

Academic Partner Quality Monitoring Report 2017/18: Reflection on 2016/17

Academic Partner:

1 Key issues and developments

- HE FTEs continue to increase year on year:

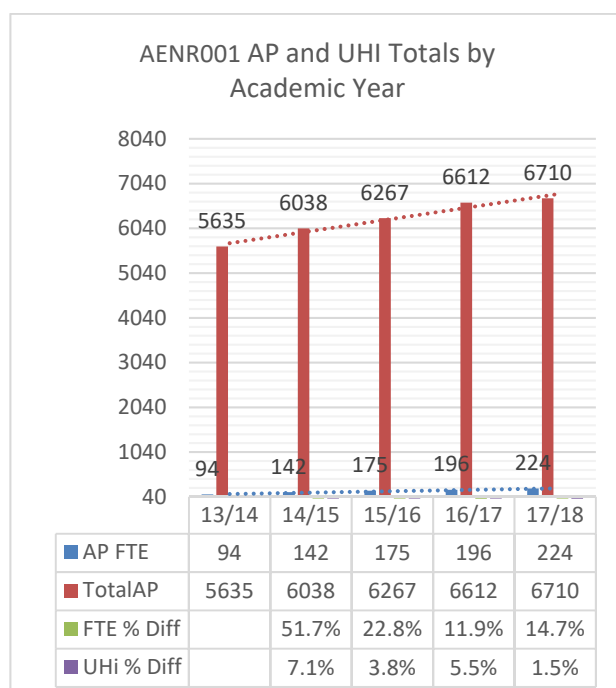
	FTEs	Headcount		
		Total	Full time	part time
2013/14	93.2	135	77	58
2014/15	142.4	191	128	63
2015/16	165.5	212	146	66
2016/17	180.5	226	165	61

- FE enrolments continue to be maintained at a constant level – 6730 credits
- Over 600 school pupils enrolled on 40 different schools link courses. The college works in close collaboration with the ten local secondary schools to ensure there are clear progression routes from school to college, that are linked to key local economy areas.
- Professional Graduate Diploma in Education (PGDE): Third cohort of Primary PGDE students and first intake of Secondary PGDE education based in our Oban campus.
- The majority of our car fleet is now either electric or hybrid, fully funded by the Scottish Government Green Fleet Scheme. An electric charging point has been installed at our Oban Centre for use by staff and the wider community. The fleet is due to be featured by Nissan in their own promotional magazine.
- Full Time FE key performance indicators (KPIs) - completed successfully rates have improved by 9% over the past 3 years and are now significantly above the national benchmark.
- Full Time FE KPIs - 33% of successful full time students entered work, which is significantly higher than the national benchmark (19.6%). This indicates how well prepared students are to enter the workplace and how college courses are aligned to local employment opportunities.
- Graduation – 80 FE & HE students graduated in Oban at our largest graduation ceremony to date. The event was attended by Diane Rawlinson and Garry Coutts and the guest speaker was Gary McLean, winner of 'Masterchef the Professionals' and lecturer at City of Glasgow College.
- Two of the HISA annual awards have been won by Argyll College UHI representatives. Our Arran Centre Manager and Assistant Manager were awarded 'Best Support Staff', and Dunoon student Scott Anderson won the 'Best Engagement with the Student Voice – Student' category.
A further three Argyll College UHI staff members were Highly Commended in this year's honours.
- Shirley Anne Somerville MSP, Minister for Further and Higher Education and Science visited the college in August to re-open our newly refurbished 'Little Learners Pre-school Nursery'. The Minister also met with Board members and college staff at the College's Oban Centre.
- 'Soft Opening' of a new learning centre in Helensburgh – ahead of proposed developments in the Kirkmichael Centre, Helensburgh, we have initiated a number of students on a limited range of full-time FE courses. It is planned that this centre will be the UHI hub for supporting BEng degree programmes for MOD personnel.

