



A meeting of
Argyll College Learning, Teaching & Engagement Committee
to be held at 10.30am on Friday 30 August 2019
Lorne Street Centre, Lochgilphead PA31 8LU
Tel 01631 559560 VC Code 53943

A G E N D A

Agenda item no		Status	Papers
19.3.1	Welcome & apologies for absence.		
19.3.2	Declarations of interest & any items to be deemed confidential	To note	
19.3.3	Minute of previous meeting held on 24 May 2019	To approve	Attached
19.3.4	Matters arising -		
19.3.5	FE KPIs 2018/19	To note	Tabled
19.3.6	2018-19 Final HE FTEs and FE Credit count	To note	Attached
19.3.7	Update on student recruitment 2019/20	To note	Oral
19.3.8	Update on learning, teaching and enhancement items in last quarter: a) HMIe visit b) Pilot of regional essential skills policy c) HISA Awards d) Marine Industry Training Centre (MITC)	To note	Attached
19.3.9	Policies for approval: - UHI Promoting a Positive Learning Environment Policy	To Approve	Attached
19.3.10	AOCB - Recruitment of board member(s) for L, T & E committee.	To note	
19.3.11	Date of next meeting: Friday 29 November 2019 – Location TBC	To note	

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



FINAL
VERSION

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

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

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

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

To: Learning, Teaching and Engagement committee

Date: 30 August 2019

Status: To Note

Subject: 2018-19 Final HE FTEs and FE Credit Count

FE 2018/19

The FE credit target for 2018/19 was 6682, consisting of 6582 core credits and 100 ESIF funded credits. Our final total FE credit count is 7,250 – 568 credits in excess of our target. These 568 targets are unfunded. We will also have incurred additional teaching costs for the delivery of the majority of them. From January onwards the prediction was that the region as a whole would not achieve the overall regional credit target and all partners were encouraged to deliver as many credits as they could for the benefit of the entire region, which we did. We have consistently achieved, and in most years exceeded, our credit count – in the last two years by over 500 credits in each year, with little recognition within the region of the need to increase our target.

The overall region credit position is shown below:

Academic partner	Core credit target	ESIF credit target	Total credit target	Final position	Over/under achievement
Argyll	6,582	100	6,682	7,250	568
Inverness	28,915	296	29,211	29,310	99
Lewis	5,348	0	5,348	5,021	-327
Moray	18,807	0	18,807	19,009	202
NHC	12,335	155	12,490	12,500	10
Orkney	3,603	145	3,748	4,091	343
Perth	23,655	1,200	24,855	24,269	-586
Shetland	4,309	61	4,370	4,581	211
WHC	6,828	243	7,071	7,155	84
REgional	110,382	2,200	112,582	113,184	602

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	7250	568
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:

Regional core credit target	Regional ESIF credit target	Total regional credit target	Final regional count	Over / Under achievement	Argyll - % contribution to regional count
110382	2200	112582	113184	602	6.41%
110968	2200	113168	114843	1675	6.23%
110968	4400	115368	116735	1367	5.74%
110968	3490	114458	116778	2320	5.74%

HE 2018/19

Predicted FTEs made in November 2017 were 220 FTE, the revised prediction made at ESR in December 2018 was 199 FTE and the final count is 200.1 FTE

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: 30 August 2019

Status: To Note

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

a) HMIE/Education Scotland progress visit

As part of the on-going quality enhancement of colleges in Scotland, Education Scotland plan to undertake two day progress visits to each college during the coming year. There is little information at this stage on the key areas the visit will focus on apart from the dates, which are 2nd and 3rd December. Our own HMIE, Peter Connelly, will be joined by another HMIE, several associate assessors and a student team member. The visit will be based in one of our larger centres, probably Oban, with VC to other centres. There will be dialogue and discussion with teaching and non teaching staff as well as workshops with students. We welcome this visit and view it as part of the on-going support and guidance provided by Education Scotland.

b) Pilot of regional essential skills policy

One of the policies developed as part of the regional single policy work is an Essential Skills policy, which was discussed and approved at the last sub committee meeting in May, where we agreed to pilot the implementation of the policy during the 2019/20 academic year. The pilot is within full time FE courses in Hairdressing, Beauty and Horticulture and will be piloted in the following ways:

- For hairdressing and beauty, there will be discrete core skills classes. These will be delivered face to face in each learning centre.
- For horticulture the 3 core skills will be mapped to the vocational units.

c) HISA awards 2019

Each year students across the UHI partnership, studying FE and HE courses, get the chance to nominate staff in various categories for the 7 HISA awards. Every year the college does very well in these awards and this year is no exception, with the following staff winning awards:

Liz McFarlane – winner of the Best Assessment Feedback award

Rachel Hathaway – winner of the Most Engaging VC lecturer

11 staff were also highly commended in the awards – in fact we had 20% of all the highly commended nominees. In total 28 college staff were nominated for awards, many in more than one category.

