



A meeting of
Argyll College Learning, Teaching & Engagement Committee
to be held at 11am on Friday 1 March 2019
Lorne Street Centre, Lochgilphead PA31 8LU
Tel 01631 559560

A G E N D A

Agenda item no		Status	Papers
19.1.1	Welcome & apologies for absence.		
19.1.2	Declarations of interest & any items to be deemed confidential	To note	
19.1.3	Minute of previous meeting held on 16th November 2018	To approve	Attached
19.1.4	Matters arising <ul style="list-style-type: none">- To note change in HGIOC grading as a result of endorsement process – change in Leadership and Quality Culture grading from Satisfactory to Good- HGIOC endorsement letter	To note	Attached
19.1.5	FE KPIs 2017/18 comparison with rest of college sector	To note	Attached
19.1.6	Early and further withdrawal for full time FE courses to date 2018/19	To note	Attached
19.1.7	Update on progress towards targets – 2018/19 <ul style="list-style-type: none">a) FE Creditsb) HE FTEs	To note	Attached
19.1.8	HE FTE predictions 2019/20	To note	Attached
19.1.9	Internal operational Learning and Teaching committee remit	To approve	Attached
19.1.10	Update on learning, teaching and enhancement items in last quarter: <ul style="list-style-type: none">a) Successful ESIF bid to fund 1FTE curriculum developer for HNC/D Production Horticulture/Horticulture Landscapingb) Approval of CPD Leadership and Management programme in Tourism and Hospitalityc) Pilot of new regional process for review of learning and teaching	To discuss	Attached

	<ul style="list-style-type: none"> d) UHI VLE migration – Blackboard to Brightspace e) New professional standards for lecturers in Scotland’s Colleges 		
19.1.11	Student surveys <ul style="list-style-type: none"> a) UHI region Early Student Experience survey (ESES) b) National Student Survey (NSS) c) SFC student satisfaction and engagement survey (SSES) 	To note	Attached
19.1.12	Policies for approval: None		
19.1.13	AOCB		
19.1.14	Date of next meeting: Friday 24th May 2019		



**Minute of Argyll College Management Board
Learning, Teaching & Engagement Committee
held at 10 am on Friday, 16th November 2018 at CERC, Lochgilphead**

Present: Stella Leitch (SL) Chair; Andrew Campbell (AC); Martin Jones (MJ); Amber Crowley (AmC); Laura Hogg (LH)

In Attendance: Elaine Munro (EM); Ailsa Close (AEC)

	Item	Action
18.2.1	Welcome & apologies for absence. No apologies for absence, MJ and LH welcomed to the committee	
18.2.2	Declarations of interest & any items deemed to be confidential. There were no declarations of interest.	
18.2.3	Minute of previous meeting held on 18th May 2018. The minutes of the meeting were approved as an accurate record of the meeting and were signed by the Chair. Action: These will be taken to the Board for noting	EM
18.2.4	Matters arising. There were no matters arising.	
18.2.5	How Good is Our College report. This is the second year the college has completed the self evaluation report and enhancement plan under the new Education Scotland quality framework. The H&I region agreed a common context statement that all UHI colleges have included within reports and a common template for data relating to the outcome agreement national measures. There are areas of positive practice and areas for improvement, with the latter collated into the enhancement plan. The committee commented the report was a very honest reflection of the college and noted the work that went in to improve the areas that were identified last year. We look forward to working further with Education Scotland. Education Scotland are currently reviewing the quality enhancement processes for colleges and the expectation is that the submission of an evaluative report and enhancement plan will be a two yearly process, rather than annual. Agreed to update the LTE committee on progress towards the action plan at every second meeting. Noted that Liz Richardson and Jane Nichols have been very involved in the production of this report, and all staff should continue to be involved in its production. Action: The report was approved and will be taken to the Board for noting.	EM
18.2.6	Final KPIs for full time FE 2017/18. Improving trend: reduced early withdrawal, reduced partial success and improved success. Further withdrawal remains an issue. College compares well across the regional partners.	

	<p>SFC has granular info on where people from any particular postcode in an area go to college, and it would be useful to have access to that information. Discussion about improving links with schools, to improve our reputation with staff, parents and pupils with aim of being a credible choice of destination for school leavers. MJ's intention is to link back in with all of our external stakeholders, and in particular schools. We need to be strategic and smart about it, and MJ can start to speak to Head Teachers and try to get us on the radar for parents and teachers, and build on the work that Mo McKenna and the marketing dept has been doing.</p>	
18.2.7	<p>Update on progress towards targets – 2018/19</p> <p>(a) FE Credits. FE credit target is at 77% achievement. Planning is in place to marketing and promote courses starting in January 2019 to ensure the achievement of the credit target.</p> <p>(b) HE FTEs. HE FTE predictions higher than actual, indications are that we will be around 20 FTEs below target. We have been increasing our numbers every year so understandable that this would finally plateau. EM to review what the split is between hosted and taught students.</p> <p>(c) Primary teaching still going well and is very popular.</p>	EM
18.2.8	<p>Early withdrawal KPIs for full time FE courses to date 2018/19</p> <p>Early withdrawal KPI of 4%, this is likely to increase as we gather more information.</p> <p>Childcare team have higher success and lower withdrawal than any of our partners.</p>	
18.2.9	<p>Policies for approval:</p> <p>(a) SQA courses with externally assessed components. This is a fairly standard policy throughout the sector.</p> <p>Policy approved by committee. ACTION: Bring to board for noting</p>	EM
18.2.10	<p>AOCB</p> <p>Sharepoint and value of it noted by SL</p> <p>Thanks extended to EM and AEC for all the hard work over the last few months during difficult circumstances.</p>	
18.2.11	<p>Date of next Learning, Teaching & Engagement Committee. To be agreed at Board meeting</p>	
	<p>Signed by</p> <p>..... Date</p> <p>Chair of Learning, Teaching & Engagement Committee</p>	



Argyll College UHI
Westbay
Dunoon
PA23 7HP

Via email

Attn: Dr Martin Johns - Principal

15 February, 2019

Dear Dr Johns,

Endorsement of 2017/18 Evaluative Report and Enhancement Plan

The Scottish Funding Council (SFC) and Education Scotland have now reviewed the Argyll College UHI 2017/18 Evaluative Report and Enhancement Plan (EREP), and can advise that:

Your Evaluative Report:

- provides an accurate and appropriate account of the quality of provision and services being delivered by the college;
- identifies clearly what is working well;
- identifies what needs to improve;
- takes appropriate account of the views of stakeholders, and
- is supported by appropriately robust sources of evidence.

Meanwhile, your Enhancement Plan:

- is well-informed by, and linked appropriately to, the findings of the Evaluative Report;
- communicates clearly the plans to address areas of provision and services which require improvement, and
- identifies clearly what the college aims to achieve and by when.

Finally, we consider that the grades you propose:

- conform to Education Scotland's grading parameters, and reflect the college's performance as described in the 2017/18 EREP.



SFC and Education Scotland will make arrangements to publish the Argyll College UHI 2017/18 EREP in due course. We shall keep you in touch with timing.

Yours sincerely,

A handwritten signature in blue ink, appearing to read "Michael Cross".

Michael Cross
Interim Director, Access Skills
and Outcome Agreements
SFC

A handwritten signature in blue ink, appearing to read "Janie McManus".

Janie McManus
Strategic Director, Scrutiny
Education Scotland

Cc: Education Scotland - HMI Peter Connelly
SFC - Dee Bird

To: Learning, Teaching and Engagement committee

Date: 1 March 2019

Status: To Note

Subject: FE KPIs 2017/18 Comparison with rest of college sector

Attached are the detailed KPI statistics for academic year 2017/18 in the format that we receive from the Scottish Funding Council (SFC). These are issued by SFC in Jan/Feb relating to the previous academic year and it is a requirement that each college in Scotland publish these KPIs on their website.

With regionalisation, mergers etc the number of colleges in Scotland has dropped from 45 in 2010 to 26 today – with 9 of the 26 being UHI partner colleges.

KPI comparison of Argyll College data with the overall college sector in Scotland and with the UHI sector:

Full time FE

	Success	Partial Success	Withdrawal
Overall college sector	66.1%	8.8%	25.1%
UHI colleges	70.3%	7.5%	22.2%
Argyll College	76.0%	6.0%	18.0%

Argyll College has the second highest success KPI for full time FE in Scotland just behind Shetland at 77.8%. We are 23.9 percentage points above the lowest performing college in Scotland (Newbattle at 52.1%) in 2017/18

SFC have set a target success KPI for full time FE for 2019/20 of 73.2%. Of the current 26 colleges in Scotland only 4 have exceeded this target in 2017/18 – Dundee & Angus, Shetland, Orkney and Argyll.

Students studying for more than 160 hours in the following subject areas had a higher successful outcome in Argyll College compared to the average success rate for these areas across all colleges in Scotland: Care, Childcare, Engineering, Art and Design, Hairdressing and Beauty, Computing and ICT, Hospitality and Catering.

Part time FE

	Success	Partial Success	Withdrawal
Overall college sector	78.2%	11.6%	10.2%
UHI colleges	84.9%	9.1%	6.1%
Argyll College	74.8%	14.6%	10.6%

We are below the Scotland sector success KPI and significantly below the UHI partnership for part time FE – in fact we are third lowest within the 9 UHI partner colleges.

The data is further analysed to show KPIs by duration of course:

Duration of course	Student numbers	Success	Partial Success	Withdrawal
Under 10 hours	248	100%		
10 – 40 hours	117	72.6%	18.8%	8.5%
40 – 80 hours	170	71.2%	14.7%	14.1%
80 – 160 hours	77	59.7%	26.0%	14.3%
160 – 320 hours	538	68.2%	18.0%	13.8%
320 – full time	90	67.8%	18.9%	13.3%

Almost half of all part time students are studying courses of duration 80 -160 or 160-320 hours. These are mainly schools link students studying Skills for Work courses or students (either schools link or students who have left school) studying Highers or National 4/5 courses.

There is a high withdrawal rate in schools link courses and a high partial achievement. These are areas that we continue to work closely with schools to address: encouraging schools to stop the practice of selecting pupils for college courses and allow pupils to self select college courses during options choices, as well as ensuring pupils have the appropriate information to make an informed decision on course selection, understand the commitment required and involving all school pupils in an interview process before being accepted onto the course.

SUPPRESSED

SELECT ⇨

Argyll College

Total FE/HE FT/PT = 1,423

50 Suppression Threshold

Argyll College 17-18 Performance Indicators

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

Year		Completed Successful	Partial Success	Withdrawal	Total
12-13	Full Time	167	34	75	276
13-14	Full Time	173	27	95	295
14-15	Full Time	137	17	59	213
15-16	Full Time	141	5	49	195
16-17	Full Time	145	19	44	208
17-18	Full Time	139	11	33	183

Year		% Completed Successful	% Partial Success	% Withdrawal	Total
12-13		60.5%	12.3%	27.2%	276
13-14		58.6%	9.2%	32.2%	295
14-15		64.3%	8.0%	27.7%	213
15-16		72.3%	2.6%	25.1%	195
16-17		69.7%	9.1%	21.2%	208
17-18		76.0%	6.0%	18.0%	183

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

Year		Completed Successful	Partial Success	Withdrawal	Total
15-16	Total Part-Time FE	936	233	124	1,293
16-17	Total Part-Time FE	883	188	94	1,165
17-18	Total Part-Time FE	928	181	131	1,240

Year		% Completed Successful	% Partial Success	% Withdrawal	Total
15-16		72.4%	18.0%	9.6%	1,293
16-17		75.8%	16.1%	8.1%	1,165
17-18		74.8%	14.6%	10.6%	1,240

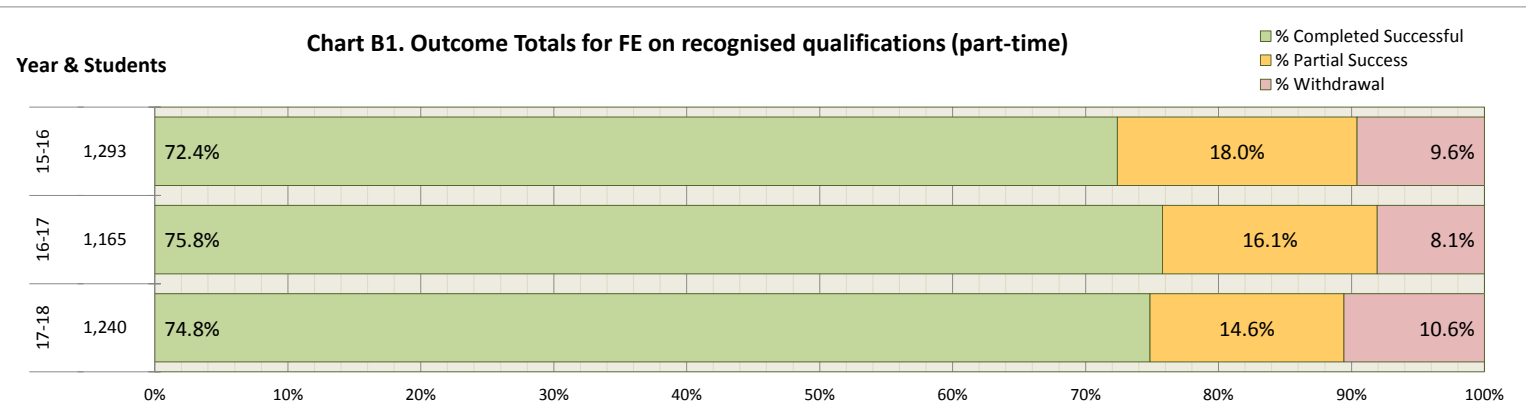
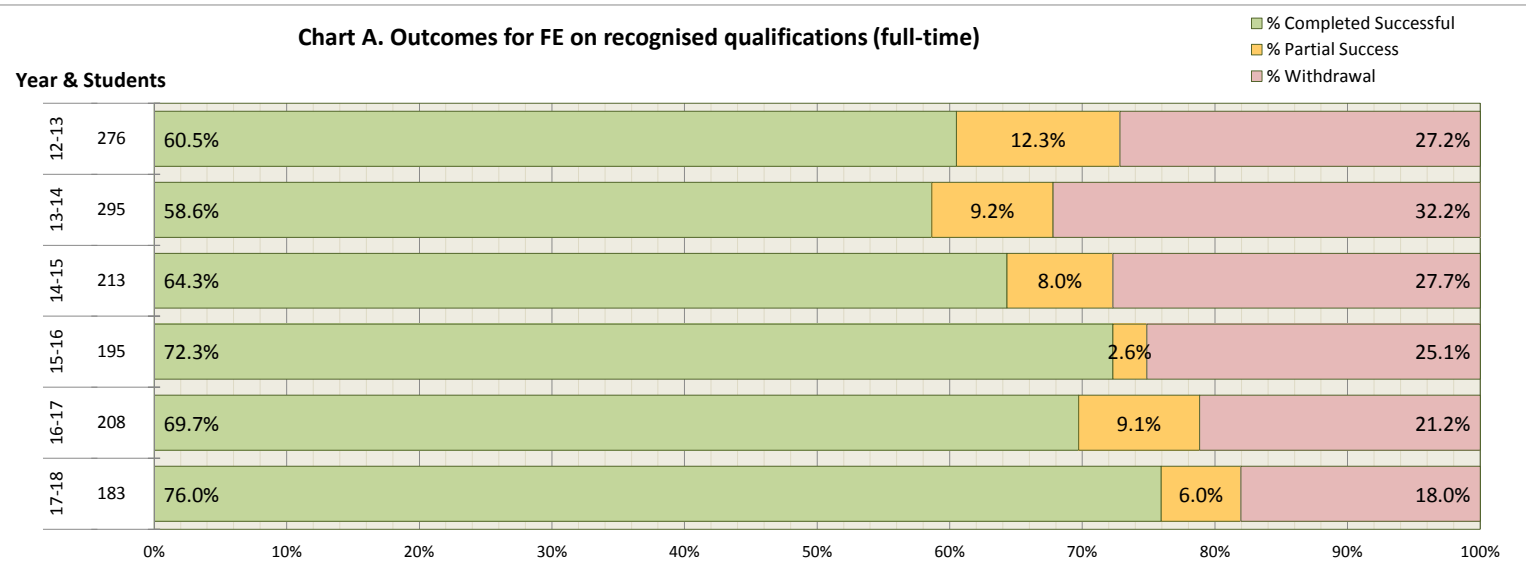


Chart B2. Outcome Breakdown for FE on recognised qualifications (part-time)

Year		Completed Successful	Partial Success	Withdrawal	Total
15-16	under 10 hours	195			195
	10 up to 40 hours	79	36	10	125
	40 up to 80 hours	239	59	18	316
	80 up to 160 hours	124	41	22	187
	160 up to 320 hours	249	90	69	408
	320 hours up to FT	50	7	5	62
16-17	under 10 hours	340			340
	10 up to 40 hours	27	38	13	78
	40 up to 80 hours	111	49	27	187
	80 up to 160 hours	109	29	21	159
	160 up to 320 hours	280	71	29	380
	320 hours up to FT				
17-18	under 10 hours	248			248
	10 up to 40 hours	85	22	10	117
	40 up to 80 hours	121	25	24	170
	80 up to 160 hours	46	20	11	77
	160 up to 320 hours	367	97	74	538
	320 hours up to FT	61	17	12	90

Year		% Completed Successful	% Partial Success	% Withdrawal
15-16	under 10 hours 195	100.0%		
	10 up to 40 hours 125	63.2%	28.8%	8.0%
	40 up to 80 hours 316	75.6%	18.7%	5.7%
	80 up to 160 hours 187	66.3%	21.9%	11.8%
	160 up to 320 hours 408	61.0%	22.1%	16.9%
	320 hours up to FT 62	80.6%	11.3%	8.1%
16-17	under 10 hours 340	100.0%		
	10 up to 40 hours 78	34.6%	48.7%	16.7%
	40 up to 80 hours 187	59.4%	26.2%	14.4%
	80 up to 160 hours 159	68.6%	18.2%	13.2%
	160 up to 320 hours 380	73.7%	18.7%	7.6%
	320 hours up to FT			
17-18	under 10 hours 248	100.0%		
	10 up to 40 hours 117	72.6%	18.8%	8.5%
	40 up to 80 hours 170	71.2%	14.7%	14.1%
	80 up to 160 hours 77	59.7%	26.0%	14.3%
	160 up to 320 hours 538	68.2%	18.0%	13.8%
	320 hours up to FT 90	67.8%	18.9%	13.3%

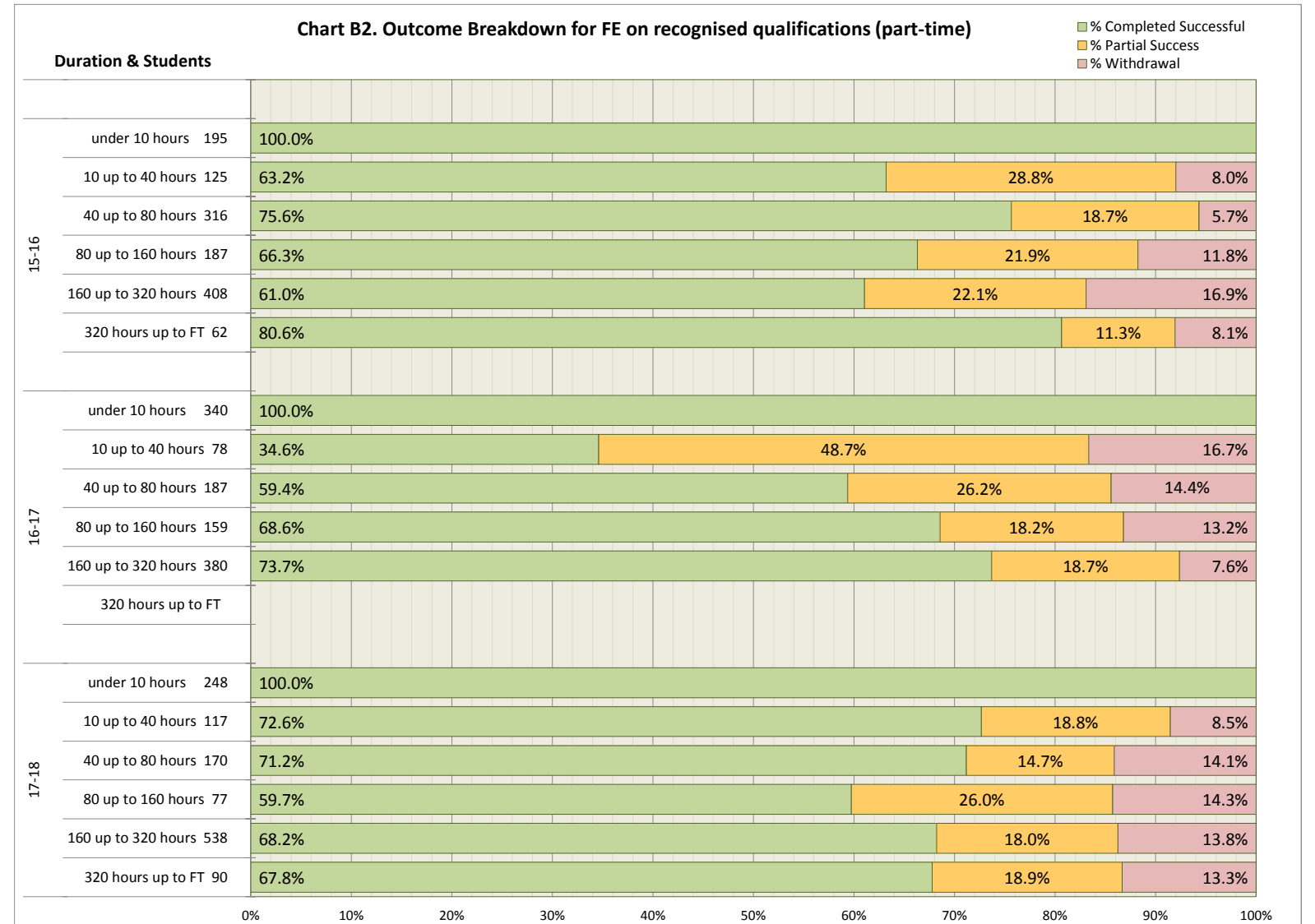
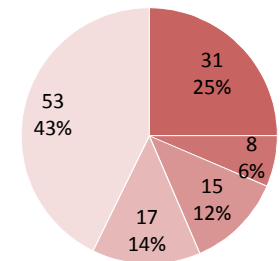


