



A meeting of  
**Argyll College Learning, Teaching & Engagement Committee**  
to be held at 10.30am on Friday 12 June 2020  
by Webex Teams  
Tel 07384 246325 Dial-in Code - 148743005@uhi.webex.com  
**A G E N D A**

Agenda item no		Status	Papers
20.2.1	<b>Welcome &amp; apologies for absence.</b>		
20.2.2	<b>Declarations of interest &amp; any items to be deemed confidential</b>	To note	
20.2.3	<b>Minute of previous meeting</b> held on 28 February 2020	For information	Attached
20.2.4	<b>Matters arising</b>		
20.2.5	<b>Update on progress towards targets – 2019/20</b> a) FE Credits b) HE FTEs c) HE FTE predictions for 2020/21	To note	Attached
20.2.6	<b>Early and Further withdrawal KPIs</b> for full time FE courses to date 2019/20	To note	Attached
20.2.7	<b>Student Mental Health paper</b>	For information	Attached
20.2.8	<b>Update on learning, teaching and enhancement items in last quarter:</b> a) May/June Schools Link Activity b) Joint shared delivery of HNC/D Computing with WHC and NHC c) Promotional Videos d) CDN College expo	To note	Attached
20.2.9	<b>Policies for approval</b> a) UHI PVG Policy b) UHI FE Guidance	For approval For approval	Attached Attached
20.2.10	<b>Student Survey Summary</b> Survey carried out during lockdown	For information	Attached

20.2.11	<b>FE and HE applications to date for 2020/21</b>	For discussion	Attached
20.2.12	<b>QA actions taken to ensure adherence to awarding body guidance in relation to assessment and resulting of students</b>	To note	Attached
20.2.13	<b>MA improvement action plan</b> Argyll College plan and regional UHI plan	To note	Attached
20.2.14	<b>SLA with Borders College for delivery of HNC Horticulture</b>	To note	Attached
20.2.15	<b>AOCB</b>		
20.2.16	<b>Date of next meeting: Friday 11 September 2020 – location TBC.</b>	To note	

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

**Date:** 12 June 2020

**Status:** For information

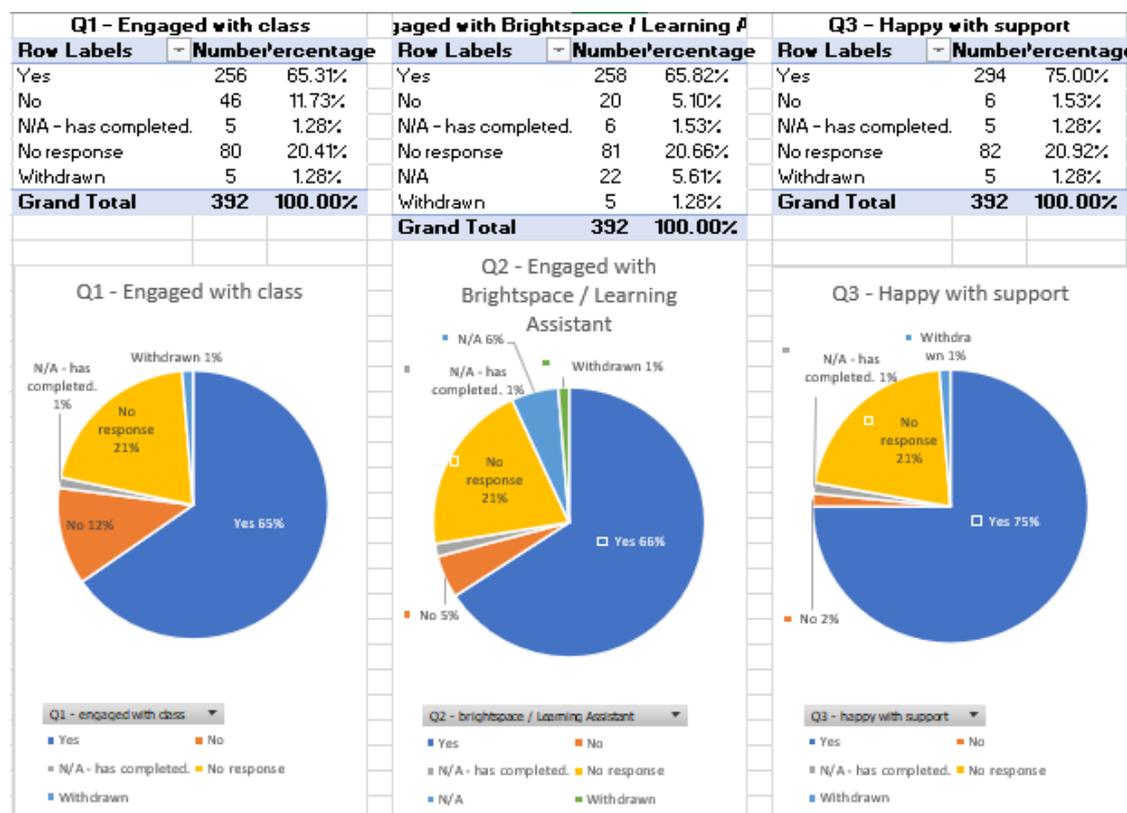
**Subject:** Student Survey – summary report

In April 2020, we undertook a telephone survey of all full-time FE and HE students currently enrolled. 392 students were included, and the response rate was over 80%. We have included non-respondents in the statistical analysis below. There was no discernible pattern amongst non-respondents with an even distribution of location, level and mode of study.

The survey was conducted by Centre Managers and support staff and took the form of a conversation, designed to enable students to discuss any problems they were experiencing. Aside from data collection, our aim was to ensure students felt supported during the period of enforced home working. Anecdotal feedback (not captured by questions) was that students were grateful for the personal contact and felt valued and supported by our concern for their welfare.

Students were asked a series of 6 questions. The first 3 were:

1. (If classes are online) have you been able to join in with scheduled classes?
2. Have you been able to log into Brightspace since you've been working at home?
3. Are you happy with the level of support from your tutors/support staff?

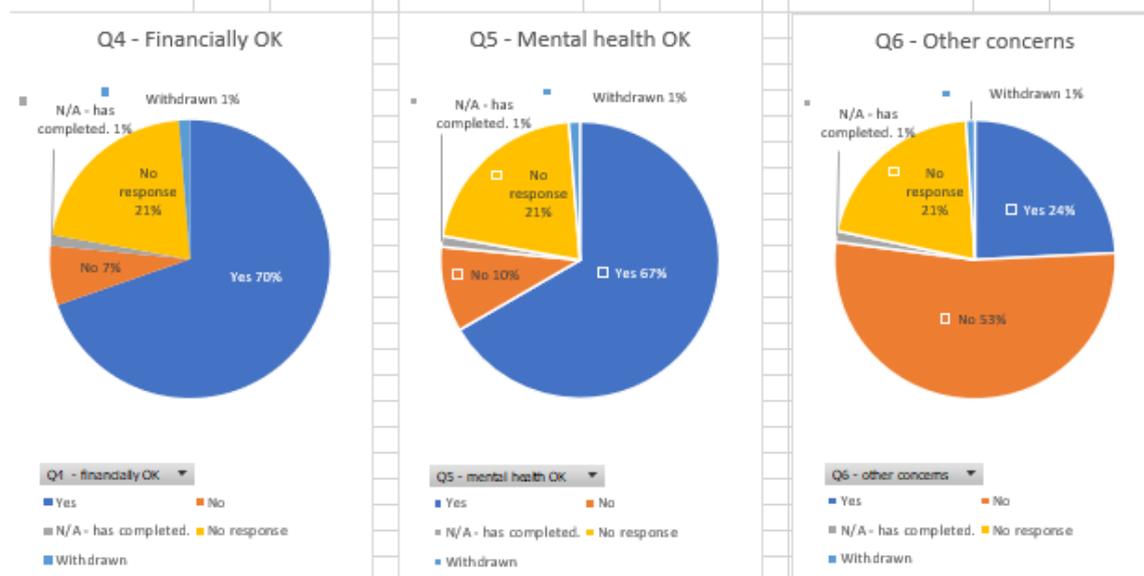


46 students (12%) told us they had not engaged with classes. The reasons for this were drawn out in supplementary questions and ranged from difficulty coping with family/children at home, general stress due to the situation, and only in a minority of cases was this due to any technical difficulty. Some of the issues are around being available at the scheduled class time, as only 5% told us they had not engaged with the VLE Brightspace (which allows access to learning materials at any time). Overwhelmingly (75%), students were happy with the support provided by us, only 6 students reported dissatisfaction. Of these 6 students, 3 are on degree programmes, and 3 on HN courses. In one case the student’s individual support needs posed difficulties for remote support, some degree students felt a lack of contact from tutors. In all cases, individual issues were followed up.

The final 3 questions were:

4. Are you coping ok financially?
5. How are you coping with the lockdown, are you felling stressed or anxious?
6. Have you got any particular worries or concerns around your course?

Q4 - Financially OK			Q5 - Mental health OK			Q6 - Other concerns		
Row Labels	Number	percentage	Row Labels	Number	percentage	Row Labels	Number	percentage
Yes	273	69.64%	Yes	261	66.58%	Yes	95	24.23%
No	27	6.89%	No	39	9.95%	No	207	52.81%
N/A - has completed.	5	1.28%	N/A - has completed.	5	1.28%	N/A - has completed.	5	1.28%
No response	82	20.92%	No response	82	20.92%	No response	81	20.66%
Withdrawn	5	1.28%	Withdrawn	5	1.28%	Withdrawn	4	1.02%
<b>Grand Total</b>	<b>392</b>	<b>100.00%</b>	<b>Grand Total</b>	<b>392</b>	<b>100.00%</b>	<b>Grand Total</b>	<b>392</b>	<b>100.00%</b>



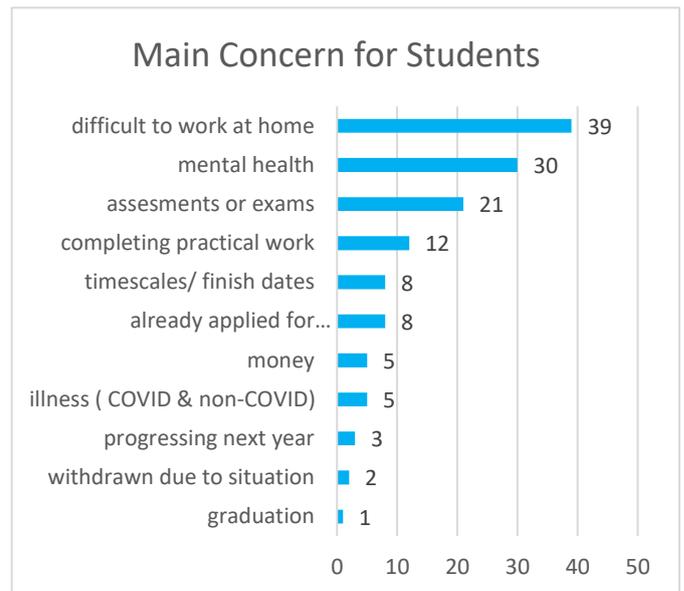
Fewer than 7% of students reported financial difficulties to us. These students were signposted to hardship funds.

Almost 10% of students reported mental health difficulties – unsurprisingly these ranged in magnitude and often were not as a direct result of COVID19, having been present prior to lockdown. Students were appropriately signposted to support services including our new student counsellor.

The range of other concerns expressed by students is shown in further detail in the chart opposite. The most commonly cited concern was 'difficulty in working at home'. Many students found it difficult to find the time to study because they have children of different ages to home school; internet is very slow making study frustrating; or 'not enough time in the day with family to support'.

Another big concern was around exam and assessment arrangements. It should be noted that this survey was carried out between 20<sup>th</sup> and 25<sup>th</sup> April when we were still waiting for / receiving guidance from SQA on this matter.

Another significant concern was around completion of practical work, particularly relevant for HNC Childhood Practice students who require to complete 60 hours placement to qualify for SSSC registration. These issues continue to be addressed.



Mo McKenna  
 Head of Marketing and Communications

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

**Date: 12 June 2020**

**Status: To Note**

**Subject: 2020/21 FE and HE Applications to date**

### FE Applications

The table below provides application and acceptance detail by course for full time and short full time FE. The first column shows student numbers enrolled by course this year. As can be seen NC Beauty has more applications for next year than the number of students enrolled this year, whereas the majority of courses have low applicant numbers, most notably childcare SVQs. This may be due to the significant work placement within these courses and the concern of potential applicants that work placements will not be able to take place next academic year.

Recruitment for full time FE is always later than HE and we would expect with the marketing activity planned and currently taking place, particularly the on-line and social media activity, to see an increase in full time FE applications in the coming months.

Course name	Enrolled nos 19/20	Total applications	Unconditional Accept	Conditional Accept	Unconditional No Response	Conditional No Response	Waiting Interview	No Decision
Access to Nursing (SWAP)	18	20	18		2			
Access to HN	12	6	6					
Agriculture NC	7	7	7					
Art & Design NC	6	1					1	
Beauty NC	6	13	12	1				
Childhood Studies: An Introduction		7	5	1	1			
Computing with Digital Media NC Level 5	11	4	3					1
Construction NPA	15*	0						
Early Education & Childcare	10	7	2	2	1	1	1	
Engineering Systems NC		1						1
Hairdressing SVQ at SCQF level 4	4	3	3					
Hairdressing SVQ at SCQF level 5	5	2		1		1		
Hairdressing SVQ at SCQF level 6	3	4		3		1		
Health & Social Care: An Introduction SFT	10*	0						

Horticulture NC	4	4	2		2			
Hospitality NC	5*	2	1	1				
Maritime Skills SFT	21*	0						
Professional Cookery SVQ L4	1	1			1			
Professional Cookery SVQ L5	4	3	2	1				
Professional Cookery SVQ L6	4	0						
Social Sciences NC	8	6	4		1	1		
Social Services (CYP) SCQF 6	29	6	3	3				
Social Services (CYP) SVQ 7	30	17	4	12		1		
Education for Life	11							
<b>Totals:</b>	<b>173</b>	<b>114</b>	<b>72</b>	<b>25</b>	<b>8</b>	<b>5</b>	<b>2</b>	<b>2</b>

Course with \* were delivered SFT from January 2020

### HE applications

As of 27/5/20 a total of 182 HE applications have been received – 120 for HN courses the college teaches and 62 for degree courses taught by other UHI partners. This is a 16% increase in applications compared to the same period last year.

