A meeting of
## Argyll College Learning, Teaching & Engagement Committee
to be held at 9.30 pm on Thursday 12th November 2019
Oban Centre, Glenshellach Business Park, PA34 4RY
Tel 01631 559500  VC Code – 53943@uhi.ac.uk

# A G E N D A

| Agenda item no | | Status | Papers |
|---|---|---|---|
| 19.4.1 | **Welcome & apologies for absence**. | | |
| 19.4.2 | **Declarations of interest & any items to be deemed confidential** | To note | |
| 19.4.3 | **Minute of previous meeting** held on 30 August 2019 | To approve | Attached |
| 19.4.4 | **Matters arising** <br> -    School link KPIs – withdrawal rates | | |
| 19.4.5 | **Education Scotland progress visit – updated enhancement plan and feedback following visit.** | To note | Attached |
| 19.4.6 | **Final KPIs 2018/19** | To discuss | Attached |
| 19.4.7 | **Update on progress towards targets – 2019/20** <br> a)   FE Credits <br> b)   HE FTEs | To note | Attached |
| 19.4.8 | **Early withdrawal KPIs** for full time FE courses to date 2019/20 | To note | Attached |
| 19.4.9 | **Early student satisfaction survey – 2019/20** | To discuss | Attached |
| 19.4.10 | **Update on learning, teaching and enhancement items in last quarter:** <br> a)   **Graduation** <br> b)   **CDN Awards** <br> c)   **Prospectus for schools provision** | To note | Attached |
| 19.4.11 | **AOCB** | | |

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

| 19.4.12 | **Date of next meeting:** to be confirmed at Board meeting on 13 December 2019. | To note | |

| UNAPPROVED CIRCULATED | **Minutes – Inquorate Meeting of Learning, Teaching & Engagement Committee**<br>**held at 10.30 am on Friday 30th August 2019 at Lorne Street, Lochgilphead** |
|---|---|

**Present:**         Andrew Campbell, Chair (AC); Amber Crowley (AmC)
**Apologies:**       Martin Jones (MJ); Danjana Ninkovich (Hisa Depute)
**In Attendance:**   Elaine Munro (EM); Ailsa Close (AEC); Vicky Daveney (VD)(Secretary)

| | Item | Action |
|---|---|---|
| 19.3.1 | **Welcome & apologies for absence.** Apologies from Martin Jones and Danjana Ninkovitch. | |
| 19.3.2 | **Declarations of interest & any items deemed to be confidential.** There were no declarations of interest. | |
| 19.3.3 | **Minute of previous meeting held on 24th May 2019.** The minutes of the meeting were approved as an accurate record of the meeting and were signed by Andrew Campbell.<br>**ACTION:** These will be taken to the Board for noting | VD |
| 19.3.4 | **Matters arising:**<br>**Schools Link KPIs**<br>EM stated that the investigation is ongoing into the Schools Link KPIs and the high withdrawal rates.  Discussions with schools on how to improve withdrawal rates.<br>**ACTION:** EM to continue investigation and report back to a future LTE meeting. | EM |
| 19.3.5 | **FE KPIs 2018/19**<br>EM reported that KPIs are still being collated and will be brought to the board. Within full time FE courses there is a higher than normal partial success, resulting in a lower than expected success KPI.   Detailed discussions are on-going with course teams to identify the reasons for high partial success. | EM |
| 19.3.6 | **2018-19 Final HE FTEs and FE Credit Count**<br>EM confirmed that the FE credit count has be exceeded by 824 credits.  These remain unfunded despite the college contributing significantly to the overall regional target.  With the high number of part time hourly paid teaching staff employed by the college the majority of these credits will have incurred additional teaching costs. It is unclear at this stage whether the credit target for the college will be increased for 2019/20.<br>HE FTEs – the target of 200 FTEs agreed at the early statistic return (ESR) in December 2018 has been achieved.<br>**Noted.** | |
| 19.3.7 | **Update on Student Recruitment**<br>EM stated that the increase in the teaching hourly rate has resulted in increased student numbers required to ensure courses are financially viable.  Timetabling is attempting to schedule units that are taught in more than one course together, wherever possible. However with the complexity of a multi site operation this is a complex task. | |
| 19.3.8 | **Update on Learning, Teaching and Enhancement items in last quarter** | |