Chart C. Achievement for FE students with partial success

Number of students who complete their course without gaining any units / credits	31	25.0%
Number of students completing their course achieving up to 25% of planned units	8	6.5%
Number of students completing their course achieving 25 to 50% of planned units	15	12.1%
Number of students completing their course achieving 50 to 75% of planned units	17	13.7%
Number of students completing their course achieving at least 75% of planned units	53	42.7%
	124	100%

Chart C: Level of achievement for students funded by the SFC completing an FE course of 160 hours or more who did not achieve 'full' success (An overview of the 'Partial Success' group above)

- Number of students who complete their course without gaining any units / credits
- Number of students completing their course achieving up to 25% of planned units
- Number of students completing their course achieving 25 to 50% of planned units
- Number of students completing their course achieving 50 to 75% of planned units
- Number of students completing their course achieving at least 75% of planned units



Total FE/HE FT/PT = 1,423

Argyll College 17-18 Performance Indicators

Chart D. Enrolments by age group on courses lasting 160 hours or more

	Completed Successful	Partial Success	Withdrawal	Total
under 18	334	86	73	493
18-20 year olds	52	10	14	76
21-24 year olds				
25-40 year olds	80	17	16	113
41 and Over	80	4	10	94

	% Completed Successful	% Partial Success	% Withdrawal
under 18 493	67.7%	17.4%	14.8%
18-20 year olds 76	68.4%	13.2%	18.4%
21-24 year olds			
25-40 year olds 113	70.8%	15.0%	14.2%
41 and Over 94	85.1%	4.3%	10.6%

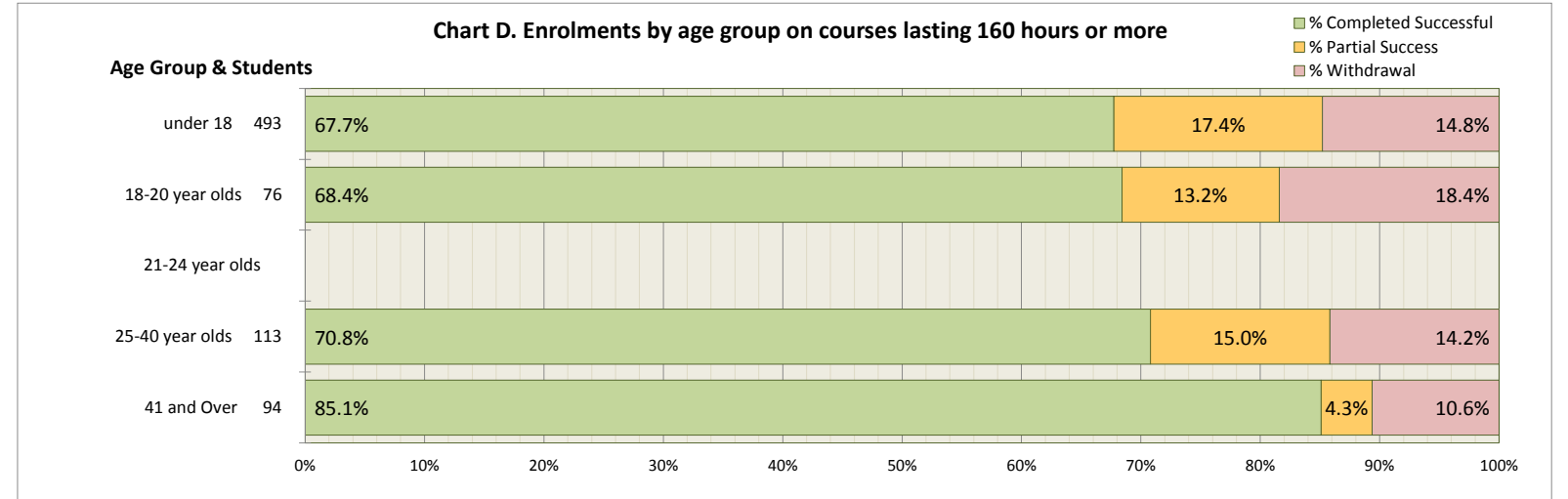
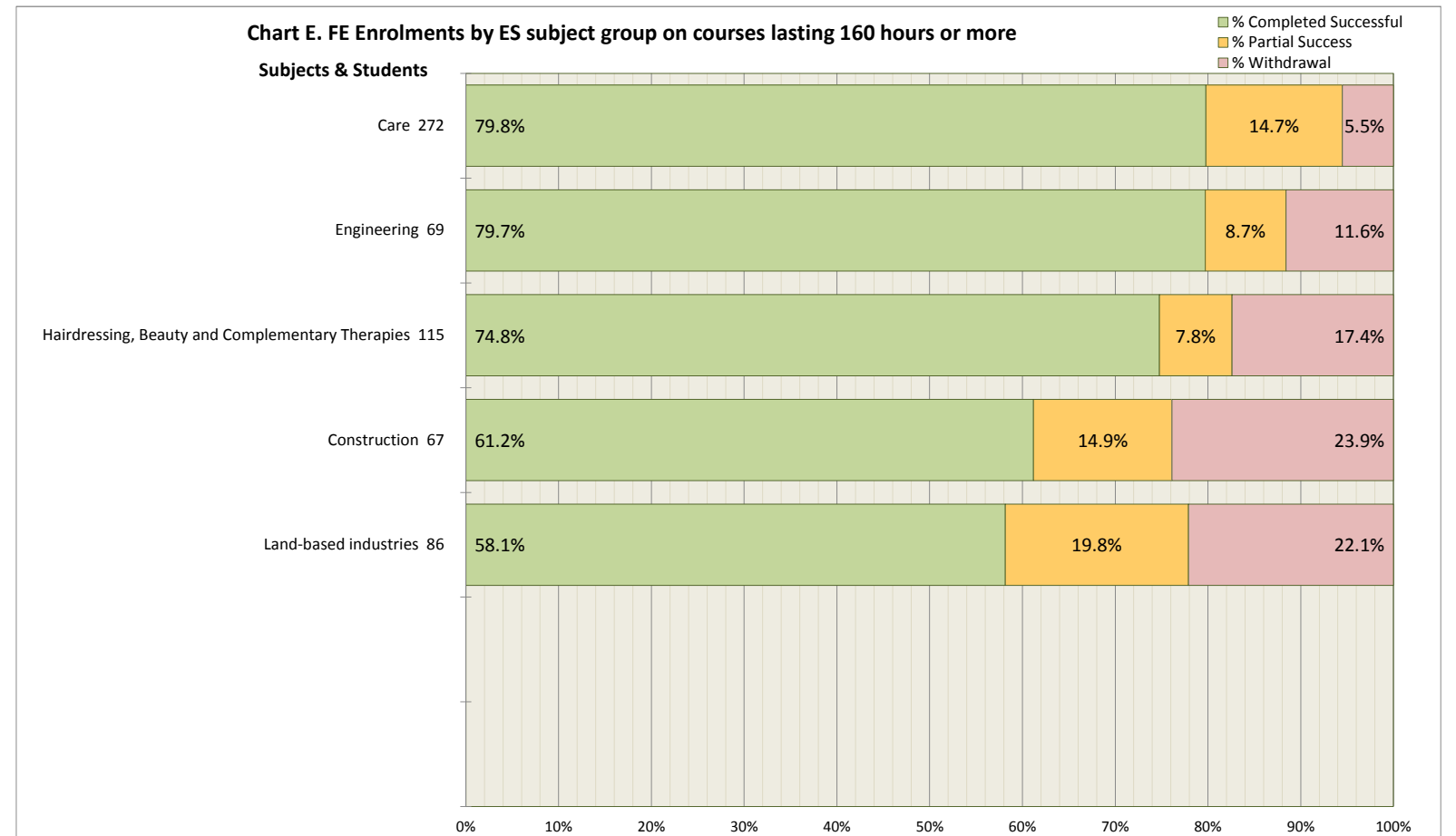


Chart E. FE Enrolments by ES subject group on courses lasting 160 hours or more

	% Completed Successful	Completed Successful	Partial Success	Withdrawal	Total
Sport and Leisure					
Special Programmes					
Social subjects					
Science					
Performing arts					
Nautical studies					
Media					
Languages and ESOL					
Land-based industries	58.1%	50	17	19	86
Hospitality and tourism					
Hairdressing, Beauty and Complementary Therapies	74.8%	86	9	20	115
Engineering	79.7%	55	6	8	69
Education and training					
Construction	61.2%	41	10	16	67
Computing and ICT					
Care	79.8%	217	40	15	272
Business, Management and Administration					
Art and design					

	% Completed Successful	% Partial Success	% Withdrawal
Care 272	79.8%	14.7%	5.5%
Engineering 69	79.7%	8.7%	11.6%
Hairdressing, Beauty and Complementary Therapies 115	74.8%	7.8%	17.4%
Construction 67	61.2%	14.9%	23.9%
Land-based industries 86	58.1%	19.8%	22.1%

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



Total FE/HE FT/PT = 1,423

Argyll College 17-18 Performance Indicators

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

	Completed Successful	Partial Success	Withdrawal	Total
FE Females	369	74	55	498
FE Males	197	50	64	311
HE Females				
HE Males				

	% Completed Successful	% Partial Success	% Withdrawal
FE Females 498	74.1%	14.9%	11.0%
FE Males 311	63.3%	16.1%	20.6%

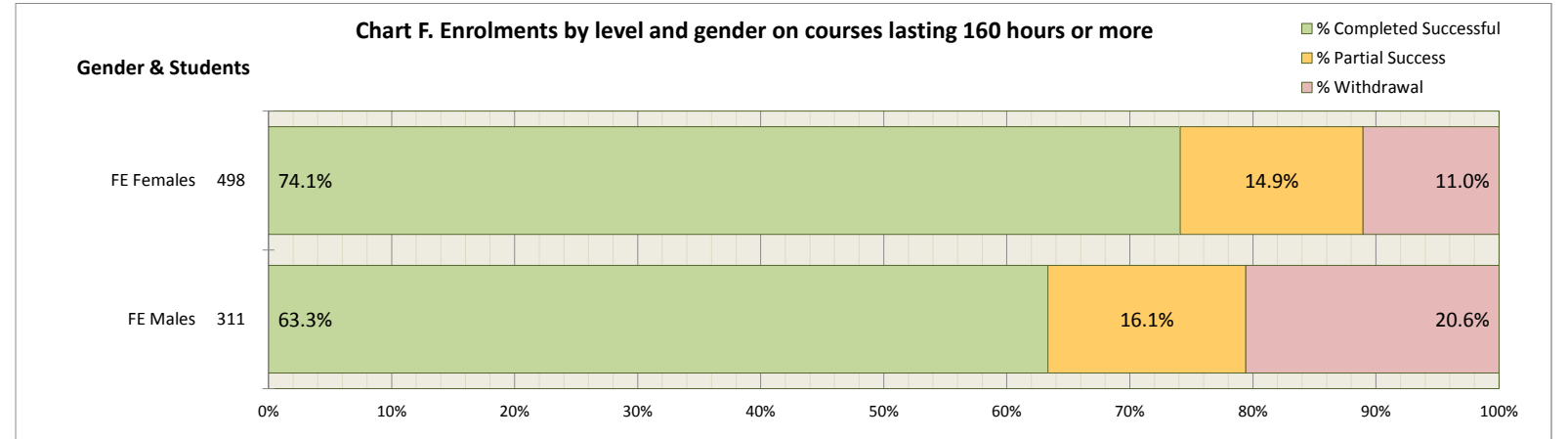


Chart G. Enrolments by key group on courses lasting 160 hours or more

	Completed Successful	Partial Success	Withdrawal	Total
All enrolments over 160 hours	567	125	119	811
10% Most deprived postcode areas				
20% Most deprived postcode areas	51	9	16	76
Fees paid by employer	71	9	4	84
Ethnic minority				
Disability	105	30	19	154
Year of study greater than first year				
Care Experienced				

	% Completed Successful	% Partial Success	% Withdrawal
All enrolments over 160 hours 811	69.9%	15.4%	14.7%
10% Most deprived postcode areas			
20% Most deprived postcode areas 76	67.1%	11.8%	21.1%
Fees paid by employer 84	84.5%	10.7%	4.8%
Ethnic minority			
Disability 154	68.2%	19.5%	12.3%
Year of study greater than first year			
Care Experienced			

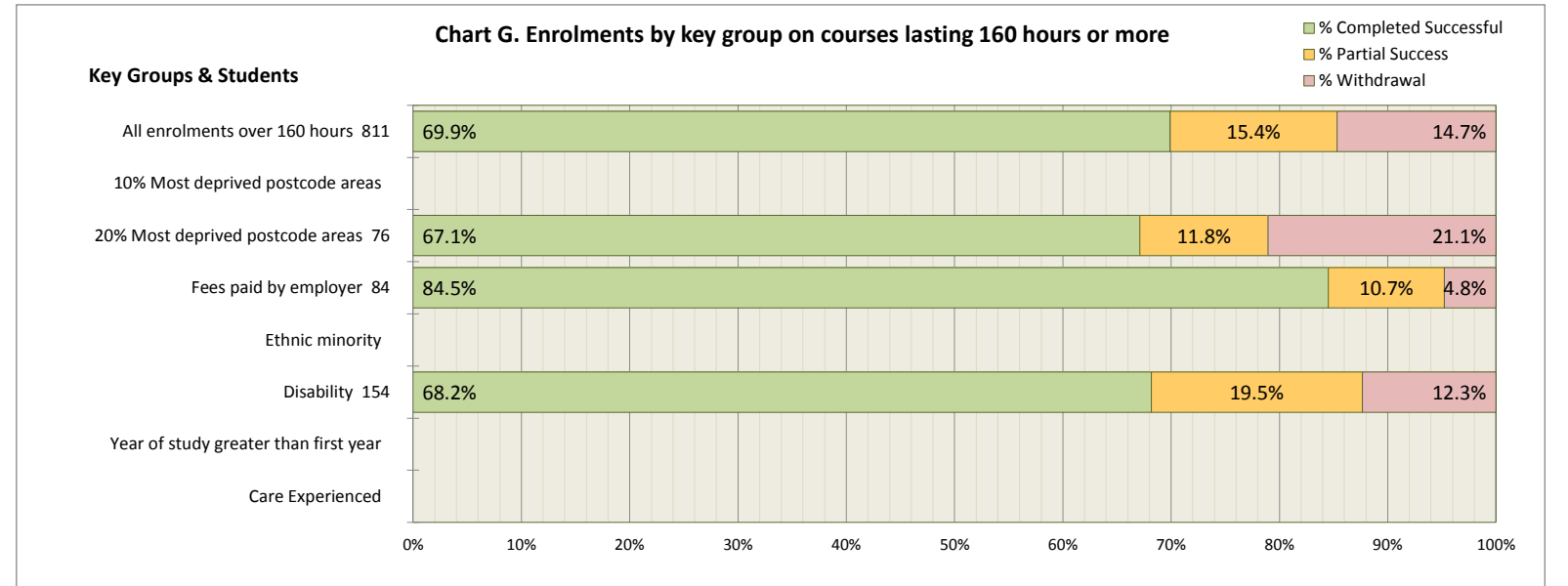


Chart H. Credit targets and achieved (core plus ESF where applicable)

	Credits/WSUMs	Year	Percentage
WSUMs achieved	6,707		
15-16 WSUM target	6,617	15-16	101.36%
Credits achieved	6,693		
16-17 Credits target	6,617	16-17	101.15%
Credits achieved	7,151		
17-18 Credits target	6,617	17-18	108.07%

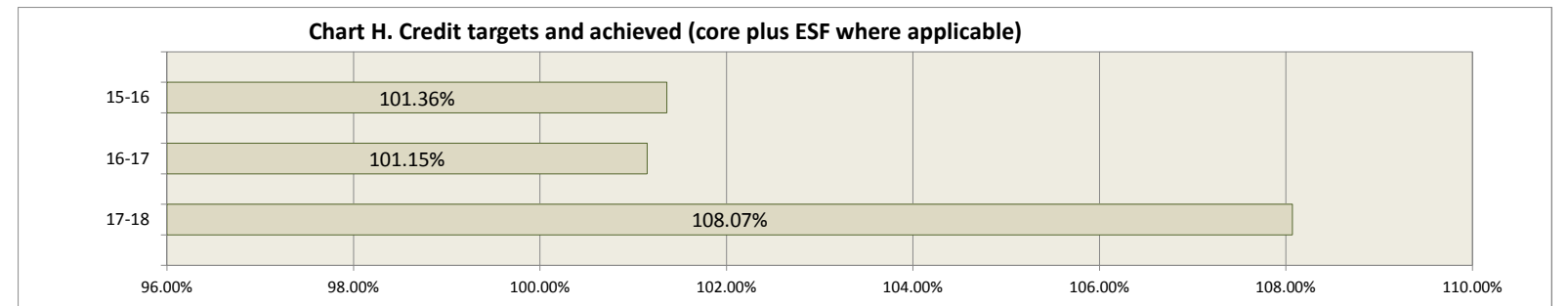
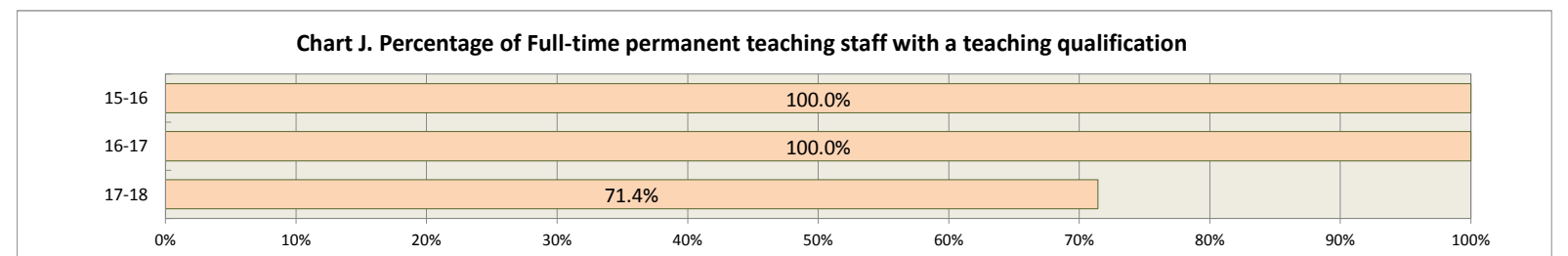


Chart J. Percentage of Full-time permanent teaching staff with a teaching qualification

	Permanent full-time teaching staff	Number with a Teaching Qualification	Year	Percentage
15-16	10	10	15-16	100.0%
16-17	6	6	16-17	100.0%
17-18	14	10	17-18	71.4%



To: Learning, Teaching and Engagement committee

Date: 1 March 2019

Status: To Note

Subject: Early withdrawal and Further Withdrawal KPIs – full time FE 2018/19

The early withdrawal statistic is any student who has withdrawn before 1st November. 18 full time students have withdrawn before 1st November, giving an early retention percentage of 90% or an early withdrawal percentage of 10%.

Further withdrawal is any student withdrawing from their course after 1st November. Currently an additional 16 students have withdrawn, giving a student retention percentage of 81% or a further withdrawal percentage of 9%

This means that to date 19% of all full time FE students who enrolled on courses this year have already withdrawn. This is already higher than the total overall withdrawal of full time FE students last year (AY 2017/18 - 18% withdrawal), with more students likely to withdraw before the end of this academic year. There will be further engagement with teaching teams to assess the reasons for this increase in student withdrawal to inform actions that can be put in place to mitigate this in future.

