



University of the
Highlands and Islands
Argyll College

Oilthigh na Gàidhealtachd
agus nan Eilean
Colaiste Earra-Ghàidheil

A meeting of
Argyll College Learning, Teaching & Engagement Committee
to be held at 12.00pm on Friday 27 November 2020
by Webex Teams

Tel 07384 246325 Dial-in Code - 1756711024@uhi.webex.com

A G E N D A

Agenda item no		Status	Papers
20.4.1	Welcome & apologies for absence.		
20.4.2	Declarations of interest & any items to be deemed confidential	To note	
20.4.3	Minute of previous meetings held on 18 September 2020	To approve	Attached
20.4.4	Outstanding Actions Action list	To review	Below
20.4.5	Matters arising • Covid-19 impact	For information	Oral
20.4.6	Update on the Education Scotland Approach from Andrew Brawley, HMle	For information	Oral
20.4.7	Presentation – Online Teaching by Susie Wilson, Curriculum Lead National Qualifications. a) Early reflections on new teaching induction programme.	For information To discuss	Oral Oral
20.4.8	Updated Enhancement Plan	To discuss	Attached
20.4.9	Teaching Staff - self reflection and evaluation questionnaire	To note	Attached
20.4.10	Early student satisfaction survey – 2020/21 a) Detailed responses from Argyll FE students	To discuss To discuss	Attached To follow
20.4.11	Early retention KPIs for full time FE courses to date 2020/21	To note	Attached
20.4.12	Update on progress towards targets – 2020/21 a) FE Credits b) HE FTEs	To note	Attached

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

20.4.13	Terms of Reference – for review	To discuss	Attached
20.4.14	AOCB		
20.4.15	Date of next meeting: Date to be confirmed at board meeting on 11 December 2020.		



Outstanding Actions

		Responsibility	Deadline
September 2020			
Note of thanks	RA asked that a note of thanks be sent to admissions, finance and student services.		11 Dec 2021
Policy approval: UHI Safeguarding policy	Inform Head of Student Services that policy is approved.	VD	21 Sep 2020
November 2020			



**Final Version Minutes – Learning, Teaching &
Engagement Committee
held at 12.30 pm on Friday 18th September 2020
via Webex Teams**

Present: Rosemary Allford, Chair (RA); Elodie Nowinski (EM); Faye Tudor (FT); Vicky Gunn (VG); HISA Depute (FD); Martin Jones (MJ)
Apologies: Andrew Campbell (AMC)
In Attendance: Elaine Munro (EM); Ailsa Close (AEC); Vicky Daveney (VD)(Secretary)

	Item	Action
20.3.1	Welcome & apologies for absence. The Chair welcomed all governors to the meeting and welcomed Filip Dabrowski, HISA Depute to his first committee meeting. Apologies received from Andrew Campbell.	
20.3.2	Declarations of interest & any items deemed to be confidential. There were no declarations of interest.	
20.3.3	Minute of previous meeting held on 12th June 2020 To be signed by Chair.	Approved RA/VD
20.3.4	Matters arising: There were no matters arising	
20.3.5	Final HE FTEs and FE Credit Count 2019/20 a) FE Credits – MJ confirmed these were positive and Argyll College is one of only 3 in the UHI region to have exceeded its target, although this does not receive extra funding. EM confirmed that UHI have not confirmed individual partners credit targets yet for 2020/21. EN asked whether credit target likely to be increased this year. EM stated that this is unlikely. RA asked whether the balance of curriculum offer will be looked at instead. EM stated that there are unlikely to be many part-time evening classes offered this year. b) HE FTEs – EM confirmed that HE FTE target was achieved.	Noted
20.3.6	Update on student recruitment 2020/21 MJ confirmed that full time FE recruitment is slightly down on last year but that decisions were taken earlier in the summer, mainly due to the pandemic, not to teach certain parts of the curriculum or to adjust the way some courses are taught. All students impacted have been offered alternatives. The SMT are mindful of making sure students are supported in the best way possible. EM confirmed that there is an amount of flux at this time in the academic year and the final full-time FE student number will be circa 157, down 16 from last year. Schools Link provision has mainly continued as normal, with over 600 school pupils starting their teaching in schools in mid August. On-line enrolled of these students is taking longer than normal. HE is very positive, above predicted numbers with circa 240 FTEs, of which 122 FTEs are taught by Argyll College teaching staff (mainly HNs) with the remainder hosted students, taught by other UHI partners and primarily enrolled on degree programmes. RA stated that this sounds positive. FT confirmed that HE numbers were positive in both Dunoon and Helensburgh. VG stated that the sector as a	

	<p>whole has been surprised with how well HE numbers have held up and asked whether Argyll College will struggle with student numbers once buildings are re-opened to students. MJ confirmed that timetabling is based on room capacity and student numbers for courses and realistically social-distancing will have to end before students can be brought back to centres. RA asked FD what opinion is from the student association, FD stated that the information is not available as yet, although most students are in favour of a return to centres. RA asked that FD come back to the board with the information when it is available.</p> <p>ACTION: RA asked that a note of thanks be sent to admissions, finance and student services.</p>	Noted
20.3.7	<p>Learning and teaching processes impacted or amended in response to Covid</p> <p>MJ reported that over the summer a new online student induction was developed, which will also enables students to refer to sections and information throughout the year. This was Covid initiated but a positive development. Work is being done on supporting students with technology where there might be a digital divide, laptop stocks have been increased to loan to students. SFC funds are helping with this.</p> <p>EM stated that work placements will be impacted, in particular within childcare provision where it is an integral part of many of the courses. Guidance is expected and needed from SQA, SSSC and other regulatory bodies before students will be able to access work placements. Guidance is also expected from awarding bodies, by end September, on closed book assessments and alternative assessment arrangements. Providing student support remotely can be difficult, the small student services team are working very hard to provide this. Regular contact with students and staff is more crucial than ever to make them feel engaged and supported. VG asked whether work related experiences could be developed. RA agreed this was an interesting point to consider and was pleased to hear about the new standardised student induction.</p>	
20.3.8	<p>Update on learning, teaching and enhancement items in last quarter:</p> <ol style="list-style-type: none"> Online induction – EM stated that this has been a very useful development and welcomed any feedback from students. The college is looking at how this on-line portal model can be adopted for other internal processes, such as staff induction, and induction into teaching and learning at Argyll College. RA expressed an interest in receiving ongoing student feedback. Joint shared delivery across UHI partnership – EM confirmed that within a number of HN programmes it had been agreed to jointly deliver these across a number of smaller UHI partners. This will ensure continued sustainability of this provision year on year to students in Argyll as well as providing teaching staff with a wider peer group and shared internal verification. Teaching teams were involved at the early stages of the process and were integral to agreeing the fair and equitable split in teaching between partners. Further discussions will be held with partners over this year to explore whether this approach can be widened, including within FE. Teaching induction for new tutors – EM confirmed a new induction programme for teaching staff has been developed. It is for those new to teaching for Argyll College, those new to teaching or those new to teaching online and is a 16 week programme taking teaching staff through every stage ending in observation. HMIE have engaged with Argyll College to ask for examples of best practice in delivering on-line learning. College staff will present to HMIE in mid October. 	
20.3.9	<p>Policies for approval</p> <p>EM explained that this policy is part of the UHI single policy project to align policies across the partnership and create common policies.</p> <ol style="list-style-type: none"> UHI Safeguarding Policy <p>ACTION: VD to inform Head of Student Services that policy is approved.</p>	Approved VD
20.3.10	AOCB	

	RA asked whether the planned Awayday was to take place. MJ confirmed that a meeting will take place on that date but it may not be in person.	
20.3.11	<p>Date of next meeting. Board Meeting/Awayday – Friday 2nd October, details TBC Committee Meetings – Friday 27th November, Location TBC Board Meeting – Friday 11th December, Location TBC</p>	
	<p>Signed by</p> <p>..... Date</p> <p>Chair of Learning, Teaching & Engagement Committee</p>	



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Argyll College UHI

Argyll Induction Programme (AIP)

2020-2021



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1. INTRODUCTION TO ARGYLL COLLEGE UHI

Welcome to teaching at Argyll College UHI! We are very pleased that you have chosen to work with us. As a new member of staff here, please engage with the induction materials which have been designed to support you through your first year's teaching at Argyll College UHI.