Of the 120 applications for HNC and HND courses taught by Argyll College, 98 offers have been made:36 unconditional and 62 conditional offers.

The table below summarises the current position of HNC and HND offers and acceptances:

Taught HN summary	
<b>Unconditional</b>	
Offer	36
Accept	24
Decline	8
Insurance	1
No response	3
<b>Conditional</b>	
Offer	62
Accept	49
Decline	5
No response	8
<b>No offer made</b>	<b>8</b>

The table below provides detail of applications by course. To allow a comparison, the first column of data in this table shows the number of students currently enrolled in each course this academic year.

A number of courses have a higher number of applications than students enrolled this year – HNC Horticulture and HNC Agriculture, whereas a number of courses have much lower applications than current enrolments – HCN Childhood Practice, HNC Business and HNC Admin and IT. The college marketing team are working with teaching teams to promote courses with the aim of increasing applications.

Course Title	19/20 Enrolments	Total Apps	Total Uncon Offer	Uncon Accept	Uncon Ins	Uncon Decline	Uncon No Resp	Total Condition Offers	Cond Accept	Con Decline	Condi No Resp
HNC Computing	8	4	1	1	0	0	0	2	1	0	1
HND Computer Science	3	6	0	0	0	0	0	6	6	0	0
HNC Digital Design and Web Development	6	5	1	0	0	0	1	3	3	0	0
HND Digital Design and Web Development	0	3	0	0	0	0	0	2	2	0	0
HNC Business	14	7	6	3	0	3	0	0	0	0	0
HNC Social Sciences	27	25	10	9	0	1	0	12	10	1	1
HNC Administration and IT	15	5	2	2	0	0	0	3	2	0	1
HND Administration and IT	0	5	0	0	0	0	0	5	5	0	0
HNC Horticulture	6	11	7	3	0	3	1	2	2	0	0
HND Horticulture	5	5	0	0	0	0	0	2	2	0	0
HNC Agriculture	0	14	4	2	1	0	1	8	4	1	3
HNC Childhood Practice	26	14	1	1	0	0	0	6	4	1	1
HNC Contemporary Art Practice	7	8	2	1	0	1	0	6	4	1	1
HND Contemporary Art Practice	4	4	0	0	0	0	0	4	4	0	0
HNC Hospitality	0	4	2	2	0	0	0	1	0	1	0
	<b>121</b>	<b>120</b>	<b>36</b>	<b>24</b>	<b>1</b>	<b>8</b>	<b>3</b>	<b>62</b>	<b>49</b>	<b>5</b>	<b>8</b>

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

**Date: 12 June 2020**

**Status: To Note**

**Subject: QA actions taken to ensure adherence to awarding body guidance in relation to assessment and resulting of students**

As a result of the lockdown measures in place during the COVID-19 emergency and the resulting inability to teach students face to face or invigilate time bound closed book assessment and exams in the normal way, Argyll College has implemented a number of processes and procedures to ensure robust quality assurance measures are in place and to ensure the continued integrity of qualifications awarded by SQA and other awarding bodies. These processes follow the guidance issued by SQA and other awarding bodies and in many instances proforma and templates issued by SQA have been adopted and/or adapted to best meet the needs of Argyll College.

A summary of the processes implemented is shown below with a timeline for communications to staff outlined at the end of this paper.

All guidance documents from awarding bodies were shared with teaching staff as soon as they were available, with local advice and support provided on how to interpret the awarding body guidance along with local processes and information on how the college planned to ensure a consistent approach across all curriculum areas.

An Internal Quality Assurance Panel (IQA) was formed. The panel members are the Depute Principal, Head of Curriculum, Head of Student Services and Quality Officer, who is also the SQA Co-ordinator. The roles and responsibilities of the IQA panel are

- To advise course teams on the implementation of SQA and other awarding body guidance.
- To support course teams in the interpretation and understanding of the SQA and other awarding body guidance, particularly related to assessment and evidence gathering to make reasonable assessment decisions.
- To monitor the work of course teams and ensure consistent implementation of SQA and other awarding body guidance across all curriculum areas before resulting students.

Teaching staff moved to remote teaching from home - for some this was an easy transition and involved continuing to use technologies such as video conferencing, Brightspace VLE, Collaborate and Bongo, for others this move was more challenging. Teaching staff were supported in this move by a small team of six tutors all very experienced in on-line teaching. Tutors teaching schools link and Skills for Work courses were given access to school systems – Google Classroom – for the first time, to enable continued interaction and engagement with school pupils.

A range of curriculum spreadsheets were devised and shared on Sharepoint to gather information from curriculum teams on the outcomes and units within courses still to be completed and assessed, to identify practical elements on courses and identify what could and could not be reasonably completed. Teaching staff were asked to make suggestions on how best to gather evidence to support assessment decisions, ensuring they followed SQA and other awarding body guidance.

The IQA panel met weekly to discuss the information within the curriculum spreadsheets and either agree to the suggestions made by teaching staff or request further information or suggest alternative approaches, ensuring a consistent approach across all curriculum areas and compliance and adherence to the guidance from awarding bodies.

A key document in these processes was the Evidence Gathering Form, adapted from an SQA proforma. This was used by teams to record the evidence to confirm attainment for each student where alternative assessments were used or where evidence was cross referenced from other units in the course. Team discussions and decisions were also detailed and recorded on the evidence gathering forms. The IQA panel reviewed a sample of evidence gathering forms for each course to ensure a consistent and robust approach to decision making was taken across all curriculum areas and to ensure there was sufficient information recorded to withstand external scrutiny and audit, particularly from the relevant awarding body.

For HN courses, in conjunction with UHI quality teams and the network programme teams, robust guidance was issued to all staff teaching HN graded units.

For National 5 and Higher courses containing an external exams, the process of estimating grades as outlined by SQA was followed. Estimates are submitted annually to SQA, but this year the process was refined and detailed to ensure that student grade and result estimates did not disadvantage any student, but also ensured that the integrity for the academic qualification was maintained. The IQA panel reviewed the estimates for each national qualification before these were submitted to SQA. Teaching teams continue to be supported in evidence gathering to support assessment decisions. The IQA panel continues to meet weekly.

#### **Timeline of communication to staff**

- 16.03.20 – Principal notifies staff that face-to-face teaching will be suspended from 20<sup>th</sup> March.
- 16.03.20 – Teaching staff asked if they have the IT capacity to teach from home.
- 16.03.20 – Admissions teams contact all new applicants for 2020/21 academic year to advise that interviewing had been suspended.
- 17.03.20 – COVID-19 Mental wellbeing information issued to all staff.
- 17.03.20 – Principal emails all students informing of the cessation of face-to-face teaching (FE and HE).
- 03.04.20 – First guidance issued by SQA - approach to assessing HNC, HND, NC, NPA and NQ units
- 03.04.20 - Argyll College IQA Panel established
- 03.04.20 to 20.04.20 – Further course specific guidance sent out from SQA. Argyll College devises set of Curriculum Spreadsheets.
- 20.04.20 – Guidance issued to Argyll College staff relating to full time FE and HE and Skills for Work course assessment.
- 22.04.20 – SQA guidance issued to college staff on producing estimates for National 5 and Higher courses with an exam element
- 23.04.20 – information issued to National 5 and Higher course students on grade estimate process.
- 22.04.20 – Head of Student Services issues information to all staff about registry processes to be followed during lockdown.
- 27.04.20 – information sent to all staff about HN Graded Unit alternate assessment approaches.

- 27.04.20 – IQA Panel meetings commence.
- 30.04.20 – Guidance issued to all staff regarding the Internal Prior Verification process for internally devised assessments to replace closed book assessments
- 05.05.20 – Information sent to all teaching staff about extraordinary team meeting requirements for SfW/School Link and all NQ courses
- w/c 04.05.20 and 11.05.20 – IQA Members chair School Link course team meetings to finalise attainment decisions.

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

**Date: 12 June 2020**

**Status: To Note**

**Subject: MA Improvement Action Plan**

For the last two years, though a consortium approach of eight of the UHI partner colleges UHI, Skills Development Scotland (SDS) have contracted with the consortium for the delivery of Foundation, Modern and Graduate Apprenticeship programmes. A central work based learning HUB (WBL HUB) was created to co-ordinate the bidding process and oversee central communications with SDS, on behalf of the consortium.

The advantage of the consortium approach for each partner college, particularly for Modern Apprenticeships, is that it allows flexibility to move allocated places between partners as and when there is local need. Previously each academic partner held their own contract with SDS and if there was any flux in demand or activity throughout the year, the college had to justify that to SDS and SDS had to approve the change. The consortium approach significantly reduces this in-year process, which created delays and was overly bureaucratic.

The partners within the consortium, facilitated by the WBL HUB, share resources, identify best practice and are working collaboratively to develop common process and procedures, where practical.

Following normal SDS monitoring and audit within the contractual year April 2019 to March 2020, SDS issued an improvement notice to the UHI consortium due to continued non-compliance in certain areas of the Modern Apprenticeship contract conditions. The improvement notice required an action plan to be submitted by 27 May 2020. Each partner college created a local action plan, which was discussed with the WBL HUB. The WBL HUB collated all local plans into a consortium action plan. The consortium action plan along with each individual partner action plans were submitted to SDS.

Both the consortium and the Argyll College action plans are provided to the committee for information. No reply has yet been received by SDS but if the consortium action plan is accepted there will be on-going monitoring of the implementation of the action plan throughout this contractual year and expected improvements in compliance to the MA programme rules and contract conditions.

Academic Partner:

Argyll College UHI

	QPR
<p><b>What are the steps taken to ensure consistent implementation and compliance in relation to the following contract conditions and specifications:</b></p>	<ul style="list-style-type: none"><li>• Undertaken face to face.</li><li>• Tripartite with Employer present.</li><li>• Undertaken within the required 6 week window (with suitable planning and contingencies in place to accommodate delays, postponements or unexpected absences).</li><li>• Ensure ALL signatures collected on date of review.</li><li>• Ensure minimum time between review and claim.</li><li>• Ensure paperwork is returned in a timely manner and filed securely.</li><li>• Ensure teaching staff and assessors are informed of the changes to the MA contract conditions and specifications.</li><li>• Ensure GDPR compliance of data gathered as per SDS conditions.</li></ul>
<p><b>Response:</b></p>	<p>Assessors are advised and aware that QPRs are undertaken Face-to-Face with the employer present. In exceptional circumstances i.e. if an employer is called away to a meeting. Assessors ensure the employer has sight of and contributes to the review as per guidelines set by SDS . Argyll College UHI have a Review Tracker Spreadsheet on the Modern Apprenticeship area of SharePoint used by assessors, and the MA Team . The dates are calculated from the date entered into the MA Training Agreement. The spreadsheet clearly indicates the six week period within which the QPR must take place.</p> <ul style="list-style-type: none"><li>- Administrator prompts/reminds assessors they have upcoming QPR, if assessor hasn't indicated they are in the process of doing so.</li><li>• Signatures are always obtained on the day of the review (with the exception of QPRs carried out during the COVID-19 epidemic where email confirmation is instead of wet signatures).</li><li>• All assessors provide the administrator with any paperwork as soon as it is complete.</li><li>• Assessors are made aware of any changes to the MA Contract conditions that are relevant to them - via email with any new documentation uploaded to the Modern Apprenticeship area of SharePoint.</li><li>• All paperwork relating to Modern Apprentices is filed securely in a locked filing cabinet.</li></ul>

<p><b>Who is responsible for ensuring implementation and monitoring of this?</b></p>	<p>Schools Link and Apprenticeship Officer/Apprenticeship Administrator and all assessors in conjunction where necessary with Curriculum Leads and Quality Officer</p>
<p><b>Have you identified any required changes to your processes for this area of compliance?</b></p>	<p><u>YES</u> / NO</p>
<p><b>Detail these changes here (send any additional documents with this response)</b></p>	<p><b>Short-term</b> - Curriculum Team to ensure assessors arrange reviews with both Employer and Apprentice. If date agreed verbally it should be followed up by written confirm of review time and date. Use of Microsoft Outlook by assessor to set up meeting and invite employer and candidate  Construction of a dedicated folder within the Modern Apprenticeship Area on SharePoint where assessors will upload completed QPRs within 2 working days of completion. This will ensure compliance with GDPR and combat any delays in reviews being uploaded to FIPS. Original paperwork will be sent to Modern Apprenticeship Administrator through Argyll College UHI internal postage system where it will be saved in a secure filing cabinet. <b>Medium-Term</b> We are at the initial stages in the development of a new Modern Apprenticeship Compliance process. Once complete, it will include all the improvements identified in this current plan. The Modern Apprenticeship Team and Depute Principal in collaboration with the Curriculum Leads and Quality Officer will carry out the initial work. This joint exercise will ensure our processes comply with relevant legislation and each Curriculum area is aware of the compliance requirements of the Modern Apprenticeship Process. Once complete the process will be signed off by the Senior Management Team.  <b>Long-term</b> - the college are considering the line management of assessors and in which department this would be best to lie.</p>
<p><b>Date started or estimated date implementation will take place</b></p>	<p>In MA areas where MAs are still working, we would start this on 01/08/2020 or sooner if lockdown is eased and assessor can easily access college buildings.</p>
<p><b>Who is responsible (full name of person)</b></p>	<p><b>Short-term</b> Dawn Miller/Jen McFadyen - Curriculum Leads/Heads of Curriculum  <b>Medium Term</b> Dawn Miller/Assessors/Curriculum Leads, Jen McFadyen, Quality Committee and Senior Management Team</p>

<b>Department or team of person responsible</b>	various
<b>How will this be measured and monitored? Can it be monitored weekly, monthly, quarterly?</b>	<b>For short-term objectives</b> MA Administrator will monitor monthly and measure our compliance. <b>Medium-term</b> The Senior Management Team have had sight of the Improvement Plan and will expect updates on progress on a monthly basis.
<b>Estimate of date of completion</b>	By April 2021 we would expect this process to be well embedded and working within college structures
<b>Any additional comments or su</b>	We would welcome a standard regional process or implementation of best practice which has been identified across the region

## Apprentice Progress Reviews

- Undertaken face to face.
- Tripartite with Employer present.
- Undertaken within the required 6 week window (with suitable planning and contingencies in place to accommodate delays, postponements or unexpected absences).
- Ensure ALL signatures collected on date of review.
- Ensure paperwork is returned in a timely manner and filed securely.
- Ensure teaching staff and assessors are informed of the changes to the MA contract conditions and specifications.
- Ensure GDPR compliance of data gathered as per SDS conditions.