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| | a) | **HMIe visit:** EM stated that there will be progress visits over 2 days in early December.  This will include the college's HMIe, an additional HMIe, associate assessors and HMIe student team members. | |
| | b) | **Pilot of regional essential skills policy:** The policy was approved at the May meeting for piloting in 2019/20 in Hairdressing, Beauty and Horticulture (full-time courses). Core skills will be taught discretely in hair and beauty and will be mapped to vocational modules in horticulture. | |
| | c) | **HISA Awards (students nominating staff):** 2 winners in staff awards. 20% of the overall staff nominations that were highly commended were from Argyll College. In total 28 college staff were nominated for these awards. | |
| 19.3.9 | | **Policies for Approval**<br>- UHI Promoting a Positive Leaning Environment<br>**Approved by committee.** | EM |
| 19.3.10 | | **AOCB**<br>**Recruitment of Board Members**<br>**ACTION:** AC to confirm dates to VD to arrange sub-group meeting to discuss recruitment.<br>**Ratification of Minutes:** The Board is recommended to ratify the decisions made in principal at the inquorate meeting held on Friday 30th August 2019. | AC/VD |
| 19.3.11 | | **Date of next Learning, Teaching & Engagement Committee.**<br>The next meeting will be held on 29th November 2019.  Location TBC. | |
| | | **Signed by**<br><br>……………………………………………………………………… Date ………………………………………….<br>**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 |

Update – May 2019
Oban and Helensburgh centres now both have support assistants in place where students can drop in / request a meeting without necessarily having a support plan or being in receipt of learning support.  These support assistants can then help to guide students to relevant resources / help them to access external agencies, or just give them a bit of a Time Out space.  This has helped to relieve the pressure on centre staff who have previously covered this role to an extent but have not been so aware of the different resources that could be available and of use to students.

Update – November 2019
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.

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.

| QI | Area for development | Action | Outcome and Intended impact | Led by: | Completed by: |
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| | 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. | | | | |
| 3.1 | Improve support for students declaring disabilities and care experience | Review strategies, policy and procedures to further promote support available for disabled and care experienced students, including staff undertaking on-line corporate parenting training | Improved support provided to disabled/care experienced students, improving their college experience and positively impacting on the KPIs for these students. | Head of Student Services | August 2019 |
| | Update May 2019

During this year the Head of Student Services has been part of the UHI Single Environment policy group for Learning Support. This UHI wide policy and guidance is now more or less complete and will be fully implemented in 2019/20.  Care Experience students are now supported financially with the Care Experienced enhanced bursary, although this has proven to be challenging and often not actually in the student's best interest.  Therefore rather than improving the KPIs initially it looks as though it has in reality impacted negatively.  However two of our current SFT courses have significant numbers of care experienced students who have been intensively supported right from the initial steps, both in accessing their funding and for academic support.  Helping these students to manage their enhanced bursary has been slightly more successful with these two cohorts – so far.  The issue here is that suddenly these students are getting £202 per week, often without needing to pay rent as Social Work can be covering this, so these students tend to be vulnerable to exploitation by others with comparatively large sums of money often not wisely spent.

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.

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.

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 | | | | |

| QI | Area for development | Action | Outcome and Intended impact | Led by: | Completed by: |
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| | 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 |
| | Update – November 2019<br>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. | | | | |
| 2.2 | Identifying work placements for Foundation Apprentice students | Enhanced engagement with DYW team and local employers to create a database of potential placement providers. | Placement providers identified earlier, resulting in all FA students having access to work placement leading to a more meaningful experience on the programme. | Head of Marketing and Communications | August 2020 |
| | Update – May 2019<br>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.<br><br>Update – November 2019<br>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. | | | | |

| QI | Area for development | Action | Outcome and Intended impact | Led by: | Completed by: |
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| | | | | | |
| 2.3 | Mentoring of tutors | Review and evaluate the tutor induction processes and implement a mentoring system | A more effective and consistent tutor induction process is in place. Tutors are allocated a mentor during induction who will provide on-going support and guidance enabling new staff to feel supported in their role. | Heads of Curriculum | December 2019 |

Update – November 2019

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.