- In the early part of 2017 the College underwent a restructure of the curriculum management. A new structure was in place from August 2017 which achieved the aims of reducing costs from the staffing budget per annum and aligning more closely with the Education Scotland 'How Good is our College' quality framework. The senior management team has been streamlined and a team of 'Curriculum Leads' appointed from current teaching staff.
- 'Oban as a University Town' continues to develop, supported by HIE and the local Community Planning Partnership. Involvement of UHI, SAMS and Argyll College UHI are central to this development. Four project teams have been established to support the Project Steering Group: Infrastructure; Curriculum; Commercial; Communications.
- College Staff attended the first HMNB Clyde Education and Resettlement Day at the Faslane Naval base in September to support UHI faculty staff promote new Engineering Degrees. We have developed close links with personnel in various roles at HMNB Clyde.
- Submission of first annual 'How Good is Our College' self-evaluation report and enhancement plan to SFC and Education Scotland
- Staff development days – 72 staff (teaching and support) received continuing Professional Development training during our in-house staff development week in August. Many sessions are delivered by VC. Topics included Writing for Evaluation; Safeguarding, Onedrive; CAMs and Sharepoint, New Quality Assurance Policies.
- HISA depute elections took place in October and we were delighted to have 6 candidates.
- 2 DYW staff were appointed to further enhance the engagement between the college, employers and schools. The staff report directly to Argyll College Principal who sits on the Board of DYW Argyll.
- Space remains an on-going issue in all 10 learning centres. Without significant investment in the capital infrastructure of Argyll College, the continued increase in student numbers is not sustainable.

2 Key Performance Indicators (KPIs) and trends

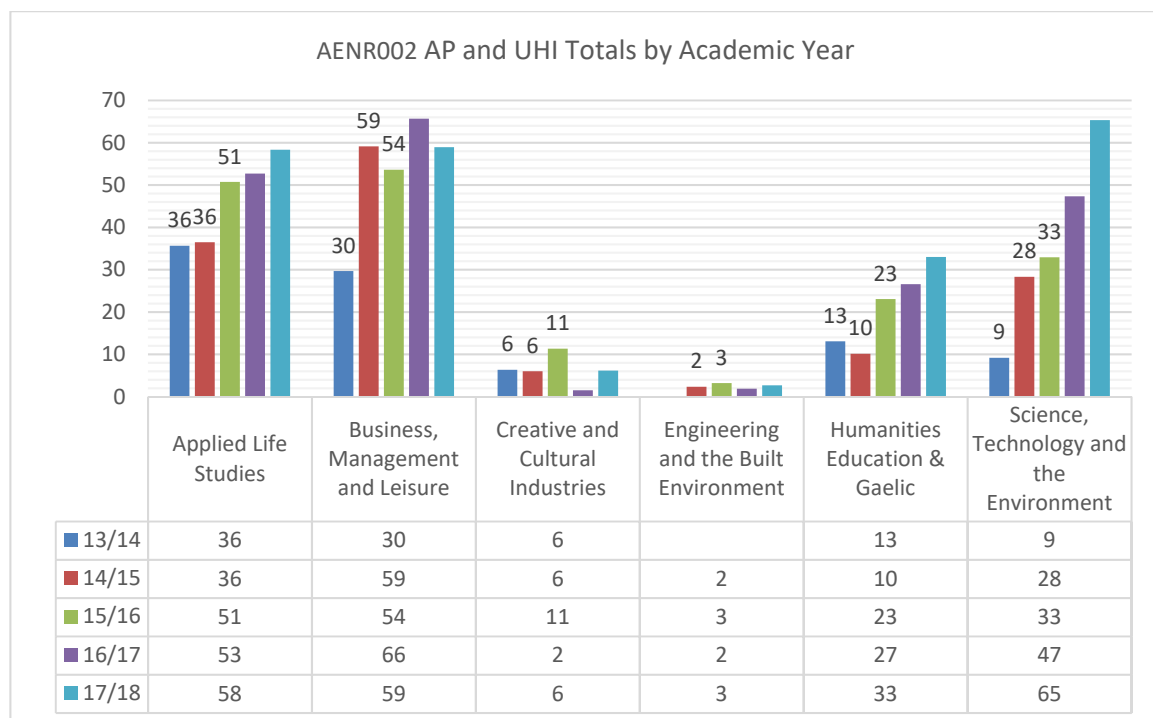
The graph below shows the on-going growth in HE student FTEs over the last 5 years, which is higher than the overall UHI growth trend.