The table below provides detail of the number of students enrolled on each full time FE course, the early withdrawal figures and current further withdrawal:

Course	Students enrolled in 2018/19	W/d before 1 st Nov 2018	Further w/d
SVQ Professional Cookery at SCQF levels 4,5,6	12	1	1
NC Computing with Digital Media	5	0	1
Access to HN Business, Admin & Computing	18	4	1
NC Social Science	11	4	3
NPA Construction	10	1	1
NC Engineering Systems	5	0	0
Art and Design	5	0	0
NC Sport and Fitness	8	1	2
SVQ Hairdressing at SCQF levels 4,5, 6	18	2	0
NC Early Education and Childcare	12	0	2
SVQ Social Services (Children & Young People) at SCQF level 6 & 7	53	5	5
Education for Life – 3 different programmes	22	0	0
TOTALS	179	18	16
Percentage withdrawal		10%	9%

To: Learning, Teaching and Engagement committee

Date: 1 March 2019

Status: To Note

Subject: FE and HE progress towards target 2018/19

FE 2018/19

The FE credit target for 2017/18 is 6682, consisting of 6582 core credits and 100 ESF funded credits. This is the first year the college has been allocated ESF funded credits from the region. For the last three years our credit count has been 6617, so a slight increase this year in response to over achieving our credit target last year by over 100 credits.

To date our credit count is 6108, which is 91% of target and where we would expect to be at this time of year. With current planned activity and a continued focus it is expected that the credit target will be achieved.

HE 2018/19

HE FTEs are below predicted numbers for the first time in several years. Predicted FTEs made in November 2017 were 220 FTE, the revised prediction made at ESR in December 2018 was 199 FTE and the current count is 193.1 FTE

There may be some slight increase in the next few months, once all unit and module attachments have been made to all students, however it is unlikely that the final count will achieve the revised ESR prediction.

The reduction is in full time student numbers: 26 fewer full time students enrolled on HE courses this year with the majority of this reduction on courses taught by the college. The following courses did not recruit sufficient students to run this year: HNC Applied Science, HNC and HND Agriculture and HNC Sport & Fitness. In previous years we have taught HND Business but in 2018/19 there was a faculty decision to progress students from HNC Business to year 2 of the Business degree and cease delivery of the HND. While these students will still be enrolled and supported by Argyll College the teaching comes from other UHI partners.

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

		Headcount		
	FTEs	Total	Full time	part time
2018/19	193.1	262	169	93
2017/18	221.6	290	195	84
2016/17	180.5	226	165	61
2015/16	165.5	212	146	66

To: Learning, Teaching and Engagement committee

Date: 1 March 2019

Status: To Note

Subject: HE FTE predictions 2019/20

The first round of predictions for HE FTEs for 2019/20 have been submitted and are shown below:

	Full Time		Part time		Totals
	Taught	HAP	Taught	HAP	
FTE	123	53	9.1	15.35	200.45 FTEs
Headcount	123	53	13	43	232 Heads

The table below shows the FTE and Headcount totals for the last 4 academic years as a comparison.

	FTEs	Headcount		
		Total	Full time	part time
2018/19	193.1	262	169	93
2017/18	221.6	290	195	84
2016/17	180.5	226	165	61
2015/16	165.5	212	146	66

To: Learning, Teaching and Engagement committee

Date: 1 March 2019

Status: To Approve

Subject: Internal operational learning and teaching committee remit

The aim of the internal operational Learning and Teaching Committee is to implement the college's Learning and Teaching Strategy, to create a structure and clear purpose around learning and teaching across the college under the framework of Learn, Achieve, Advance. The committee will build on existing strengths and ensure a focus on improving and further enhancing professional practice to create a culture of excellence in learning and teaching. There will be alignment with the Education Scotland How Good is our College quality framework with the committee identifying areas of good practice as well as areas for further development that will be reported on within the college evaluative report and enhancement plan (EREP).

The committee will be led by the two Heads of Curriculum and also comprise 3 members of teaching staff, a member of another academic partner's quality committee, a student representative and the Deputy Principal. The committee will report to the Learning, Teaching and Engagement board sub-committee. LTC meetings will take place 3 weeks before each of the board sub-committee meetings to allow input and referral from one to the other.

The remit of the committee is attached – the LTE is asked to consider and approve this.

Learning and Teaching Committee Remit

Aim

The aim of the Learning and Teaching Committee is to implement the college's Learning and Teaching Strategy, to create a structure and clear purpose around learning and teaching across the college under the framework of **Learn, Achieve, Advance**. The committee will build on existing strengths and ensure a focus on improving and further enhancing professional practice to create a culture of excellence in learning and teaching. The learning and teaching strategy is student centred and recognises the importance of the student voice while developing a curriculum that aligns to local and regional economic drivers.

Objectives

1. Ensure all students are given a fair and equal opportunity to access courses, and to successfully achieve their chosen award by supporting individuals to make informed course choices which enhance transitions to positive destinations.
2. Support staff in the development and delivery of high quality learning and teaching that inspires and actively engages students in an inclusive, student centred environment.
3. Ensure there are continued professional development opportunities for all staff that support the development needs for learning and teaching and college identified staff development priorities.
4. Ensure the new Professional Standards for Lecturers in Scotland's Colleges are embedded into the culture, ethos and practice of learning and teaching in the college.
5. Provide opportunities for teaching staff to undertake appropriate teaching, assessor and verifier qualifications while encouraging them to take ownership of their own professional development.
6. Develop a culture that encourages all teaching staff to engage in self-reflection and evaluation on their own teaching practice and that of their peers, and engage in the learning and teaching review process.
7. Ensure teaching teams follow procedures for, and carry out: standardisation meetings to ensure a common understanding of qualification frameworks and assessment strategies; course team meetings to discuss the detailed delivery of the course, results and attainment of students.
8. Encourage teaching staff to share innovative and best practice approaches to learning and teaching through dissemination and discussion across all curriculum areas and centres, and with the wider UHI teaching community.
9. Ensure ongoing development of learning and teaching support to improve student retention and attainment levels to above the national benchmark.
10. Ensure staff provide students with timely and constructive feedback and feed forward through a variety of personalised approaches, to encourage learners to reflect on their own learning and development to allow them to gauge their progress and inform their future work.
11. Ensure teaching staff encourage learners to evaluate their own learning, progression and achievement. This will be achieved by providing the skills required to allow students to undertake this self-reflection, and promoting a spirit of enquiry amongst students to enable

them to be independent learners and to equip them with the skills required to succeed in life and in work.

12. Ensure teaching staff encourage students to engage in programme improvement through student representative involvement in team meetings and other response platforms, where student representatives have been provided appropriate training.
13. Ensure all FE courses comply with the essential and core skills policy.
14. Ensure that employability and enterprise skills are embedded into our curriculum at all levels, to prepare students for the world of work.
15. Monitor feedback obtained by the college through engagement with the local and regional stakeholders we work most closely with, to measure impact of improvements in learning and teaching. Stakeholders will include local schools, Argyll and Bute education department, Highlands and Islands Enterprise and Skills development Scotland.
16. Monitor and improve standards of learning and teaching through the application of Education Scotland's How Good is Our College quality framework

To: Learning, Teaching and Engagement committee

Date: 1 March 2019

Status: To Note

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

a) Successful ESIF bid to fund 1 FTE curriculum developer for HNC/D Production Horticulture and Horticulture Landscaping

Through a recent UHI bidding process, Amber has been successful in being awarded European funding to recruit a full time member of staff to develop curriculum for a scheme approach within Horticulture. The funding allows the development of HNC/D Production Horticulture and HNC/D Horticulture Landscaping and aligns well with the discussions with Mount Stuart Trust in Rothesay about working more collaboratively to delivery horticulture provision. The funding application is attached to provide more detail.

b) Approval of CPD Leadership and Management programme in tourism and hospitality

Argyll College was approached by Portavadie Marina to request whether their leadership and management programme which they devised and deliver internally to staff could be certificated by Argyll College/UHI. Mo McKenna, our Head of Marketing and Communications, has been working with Portavadie Marina and the UHI Subject Network Leader for Business and Management to assess the feasibility of aligning the programme to the UHI degree module structure. A programme specification and module specifications were devised and at a recent internal UHI approval event this programme was approved. The programme specification is attached to provide more detail. The first cohort of students will start in March, will initially mainly be recruited from Portavadie staff as well as from other local Argyll tourism and hospitality businesses, but from the second year of delivery the programme will be available across the UHI network.

c) Pilot of new regional process for review of learning and teaching

Within the UHI region quality managers work collaboratively as a Quality Forum to identify areas where it would be beneficial to all partners to devise common approaches, processes and systems that will allow straightforward benchmarking across the region, facilitate communities of practice to be set up and better able the sharing of staff to learn from each other. Each year a number of workstreams are agreed that the quality forum will focus on - many of these are as a result of the Evaluative Report and Enhancement Plans (EREPs) submitted as part of the How Good is our College quality framework. One of these this year is to pilot a regional process for the review (or observation) of learning and teaching. Argyll College was and Moray College are piloting the proposed regional process, will evaluate the

process and produce a report to enable to Quality Forum to assess whether a regional approach could be adopted.

d) UHI VLE migration

UHI are changing the virtual learning environment (VLE) used across the university from Blackboard to Brightspace. The migration of teaching and learning materials is underway with teaching staff being asked to review existing unit and module materials on Blackboard and only moving materials that are fit for purpose, accurate and up to date to the new VLE. This is a significant and very time consuming housekeeping exercise. All VLE teaching will be from Brightspace from academic year 2019/20. Each UHI academic partner has identified Brightspace Champions – we have 2 (Sam Tweedlie and Liz MacFarlane) – who have attended a series of professional development courses and will be supporting colleagues in their partner in the transition to Brightspace and during the first year of operation of Brightspace.

e) New Professional standards for lecturers in Scotland's Colleges

College Development Network (CDN) have revised the professional standards for college lecturers. These are based around three interdependent elements:

- Professional Values
- Professional Knowledge and understanding
- Professional Practice

CDN is hosting a number of workshops around Scotland in March to meet curriculum teams and discuss the new standards. One of the workshops is in West Highland College on Fri 22nd March and we'll be encouraging teaching staff to attend. The new standard is attached for information.

ESIF funded Curriculum development projects will be supported by the EDU. As well as project management, support for the design and development of the programme includes:

- identifying and implementing suitable pedagogies
- selection of appropriate technology tools
- design and development of learning materials
- learning analytics may be used to best effect
- building curriculum within the Brightspace Learning environment

Have a look at the EDU Website for information about the types of support available. There are also examples of different types of learning resources on the EDU Showcase.

All projects being submitted for ESIF funding must first be discussed with a member of the EDU Team.

(A) OVERVIEW OF PROPOSAL

- i. Name of subject network and academic partner (s) :
Science, Technology and the Environment – Argyll College
- ii. Date submitted: 7th Jan 2019

iii. Name of proposer/academic lead:
Amber Crowley

iv. Title of proposed curriculum development project:
HNC/D Production Horticulture and Landscape Management

v. Brief overview of the proposed curriculum development project and style/blend of delivery (what/why/how):

Development of curriculum materials for the Brightspace VLE for a scheme approach to HNC/D Horticulture whereby there are common Horticulture units delivered with specialised optional units to allow students to exit with either of the following 3 awards:
HNC/D Horticulture
HNC/D Production Horticulture
HNC/D Landscape Management

The two new routes would provide additionality to the existing HNC/D Horticulture programmes which are being taught throughout Scotland.

We have a potentially large demand from, and have been in close engagement with, a large local employer – Mount Stuart Trust on Bute. They have significant plans to grow and expand not only the current horticulture and arboriculture work that they do but to vastly expand production horticulture which will include education and training in collaboration with Argyll College and UHI. Mount Stuart trust currently employ upwards of 100 staff in the house, gardens and grounds and are looking to increase employment on the Isle of Bute by offering more horticultural employment in the future. With Production Horticulture education in Scotland currently being limited to SVQ’s with the highest level of study being SCQF level 5 an HNC/D progression route would give valuable

additionality. We aim to achieve approval for additional units required for this route during academic year 2019/20.

The demand for Landscape Management would be a progression from our FE Horticulture with Landscaping short courses which we will run this academic year at Mount Stuart and at our specialist construction centre CERC. We aim to achieve approval for the HN Landscape Management course in academic year 2019/20.

The style of delivery would be similar to the current delivery of HNC/D Horticulture with units taught by VC to multiple locations. Currently we deliver to Argyll College students in Oban, Lochgilphead, Arran, Islay, Helensburgh, Rothesay, and Inverness and surrounding areas, to West Highland College students on Skye and to Dundee and Angus students in Dundee. Practical sessions are carried out locally in blocks and on field trips when the students get to meet face to face. Our existing EDU developed HNC Horticulture units are currently being shared with Moray College who are in their first year of HNC Horticulture delivery and with whom we are developing a good working relationship. Brightspace VLE would be used instead of Blackboard for this development.

In addition to unit development we would like to produce a MOOC (as pioneered by American Universities) which would be a video for educational and marketing purposes based around production horticulture with Argyll College UHI at Mount Stuart. This would be targeted particularly at a Highland & Islands audience and would be created for the Brightspace platform.

Progression from HNC/D level would be to a potential new Production Horticulture degree based at Mount Stuart, Isle of Bute.

- vi. Has this curriculum development need already been identified by current employer engagement activities that may support the proposal?

Mount Stuart Trust – Bute

The Mount Stuart trust have requested to work in partnership with us to provide training in Horticulture, and Production Horticulture in particular, at Mount Stuart on Bute. We would like to be in a position to offer up to date and industry relevant HN courses to meet the need of this large local employer who is looking to participate with the university in education, training and employment of graduates. Central to Mount Stuart's business development plan is large scale production horticulture using cutting edge technologies for sustainable food production of vegetable and fruit protected crops. There simply isn't training available in Scotland to provide the skills required in this industry, let alone teaching materials. Existing text books haven't kept up with technological advances in the industry and so there is a real need for up to date teaching materials in this area and a real opportunity for UHI to be at the cutting edge of these developments.

Landscape Management

The Federation of Small Businesses (FSB) highlights the importance of self-employment in rural communities to keep employment levels high and to boost local economies. With Argyll College UHI covering one of FSB's 'entrepreneurial hot-spots' with their data

showing that 'the most successful local communities have high numbers of people who are their own boss' we wish to support entrepreneurship and train individuals to set up businesses in Scotland.

vii. Business case (include if possible the expected impact of the project and estimated student numbers over the next two years)

The impact of developing an HN Production Horticulture route is potentially very large indeed. The scale of the development at Mount Stuart is such that in conjunction with Argyll College and UHI it will be Scotland's leader in production horticulture research and education as well as being an economically significant producer of protected vegetable and fruit crops and a large employer. We would expect the first year's intake of students to be relatively modest in number while the new course is embedded, and then significant growth in student numbers thereafter. With students able to attend online classes from a very wide range of locations throughout the UHI area and beyond, and the possibility of practical assessments and training being carried out throughout the year and throughout the UHI partnership area, the potential for large student numbers is high. A new Mount Stuart £3,000,000 campus with student accommodation is currently in development in Rothesay which would be available for Argyll College UHI students during their studies. This would further increase the possibility of high student numbers on this route (campus development project information: <http://pagepark.co.uk/project/architecture/bute-campus-central/>).

The impact of developing an HN Landscape Management course is significant. The overlap of units with the current HNC/D Horticulture course means that a significant proportion of the course can be delivered by VC in conjunction with other academic partners, with the practical elements being carried out in multiple locations. This course would encourage entrepreneurship in Scotland's rural communities and is therefore economically relevant. We would expect to recruit modest numbers of students in the first year while the course is embedded, and then to increase student numbers significantly in following years as the course is offered across the UHI partnership and also to other partner Colleges e.g. Dundee and Angus College.

According to UCAS a production horticulture route at HN level is not offered anywhere currently in Scotland, SRUC offer SVQ up to SCQF level 5, and Landscape Management is offered at SRUC only at HNC level. This highlights the lack of provision for education in Scotland in horticulture at HN level and could go some way to explain the skills gap in the horticulture industry.

As both the Production Horticulture and Landscape Management routes have units in common with the already developed HNC/D Horticulture courses there is the potential for great additionality with the development of just a few additional units.

Estimated students numbers over the next 3 years – student numbers will increase as more academic partners deliver the courses within their own geographical areas:

<p>HNC Production horticulture Year 1 - 8 students Year 2 – 12 students Year 3 – 20 students</p> <p>HNC Landscape Management Year 1 – 6 students Year 2 – 10 students Year 3 – 15 students</p>
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viii. Funding requested (please state desired FTE and salary keeping in mind that the employee needs to be undertaking 100% ESF duties):

1 FTE for one year (based on the rationale within CDUCM project and outlined below)
 Salary based on standard college teaching salary of ~ £36,000.

Rationale for 1FTE post: The CDUCM pilot project recommended 7.5 writing and research hours per hour of actual learning material but in our experience of tutor writing material for HNC Horticulture, HNC Agriculture and HND Agriculture we found this to be more hours that our writers needed and we found around 5.5 hours per hour of actual learning material was more typical.

With 21 units being proposed, with 15 hours of actual learning material being produced per unit, with 5.5 hours per hour of learning material this would be equivalent to 43.3 working weeks, with 2.7 weeks remaining (in a 46 week salaried year) to produce the MOOC.

(B) CURRICULUM DEVELOPMENT DETAILS

I. Programme name:

HNC/D Production Horticulture and HNC/D Landscape Management

II. Name and description of unit(s) to be developed (please refer to eligibility criteria):

All proposed units fit the ESIF funding eligibility criteria.

Units in green have already been developed by EDU and are currently being taught.
 Units in black are already being taught and so have tutor developed materials.
 Units in red are included in this proposal for development.

HNC Scheme of courses:

Unit	Horticulture HNC	Production Horticulture HNC	Landscape Management HNC
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ESIF DEVELOPING SCOTLAND'S WORKFORCE – SFC CURRICULUM DEVELOPMENT PROPOSALS

Horticultural Practices (2 credits)	X	X	X
Plant Growth and Development	X	X	
Plant Protection	X	X	X
Horticulture: Plant Recognition and Use	X	X	X
Soil Management	X	X	X
Horticulture: Graded Unit 1	X	X	
Financial Records for Small Business	X	X	X
Horticultural Mechanisation Principles	X	X	X
Plant Physiology	X	X	
Planting Design	X		X
Retailing of Plants	X		
Plants for Gardens: Specialised Plantings	X		X
Work Experience	X	X	X
IT: Applications Software 1	X	X	X
Plant Trials: An Introduction		X	
Nursery Production		X	
Business Management: An Introduction		X	
Constructing Hard Landscape Features			X
Design Process and Comp. in the Landscape: An Intro			X
Fundamentals of Landscape Surveying			X
Landscape Management: Graded Unit 1			X

HND Scheme of courses:

Unit	Horticulture HND	Production Horticulture HND	Landscape Management HND
Soils and Plant Nutrition	X	X	
Plant Protection: Integrated Approaches	X	X	
Horticulture: Graded Unit 2	X	X	
Horticulture: Graded Unit 3	X	X	
Advanced Plant Propagation	X	X	
Hardy Ornamental Nursery Stock	X	X	
Horticultural Growing Media	X	X	
Landscape Design History	X		X
Parks, Gardens and Public Open Spaces	X		X

ESIF DEVELOPING SCOTLAND'S WORKFORCE – SFC CURRICULUM DEVELOPMENT PROPOSALS

Plants and Habitats: Ecology and Conservation (2 Credits)	X		X
Protected Crops	X	X	
Terrestrial Ecosystems	X		X
Organic Production Systems	X	X	
Plants for Gardens: Woody and Herbaceous Perennials	X		X
Crop Physiology and Breeding		X	
Crop Production Practices		X	
Horticultural Production Mechanisation		X	
Genetics for Plant Science		X	
Supervision and Management		X	
Communication: Presenting Complex Communication for Vocational Purposes		X	
Information Technology in Landscape Design and Management			X
Landscape Management and Maintenance			X
Landscape Practices			X
Landscape Management Graded Unit 2			X
Landscape Management Graded Unit 3			X
Design and Use of Hard Landscape Features			X
Garden Design Concepts (2 Credits)			X
Lawn Construction and Maintenance			X

III. SCQF level (7 and above):

SCQF Level 7 units proposed for development:

Plant Trials: An Introduction
 Nursery Production
 Business Management: An Introduction
 Constructing Hard Landscape Features
 Design Process and Comp. in the Landscape: An Intro
 Fundamentals of Landscape Surveying
 Landscape Management: Graded Unit 1
 Supervision and Management
 Communication: Presenting Complex Communication for Vocational Purposes
 Design and Use of Hard Landscape Features
 Garden Design Concepts (2 Credits)

SCQF Level 8 units proposed for development:

Crop Physiology and Breeding
 Crop Production Practices
 Horticultural Production Mechanisation
 Genetics for Plant Science
 Information Technology in Landscape Design and Management

ESIF DEVELOPING SCOTLAND'S WORKFORCE – SFC CURRICULUM DEVELOPMENT PROPOSALS

<p>Landscape Management and Maintenance Landscape Practices Landscape Management Graded Unit 2 Landscape Management Graded Unit 3 Lawn Construction and Maintenance</p>
<p>IV. Anticipated first delivery date: Academic year 2020/21</p>
<p>V. Has any of this programme already been developed (give details)?</p> <p>Please see table above for units in green which have already been developed as part of HNC/D Horticulture.</p>
<p>(C) FIT WITH SFC DEVELOPING SCOTLAND'S WORKFORCE REQUIREMENTS</p>
<p>Curriculum Development activities supported by SFC's ESIF Developing Scotland's Workforce funds are required to contribute towards jobs identified in the regional Skills Investment Plan and/or Scottish Government's key growth sectors, thereby <i>"improving the labour market relevance of education and training systems, facilitating the transition from education to work"</i> as well as addressing the <i>"current mismatch between low-level skills and demands for higher and increasing levels of skills"</i> in Scotland's workforce.</p> <p>Please outline briefly :</p>
<p>i. How your proposal relates to the regional Skills Investment Plan and/or Scottish Government's key growth sectors (<u>key sectors</u>)</p> <p>Production horticulture is absolutely central to the H&I RSIP and to the Scottish Government's key growth sectors as it comes under the umbrella of Food and Drink which includes agriculture. Production Horticulture is considered a section of agriculture which relates to intensive protected crop production.</p> <p>Production Horticulture ties in particularly well with the aims of the Scottish Government outlined in the key growth sectors to 'Support an increase in the number of export active food and drink companies and increase the overall value of exports from the region' and it is also a key area that the Government recognises as needing development as outlined in the Scottish Government's Food Forum report highlighting food affordability, access and security particularly in light of Brexit plans. With this unique HN being offered in the UHI region it would put UHI at the front centre of production horticulture in Scotland. The H&I RSIP stresses the importance of skills development in the key growth area of food and drink, and food production is an important area of this.</p> <p>The H&I RSIP also highlights the importance of entrepreneurship and self-employment as a key area of growth and skills development. Landscape Management HNC/D ties in closely with a number of the themes described in the document, particularly entrepreneurship and innovation which are described as '...important to the prosperity of the Highlands and Islands' and that 'they generally require individuals with high levels of skills, education and training, but also as they develop can create significant employment</p>

opportunities.' Our proposal for the landscape management route of horticulture would produce qualified students ripe to set up their own businesses which would provide employment and support local economies.