Assessors are advised and aware that 12 week reviews are undertaken Face-to-Face with the employer present. In exceptional circumstances i.e. if an employer is called away to a meeting. Assessors ensure the employer has sight of and contributes to the review as per guidelines set by SDS . Argyll College UHI have a Review Tracker Spreadsheet on the Modern Apprenticeship area of SharePoint used by assessors, and the MA Team . The dates are calculated from the date entered into the MA Training Agreement. The spreadsheet clearly indicates the six week period within which the QPR must take place.

- Administrator prompts/reminds assessors they have upcoming 12 week reviews, if assessor hasn't indicated they are in the process of doing so.

- Signatures are always obtained on the day of the review (with the exception of QPRs carried out during the COVID-19 epidemic where email confirmation is instead of wet signatures).
- All assessors provide the administrator with any paperwork as soon as it is complete.
- Assessors are made aware of any changes to the MA Contract conditions that are relevant to them - via email with any new documentation uploaded to the Modern Apprenticeship area of SharePoint.
- All paperwork relating to Modern Apprentices is filed securely in a locked filing cabinet.

Schools Link and Apprenticeship Officer/Apprenticeship Administrator and all assessors in conjunction where necessary with Curriculum Leads and Quality Officer

YES / NO

Short-term - Curriculum Team to ensure assessors arrange reviews with both Employer and Apprentice. If date agreed verbally it should be followed up by written confirm of review time and date. Use of Microsoft Outlook by assessor to set up meeting and invite employer and candidate

Construction of a dedicated folder within the Modern Apprenticeship Area on SharePoint where assessors will upload completed QPRs within 2 working days of completion. This will ensure compliance with GDPR and combat any delays in reviews being uploaded to FIPS. Original paperwork will be sent to Modern Apprenticeship Administrator through Argyll College UHI internal postage system where it will be saved in a secure filing cabinet.

Medium-Term We are at the initial stages in the development of a new Modern Apprenticeship Compliance process. Once complete, it will include all the improvements identified in this current plan. The Modern Apprenticeship Team and Depute Principal in collaboration with the Curriculum Leads and Quality Officer will carry out the initial work. This joint exercise will ensure our processes comply with relevant legislation and each Curriculum area is aware of the compliance requirements of the Modern Apprenticeship Process. Once complete the process will be signed off by the Senior Management Team.

Long-term - the college are considering the line management of assessors and in which department this would be best to lie.

When lockdown is eased and Modern Apprentices return to work.

Rhianna Duff

MA Team

**For short-term objectives** MA Administrator will monitor monthly and measure our compliance. **Medium-term** The Senior Management Team have had sight of the Improvement Plan and will expect updates on progress on a monthly basis.

By April 2021 we would expect this process to be well embedded and working within college structures

## SOAR

- Ensure SOAR paperwork is completed and recorded correctly.
  - Ensure evidence to support the milestone claim must be held in advance of any claim being made
  - Ensure teaching staff and assessors are informed of the changes to the MA contract conditions and specifications or conditions.
  - Ensure you enter unit achievement to the appropriate Awarding Body database/system as soon as reasonably practicable after completion by an Apprentice of each Milestone.
- Ensure paperwork is returned in a timely manner and filed securely.
- Ensure GDPR compliance of data gathered as per SDS conditions.

Assessors shown how to complete a SOAR by MA Administrator. Milestones would not be claimed or SOARs complete until assessor has signed off the relevant units. Assessors are made aware of any changes to the MA Contract conditions that are relevant to them - via email with any new documentation uploaded to the Modern Apprenticeship area of SharePoint. The process at Argyll College UHI does not allow for units to be claimed with awarding body until a successful EV report has been received.

All assessors should provide completely paperwork to MA Administrator as soon as it is completed.

- All paperwork relating to Modern Apprentices is filed securely in a locked filing cabinet.
- Administrator has already re-assessed own procedures relating to milestone claims, ensuring apprentices have been fully registered with the Sector Skills Council, after a milestone payment was wrongfully claimed prior to an apprentice being fully registered.

Schools Link and Apprenticeship Officer/Apprenticeship Administrator and all assessors in conjunction where necessary with Curriculum Leads and Quality Officer

YES / NO

**Short-Term** • Administrator will be creating 'How to Complete' documents for the SDS appendices, including the SOAR, to provide clear guidance to assessors on how to correctly complete the paperwork.

**Medium Term**

Curriculum Teams will create a normplan for each MA Framework - this normplan will set out a standardised approach for the assessment of a Modern Apprenticeship within that particular framework. It will standardise when milestones can be claimed to ensure no further inactivity within that framework. Reviewing of current process. We are at the initial stages in the development of a new Modern Apprenticeship Compliance process. Once complete, it will include all the improvements identified in this current plan. The Modern Apprenticeship Team and Depute Principal in collaboration with the Curriculum Leads and Quality Officer will carry out the initial work. This joint exercise will ensure our processes comply with relevant legislation and each Curriculum area is aware of the compliance requirements of the Modern Apprenticeship Process. Once complete the process will be signed off by the Senior Management Team.

Aug-20

**Short-term** Dawn Miller/Jen McFadyen - Curriculum Leads/Heads of Curriculum

**Medium Term** Dawn Miller/Assessors/Curriculum Leads, Jen McFadyen, Quality Committee and Senior Management Team

Various

**For short-term objectives** MA Administrator will monitor monthly and measure our compliance. **Medium-term** The Senior Management Team have had sight of the Improvement Plan and will expect updates on progress on a monthly basis.

By April 2021 we would expect this process to be well embedded and working within college structures

## Expected End Date

- Ensure no apprentice is beyond their Expected End Date.
- Ensure no actual end date has been entered into FIPS by the learning provider within the 14 day period immediately following an expired date.

We had identified an area where there was a very small instance of non-compliance in a curriculum area where MAs are assessed by staff also assessing SVQs. Using the monthly alerts and validations report we were able to quickly identify this problem and now ensure tighter monitor of candidates nearing expected end dates. The MA administrator contacts the relevant assessor in writing, copying in the curriculum lead/head of curriculum to inform them of apprentice nearing expected end. Where assessor does not believe the end date will be met - they should inform MA Administrator immediately advising of new expected and end date and reasons why.

Schools Link and Apprenticeship Officer/Apprenticeship Administrator and all assessors in conjunction where necessary with Curriculum Leads.

YES / NO

**Short-term** Apprenticeship staff will monitor weekly until updated information given. Within our procedures we will add to that the assessor must reply to the email either confirming or modifying the end date. **Medium-term** - Curriculum Teams will create a normplan for each MA Framework - this normplan will set out a standardised approach for the assessment of a Modern Apprenticeship within that particular framework. It will standardise when milestones can be claimed to ensure no further inactivity within that framework. Reviewing of current process. We are at the initial stages in the development of a new Modern Apprenticeship Compliance process. Once complete, it will include all the improvements identified in this current plan. The Modern Apprenticeship Team and Depute Principal in collaboration with the Curriculum Leads and Quality Officer will carry out the initial work. This joint exercise will ensure our processes comply with relevant legislation and each Curriculum area is aware of the compliance requirements of the Modern Apprenticeship Process. Once complete the process will be signed off by the Senior Management Team.

Immediate start for those MAs who are not furloughed

Dawn Miller/Rhianna Duff

MA Team

**For short-term objectives** MA Administrator will monitor monthly and measure our compliance. **Medium-term** The Senior Management Team have had sight of the Improvement Plan and will expect updates on progress on a monthly basis.

By April 2021 we would expect this process to be well embedded and working within college structures

Weren't aware that we couldn't change expected end date for 14 days after expired date

## Inactivity

- Ensure no Apprentice is inactive for 9 months consecutively (this means making a claim within in a 9 month period).
- Ensure SDS is immediately informed in writing (via an email to the SDS assigned SIA) if an Apprentice's training is interrupted temporarily for any reason (e.g. extended sick leave, suspension, extended compassionate leave) and update FIPS records immediately if there is any change to the TA.

We had already identified a curriculum area where there had been instances of inactivity and put steps in to solve this problem. With use of the inactivity report produced by WBL Hub on a monthly basis we now identify those who are flagged at the six month point, email the assessor copying in the curriculum lead/Head of Curriculum stating that we are nearing non-compliance and steps must be taking to progress learners. This process has significantly reduced our inactivity. This email is repeated on a fortnightly basis to ensure in-activity has ceased. Assessors will email or phone MA Administrator when there is an identified interruption in training. This communication is passed to the WBL Hub who liaises with SIA.

MA Team - Curriculum Leads and Heads of Curriculum

YES / NO

**Short-term** Correspondence to MA Administrator/Schools Link and Apprenticeship Officer regarding any inactivity should be via email to ensure an audit trail. **Medium-term** Curriculum Teams will create a normplan for each MA Framework - this normplan will set out a standardised approach for the assessment of a Modern Apprenticeship within that particular framework. It will standardise when milestones can be claimed to ensure no further inactivity within that framework. Reviewing of current process. We are at the initial stages in the development of a new Modern Apprenticeship Compliance process. Once complete, it will include all the improvements identified in this current plan. The Modern Apprenticeship Team and Depute Principal in collaboration with the Curriculum Leads and Quality Officer will carry out the initial work. This joint exercise will ensure our processes comply with relevant legislation and each Curriculum area is aware of the compliance requirements of the Modern Apprenticeship Process. Once complete the process will be signed off by the Senior Management Team.

Aug-20

**Short-term** Dawn Miller/Jen McFadyen - Curriculum Leads/Heads of Curriculum

**Medium Term** Dawn Miller/Assessors/Curriculum Leads, Jen McFadyen, Quality Committee and Senior Management Team

Teaching and Curriculum

Monthly in line with the hub reports

By April 2021 we would expect this process to be well embedded and working within college structures

## Leavers - completers or early leavers

- Ensure an Apprentice's leaving code has been accurately entered into FIPS within the 14 day period immediately following the Apprentice's actual end date.
- Ensure teaching staff and assessors are informed of any changes to the MA Contract conditions and specifications. Ensure you hold evidence of achievement of the full MA from the SSO including evidence of achievement of the full VQ or work based qualification from the Awarding Body, prior to submission of a claim to SDS for output based funding. This must be formal SSO evidence.

Assessors inform MA Administrator of completion/leave date immediately on becoming aware - MA Administrator is updated immediately depending on whether individual is a completer or leaver. If leaver FIPS is update immediately. If a completer FIPS will be updated when all evidence has been obtained and uploaded to relevant Sectors Skills Council. • Assessors are made aware of any changes to the MA Contract conditions that are relevant to them - via email with any new documentation uploaded to the Modern Apprenticeship area of SharePoint. • Outcome payment claims are not made until MA achievement has been verified by the Sector Skills Council, which means that achievement of the VQ/enhancements from the Awarding Bodies has also been obtained.

Rhianna Duff

YES / NO

When a assessor has a leaver or what potential leaver this should be flagged up immediately in writing with MA staff. This will be monitored on a monthly basis with the use of the alerts and validations report we received from the WBL Hub

Immediate start

Dawn Miller/Rhianna Duff

MA Team

This will be monitored on a monthly basis with the use of the alerts and validations report we received from the WBL Hub

By April 2021 we would expect this process to be well embedded and working within college structures

## Responding to SDS with requested information

- Ensure you are able to respond to any requests for information in a timely and satisfactory manner.
- Ensure you are able to forward all related records, evidence, accounts and supporting documentation you are required to retain.

Requests for further information are sent via the hub to Schools Link and Apprenticeship Officer and MA Administrator - these requests are acted on immediately when required. Where we do need to provide documents these are uploaded to the secure partner area of WBL SharePoint

Rhianna Duff

**YES / NO**

Any requests for further information will be processed and completed within 2 working days. Procedures will be update to include this and will be mentioned at induction. Information regarding compliance and the need to respond quickly will be disseminated to curriculum leads to reinforce the message of compliance at course team meetings.

Immediate start

Curriculum Leads

Teaching and Curriculum

After every request for information MA Administrator and review speed of response and feedback to relevant curriculum lead.

By April 2021 we would expect this process to be well embedded and working within college structures

## EV reports

Ensure that all new EV reports are provided to SDS when they are issued.

Ensure WBL Hub are informed if any hold or sanctions are identified in the EV report within 7 days

All our EV visits take place during May and June. There is a spreadsheet on our secure area of SharePoint detailing up and coming EV Visits - Schools Link and Apprenticeship Officer checks this to see if there are any visits due and liaises with Quality Officer on a regular basis re relevant EV reports. Once the EV report is received the Quality Officer emails it to assessors and curriculum leads/heads of curriculum. This is always within 7 days of the report being received. When received by the Schools Link and Apprenticeship Officer she uploads it to the EV Reports Area on the WBL Hub SharePoint area. If any sanctions, this is dealt with through curriculum teams and quality officer.

Dawn Miller/Jen McFadyen/Curriculum Teams

YES / NO

**Short-term** The Schools Link and Apprenticeship Officer will provide the Quality Officer with a list of Modern Apprentice SVQs and request addition to the mailing list. If there are any holds or sanctions this is dealt with by Curriculum Teams and Quality Officer who will update Schools Link and Apprenticeship Officer of outcome. **Medium-Term** – Reviewing of current process. We are at the initial stages in the development of a new Modern Apprenticeship Compliance process. Once complete, it will include all the improvements identified in this current plan. The Modern Apprenticeship Team and Depute Principal in collaboration with the Curriculum Leads and Quality Officer will carry out the initial work. This joint exercise will ensure our processes comply with relevant legislation and each Curriculum area is aware of the compliance requirements of the Modern Apprenticeship Process. Once complete the process will be signed off by the Senior Management Team.

Immediately

**Short-term** Dawn Miller/Jen McFadyen - Curriculum Leads/Heads of Curriculum  
**Medium Term** Dawn Miller/Assessors/Curriculum Leads, Jen McFadyen, Quality Committee and Senior Management Team

various

Monthly checks between April and June of EV Visit Spreadsheet to check EV reports received. Any holds or sanctions will be monitored by curriculums teams and report to the Quality Committee and Senior Management Team to ensure resolved quickly.

By April 2021 we would expect this process to be well embedded and working within college structures

## Keeping FIPS up-to-date

- Ensure FIPS is kept up to date with accurate information at all times.
- Ensure staff are aware of the condition and specifications for the MA contract.

Assessor's inform MA Administrator immediately the are aware of any changes either by email or telephone. MA Administrator updates the information to FIPS when received.