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.

For next academic year two possible structures for tutor induction are being discussed internally. The outline of each is shown below.

Option 1: Intensive 'Teaching at Argyll' induction process (based on the processes followed by Perth College)

Overview:
- 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.

Advantages:
- 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: |
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| | • Taught sessions – lots of opportunity for support from the person delivering the induction.<br>• Sessions can be tailored depending on the previous experience/expertise of the tutors.<br>Disadvantages:<br>• Time commitment for new staff.<br>• Staff required to be off timetable for these sessions – cover would be required if done during teaching weeks.<br>• Financial commitment from college – tutors were paid for this time.<br><br>Option 2: Ongoing induction format<br>Overview:<br>• Ongoing induction process over the first year of teaching at Argyll.<br>• 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.<br>• 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.<br>Advantages<br>• Not as resource-heavy: no need to provide cover, or to take staff off-timetable.<br>• 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).<br>• Flexible structure allows staff to engage when convenient for them<br>• 'Induction buddy' system allows for relationships to form between experienced and less-experienced staff.<br>Disadvantages:<br>• Less flexible in terms of content – can't be tailored to individuals<br>• Potential for staff to quit halfway through the process – little momentum if delivered over a whole academic session<br>• 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: |
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Update – May 2019
The longitudinal induction continues to be challenging.  All full time students have a comprehensive induction which is broken into chunks for delivery at more relevant points in the student journey, however it has been difficult to keep students engaged.  This is something that still requires a lot more work.  The initial induction delivery has been re-developed to try to make it more engaging and relevant to students for 2019/20


Update November 2019
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.
Session 1 - understanding your specification (released October/November)
Session 2 - study skills (note taking, time management) (released November/December)
Session 3 - 'Your Coursework' (/portfolio) (released January)
Session 4 - The Prelim (released February)
Session 5 -  Revision (released April).

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

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.

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.

| QI | Area for development | Action | Outcome and Intended impact | Led by: | Completed by: |
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| | | | | | |
| 2.3 | Ensuring all teaching staff use a wide range of technologies in their teaching. | Support and training will be provided to all teaching staff to improve the use of digital technologies in their teaching. | All staff use digital technologies in their teaching, where appropriate, resulting in an enhanced and improved learning and teaching experience for students. | Heads of Curriculum | June 2020 |

Update – May 2019

This is on-going.

- 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.

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.

At the recent CDN College Awards Argyll College was Highly Commended in two categories:

| QI | Area for development | Action | Outcome and Intended impact | Led by: | Completed by: |
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| | • 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.<br>• 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.<br><br>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. | | | | |
| 2.4 | Review support staff resource | A review of support staff resource, experience and knowledge will be conducted. | Support staff knowledge is improved and sufficient resource in place to cover peak demands periods during the academic year. | Head of Student Services | June 2020 |
| Update – May 2019<br>This is ongoing.<br><br><br>Update November 2019<br>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.<br><br>Following further training the college now has a trained mental health first aider in each of our nine learning centres. | | | | | |

| QI | Area for development | Action | Outcome and Intended impact | Led by: | Completed by: |
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| | 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. | | | | |
| 2.4 | Engagement with HISA and student representatives | Increase engagement with HISA and enhanced training for student representatives | Students and staff are more aware of the role of HISA and the engagement with HISA is more systematic.  The impact of the student voice on college activities is increased. | Head of Student Services | June 2020 |
| Update – May 2019<br>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.<br><br><br>Update - November 2019<br>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.<br><br>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. | | | | | |
| 2.4 | Counselling services available to students | Raise awareness and increase the promotion of the UHI Counselling services and in particular access to the on-line system. | Students have an increased access to counselling services, improving their overall college experience. | Head of Student Services | September 2019 |
| Update – May 2019 | | | | | |

| QI | Area for development | Action | Outcome and Intended impact | Led by: | Completed by: |
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| 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. | | | | | |