- ii. Evidence of labour market demand for your proposal (you could include your own thoughts plus any evidence gathered from your discussions with EDU)

In 2011, LANTRA identified over 3600 horticultural businesses in Scotland employing around 20,700 people. However there is a serious shortage of available labour, and in particular skilled or qualified labour and this situation is expected to worsen after Brexit with Scottish horticultural jobs becoming less attractive to immigrant workers (Scottish Horticultural Panel, 2018). This, however, provides many job opportunities for locally trained and qualified workers to enter the industry. The vast majority of horticultural employees in Scotland are full time employed (97%) which is contrary to the popular belief that most horticulture jobs are seasonal (LANTRA, 2011).

LANTRA (2011) identifies that the requirement for qualified horticulturalists remains high, with 33% of the workforce employed in Scottish horticultural businesses working in a management, professional or technical role (usually requiring SCQF level 8 qualification or above) and 58% of the workforce employed in a clerical, administrative or machinery operative role (usually requiring SCQF level 7 qualifications or industry certificated equivalents). 5% of the workforce are employed in sales and customer services which requires a range of qualification levels, leaving just 4% of the workforce in elementary occupations which do not require qualification.

LANTRA (2011) also states that the vast majority of Scottish horticultural workers are male (88%) and only 11% are between the ages of 16 and 24. This identifies a real necessity to engage females and young people in horticultural training. LANTRA (2011) suggests a reason for this is: there is a 'wider issue of image associated with horticulture and gardening among young people, schools and careers advisers, and that the association of the sector as being poorly skilled needs to be addressed'.

The specific skills gaps LANTRA (2011) identified in the Scottish horticulture industry are IT, technical and communications skills, academic skills (which are becoming more relevant as 'so many existing staff struggle to cope with change and the more scientific approach being advocated across the industry'), knowledge of environment and conservation issues and leadership, supervisory and management skills. These are all skills which are gained through completion of our scheme of HNC/D Horticulture courses.

Although the statistics above are from 2011, research undertaken by the Scottish Horticultural Panel (SHP), organised by the Horticultural Trades Association (HTA) in 2017 suggests that these are continuing issues. The SHP published a paper in early 2018, *The Scottish Horticulture Action Plan*, which indicates growth in the industry in Scotland, but a serious skills gap with many fewer horticulturists in training than roles available in employment. The SHP paper was presented at the Scottish Parliament in 2018 and urges the Government to support and promote education in horticulture to increase employment in the industry and close the skills gap.

LATRA (2011) *The Horticulture, Landscaping and Sports Turf Industry in Great Britain – Size, Structure and Skills* [online] Available at

<<https://www.lantra.co.uk/sites/default/files/Horticulture%20Landscaping%20%26%20Sports%20Turf%20Industry%20in%20GB%20%282011%29.pdf>> [2nd January 2019]

Scottish Horticultural Panel (2018) *The Scottish Horticulture Action Plan* Available at <https://hta.org.uk/asset/E0EBB228-E150-41E6-A98F7F0BE79D50D1> [2nd January 2019]

- iii. ESIF support in this area is required to contribute towards one of the following 2 targets:
1. Increase in numbers of SCQF level 7 and above skills attainment, particularly for key sectors
 2. The curriculum development workstream has a total target of developing 50,000 notional learning hours (NLH) to be achieved by A/Y 2020:
 - Development of an HNC will contribute 1200 NLHs
 - Development of an HND will contribute 2400 NLHs

How will your proposal help these targets to be achieved?

This proposal would contribute significantly to SCQF level 7 and above skills attainment by creating 2 new courses which would be offered across the UHI partnership and beyond to other partner colleges with potentially very high numbers of students studying units delivered by VC to multiple locations and attending practical sessions at their local colleges and at Mount Stuart. The scheme approach to delivery, and the high proportion of VC delivery, keeps course costs low while maximising the possible participation across the region.

This proposal would develop 7200 NLH's in total;

1200 NLH's for HNC Production Horticulture
1200 NLH's for HNC Landscape Management
2400 NLH's for HND Production Horticulture
2400 NLH's for HND Landscape Management

Programme Specification (CUR02)

Use this template for a stand-alone programme which is not part of a Scheme, and where there is no Scheme document (CUR01)

1a	Programme title	
	CPD Business Leadership in Tourism and Hospitality	
1b	Programme Leader	
	Jackie Cannon	
1c	Faculty and Subject Network	
	Business, Management and Leisure	
1d	Awarding institution	
	University of the Highlands and Islands	
1e	Teaching institution	
	University of the Highlands and Islands	
1f	UCAS / JACS code	
	JACS – N832 HECOS – 100100 Course code U98N8	
1g	SFC funding group	
	06	
2a	Date of programme start / date of last re-approval	
	March 2019	
2b	Normal start dates	
	March - annually	
2c	Exit and final awards	
	The award is set at SCQF level 8. CPD award in business leadership in tourism and hospitality	
2d	Availability for joint honours	
	N/A	
2e	Professional accreditation	
	N/A	
2f	Language of study / assessment	
	English	
3	Academic Partners	
	Responsible AP	Home AP
Argyll College UHI	Yes	Yes
HTC UHI		
Inverness College UHI		Yes
Lews Castle College UHI		
Moray College UHI		

NAFC Marine Centre UHI		
North Highland College UHI		
Orkney College UHI		
Perth College UHI		
Sabhal Mòr Ostaig UHI		
SAMS UHI		
Shetland College UHI		Yes
West Highland College UHI		Yes

4a	UHI delivery model			
	Local, delivery initially in Argyll, though longer term opportunities to deliver award by any partner across UHI partnership. Interest already expressed from Inverness, Shetlands and West Highland college.			
4b	Modes of attendance			
	Structured part-time			
4c	International delivery			
	No			
4d	Tier 4 International student visas			
	If local / site specific / regional core, indicate whether the programme is eligible to enrol international students under Tier 4 visa arrangements			
	Contact admissions@uhi.ac.uk for current guidance			
4e	Mode of study			
	Year 1 (Level SCQF 8)	Year 2 (usually SCQF 8)	Year 3 (usually SCQF 9)	Year 4 (usually SCQF 10)
Face-to-face	10%	%	%	%
Video-conference	%	%	%	%
Online (tutor supported study)	%	%	%	%
Audio-conference	%	%	%	%
Self-directed study	77%	%	%	%
Other (project team working and research)	13%	%	%	%

5	Target market			
	Indicate main market segments which this programme may attract:			
	Local	Scotland	UK	International
School Leavers	x	x	x	
FE Progressors	x	x	x	
Life Changers (21-49)	x	x	x	
Life Enhancers (50+)				
Career Developers	x	x	x	
Employers	x	x	x	
UHI staff				

6a	Programme summary
	The programme is designed to support the leadership development of individuals working in tourism and hospitality sector. The programme is grounded in professional practice and

	aims to help individuals develop knowledge and capability, supporting them to apply that capability in a meaningful way to support a business. The programme will cover a range of topics relevant to a tourism and hospitality enterprise, supporting individuals to develop wider business knowledge and provide an opportunity to work on a collaborative project that can help support and deliver change for the business.
6b	Keywords
	Tourism, hospitality, leadership
7a	External reference points
	<p>The programme has been shaped recognising the following external reference points:</p> <p>QAA benchmark statements (http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-events-hospitality-leisure-sport-tourism-16.pdf?sfvrsn=159df781_10)</p> <p>Scottish Tourism Alliance (http://scottishtourismalliance.co.uk/page/skills/)</p> <p>Skills Development Scotland (https://www.skillsdevelopmentscotland.co.uk/media/33380/hospitality_management_skills_l4.pdf)</p> <p>Sector Skills Council (People 1st) (http://www.people1st.co.uk/getattachment/Apprenticeships/Standards-assessment-plans/Hospitality-apprenticeship-standards/201610-EOB-Hospitality-Manager.pdf/?lang=en-GB)</p>
7b	Educational aims of the programme
	These should be aligned with QAA Subject Benchmark Statements (see 7a above).
	<ul style="list-style-type: none"> Enhance the leadership capability of individuals working in the tourism and hospitality industry
7c	Programme objectives
	<ul style="list-style-type: none"> Provide an insight into different leadership behaviours and approaches, examining their relevance in the tourism and hospitality sector Provide an overview of key business topics important to highland tourism and/or hospitality enterprises Provide a collaborative opportunity to address an opportunity or challenge facing a tourism and/or hospitality business Identify and communicate an evidence based change to help support the development and sustainability of a tourism and/or hospitality business Reflect on individual development over the period of the programme
7d	Learning and teaching approaches
	The learning and teaching for this programme is grounded in professional practice, with the programme designed to develop individual and team capability to enhance that practice and improve the operation of the business. The programme reflects many of the key learning and teaching enhancement values particularly the focus on employment. All participants will be employed within a tourism or hospitality business and will be provide with an opportunity through a structured learning programme to quickly apply and adapt their learning to better meet the needs of their employers. The students will be working collectively with peers from within the same or wider businesses in the same tourism and leadership sector providing opportunities to develop networks and build communities of

	<p>practice. A core part of the teaching approach is an understanding of the organisational context and an exploration of challenges and opportunities impacting the business. This exploration will provide an opportunity for students to work collaboratively and undertake research examining an important operational aspect in relation to the business, developing evidenced based suggestions to address the challenge. Reflection and reflective practice are core elements of the programme, with opportunities throughout to reflect on leadership capabilities, the learning journey undertaken through the award and to think on ways forward for the individuals career within a tourism and hospitality enterprise.</p> <p>The face to face element of the award is delivered over the period of the programme, with the face to face elements set out currently as:</p> <table border="1" data-bbox="296 685 1375 1093"> <thead> <tr> <th>Day</th> <th>Activity</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Programme Induction Student registration and introduction to the program. Introduction to ongoing learning reflection log. Introduction to leadership trait indicator</td> </tr> <tr> <td>2</td> <td>Feedback for each student on the results of the Trait indicator.</td> </tr> <tr> <td>3</td> <td>Leadership</td> </tr> <tr> <td>4</td> <td>Financial Management</td> </tr> <tr> <td>5</td> <td>Sales & Marketing</td> </tr> <tr> <td>6</td> <td>Developing Partnership & Networks</td> </tr> <tr> <td>7</td> <td>Practice presentations with feedback</td> </tr> <tr> <td>8</td> <td>Final presentation to ownership/ senior managers / stakeholders</td> </tr> </tbody> </table>	Day	Activity	1	Programme Induction Student registration and introduction to the program. Introduction to ongoing learning reflection log. Introduction to leadership trait indicator	2	Feedback for each student on the results of the Trait indicator.	3	Leadership	4	Financial Management	5	Sales & Marketing	6	Developing Partnership & Networks	7	Practice presentations with feedback	8	Final presentation to ownership/ senior managers / stakeholders
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7	Practice presentations with feedback																		
8	Final presentation to ownership/ senior managers / stakeholders																		
7e	Programme structure																		
	<p>The programme is made up of two modules:</p> <p>Leadership in practice (20 credits) Business project (40 credits)</p> <p>The two modules will be delivered over two semesters with the content integrated over the period of the programme. The programme begins in S2 and concludes at the end of S1 the following academic year.</p>																		
7f	Assessment map																		
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8a	Entry requirements																		
	Complete the form at Appendix 1.																		

8b	Recruitment and admissions
	Candidates require to be working in a tourism and hospitality enterprise.
8c	Admissions process
	Standard admission process
8d	Articulation routes into programme
	The programme is designed to support individuals already working in a tourism and hospitality enterprise develop and enhance their business and leadership skills. Individuals may have come to the particular business through a range of routes including as a result of FE qualification in hospitality, tourism or business. The programme will however be open to individuals working in the industry as it is primarily focussed on developing professional practice and individuals therefore won't require a formal articulation qualification to gain entry.
8e	Progression routes out of programme
	The programme could articulate to the BA Hons Business and Management; BA (Hons) Hospitality Management; BA Hons Events Management.
9a	Additional information for prospective students
	Give details of any information <i>beyond</i> that which is included in UHI's policies and published student information . This may include eg expected hours of study per week; extra-curricular activities; PVG Scheme membership requirements
9b	Additional costs to students
	None
9c	Additional support for students
	The programme will be delivered as a face to face award with the taught content delivered over an 8 day period spread over the period of the modules. Argyll College will also provide PAT support as normal for students and ensure access to all UHI systems. The face to face element will ensure coverage of the taught components and the assessment requirements though students will be able to contact their PAT and Programme Leader outside those times, by email, telephone, skype or other mutually agreed channel.
10	Programme-specific regulations
	None
11	Employability
	The programme is designed and will be delivered for individuals already working in the industry. The programme aims to develop the leadership capability of the participants in the programme, something seen as critical across the tourism and hospitality sector. The programme has a practical grounding in the industry and will explore real world challenges and opportunities and provide the students an opportunity to explore ways to address those challenges. Given the strong practical grounding the award will enhance individuals existing employability creating opportunities for them to progress their careers in industry.
12	Future programme developments and plans
	The current plan is for the programme to be delivered initially in Argyll. The rationale for the programme stems from that part of the University's region and a non-accredited version of

	<p>the programme has been delivered very successfully. Once operational there will be opportunities to develop this award for other parts of the region and indeed a number of academic partners have expressed an interest that will be explored following approval. The belief is that the face to face element of the award is important in ensuring that the individuals have a strong grounding in practice, however there may be opportunities to develop an element of online support to compliment the award and this will be explored by the programme team going forward.</p>
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Additional information for internal consideration (not for external publication)

13a	<p>Brief history of academic provision</p> <p>A non-accredited version of this programme has been delivered successfully to Portavadie in Argyll. The content of the award remains the same in this version with slight tweaks to the assessment evidence to be generated to create an appropriate University CPD award. The programme, though only delivered initially to Portavadie, reflects a range of issues and challenges for those working in the tourism and hospitality sector and this accredited version will represent an open award for tourism and hospitality businesses in the Argyll region initially.</p> <p>The hope would be to find a way to accredit those that have already completed the non-accredited version of the award in some way. The students on that award have generated the bulk of the assessment evidence that would be required of the award and we would like to find a means if possible to provide them an opportunity to gain the award, particularly as the hope is to involve them in future delivery potentially as mentors going forward. (A separate non accredited mentoring programme is being developed to facilitate this)</p>
13b	<p>Rationale for the programme</p> <p>The award stems from a specific need identified by tourism and hospitality businesses in the Argyll region. One of them has invested in the development and initial delivery of a non-accredited version of the award but they are keen to work with the University to formalise the award, providing credit for participants and opening up opportunities for the industry more widely in that part of the University's region.</p> <p>This development aligns with the University's commitment to</p> <ul style="list-style-type: none"> • strengthen the regional economy, providing opportunities to improve services, enhance training and skills development and promote sustainable economic growth • engage effectively and appropriately with employers in the region • ensure our curriculum better meets the needs of our local and regional communities • pursue greater flexibility and responsiveness in relation to the design and delivery of our curriculum portfolio • enhance connections between our curriculum and employers <p>At a faculty level the award aligns to Faculty Objectives:</p> <p>(3) To secure growth in PGT and CPD activity and associated student numbers, including a significant increase in online courses for a global market</p> <p>(7) To enhance equal opportunities for access to potential students restricted by employment, geography or personal circumstances within the UHI catchment area and wider.</p> <p>(11) To respond to organisational change within the university in order to support the links between the region, the curriculum, research and industry in key areas.</p> <p>The tourism and hospitality sectors are important regional sectors, however the university has struggled in some ways to address the specific challenges of the sector. Recent work as part of the re-approval for the hospitality degree highlighted this with clear evidence from</p>

	<p>the sector itself that it had a preference for people being employed and developed within the sector.</p> <p>This accredited programme which builds on a robust programme being delivered and having value to a tourism business in Argyll provides an innovative way for a closer collaboration in the sector that might provide an opportunity and framework for UHI going forward.</p> <p>The award would support growth in CPD activity; improve access to students restricted by being in employment and within a remote part of our region and strengthen links with a key sector through active engagement with employers.</p>
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13c	Market demand
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	<p>The award is targeted initially at the tourism and hospitality sector in Argyll. The aim in the first run of the accredited award would be to work with a small number of tourism businesses in the area including Portavadie. Portavadie have confirmed interest in 6 places (3 FTE) for an award beginning in March 2019 and we anticipate one or two additional employers in the area providing the additional 6 places.</p> <p>Once operational for March wider marketing and engagement with tourism and hospitality businesses across Argyll will provide an opportunity to develop and grow numbers on the programme.</p>
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14a	Funding stream
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	RAM funding
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14b	Projected student numbers
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Indicate in the table below the expected total student intake in the first five years. Include a commentary on the basis for projections and what assumptions have been made. Note that student numbers should be shown as Full-Time Equivalent (FTE) so, if part-time provision is planned, you will need to calculate this.

		2019-20	2020-21	2021-22	2022-23	2023-24
SCQF Level 7	FT					
	PT					
SCQF Level 8	FT					
	PT	12	16	20	22	24
SCQF Level 9	FT					
	PT					
SCQF Level 10	FT					
	PT					
SCQF Level 11	FT					
	PT					
Total FTE		6	8	10	11	12

15	Marketing and promotion
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The award is targeted initially at the tourism and hospitality sector in Argyll. The aim in the first run of the accredited award would be to work with a small number of tourism businesses in the area including Portavadie. Portavadie have confirmed interest in 6 places (3 FTE) for an award beginning in March 2019 and we anticipate one or two additional employers in the area providing the additional 6 places.

	<p>Once operational for March wider marketing and engagement with tourism and hospitality businesses across Argyll will provide an opportunity to develop and grow numbers on the programme.</p> <p>The plan is the programme would run annually with the modules and content delivered in two stages, prior to summer and then following summer providing a way to ensure the annual lifecycle of the business can be understood. Given the success of the initial non-accredited version of the award, and the reality that the programme has merged from a clear business need that there will be an opportunity to utilise the business networks in Argyll to help grow the award.</p> <p>As indicated there has been interest from other partners in UHI with regard to the award and once approved discussions will explore possible opportunities to deliver in other parts of the region as appropriate.</p>
16	Learning resources
	No specialist additional resources are required. The content for the award has been developed by Jackie Cannon of Way Ahead People and she has been contracted by Argyll College to deliver the award for them. Jackie has the content fully developed and this can be complimented as appropriate by existing UHI resources in areas like leadership and hospitality.
17	Staffing (academic and support)
	<p>Programme Leader : Jackie Cannon</p> <p>Personal Academic Tutor: Dr Faye Tudor</p>
18	Staff development activity and plans
	This is a small and focussed award and has a small staff team. The aim is to, in time, utilise the award in other parts of the highlands and islands, providing an opportunity to broaden out the team and potentially further develop the programme. This would require staff development support related to the growth and potential extension of the award.