Modern Apprenticeship Team/Assessors/Curriculum Leads/Senior Management Team

YES / NO

**Short-term** - At each review, assessors will double-check all contact information and confirm no changes or update MA administrator within 2 working days via email to provide an audit trail.

**Medium-Term** – Reviewing of current process. We are at the initial stages in the development of a new Modern Apprenticeship Compliance process. Once complete, it will include all the improvements identified in this current plan. The Modern Apprenticeship Team and Depute Principal in collaboration with the Curriculum Leads and Quality Officer will carry out the initial work. This joint exercise will ensure our processes comply with relevant legislation and each Curriculum area is aware of the compliance requirements of the Modern Apprenticeship Process. Once complete the process will be signed off by the Senior Management Team.

**Immediately**

**Short-Term** - Rhianna Duff/Dawn Miller/Assessors/Curriculum Leads  
**Medium-Term** - Rhianna Duff/Dawn Miller/Assessors/Curriculum Leads, Jen McFadyen and Senior Management Team

Various

By April 2021 we would expect this process to be well embedded and working within college structures

## MA Provider Improvement Plan

Training Provider Name:

The University of Highlands and Islands

Issue	Academic Partner	Remedial Action Action should be SMART (Specific, Measurable, Achievable, Relevant & Timebound)	Date started	Who to action Assign (individual / team) responsibility	Measurable Success Criteria	Expected Completion Date	Review of Actions & Impact	Actual Completion Date
<b>Unsatisfactory levels of MA contract compliance</b>  <i>SDS Ref:</i> - Inadequate processes in place to ensure KPLs are met - Concerns around contract mgmt - Breaches in relation to specs and conditions - Delays in providing information requested by SIA	University wide	SDS Improvement Plan notice and associated compliance issues raised at Partnership Council, Senior Management Curriculum Team (SMCT) and Quality Forum. Assurance sought from senior management of university partnership that SDS contract compliance be prioritised and colleagues responsible for managing and administering SDS programmes will be supported across all levels and departments to ensure MA contract compliance.	28/04/2020	Partnership Council - Fiona Larg, COO UHI SMCT, Sue Macfarlane, Acting Chair Quality Forum - Roddy Henry, Chair WBL Hub - Matt Tyrer, Manager	SDS MA Contract compliance reported/monitored at future meetings to ensure progress and identify, where necessary, further action.	31/12/2020		
		Contract consortium partners to each undertake focussed review of compliance areas identified by SDS and identify actions. Compliance review templates to be completed and reviewed with WBL Hub in 1-2-1 meetings prior to finalising actions. Partner action plans will inform actions identified in SDS Improvement plan.	01/05/2020	UHI MA Steering Group members UHI WBL Hub - Matt Tyrer	Completed meetings with each partner Completed review templates and identified actions	20/05/2020	Review process has successfully diagnosed reasons for compliance issues and highlighted required actions across consortium partners	20/05/2020
	WBL Hub	Introduction of monthly learner management reports for consortium partners highlighting upcoming KPLs and potential compliance issues. This includes upcoming milestones, apprentices inactive after 6 months, and overdue milestones/end-dates	08/10/2019	WBL Hub - Matt Tyrer	Monthly learner management reporting established	31/12/2019	Reports informing partner level contract management and monitoring, and assessor caseload management. Ongoing monitoring will be undertaken by WBL Hub to review effectiveness	31/12/2019
	WBL Hub	Monthly 1 hour monitoring meetings with each consortium partner	01/07/2020	WBL Hub - Matt Tyrer	Action plan is on track	31/12/2020		
	WBL Hub	Annual training with consortium partners to review conditions and specifications. Follow-up with a review early September.	01/04/2020	WBL Hub - Matt Tyrer	Meetings/workshops delivered and changes/issues identified and actioned	30/09/2020		
<b>QPR and APR not completed within correct timescale, and delays/issues in claiming SOARS.</b>  <i>SDS Ref:</i> - Inadequate processes in place to ensure KPLs are met - Concerns around contract mgmt - Breaches in relation to specs and conditions	WBL Hub	Monitor claims are being achieved within the correct timescale through monthly management reports at monthly Contract Management Meetings and every three months at MA Steering Group meeting	05/10/2019	WBL Hub - Matt Tyrer	Month on month decrease in reported delays and claim issues	31/12/2020		
		Use FIPS to complete exercise to monitor time taken between expected claims and actual claims over a period of time across consortium, starting in June then quarterly until end of 2020 contract	30/06/2020	WBL Hub - Matt Tyrer	Minimal time lapse between expected claim and actual claims.	31/12/2020		
		Periodic checks of QPR and APR's across the partnership. Review 20 different apprentices paperwork every 2 months for first 6 months and reduce to 10 apprentices every quarter.	20/06/2020	WBL Hub - Matt Tyrer	Consistently accurate and compliant paperwork and claims	31/12/2020		
		A report of any apprentice who flags up as an Alert or Validation Claim is produced and provided to Academic partners at the beginning of each week.	26/08/2019	WBL Hub - Matt Tyrer	The number of unconfirmed claims and alerts reduces over time. Less claims are undone	31/12/2020		
	Argyll College UHI	Updated procedure for planning and management of reviews and SOARS, including clarifying requirements and providing guidance for assessors, use of Sharepoint folders, and agreed processes and timescales for assessors uploading completed reviews to Sharepoint for coordinator/admin to verify and claim.	01/08/2020	Elaine Munro, Depute Principal, Argyll College	Reviews undertaken within compliance windows. Minimal time lapse between expected claim and actual claims. Consistently accurate and compliant paperwork and claims	31/12/2020		
	Inverness College UHI	Update Assessor training materials Addition of SOAR field to Review Tracker Addition of Norm Plan sheet to Review Tracker Update of Agenda for BSA and HOS meeting Addition of review and SOAR to progression boards New audit regime by BS Manager for all items listed	30/05/2020	Georgina Parker, Director of External Relations, Inverness College	Reviews undertaken within compliance windows. Minimal time lapse between expected claim and actual claims. Consistently accurate and compliant paperwork and claims	31/12/2020	Compliance issues identified and actions initiated during 2019-20 contract period, which have been further formalised and updated in a new action plan. Effective implementation and monitoring will be the focus for these actions to end of 2020.	
	Lewis Castle College UHI	Creation of specific cross college group to ensure regular meetings and monitoring, including all staff working across apprenticeship programmes. Update guidance documentation for tutors on reviews, claims and timescales, supported by intensified monitoring of compliance by MA administrator, with escalation to heads of school where required.	01/06/2020	Senior Management Team, Lewis Castle College	Reviews undertaken within compliance windows. Minimal time lapse between expected claim and actual claims. Consistently accurate and compliant paperwork and claims	31/12/2020		
	Moray College UHI	Updated process to ensure that in the event of absence of key personnel managing the MA programme curriculum areas and assessors liaise with WBL Hub for information, guidance and ensuring compliance continues.	01/06/2020	Jacqui Taylor, Head of Marketing & External Relations, Moray College	Compliance levels maintained throughout any key staff absences	31/12/2020		
	North Highland College UHI	Central resource/guidance developed for all assessors and line managers in MS Teams Updated procedures in place with assessors for submission/verification of scanned reviews within agreed timescales Review of staffing roles and capacity across SDS contracts undertaken to ensure Project Officer has capacity for effective MA compliance implementation and monitoring Review of entry criteria for gamekeeping	14/05/2020 (training) 01/06/2020	Debbie Murray, Director of Business Development	Reviews undertaken within compliance windows. Minimal time lapse between expected claim and actual claims. Consistently accurate and compliant paperwork and claims	31/12/2020		
	Orkney College UHI	Update guidance to ensure that in the event of absence of key personnel managing the MA programme curriculum areas and assessors liaise with WBL Hub for information, guidance and ensuring compliance continues Process reviewed for ensuring employer involvement in reviews where challenges of employer remoteness exists Procedure for monitoring upcoming QPR review dates updated to ensure consistency across all reviews	01/09/2020	Programme Leaders and Training and Employment Officer	Compliance levels maintained throughout any key staff absences Reviews undertaken within compliance windows. Minimal time lapse between expected claim and actual claims. Consistently accurate and compliant paperwork and claims	31/12/2020		
	Perth College UHI	Update/reclarify requirements with assessors with new review forms for 2020-21 contract Meet with curriculum areas to review milestone dates across all existing SOAR apprentices and planned starts	01/06/2020	NTP Team, Perth College	Compliance levels maintained	31/12/2020		
	West Highland College UHI	1) 12-monthly reviews of all MA related activity 2) New MA Coordinator post to support, monitor & ensure compliance of MA provision 3) Change of roles for MA delivery and management 4) Create new MA process/guidelines, clarifying roles, responsibilities and timescales. 5) Review and update internal paperwork to compliment MA process guidelines. 6) Create new central Resource Area where all staff can access guidance and paperwork 7) Training sessions for all Assessors, Course Leaders and Curriculum Area Leads 8) Review and update norm plans for MAs completing on SOARs 9) Review and update induction process and paperwork for new staff 10) Review and update procedures for GDPR compliance in data gathering, transport and storage. Carry out privacy impact assessment and update procedures as required. 11) Review and update Quality Assurance and Monitoring procedures for MA provision. 12) Monthly meetings to monitor and review MA provision a) WHC MA Steering Group - Head of Curriculum, Curriculum Area Leads, Business Development Manager and MA Coordinator b) Curriculum Area Team meetings - Curriculum Area Lead, Course Leaders and MA Coordinator	1) Apr 2018 2) Sep 2019 3) Jan 2020 4) Jan 2020 5) Mar 2020 6) Jun 2020 7) Jun 2020 8) Jun 2020 9) May 2020 10) Jun 2020 11) Jun 2020 12) May 2020	Nigel Patterson, Business Development Manager, WHC Adam Roberston, Head of Curriculum, WHC	Reviews undertaken within compliance windows. Minimal time lapse between expected claim and actual claims. Consistently accurate and compliant paperwork and claims	31/12/2020	Actions were identified during the 2019-20 contract period, with staffing arrangements, new procedures and guidance now already in place. Effective implementation and monitoring will be the focus for these specific actions to end of 2020.	