We recognise that tutors joining Argyll College UHI will have varying levels of teaching experience. We have designed these materials so that they offer professional development and support to all tutors. Whether you are new to Argyll College, new to teaching using technology, or new to the teaching profession itself, we hope that you will find these materials beneficial.

This induction will mostly be conducted online on Brightspace, the virtual learning environment (VLE), through the use of online workbooks. The induction process will also include two observations: we encourage you to observe at least one other member of teaching staff during your first few weeks, and you will also be observed at least once within the first semester. These observations are designed to support you in your teaching practice. We will also offer support by telephone from someone in the induction team, and you can expect a member of the Senior Management Team (SMT) to be in touch as well, to offer their support in your first year with us.

2. The Argyll Induction Programme (AIP)

What is the Induction Programme?

The Argyll Induction Programme has been designed to support you through your first year of teaching at Argyll College UHI, through a combination of online resources, observations and the support of the induction team. As you work through the resources, you will be introduced to all of the key technologies which you may need in order to teach at Argyll College (e.g. the virtual learning environment (VLE); sharepoint; email; teaching technologies). During the first few weeks of term, you will be encouraged to observe another member of teaching staff. You will also be observed by a member of the induction team during the first semester.

This handbook contains information about how to get started with the induction programme. It also includes some key pieces of information about teaching at Argyll College UHI, which will help you get started.

The Induction Programme timetable

The rough timetable for the induction programme is outlined below. We are aware, however, that you may need some of the information before the designated week! As such, the timeline is flexible – all materials will be available before the designated week. Please email Susannah.wilson@uhi.ac.uk to request access should you need it.

Timeline / links to professional standards	Session name	Content
Pre teaching sessions: to be completed during staff development week / during first week of teaching.	'Your teaching identity'	<ul style="list-style-type: none"> - Introduction to the CDN Professional Standards - Argyll College UHI ethos - Your professional practice.
	'Preparing to teach'	<ul style="list-style-type: none"> - Introduction to key contacts - Your teaching team - Your course / unit - Sharepoint
	'The first session'	<ul style="list-style-type: none"> - Introduction to teaching technologies (Brightspace) - Communicating expectations - Registers and timesheets.
End of teaching week 1.	'Reviewing your first session'	<ul style="list-style-type: none"> - Reflections on your first session - Asking for support/further information. - An introduction to the observations
Week 2	'Observing your colleagues'	<ul style="list-style-type: none"> - Consideration of the need for observations, and how to get the most from the experience.
Week 4	'Teaching approaches'	<ul style="list-style-type: none"> - Consideration of current theories of learning/teaching
Week 6	'Supporting students'	<ul style="list-style-type: none"> - Consideration of students with support needs, and the different ways of supporting learners.
Week 8	'Assessment practices'	<ul style="list-style-type: none"> - Open and closed book assessment methods - The assessment booking form

Week 10	'Teaching in an online/digital context'	- Using technologies
Week 12	'Your observation'	- Reflections before and after your observation
Week 14	'The internal verification process'	- Rationale, purpose and paperwork of the IV process
Week 16	'The external verification process'	- Rationale, purpose and paperwork of the EV process

3. Getting started: some quick-fire information

Accessing your emails:

To access your UHI emails, you will need your staff username and your password, which you will have received from **xxxxx**.

This link explains how to access your UHI emails: <https://www.uhi.ac.uk/en/lis/iphone-ipod-touch-configuration-instructions-for-office365/how-to-log-in-to-the-office365-web-access-client/>

NB: you must use your UHI email address when emailing students, not any other personal email addresses.

Accessing Brightspace, the Virtual Learning Environment (VLE).

Brightspace is the Virtual Learning Environment which we use at Argyll College UHI. To access Brightspace, you will need your staff username and password – the same as you use to access your emails (see above).

This link explains how to access Brightspace:

https://staffresources.uhi.ac.uk/support_portal/resources/Contingency%20planning%20quick%20start%20guide/build/#. It also explains why we use it and how to use it – it is worth spending some time working through this resource! Speak to your line manager for further details about how you will be expected to use Brightspace.

The academic calendar 2020-21

The academic calendar for FE and HE courses can be found here: <https://www.argyll.uhi.ac.uk/t4-media/one-web/argyll/students/calendar/HN-academic-calendar-2021.pdf>

Please note that schools links courses and degree courses may have different calendar dates – you will need to check this with your line manager.

Please note also that holidays cannot be taken during designated teaching weeks. Again, should you have any questions, you should discuss this with your line manager.

The staff handbook

This induction resource has been designed to provide you with the most basic of information that you will need in order to get started with your teaching. There is, of course, much more information that you will require as you begin your employment with Argyll College UHI. Further information can be found within the staff handbook – accessible [here](#) – **xxxxx**

4. Final words

We hope that you will find teaching at Argyll College UHI an enjoyable and worthwhile experience. You will have many questions about the processes and procedures – and these questions may or may not be covered within these induction materials. We welcome all your questions, and any suggestions you might have about the topics covered within the induction programme.

Of course, there are many other sources of information to help you within your first year's teaching – and this induction programme cannot claim to provide you with every bit of information you will ever need! We encourage you to engage with your colleagues, and to ask questions if anything is not clear, or if you need further guidance about anything. Your line manager, your centre staff, and your teaching colleagues will be invaluable to you during this first year.

We look forward to working with you this year.

Enhancement Plan 2018 – 2021

QI	Area for development	Action	Outcome and Intended impact	Led by:	Completed by:
3.1	Improve the wellbeing and mental health support for students.	Introduce drop in session for students to support those who may not already have a personal learning support plan in place.	Students have an increased opportunity to meet with support staff to discuss any issues they may have, resulting in an overall improvement/increase in the support available to students.	Head of Student Services	June 2019
<p>Update – May 2019</p> <p>Oban and Helensburgh centres now both have support assistants in place where students can drop in / request a meeting without necessarily having a support plan or being in receipt of learning support. These support assistants can then help to guide students to relevant resources / help them to access external agencies, or just give them a bit of a Time Out space. This has helped to relieve the pressure on centre staff who have previously covered this role to an extent but have not been so aware of the different resources that could be available and of use to students.</p> <p>Update – November 2019</p> <p>The drop in sessions have resulted in more students receiving support for temporary concerns eg temporary financial or health concerns or issues. Students view this as a more informal support mechanism from student services. Students in Oban and Helensburgh are made aware of the drop in sessions at induction and throughout the year are signposted by centre staff. As college centres are small, students will become aware of who the support assistants are and are encouraged to approach them with any issues or concerns. This has resulted in earlier intervention and support being provided to students who previously may have been at risk of withdrawing from their course. The impact has seen a reduction in early withdrawal in 2019/20 compared to the previous year – less than 5% compared to 8% in 2018/19. The college is considering whether to introduce student support assistants available for this type of support to all larger college centres over and above the structured additional support already provided.</p> <p>More students are accessing the UHI on-line counselling services compared to last year. This is due to centre staff signposting students to the service, assisting students in completing the on-line forms as well as an overall awareness raising across the college that this service is available to students. Centre staff and core teaching staff are reminded of this service every few months via email, and all centres display posters in student facing areas with the link to the online counselling service. The service works in parallel with local support provided to the students and allows access to specialist counselling staff.</p>					