Appendix 1

Entry requirements for undergraduate programmes

Academic year (please insert the year in which the information below applies)	2019/20		
Course code:		Course title:	CPD Business Leadership in Tourism and Hospitality

General statement for all programmes

'Prospective students who hold other equivalent qualifications and / or relevant experience are encouraged to apply and will be considered on an individual basis.'

1. Standard entry requirements for Year 1 (SCQF Level 7)

General	Specific subjects and grades (if any). <i>List all relevant – replacing text in brackets.</i>	Essential or preferred
Minimum of <i>(number)</i> SQA Highers at <i>(grades)</i> *	Higher <i>(subject)</i> at Grade (...) Higher <i>(subject)</i> at Grade (...) Higher <i>(subject)</i> at Grade (...) Higher <i>(subject)</i> at Grade (...)	
Minimum of <i>(number)</i> A Levels at <i>(grades)</i> *	A Level <i>(subject)</i> at Grade (...) A Level <i>(subject)</i> at Grade (...) A Level <i>(subject)</i> at Grade (...) A Level <i>(subject)</i> at Grade (...)	
FE courses (SCQF Level 5 or 6) (For example, NC / NQ)	Details <i>(subject)</i> at Grade (...) Details <i>(subject)</i> at Grade (...) Details <i>(subject)</i> at Grade (...) Details <i>(subject)</i> at Grade (...)	
Recognised Access to HE courses – for example, SWAP		
International Baccalaureate etc	Higher Level <i>(subject)</i> at Grade (...) Higher Level <i>(subject)</i> at Grade (...) Higher Level <i>(subject)</i> at Grade (...) Standard Level <i>(subject)</i> at Grade (...) Standard Level <i>(subject)</i> at Grade (...) Standard Level <i>(subject)</i> at Grade (...)	

*required

Additional entry requirements (if applicable)

General	Specific subjects and grades (if any). <i>List all relevant – replacing text in brackets.</i>	Essential or preferred
SQA National 5	National 5 <i>(subject)</i> at Grade (...) National 5 <i>(subject)</i> at Grade (...) National 5 <i>(subject)</i> at Grade (...)	

GCSE	GCSE (<i>subject</i>) at Grade (...) GCSE (<i>subject</i>) at Grade (...) GCSE (<i>subject</i>) at Grade (...)	
Other information (For example, portfolio, audition)	<i>Please provide details</i>	

Additional information

<p>Please include additional information if applicable. For example, interview required / bridging programme may be available / required, depending on qualification / outcome of interview / test.</p>
(Please enter text here)

2. Standard entry requirements for advanced entry to degree Year 2 (SQCF Level 8)

Consideration should be given to whether direct entry to Year 2 can be determined for this programme. If there are standard qualifications that clearly meet this requirement, they should be entered here.

General	Specific subjects and grades (if any). <i>List all relevant – replacing text in brackets.</i>	Essential or preferred
Minimum of (<i>number</i>) SQA Advanced Highers at (<i>grades</i>)	Advanced Higher (<i>subject</i>) at Grade (...) Advanced Higher (<i>subject</i>) at Grade (...) Advanced Higher (<i>subject</i>) at Grade (...) Advanced Higher (<i>subject</i>) at Grade (...)	Preferred that the individual has at least an SCQF level 6 or 7 qualification
Minimum of (<i>number</i>) A Levels at (<i>grades</i>)	A Level (<i>subject</i>) at Grade (...) A Level (<i>subject</i>) at Grade (...) A Level (<i>subject</i>) at Grade (...) A Level (<i>subject</i>) at Grade (...)	
SQA HNC (if applicable – acceptable HNCs, including details)	Details (<i>subject</i>) at Grade (...) Details (<i>subject</i>) at Grade (...) Details (<i>subject</i>) at Grade (...) Details (<i>subject</i>) at Grade (...)	

Additional information

<p>Please include additional information if applicable. For example, interview required / bridging programme may be available / required, depending on qualification / outcome of interview / test.</p>
<p>This is a CPD award and not a full degree programme and is a programme designed to improve professional practice in the tourism and hospitality sector. Given the nature of the programme, its delivery and assessment it is essential that participants are employed in a relevant tourism or hospitality enterprise. In addition it would be helpful if they have some SCQF level 6 or 7 qualification, however it will be at the discretion of the PL to assess if candidates, if they are in employment, would be able to benefit from the award.</p>

3. Standard entry requirements for advanced entry to degree Year 3 (SQCF Level 9)

Consideration should be given to whether direct entry to Year 3 can be determined for this programme. If there are standard qualifications that clearly meet this requirement, they should be entered here.

General	Specific subjects and grades (if any). <i>List all relevant – replacing text in brackets.</i>	Essential or preferred
SQA HND (if applicable – acceptable HNDs, including details), or equivalent	Details (<i>subject</i>) at Grade (...) Details (<i>subject</i>) at Grade (...) Details (<i>subject</i>) at Grade (...) Details (<i>subject</i>) at Grade (...)	

Additional information

Please include additional information if applicable.

For example, interview required / bridging programme may be available / required, depending on qualification / outcome of interview / test.

Professional Standards for Lecturers in Scotland's Colleges



FOREWORD



Scotland's colleges support the Government ambition to make Scotland a great place to live, learn and work. Through the delivery of high quality learning and teaching, lecturers contribute significantly to attainment of the skills and successes of college learners.

We will face many societal and economic challenges in the coming years and therefore it is vital that we have a set of Professional Standards for our lecturers which will support effective learning for the future.

It was crucial that the Standards reflected the views and aspirations of our lecturers and stakeholders and therefore extensive consultation and feedback has truly informed the new Standards.

I would like to thank my colleagues on the Steering Group and to pay tribute to the staff in College Development Network and partners in the General Teaching Council for Scotland who all worked with tenacity and passion to ensure the college sector has a set of Professional Standards for lecturers to be proud of.

Mhairi Harrington OBE

Chair of the Review of Professional Standards Steering Group and CDN Fellow

VISION

Professional lecturers contribute to making Scotland a great place to live, learn and work by transforming lives through high quality learning. In taking forward this vision, lecturers play a key role in enabling people from all sections of the community to be included in education, achieving their potential as successful learners, citizens and contributors to sustainable economic growth. Lecturers create supportive environments by working collaboratively with stakeholders, including employers, across all learning communities.

PURPOSE

The Professional Standards support the achievement of this vision by providing a clear description of the professional practice, knowledge, behaviours, qualities and capabilities that lecturers in colleges are expected to develop, maintain and enhance throughout their careers.

These Standards will be used for a range of purposes including:

- Underpinning professional teaching qualifications for lecturers in Scotland's colleges.
- Developing critically reflective and evaluative practitioners.
- Supporting professional dialogue and collegiate working.
- Supporting professional development.
- Contributing to ongoing developments across the sector.

CONTEXT

Lecturers work within a diverse, complex and dynamic environment. The Standards are designed to support and encourage lecturers to develop a clear understanding of their role and how they contribute to wider student outcomes. Underpinning the Standards is the expectation that individual lecturers are expected to commit to and be responsible for their own continuous professional development, ensuring the quality of the student experience.

VALUES

Values are core to the Standards and underpin the professional identity and aspirations of a lecturer. They shape everyday practice and engagement. Professional values explicitly reinforce the professional commitment of a lecturer by putting students at the centre ensuring that respect, integrity, inclusion and equality are integral to that everyday practice. Through the commitment to being a professional leader of learning, these values are affirmed and will empower students to engage, take responsibility for their own learning and maximise their potential. These values and commitments to students, colleagues and others is reinforced and evidenced through the engagement in continuous professional learning and development which enables lecturers to embrace collaboration,

critical evaluation and support development of new and emerging practices. Embedding these values ensures that the professional lecturer builds and supports resilience in themselves and their students in a complex and ever-changing education and work environment.

The Standards are developed around three inter-dependent elements. The Standards describe our:



PROFESSIONAL VALUES



PROFESSIONAL KNOWLEDGE AND UNDERSTANDING



PROFESSIONAL PRACTICE

1. PROFESSIONAL VALUES



1.1 Students at the centre	<ul style="list-style-type: none"> ➤ Understands student needs, the context in which they are living and studying, and the impact of these on learning. ➤ Values the contribution students as learning partners can make individually and through systems of representation to the delivery and enhancement of the learning experience. ➤ Develops learning relationships based on mutual respect and integrity. ➤ Commits to equality and diversity, and promotes inclusiveness, trust and fairness. ➤ Commits to the safety and wellbeing of all students.
1.2 Leadership of learning	<ul style="list-style-type: none"> ➤ Promotes collaborative and collective leadership of learning. ➤ Creates innovative learning opportunities for students through active enquiry. ➤ Promotes, enables and empowers students to engage and achieve in learning in order to maximise their potential. ➤ Supports and encourages students to take personal responsibility for leading their own learning. ➤ Embraces and embeds sustainability in learning and teaching.
1.3 Continuous professional improvement	<ul style="list-style-type: none"> ➤ Reflects critically on, and evaluates professional values, practice and contribution to student success. ➤ Collaborates with students, colleagues and external partners, including employers, to deliver excellence in learning. ➤ Participates actively in continuous career long development of professional knowledge, understanding and practice. ➤ Embraces change and emerging practices and developments. ➤ Promotes and supports a culture of quality improvement.

2. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING



<p>2.1 Political, social and economic drivers</p>	<ul style="list-style-type: none"> ➤ Understands the breadth of political, social and economic drivers influencing educational policy and strategy. ➤ Understands the political, social and economic profile of their communities and the potential impact of these on education and employment. ➤ Understands regional, community and college strategic priorities and operational plans and can link these to college context. ➤ Adheres to all current and applicable legislation and statutory duties.
<p>2.2 Learning, teaching and assessment theory and approaches</p>	<ul style="list-style-type: none"> ➤ Engages with current theories of learning, teaching and assessment and how these are applied to specific subject or curricular areas for student learning. ➤ Understands the rationale for, and how to design, plan, develop, deliver the curriculum effectively and efficiently as an individual and in collaboration with others. ➤ Understands the rationale for and how to design, plan, develop and deliver appropriate assessment and feedback approaches. ➤ Understands the nature of student engagement strategies and how these contribute to the development of effective and positive learning relationships. ➤ Understands how to encourage students to work in partnership and collaborate in their own learning and the enhancement/development of learning. ➤ Understands how to meet the diverse needs of students. ➤ Understands the strategies required to support learning in a range of learning environments. ➤ Understands how to evaluate critically the breadth of resources in the delivery and assessment of the curriculum to meet student needs. ➤ Understands how to embed a range of digital technologies to enhance learning and teaching and assessment. ➤ Understands how to interpret and share data to inform learning, teaching and assessment. ➤ Continuously evaluates the curriculum with others, to ensure it meets the needs of students, industry stakeholders and national priorities. ➤ Understands how to collaborate effectively with internal and external partners to enhance inclusive learning, support student choice, positive health and wellbeing and essential skills.
<p>2.3 Technologies and resources for learning, teaching and work</p>	<ul style="list-style-type: none"> ➤ Understands and evaluates critically the use of technologies in optimising students' ability to learn and their relevance to the world of work. ➤ Understands how to keep up to date with emerging industry / subject technological advances. ➤ Understands how to embed appropriate digital technology. ➤ Understands the safe use of technology and the necessity for cyber resilience and security. ➤ Understands the nature and agenda for sustainability, and works in partnership to ensure the most effective, efficient and inclusive development and use of learning resources.

<p>2.4 Student pathways and transitions within the wider education community</p>	<ul style="list-style-type: none"> ➤ Understands the ethos and aims of the Scottish Credit and Qualifications Framework (SCQF), the range of Scottish and other qualifications and how the different types of qualifications relate to each other. ➤ Understands how to support a student to take the next steps in their learning journey. ➤ Understands how and when to signpost students at key points in learning to appropriate and impartial advice, support, and guidance.
<p>2.5 The principles, processes and purposes of quality assurance and improvement</p>	<ul style="list-style-type: none"> ➤ Understands the purpose and impact of self-evaluation as part of quality processes. ➤ Understands applicable internal and external quality assurance and quality improvement systems along with processes and how these apply to different contexts. ➤ Understands how to reflect critically on their own learning, and the application of this knowledge to student learning and experiences. ➤ Understands their responsibility for the quality of learning, teaching, assessment, and attainment within a local and national context. ➤ Understands how to analyse and engage with qualitative and quantitative information and data to support professional dialogue and improvements to learning, teaching, assessment and support. ➤ Understands and recognises the importance of students as partners in the continuous improvement process. ➤ Understands and recognises the contribution of partners, including employers, in the continuous improvement process.

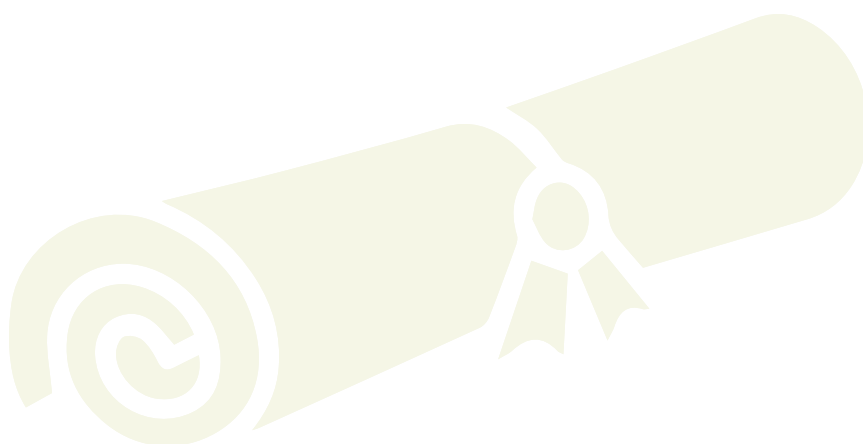




3. PROFESSIONAL PRACTICE

<p>3.1 Ongoing professional learning</p>	<ul style="list-style-type: none"> ➤ Uses the Professional Standards to inform practice and ongoing professional learning and development. ➤ Reflects critically on own practice and engages in professional dialogue with others. ➤ Continuously and actively engages with up to date research and developments in learning, teaching and assessment to inform practice. ➤ Engages in collaborative professional enquiry to develop knowledge and practice to enhance the student experience and outcomes. ➤ Engages with technology and digital literacies to enhance opportunities for collaborative practice and professional learning.
<p>3.2 Effective and inclusive practice and engagement with students and partners</p>	<ul style="list-style-type: none"> ➤ Purposefully builds constructive and respectful learning relationships with students and partners. ➤ Plans, develops and uses a range of learning, teaching and assessment strategies to meet the different needs and learning preferences of students. ➤ Applies a range of inclusive practices to promote and support engagement with students and partners. ➤ Actively nurtures, encourages and responds to the student's views and opinions individually and through systems of representation. ➤ Applies a critical understanding of the nature, purposes, principles and stages of guidance. ➤ Collaborates and works in partnership with others to ensure that all guidance, advice and support sustains learning and maintains the positive health and wellbeing and safety of all students.
<p>3.3 Creates innovative curriculum design and learning and teaching</p>	<ul style="list-style-type: none"> ➤ Designs, delivers and evaluates a demand led curriculum which prepares the students for a dynamic labour market. ➤ Works in partnership with colleagues, students and partners including employers, to design and create innovative learning and teaching activities and environments. ➤ Collaborates with and empowers students to co-design their learning. ➤ Creatively engages students and motivates them to gain and continue to develop the essential skills required for learning, life and work. ➤ Adopts creative approaches to the embedding of appropriate digital technologies for effective planning, delivery and assessment of learning.

3.4 Effective application of digital technologies to learning, life and work	<ul style="list-style-type: none"> ➤ Promotes and supports the safe and respectful use of digital technologies and the impact on others. ➤ Engages with, and evaluates critically, the use of technologies and their impact on meeting student needs, and supporting learning, teaching and assessment. ➤ Promotes and facilitates wider access to learning and teaching and assessment through the effective application of digital technologies.
3.5 Critical reflective and collaborative practice in learning and teaching	<ul style="list-style-type: none"> ➤ Uses critical reflection to manage self, relationships and work demands to promote personal, emotional and physical wellbeing. ➤ Develops the skills and attributes of critical reflection and collaborative practice and uses them to enhance the quality of the learning experience. ➤ Proactively engages in professional dialogue with colleagues and peers to share learning and innovative practice. ➤ Facilitates and engages in the use of local and global digital learning communities to enhance opportunities for collaborative practice.



GLOSSARY

Values: Intrinsic beliefs that underpin practice, including a commitment to social justice, fairness and respect.

Sustainability in learning and teaching:

Themes of sustainability and the impacts of course-relevant decisions on people and the environment, should permeate teaching practice, inform it, and be made explicit to learners.

Subject knowledge: This includes delivery of subjects that are embedded in a vocational area, as well as the teaching of subjects, such as essential skills, that also support the achievement of student learning and employability.

Active enquiry: The purposeful and consistent act of being curious about learning and developing new subject knowledge and ways in which to share it.

Health and wellbeing: Health is a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to their community.

www.cdn.ac.uk/professional-standards



November 2018

Early Student Experience Survey Summary Report

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7.3	All results: All students	9

1 Introduction

This is the first year of conducting the Early Student Experience Survey (ESES) as a UHI-wide regional survey. This report summarises the region-wide results of the 2018/19 survey. Key results are covered in sections 3-6 with full results given in the appendix.

2 Background and methodology

In the lead up to the survey Quality Forum (QF) created a regional working group with membership from Inverness, North Highland, Perth and Moray Colleges, led by West Highland. The regional approach initiates a common and structured way to survey students across the partnership. Notably the agreed approach consists of:

- Use of one online survey system
- A common set of questions (demographic data plus 24 core questions)
- Defined and relevant target groupings of students
- Fully online with responses directly from individual students
- Ability to benchmark against regional results

The agreed student sample for the regional survey was:

FE students	Full time and substantive part time
HNC students	Full time and substantive part time
HND students	Year 1 students only. Full time and substantive part time
UG degree students	Students in years 1-3. Full time and substantive part time. Stand-alone infill students EXCLUDED

3 Headlines

- 4901 of 8552 targeted students responded to the survey giving an overall response rate of **57%**
- Satisfaction is extremely high with 96.7% of FE students, 94.47% of HE students and 95.84% of all agreeing with statement “Overall, I’m satisfied with my student experience so far”.
- A higher proportion of students declaring “I have a disability, impairment or medical condition” selected Disagree or Strongly Disagree in relation to this first question than within other demographic categories.
- Questions concerning awareness of PATS and class reps showed the largest variation with awareness of PATS ranging from 64.29%-100% and awareness of class reps ranges from 37.5%-91.04%.
- Awareness of PATs tends to be higher among HE than FE students but awareness of class reps is higher among FE than HE students
- Student awareness of HISA is very healthy with a regional score of 83.34%. Awareness is lowest among students enrolled through EO (60%). Awareness is slightly higher among FE than HE students.

4 Response rates¹

	AC	IC	LLC	MC	NHC	OC	PC	SAMS	SC	EO	WHC	Region
Target number of students		3655	260	1401						44	397	8552
Number of responses		1876	134	934						8	283	4901
Response rate		51%	51%	67%						18%	71%	57%

¹ At the time of writing I was unable to access response rates for all colleges. HAF

5 Overall satisfaction

Figure 1 below shows results for the first question, giving the percentages of respondents selecting each option in relation to the statement “Overall, I'm satisfied with my student experience so far”. Scores for this question were extremely high with the percentage of students selecting ‘Strongly Agree’ or ‘Agree’ being 96.7% for FE students, 94.47% for HE students and 95.84% for all students.