<b>Inactivity for apprentices beyond 9 months</b> <i>SDS Ref:</i> - Inadequate processes in place to ensure KPLs are met - Concerns around contract mgmt	WBL Hub	Continued provision by WBL Hub to consortium partners of monthly learner management reports highlighting apprentices inactive after 6 months. Monitor at monthly Contract Management Meetings and every three months at MA Steering Group meeting	05/10/2019	WBL Hub - Matt Tyrer	Increase in potential inactivity issues being identified prior to 9 month point being reached. Reduction in apprentices reaching 9 months inactivity.	31/12/2020	Reports informing partner level contract management and monitoring, and assessor caseload management. Ongoing monitoring will be undertaken by WBL Hub to review effectiveness
		Clarify and strengthen process for ensuring any extenuating circumstances that may legitimately lead to an apprentice falling into inactivity are identified, raised and agreed with SIA in a timely manner.	10/06/2020	WBL Hub - Matt Tyrer	Process clarified and agreed at scheduled Contract Mgmt Meeting 10th June. Reduction in length of time between apprentice issues and escalation to SIA from month to month	31/12/2020	
		Amend the monthly KPI report already sent to Contract Management and Steering Group members to include numbers of inactive apprentices at 6 months and at 9 months, split by consortium partner and occupational group	01/06/2020	WBL Hub - Matt Tyrer	Increase in potential inactivity issues being identified prior to 9 month point being reached. Reduction in apprentices reaching 9 months inactivity.	31/12/2020	
	Argyll College UHI	Identified issue with particular framework and action being taken, using monthly learner mgmt reports, to tighten monitoring between admin and curriculum and reclarify requirements across staff. Update to process for creating norm plans and identifying issues in review process, and fortnightly monitoring of apprentices who are over 6 months inactive	01/06/2020	Elaine Munro, Depute Principal, Argyll College	Increase in potential inactivity issues being identified prior to 9 month point being reached. Reduction in apprentices reaching 9 months inactivity.	31/12/2020	
	Inverness College UHI	Increased monitoring, including weekly inactivity reports and monthly meetings Update Assessor training materials Addition of SOAR field to Review Tracker Addition of Norm Plan sheet to Review Tracker Update of Agenda for BSA and HOS meeting Addition of review and SOAR to progression boards New audit regime by BS Manager for all items listed	30/06/2020	Georgina Parker, Director of External Relations, Inverness College	Increase in potential inactivity issues being identified prior to 9 month point being reached. Reduction in apprentices reaching 9 months inactivity.	31/12/2020	Compliance issues identified and actions initiated during 2019-20 contract period, which have been further formalised and updated in a new action plan. Effective implementation and monitoring will be the focus for these actions to end of 2020.
	Lewis Castle College UHI	Creation of specific cross college group to ensure regular meetings and monitoring, including all staff working across apprenticeship programmes. Update guidance documentation for tutors on reviews, claims and timescales, supported by intensified monitoring of compliance MA administrator, with escalation to heads of school where required.	01/06/2020	Senior Management Team, Lewis Castle College	Increase in potential inactivity issues being identified prior to 9 month point being reached. Reduction in apprentices reaching 9 months inactivity.	31/12/2020	
	Moray College UHI	Review/reclarification of compliance requirements with heads of curriculum and assessors, with monitoring through reviews, assessor reports and progress reports	01/06/2020	Jacqui Taylor, Head of Marketing & External Relations, Moray College	Increase in potential inactivity issues being identified prior to 9 month point being reached. Reduction in apprentices reaching 9 months inactivity.	31/12/2020	
	North Highland College UHI	Central resource/guidance developed for all assessors and line managers in MS Teams Employer documentation updated Training with assessors completed to ensure requirements are reclarified Review of staffing roles and capacity across SDS contracts undertaken to ensure Project Officer has capacity for effective MA compliance implementation and monitoring	14/05/2020 01/06/2020	Debbie Murray, Director of Business Development	Increase in potential inactivity issues being identified prior to 9 month point being reached. Reduction in apprentices reaching 9 months inactivity.	31/12/2020	
	Orkney College UHI	Updated process to ensure that in the event of absence of key personnel managing the MA programme curriculum areas and assessors liaise with WBL Hub for information, guidance and ensuring compliance continues. A proposal has been put to Senior Management for the introduction of a new committee that will convene for triannual meetings. The membership will be for key staff involved in the delivery of MAs to monitor compliance and progress, share practice, identify challenges and agree actions relating to MA contract delivery	01/09/2020	College Management Team	Increase in potential inactivity issues being identified prior to 9 month point being reached. Reduction in apprentices reaching 9 months inactivity.	31/12/2020	
	Perth College UHI	In-house training/mentoring with assessors and wider teams to re-clarify requirements around regular milestone achievement and claims, including identifying appropriate balance between holistic assessment methods and ensuring SDS compliance in the development of assessment plans. Review induction process re: training and assessments to ensure appropriate clarity and guidance	01/10/2020	NTP Team, Perth College	Increase in potential inactivity issues being identified prior to 9 month point being reached. Reduction in apprentices reaching 9 months inactivity.	31/12/2020	Greater alignment between academic sectors and business team through development of sectors business plans and readjustment of meeting schedule and format of meetings. This allows implementation of new procedures and effective monitoring and enhances capacity to intervene effectively and avoid potential inactivity.
West Highland College UHI	1) New MA Coordinator post to support, monitor & ensure compliance of MA provision 2) Change of MA delivery/management roles with new process/guidelines for clarifying responsibilities and timescales 3) Create new central Resource Area where all staff can access guidance and paperwork 4) Training sessions for all Assessors, Course Leaders and Curriculum Area Leads 5) Review and update norm plans for MAs completing on SOARs 6) Review and update Induction process and paperwork for new staff 7) Monthly meetings to monitor and review MA provision a) WHC MA Steering Group - Head of Curriculum, Curriculum Area Leads, Business Development Manager and MA Coordinator b) Curriculum Area Team meetings - Curriculum Area Lead, Course Leaders and MA Coordinator	1) Sep 2019 2) Jan 2020 3) Jun 2020 4) Jun 2020 5) Jun 2020 6) May 2020 7) May 2020	Nigel Patterson, Business Development Manager, WHC Adam Roberston, Head of Curriculum, WHC	Increase in potential inactivity issues being identified prior to 9 month point being reached. Reduction in apprentices reaching 9 months inactivity.	31/12/2020	Actions were identified during the 2019-20 contract period, with staffing arrangements, new procedures and guidance now already in place. Effective implementation and monitoring will be the focus for these specific actions to end of 2020.	
<b>Apprentices past their expected end dates</b> <i>SDS Ref:</i> - Inadequate processes in place to ensure KPLs are met - Concerns around contract mgmt	WBL Hub	Continued provision by WBL Hub to consortium partners of monthly learner management reports highlighting upcoming and overdue apprentice end dates. Monitor at monthly Contract Management Meetings and every three months at MA Steering Group meeting	05/10/2019	WBL Hub - Matt Tyrer	No apprentices beyond their expected end date	31/10/2020	Reports informing partner level contract management and monitoring, and assessor caseload management. Ongoing monitoring will be undertaken by WBL Hub to review effectiveness
		Adjust monthly management reports to increase timeframe for upcoming end-dates to 6 weeks to avoid any issues of apprentices due to finish at the start of the next month. Monitor each week which apprentices are due to complete and liaise with academic partner 2 weeks before date to ensure apprentice will complete in time	01/06/2020	WBL Hub - Matt Tyrer	No apprentices beyond their expected end date	31/10/2020	
	Argyll College UHI	Identified issue with particular framework and action being taken, using monthly learner mgmt reports, to tighten monitoring between admin and curriculum and reclarify requirements across staff	01/06/2020	Elaine Munro, Depute Principal, Argyll College	No apprentices beyond their expected end date	31/10/2020	
	Inverness College UHI	Increased monitoring, including e-portfolio progress review and focussed monitoring by BSM of all apprentices within 6 months of end-date Update Assessor training materials Addition of SOAR field to Review Tracker Addition of Norm Plan sheet to Review Tracker Update of Agenda for BSA and HOS meeting Addition of review and SOAR to progression boards New audit regime by BS Manager for all items listed	30/06/2020	Georgina Parker, Director of External Relations, Inverness College	No apprentices beyond their expected end date	31/10/2020	Compliance issues identified and actions initiated during 2019-20 contract period, which have been further formalised and updated in a new action plan. Effective implementation and monitoring will be the focus for these actions to end of 2020.
	Lewis Castle College UHI	Creation of specific cross college group to ensure regular meetings and monitoring, including all staff working across apprenticeship programmes. Update guidance documentation for tutors on reviews, claims and timescales, supported by intensified monitoring of compliance MA administrator, with escalation to heads of school where required.	01/06/2020	Senior Management Team, Lewis Castle College	No apprentices beyond their expected end date	31/10/2020	

	Moray College UHI	Updated process to ensure that in the event of absence of key personnel managing the MA programme curriculum areas and assessors liaise with WBL Hub for information, guidance and ensuring compliance continues.	01/06/2020	Jacqui Taylor, Head of Marketing & External Relations, Moray College	No apprentices beyond their expected end date	31/10/2020		
	North Highland College UHI	Revised process implemented to ensure candidates do not go beyond their end date, including updated documentation that is sent to employers. Central resource/guidance developed for all assessors and line managers in MS Teams Training with assessors completed to ensure requirements are reclarified Review of staffing roles and capacity across SDS contracts undertaken to ensure Project Officer has capacity for effective MA compliance implementation and monitoring	14/05/2020 (training) 01/06/2020	Debbie Murray, Director of Business Development	No apprentices beyond their expected end date	31/10/2020		
	Orkney College UHI	Updated process to ensure that in the event of absence of key personnel managing the MA programme curriculum areas and assessors liaise with WBL Hub for information, guidance and ensuring compliance continues.	01/09/2020	Training and Employment Officer	No apprentices beyond their expected end date	31/10/2020		
	Perth College UHI	Reclarify requirements and processes with curriculum areas/assessors for highlighting required changes to EED to NTP Team Intensified monitoring of upcoming EED in accordance with existing processes	01/09/2020	NTP Team, Perth College	No apprentices beyond their expected end date	31/10/2020	Sector business plans and academic sector meetings enable actions to process improvements to implementation and monitoring, including sharing good practice across academic sectors to improve delivery approaches that speed up progress of candidates.	
	West Highland College UHI	1) New MA Coordinator post to support, monitor & ensure compliance of MA provision 2) Create new MA process/guidelines, clarifying roles, responsibilities and timescales. 3) Calendar reminders of expected end dates are now set up, monitored by MA Coordinator. Monthly meetings with Curriculum to identify issues	1) Sep 2019 2) Jan 2020 3) May 2020	Nigel Patterson, Business Development Manager, WHC Adam Roberston, Head of Curriculum, WHC	No apprentices beyond their expected end date	31/10/2020	Actions were identified during the 2019-20 contract period, with staffing arrangements, new procedures and guidance now already in place. Effective implementation and monitoring will be the focus for these specific actions to end of 2020.	
Delay in providing information to SDS SDS Ref: - Delays in providing information requested by SIA	WBL Hub	Maintain a tracker of all requests for information and queries across SDS contracts from both SDS and consortium partners	15/06/2020	WBL Hub - Matt Tyrer	Increased effectiveness of WBL Hub in managing the monitoring, follow up and resolution of queries and information requests across multiple SDS contracts	31/10/2020		
		Review procedure for monitoring and administration of WBL Hub email inbox to ensure all incoming emails containing requests and queries are actioned/progressed within 24 hours of receipt.	01/06/2020	WBL Hub - Matt Tyrer	Increased effectiveness of WBL Hub in managing the monitoring, follow up and resolution of queries and information requests across multiple SDS contracts	31/10/2020		
	University wide	Each Quality Department will automatically send any new EV reports which cover the partner's MA framework. Each partner will upload these reports to Sharepoint for the Hub to access. Any sanctions or holds identified in the report will be escalated and the MA co-ordinator will ensure that the Hub is notified so that they can inform SDS within the 7 day period.	01/06/2020	Consortium partner Quality Department/Officer/Manager	Reduction in delays in passing EV reports and/or highlighting holds/sanctions to SDS	31/10/2020		
	Argyll College UHI	Update of procedure to ensure requests received are completed within 2 working days. Compliance requirements disseminated to curriculum leads and included in inductions	01/06/2020	Elaine Munro, Depute Principal, Argyll College	Queries and information requests resolved in an effective and timely manner	31/10/2020		
	Inverness College UHI	Delays to inactivity information updates will be addressed through actions related to QPR, SOAR and Inactivity ensuring information is readily available for BSM. Updated procedure for ensuring EV reports and associated actions are raised with SDS. Other requests for information will continue to be implemented in accordance with current procedures	30/06/2020	Georgina Parker, Director of External Relations, Inverness College	Queries and information requests resolved in an effective and timely manner	31/10/2020		
	Lewis Castle College UHI	Monitoring to ensure information requests will continue to be implemented effectively in accordance with current procedures. Arrangements for EV reports clarified with Head of Quality.	01/06/2020	Senior Management Team, Lewis Castle College	Queries and information requests resolved in an effective and timely manner	31/10/2020		
	Moray College UHI	Monitoring to ensure information requests will continue to be implemented effectively in accordance with current procedures. Arrangements for EV reports clarified with Quality Officer.	01/06/2020	Jacqui Taylor, Head of Marketing & External Relations, Moray College	Queries and information requests resolved in an effective and timely manner	31/10/2020		
	North Highland College UHI	Monitoring to ensure information requests will continue to be implemented effectively in accordance with current procedures. Arrangements for EV reports clarified with Quality Team.	01/06/2020	Debbie Murray, Director of Business Development	Queries and information requests resolved in an effective and timely manner	31/10/2020		
	Orkney College UHI	Monitoring to ensure information requests will continue to be implemented effectively in accordance with current procedures.	01/06/2020	Training and Employment Officer	Queries and information requests resolved in an effective and timely manner	31/10/2020		
	Perth College UHI	Monitoring to ensure information requests will continue to be implemented effectively in accordance with current procedures.	01/06/2020	NTP Team, Perth College	Queries and information requests resolved in an effective and timely manner	31/10/2020		
West Highland College UHI	Review and update Quality Assurance and Monitoring procedures for MA provision. Monitoring to ensure information requests will continue to be implemented effectively in accordance with procedures.	01/06/2020	Nigel Patterson, Business Development Manager, WHC Adam Roberston, Head of Curriculum, WHC	Queries and information requests resolved in an effective and timely manner	31/10/2020			



University of the  
Highlands and Islands  
Argyll College

Oilthigh na Gaidhealtachd  
agus nan Eilean  
Colaiste Earra-Ghaidheil

## Letter of Agreement

### Parties to the agreement

1. Argyll College UHI  
Registered Office: West Bay, Dunoon, Argyll PA23 7HP
2. Borders College.  
1 Nether Road, Galashiels TD1 3HE

For the delivery of:  
HNC Horticulture

Delivered by Argyll College UHI (within the UHISQA centre arrangements) to students at the Newton St Boswells campus of Borders College.

Agreement start date: 1/9/2020  
Agreement end date 31/8/2021

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### 1. Scope of this Agreement

- 1.1 This Letter of Agreement records an agreement between Argyll College UHI and Borders College whereby Argyll College UHI agrees to deliver the qualifications of HNC Horticulture to students based at the Newton St Boswells campus of Borders College.
- 1.2 This delivery will use UHI's allocation of SFC funded student numbers. Argyll College UHI is responsible for securing funded numbers through the normal UHI student number planning processes. Funding will be disbursed to Borders College as set out in the Financial Arrangements annex.
- 1.3 This Agreement expressly forbids any serial arrangement whereby Borders College offers the approved programme elsewhere through arrangements of its own. The programme may only be delivered as set out within this Agreement.

### 2. Responsibilities of the parties

- 2.1 Argyll College UHI is responsible for all teaching and assessment of the course named above.
- 2.2 Argyll College UHI is responsible for feedback to students regarding academic achievement and progress.
- 2.3 Borders College will provide a suitable learning environment for the students based at the Newton St Boswell campus, including the provision of appropriate VC equipment to the standard specified by IT staff within Argyll College UHI or UHI Executive Office.

- 2.4 Borders College will comply with UHI's:
- Academic Standards and Quality Regulations
  - Academic procedures and processes
  - Academic calendar

### **3. Commencement, Duration and Review of Agreement**

- 3.1 The effective date of the agreement is as stated at the top of this Agreement. This Agreement shall become effective only when signed by the authorised representatives of both parties.
- 3.2 This agreement is for one year only in the first instance.
- 3.3 Before the start of Academic Year 2021/22, Argyll College UHI and Borders College will review this agreement.

### **4. Programme Structure, Duration, Delivery and Mode**

- 4.1 This agreement covers the delivery of the HNC Horticulture at SCQF level 7.
- 4.2 The delivery of the programme is on a full time basis for one year.
- 4.3 The programme is taught by Argyll College UHI teaching staff, by videoconferencing, to students based in the Newton St Boswell campus of Borders College.
- 4.4 Practical elements of the course will be taught in Argyll at Kilmartin, near Lochgilphead and Mount Stuart Trust, Rothesay.

### **5. Admissions- Application, Selection and Enrolment**

- 5.1 The admission of students to the programme will conform to the UHI entry requirements and shall be in accordance with the UHI admissions procedures. Any entry requirements specific to the programme will be as detailed in the programme specification and agreed through the approval process.
- 5.2 Borders College will provide potential applicants with sufficient information to enable them to make an application.
- 5.3 Marketing teams within Argyll College UHI and Borders College will liaise to ensure a co-ordinated approach to marketing and promotion via websites and social media.
- 5.4 Selection processes will be conducted in accordance with UHI policy and procedures.
- 5.5 The Argyll College UHI Programme Leader will be responsible for ensuring successful applicants enrol with UHI and are enrolled on units in accordance with university timescales.

### **6. Student Induction**

- 6.1 All students will attend induction in Argyll, which includes a field trip to Mount Stuart Trust in Rothesay. A VC session with Borders College students will be arranged before induction week to provide more details about the induction and field trip.

## **7. Student Attendance Monitoring**

- 7.1 Argyll College UHI teaching staff will be responsible for monitoring the attendance of all students.

## **8. Student Data Returns**

- 8.1 For the purposes of student numbers, data returns and government funding, students will be included in the UHI statutory returns.