Update – November 2010
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.

| QI | Area for development | Action | Outcome and Intended impact | Led by: | Completed by: |
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| 1.4 | Feedback to students on improvements that have been made as a result of them raising concerns or making suggestions for improvements | Implement a system to ensure students are aware of improvements that have been made that directly link to issues or suggestions raised by them | Students are more aware of improvements implemented as a direct result of their feedback, increasing the impact the student voice has within the college | Head of Student Services | July 2020 |

Update – May 2019
This is ongoing.  The Class Rep system is seen to be key for feeding back information to students, and next academic year this is likely to be more robust

Update – November 2019
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.

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.

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

**Argyll College 18-19 Performance Indicators**

**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 |



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

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



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

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

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% |
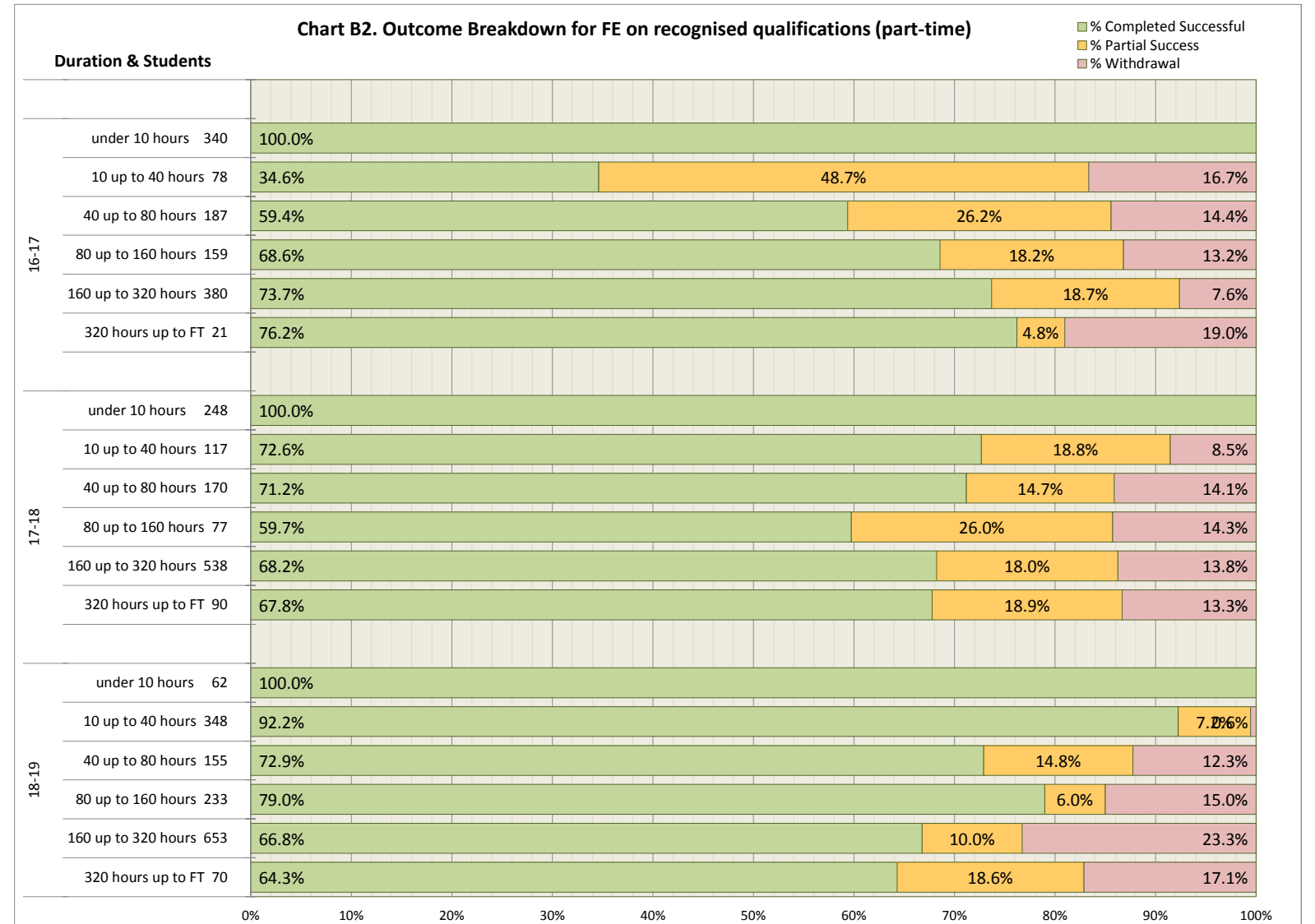
**Chart C. Achievement for FE students with partial success**