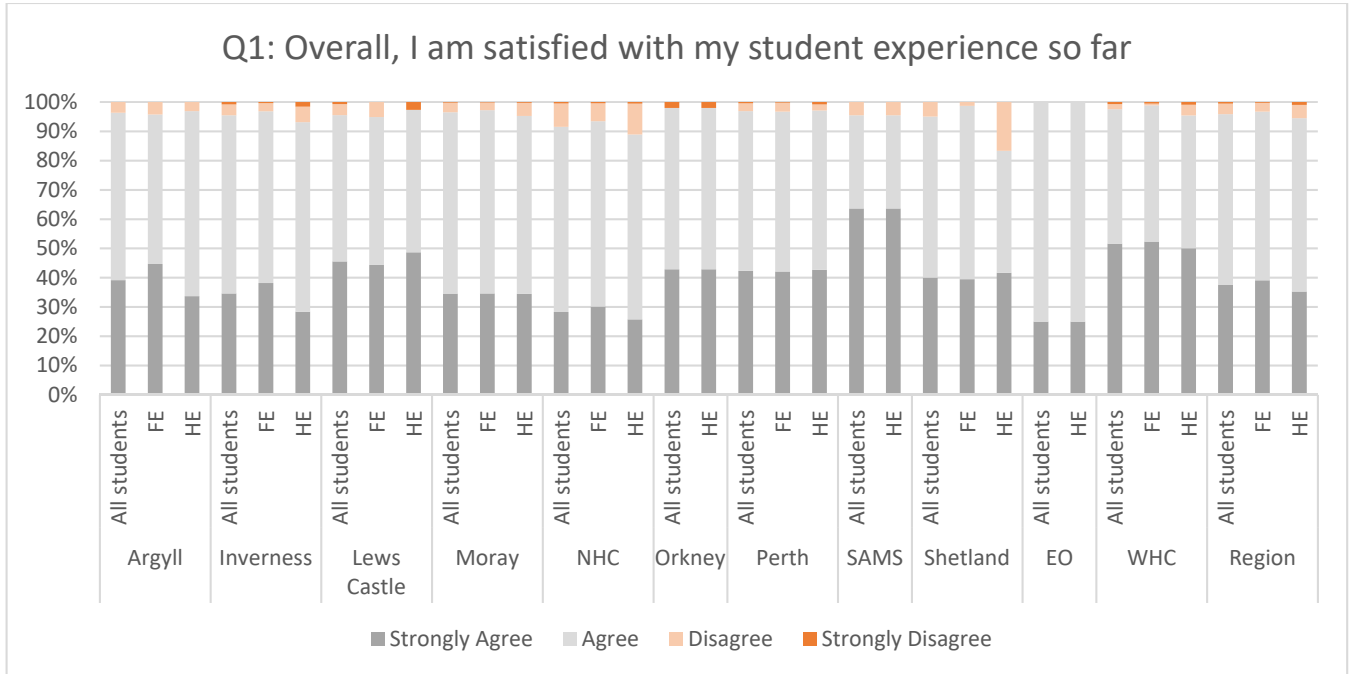


Figure 1: ESES 2018-19. Results for question 1, disaggregated by college and FE/HE

Figure 2 below shows results for the first question, by student characteristics: age, gender, disability and care experience. A higher proportion of students declaring “I have a disability, impairment or medical condition” selected Disagree or Strongly Disagree than within other categories.

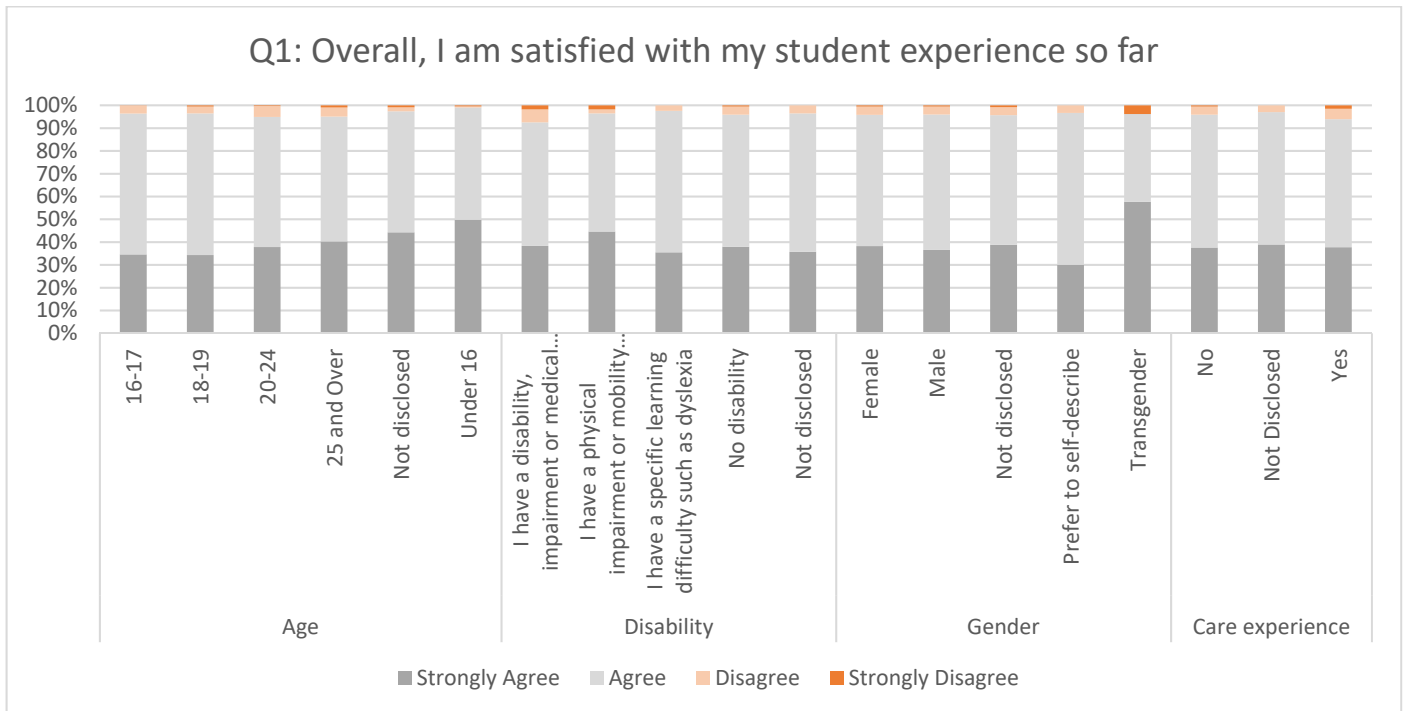


Figure 2: ESES 2018-19. Results for question 1, disaggregated by student characteristic

6 Awareness of support services

The following two radar charts (figures 3 and 4) show the percentage of students who chose agree or strongly agree against each statement relating to their awareness of various support contacts and services. The first chart shows rates as a region and the second chart shows rates by college. The relatively high region-wide scores disguise a lot of variation at college level with awareness of PATS ranging from 64.29%-100%. Similarly, awareness of class reps ranges from 37.5%-91.04%.

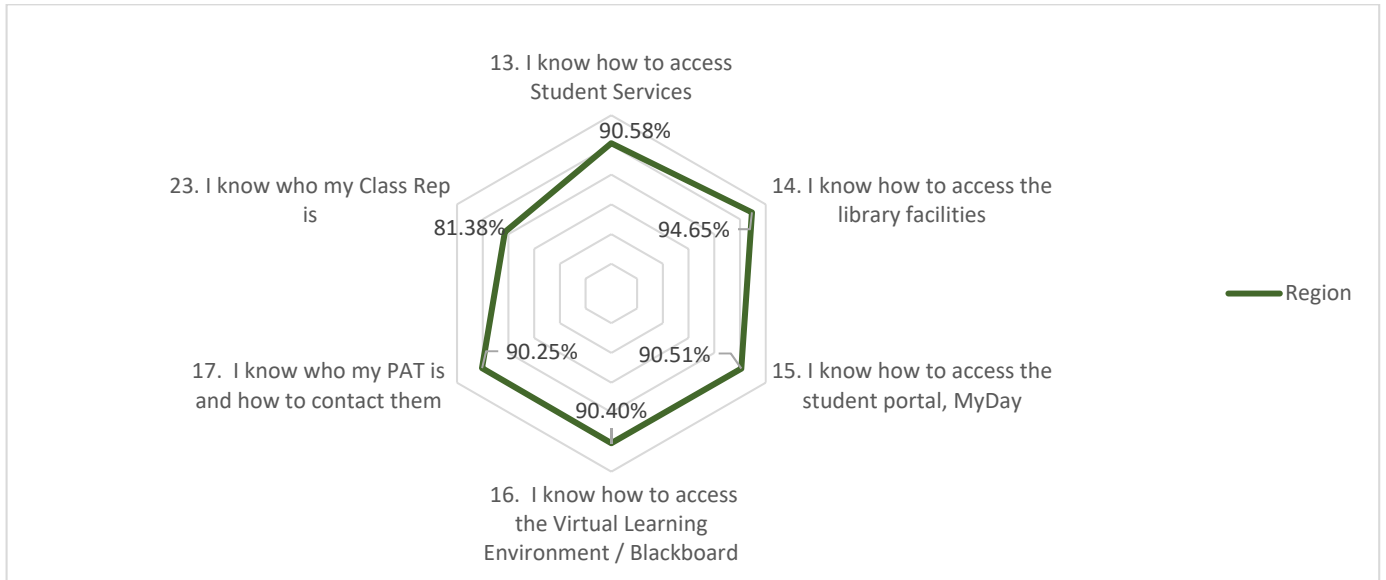


Figure 3: ESES 2017-18. All students, % agree for questions 13-17 and 23, for UHI Region overall

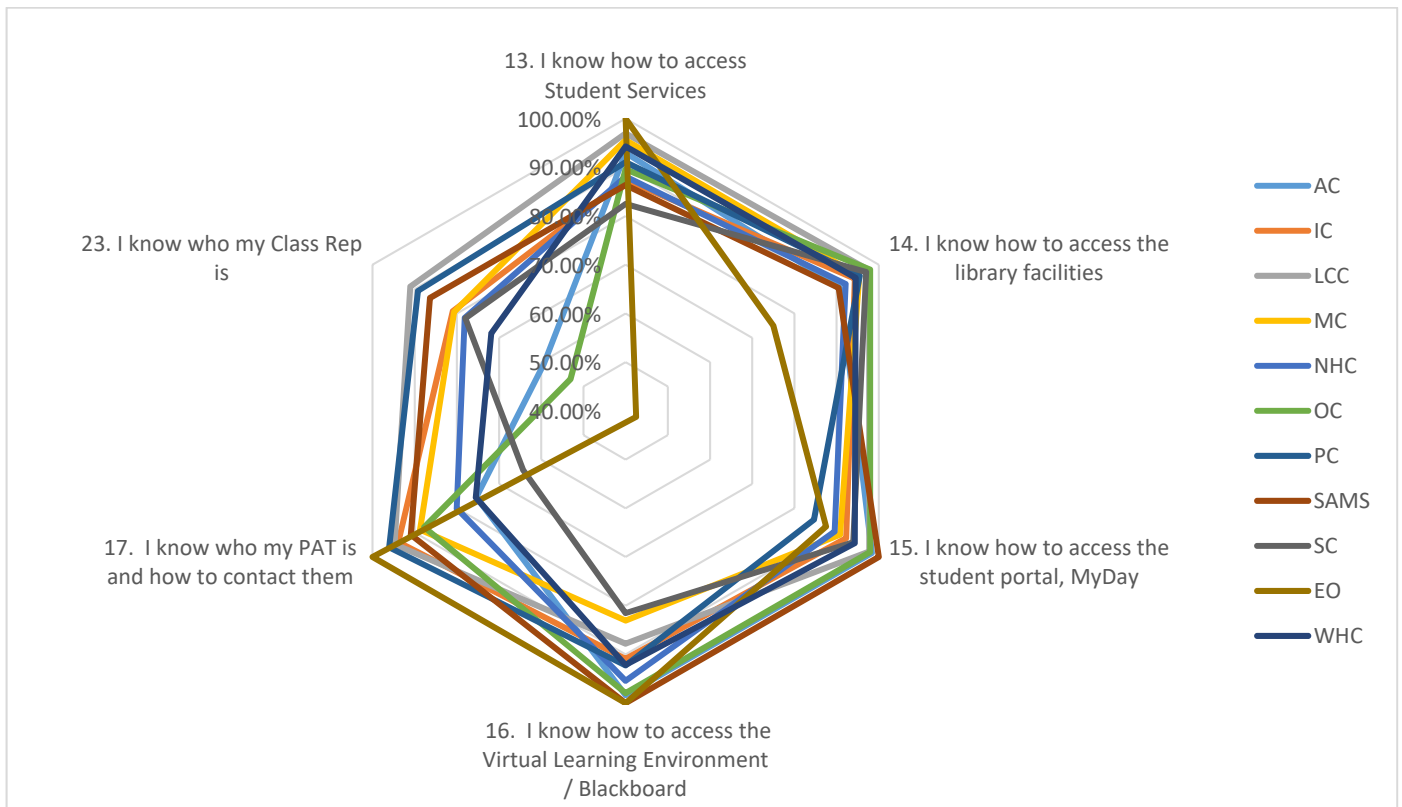


Figure 4: ESES 2017-18. All students, % agree for questions 13-17 and 23, by college

Further analysis shows that awareness of PATs tends to be higher among HE than FE students (see figure 5) but awareness of class reps higher among FE than HE students (see figure 6).

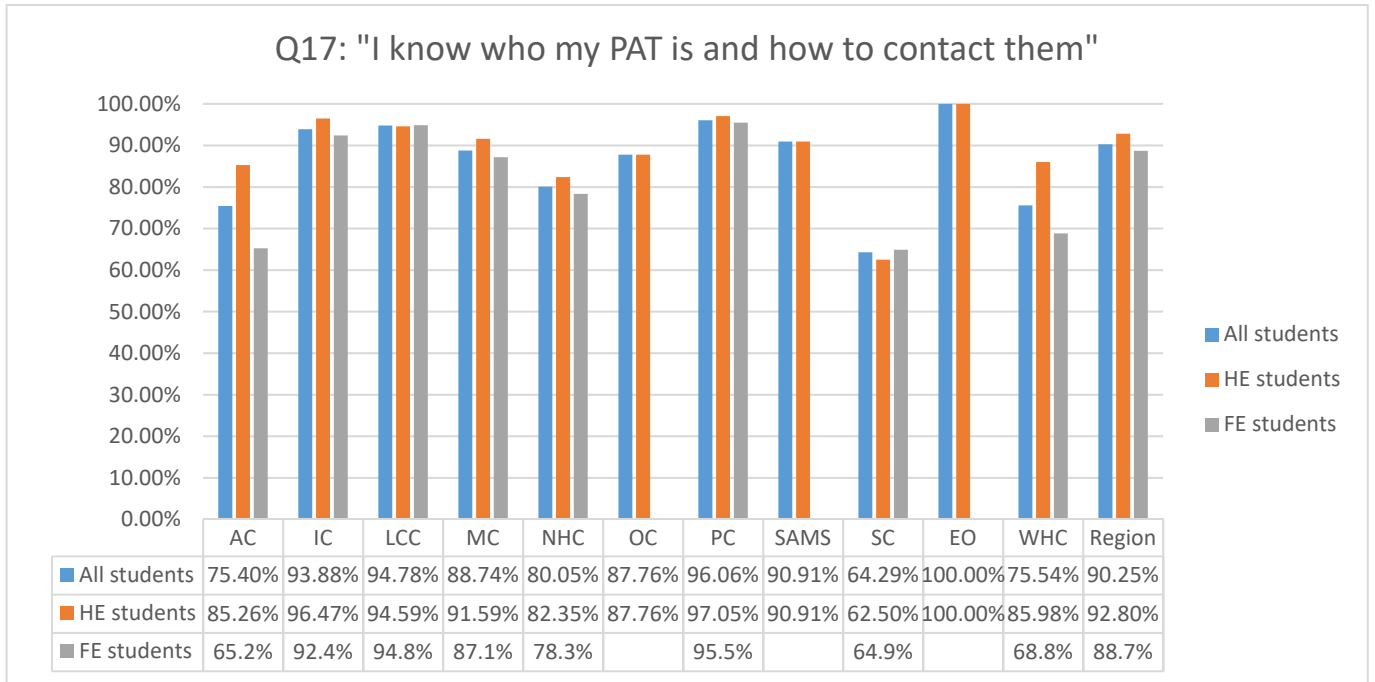


Figure 5: ESES 2018-19. % agree for question 17, disaggregated by college and level of study (HE/FE)

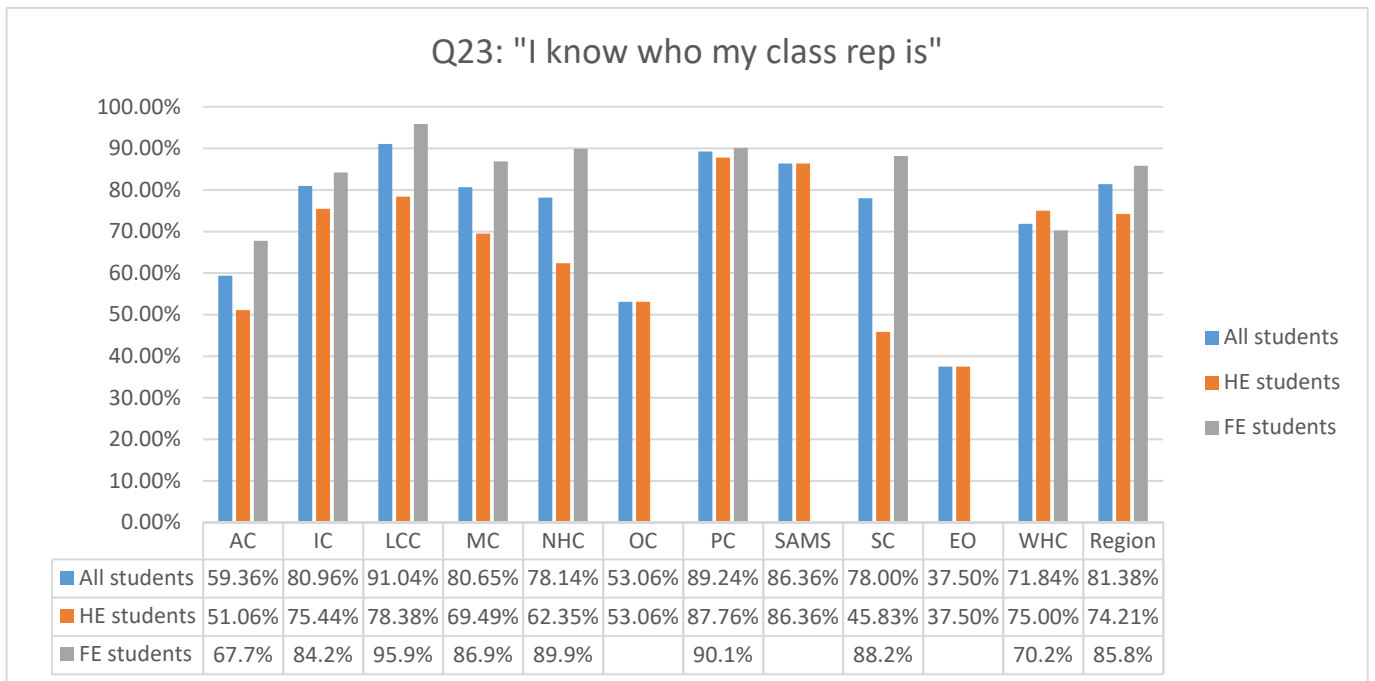


Figure 6: ESES 2018-19. % agree for question 23, disaggregated by college and level of study (HE/FE)

7 Awareness of HISA

Student awareness of HISA is very healthy with a regional score of 83.34%. Awareness is lowest among students enrolled through EO (60%); awareness is slightly higher among FE than HE students (see Figure 7 below).

