh |

Age profile and staffing splits (teaching and support):

The table below is an extract from the staffing return we are required to submit to the Scottish Funding Council annually each November. It is taken at a point in time in the academic and accurately reflects staffing data at this point – for reference figures are from 1st June 2019.

| Table 1: Type of Contract | Staff Status | | Number of staff (FTE) | | |
|------------------------------------|-------------------------|-----------|-----------------------|------------------------|-------|
| | | | Teaching | Non-teaching (support) | Total |
| | All Staff | | 47.0 | 50.0 | 97.0 |
| Table 2: Number of all Staff (FTE) | Permanent | Full-time | 14.0 | 41.0 | 55.0 |
| | | Part-time | 1.2 | 9.0 | 10.2 |
| | | Total | 15.2 | 50.0 | 162.2 |
| | Temporary | Full-time | 0.0 | | 0.0 |
| | | Part-time | 31.8 | 0.0 | 31.8 |
| | | Total | 31.8 | 0.0 | 31.8 |
| | Permanent and Temporary | Full-time | 14.0 | 41.0 | 55.0 |
| | | Part-time | 33.0 | 9.0 | 42.0 |
| | | Total | 47.0 | 50.0 | 97.0 |

| Table 1: All staff (headcount) by age range, gender and employment category (teaching/senior management/other) | Age range (years of age) | Gender | Employment category | | | | |
|--|--------------------------|--------|---------------------|-----------|-------------------|-------|-------|
| | | | Teaching | | Senior management | Other | Total |
| | | | Permanent | Temporary | | | |
| Up to 35 | | Male | 0 | 5 | 0 | 3 | 8 |
| | | Female | 0 | 10 | 0 | 24 | 34 |
| 36 to 50 | | Male | 3 | 23 | 1 | 1 | 28 |
| | | Female | 5 | 25 | 1 | 20 | 51 |
| 51 to 60 | | Male | 1 | 10 | 1 | 1 | 13 |
| | | Female | 3 | 21 | 5 | 13 | 42 |
| greater than 60 | | Male | 2 | 10 | 0 | 3 | 15 |
| | | Female | 2 | 11 | 0 | 7 | 20 |
| Total | | Male | 6 | 48 | 2 | 8 | 64 |
| | | Female | 10 | 67 | 6 | 64 | 147 |

Staff numbers by location, split by support and teaching – 2017/18

| Location | Support | Teaching | Total |
|-------------|---------|----------|-------|
| Arran | 3 | 8 | 11 |
| Dunoon | 11 | 23 | 34 |
| Helensburgh | 4 | 5 | 9 |
| Islay | 2 | 6 | 8 |

| | | | |
|----------------------------|-----|-----|--------|
| Lochgilphead (Lorne St) | 7 | 17 | 24 |
| Lochgilphead (CERC) | 1 | 6 | 7 |
| Tobermory | 1 | 2 | 3 |
| Campbeltown (Hazelburn) | 3 | 14 | 17 |
| Campbeltown (Stewart Road) | 5 | 0 | 5 |
| Oban | 18 | 41 | 59 |
| Rothesay | 2 | 12 | 14 |
| Little Learners Nursery | F/T | P/T | Supply |
| | 4 | 5 | 9 |

Staff Development 2018-2019

Training offered to Teaching Staff

| Training | Number of staff in Attendance |
|---------------------------------|-------------------------------|
| Collaborate | 15 |
| Brightspace training (Advanced) | 26 |
| Video Capture Feedback | 17 |
| Teaching by VC | 17 |
| Verbal Assessment Training | 18 |

The number of staff in attendance has improved since last year.

Training offered to all Staff

| Training | Compliance | Other | Number of staff in Attendance |
|--|------------|-------|-------------------------------|
| *Basic SharePoint | | √ | 18 |
| *QA Policies | √ | | 16 |
| *PREVENT | √ | | 28 |
| *Academic Malpractice | √ | | 18 |
| *Safeguarding | √ | | 21 |
| **Basic Brightspace | | √ | 6 |
| *** IV Process and Procedure | | √ | 24 |
| ****IV Process and Procedure (schools based) | | √ | 6 |
| FE/HN Mitigating Circumstances | | √ | 23 |
| ****Schools link – Channels of Communication (schools based) | | √ | 9 |
| ****DYW (schools based) | | √ | 4 |

*The training highlighted is repeated on an annual basis. The majority of those in attendance were likely to be new starts.