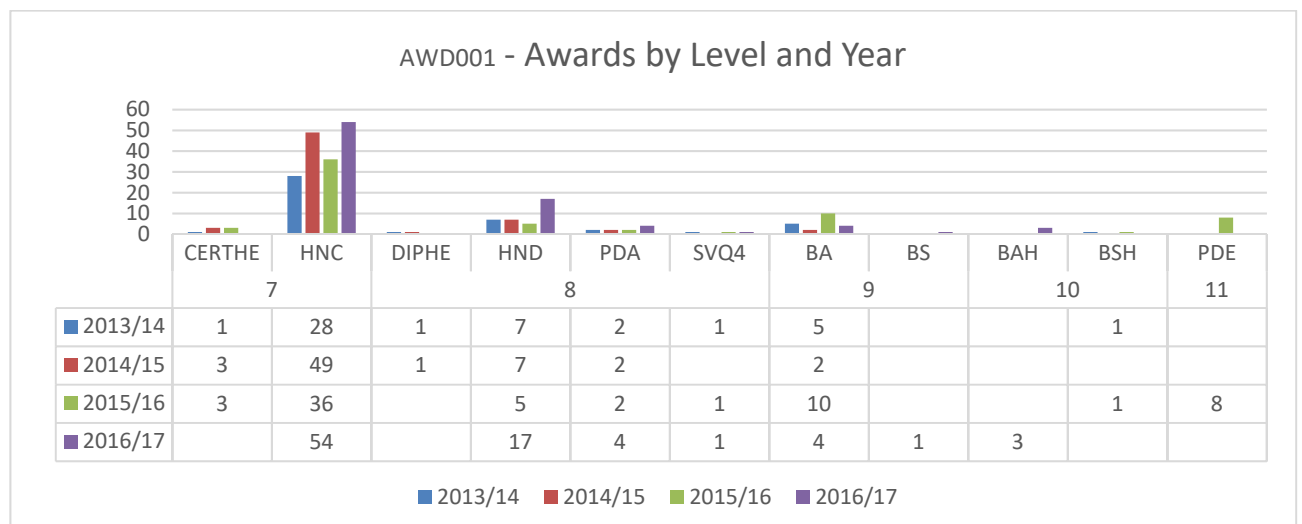
This growth is mainly due to additional HNC and HND courses taught in Argyll as progression for students progression from full time FE or progression from HNC to the next level of study.

The data below shows the increase in the Science, Technology and the Environment subject network following the start of HNC/D Horticulture and Agriculture – courses that link to local occupational and employment areas. The introduction of the HNC Applied Science course utilises SAMS lab facilities and offers students the opportunity to progress to BSc Marine Science.

Student numbers within Applied Life Studies will continue to increase due to the regulatory requirements for staff within the Care and Childcare sectors to be trained to a certain level. There are significant employment opportunities in these areas in Argyll.



The data below confirms the majority of Argyll based HE students are studying at HN level.



3 Student feedback

The college uses a range of formal and informal mechanisms to gain feedback from students with the aim of continually improving the teaching, services and support we provide to students. Formal ways include student surveys, course team meetings, class rep feedback and the involvement of the HISA Depute in the college committee and board structures.

In October 2016 the college surveyed all FE and HE students, apart from Schools Link students, using the agreed UHI partnership Early Experience student survey. A total of 406 students were asked to complete the survey, with a response rate of 33% (132 students). 99% of those who responded were either Very Satisfied or Satisfied overall with their college experience. Overall the satisfaction levels of the students in most areas was very high. However, the following areas are of concern and the college will work to address these during 2017/18: Role of HISA, Knowledge of who the students' PAT is, Awareness for the learning support and student services officer.