QI	Area for development	Action	Outcome and Intended impact	Led by:	Completed by:
<p>There is continued on-going support to students in a number of ways – PLSPs are completed for all students who have disclosed or been identified as having a disability. Student services discuss with the student how the disclosed disability might impact on the student’s ability to complete their course. This allows alternative arrangements or appropriate support strategies to be put in place at an early stage in the academic year.</p> <p>Update – Nov 2020</p> <p>During the first semester of 2019-20 the drop in option for students as outlined above continued successfully but we were unable to roll this out across all centres due to lack of space or availability of a suitable support assistant at certain times. However at least one member of support staff from each centre completed the Scottish Mental Health First Aid training so that there could be support of some kind.</p> <p>Towards the end of 2019 UHI started to subscribe to Big White Wall – an online mediated mental health support resource – and Argyll College contributed to this. This resource (now known as Togetherall) is available to all our students 24/7. It is promoted regularly on college social media and by centre staff. Use of this resource is confidential so I am not aware of the level of uptake by students to date, however several students have referred to using it in responses in the Early Experience Survey 2020/21.</p> <p>In March 2020 we recruited a Student Counsellor (2 days per week), and this person was in post before Lockdown started. This is proving to be a very useful resource for students both directly in counselling services and also in the resources and signposting information that the counsellor provides via the website health and wellbeing pages and social media.</p>					
3.1	Improve support for students declaring disabilities and care experience	Review strategies, policy and procedures to further promote support available for disabled and care experienced students, including staff undertaking on-line corporate parenting training	Improved support provided to disabled/care experienced students, improving their college experience and positively impacting on the KPIs for these students.	Head of Student Services	August 2019
<p>Update May 2019</p> <p>During this year the Head of Student Services has been part of the UHI Single Environment policy group for Learning Support. This UHI wide policy and guidance is now more or less complete and will be fully implemented in 2019/20. Care Experience students are now supported financially with the Care Experienced enhanced bursary, although this has proven to be challenging and often not actually in the student’s best interest. Therefore rather than improving the KPIs initially it looks as though it has in reality impacted negatively. However two of our current SFT courses have significant numbers of care experienced students who have been intensively supported right from the initial steps, both in accessing their funding and for academic support. Helping these students to manage their enhanced bursary has been slightly more successful with these two cohorts – so far. The issue here is that suddenly these students are getting £202 per week, often without needing to pay rent as Social Work can be covering this, so these students tend to be vulnerable to exploitation by others with comparatively large sums of money often not wisely spent.</p>					

QI	Area for development	Action	Outcome and Intended impact	Led by:	Completed by:
	<p>Update November 2019</p> <p>The college has fully implemented the regional Learning Support single policy from the start of this academic year. This means that students can see what to expect and be assured that it is a similar experience across the region.</p> <p>At the start of the 2019/20 academic year identifying the students who are care experienced and then processing their bursary has been prioritised. There were some issues last academic year with some delays in processing bursaries which resulted in students not receiving their bursary at the start of the year and then receiving a lump sum in back payments, which caused some problems.</p> <p>All care experienced students are supported in a pastoral way by centre managers. This year we have 11 students who have declared care experience, one has withdrawn, one is having attendance issues but the rest are doing well. The students are based in Dunoon, Oban, Lochgilphead and Helensburgh. If a student has not self disclosed that they are or have been care experienced the evidence may come through during bursary processing. The student is then approached to 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.</p> <p>Update - November 2020</p> <p>The Support department has now moved to using the fully online work flow process for identifying and supporting students with disabilities or declared Care Experience. Reports are drawn from the student records system listing all students who have declared a disability / care experience at application or enrolment. Support assistants then contact each student to ascertain the need for any learning support or assessment arrangements, and where relevant a personal learning support plan is negotiated with the student, the support strategy from that is then forwarded to teaching staff and local centre staff. The named Care Experience person makes contact with each Care Experienced student that we are aware of (either from declaration at enrolment or where it becomes known during the bursary process) and then offers support to access funding, learning support or any other help that student may need. There has been an increase in the numbers of students declaring a previous Care Experience which has enabled support to be provided to them in a more timely manner.</p>				
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					

QI	Area for development	Action	Outcome and Intended impact	Led by:	Completed by:
<p>Due to an increase in full time early and further withdrawal and partial success in 2018/19 there is currently an on-going forensic analysis of the data, which will result in discussions with teaching teams, identification of reasons for withdrawal and partial success and agreed actions to address this fall in KPIs.</p>					
2.2	Identifying work placements for Foundation Apprentice students	Enhanced engagement with DYW team and local employers to create a database of potential placement providers.	Placement providers identified earlier, resulting in all FA students having access to work placement leading to a more meaningful experience on the programme.	Head of Marketing and Communications	August 2020
<p>Update – May 2019 This is on-going. There have been a number of changes in DYW Officers this academic year, which has reduced the continuity in contact and collaborative working between the college and DYW. A full time post of Schools Link and Apprenticeship Officer was appointed by the college in March 2019. It is anticipated this post will improve links with schools, employers, DYW and the college and covers all schools link activity as well as foundation and modern apprenticeships.</p> <p>Update – November 2019 Still on-going. Before the 2020/21 bid was submitted all 11 secondary schools within the Argyll College UHI catchment area were consulted to ensure offer would reflect the needs and aspirations of our young people. DYW Lead Officer and Schools Link and Apprenticeship Officer are working to identify and engage local employers within the relevant sectors who are interested in investing in our young people by offering interesting and engaging placement opportunities. Better links with the schools has meant access to employers already involved in school work experience programme. Current Argyll College Modern Apprenticeship employers are being approached regarding Foundation Apprenticeship Placements.</p> <p>Update - November 2020 The college Schools Link and Apprenticeship Officer has established close working relationships with the DYW Leads in each of the 11 secondary schools in the Argyll College UHI area. There is a mutual trust and respect, which has benefitted all school college activity and enabled collaborative working to identify, inform and support employers engaged in providing placements for Foundation Apprentice students.</p>					
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

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

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<p>Option 2: Ongoing induction format</p> <p>Overview:</p> <ul style="list-style-type: none"> • Ongoing induction process over the first year of teaching at Argyll. • Could be linked in to the Teaching in Colleges Today (CDN) qualification – all tutors would gain a teaching qualification at the end of their first year. • Delivered as a series of videos (each one 15/20 minutes long) with which staff engage each month, and then discuss with a designated ‘induction buddy’ at each centre. <p>Advantages</p> <ul style="list-style-type: none"> • Not as resource-heavy: no need to provide cover, or to take staff off-timetable. • Ongoing process, designed to fit in with the academic year (so IV processes to be discussed at a suitable time, when broadly relevant to staff beginning to assess). • Flexible structure allows staff to engage when convenient for them • ‘Induction buddy’ system allows for relationships to form between experienced and less-experienced staff. <p>Disadvantages:</p> <ul style="list-style-type: none"> • Less flexible in terms of content – can’t be tailored to individuals • Potential for staff to quit halfway through the process – little momentum if delivered over a whole academic session • Fewer opportunities for staff to form a supportive network. <p>Update – November 2020</p> <p>A new induction programme for all new teaching staff has been implemented from the start of the 2020/21 academic year – please see the attached programme (20.4.6a Tutor Induction Programme) for details. This will be reviewed and evaluated at the end of the academic year with feedback helping to inform improvements that can be implemented for the start of academic year 2021/22</p>					
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
<p>Update – May 2019</p> <p>The longitudinal induction continues to be challenging. All full time students have a comprehensive induction which is broken into chunks for delivery at more relevant points in the student journey, however it has been difficult to keep students engaged. This is something that still requires a lot more work. The initial induction delivery has been re-developed to try to make it more engaging and relevant to students for 2019/20</p>					

QI	Area for development	Action	Outcome and Intended impact	Led by:	Completed by:
		<p>Update November 2019</p> <p>A series of sessions to support learners who are studying National Exams with Argyll College UHI have been designed. We have realised that learners who access these qualifications with us can often require a bit of extra support: given that the National Qualifications that we offer are also offered during compulsory secondary education, our learners do not generally have a straightforward identity as successful learners. Many learners have already attempted to achieve these qualifications previously; to be tackling these at an FE college can suggest either previous difficulties accessing the academic level of the course at school, or previous complicating factors within the learners' lives which had negatively impacted on their achievement. As such, we have tried to find mechanisms for providing practical and informative support, whilst recognising that our learners already have many demands on their time - and not wishing to add to these demands unnecessarily.</p> <p>Session 1 - understanding your specification (released October/November)</p> <p>Session 2 - study skills (note taking, time management) (released November/December)</p> <p>Session 3 - 'Your Coursework' (/portfolio) (released January)</p> <p>Session 4 - The Prelim (released February)</p> <p>Session 5 - Revision (released April).</p> <p>The student induction for a number of full time FE courses has been enhanced this year - NC Social Sciences, Access to Nursing & Access to HN – these courses have weekly guidance slots timetabled where the lead tutor covers a range of things including modes of study, study strategies and techniques, preparation for assessment, careers and employability. These form part of longitudinal induction without referring to it as such. The tutors cover things that are relevant and a priority for the students at the most appropriate time of the academic year. This enhanced induction will be reviewed and evaluated to inform future induction processes for full time FE courses</p> <p>In a number of courses, particularly where students are mainly taught by one tutor eg Childcare courses, the tutors continually refer back to information and topics covered during induction.</p> <p>The standard centre induction process for all courses was updated this year. The powerpoint presentation used by centre staff was redesigned and is now more visually engaging and easier for centre staff to use to expand on the key points to be covered.</p> <p>Update – November 2020</p> <p>This year all student inductions have moved completely to online due to the current COVID-19 situation. Students are sent initial joining instructions and information which is held on the college website. This provides students with the information they need to allow students to make their initial enrolment and</p>			

