



A meeting of
Argyll College Learning, Teaching & Engagement Committee
to be held at 12.30 am on Friday 28th February 2020
CERC, Lochgilphead, PA31 8RR
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A G E N D A

Agenda item no		Status	Papers
20.1.1	Welcome & apologies for absence.		
20.1.2	Declarations of interest & any items to be deemed confidential	To note	
20.1.3	Minute of previous meeting held on 12 December 2019	For information	Attached
20.1.4	Matters arising - School link KPIs – withdrawal rates – verbal update		
20.1.5	Education Scotland progress visit. - Report from HMIE	For information	Attached
20.1.6	Update on progress towards targets – 2019/20 a) FE Credits b) HE FTEs c) HE FTE predictions for 2020/21	To note	Attached
20.1.7	Early & Further withdrawal KPIs for full time FE courses to date 2019/20	To note	Attached
20.1.8	Regional curriculum review process	To note	Attached
20.1.9	Update on learning, teaching and enhancement items in last quarter: a) Tutor induction process b) British Sign Language (BSL) delivery – Rothesay schools c) NPA Legal Services and NPA Accountancy delivery to schools d) HNC Horticulture – delivery to Borders College e) HNC Social Services	To note	Attached
20.1.10	AOCB		

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

19.4.1	Date of next meeting: Friday 22 May 2020 – location TBC.	To note	
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**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.	

	<p>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.</p>	
19.4.7	<p>Update on progress towards targets – 2019/20</p> <p>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.</p> <p>b) HE Credits – predicted to be slightly under target.</p>	
19.4.8	<p>Early Withdrawal KPIs for full time FE courses to date 2019/20</p> <p>EM reported that early withdrawal KPI has improved compared with last year.</p>	
19.4.9	<p>Early Student Satisfaction Survey – 2019/20</p> <p>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.</p>	
19.4.10	<p>Update on learning, teaching and enhancement items in last quarter:</p> <p>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.</p> <p>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.</p> <p>c) Prospectus for schools provision – EM will bring copies to the Board Meeting.</p>	EM
19.4.11	<p>Date of next Learning, Teaching & Engagement Committee.</p> <p>The next meeting will be confirmed at the board meeting on Friday 13th November.</p>	
	<p>Signed by</p> <p>..... Date</p> <p>Chair of Learning, Teaching & Engagement Committee</p>	

College Progress Visit Report

Argyll College UHI

December 2019

College Principal	Martin Jones
Progress Visit Date	2-3 December 2019
College Nominee	Elaine Munro
Managing Inspector	Ian Beach
College HMI	Peter Connelly
SFC Outcome Agreement Manager	Seamus Spencer
Outcome of Progress Visit	Satisfactory progress

Background and context

The college and its context

Argyll College UHI provides access to further and higher education for learners, businesses and communities in the Argyll and surrounding Islands area. It is the most geographically dispersed academic partner in the Highlands and Islands region. The college operates through a network of learning centres, four of which are located on islands, and has been successful in exceeding its Scottish Funding Council (SFC) credit target for a fourth consecutive year.

Since publication of the college Evaluative Report and Enhancement Plan (EREP), the new Principal has reflected on the curriculum management needs of the college. Plans are underway to introduce a new leadership model by the start of academic year 2020/21.

Purpose of the progress visit

In 2018, all colleges produced an EREP which were endorsed by Education Scotland and the SFC. During Progress Visits (PV), colleges demonstrate how well they are delivering on the targets and milestones identified in their Enhancement Plan (EP). These visits also provide an opportunity for colleges to outline any changes to their circumstances resulting in revisions to their original objectives. PVs provide reassurance to key stakeholders on the effectiveness of improvement actions undertaken by individual colleges. Whilst undertaking PVs, HM Inspectors of Education take account of the context and individual nature of each college.

Overall judgement regarding progress

At the end of the PV, HM Inspectors of Education, Associate Assessors and Student Team Members review the evidence gathered during their discussions with college managers, staff, learners and stakeholders. They assess the progress that each college has made with their EP, taking account of any changes to local circumstances. Based on this evidence, the team form a view as to whether the college has made satisfactory progress with actions in its EP, or has not

made satisfactory progress with actions in its EP. This outcome is contained within this report, with accompanying commentary to support the findings.