In addition to the overall UHI HISA awards, this year HISA ran local Argyll Awards, with the following staff winning awards:

Most Inspiring Lecturer – John Brett

Most Engaging Video Conference Tutor – Kerry McGeachy

Best Assessment Feedback – Liz McFarlane

Best Personal Academic Tutor – Liz McFarlane

Best Support Staff – Kath Polley



Promoting a Positive Learning Environment Policy

POL

Lead Officer (Post):	Click or tap here to enter text.
Responsible Office/ Department:	Click or tap here to enter text.
Responsible Committee:	Click or tap here to enter text.
Review Officer (Post):	Click or tap here to enter text.
Date policy approved:	Click or tap to enter a date.
Date policy last reviewed and updated:	n/a
Date policy due for review:	January 2019
Date of Equality Impact Assessment:	06/02/2019
Date of Privacy Impact Assessment:	n/a

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

Policy Summary

Overview	The policy aims to promote a positive learning environment. This is set within the context of the broader framework of policies and related procedures.
Purpose	The policy seeks to promote, encourage and recognise a positive learning environment, and engender a culture of equality, diversity and openness. We expect conduct that helps to create a positive and safe learning environment that reinforces our culture. This policy fits into a broader framework of policies related to culture, conduct and discipline.
Scope	This policy applies to all current and prospective students regardless of level or mode of study, and applies to all areas of student engagement in their learning environment and/or which may affect other students and staff, including online activities.
Consultation	The policy has been developed by a group of practitioners from across the Academic Partners in the University of the Highlands and Islands to ensure that best practice is reflected in the policy and accompanying procedures.
Implementation and Monitoring	Academic Partners are responsible for ensuring that the policy and procedures are followed in their own organisation.
Risk Implications	This policy will reduce risk for Academic Partners by ensuring that best practice from across the partnership is being shared and followed.
Link with Strategy	This policy supports the University's commitment to provide a safe and supportive learning and working environment for all, aligned with the Strategic Theme of "Our Students", responding to the diversity of our student population.
Impact Assessment	Equality Impact Assessment: Completed 06/02/2019 – no further action required.
	Privacy Impact Assessment: n/a

1. Policy Statement

- 1.1 **University/Academic Partner Name** aims to promote a positive learning environment. This is set within the context of the broader framework of policies and related procedures.
- 1.2 In developing this aim, **University/Academic Partner Name** recognises that the appropriateness, development and acceptability of certain conduct may be different depending on the background and maturity of the learner(s) involved, and that individuality and context will be recognised.
- 1.3 This policy sets out how we seek to promote and maintain a positive learning environment, with reference to the Student Code of Conduct, and procedures in the event of breach of the Code. The relevant Procedures explains the process that will be followed (see Appendix 1 – Disciplinary Framework).
- 1.4 This policy applies to the University of the Highlands and Islands and all Academic Partners.

2. Definitions

- 2.1 **Behavioural misconduct:** Students are expected to conduct themselves in a professional and courteous manner, both on and off campus, in a manner which demonstrates respect for **University/Academic Partner Name**, its staff, fellow students and property, and for other members of the local community in general. Behavioural misconduct is a breach of this expected standard.
- 2.2 **Student Code of Conduct:** This is a document that is made available to and is applicable to all students that states **University/Academic Partner Name**'s expectations for student conduct. It gives examples of misconduct offences and the types of disciplinary action likely to occur.
- 2.3 **Academic misconduct/malpractice:** A generic term to describe any type of cheating or dishonest conduct in relation to a formal academic exercise. It may be deliberate or unintentional and may take different forms, including, but not limited to: plagiarism, cheating, collusion, falsification or fabrication of data, personation and bribery.
- 2.4 **Academic maladministration:** Any activity or practice which arises due to ignorance of Awarding Body requirements, or carelessness or neglect in applying the requirements. This results in non-compliance with an Awarding Body's requirements.
- 2.5 **Disciplinary Framework Decision Tree:** Located in Appendix 2, this is a document used to establish which Policy and Procedures should be used in order to set out a transparent process for students and staff.
- 2.6 **Exclusion from campus:** the removal of the student's access to all sites constituting the **University/Academic Partner Name** campus for a specified period of time in response to a disciplinary incident. In some circumstances this exclusion may extend to all University and Academic Partner campuses. The student may continue to study remotely throughout this period.
- 2.7 **Exclusion from studies:** the removal from the student's course of study in response to a disciplinary incident, resulting in the loss of registered student status and loss of access to all facilities.