QI	Area for development	Action	Outcome and Intended impact	Led by:	Completed by:
<p>funding applications, then join in to Brightspace (VLE) where they can access the rest of their induction information. Students only see information that is relevant to their particular situation – videos and information about the centre they are associated with, information and help videos concerning funding and learning support relevant to their level of study, and of course to areas specifically for their course. This has proved to be successful in the whole and early indications from the Early Experience Survey show that students found this useful. The basis of this induction process will be used for future years, but combined with face to face induction too once more normal college access is possible.</p> <p>In addition to the above, a single member of college staff now has responsibility for the national programmes offered by Argyll College – previously the responsibility lay within specific curriculum teams. This provides a consistent approach to issues such as prelims, estimates and other quality assurance and compliance issues as well as providing specific and relevant support to the teaching staff delivering the courses. This became particularly relevant when the centres were closed during lockdown in March. SQA issued very detailed guidance and support for the national programmes and the teaching staff, led by the Curriculum Lead for national programmes, were able to work as a team to interpret the guidance and ensure a consistent and robust approach was followed across the college.</p>					
2.3	Ensuring all teaching staff use a wide range of technologies in their teaching.	Support and training will be provided to all teaching staff to improve the use of digital technologies in their teaching.	All staff use digital technologies in their teaching, where appropriate, resulting in an enhanced and improved learning and teaching experience for students.	Heads of Curriculum	June 2020
<p>Update – May 2019 This is on-going.</p> <ul style="list-style-type: none"> • The UHI Learning and Teaching Academy (LTA) is presenting a lunchtime webinar on 22/8/2019 on ‘Benchmarks for the use of technology in learning and teaching’, to which all teaching staff will be encouraged to attend. • An Argyll College member of teaching staff has undertaken research into how the use of screen capture and video technology can be used to improve feedback to students, particularly students being taught in a blended learning context. The results of this research will be disseminated within Argyll College and across the UHI region. • The regional Quality Forum has identified using a wide range of technologies in teaching as something that relates to most UHI academic partners and will work collaboratively to develop a regional strategy. <p>Update – November 2019 Before the start of the 2019/20 academic year UHI and its academic partners migrated from Blackboard to Brightspace as the VLE. This is the biggest widespread change to new technology used within learning and teaching for some considerable time and it will take a number of years for all teaching staff to make use of the extensive features within the VLE. Brightspace offers a variety of interactive features such as quizzes, short response questionnaires, discussion boards and uploading of files. Learning materials have templates built in that allow for easy sharing of differing types of media: video; images; and embedded files. The</p>					

QI	Area for development	Action	Outcome and Intended impact	Led by:	Completed by:
	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:	<ul style="list-style-type: none"> • Digital Learning award – for screen capture personal video feedback. Because most of the courses delivered by the college are taught via video conferencing, which enables small numbers of students from a number of locations to access tertiary education without leaving their home towns, the ability for teaching staff to have face to face chats with students to provide formal and informal feedback is limited. By using screen capture videos students receive verbal feedback, via video, from their tutor, which they can also refer back to. Core principles for the use of screen capture video feedback have been devised by a small team, with the intention of using video feedback across the college, and other UHI partners, during the next few academic years. • Innovation Award – Game of Tones. This is an innovative digital learning technology developed by a college hairdressing tutor teaching schools link courses in Oban high school and an S5 school pupil looking for an IT project. The pupil developed a computer game to reinforce how colour neutralisation works, which is a fundamental but difficult concept within the hairdressing curriculum. The computer game helps to reinforce the theory learned in class in a fun and interactive way and is a very good example of collaboration between the college and a local secondary school. The app will be used within all relevant college hairdressing courses. 			
	The annual staff development sessions, held this year on 26 th and 27 th August 2019, provided training sessions on the following technologies that staff are encouraged to use in their teaching: Brightspace, Video capture technology to provide feedback to students, Collaborate, Skype for Business as well as a session on Teaching by VC.				
	<p>Update – November 2020</p> <p>During college closures in March all teaching moved to on-line. For some teaching staff who had already developed materials in Brightspace this was an easy transition, for others it was more challenging. The college identified six members of teaching staff who were very experienced in incorporating digital</p>				

QI	Area for development	Action	Outcome and Intended impact	Led by:	Completed by:
<p>technologies within their learning and teaching and asked them to support their peers. A number of drop in sessions and VC tutorials were organised and were well attended by staff. Teaching staff were also encouraged to engage with the six lecturers for one to one support and assistance. This support remains in place and the six are working well together, suggesting ideas and ways in which they can further develop and support staff.</p> <p>The college is in the process of collating and sharing good practice in using digital technologies. This is in the early stages of implementation, with a range of methods being used including podcasts, talking heads and short written guidelines on 'how to' or 'hints and tips' related to specific teaching topics. It is hoped a learning and teaching area on the college website will store these to ensure easy access for all staff regardless of location as well as sharing practice with a wider audience, to encourage connections and collaborations with colleagues across the education sector.</p>					
2.4	Review support staff resource	A review of support staff resource, experience and knowledge will be conducted.	Support staff knowledge is improved and sufficient resource in place to cover peak demands periods during the academic year.	Head of Student Services	June 2020
<p>Update – May 2019 This is ongoing.</p> <p>Update November 2019 The Oban support assistant is developing a range of skills to further enhance the student support team. During this academic year she will undertake the OU on-line autism course for helping and supporting autistic disorders. She is also becoming more familiar with assistive technologies and can now deliver the LADS adult dyslexia screening tool.</p> <p>Following further training the college now has a trained mental health first aider in each of our nine learning centres.</p> <p>The recent UHI appointment of a regional Mental Health Co-ordinator will help support student services staff across the region as well as identify and deliver various mental health training sessions to staff and students. For example the Access to Nursing students will receive mental health first aid training during this academic year as a part of their course. We are currently assessing how best to deploy the additional funding from the SFC to provide more counselling services over and above the online counselling already provided to our students.</p> <p>Update - November 2020 Three centres (Oban, Helensburgh and Campbeltown) now have Support Assistants with a greater amount of regular hours. This has enabled them to undertake more training in support techniques and technologies, and also to start to work together more as a team to share their individual knowledge and skill sets.</p>					

QI	Area for development	Action	Outcome and Intended impact	Led by:	Completed by:
<p>Working remotely via webex and other technologies has actually helped to embed more robust support processes which should help to provide a more streamlined and faster assessment and support system in the future. These Support Assistants are now able to provide a greater level of support too to other assistants who only have very part time hours and for whom it can be hard to stay up to speed with what is available. One of the Support Assistants will be undertaking the PDA in Strategies to Facilitate Inclusive Learning and Working later on this academic year.</p>					
2.4	Engagement with HISA and student representatives	Increase engagement with HISA and enhanced training for student representatives	Students and staff are more aware of the role of HISA and the engagement with HISA is more systematic. The impact of the student voice on college activities is increased.	Head of Student Services	June 2020
<p>Update – May 2019 Ongoing. Improvements this year are mainly in the development of additional staff resource to liaise between HISA and the college staff, also the appointment of a HISA Co-ordinator who is now working with staff to help track and support class reps. The impact of this should show more clearly in 2019/20. The need to appoint a new HISA Depute in November set back class rep training and general HISA awareness when our original HISA Depute left the post in September.</p> <p>Update - November 2019 The college continues to work closely with the HISA Co-ordinator and the local HISA Depute liaises with local centre staff in Oban. A successful Freshers week was organised in Oban for the first time. This was a collaboration between HISA, SAMS and Argyll College.</p> <p>Student class reps – The HISA Co-ordinator has been helping to support class reps and encourage them to undertake the UHI on line class rep training. She also plans to set up regular meetings of class reps across the college, which will help develop a team of college class reps. There is an increase in students being appointed as class reps this year, with 26 student class reps in 2019/20, compared to 20 last year. HISA are working to develop a Centre Reps system too this year.</p> <p>Update - November 2020 The additional staff resource mentioned above has helped to strengthen the links between HISA and the college. HISA have been able to link into all of our taught classes this year via Webex and to date have been successful in raising the profile of the student association. The HISA Co-ordinator has been organising and rolling out online Class Rep training to this year's class reps.</p>					