** Basic Brightspace was offered to centre staff to give a basic understand.

*** IV Process and Procedure was open to all staff this year.

**** An IV Process and Procedure session was offered to school links staff as well. All Schools link sessions have lower attendees as these members of staff have already started teaching.

Online Compliance Training

| Course | No of staff Completing During Academic year 2018/2019 | Percentage of staff completing the course as at 31/08/2019 |
|---------------------------|---|--|
| *Health and Safety Part 1 | 62 | 30% |
| *Health and Safety Part 2 | 67 | 32% |
| *Data Protection | 96 | 48% |

*Percentage of staff completing courses was calculated using the number of staff employed at the end of the last academic year. I have only in the last few weeks received access to Learnupon Admin. I have gone through the reports during the week commencing 19.11.19 and sent out reminders to those who still must complete the mandatory training. I have also invited all new members of staff to Learnupon.

Teaching Qualifications 2018/2019

Starts

Seven members of staff embarked on the Teaching Practice in Scotland's (PDA) in September 2018

One member of staff commenced in a PgCert but subsequently withdrew.

Continuation

Four members of staff continued with their Masters studies during 2018/2019.

Completion

One completed their Post Graduate Certificate (PgCert) in Tertiary and Higher Education

Staff engaged in other studies – 2018/2019

16 members of staff were engaged in other forms of development over the academic year. Most of the study was related to current roles and responsibilities. Studies included an Academic Leadership Programme; First Aid courses including Mental Health; ECDL and HI5 Dynamic Youth Awards Training.

Training Costs

Over the academic period

19.4.24 2020 SCHEDULE OF MEETINGS**ARGYLL COLLEGE UHI LTD**

| MONTH | BOARD | AUDIT | FINANCE & GENERAL PURPOSE | LEARNING, TEACHING & ENGAGEMENT | HR & REMUNERATION | NOMINATIONS (meets as required) |
|-----------|--|-----------------------------------|-----------------------------------|------------------------------------|-----------------------------------|------------------------------------|
| JANUARY | | | | | | |
| FEBRUARY | | Friday 28 th February | Friday 28 th February | Friday 28 th February | Friday 28 th February | |
| MARCH | Friday 13 th March | | | | | |
| APRIL | | | | | | |
| MAY | | Friday 22 nd May | Friday 22 nd May | Friday 22 nd May | Friday 22 nd May | |
| JUNE | Friday 5 th June | | | | | |
| JULY | | | | | | |
| AUGUST | | | | | | |
| SEPTEMBER | Friday 25 th September | Friday 11 th September | Friday 11 th September | Friday 11 th September | Friday 11 th September | |
| OCTOBER | | | | | | |
| NOVEMBER | | | | | | |
| DECEMBER | Friday 18 th December (to include AGM) | Friday 4 th December | Friday 4 th December | Friday 4 th December | Friday 4 th December | |

My apologies for this late paper but the Board Member Recruitment Policy requires to be amended. Currently, it contains a “job description”, a “role description” and a separate table which also contains a “role description” for board members and the chair. There is some overlap but there is potential for real confusion because they contain differing elements and some parts of it are not really fit for purpose. This is not helpful to the college in its recruitment and also could create confusion to a potential applicant (who may choose not to apply as a result).

The following is proposed:

Delete pages 5, 7-15 and 18-19 which contain the confusing material and replace it with a more streamlined and user friendly pair of role descriptors outline below. Also replace the message of the former Principal on page 17 with the new one below.