In some circumstances this exclusion may apply to the University and all Academic Partners for a period of time deemed appropriate by the disciplinary process. In some cases this may result in any future applications from the student being rejected.

- 2.8 **Suspension of Studies:** A Suspension of Studies is not a disciplinary measure. When a student chooses to take a period of time out from their studies because of a change in their personal circumstances, with the intention to return at a later date.

3. Purpose

- 3.1. **University/Academic Partner Name** seeks to promote, encourage and recognise a positive learning environment, and engender a culture of equality, diversity and openness.
- 3.2. We expect conduct that helps to create a positive and safe learning environment that reinforces our culture. Examples of unacceptable conduct can be found in the Student Code of Conduct.
- 3.3 This policy fits into a broader framework of policies related to culture, conduct and discipline. Please refer to Appendix 1 – Disciplinary Framework for further details.
- 3.4 All breaches of the Student Code of Conduct will be investigated in accordance with our disciplinary procedures. Any such instance which may also constitute a criminal offence will be reported to the police and may lead to separate criminal proceedings.
- 3.5 All disciplinary matters will be dealt with in strict confidence and all personal data will be dealt with following legislative guidelines.

4 Scope

- 4.1 This policy applies to all current and prospective students regardless of level or mode of study.
- 4.2 This policy applies to all areas of student engagement in their learning environment and/or which may affect other students and staff, including online activities.
- 4.3 This policy applies to students in accommodation managed by **University/Academic Partner Name**, but may be brought into effect where a student residing in privately managed accommodation conducts themselves in a manner which brings **University/Academic Partner Name** into disrepute.
- 4.4 **School Link Programmes:** School Link pupils fall within the scope of the Promoting a Positive Learning Environment Policy when they are studying on University/Academic Partner campuses and are expected to observe the Student Code of Conduct.
- 4.5 Fitness to Practice and Fitness to Study are not explicitly within the scope of this Policy but are linked processes and as such are signposted within the Student Disciplinary Procedure and the Student Code of Conduct.

5 Exceptions

- 5.1 Students who are subject to disciplinary investigations related to official Highlands and Islands Student Association business are subject to the HISA Disciplinary Procedures.

6 Notification

- 6.1 All staff members will be notified of changes to the Policy and Disciplinary Procedures through the normal channels.
- 6.2 Staff responsible for overseeing the process should have a detailed knowledge of the Policy and Disciplinary Procedures.
- 6.3 Students will be made aware of the Policy, Student Code of Conduct and Disciplinary Procedures within four weeks of commencing their course.
- 6.4 The Policy and Disciplinary Procedures will be publicly available on the Academic Partner's website.
- 6.5 The Disciplinary Framework Decision Tree will be updated to reflect any changes in the Framework.

7 Roles and Responsibilities

- 7.1 **Academic Partner Boards of Management** are responsible for approving the policy and ensuring that it is followed. **Boards of Management** are also responsible for ensuring the strategic effectiveness of the policy.
- 7.2 **Principals / Senior Management Teams** are responsible for operational compliance with the policy. **Principals / Senior Management Teams** are also responsible for ensuring the operational effectiveness of the policy and making provision for training for all staff.
- 7.3 Line managers are responsible for ensuring staff participate in training and follow the policy and procedures in their day-to-day role.
- 7.4 All staff are responsible for familiarising themselves with the policy and procedures.

8 Legislative Framework

Data Protection:

- [Data Protection Act 2018](#)
- [General Data Protection Regulation \(GDPR\) 2018](#)

General:

- [Equalities Act 2010](#)

Protection of Vulnerable People:

- [Adults with Incapacity \(Scotland\) Act 2005](#)
- [Adult Support and Protection \(Scotland\) Act 2007](#)
- [Children and Young People \(Scotland\) Act 2014](#)
- [Protection of Children \(Scotland\) Act 2003](#)
- [Protection of Children and Prevention of Sexual Offences \(Scotland\) Act 2005](#)
- [Protection of Vulnerable Groups \(Scotland\) Act 2007](#)

Staff should also note the detailed list of policies specific to Safeguarding listed in that policy.

9 Related Policies, Procedures, Guidelines and Other Resources

Please add your own links to any local relevant policies, but avoid duplication of policies

- [Academic Standards and Quality Regulations](#)
- [Approved Placement Policy](#)
- [Complaints Handling Procedures](#)
- [Fitness to Practice Guidelines](#)
- [Fitness to Study Guidelines](#)
- [IT Acceptable Use Policy](#)
- [Safeguarding Policy](#)
- [Student Code of Conduct](#)
- [Study Abroad Policy and Guidance](#) (forthcoming)

10 Version Control and Change History

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