QI	Area for development	Action	Outcome and Intended impact	Led by:	Completed by:
2.4	Counselling services available to students	Raise awareness and increase the promotion of the UHI Counselling services and in particular access to the on-line system.	Students have an increased access to counselling services, improving their overall college experience.	Head of Student Services	September 2019
<p>Update – May 2019 This has been done with more staff being aware of this service and guiding students to it. This was also covered in student inductions. However to date there has been very little take up of this service. UHI now have a Mental Health Co-ordinator in place who will be working across UHI to develop a Mental Health Strategy and help to promote counselling services in some form or other.</p> <p>Update – November 2010 UHI partners have developed a Mental Health Strategy and are currently in the process of developing a resource plan for the new funding from Scottish Government to support counselling services available to students. This funding has identified a people resource of 0.4FTE for Argyll. The college is identifying the best way to maximise this funding for the benefit of students in Argyll.</p> <p>Update - November 2020 A Student Counsellor has now been in place (2 days per week) since March 2020. The counsellor is responsible for ensuring the social media and website information and resources are kept upto date, she has successfully completed the required courses to enable her to provide counselling services via online and alternative technologies as an alternative to face to face counselling. This is essential for working across Argyll College even beyond the restrictions imposed due to COVID-19. This service has not been evaluated as yet but will be in the next couple of months. All our students also have access to the online UHI Counselling service too</p>					
1.4	Feedback to students on improvements that have been made as a result of them raising concerns or making suggestions for improvements	Implement a system to ensure students are aware of improvements that have been made that directly link to issues or suggestions raised by them	Students are more aware of improvements implemented as a direct result of their feedback, increasing the impact the student voice has within the college	Head of Student Services	July 2020
<p>Update – May 2019 This is ongoing. The Class Rep system is seen to be key for feeding back information to students, and next academic year this is likely to be more robust</p> <p>Update – November 2019 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</p>					

QI	Area for development	Action	Outcome and Intended impact	Led by:	Completed by:
<p>collaboratively worked on across the region, as well as identifying best practice and processes that could be adopted by all partner colleges, and identify any areas where an individual partner has requested additional help or support.. This regional approach will benefit all partners. Local analysis of this year's Early Experience Survey has helped us to identify a couple of issues important to students that we may otherwise not have been aware of. For example students showed a clear preference for Graduation to be on a Friday next year, a few students commented that they would prefer to have the option of some shorter courses rather than committing for a 34 week course.</p> <p>Update – November 2020 The college will continue to work closely with local HISA representatives and class reps to disseminate improvements that have been made, particularly where students have suggested improvements or raised concerns. Centre staff are also encouraged to feedback locally to students on areas of improvement. For example in our Oban centre, the centre manager surveyed staff and students on a number of aspects relating to the centre – issues or suggestions to improve the food provided by the canteen, the car park, the centre toilets. She then used the white board where staff and student sign in each day to provide results of the survey and gave 'you said, we did/are going to do' information and explained why the college was not able to implement all suggestions.</p>					
1.4	Peer Review	Working with partners in the UHI region implement a system of peer review that is relevant and appropriate to the needs of Argyll College	Staff learn from each other and share practice between and across teaching teams, improving the overall teaching practice and impacting positively on the student experience.	Heads of Curriculum	September 2021
<p>Update – May 2019 This is on-going</p> <p>Update – November 2019 This is still on-going</p> <p>Update – November 2020 This is still on-going with very little progress having been made across the UHI partnership. Argyll College will now focus on implementing this within and across teaching teams in Argyll. As part of the new teaching staff induction process a new lecturer will observe an established lecturer's teaching session – this could be from within the same curriculum team or someone teaching within a different curriculum area. Teaching staff are asked to volunteer to be observed by a new member of staff. Building on this the college will be encouraging all teaching staff to ask to be observed or ask to observe a peer. This is one way to share practice, learn from each other and build up communities of practice across teaching teams and across college centres.</p>					

To: Learning, Teaching and Engagement committee

Date: 27 November 2020

Status: To Note

Subject: Teaching staff self reflection and evaluation questionnaire

Rather than asking teams to complete self evaluation documents (SEDs) for each full time course that relates to delivery in 2019/20, which is normal practice at this time of year, we are asking teaching staff to reflect on their teaching practice since lockdown in March and answer the following questions.

The aims are:

- To better understand the changes that have had to be made this year
- To identify good and differing practice that could be disseminated across teaching teams
- To identify areas for staff development activity or where teaching staff need more support

Area 1: Approaches to learning and teaching

Since the closure of the college centres in March:

- What changes have you made in the ways that you approach or structure your learning and teaching?
- What have been the main challenges for you
- What have been the key successes – and are there any changes that you made that you have continued with in academic year 2020-21

Area 2: Student engagement

Since the closure of the college centres in March:

- Have you had to do anything differently to ensure students engage with their learning – how do you know when they are?
- Have you changed any of the ways you engage with students?

Area 3: Embedding the use of digital technologies within your learning and teaching:

- What digital technologies are you now using in your teaching
- Have you always used these technologies or have you had to change your delivery this year
- What technologies or digital techniques would you like to use or know more about and would welcome training and support with.

Elaine Munro
20/11/20

To: Learning, Teaching and Engagement committee

Date: 27 November 2020

Status: To Discuss

Subject: Early student experience survey

Across the UHI region all academic partners jointly develop and coordinate annual region wide surveys and collate high-level regional analysis. This is the third year the Early Student Experience Survey (ESES) has been carried out as a UHI-wide regional survey. This year there was careful consideration of the COVID pandemic context and minor changes were made to some of the regular questions with a few extra ones added.

The agreed student sample for the regional survey was:

FE students	Full time and substantive part time. The following students were not included in the sample and will be surveyed separately: <ul style="list-style-type: none"> • students on supported programmes SCQF 1-3 • students on school link activity • students on workbased learning (SVQs and MAs) taking place off campus
HNC students	Full time and substantive part time
HND students	Year 1 students only. Full time and substantive part time
UG degree students	Students in years 1-3. Full time and substantive part time. Stand-alone infill students were excluded.

The region response rates were lower than normal, with an overall response of 41%. In Argyll overall response was 59%, the highest response rate within the UHI partnership with 62% of FE students responding and 58% of HE students.

In relation to the question "Overall, I'm satisfied with my student experience so far" the responses were as follows:

UHI wide - overall satisfaction was high with 90.2% of FE students, 83.1% of HE students and 86% (**95.5%** in 2019/20) of all students answering they agreed or agreed strongly.

In Argyll the overall satisfaction was higher than the UHI average figures with 99.1% of FE students and 88% of HE students answering they agreed or strongly agreed.