| | | |
|---|---|---|
| Number of students who complete their course without gaining any units / credits | 40 | 42.6% |
| Number of students completing their course achieving 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%** |



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



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)
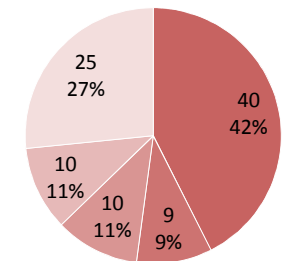
Total FE/HE FT/PT = 1,690

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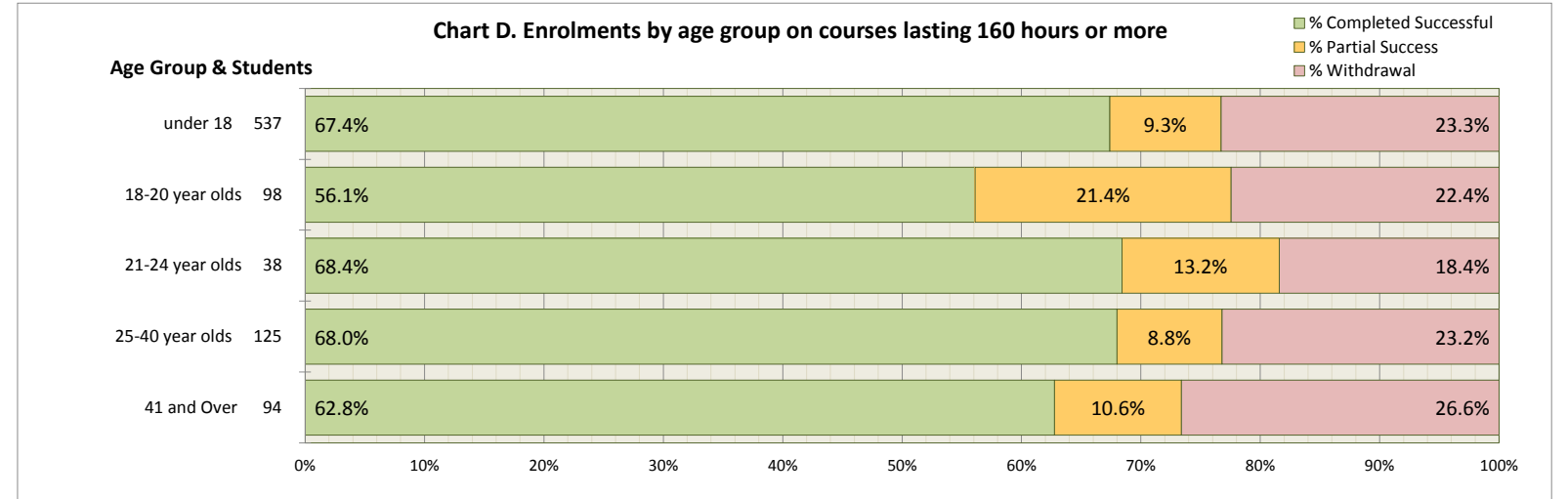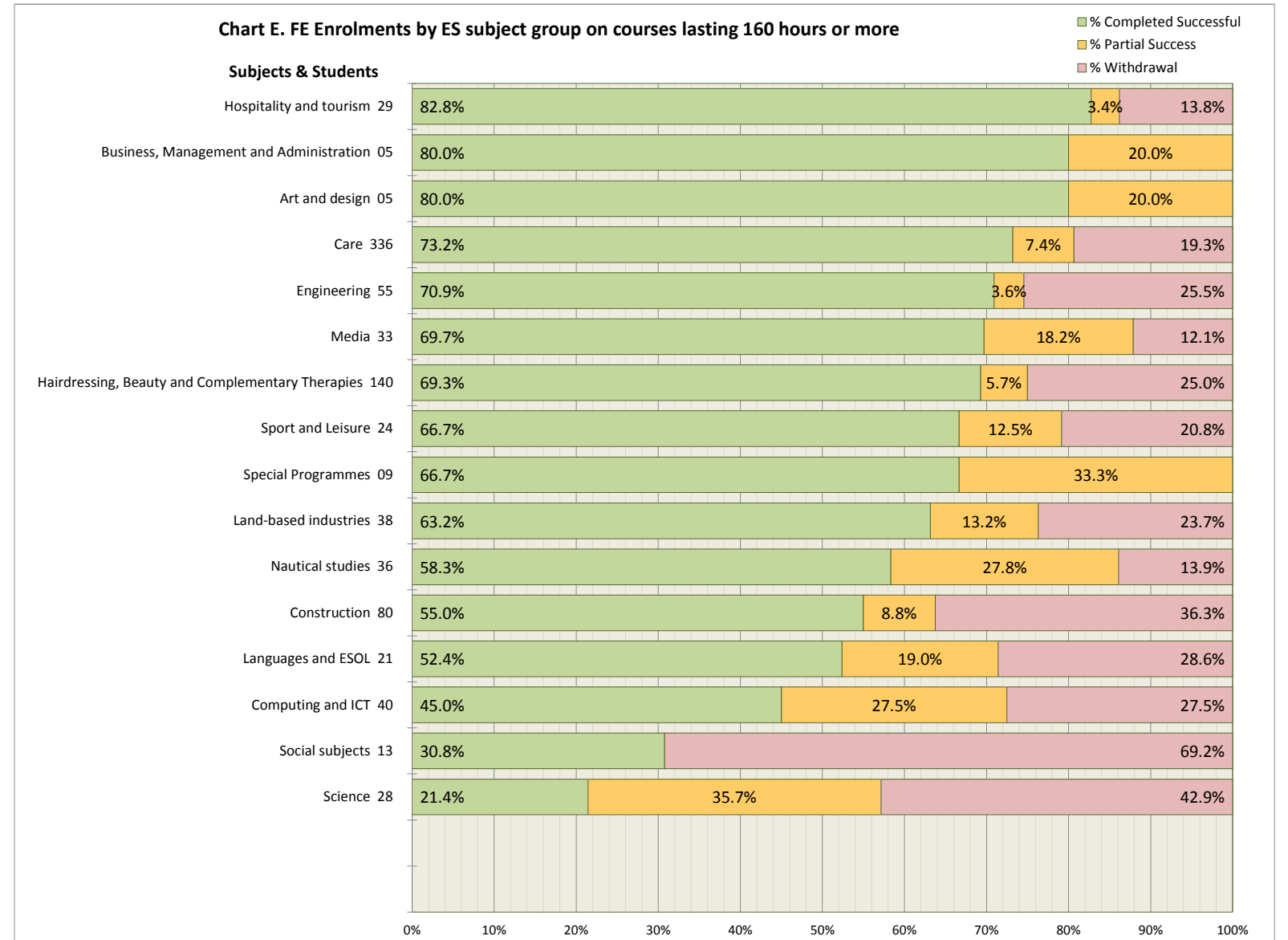
**Chart E. FE Enrolments by ES subject group on courses lasting 160 hours or more**