Role Description Board Member

- Contribute to the development of the college’s mission, vision and values;
- Provide strategic leadership and direction to the college through oversight of and contribution to key strategy documents;
- Monitor and ensure that the college is meeting its obligations in relation to its key outcomes as agreed with external bodies;
- Support the development of and monitor key performance indicators to ensure that the college is achieving its mission and strategic priorities;
- Contribute to the development and review of college internal controls and an audit regime that is able to identify and balance the risks and opportunities in the college’s activities;
- Contribute to the development and review of the college’s financial strategy and objectives, including for estates. Ensure that there are appropriate control mechanisms in place which are regularly monitored;
- Approve the college’s annual budget and accounts;
- Provide input to and approve all college policies;
- Promote the interests of the college (including that of its learners and its staff) in the local community and beyond;
- Act in accordance with the duties of a director and in accordance with the Code of Good Governance for Scotland’s Colleges;
- Work with other board members in a supportive, helpful and constructive way as well as observing the Nine Principles of Public Life in all college-related activity;
- Participate in reviews of performance of the board and engage in development opportunities in order to increase their own effectiveness;
- Commit to attendance at four board meetings and four committee day meetings per year and to prepare effectively;
- Attend further college related events as appropriate;

Role Description Board Chair

- Commit up to 20 days over and above the time commitment for a board member;
- Ensure that the Board operates in ways that are consistent with its governing documents and adheres to the Code of Good Governance;

- Ensure that the Board and the Committees of the Board actively work towards the fulfilment of the College's mission and values and meet any legislative or other requirements;
- Ensure that the business of the Board is conducted in such a way to encourage all the Governors to speak openly and honestly and to be heard;
- Encourage all Governors, individually as required, to participate in development opportunities and to benefit from each other's experience and knowledge;
- Develop a professional working relationship with the Principal of the College that enhances the effectiveness of the Principal and the College by way of mentoring, guidance and support techniques;
- Develop a good working relationship with the Secretary to the Board to ensure that the College complies with its governing documents and the Code of Good Governance;
- Annually appraise the performance of the Principal to ensure that the College is effectively led and managed;
- Annually appraise the performance of the Secretary to the Board to ensure that the College has effective and appropriate governance;
- Develop evaluation mechanisms that enable the Board to assess its overall performance annually and improve upon that year on year (this may include setting measureable targets against which the Board can measure its success);
- Able to commit time to attend wider UHI and external events as and when required;
- At all times play an ambassadorial role for Argyll College UHI;

Message from Martin Jones – Principal of Argyll College UHI

I would like to encourage people from all walks of life who have a shared interest in promoting the needs of learners across Argyll, Bute and Arran to consider joining our board. It does not matter whether you have worked in education or sat on similar boards in the past, we always have a need for a wide variety of skills and backgrounds to help support our work. We can also provide support through our induction and through training to help you to become an effective member of the board. Although there is a time commitment in preparing for meetings across the year, I know from personal experience that the role can give real satisfaction. I volunteered as a board member for a while when in my previous job at Glasgow Caledonian University.

Argyll College is a key player in driving the local economy and giving real opportunities to students to open up new career pathways without having to go away to study. Our network of Learning Centres coupled with the use of technology allows us to reach remote areas. We are proud to work within schools and to provide opportunities in further education and higher education too. We play an important role in helping to train teachers who work in our local schools. We have ambitious plans for growth and as a board member you can help to steer us towards our goals.



MHA Henderson Loggie
Chartered Accountants
11-15 Thistle Street
Edinburgh
EH2 1DF

13 December 2019

Dear Sirs,

During the course of your audit of our financial statements for the year ended 31 July 2019 the following representations were made to you by management and trustees.