The endorsed EREP for Argyll College UHI can be found at:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=5276>

Since publication of its current EREP, Argyll College UHI has made adjustments to some EP actions based on the ongoing changes to its circumstances.

Findings from the progress visit

Outcomes and impact

Areas of positive progress

- The college has increased its emphasis on improving learner retention by focusing more closely on individual withdrawals. A recently introduced tracking system is helping staff to monitor and analyse learner attendance. In 2019/20, early withdrawal rates have reduced from 8% to 4.5%. College managers have examined the reasons given by learners for withdrawal and these indicate an increase in the number of learners experiencing issues with mental health. In addition, a number of learners are progressing from school link programmes to other further education (FE) institutions, higher education or employment.
- College managers and staff have introduced a range of interventions aimed at supporting more full-time FE learners to complete their college programme. These include improvements to curriculum planning, earlier identification of learner support needs, improvements to online learning and a greater focus on learner progress and outcomes. However, it is too early to measure the impact of these interventions.
- Centre Managers are very proactive in supporting learners with a wide range of issues including mental health challenges, finance and travel to college. Learning centre staff and tutors work together effectively and flexibly to support learners with induction, additional study skills, guidance and their welfare needs. Learners welcome, and are benefitting from, these improved support arrangements.
- The college has improved access to mental health services for learners. With support from the UHI Mental Health Coordinator, there are advanced plans to expand these services further with the appointment of a part-time mental health counsellor. At all campuses, learners can make appointments with counselling staff. The introduction of drop-in support sessions is helping to reduce learner withdrawal rates.

Areas of further progress and actions required

- The college recognises that further action is required to improve retention rates and successful outcomes for full-time FE learners. College managers acknowledge that they need to strengthen and improve communication with local schools to provide a sustained focus on placing learners on the right programme. The college is undertaking a detailed analysis of the reasons behind the decline in successful outcomes from 76% to 63% for full-time FE learners in 2018/19. Whilst this represents a large reduction, in practice it relates to around twenty learners.
- The college should continue to improve the opportunities for learners to access a range of support services, in particular the availability of quiet confidential meeting spaces.

Delivery of learning and services to support learning

Areas of positive progress

- The college has revisited plans for the induction of full-time FE learners and has piloted weekly timetabled guidance sessions. These provide learners with support and advice on self-study strategies, ensure learners are prepared for assessments, and include development of career management and employability skills. Feedback from learners indicates that this approach is working well. The college is considering how these new arrangements can be rolled out across all full-time FE programmes.
- The college has developed two carefully considered options to improve induction and mentoring arrangements for new tutors. The new arrangements will be implemented next academic year.
- The college continues to extend the use of digital technologies to enhance the learning and teaching experience for learners. A new Virtual Learning Environment (VLE), Brightspace, has been introduced which includes improved interactive features, templates for learning materials and a virtual classroom. Most staff are positive about the new VLE, and have made good use of the transition to refresh teaching materials and approaches to online learning. Staff are also making good use of the functionality of Brightspace to monitor learner engagement and to support learners that are unable to attend classes.
- Two Brightspace champions have been identified by the college to share good practice and develop ways to support learners with planning their own learning and preparations for summative assessments. Most learners are complimentary about the implementation of Brightspace and can highlight examples of how the new functionality and content of the online learning platform has enhanced their learning.
- The college has introduced additional staffing to improve liaison between the Highlands and Islands Students' Association (HISA), the Students' Association and college staff. There is also an improved focus on collaborative working between HISA, the Scottish Association for Marine Science (SAMS) and the college when organising events such as Fresher's Week.
- This academic year, the college has seen an increase in the number of class representatives and has arranged more learner-led activities across all college learning centres. The use of sparqs online training materials has improved access to training for class representatives.
- Staff recognise the difficulties faced by some learners in attending college. Some curriculum areas have successfully trialled a more flexible approach to timetabling, for example by splitting three-hour sessions into smaller sessions at lunchtimes and in the evening. This approach is working well and is beginning to be used in other curriculum areas.
- Senior staff have a clear awareness of both the strengths and future development needs of the college curriculum. They have advanced plans to support the learning needs of the region through the expansion of Foundation Apprenticeship (FA) and Modern Apprenticeship (MA) opportunities. The college's apprenticeship offer is being increased through the introduction of a number of new FAs and the development of MAs in Boat Building and Repair, and Marine Technology.