| | % 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% |



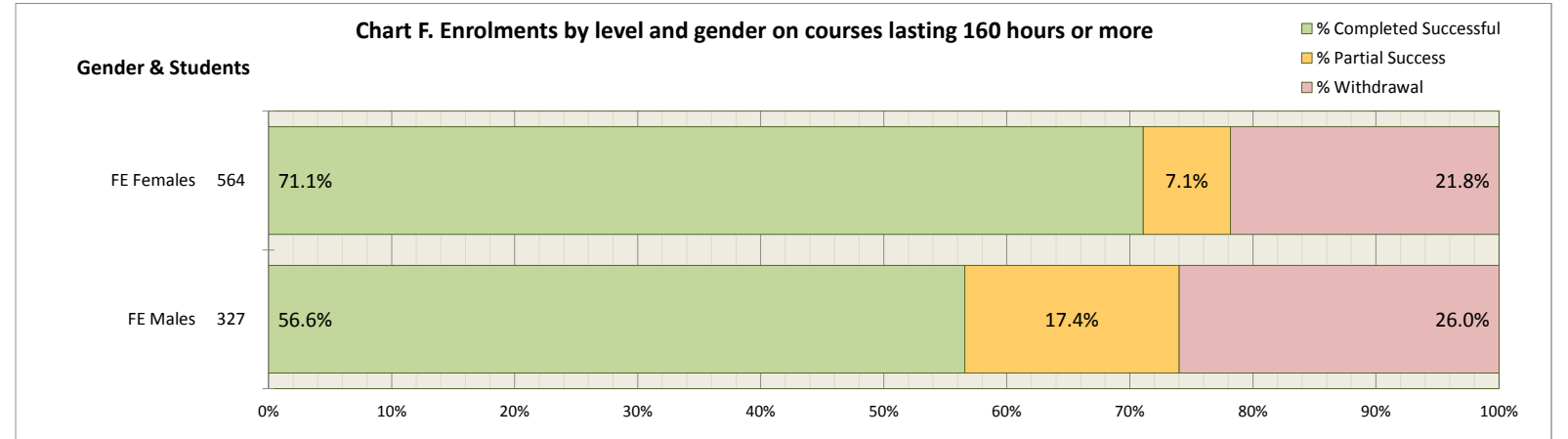Chart E. FE Enrolments by ES subject group on courses lasting 160 hours or more