## **9. Teaching**

- 9.1 All teaching will be provided by Argyll College UHI employed teaching staff

## **10. Learning Resources and Student Support Services**

- 10.1 Borders College understands and accepts that:
- students will be UHI students and registered as such
  - students will be subject to UHI's terms and conditions
  - students will be entitled to use the UHI library services including electronic resources
  - students will be entitled to use the library at Borders College
  - students will receive a UHI email account and have access to the UHI virtual learning environment as required.
  - students will automatically become members of the UHI students' association (HISA) unless they opt out
  - students will be allocated an Argyll College UHI personal academic tutor (PAT)
  - in addition, students will be allocated a Borders College Achievement Coach who will provide local pastoral support and guidance.
- 10.2 There will be close liaison between student support services in Argyll College UHI and Borders College to ensure students receive the most appropriate and relevant support as timeously as possible.
- 10.3 Where students have additional support needs Borders College will support the students to access a Needs Assessment for Disabled Student Allowance (DSA) using an independent assessor. Borders College would then provide support as required, including supporting students to apply for Disabled Student Allowance if relevant. Any costs incurred in providing support or additional equipment would be claimed from SAAS by Argyll College UHI. Borders College would provide the invoice to Argyll College, and encourage the student to provide a copy of their DSA award letter.
- 10.4 If alternative assessment arrangements are identified as being necessary either as part of the DSA process or by the student declaring a need then Argyll College UHI will agree a Personal Learning Support Plan (PLSP) with the student detailing these arrangements. The student's PAT (UHI) and Achievement Coach (Borders) will be notified of the required arrangements and Borders College will implement these arrangements.
- 10.5 Students at Borders College will be eligible to apply to and receive support from the UHI Higher Education Discretionary Fund in the same manner as other UHI Higher Education students.

## **11. Programme Management, Quality Assurance and Enhancement**

- 11.1 The programme delivered under this Agreement will be delivered by Argyll College UHI through UHI's HE SQA centre arrangements and hence subject to normal Academic Partner and university quality assurance processes.
- 11.2 The Argyll College UHI Programme Leader will act as the main point of contact in relation to this programme and between Argyll College UHI and Borders College.
- 11.3 The Programme Leader will be responsible to the Depute Principal in Argyll College UHI and the relevant counterpart in Borders College for effective liaison between both organisations and for ensuring the smooth management and delivery of the programme.
- 11.4 Borders College will be expected to participate in and co-operate with the requirements of any SQA external verification in relation to this programme.

## **12. Assessment and student feedback**

- 12.1 The assessment schedule and methods of assessment will adhere to the SQA qualification framework of the programme.
- 12.2 Borders College will provide any invigilators required for closed book assessments or exams.
- 12.3 Students will receive feedback from the Argyll College UHI teaching staff. Feedback processes will align with the UHI Student feedback and feed-forward policy.
- 12.4 All students' work will be marked by staff at Argyll College UHI and will be subject to normal UHI moderation processes.
- 12.5 The Argyll College programme leader is responsible for ensuring that students' marks are entered timeously into the UHI student record system (SITS).

## **13 Financial Arrangements**

- 13.1 This Agreement is conditional upon both parties agreeing the financial arrangements, as set out in the Financial Arrangements annex.

## **14 Data Protection and Freedom of Information**

- 14.1 Both parties agree to share data appropriately and within the confines of data protection legislation to ensure the effective operation of this agreement.
- 14.2 UHI and Argyll College UHI are subject to the Freedom of Information (Scotland) Act 2002 and all recorded information will be dealt with in accordance with the Act's provisions. Argyll College UHI and Borders College will consult each other about freedom of information requests relating to this Agreement and their collaborative relationship before information is disclosed.

## **15 Health and Safety**

- 15.1 Borders College is responsible for ensuring a safe environment for the students based at Border College.
- 15.2 Argyll College UHI is responsible for ensuring a safe environment for students during the practical elements of the course, delivered in Argyll.

## 16 Termination

- 16.1 This Agreement may be terminated by either party by giving a minimum of 6 months notice.

## 17 Entire Agreement

This Agreement sets out the entire agreement and understanding between the parties regarding its subject matter and supersedes all prior agreements, understandings or arrangements (oral or written) in respect of the subject matter of this Agreement.

## 18 Signatures

Agreed on behalf of Borders College	Agreed on behalf of Argyll College UHI
	
Name: Angela Cox	Name: Martin Jones
Position: Principal	Position: Principal
Date:	Date:

## Financial Arrangements Annex

Delivery of HNC Horticulture

Students will be based in Argyll College UHI learning centres and the Newton St Boswells Campus of Borders College.

All teaching will be by Argyll College UHI employed teaching staff

Payment to Borders College for each student who completes the course will be on the basis of the standard UHI resource allocation model – 35% of overall unit of resource for performing the functions of the home academic partner (HAP):

Student fee income- £1285

UHI unit of resource- £3,760.00

Total income per student = £5,048.00

35% payment to Borders College= £1766.80 per student

Payment will be in two stages:

- 1) First payment – 50% of total payments due, based on student numbers at 1<sup>st</sup> December.
- 2) Final payment – remainder of payment made at end June, based on student numbers at end of course. Payment will be readjusted to take account of any student withdrawals between December and end of course.

Payment made on submission of invoices emailed to [acaccounts@uhi.ac.uk](mailto:acaccounts@uhi.ac.uk)

### Argyll College UHI Personnel Details

<b>Postholder</b>	<b>Name</b>	<b>Contact details</b>
Principal	Martin Jones	martin.jones@uhi.ac.uk
Depute Principal	Elaine Munro	elaine.munro@uhi.ac.uk
UHI Subject Network Leader	Robert Boyd	robert.boyd@uhi.ac.uk
Programme Leader and Personal Academic Tutor	Amber Crowley	amber.crowley@uhi.ac.uk
Head of Student Services	Liz Richardson	liz.richardson@uhi.ac.uk
Financial Director	Ailsa Close	ailsa.close@uhi.ac.uk
Head of Communications and Marketing	Mo McKenna	maureen.mckenna@uhi.ac.uk
ICT Technician	Stewart Thom	stewart.thom@uhi.ac.uk

### Borders College Personnel Details

<b>Postholder</b>	<b>Name</b>	<b>Contact details</b>
Principal	Angela Cox	acox@borderscollege.ac.uk
Assistant Principal	Jayne Gracie	jgracie@borderscollege.ac.uk
Curriculum and Learning Manager	Mary Thomson	mthomson@borderscollege.ac.uk
ICT contact	Conor Bradley	cbradley@borderscollege.ac.uk
Student Services contact	Clare Nairn	cnairn@borderscollege.ac.uk
Marketing contact	Cameron Reith	creith@borderscollege.ac.uk



**FINAL VERSION Minutes – Inquorate Meeting of Learning, Teaching & Engagement Committee  
held at 12.30 pm on Friday 28<sup>th</sup> February 2020  
at CERC, Lochgilphead**

**Present:** Andrew Campbell, Chair (AC); John Colston (JC); Martin Jones (MJ);  
**Apologies:** No apologies  
**In Attendance:** Elaine Munro (EM); Ailsa Close (AEC); Vicky Daveney (VD)(Secretary)

	Item	Action
20.1.1	<b>Welcome &amp; apologies for absence.</b>	
20.1.2	<b>Declarations of interest &amp; any items deemed to be confidential.</b> There were no declarations of interest.	
20.1.3	<b>Minute of previous meeting held on 12<sup>th</sup> December 2019 (signed at December 2019 board meeting)</b>	Approved & signed
20.1.4	<b>Matters arising: Schools Link KPIs</b> EM said the situation is ongoing and a detailed report on school withdrawal KPIs will be brought to the September meeting. The Schools Link and Apprenticeship Officer has ongoing close engagement with the schools. An element of further withdrawal relates to pupils leaving for pre apprenticeship programmes through WorkingRite. <b>ACTION:</b> EM to continue investigation and report back in September.	EM
20.1.5	<b>Education Scotland progress visit</b> EM confirmed that the report from the December visit included areas of identified good practice and areas for development. JC asked whether the college is addressing feedback to learner groups as per the report. EM said that increased engagement with the HISA Depute and student reps has helped with this, but there is room for improvement and the college will continue to identify ways in which the feedback to students can be improved, particularly where issues identified by students have been addressed. MJ stressed that improved relations between HISA and the board are important, timetabling constraints have meant the HISA Depute has been unable to attend many of the meetings this year. EM confirmed that the new Depute will be in place from July allowing a longer induction period before the start of the academic year.	
20.1.6	<b>Update on progress towards targets – 2019/20</b> a) FE Credits: EM reported that the college is very close to achieving the credit target for the year and expected to substantially exceed the target. The target has not been increased for several years. MJ stated that growth areas such as marine training will require more credits. . This will be the third academic year that the college has substantially exceeded the credit target. b) HE FTEs: Achieved revised ESR target of 194. Next year the college HE FTE prediction is 195.3. In addition, outwith the RAM FTE predictions, the college will enrol PGDE students and there has been an increase in applications this year.	

20.1.7	<p><b>Early and Further withdrawal KPIs</b> for full time FE courses to date 2019/20</p> <p>The report provided for the committee meeting has been withdrawn due to incorrect figures. A new report is attached.</p> <p>EM confirmed that 23 students have withdrawn in total to date. Centre staff continue to support students and put in place appropriate early interventions when students are identified as at risk of withdrawing. MJ confirmed that there is a new student counsellor starting on Monday 2 March, for which funding has been received. EM said that there has been a significant increase in students disclosing mental health issues.</p> <p><b>ACTION:</b> EM to produce paper on student mental health for LTE Committee Meeting in May.</p>	EM
20.1.8	<p><b>Regional curriculum review process</b></p> <p>EM stated that this will be a useful process for standardising curriculum reviews across the region, with every academic partner undertaking an annual desktop curriculum review and a full review every three years with a focus on engagement with local stakeholders. . The implementation and paperwork has yet to be agreed. AC asked whether it has been met with support. EM and MJ confirmed that it has. JC asked if was developed by the partners. EM confirmed that it was. MJ said that it allows for a more holistic view and wider scope for partnership collaboration.</p>	
20.1.9	<p><b>Update on learning, teaching and enhancement items in last quarter:</b></p> <ul style="list-style-type: none"> <li>a) Tutor induction process – this process will have a focus on learning and teaching, including teaching by VC and will initially be delivered to staff new to the college. . AC asked if it will cover all types of teaching. EM confirmed that it will.</li> <li>b) British Sign Language (BSL) delivery Rothesay - School approached centre manager to request BSL teaching to primary and secondary pupils and staff. AC asked if the is a demand for BSL. EM confirmed that there is.</li> <li>c) NPA Legal Services and NPA Accountancy delivery to schools – MJ said that the college is moving into different types of provision, this will deliver legal services and accountancy courses to 6<sup>th</sup> year students, to widen participation and access. This could also work outside of a school setting. EM confirmed that it will raise the profile of the college within schools and with guidance teachers and parents and it provides a more career orientated than vocational qualification.</li> <li>d) HNC Horticulture – EM confirmed that delivery is being expanded to Borders College.</li> <li>e) HNC Social Services – MJ is keen for the college to lead on Social Work and potentially have a degree. AC stated that the region is lacking in these services.</li> </ul>	
20.1.10	<p><b>AOCB</b></p> <p>Graduation - MJ confirmed that students and staff have been informed that this year’s graduation will take place in Dunoon. JC asked if there is evidence to show whether FE or HE students are more likely to attend. MJ said that mapping has been carried out on this but is not conclusive. MJ confirmed that there is a good opportunity for PR in Dunoon, there will be space to accommodate more guests and staff with the potential to live stream to centres.</p>	
20.1.11	<p><b>Date of next meeting.</b></p> <p>Committee Meetings – Friday 22nd May, Location TBC</p> <p>Board Meeting – Friday 5th June, Location TBC</p>	
	<p><b>Signed by</b></p> <p>..... <b>Date</b> .....</p> <p><b>Chair of Learning, Teaching &amp; Engagement Committee</b></p>	

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

**Date: 12 June 2020**

**Status: To Note**

**Subject: 2019-20 Update on progress towards targets**

**a) FE 2019/20**

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

To date, the credit count is 7113, exceeding target by 397 credits. With only May/June schools link activity to be counted, the anticipated end of year position is expected to be ~ 7200.

The current regional progress towards target is shown below, by partner:

Academic partner	Core credit target	ESIF credit target	Total credit target	Current position (01.06.20)	Over/under achievement
Argyll	6,582	134	6,716	7,113	<b>+397</b>
Inverness	28,915	296	29,211	27,978	<b>-1,233</b>
Lewis	5,348	0	5,348	3,911	<b>-1,437</b>
Moray	18,807	0	18,807	17,414	<b>-1,393</b>
NHC	12,335	155	12,490	11,743	<b>-747</b>
Orkney	3,603	145	3,748	3,749	<b>+1</b>
Perth	23,655	1,200	24,855	24,374	<b>-481</b>
Shetland	4,309	0	4,309	4,099	<b>-210</b>
WHC	6,828	270	7,089	7,089	<b>-9</b>
Regional	110,382	2,200	112,582	107,469	<b>-5,113</b>

As can be seen above Argyll College and Orkney College are the only UHI partners to have achieved 2019/20 credit target at 1 June 2020.

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	<b>822</b>
2017/18	6617	0	6617	7149	<b>532</b>
2016/17	6617	0	6617	6702	<b>85</b>
2015/16	6617	0	6617	6706	<b>89</b>

The UHI region four year trend showing the % of Argyll contribution to the regional credit target is:

Academic year	Regional core credit target	Regional ESIF credit target	Total regional credit target	Final regional count	Over / Under achievement	Argyll - % contribution to regional count
2018-19	110,382	2,200	112,582	114,525	1943	6.55%
2017-18	110,968	2,200	113,168	114,843	1675	6.23%
2016-17	110,968	4,400	115,368	116,735	1367	5.74%
2015-16	110,968	3,490	114,458	116,778	2320	5.74%

### b) HE 2019/20

Predicted FTEs were 201; revised predictions made at early statistical return (ESR) in early December were 194 FTE. The current FTE count at 27.05.20 is 199.6 which is likely to be the final FTE count at the end of the academic year. The 199.6 FTEs comprise 160 full time students and 125 part time students, of which the majority will be very part time possibly only enrolled on a single degree module.

In addition there 12 PGDE teacher education students that are funded outwith the RAM. 8 are studying primary teaching and 4 secondary teaching

The table below compares FTEs and student headcount for the last 4 academic years:

	FTEs	Headcount		
		Total	Full time	part time
2019/20	199.6	285	160	125
2018/19	200.1	280	170	110
2017/18	221.6	290	195	84
2016/17	180.5	226	165	61

### c) Predicted HE FTEs for 2020/21

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

In addition there will be PGDE teacher education student FTE numbers that are outwith the RAM. Following interviews on 21 February, nineteen applicants have been offered places on the programme.