The full range of questions and detailed responses from Argyll FE students are shown in paper 20.4.8a

Elaine Munro
20/11/20

Early Student Experience Survey 2020/21 - FE results
59% response rate in 2020/21 compared to 72% response in 2019/20

		2020-21 - detailed data					Agree / Strongly Agree		
		Strongly Agree	Agree	Strongly disagree	Disagree	Blank	2020/21	2019/20	2018/19
Q 1	Overall, I'm satisfied with my student experience so far	48.1%	50.9%		1.0%		99.0%	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%	47.2%		0.9%	6.5%	92.6%	93.1%	93.6%
Q 3	Applying to my course was easy	48.2%	37.9%	0.9%	5.5%	6.5%	86.1%	97.7%	96.7%
Q 4	I was provided with clear information about the funding I could apply for	31.5%	46.3%	1.9%	13.0%	7.4%	77.8%	80.5%	94.6%
Q 5	My funding application was dealt with effectively	34.3%	44.4%	2.8%	5.5%	13.0%	78.7%	67.7%	79.8%
Q 6	The information I received before my course helped me prepare for college / university	36.1%	50.9%	0.9%	5.5%	6.6%	87.0%	85.6%	91.5%
The first few weeks									
Q 7	I was made to feel welcome during my first week	75.0%	25.0%				100.0%	99.3%	100.0%
Q 8	It was easy to enrol onto my course	50.9%	42.6%	0.9%	5.5%		93.5%	96.1%	93.6%
Q 9	I found induction a useful preparation for starting my course	45.4%	38.0%	0.9%	12.0%	3.7%	83.4%	93.1%	95.7%
Q 10	During my course induction, I was provided with information about the subjects within my course this year	46.3%	44.4%		7.4%	1.9%	90.7%	not asked	not asked
Q 11	During my course induction, I found out about the different ways I will be learning during my course, for example online class time, flexible and self-study time, and any practical time on campus	42.6%	48.1%	0.9%	5.5%	2.8%	90.7%	not asked	not asked
Q 12	Induction gave me confidence to engage with my course online or on campus	34.3%	51.9%	0.9%	10.2%	2.8%	86.2%	not asked	not asked
Q 13	The Brightspace Induction module for Argyll College and your local centre contains useful information	58.3%	37.0%		2.8%	1.9%	95.3%	not asked	not asked
Q 14	I was aware of the on-line freshers activities	29.6%	46.3%	0.9%	21.3%	1.9%	75.9%	not asked	not asked
Q 15	The fresher's activities provided me the opportunity to mix with other students/The freshers activities helped me to feel part of a student community		11.1%		0.9%	88.0%	11.1%	50.8%	59.8%
Q 16	I know how to access Student Services (on line or at campus)	43.5%	48.1%		7.4%	0.9%	91.6%	91.5%	94.5%
Q 17	I know how to access the library facilities / I know about the on-line library services available to me	43.5%	48.1%		8.4%		91.6%	87.5%	90.4%
Q 18	I know how to access the student portal, MyDay	63.9%	35.2%		0.9%		99.1%	96.9%	93.5%
Q 19	I know how to access my learning on-line (eg Brightspace, Webex, MSTeams)	67.6%	31.5%		0.9%		99.1%	96.9%	93.6%
Q 20	I know who my academic support contact (PDA, PAT, LDW) is and how to contact them	54.6%	39.8%		5.6%		94.4%	74.4%	65.2%
Q 21	I am treated fairly and equally by staff	74.0%	26.0%				100.0%	97.0%	96.7%
Q 22	I am aware that there is information and support for financial hardship	48.1%	47.2%	0.9%	3.7%		95.3%	not asked	not asked
Q 23	I am aware of support available for mental health and wellbeing (E.g. access to counsellor and the online Togetherall space)	59.3%	37.0%		3.7%		96.3%	not asked	not asked
My Course									
Q 24	I feel I am on the right course	75.0%	23.2%		1.8%		98.2%	99.2%	96.8%
Q 25	I am happy with the way my course is taught	59.3%	37.0%		3.7%		96.3%	90.9%	91.4%
Q 26	I am happy with the way my course delivery has been adapted due to the pandemic	63.0%	30.6%	1.8%	3.7%	0.9%	93.6%	not asked	not asked
Assessment and feedback									
Q 27	I know when my assessments are due	59.3%	32.4%		8.3%		91.7%	94.7%	91.5%
My feedback and student voice									
Q 28	I know how I can provide feedback to improve learning and teaching	54.6%	36.1%		7.4%	1.9%	90.7%	90.6%	94.7%
Q 29	I am aware of the role of the Highlands and Islands Student Association (HISA)	28.7%	50.9%	0.9%	17.6%	1.9%	79.6%	86.7%	92.5%
Q 30	I am aware of the role of HISA at my college and my HISA depute	27.8%	48.1%		22.2%	1.9%	75.9%	not asked	not asked

37.03704

To: Learning, Teaching and Engagement committee

Date: 27 November 2020

Status: To Note

Subject: Early retention KPI - full time FE 2020/21

The early retention KPI for full time courses starting at the beginning of the academic year relates to students who are still enrolled and engaging with their studies after 1st November; for courses starting after this date early retention is calculated as students still enrolled and engaging with their course after 25% of the course duration has been completed.

- 156 Full Time FE students enrolled at the start of this academic year (17 less than 2019/20). Of these, 11 withdrew before 1st November, giving an early withdrawal statistic of 7% and an early retention KPI of 93%
- There are a number of reasons for the 11 students withdrawing from full time courses including health issues, personal reasons, lack of attendance and engagement and entering employment.

The table below gives a comparison of early, further and total retention for the last 4 years:

Academic year	Early retention	Further retention	Overall retention
2020/21	93%		
2019/20	96%	88%	83%
2018/19	92%	82%	74%
2017/18	97%	85%	82%

Details of student withdrawal by course is shown in the table below.

FE Full time courses 2020/21			
Course	Enrolled	Early w/d	Current
Access to HN Business Administration & Computing	6	1	5
Computing with Digital Media NC at SCQF Level 5	9	1	8
Agriculture NC at SCQF Level 6	8		8
Horticulture NC at SCQF Level 5	12	1	11
Beauty Care and Make-Up NC Level 5	17	1	16
Social Sciences NC at SCQF Level 6	12	2	10
Access to Nursing (SWAP)	21	2	19

Childhood Studies: An Introduction	10	1	9
Early Education and Childcare NC at SCQF Level 6	16		16
*Social Services (Children & Young People) SCQF 6	2		2
Social Services (Children & Young People) SCQF 7	23	1	22
*SVQ in Professional Cookery at SCQF Level 5	2		2
NC Professional Cookery at SCQF Level 6	11	1	10
*Maritime SFT	7		7
Subtotal	156	11	145
Retention %		5.2%	

*students who enrolled last year and due to Covid are completing their studies in this academic year

To: Learning, Teaching and Engagement committee

Date: 27 November 2020

Status: To Note

Subject: 2020 - 21 Update on progress towards targets

a) FE 2020/21

The FE credit target for 2020/21 is 6701 - an additional 119 credits compared to the core credit target for 2019/20.

(2019/20 overall credit target was 6716: 6582 core credits plus 134 ESIF credits).

There are no ESIF funded credits this year. SFC have allocated UHI an additional 2,000 unfunded credits for the year; Argyll College have been allocated 119 of these, based on our previous core target being 6% of the overall regional credit target.

To date, the credit count is 5,049, 75% of target. It is unlikely the college will achieve credit target this academic year. The UHI region may not achieve credit target this year – current activity levels are 77% of target.

There are a number of full time courses that have not started this year. In addition, with continued restricted access to college centres for staff and students, the normal volume of face to face part time and evening class activity will not take place. The marketing team working with curriculum teams are identifying a range of on-line courses that can be offered. There is an on-line open week planned for 23rd-26th November which includes a series of Q&A sessions and new video content to add to the range of curriculum specific promotional videos on the college website.

Across the UHI region there is collaboration to identify and develop provision that could be offered jointly by partners.

b) HE 2020/21

Predicted FTEs, made in Feb 2020 were 195.3 In early December at the SFC early statistical return (ESR) there is an opportunity to revise predictions based on known full time enrolments.

The current FTE count at 26th October is 210.3, 15 FTEs over target. This is likely to increase as unit and module attachments are made for all students and the final FTE figure will be closer to 220.

In addition, funded outwith the RAM, there are 18 enrolled PGDE teacher education students (16 primary, 2 secondary) and 7 graduate apprentice Early Education and Childcare students.

The table below shows the current position for 2020/21 and compares FTEs and student headcount for the last 4 academic years:

		Headcount		
	FTEs	Total	Full time	part time
2020/21	210.3	303	188	115
2019/20	199.6	285	160	125
2018/19	200.1	280	170	110
2017/18	221.6	290	195	84

Elaine Munro
20/11/20



University of the
Highlands and Islands
Argyll College

Argyll College UHI

Terms of reference for Board of Governors and its committees.

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1 Board of Governors

General

The Board shall observe the Standing Orders and its Articles of Association in all its business.