In May each year the Scottish Funding Council (SFC) require all colleges to survey FE and HE students using the Student Satisfaction and Engagement survey of 10 set questions.. For the purpose of this survey HE students are regarded as those studying courses at HNC or HND level.

225 full time FE students were surveyed, with a response of 37% (83 students)
97 full time HNC and HND students were surveyed, with a response of 38% (37 students)
The level of student response was not as high as expected and the college will work to improve the response rates to this survey in future years.

96% of full time FE students who responded agreed that staff encouraged them to take responsibility for their own learning, while 95% of them agreed they received useful feedback which informs future learning.

92% of full time HNC and HND students who responded agreed their time at college helped them develop knowledge and skills for the workplace.

The main area that the college will work with HISA to improve was in response to the question 'The College student's association influences change for the better', where only 57% of full time FE and 46% of full time HN students agreed with this statement.

4 External feedback

There were 2 EV visits in Argyll during academic year 2016/17 for the following courses:
Childcare SVQ 4
HNC Childhood Practice – graded unit
Both had an overall rating of successful, with significant strengths and good practice identified.

There were a total of 6 EV visits for FE courses – all had an overall successful rating.

5 Reflection on enhancement themes

i. Assessment and feedback

Work continues to ensure all staff are implementing the UHI feedback and feedforward policy for all HE provision. Many curriculum teams have embraced the policy and have implemented it in full. Work continues with other teams on how best to implement the policy.

ii. Research-teaching linkages

All staff are encouraged to actively engage in scholarly activity to remain current in their professional field with the aim of enhancing their teaching and knowledge transfer to students.

Many staff continue to work within the industry and occupational areas they teach. Students benefit from this engagement and knowledge transfer between local industry and college study.

iii. Transitions

Most teaching staff engage students with the concept of progression from the outset of course delivery. Tutors discuss with learners how the course content builds on and progresses to the next level, engendering a positive and natural transition. In many NC level courses, as preparation for students progressing to HNC level, referencing techniques are introduced to ensure students have experience in this skills and are better equipped for the transition from FE to HE study.

6 Priorities for 2017/18 (please use table below)

Signed: Elaine Munro

Date: 8/1/2018

**Key actions planned for the year 2017/18 and update on previous actions
(please add/remove rows as required)**

Key actions planned for 2017/18				
Issue	Action	Responsibility	Deadline	Progress
Space issues	Identify potential capital investment/other premises	Principal	August 2018	
Embed new college structure	Training sessions for new Curriculum Leads	Heads of Curriculum	August 2018	
Sharing best practice	Identify a system that all staff will engage with to share best practice	Heads of Curriculum/Depute Principal	December 2018	
Document version control	Implement Sharepoint as document management tool	SMT/Quality Officer	July 2018	
Update/reflection on previous key actions				
Issue	Action	Responsibility	Deadline	Progress
Some teams have not fully adopted the UHI assessment feedback and feedforward	Work with CMs to ensure this policy is adopted by all course teams teaching HE	Quality Manager	End of 2016/17	More teams have implemented the policy. Work continues with the remaining teams

Lack of awareness of bridge reports	Identify an internal champion	QA Committee	End of March 2017	Complete
Sharing best practice	Identify a system to encourage teaching staff to share best practice in L&T	Quality Manager	End of academic year 2016/17	Continuing
Poor satisfaction of some students in some areas of college experience	Produce an action plan from 2015/16 student satisfaction reports	Student services manager and QA Committee	End of March 2017	Complete
Lack of awareness of research teaching linkages	Improve awareness by teaching teams	Quality Manager working with QMs	End of 2016/17 academic year	Continuing to progress
Improved understanding of transitions	Share the work of teams involved in transitions	Quality Manager working with CMs	End of 2016/17 academic year	Complete