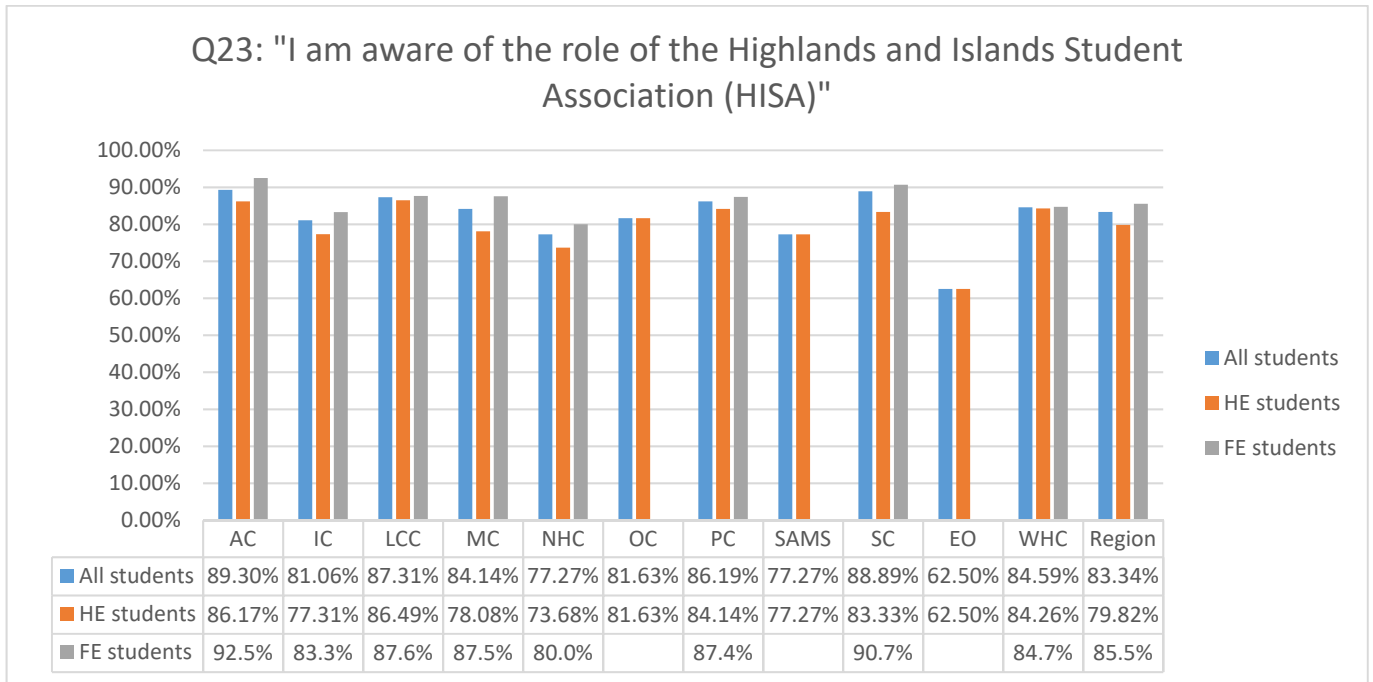


Figure 7: ESES 2018-19. % agree for question 24, disaggregated by college and level of study (HE/FE)

8 Appendix: Full results**8.1 All results: FE students**

FE students (% agree)									
2018/19 ESES Question	AC	IC	LCC	MC	NHC	PC	SC	WHC	Region
1. Overall, I'm satisfied with my student experience so far	95.7	96.8	94.8	97.2	93.4	96.7	98.7	98.9	96.7
2. My initial enquiry provided me with the info I required to take the next step/apply for the course	97.8	95.4	97.9	95.8	95.7	96.5	94.4	97.7	96.0
3. Applying to my course was easy	96.7	94.2	96.8	94.5	91.2	95.9	89.0	96.5	94.6
4. I was provided with clear info about the funding I could apply for.	94.5	81.2	84.4	80.1	68.9	79.2	73.0	83.6	80.0
5. My funding application was dealt with effectively	88.2	81.7	85.9	76.3	64.9	68.6	73.6	78.6	76.1
6. The information I received before my course started helped me prepare	91.5	90.0	90.6	89.0	90.3	92.3	86.8	90.1	90.4
7. I was made to feel welcome in the first week	100.0	98.1	97.9	97.8	98.2	97.9	100.0	98.8	98.2
8.It was easy to enrol onto my course	93.5	96.4	95.8	96.4	91.2	95.9	92.0	96.5	95.7
9. I found induction a useful preparation	95.7	92.6	91.7	90.5	89.7	92.6	85.3	90.5	91.8
10.The fresher's activities provided me the opportunity to mix with other students	90.2	83.6	87.3	84.1	74.1	84.1	67.3	82.1	82.9
11.My Course Handbook contains accurate information	96.8	89.4	95.9	91.8	87.9	93.5	89.3	96.5	91.6
12. My Course Handbook explains the different ways I will be learning	96.8	87.9	96.9	89.6	88.3	91.7	88.0	94.7	90.1
13. I know how to access Student Services	94.5	87.1	96.9	96.2	89.3	91.8	80.0	93.6	90.8
14. I know how to access the library facilities	94.4	93.9	97.9	95.1	91.6	96.7	97.4	91.3	94.8
15. I know how to access the student portal, MyDay	97.8	90.1	96.9	89.6	86.1	84.0	92.0	93.0	88.8
16. I know how to access the VLE	97.8	86.2	87.8	79.6	92.8	89.7	75.4	89.7	86.6
17. I know who my PAT is and how to contact them	65.2	92.4	94.8	87.1	78.3	95.5	64.9	68.8	88.7
18. I am treated fairly and equally by staff	96.7	97.0	97.9	96.5	98.7	97.4	98.7	100.0	97.4
19. I feel I am on the right course	96.8	96.7	97.9	96.8	95.2	95.8	96.1	97.6	96.5
20. I am happy with the way my course is taught	91.4	94.1	88.5	93.6	90.8	94.5	96.1	98.8	93.9
21. I know when my assessments are due	91.5	93.1	93.8	90.1	91.2	89.7	95.9	94.7	91.7
22. I know how I can provide feedback to improve learning and teaching	94.7	91.8	93.8	91.1	85.9	92.1	88.2	93.0	91.4
23. I know who my Class Rep is	67.7	84.2	95.9	86.9	89.9	90.1	88.2	70.2	85.8
24. I am aware of the role of HISA	92.5	83.3	87.6	87.5	80.0	87.4	90.7	84.7	85.5

Table 1: ESES 2019-28. FE students % agree by question by college, and UHI Region overall

8.2 All results: HE students

HE students (% agree)												
2018/19 ESES Question	AC	IC	LCC	MC	NHC	OC	PC	SAMS	SC	EO	WHC	Region
1. Overall, I'm satisfied with my student experience so far	96.8	93.1	97.3	95.2	88.9	98.0	97.1	95.5	83.3	100	95.4	94.5
2. My initial enquiry provided me with the info I required to take the next step/apply for the course	96.8	94.0	97.3	96.3	97.3	97.8	97.4	90.5	91.3	87.5	95.3	95.7
3. Applying to my course was easy	94.6	96.7	94.6	96.9	98.2	100	98.1	100	91.7	100	97.2	97.1
4. I was provided with clear info about the funding I could apply for.	88.2	83.7	89.2	83.0	82.9	91.5	84.3	81.8	83.3	87.5	83.0	84.1
5. My funding application was dealt with effectively	91.0	90.5	78.8	86.6	86.9	92.3	89.0	94.4	85.7	33.3	88.5	88.8
6. The information I received before my course started helped me prepare	86.3	79.4	86.5	83.2	75.4	89.6	88.6	86.4	62.5	87.5	88.9	83.0
7. I was made to feel welcome in the first week	100	96.3	97.3	96.7	97.3	97.9	97.7	100	95.7	100	98.1	97.1
8.It was easy to enrol onto my course	95.8	93.8	100	96.4	88.8	87.8	96.8	100	91.7	87.5	92.5	94.5
9. I found induction a useful preparation	82.8	82.9	86.5	86.1	73.2	91.7	85.4	95.5	70.8	87.5	87.7	83.7
10.The fresher's activities provided me the opportunity to mix with other students	73.0	58.1	72.2	64.2	66.7	80.0	71.1	100	58.3	100	84.1	66.3
11.My Course Handbook contains accurate information	92.6	87.9	94.4	87.4	88.0	93.8	90.6	100	86.4	87.5	97.2	89.6
12. My Course Handbook explains the different ways I will be learning	92.6	87.2	88.6	84.6	86.9	95.9	89.9	95.5	81.8	87.5	96.3	88.4
13. I know how to access Student Services	91.5	88.1	97.2	94.4	86.5	89.6	89.7	86.4	90.9	100	95.3	90.2
14. I know how to access the library facilities	87.2	95.1	97.2	95.8	92.9	98.0	93.5	90.5	95.8	75.0	99.0	94.5
15. I know how to access the student portal, MyDay	98.9	95.9	100	93.1	94.1	98.0	85.6	100	100	87.5	96.2	93.2
16. I know how to access the VLE	98.9	98.4	87.9	89.2	98.8	98.0	96.4	100	100	100	95.4	96.2
17. I know who my PAT is and how to contact them	85.3	96.5	94.6	91.6	82.4	87.8	97.1	90.9	62.5	100	86.0	92.8
18. I am treated fairly and equally by staff	97.9	97.6	100	98.2	93.5	100	98.3	100	91.7	100	99.1	97.7
19. I feel I am on the right course	97.9	95.9	100	97.6	95.9	93.9	97.5	95.5	91.7	100	97.2	96.7
20. I am happy with the way my course is taught	85.1	84.4	94.6	89.1	81.3	85.7	90.7	95.5	75.0	87.5	96.3	87.3
21. I know when my assessments are due	95.7	94.6	100	92.5	94.1	98.0	94.1	90.9	91.7	100	96.3	94.4
22. I know how I can provide feedback to improve learning and teaching	86.2	85.5	91.9	85.3	73.1	79.6	87.4	95.5	70.8	75.0	95.4	85.3
23. I know who my Class Rep is	51.1	75.4	78.4	69.5	62.4	53.1	87.8	86.4	45.8	37.5	75.0	74.2
24. I am aware of the role of HISA	86.2	77.3	86.5	78.1	73.7	81.6	84.1	77.3	83.3	62.5	84.3	79.8

Table 2: ESES 2018-19. HE students % agree by question by college, and UHI Region overall (Figures to one decimal place)

8.3 All results: All students

All students (% agree)												
2018/19 ESES Question	AC	IC	LCC	MC	NHC	OC	PC	SAMS	SC	EO	WHC	Region
1. Overall, I'm satisfied with my student experience so far	96.3	95.5	95.5	96.5	91.5	98.0	96.8	95.5	95.0	100	97.5	95.8
2. My initial enquiry provided me with the info I required to take the next step/apply for the course	97.3	94.9	97.7	96.0	96.4	97.8	96.8	90.5	93.7	87.5	96.8	95.9
3. Applying to my course was easy	95.7	95.1	96.2	95.4	94.2	100	96.7	100	89.7	100	96.8	95.6
4. I was provided with clear info about the funding I could apply for.	91.3	82.1	85.7	81.1	74.9	91.5	81.1	81.8	75.5	87.5	83.5	81.6
5. My funding application was dealt with effectively	89.7	85.2	83.9	80.1	74.2	92.3	76.4	94.4	77.0	33.3	82.6	81.2
6. The information I received before my course started helped me prepare	88.9	86.1	89.5	86.9	83.9	89.6	90.9	86.4	81.0	87.5	89.7	87.6
7. I was made to feel welcome in the first week	100	97.5	97.8	97.4	97.9	97.9	97.8	100	99.0	100	98.6	97.8
8.It was easy to enrol onto my course	94.7	95.5	97.0	96.4	90.2	87.8	96.3	100	91.9	87.5	95.0	95.3
9. I found induction a useful preparation	89.2	89.1	90.2	89.0	82.7	91.7	89.9	95.5	81.8	87.5	89.5	88.7
10.The fresher's activities provided me the opportunity to mix with other students	83.7	75.2	84.3	78.6	71.5	80.0	79.5	100	65.6	0.0	82.9	77.4
11.My Course Handbook contains accurate information	94.7	88.9	95.5	90.3	88.0	93.8	92.4	100	88.7	87.5	96.8	90.8
12. My Course Handbook explains the different ways I will be learning	94.7	87.7	94.7	87.8	87.7	95.9	91.0	95.5	86.6	87.5	95.4	89.4
13. I know how to access Student Services	93.0	87.5	97.0	95.6	88.1	89.6	91.1	86.4	82.5	100	94.3	90.6
14. I know how to access the library facilities	90.8	94.3	97.7	95.4	92.1	98.0	95.5	90.5	97.0	75.0	94.5	94.6
15. I know how to access the student portal, MyDay	98.4	92.3	97.7	90.8	89.5	98.0	84.6	100	93.9	87.5	94.3	90.5
16. I know how to access the VLE	98.4	90.9	87.8	83.1	95.4	98.0	92.3	100	81.5	100	92.2	90.4
17. I know who my PAT is and how to contact them	75.4	93.9	94.8	88.7	80.1	87.8	96.1	90.9	64.3	100	75.5	90.3
18. I am treated fairly and equally by staff	97.3	97.3	98.5	97.1	96.5	100	97.8	100	97.0	100	99.6	97.5
19. I feel I am on the right course	97.3	96.4	98.5	97.1	95.5	93.9	96.4	95.5	95.0	100	97.5	96.6
20. I am happy with the way my course is taught	88.2	90.6	90.2	92.0	86.8	85.7	93.1	95.5	91.0	87.5	97.9	91.4
21. I know when my assessments are due	93.6	93.6	95.5	91.0	92.4	98.0	91.3	90.9	94.9	100	95.4	92.7
22. I know how I can provide feedback to improve learning and teaching	90.4	89.5	93.3	89.0	80.4	79.6	90.4	95.5	84.0	75.0	93.9	89.1
23. I know who my Class Rep is	59.4	81.0	91.0	80.6	78.1	53.1	89.2	86.4	78.0	37.5	71.8	81.4
24. I am aware of the role of HISA	89.3	81.1	87.3	84.1	77.3	81.6	86.2	77.3	88.9	62.5	84.6	83.3

Table 3: ESES 2018-19. All students % agree by question by college, and UHI Region overall (Figures to one decimal place)

SUPPRESSED

SELECT ⇨

Argyll College

Total FE/HE FT/PT = 1,423

50 Suppression Threshold

Argyll College 17-18 Performance Indicators

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

Year		Completed Successful	Partial Success	Withdrawal	Total
12-13	Full Time	167	34	75	276
13-14	Full Time	173	27	95	295
14-15	Full Time	137	17	59	213
15-16	Full Time	141	5	49	195
16-17	Full Time	145	19	44	208
17-18	Full Time	139	11	33	183

Year		% Completed Successful	% Partial Success	% Withdrawal	Total
12-13		60.5%	12.3%	27.2%	276
13-14		58.6%	9.2%	32.2%	295
14-15		64.3%	8.0%	27.7%	213
15-16		72.3%	2.6%	25.1%	195
16-17		69.7%	9.1%	21.2%	208
17-18		76.0%	6.0%	18.0%	183

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

Year		Completed Successful	Partial Success	Withdrawal	Total
15-16	Total Part-Time FE	936	233	124	1,293
16-17	Total Part-Time FE	883	188	94	1,165
17-18	Total Part-Time FE	928	181	131	1,240

Year		% Completed Successful	% Partial Success	% Withdrawal	Total
15-16		72.4%	18.0%	9.6%	1,293
16-17		75.8%	16.1%	8.1%	1,165
17-18		74.8%	14.6%	10.6%	1,240

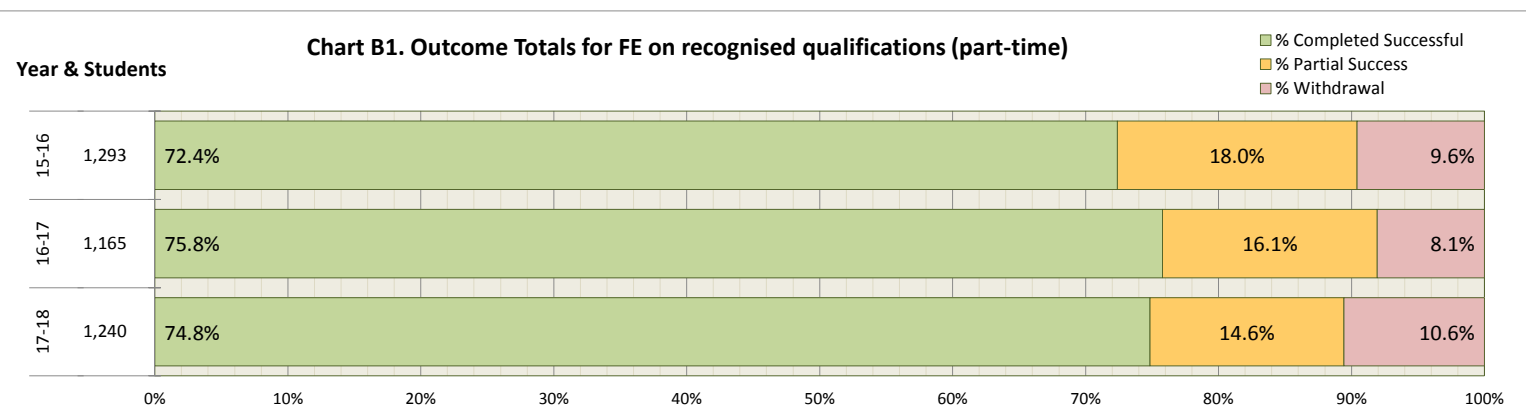
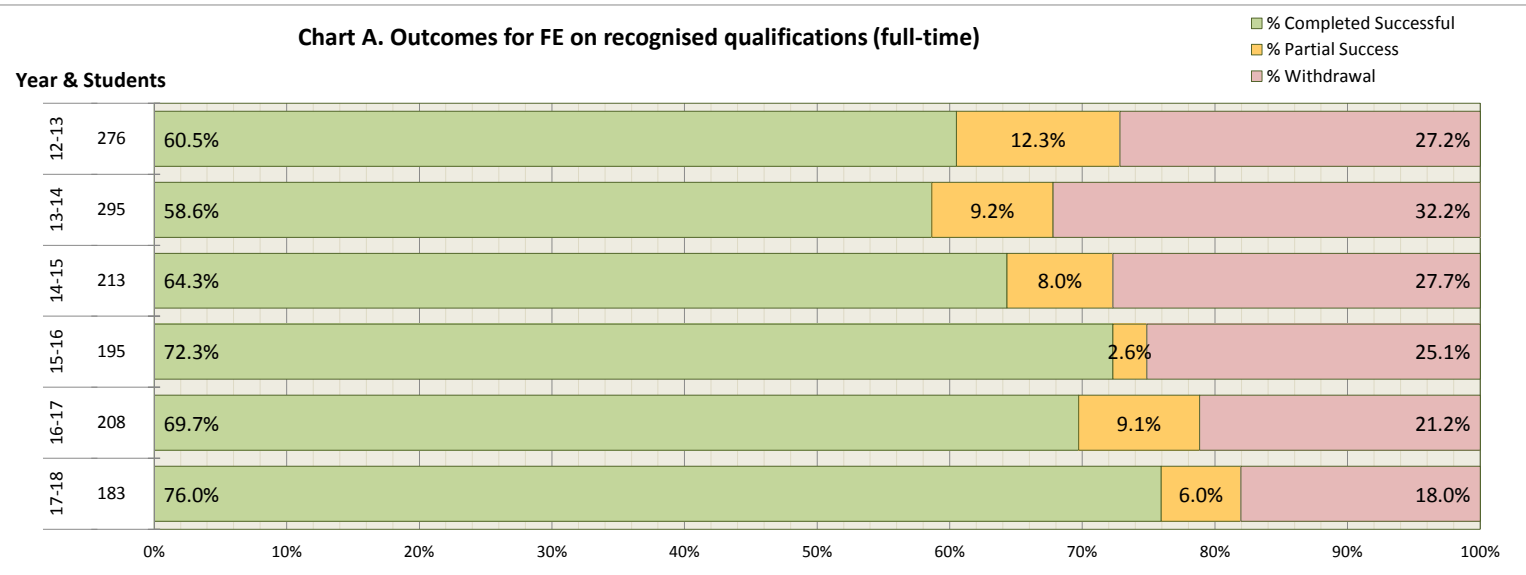


Chart B2. Outcome Breakdown for FE on recognised qualifications (part-time)

Year		Completed Successful	Partial Success	Withdrawal	Total
15-16	under 10 hours	195			195
	10 up to 40 hours	79	36	10	125
	40 up to 80 hours	239	59	18	316
	80 up to 160 hours	124	41	22	187
	160 up to 320 hours	249	90	69	408
	320 hours up to FT	50	7	5	62
16-17	under 10 hours	340			340
	10 up to 40 hours	27	38	13	78
	40 up to 80 hours	111	49	27	187
	80 up to 160 hours	109	29	21	159
	160 up to 320 hours	280	71	29	380
	320 hours up to FT				
17-18	under 10 hours	248			248
	10 up to 40 hours	85	22	10	117
	40 up to 80 hours	121	25	24	170
	80 up to 160 hours	46	20	11	77
	160 up to 320 hours	367	97	74	538
	320 hours up to FT	61	17	12	90

Year		% Completed Successful	% Partial Success	% Withdrawal
15-16	under 10 hours 195	100.0%		
	10 up to 40 hours 125	63.2%	28.8%	8.0%
	40 up to 80 hours 316	75.6%	18.7%	5.7%
	80 up to 160 hours 187	66.3%	21.9%	11.8%
	160 up to 320 hours 408	61.0%	22.1%	16.9%
	320 hours up to FT 62	80.6%	11.3%	8.1%
16-17	under 10 hours 340	100.0%		
	10 up to 40 hours 78	34.6%	48.7%	16.7%
	40 up to 80 hours 187	59.4%	26.2%	14.4%
	80 up to 160 hours 159	68.6%	18.2%	13.2%
	160 up to 320 hours 380	73.7%	18.7%	7.6%
	320 hours up to FT			
17-18	under 10 hours 248	100.0%		
	10 up to 40 hours 117	72.6%	18.8%	8.5%
	40 up to 80 hours 170	71.2%	14.7%	14.1%
	80 up to 160 hours 77	59.7%	26.0%	14.3%
	160 up to 320 hours 538	68.2%	18.0%	13.8%
	320 hours up to FT 90	67.8%	18.9%	13.3%