- 1.1 The Board has responsibility for overseeing the business of the College, determining its future direction and fostering an environment in which the College mission is achieved and the potential of all learners is maximised.
- 1.2 The Board of Governors must ensure compliance with the statutes, ordinances and provisions regulating the College and its framework of governance and, subject to these, take all final decisions on matters of fundamental concern to the College.
- 1.3 The decisions of the Board of Governors will be minuted and published when approved, except, exceptionally, for sections which are confidential or commercially sensitive.
- 1.4 The following items are retained **for approval by the Board**, upon advice from or recommendation by the relevant Committee where appropriate and may not be delegated:
 - i. the planning cycle and calendar for production proposed by the Executive Management Team for the preparation of the College Strategic Plan, and to approve the Plan itself before publication;
 - ii. the annual accounts, following consideration by the Finance & General Purposes and Audit committees (at their annual joint meeting of the year);
 - iii. the college budget proposals, following consideration by the Finance & General Purposes Committee, and to set annually the parameters for College staff pay awards and conditions;
 - iv. the appointment of the Principal and to participate in the appointment process relative to the appointment of members of the College's senior management team;
 - v. any financial packages in excess of statutory provisions, for severance payments, following consideration by the HR and Remuneration Committee;
 - vi. membership of new Board Members - following consideration by the Nominations Committee - and membership of all committees and their Committee chair;
 - vii. To ensure that the arrangements made to implement the College Health and Safety Management System are effective; and
 - viii. To assume responsibility for identifying, evaluating and managing the College's significant risks, and review the operating, financial and compliance controls that have been implemented to mitigate these risks.

Health and Safety

- 1.5 Ensure the health and safety policy of Argyll College is reviewed at least annually.
- 1.6 Receive reports that detail the approach to health and safety in the college and how the college meets the college's legal obligations.
- 1.7 Receive health and safety audit reports and determine any necessary arising actions.
- 1.8 Ensure that action is taken to promote the health and safety of staff, students and others within the college.
- 1.9 Consider any reports from external enforcing authorities under health and safety legislation or other bodies and ensure that issues where weakness is identified are addressed fully by the college.
- 1.10 Consider and agree setting and measuring of health and safety performance standards

Membership

- 1.11 The membership of the Board will be constituted as required by the College Articles of Association.
- 1.12 A quorum shall consist of 8 Directors of the Board with independent members being in the majority at the meeting.
- 1.13 The Board must be chaired by an independent member.
- 1.14 The Board may appoint advisors who are not members of the Board of Governors and who have particular, relevant experience or expertise to attend meetings of the Board and/or its committees. Advisors may not vote in any decisions by the Board and/or committee,
- 1.15 The Board Secretary shall normally be in attendance.

Frequency of Meetings

- 1.16 The Board shall meet no less than four times each year.

Reporting

- 1.17 The decisions of the Board of Governors will be minuted and published whenever possible.

2 Audit Committee

Composition

- 2.1 The Audit Committee will have a minimum of four members of the Board. For a meeting to be quorate, **three members** must be present.

- 2.2 The Committee should have a range of skills and experience and at least one member should be financially qualified or have considerable financial experience.
- 2.3 The Audit Committee has the authority of the Board to investigate any matters within its remit, and full access to any information and personnel required.
- 2.4 The Finance Director, or their nominee, should be in attendance at each meeting. The Chair of the Board, the Chair of the Finance and General Purposes Committee and the Principal *are invited to attend meetings*. The College's appointed internal and external auditors will be invited to send representatives to each meeting.
- 2.5 Members of the Finance and General Purposes Committee, the staff Board members or anyone with executive authority in the College may not be *members* of the Audit Committee.

Frequency

- 2.6 The Committee should normally meet at least three times per year, one meeting of which will be a joint meeting with Finance and General Purposes Committee to consider the annual financial statements and accompanying external auditor report. The Committee will annually hold a private meeting (without College executives present) with the Internal Auditor and External Auditor to discuss audit issues.

Overall Purpose

- 2.7 The purpose of the Audit Committee is to assure the Board of Governors that Argyll College has in place a system of governance, internal control and risk management which is being maintained and developed to meet legislation and regulations applying to the sector.

Remit and Duties Probity

- 2.8 Advise on the selection, appointment, remuneration or removal of the internal audit provider.
- 2.9 Agree an internal audit work programme annually based on an audit needs assessment.
- 2.10 Receive the internal audit reports as per the agreed work programme and ensure that recommendations are adequately responded to by the college.
- 2.11 Receive an annual report from the internal auditor which should include an opinion on the degree of assurance that can be placed on the systems of internal control and any follow-up actions still outstanding which should be closed off by the College.
- 2.12 Review the statement of corporate governance to be included with the annual financial statements.
- 2.13 Approve the Accounting Policies and review the annual financial statements (jointly with the Finance and General Purposes Committee) with a view to recommending them to the Board for approval.

- 2.14 Review the external audit strategy and plan.
- 2.15 Receive the external auditor annual report and management letters and to ensure that any recommendations are adequately responded to by the College.
- 2.16 Monitor the effectiveness of internal and external audit service and promote coordination between the two.
- 2.17 Advise the Board on the terms of reference for the internal audit service including the adequacy of the resourcing of the service.
- 2.18 Review the effectiveness of financial and other control systems ensuring value for money.
- 2.19 Oversee the policies on fraud and irregularity and receive reports on any fraud or irregularity, potential or real, ensuring that action is taken by the college to address these.
- 2.20 Receive an annual report on any matters of whistleblowing or disclosure and ensure that any recommendations from these are adequately responded to by the college.

Risk Management

- 2.21 Monitor and ensure the effectiveness of the college's approach to risk assessment and management through regular review of the Risk Register and other reports and appropriate recommendations to the Board.
- 2.22 Review the prioritisation of risk management taking into account financial, reputational, commercial and other risks
- 2.23 Request reviews by the college of areas of high or escalating risk ensuring that recommendations from these are adequately responded to.
- 2.24 Receive ad-hoc reports on matters of potential reputational, commercial and/or financial risk and ensure that the college's approach to managing the risks is appropriate and adequate.

Value for Money

- 2.25 Establishing and overseeing a review process for evaluating the effectiveness of the College's arrangements for securing the economical, efficient and effective management of the College's resources.
- 2.26 Advising the Board on potential topics for inclusion in a programme of value for money reviews and of action that it may wish to consider in the light of national value for money studies in the further education sector.

Other Matters

- 2.28 Receive and review reports related to the work of the Committee prepared by external bodies.
- 2.29 In the event of the merger or dissolution of the College, ensure that the necessary actions are completed, including arranging for a final set of financial statements to be completed and signed.

Reports from the Committee

- 2.30 Report to each Board of Governors meeting the relevant matters discussed within the Committee.
- 2.31 Prepare an annual report from the Audit Chair to the Board of Governors that gives an opinion on the system of governance, internal control and risk management within the college. The report should accompany the year-end financial statements.

3 Finance and General Purposes Committee

Composition

- 3.1 The Finance and General Purposes Committee will have a minimum of four members of the Board, including the Principal and the Chair.
- 3.2 For a meeting to be quorate, **three members** must be present.
- 3.3 The Committee should have a range of skills and experience and at least one member should have a background in finance, accounting or audit.
- 3.4 The Finance Director should be in attendance at each meeting. The Chair of Audit is invited to attend meetings.

Frequency

- 3.5 The Committee should normally meet four times per year, one meeting of which will be a joint meeting with the Audit Committee to consider the annual financial statements and accompanying external audit report.

Overall Purpose

- 3.6 The purpose of the Finance and General Purposes Committee is to assure the Board of Governors that Argyll College has appropriate strategies, plans (including estates plan), budgets and controls in place which manage identified risks and create a sustainable and stable College.

Remit and Duties

Financial Control

- 3.7 Monitor the financial control of the College and to keep the Financial Regulations under review.
- 3.8 Monitor the Treasury Management policy providing a strategy for cash management, investments and borrowings.
- 3.9 Monitor expenditure and income against budget and report to the Board where action is required.