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

**Date: 12 June 2020**

**Status: To Note**

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

The early withdrawal statistic for full time courses starting at the beginning of the academic year relates to students who leave college before 1<sup>st</sup> November; for courses starting after this date early withdrawal is calculated as anyone leaving the course before 25% of the course duration has been completed.

Further Withdrawal is any student who leaves college either on or after 2<sup>nd</sup> November or for courses starting after the beginning of the academic year after 25% of the course duration.

- 173 Full Time FE students enrolled at the start of this academic year. Of these 9 withdrew before 1<sup>st</sup> November, giving an early withdrawal statistic of 5% A further 23 students withdrew after 1<sup>st</sup> November, giving a further withdrawal percentage of 13%
- A further 55 full time FE students started in January 2020, studying short full time courses – this means each week students attend college on a full time basis but the length of the course is shorter than a full academic year. Short full time courses starting in January would complete by the end of the academic year. Of these 55 enrolled students, 2 withdrew before completing 25% of the course duration, giving an early withdrawal statistic of 3%; a further 5 withdrew from study giving a further withdrawal percentage of 9%
- Overall 228 full time FE students enrolled this academic year. 11 were early withdrawals (4%) and 28 were further withdrawals leaving after the 25% date (12.3%), giving an overall total withdrawal from full time courses for 2019/20 of 17%. This is an overall 10% reduction in withdrawal compared to last year.
- Of the students who withdrew from their full time course, 4 left to take up employment in the sector they were studying. A further 11 students who withdrew indicated health reasons as the main reason for leaving their course.

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

Academic year	Early w/d	Further w/d	Total w/d
2019/20	4%	12%	17%
2018/19	8%	18%	26%
2017/18	3%	15%	18%
2016/17	9%	12%	21%

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

FE Full time courses 2019/20					
Course	Enrolled	Early w/d	Further w/d	Total w/d	Still current
Access to HN Business Administration & Computing	12		1	1	11
Access to Nursing (SWAP)	18	3		3	15
Agriculture NC at SCQF Level 6	7		1	1	6
Art and Design NC Level 6	6			0	6
Beauty Care and Make-Up NC Level 5	6		4	4	2
Computing with Digital Media NC at SCQF Level 5	11		4	4	7
Early Education and Childcare NC at SCQF Level 6	10		2	2	8
Horticulture NC at SCQF Level 5	4	2		2	2
Social Sciences NC at SCQF Level 6	8	1	1	2	6
Social Services (Children & Young People) SCQF 6	29	1	5	6	23
Social Services (Children & Young People) SVQ at SCQF 7	30	1	3	4	26
SP Education for Life	11		1	1	10
SVQ in Hairdressing and Barbering at SCQF level 4	4	1		1	3
SVQ in Hairdressing at SCQF level 5	5			0	5
SVQ in Hairdressing at SCQF level 6	3			0	3
SVQ in Professional Cookery at SCQF Level 4	1			0	1
SVQ in Professional Cookery at SCQF Level 5	4		1	1	3
SVQ in Professional Cookery at SCQF Level 6	4			0	4
<b>Subtotal</b>	<b>173</b>	<b>9</b>	<b>23</b>	<b>32</b>	<b>141</b>
<b>Withdrawal %</b>		<b>5.2%</b>	<b>13.3%</b>	<b>18.5%</b>	
<b>Short Full Time - January starts</b>					
Agriculture NC	4			0	4
Construction NPA	15	1	1	2	13
Health and Social Care: An Introduction NPA	10	1	2	3	7
Hospitality NC at SCQF Level 5	5			0	5
Nat 5 Maritime Skills - SFT	21		2	2	19
<b>Subtotal</b>	<b>55</b>	<b>2</b>	<b>5</b>	<b>7</b>	<b>48</b>
<b>Withdrawal %</b>		<b>3.6%</b>	<b>9.1%</b>	<b>12.7%</b>	

	Enrolled	Early w/d	Further w/d	Overall w/d	Current
Total	228	11	28	39	189
Overall % withdrawal		4.8%	12.3%	17.1%	

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

**Date: 12 May 2020**

**Status: For Information**

**Subject: Student Mental Health**

### **Student Counsellor and Well Being Co-ordinator report**

#### **SERVICE COMMENCED - 2<sup>nd</sup> March 2020.**

First referral received 28<sup>th</sup> February. Student sessions commenced - 4<sup>th</sup> March.

Active promotion/awareness of service to students and staff undertaken by working with Marketing and Comms colleagues releasing videos, fliers and setting up Wellbeing page on the college website. Information made available on this page includes: -

- Contact details and how to access the service
- Helpful Apps and links to mental health self-help sites e.g. MIND, NHS
- Link to Big White Wall – see information below regarding
- Link to UHI Mental Health support page with helpline information

Fliers devised to raise awareness of services and tools include:-

- What online tools will work for me?
- Getting the most from counselling
- Person Centred Counselling what to expect

In addition to the above:

- Drop-In sessions arranged to meet staff and students in Helensburgh, Dunoon, Campbeltown, Lochgilphead but these had to be cancelled due to lockdown.
- One to one introductory discussions held by Video Conferencing (VC) or telephone with College centre staff.
- Creation of a Health and wellbeing registration form
- Developing links with other academic partner counselling services, notably Perth, Inverness, West Highland College etc.
- Becoming a member of the UHI Counselling Network (CN) and the UHI Mental Health Strategy Implementation Group (MHSIG).

#### **LOCKDOWN – 20<sup>TH</sup> MARCH 2020**

Information provided and activities engaged in includes:

- Advice re COVID-19
- COVID-19 and mental wellbeing, looking after yourself at this time information leaflet
- Video for mental health week
- Fliers to highlight service still running via Video Conference, Telephone, Instant Messaging, EMAIL etc.
- Continued representation on MHSIG and CN to ensure consistency in service provision where possible throughout Argyll College/UHI.
- Completion of Online Counselling Diploma Course (13wks). This course is to provide myself with additional skills to deliver counselling across a number of online synchronous and asynchronous delivery platforms.

**Cases to date** - The majority of calls have come from anxious students in relation to submission of work and COVID-19. Other issues included the following:

- Depression/low mood \*
- Eating Disorders \*
- Bi-polar/anxiety \*
- Anxiety re- exams, deadlines for thesis, lockdown situation. (contact has mainly been around these issues).
- Autism Spectrum Disorders – Anxiety/panic attacks
- Relationship difficulties

\*represents cases who following assessment were referred/transitioned and are now under GP and Community Mental Health Teams (CMHT), as appropriate. This ensures these students are accessing the correct service and have ongoing support available to them.

Contact was made directly by students and often following the discussions they had had with Centre and Support staff in the course of the Student Survey carried out over the phone after the Easter break, or via recommendation by their course tutor.

I currently have no outstanding concerns regarding any students.

April was a quiet month, however, May saw a lot of calls regarding stress/anxiety about submitting dissertation and other assessment work, uncertainty regarding how study will continue next term etc. These cases were each generally over 2/3 sessions at most and resolved with the help of liaising with course tutors, centre staff and student support teams.

At the time of writing this report there has been a drop in calls, I assume as term is coming to an end. I have had some positive calls from students who have now received results and passed and are in a much better place and now planning next steps which has been great to hear.

Big White Wall (BWW). This is a confidential 24hr online service, with trained practitioners to provide extra support as needed. They provide helpful and creative online tools to help students express how they feel and a wide range of guided self-help courses. UHI subscribe to this service on behalf of all UHI partners. This service runs 24hrs a day 365 days a year. Big White Wall will continue to run over the summer, and this is posted on the student website. (see below) Feed back regarding this service has been very positive across the board.



### Plans for return in August

Looking ahead to next term there is still uncertainty over our return to 'normality'. However, I am looking to involve student representatives and Highlands and Islands Student Association (HISA) in compiling questionnaires for students and staff to see what they would find helpful from the service. E.g. Drop ins – coffee and chat, group work, etc.

- To continue to liaise with and meet as many staff and students as possible to get them familiar and encourage use of the service.
- To continue to offer support to promote social and emotional competency and build resilience to ensure our students have a positive learning experience.
- To continue to develop resources and training for college staff to use to help them feel more confident in supporting students in their classes with mental health issues.

Maggie Melville  
Student Counsellor and Wellbeing Co-Ordinator

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

**Date: 12 June 2020**

**Status: To Note**

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

**a) May/June Schools Link activity**

Schools change timetable in late May each year after the national exam diet. This year, in the absence of school exams, timetables changed in early May. In collaboration with each of the 11 schools in the Argyll College area and mirroring how schools are engaging with pupils at this time, it has been agreed college tutors will have a single engagement each week with schools link pupils via google classroom, with a task set for the students to complete between sessions. This weekly interaction will continue until the end of the school academic year on 26<sup>th</sup> June.

This is the first time college tutors have been given access to google classroom. Teaching staff are working to prepare interesting and interactive lessons for schools students. This on-line interaction is likely to continue at the start of the next school academic year and if permitted to continue beyond that time could increase access to a wider range of schools link provision to pupils in smaller schools, where it can be challenging to recruit viable cohorts each year. On-line delivery would reduce the difficulties that arise due to the lack of a common timetable or even common hours for a school day which is the current situation with Argyll schools.

**b) Joint shared delivery of HNC/D Computing with WHC and NHC**

Argyll College, West Highland College and North Highland College have agreed to jointly deliver HNC and HND Computing from next academic year. Until now each college has taught these courses separately, with small cohorts and uncertainty each year on whether student recruitment will be sufficient to ensure the courses go ahead. This shared delivery ensures the viability of the provision each year, regardless of the cohort size in any one of the delivery partners.

Teaching teams across the three UHI colleges have agreed who teaches which units to ensure an even split in credits taught by each partner and have devised a timetable for delivery. Each partner will teach 5 credits in each qualification level to all students in the three partners. The funding for each partner will be calculated via the UHI resource allocation model, currently the MircoRAM.

Discussions are on-going between the three colleges regarding joint delivery of other HN programmes.

**c) Promotional Videos**

The Argyll College marketing team, working closely with teaching teams, are running a series of promotional videos and Q&A sessions with teaching staff, to raise awareness of college curriculum and specifically to promote key curriculum areas and encourage student interest and applications. You can view the first of these here: <https://www.facebook.com/argyllcollege/posts/1443615042485128>

The team have also produced another fantastic promotional film for the college, which can be accessed from this link <https://youtu.be/IRPcWQ-UJ9Y> and are currently preparing for an interactive virtual open day on 24<sup>th</sup> June.

**d) Virtual CDN College Expo**

The College Development Network (CDN) College Expo this year is a virtual event, being held on Thurs 11<sup>th</sup> June. The theme this year is 'The Future is Now: Learning from Lockdown'. As well as keynote speakers and a number of seminar sessions there is a programme of virtual activity sessions, which this year is a series of YouTube videos. One of the YouTube tutorials from an Argyll College Digital Media tutor has been selected for inclusion – you can view his easy photo manipulation tutorial from the link below:

[Sam Tweedlie's Quick and easy Photopea tutorial](#)

Department/Section:  
Author/Owner:

Date of Assessment:  
Signature:

Review Due:  
Date:

## Step 1

Aim of proposed activity/decision/new or revised policy or procedure:

- New
- Revised
- Existing

Who will be affected?

Who will be consulted?

Evidence available:

## Step 2

Potential Positive/Negative/Neutral Impact Identified. <b>P, N, N/I</b>	Age	Disability	Gender Reassignment	Marriage/Civil Partnership*	Pregnancy and Maternity	Race	Religion or Belief	Sex	Sexual Orientation
Eliminating Discrimination									
Advancing Equality of Opportunity.									
Promoting Good Relations.									

## Step 3

Action to be taken:

### Summary of EIA Outcome – please tick

- No further action to be carried out
- Amendments or changes to be made
- Proceed with awareness of adverse impact
- Abandon process – Stop and Rethink

Please forward completed EIA forms to Nicholas Oakley, Governance and Policy Officer.



AP Name, University of the Highlands and Islands

# Further Education Guidance Policy

## POL

Lead Officer (Post):	AP Representative on Policy Ownership Group
Responsible Department:	Delete row if not applicable to your AP
Responsible Committee:	AP Name Board of Management
Date policy approved:	Click or tap to enter a date.
Date policy last reviewed and updated:	New policy for 2020/21 academic year
Date policy due for review:	Spring 2023
Date of Equality Impact Assessment:	01/02/2020
Date of Privacy Impact Assessment:	n/a

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

## Policy Summary

Overview	The policy is required to assist further education students and staff understand student entitlement to guidance during courses.
Purpose	The policy explains the terminology around guidance, the key areas addressed in the guidance entitlement and the roles and responsibilities of students and staff with regards to guidance.
Scope	The policy applies to all further education students (see Sections 4 and 5 for further details).
Consultation	The policy has been developed by a policy ownership group made of practitioners from academic partners delivering further education.
Implementation and Monitoring	<b>AP Name Senior Management Team</b> are responsible for supporting staff responsible for delivering guidance and their managers to implement this policy. Monitoring will be carried out at a local level by <b>AP Name</b> and at a regional level by the Single Policy Environment Project and Quality staff.
Risk Implications	This policy reduces risk for students, staff and academic partners by clarifying the guidance entitlement which students can expect.
Link with Strategy	This policy is linked to individual Access and Inclusion strategies and the Regional Outcome Agreement.
Impact Assessment	Equality Impact Assessment: Completed February 2020, no further action.
	Privacy Impact Assessment: n/a

## 1. Policy Statement

- 1.1. This policy, together with the associated Guidance Entitlement, represents a guidance framework for further education students.
- 1.2. Our aim is to provide a learning experience that allows students to gain insight into their abilities, interests and preferred learning styles through the provision of effective and appropriate academic and pastoral guidance.

## 2. Definitions

- 2.1 **Guidance:** AP Name's Guidance provision focusses on four key areas - personal development, academic feedback, progression (including careers advice) and pastoral care.
- 2.2 **Guidance Entitlement:** This document sets out the standard of guidance that students can expect from AP Name from pre-entry to completing their course of study.
- 2.3 **Pre-entry:** The time before a student enrolls on a course, including preparing for an interview for access to the course.
- 2.4 **Start of programme:** The period of time when a student begins their course, including activities such as enrolment and induction.
- 2.5 **During programme:** The period of time during the academic session.
- 2.6 **Pre-exit:** Activities relevant to the preparation of students to progress on from their current course of study.