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

**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 | | | |
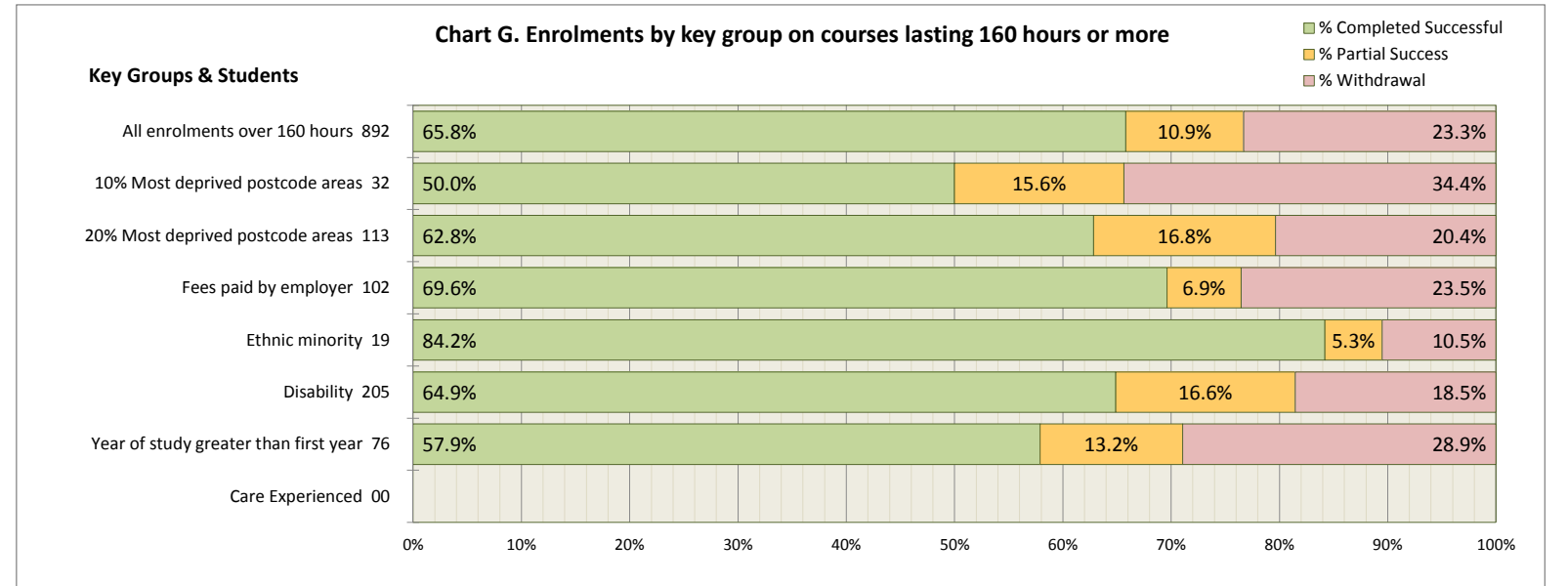


**Chart H. Credit targets and achieved (core plus ESF where applicable)**

| | 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% |
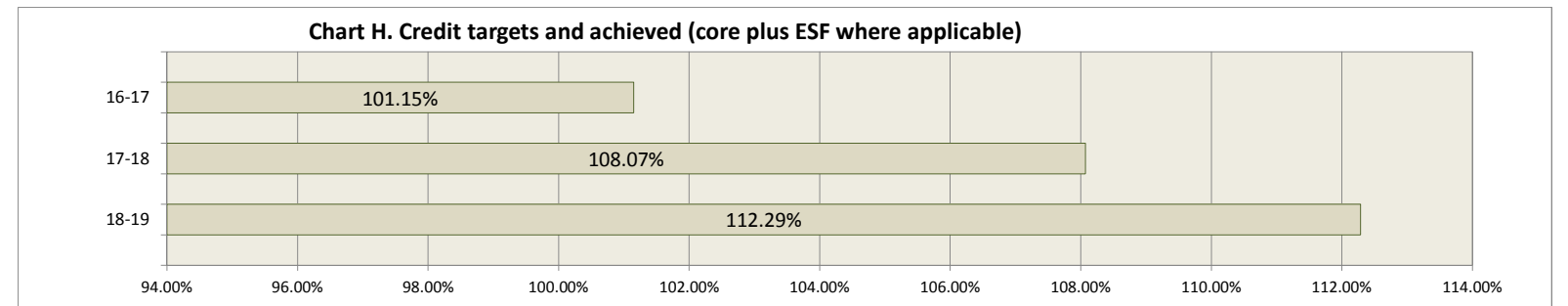


**Chart J. Percentage of Full-time permanent teaching staff with a teaching qualification**

| | 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% |
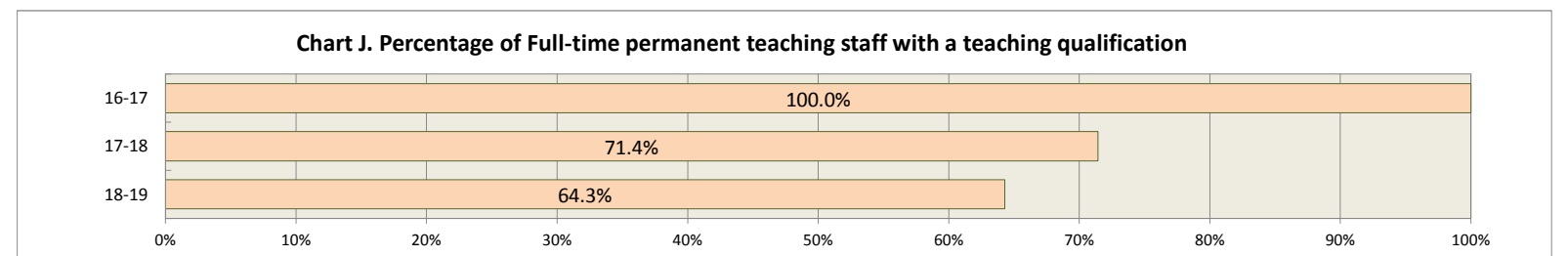
**To:**        **Learning, Teaching and Engagement committee**

**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 |
| Lews | 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:

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

**To:          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:

- 1793Full 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 1st 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.