- 1 We acknowledge as directors our responsibilities under the Companies Act 2006, Charities and Trustee Investment (Scotland) Act 2005 and Charities Accounts (Scotland) Regulations 2006 (as amended) for preparing financial statements, in accordance with the applicable financial reporting framework (Financial Reporting Standard 102 (FRS102) and the FE and HE SORP) that give a true and fair view and for making accurate representations to you as auditors.
- 2 We confirm that all accounting records have been made available to you for the purpose of your audit, in accordance with your terms of engagement, and that all the transactions undertaken by the company have been properly reflected and recorded in the accounting records. All other records and related information, including minutes of all management and shareholders' meetings, have been made available to you. We have given you unrestricted access to persons within the company in order to obtain audit evidence and have provided any additional information that you have requested for the purposes of your audit.
- 3 We confirm that the financial statements for the year ended 31 July 2019 have been approved by the board and are free from material misstatements.
- 4 We confirm that significant assumptions used by us in making accounting estimates, including those measured at fair value, are reasonable.
- 5 We confirm that all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements have been disclosed to you as auditor and accounted for and disclosed in accordance with the applicable financial reporting framework United Kingdom generally Accepted Accounting Practice (including FRS 102 and the FE and HE SORP).
- 6 We confirm that there have been no events since the balance sheet date which require disclosing or which would materially affect the amounts in the financial statements, other than those already disclosed or included in the financial statements. Should further material events occur, which may necessitate revision of the figures included in the financial statements or inclusion of a note thereto, we will advise you accordingly. We are not aware of any future plans which might impact the carrying values disclosed in the financial statements which we have not discussed with you.
- 7 We confirm that the related party relationships and transactions set out below are a complete list of such relationships and transactions and that we are not aware of any further related parties or transactions.

| Party | Relationship | Nature of transaction |
|-----------------------------------|----------------------------|-----------------------|
| West Highland Housing Association | Trustee is Chief Executive | Purchases |
| Argyll and Bute Council | Trustee is a Councillor | Sales and purchases |



- 8 We confirm that all related party relationships and transactions have been accounted for and disclosed in accordance with the applicable financial reporting framework United Kingdom generally Accepted Accounting Practice (including FRS 102 and the FE and HE SORP).
- 9 We confirm that the company has had, at no time during the year, any arrangement, transaction or agreement to provide credit facilities (including loans, quasi-loans or credit transactions) for trustees, nor to guarantee or provide security for such matters, except as disclosed in the financial statements.
- 10 We confirm the ultimate controlling party has been identified and disclosed in the financial statements.
- 11 We confirm that the company has not contracted for any capital expenditure other than as disclosed in the financial statements.
- 12 We confirm that we are not aware of any possible or actual instance of non-compliance with those laws and regulations which provide a legal framework within which the company conducts its business and which are central to the company's ability to conduct its business, except as explained to you and as disclosed in the financial statements.
- 13 We acknowledge our responsibility for the design and implementation of controls to prevent and detect fraud. We confirm that we have disclosed to you the results of our risk assessment of the risk of fraud in the business.
- 14 We confirm that there have been no actual or suspected instances of fraud involving management or employees who have a significant role in internal control or that could have a material effect on the financial statements. We also confirm that we are not aware of any allegations of fraud by former employees, regulators or others.
- 15 We confirm that, in our opinion, the company is a going concern
- 16 The effects of unadjusted misstatements are immaterial, both individually and in aggregate, to the financial statements as a whole. A list of the unadjusted misstatements is attached to this letter.
- 17 We acknowledge our legal responsibilities regarding disclosure of information to you as auditors and confirm that:
 - so far as each trustee is aware, there is no relevant audit information of which you as auditors are unaware; and
 - each trustee has taken all the steps that they ought to have taken as a trustee to make themselves aware of any relevant audit information and to establish that you are aware of that information.
- 18 We confirm that the company has good title to all its assets and all assets granted as security have been advised to you.
- 19 We confirm that all income has been recorded in the financial statements in line with the Charity SORP.
- 20 We confirm that restricted funds have been applied for the purpose they were given.
- 21 We confirm that any constructive obligations to return grants have been recognised as liabilities in the financial statements.



22 We confirm that you have been made aware of all correspondence with OSCR.

We confirm that the above representations are made on the basis of enquiries of management and staff with relevant knowledge and expertise (and, where appropriate, of supporting documentation) sufficient to satisfy ourselves that we can properly make these representations to you and that to the best of our knowledge and belief they accurately reflect the representations made to you by the trustees during the course of your audit.

In relation to the accounts for the year ended 31 July 2019 we confirm that:

1. The trustees have read, understood and approved the enclosed, signed, representation letter.
2. The trustees have considered the points raised in the audit findings report.

Signed on behalf of the board of trustees by:

Name ...Andrew M G Campbell....

Date: 13 December 2019