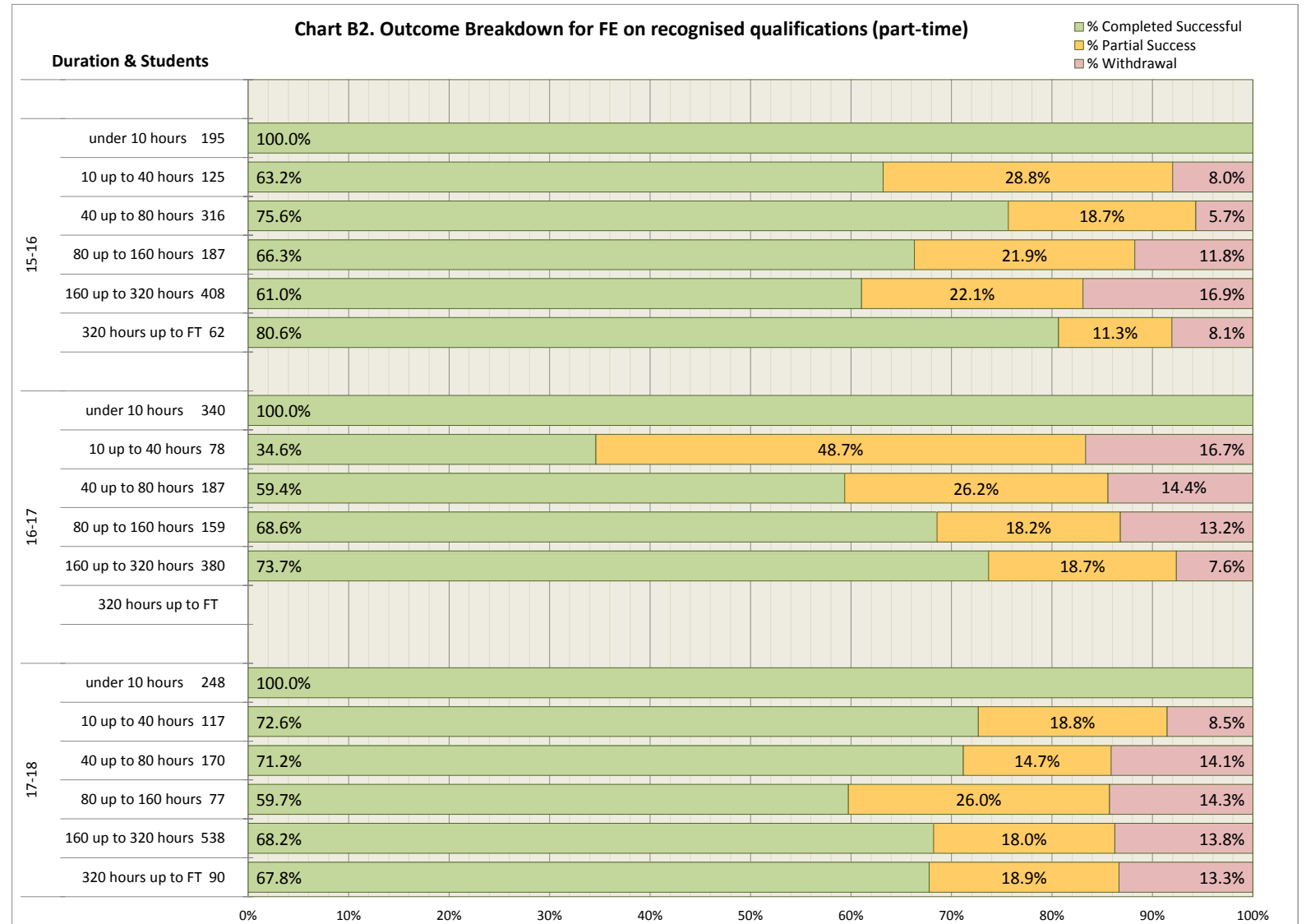
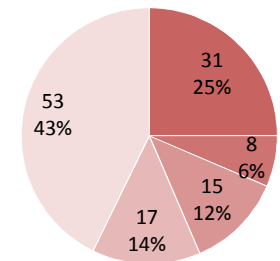


Chart C. Achievement for FE students with partial success

Number of students who complete their course without gaining any units / credits	31	25.0%
Number of students completing their course achieving up to 25% of planned units	8	6.5%
Number of students completing their course achieving 25 to 50% of planned units	15	12.1%
Number of students completing their course achieving 50 to 75% of planned units	17	13.7%
Number of students completing their course achieving at least 75% of planned units	53	42.7%
Total	124	100%

Chart C: Level of achievement for students funded by the SFC completing an FE course of 160 hours or more who did not achieve 'full' success (An overview of the 'Partial Success' group above)

- Number of students who complete their course without gaining any units / credits
- Number of students completing their course achieving up to 25% of planned units
- Number of students completing their course achieving 25 to 50% of planned units
- Number of students completing their course achieving 50 to 75% of planned units
- Number of students completing their course achieving at least 75% of planned units



Total FE/HE FT/PT = 1,423

Argyll College 17-18 Performance Indicators

Chart D. Enrolments by age group on courses lasting 160 hours or more

	Completed Successful	Partial Success	Withdrawal	Total
under 18	334	86	73	493
18-20 year olds	52	10	14	76
21-24 year olds				
25-40 year olds	80	17	16	113
41 and Over	80	4	10	94

	% Completed Successful	% Partial Success	% Withdrawal
under 18 493	67.7%	17.4%	14.8%
18-20 year olds 76	68.4%	13.2%	18.4%
21-24 year olds			
25-40 year olds 113	70.8%	15.0%	14.2%
41 and Over 94	85.1%	4.3%	10.6%

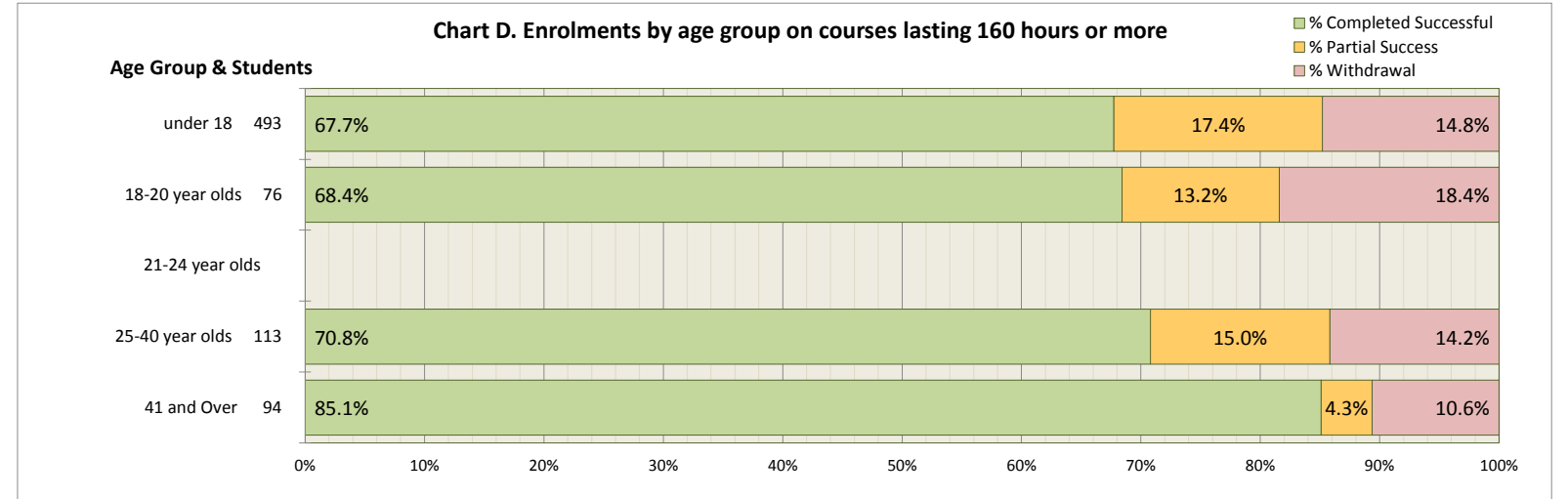
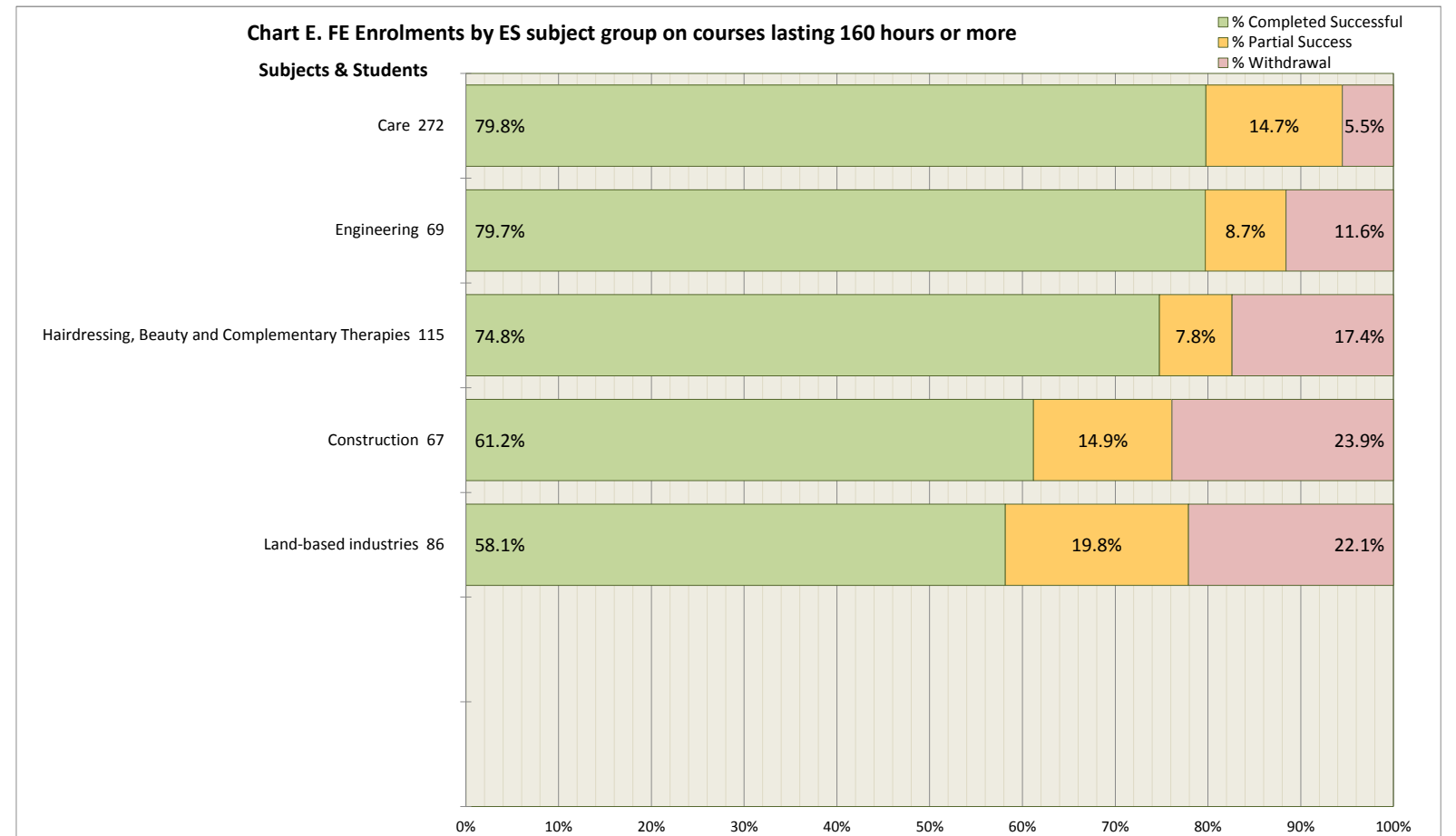


Chart E. FE Enrolments by ES subject group on courses lasting 160 hours or more

	% Completed Successful	Completed Successful	Partial Success	Withdrawal	Total
Sport and Leisure					
Special Programmes					
Social subjects					
Science					
Performing arts					
Nautical studies					
Media					
Languages and ESOL					
Land-based industries	58.1%	50	17	19	86
Hospitality and tourism					
Hairdressing, Beauty and Complementary Therapies	74.8%	86	9	20	115
Engineering	79.7%	55	6	8	69
Education and training					
Construction	61.2%	41	10	16	67
Computing and ICT					
Care	79.8%	217	40	15	272
Business, Management and Administration					
Art and design					

	% Completed Successful	% Partial Success	% Withdrawal
Care 272	79.8%	14.7%	5.5%
Engineering 69	79.7%	8.7%	11.6%
Hairdressing, Beauty and Complementary Therapies 115	74.8%	7.8%	17.4%
Construction 67	61.2%	14.9%	23.9%
Land-based industries 86	58.1%	19.8%	22.1%

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



Total FE/HE FT/PT = 1,423

Argyll College 17-18 Performance Indicators

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

	Completed Successful	Partial Success	Withdrawal	Total
FE Females	369	74	55	498
FE Males	197	50	64	311
HE Females				
HE Males				

	% Completed Successful	% Partial Success	% Withdrawal
FE Females 498	74.1%	14.9%	11.0%
FE Males 311	63.3%	16.1%	20.6%

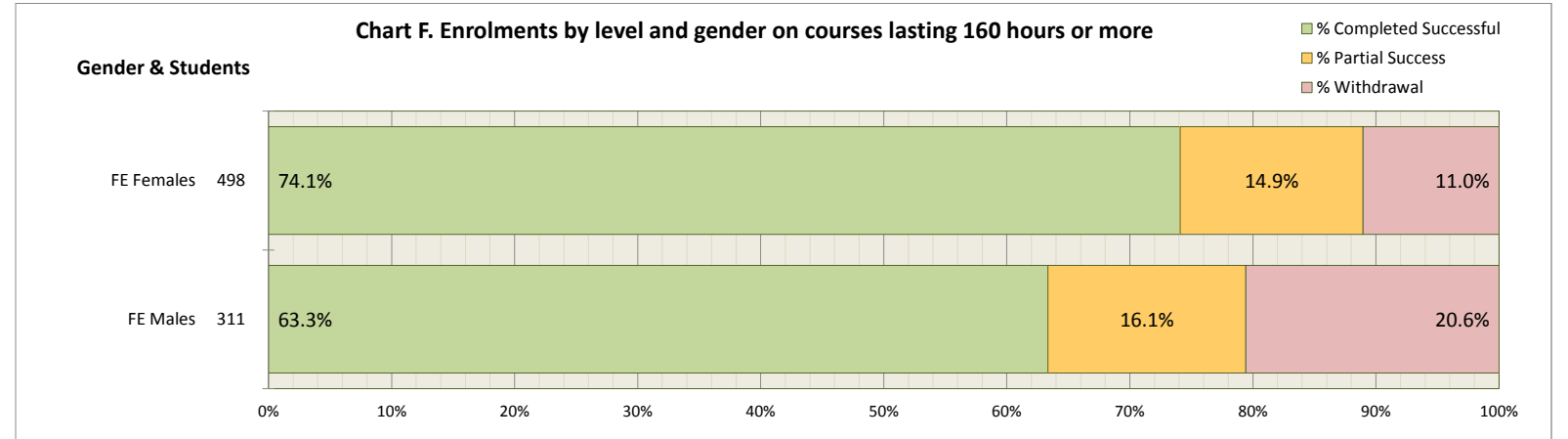


Chart G. Enrolments by key group on courses lasting 160 hours or more

	Completed Successful	Partial Success	Withdrawal	Total
All enrolments over 160 hours	567	125	119	811
10% Most deprived postcode areas				
20% Most deprived postcode areas	51	9	16	76
Fees paid by employer	71	9	4	84
Ethnic minority				
Disability	105	30	19	154
Year of study greater than first year				
Care Experienced				

	% Completed Successful	% Partial Success	% Withdrawal
All enrolments over 160 hours 811	69.9%	15.4%	14.7%
10% Most deprived postcode areas			
20% Most deprived postcode areas 76	67.1%	11.8%	21.1%
Fees paid by employer 84	84.5%	10.7%	4.8%
Ethnic minority			
Disability 154	68.2%	19.5%	12.3%
Year of study greater than first year			
Care Experienced			

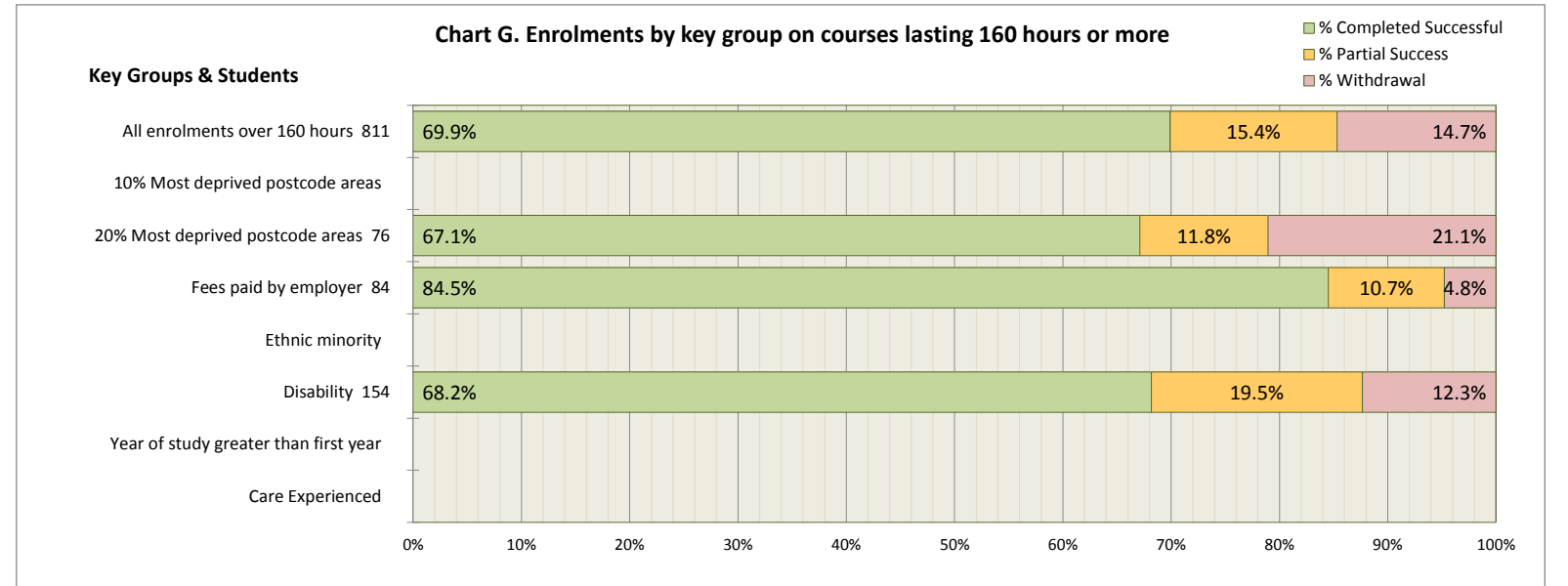


Chart H. Credit targets and achieved (core plus ESF where applicable)

	Credits/WSUMs	Year	Percentage
WSUMs achieved	6,707		
15-16 WSUM target	6,617	15-16	101.36%
Credits achieved	6,693		
16-17 Credits target	6,617	16-17	101.15%
Credits achieved	7,151		
17-18 Credits target	6,617	17-18	108.07%

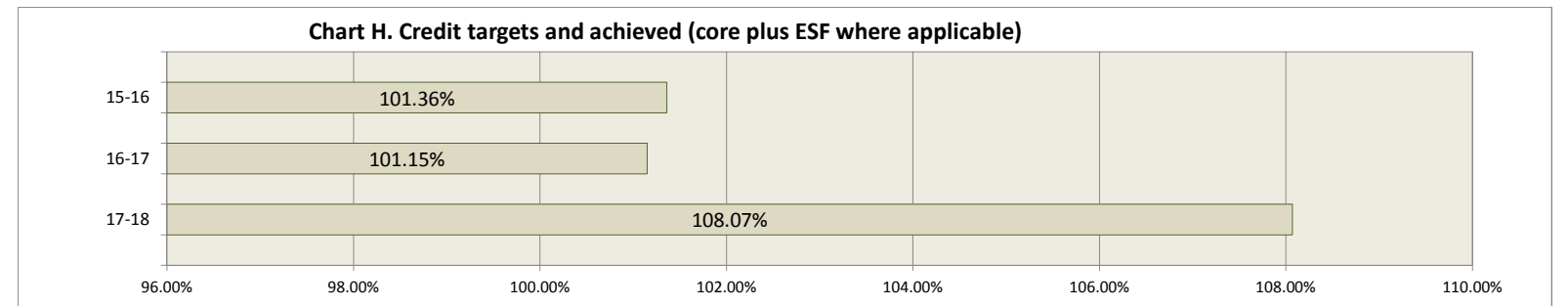


Chart J. Percentage of Full-time permanent teaching staff with a teaching qualification

	Permanent full-time teaching staff	Number with a Teaching Qualification	Year	Percentage
15-16	10	10	15-16	100.0%
16-17	6	6	16-17	100.0%
17-18	14	10	17-18	71.4%