- 3.10 Review and approve the establishment of any arrangements to provide the College with banking facilities. This is subject to the authorisation limits set by SFC for the drawing down of loans.
- 3.11 Approve the policy for fee waivers and the write off of bad debts within limits set in the Financial Regulations.
- 3.12 Consider and recommend to the Board the level of tuition fees and other charges.
- 3.13 Monitor capital expenditure against agreed development plans.
- 3.14 To oversee and advise the Board on insurance arrangements.
- 3.15 Consider financial benchmarking information and monitor unit costs.

Financial Management

- 3.16 Advise the Board on financial strategy.
- 3.17 Approve all strategic decisions in relation to college finance within the scheme of delegation.
- 3.18 Consider and recommend to the Board the College's annual budget.
- 3.19 Consider jointly with the Audit Committee and recommend to the Board the college's annual financial statements.
- 3.20 Ensure the college works within the Financial Memorandum of Understanding with the Scottish Funding Council
- 3.21 Review the effectiveness of financial management.
- 3.22 Consider, and contribute to, the overall risk management strategy of the college and to monitor strategic risks which might have an impact on the financial health of the college.

Estates

- 3.23 Ensure compliance with statutory and regulatory requirements.
- 3.24 Oversight of the college estates strategy and ensure that it is consistent with the college's overall strategy.
- 3.25 Provide assurance to the Board that the estates strategy is fit for purpose and sustainable.
- 3.26 Oversight of the existing buildings and estates are fit for purpose.
- 3.27 Oversight of the maintenance of existing buildings and estates.
- 3.28 Provide a healthy and safe environment for the College's staff, students and visitors.
- 3.29 Receive and review reports on estate related matters.

Commercial

- 3.30 Review the commercial strategy of the college and recommend any action to the Board.

- 3.31 Monitor the performance of the commercial activity against budget.
- 3.32 Receive information on the commercial tenders and contracts and their performance

ICT

- 3.33 Review the ICT strategy of the college and recommend any action to the Board.
- 3.34 Monitor ICT related policies and recommend any action to the Board.
- 3.35 Receive and review reports related to the work of the Committee prepared by external bodies

Reports from the Committee

- 3.36 Report to each Board of Governors meeting relevant matters discussed within the Committee
- 3.37 Report to the relevant Committee of the Board of Governors matters that impact on their remit

4 Human Resources & Remuneration Committee

Composition

- 4.1 The Human Resources & Remuneration Committee will have a minimum of four members of the Board, one of whom shall be the Principal who must withdraw from the meeting where his/her remuneration is discussed.
- 4.2 For a meeting to be quorate, **two members** must be present. The Chair of the Board may be a member but may not chair this committee. At least one member of the committee should, ideally, have a background in human resource management.
- 4.3 The Depute Principal with responsibility for HR, or their nominee, should be in attendance at each meeting except where the Principal's remuneration is discussed.

Frequency

- 4.4 The Committee shall meet three times a year, and no less than twice a year.

Purposes

- 4.5 The purposes of the Human Resources & Remuneration Committee are to assure the Board of Governors that Argyll College has in place appropriate policies and procedures relating to the Board's responsibilities as the employer of the College's staff, ensuring that these promote a positive and inclusive culture and satisfy relevant legislation. The Committee is also responsible, annually, for reviewing and recommending the remuneration package of the Principal following annual appraisal.

Remit and Duties

- 4.6 Ensure the college is operating within all legal requirements relating to Employment Law and other legislation affecting employment.
- 4.7 Review the human resources strategy to ensure fit with the overall strategy of the College.
- 4.9 Review and recommend for Board approval the *College's policy for the remuneration of the Principal*.
- 4.10 Consider and determine all matters relating to the remuneration package, including terms and conditions of employment (and where appropriate, severance payments) of the Principal and other senior staff (as appropriate).
- 4.11 Monitor that the staff structure and associated pay and conditions are determined properly, with due regard for appropriate internal and external parity and that pension arrangements are being managed. This shall include reference to Scottish Government's approach to remuneration within the public sector.
- 4.12 Discuss and agree proposed staff pay increases in advance of the annual Business Plan being submitted for Board approval.
- 4.13 Support the Chair of the Board with an annual review of the performance of the Principal. This may include setting of performance targets or indicators as required.
- 4.14 Receive reports and assurance that the college has developed an appropriate equality impact assessment process and procedure.
- 4.15 Endorse key policies and procedures that affect staff ensuring that these meet legislative requirements and thereafter monitor these policies on a regular basis.
- 4.16 Receive reports on the development opportunities available to staff, the take up of these and the impact on the college
- 4.17 Ensure the College develops and has in place an effective Staff Performance Appraisal framework monitored through regular statistical reports to the Committee.
- 4.18 Monitor policies and practices within the College, including those relating to recruitment and selection, terms and conditions of employment, Discipline and Grievance, Health and Safety, and training and development.
- 4.19 Oversee the development of human resources services within the College, commissioning and monitoring contracts for the provision of external support including Employment Law advice, Occupational Health support, computerised human resources systems.

Other Matters

- 4.20 Receive and review reports related to the work of the Committee prepared by external bodies.

Reports from the Committee

- 4.21 Report to each Board of Governors meeting relevant matters discussed within the Committee
- 4.22 Recommend to the Board any annual pay increase for all staff and remuneration of the Principal.
- 4.23 Report to the relevant Committee of the Board of Governors matters that impact on their remit.

5 Learning, Teaching and Engagement Committee**Composition**

- 5.1 The committee will have a minimum of 4 members of the Board, including the Staff representatives and student representative of the Board.
- 5.2 In order to be quorate, **three members** must be present, at least one of whom must be an external (independent) Governor.
- 5.3 The Depute Principal will be in attendance at meetings.

Frequency

- 5.4 The committee will meet at least four times per year.

Overall Purpose

- 5.5 The Purpose of the Learning, Teaching and Engagement Committee is to advise and make recommendations to the Board on all matters relating to learning and teaching, curriculum development and the student experience.

Remit and Duties

- 5.6 Provide oversight to the quality assurance and enhancement processes of the College.
- 5.7 Provide oversight of the College's preparations for Education Scotland annual engagement visit and full review. Receive actions plans resulting from any Education Scotland visit and from any audit from SQA or other awarding bodies.
- 5.8 Promote the adoption of innovative methods of learning and teaching on all courses within the College.
- 5.9 Monitor the implementation of policies relating to student feedback, student complaints, student discipline and academic appeals.
- 5.10 Review minutes and reports from relevant committees and other forums within the College.

6 Nominations Committee

Composition

- 6.1 The Nominations Committee will have a minimum of three independent Board members one of whom will be the Chair of the Board.
- 6.2 For a meeting to be quorate, **two members must be present.**
- 6.3 The Principal shall be invited to attend but should not be a member of this Committee.
- 6.4 The Committee should meet at least once a year.

Overall Purpose

- 6.5 The purpose of the Nominations Committee is to ensure that Argyll College has arrangements in place for the recruitment and selection of Board members.

Remit and Duties

- 6.6 Determine the process for identifying candidates to join the Board.
- 6.7 Select candidates to join the Board of Governors following good practice, making recommendations to the Board on appointees.
- 6.8 Oversee the administration process for appointment of governors.
- 6.9 Review and consider the composition and balance of the Board in relation to equality of representation as well as particular skills that may be required.
- 6.10 Develop policies and procedures for the induction, training and development of Board members.
- 6.11 Oversee the planning of the Board's training and development programme.
- 6.12 Oversee policy in relation to re-appointment of Board members.
- 6.13 Establish succession planning arrangements for the Board and its Committees.
- 6.14 Advise the Board about the Committee arrangements and their effectiveness including arrangements for self -evaluation of the Board, its Standing Committees and its Chairs.
- 6.15 Advise the Board about membership of the Board's committees.
- 6.16 Review the de-selection process at least annually.
- 6.17 Instigate the de-selection process where required.

Other Matters

- 6.18 The Board Secretary will inform the Chair of the Board of forthcoming vacancies as Board Members complete their terms of office.

- 6.19 The Board Secretary will maintain a skills matrix of current Board Members to assist the Committee to determine the skills and experience required of prospective members.

Reports from the Committee

- 6.20 Report to each Board of Governors meeting relevant matters discussed within the Committee.
- 6.21 Report to the relevant Committee of the Board of Governors matters that impact on their remit.