## 3. Purpose

- 3.1 AP Name is committed to supporting all our students in achieving their educational and personal goals by providing a comprehensive guidance service.
- 3.2 We will provide holistic support to students by taking a joined-up approach to how a student is supported, utilising where necessary the full range of guidance options with information that is clear, accurate, relevant and up-to-date.
- 3.3 All students have an individual and personal starting point in their development. In order to help students progress from this starting point we will work in partnership with them. The policy and Guidance Entitlement are intended to empower students and enable them to be active participants in the guidance process.
- 3.4 Our guidance provision focuses on four key areas:
  - 3.4.1 Personal development: Developing the self-confidence and interpersonal skills of our students and enable them to make decisions and choices within a lifelong learning process
  - 3.4.2 Academic feedback: Motivating our students towards completion and success, developing their learning skills and essential skills for progression
  - 3.4.3 Progression (including careers advice): Providing information to our students to help them progress onto a new course of study or into employment.
  - 3.4.4 Pastoral care: Supporting the wellbeing of our students. This includes signposting and referring to relevant specialist services.

- 3.5 Distance learning students will be able to access guidance and support via telephone, email, videoconference and online, including websites and virtual learning environments.
- 3.6 We will work in partnership with external agencies. This includes organising sessions aimed at students, securing training for our staff from appropriate providers, and referring students to expert and specialist help where appropriate.
- 3.7 We will use feedback from students and staff to develop our guidance provision and carry out regular reviews to ensure we continue to improve our service.

## 4. Scope

- 4.1 This policy applies to students enrolled on courses normally up to and including SCQF Level 6 (see Section 4.2 for variations to this criteria).
- 4.2 There are a small number of Scottish Vocational Qualification (SVQ) courses at SCQF Level 7 that are considered as Further Education courses for the purposes of the university partnership. This policy applies to these students.

## 5. Exceptions

- 5.1 This policy does not apply to Higher Education students, e.g. normally those students studying courses at SCQF Level 7 and above (see Section 4.2 for variations to this). Higher Education students should refer to their local student support service.

## 6. Notification

- 6.1 Students should be made aware of this policy and the Guidance Entitlement during their induction. The policy and Guidance Entitlement will be made available online.
- 6.2 Staff responsible for providing guidance should be familiar with the policy and Guidance Entitlement, and will be made aware of changes by their line managers.
- 6.3 Line managers of staff responsible for providing guidance should be familiar with the policy and Guidance Entitlement, and will be informed of changes by their senior management team.
- 6.4 Senior management teams should be aware of the policy and Guidance Entitlement, and will be informed of changes in senior management team meetings.

## 7. Roles and Responsibilities

- 7.1 Students should be prepared to engage fully with staff in order to maximise the benefit of their guidance entitlement.
- 7.2 Staff delivering guidance (**name of team**) – promoting guidance entitlement to students, delivering guidance entitlement, identifying issues with delivery and escalating, and referring to specialist services.
- 7.3 Managers are responsible for implementing the policy operationally, supporting staff delivering guidance, responding to escalated concerns, reporting successes and challenges to **Senior Management Team**
- 7.4 **Senior Management Team** are responsible for supporting managers to implement the policy, operational oversight of the policy and reporting to the Board of Management on the policy.
- 7.5 **Board of Management** are responsible for approving the policy and strategic oversight of it.
- 7.6 The Further Education Guidance Policy Ownership Group are responsible for reviewing the policy and Guidance Entitlement.

## 8. Legislative Framework

[Adult Support and Protection \(Scotland\) Act 2007](#)

[Scotland's Career Strategy 2020](#)

[Children and Young People \(Scotland\) Act 2014](#)

[Data Protection Act 2018](#)

[Education \(Scotland\) Act 2016](#)

[Equality Act 2010](#)

[General Data Protection Regulation 2018](#)

[Human Rights Act 1998](#)

[Mental Health \(Scotland\) Act 2015](#)

[Protection of Children \(Scotland\) Act 2003](#)

[Protection of Vulnerable Groups \(Scotland\) Act 2007](#)

## 9. Related Policies, Procedures, Guidelines and Other Resources

[Admissions Policy](#)

[Equality, Diversity and Inclusivity Policy](#)

[Fitness to Study Procedure](#)

[Learner Support Policy](#)

[Mental Health Strategy](#)

[Promoting a Positive Learning Environment Policy](#)

[Safeguarding Policy](#)

[Student Carer Policy](#)

[Student Disciplinary Procedure](#)

## 10. Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
0			New policy	FE Guidance Policy Ownership Group
1				
2				
3				
4				

## AP Name Further Education Guidance Entitlements for Students

	<b>Full-time (including distance learners)</b>	<b>Part-time (including distance learners)</b>	<b>Apprentices / work-based learners</b>	<b>Online learners</b>
<b>Pre-entry</b>	<ul style="list-style-type: none"> <li>• Access to timetable information</li> <li>• Access to broad course information / course handbook</li> <li>• Awareness of key point of contact - <b>Personal Development Adviser (PDA) / Personal Academic Tutor or equivalent</b> details</li> <li>• Access to clear, current and relevant information around wider services / support / student life: Nursery info; funding availability and support; campus orientation; HISA; library and study support; additional learning support; wellbeing support; accommodation; FAQs</li> <li>• Awareness of how to get in touch with the college if you have any queries or need support before you start</li> </ul>	<ul style="list-style-type: none"> <li>• Access to timetable information</li> <li>• Access to broad course information / course handbook</li> <li>• Awareness of key point of contact - <b>Personal Development Adviser (PDA) / Personal Academic Tutor or equivalent</b> details</li> <li>• Access to clear, current and relevant information around wider services / support / student life: Nursery info; funding availability and support; campus orientation; HISA; library and study support; additional learning support; wellbeing support; accommodation; FAQs</li> <li>• Awareness of how to get in touch with the college if you have any queries or need support before you start</li> </ul>	<ul style="list-style-type: none"> <li>• Access to timetable information</li> <li>• Access to broad course information / course / apprentice handbook</li> <li>• Awareness of key point of contact - <b>Personal Development Adviser (PDA) / Personal Academic Tutor or equivalent</b> details</li> <li>• Access to clear, current and relevant information around wider services / support / student life, including where appropriate: Funding availability and support; campus orientation; HISA; library and study support; additional learning support; wellbeing support; FAQs.</li> <li>• Awareness of how to get in touch with the college if you have any queries or need support before you start</li> </ul>	<ul style="list-style-type: none"> <li>• Access to timetable information</li> <li>• Access to broad course information / course / apprentice handbook</li> <li>• Awareness of key point of contact - <b>Personal Development Adviser (PDA) / Personal Academic Tutor or equivalent</b> details</li> <li>• Access to clear, current and relevant information around wider services / support / student life, including where appropriate: Funding availability and support; HISA; library and study support; additional learning support; wellbeing support; FAQs.</li> <li>• Awareness of how to get in touch with the college if you have any queries or need support before you start</li> </ul>
<b>Start of programme / Induction</b>	<ul style="list-style-type: none"> <li>• Given a student card as part of your enrolment</li> <li>• Awareness of the Student Code of Conduct / expectations of me</li> <li>• Given a comprehensive overview of support services highlighting -</li> </ul>	<ul style="list-style-type: none"> <li>• Given a student card as part of your enrolment</li> <li>• Awareness of the Student Code of Conduct / expectations of me</li> <li>• Given a comprehensive overview of support services highlighting -</li> </ul>	<ul style="list-style-type: none"> <li>• A student card will be made available to you as part of your enrolment</li> <li>• Awareness of the Student Code of Conduct / expectations of me</li> <li>• Given a comprehensive overview of support services highlighting -</li> </ul>	<ul style="list-style-type: none"> <li>• A student card will be made available to you as part of your enrolment</li> <li>• Awareness of the Student Code of Conduct / expectations of me</li> <li>• Given a comprehensive overview of support services highlighting -</li> </ul>

<p><b>Start of programme / Induction continued</b></p>	<p>wellbeing services; funding availability and support; learning support; signposting and referral to specialist services e.g. mental health support and counselling.</p> <ul style="list-style-type: none"> <li>Engagement in a programme of Induction led by the course team</li> <li>Engagement with your PDA / <b>Personal Academic Tutor or equivalent</b></li> <li>Feel well orientated around the campus</li> <li>Issued with relevant PPE / kit</li> <li>Awareness of HISA / opportunities for class rep / wider student life</li> <li>Awareness of the online Student Hub</li> <li>Engagement in ICT orientation including email, Bright Space and MyDay</li> <li>Opportunity to provide feedback through the Early Experience Survey</li> </ul>	<p>wellbeing services; funding availability and support; learning support; signposting and referral to specialist services e.g. mental health support and counselling.</p> <ul style="list-style-type: none"> <li>Engagement in a programme of Induction led by the course team</li> <li>Engagement with your PDA / <b>Personal Academic Tutor or equivalent</b></li> <li>Feel well orientated around the campus</li> <li>Issued with relevant PPE / kit</li> <li>Awareness of HISA / opportunities for class rep / wider student life</li> <li>Awareness of the online Student Hub</li> <li>Engagement in ICT orientation including email, Bright Space and MyDay</li> </ul>	<p>wellbeing services; funding availability and support; learning support; signposting and referral to specialist services e.g. mental health support and counselling.</p> <ul style="list-style-type: none"> <li>Engagement in a programme of Induction led by the course team</li> <li>Engagement with your PDA / <b>Personal Academic Tutor or equivalent</b></li> <li>Where appropriate: Feel well orientated around the campus</li> <li>Where appropriate: Issued with relevant PPE / kit</li> <li>Access to regular 'check-ins' with PDA / <b>Personal Academic Tutor or equivalent</b></li> <li>Awareness of HISA / opportunities for class rep / wider student life</li> <li>Awareness of the online Student Hub</li> <li>Engagement in ICT orientation including email, Bright Space and MyDay</li> </ul>	<p>wellbeing services; funding availability and support; learning support; signposting and referral to specialist services e.g. mental health support and counselling.</p> <ul style="list-style-type: none"> <li>Engagement in a programme of Induction led by the course team</li> <li>Engagement with your PDA / <b>Personal Academic Tutor or equivalent</b></li> <li>Access to regular 'check-ins' with PDA / <b>Personal Academic Tutor or equivalent</b></li> <li>Awareness of HISA / opportunities for class rep / wider student life</li> <li>Awareness of the online Student Hub</li> <li>Engagement in ICT orientation including email, Bright Space and MyDay</li> </ul>
<p><b>During programme</b></p>	<ul style="list-style-type: none"> <li>Engage in a range of activities which develop my employability skills</li> <li>Access to regular 'check-ins' with PDA / <b>Personal Academic Tutor or equivalent</b></li> <li>Access to 1:1 support from <b>PDA or equivalent</b> around progression / next steps</li> <li>Ongoing tailored support, advice and guidance from relevant staff</li> <li>Access to responsive support services through staff or self-referral system;</li> </ul>	<ul style="list-style-type: none"> <li>Engage in a range of activities which develop my employability skills</li> <li>Access to regular 'check-ins' with PDA / <b>Personal Academic Tutor or equivalent</b></li> <li>Access to 1:1 support from <b>PDA or equivalent</b> around progression / next steps</li> <li>Ongoing tailored support, advice and guidance from relevant staff</li> <li>Access to responsive support services through staff or self-referral system;</li> </ul>	<ul style="list-style-type: none"> <li>Engage in a range of activities which develop my employability skills</li> <li>Access to 1:1 support from <b>PDA or equivalent</b> around progression / next steps</li> <li>Ongoing tailored support, advice and guidance from relevant staff</li> <li>Access to responsive support services through staff or self-referral system; signposting and referral to specialist</li> </ul>	<ul style="list-style-type: none"> <li>Engage in a range of activities which develop my employability skills</li> <li>Access to 1:1 support from <b>PDA or equivalent</b> around progression / next steps</li> <li>Ongoing tailored support, advice and guidance from relevant staff</li> <li>Access to responsive support services through staff or self-referral system; signposting and referral to specialist</li> </ul>

	<p>signposting and referral to specialist services e.g. mental health support and counselling.</p> <ul style="list-style-type: none"> <li>• Opportunity to be involved in the life and work of the college</li> </ul>	<p>signposting and referral to specialist services e.g. mental health support and counselling.</p> <ul style="list-style-type: none"> <li>• Opportunity to be involved in the life and work of the college</li> </ul>	<p>services e.g. mental health support and counselling.</p> <ul style="list-style-type: none"> <li>• Opportunity to be involved in the life and work of the college</li> </ul>	<p>services e.g. mental health support and counselling.</p> <ul style="list-style-type: none"> <li>• Opportunity to be involved in the life and work of the college</li> </ul>
Pre-exit	<ul style="list-style-type: none"> <li>• Opportunity to provide feedback on your college experience through the Student Satisfaction Survey</li> <li>• Access to references for future jobs / education applications</li> <li>• Opportunity to discuss progression and/or career options with relevant staff member</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity to provide feedback on your college experience through the Student Satisfaction Survey</li> <li>• Access to references for future jobs / education applications</li> <li>• Opportunity to discuss progression and/or career options with relevant staff member</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity to provide feedback on your college experience through the Student Satisfaction Survey</li> <li>• Access to references for future jobs / education applications</li> <li>• Opportunity to discuss progression and/or career options with relevant staff member</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity to provide feedback on your college experience through the Student Satisfaction Survey</li> <li>• Access to references for future jobs / education applications</li> <li>• Opportunity to discuss progression and/or career options with relevant staff member</li> </ul>

Department/Section:  
Author/Owner:

Date of Assessment:  
Signature:

Review Due:  
Date:

## Step 1

Aim of proposed activity/decision/new or revised policy or procedure:

New   
Revised   
Existing

Who will be affected?

Who will be consulted?

Evidence available:

## Step 2

Potential Positive/Negative/Neutral Impact Identified. <b>P, N, N/I</b>	Age	Disability	Gender Reassignment	Marriage/Civil Partnership*	Pregnancy and Maternity	Race	Religion or Belief	Sex	Sexual Orientation
Eliminating Discrimination									
Advancing Equality of Opportunity.									
Promoting Good Relations.									

## Step 3

Action to be taken:

### Summary of EIA Outcome – please tick

- No further action to be carried out
- Amendments or changes to be made
- Proceed with awareness of adverse impact
- Abandon process – Stop and Rethink

Please forward completed EIA forms to Nicholas Oakley, Governance and Policy Officer.