- The Developing the Young Workforce (DYW) and school-liaison staff have worked effectively to improve partnership arrangements with schools and employers for apprenticeship programmes. This includes increasing the number of work placement opportunities for learners.

Areas of further progress and actions required

- A few teaching staff are not fully proficient in the use of Brightspace and this is hampering its use in lessons. The college should arrange further training for teaching staff to support them to utilise this resource fully and enhance their teaching.
- A few learner groups are concerned that their feedback about issues raised in relation to changes in course structure and content are not being taken seriously. This is leading to a sense of mistrust between class representatives and college staff. The college should improve liaison and communication between learner representatives and senior staff.
- The current uptake of FAs by senior phase pupils has been slow. College managers should maintain a sustained focus on improving participation in apprenticeships, including clearer advice for parents, guidance teachers and pupils.

Leadership and quality culture

Areas of positive progress

- College managers are working collaboratively with UHI partners to implement a formal peer review system. Currently, some teaching staff engage with informal peer observation which helps them to share best practice in learning and teaching.
- The college has renewed its emphasis on improving learning and teaching approaches across all curriculum teams, and are developing staff development modules to support teaching staff. The initiative to provide video feedback to learners is highly effective and was recently recognised with an external award. The college also received an Innovation award for the use of digital technologies with school link pupils on the hairdressing programme.
- Senior managers have plans to re-energise curriculum leadership arrangements to improve capacity following the loss of a number of curriculum managers. New teaching staff are being recruited to ensure that the college has the ability to deliver programmes which meet the needs of industry and employers across a challenging geographical area.

Areas of further progress and actions required

- Staff teams, learners and the Students Association are not engaged sufficiently in the systematic evaluation of curriculum provision, or in planning for improvement. The lack of involvement of learners, and class representatives in particular, is limiting the information available to the college for self-evaluation, forward planning and implementing improvement actions.
- Learners do not routinely receive feedback regarding changes and improvements made as a result of actions taken by the college to enhance the learner experience.

What happens next?

The progress visit report will be shared with SFC, the college board (and in multi-college regions, the Regional Strategic Body). The outcomes of the PV will inform a refreshed EREP (2020-23) due to be submitted by all colleges in October 2020.

Ian P Beach
HM Inspector

To: Learning, Teaching and Engagement committee

Date: 28 February 2020

Status: To Note

Subject: 2019-20 Update on progress towards targets

a) FE 2019/20

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

To date, the credit count is 6435, 281 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 approximately 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 (20.2.20)	Over/under achievement
Argyll	6,582	134	6,716	6,435	-281
Inverness	28,915	296	29,211	27,423	-1,788
Lews	5,348	0	5,348	3,637	-1,711
Moray	18,807	0	18,807	16,975	-1,832
NHC	12,335	155	12,490	11,215	-1,275
Orkney	3,603	145	3,748	3,473	-275
Perth	23,655	1,200	24,855	24,157	-698
Shetland	4,309	0	4,309	3,495	-814
WHC	6,828	270	7,089	6,712	-386
REgional	110,382	2,200	112,582	103,521	-9,061

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%

b) HE 2019/20

Predicted FTEs were 201; revised predictions made at early statistical return (ESR) in early December were 194 FTE. The current FTE count at 19.2.20 is 194.7 which is likely to be the final FTE count at the end of the academic year.

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

c) Predicted HE FTEs for 2020/21

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

In addition there will be PGDE teacher education student FTE numbers that are outwith the RAM. The actual number of these are not yet known – interviews are being held on Friday 21.2.20

To: Learning, Teaching and Engagement committee

Date: 28 February 2020

Status: To Note

Subject: Further and Early withdrawal - full time FE to date 2019/20

The early withdrawal statistic is any student who has withdrawn before 1st November. Further Withdrawal is any student who leaves college after 2nd November.

- 174 Full Time FE students enrolled this academic year
- 15 students have withdrawn before 1st November, giving an early withdrawal percentage of 8.6% and an early retention figure of 91.4% This is in line with early withdrawal in the previous academic year.
- To date 10 students have withdrawn since 1st November, giving a further withdrawal percentage of 5.75% This figure is likely to increase before the end of the academic year.

Students have withdrawn from the following courses:

Course	W/d before 1st Nov 2019	w/d after 1st Nov
Access to Nursing	3	0
NC Horticulture	2	0
NC Social Science	2	0
SVQ Hairdressing at SCQF levels 4	1	0
SVQ Social Services (Children & Young People) at SCQF level 6	3	0
SVQ Social Services (Children & Young People) at SCQF level 7	1	1
NC Early Education and Childcare	0	2
SP Education for Life	0	1
NC Beauty Care and Make-up	0	4
Access to HN Business, Admin & Computing	1	1
NC Computing with Digital Media	2	0
SVQ professional Cookery at SCQF level 5	0	1
TOTALS	15	10
Percentage withdrawal	8.6%	5.75%

University of the Highlands and Islands
Further Education Curriculum Portfolio Review

Context

The University of the Highlands and Islands, as Regional Strategic Body has a duty to secure provision of high-quality further education in the locality of its colleges, having regard to local community development needs and support for local, regional and national economic growth. Furthermore, the Regional Strategic Body is also tasked to promote collaboration between its colleges and external agencies engaged in skills planning and development.

This Further Education Curriculum Portfolio Review process has been developed with partners, to enhance the skills planning undertaken by partners, through adoption of an agreed approach to local curriculum review. The Further Education Curriculum Portfolio Review process details a standard approach to portfolio review across all partner colleges and supports the implementation of the University of the Highlands and Islands Further Education Curriculum Strategy. This Further Education Curriculum Strategy aims to deliver a 'regionally coherent, high quality, relevant further education curriculum that effectively serves the needs of its communities, making best use of available resources'.

Through this portfolio review process, the region seeks to ensure alignment with national policy drivers, regional strategies, and national, regional and local economic development need, through regular assessment of the regional curriculum.

The region considers engagement with external stakeholders to be a central strand of this process, providing local and regional challenge and support in the work to achieve alignment of skills planning and impactful employability pipelines.

While this is a review process that relates to further education, in keeping with the responsibilities of the Regional Strategic Body, it is recognised that partners will, as a matter of course, undertake a more holistic approach to curriculum review, spanning all SCQF levels. To this end, UHI Deans and relevant Subject Network Leaders will be invited to participate in local processes and will be given access to review outputs in order that local review processes can inform, and be informed by, subject network reviews. Partners may also wish to invite curriculum managers from other partners to participate where there is scope for collaboration.

Scheduling of Portfolio Review

Colleges will undertake curriculum portfolio review in the Autumn of each year, concluding the process by the end of December. This will enable colleges to make use of key performance indicator data from the previous year, while still allowing for change to courses ahead of the main further education recruitment period in the new calendar year. A more comprehensive portfolio review will be undertaken on a three-year cycle.

The full portfolio review, undertaken every three years, will require engagement from stakeholders and assessment of on-going alignment with the Regional Further Education Curriculum Strategy and relevant regional enhancement strategies.

In the interim years, the annual desk-top review will be undertaken by partners, through their established curriculum team self-evaluation mechanisms, identifying changing levels of demand, emerging opportunities or local/regional/national priorities, issues illustrated through PI data

(including student/employer feedback), Government, Scottish Funding Council and University initiatives and industry intelligence, with adjustments made as required.

Evidence Base

The College-led full review will make use of the following evidence in the evaluation of portfolio fit:

- Regional Skills Assessment data
- Sector Skills Reports
- Demographic trend data
- School leaver data
- Performance Indicator Trend Data
 - Application to enrolment
 - Enrolment (numbers and profile)
 - Student satisfaction
 - Student retention
 - Student outcome
 - Student destination
- Student feedback
- Employer feedback
- Education Scotland reports (where available)
- Survey output from other agencies e.g. HIE where available

An agreed indicative list of evidence sources will be discussed and agreed in advance of the review at SMCT and circulated to partners.

Scope of Review

All further education activity is in scope of this review process, including full-time, part-time, work-based learning, school/college collaborative programmes, blended and on-line delivery modes. The main thrust of the review will be at the level of industry sector ensuring that the college is responding to industry needs. The need for colleges to respond to community development needs and promote social cohesion is also recognised. Review processes will determine, through consideration of individual programmes, that accessible pathways are offered to relevant positive destinations. Consideration of evidence, whether feedback from students and employers or PI data may prompt more detailed evaluation at course level. Although the portfolio review process may identify need for further review by any course team, for instance where concerns emerge relating to student outcomes, rather than become a feature of the review itself, any such issues would be followed-up through normal college quality management processes.

Stakeholder Participation

Active participation from stakeholders will be every three years. Stakeholders invited to participate will include, but not be limited to:

- Staff
- Students
- SDS
- Local Authority Strategic Leads
- School Head Teachers
- SDS

- HIE
- DYW
- Employers

The Process

Stakeholder participation will be in addition to any routine College stakeholder engagement arrangements, for instance college participation in CPP meetings or routine employer engagement. Colleges may, however, in their curriculum portfolio review process, engage with stakeholders through different mechanisms in keeping with local contexts and circumstances. This engagement might, for instance, take the form of:

- Stakeholder workshop
- A series of meetings with stakeholders
- Board of Management strategic planning events

Whatever form the engagement may take, stakeholders will be presented with the college's analysis of curriculum alignment with the Regional Further Education Curriculum Strategy and through that, alignment with local, regional and national priorities. Stakeholders will be encouraged to provide their own assessment of college and regional alignment of skills development opportunities for the college to consider as part of the process.

Outputs

The college will produce a report following each full portfolio review that details:

- Key policy drivers and priorities underpinning the college curriculum.
- Key strengths of the current offer in terms of skills alignment.
- Trend data relating to recruitment, student outcomes and destinations.
- Emerging issues/opportunities prompting required developments and/or required adjustments to the current offer.
- Key developments and/or emerging issues that require consideration from regional higher education management.
- Stakeholders engaged in the review and the form of engagement employed.
- Actions to be fed into any corporate operational plans.

The reports will be written by the end of January following the review and shared with the following groups thereafter:

- College Boards of Management
- The Regional Strategic Body
- Local stakeholder groups
- SMCT
- Quality Forum

Where appropriate, SMCT and the Quality Forum will make use of academic partner review reports to inform regional curriculum development and regional enhancement activity.

January 2020

To: Learning, Teaching and Engagement committee

Date: 28 February 2020

Status: To Note

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

a) Tutor Induction process

A new tutor induction process focussed on learning and teaching is under development and is expected to be implemented from September 2020. The induction process will include an observation of learning and teaching followed by constructive feedback and the opportunity of peer support. During the induction process teaching staff will collate evidence against identified areas of the Professional Standards for Lecturers in Scotland's Colleges. The process will also align with and map to the Education Scotland Quality Framework.

b) British Sign Language (BSL) delivery

The college will deliver BSL courses to primary and secondary pupils and teachers at Rothesay joint campus. During March and April this will be to pupils in three primary 6 and 7 classes and twenty four teaching staff. From August, senior phase pupils will be taught as part of the regular senior phase schools link activity. The head teacher wishes to embed BSL into the curriculum of the school to assist in fulfilling their approach to modern languages.

c) NPA Legal Services and NPA Accountancy

A number of pupils leave schools in Argyll each year to enter degree programmes in law and accountancy without having any knowledge, experience or exposure of these curriculum or occupational sectors. To help address this the college is expanding the range of schools link provision to include National Progression Awards (NPAs) in Legal studies and Accountancy. A number of schools are interested in including these courses within options choices to senior phase pupils next year. The Principal is presenting a paper at the Association of Law Teachers conference at Stirling University in April to outline our plans to include these areas of curriculum.

d) HNC Horticulture – delivery to Borders College

The college is expanding delivery of HNC Horticulture to Borders College from next academic year. Students based at the Newton St Boswells campus will be able to access HNC Horticulture via VC from Argyll as well as visiting Argyll for periods of practical sessions at Mount Stuart Trust in Rothesay.

e) HNC Social Services

HNC Social Services will be taught by Argyll College for the first time from September 2020. The college currently offers a range of health and social care courses at SCQF levels 5 and 6 including courses delivered to senior phase school pupils, SWAP Access to Nursing, short full time introduction to Health and Social care courses and work-based SVQ qualifications at SCQF levels 6-8. HNC Social Services will provide a progression route from this existing provision. Argyll College is the only FE partner in UHI not to offer this HNC programme.