



A meeting of
Argyll College Learning, Teaching & Engagement Committee
to be held at 12.30pm on Friday 18 September 2020
by Webex Teams
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A G E N D A

Agenda item no		Status	Papers
20.3.1	Welcome & apologies for absence.		
20.3.2	Declarations of interest & any items to be deemed confidential	To note	
20.3.3	Minute of previous meeting held on 12 June 2020	For information	Attached
20.3.4	Matters arising		
20.3.5	2019-20 Final HE FTEs and FE Credit count a) FE Credits b) HE FTEs	To note	Attached
20.3.6	Update on student recruitment 2020/21	To note	To follow
20.3.7	Learning and Teaching processes impacted or amended in response to Covid	To note	attached
20.3.8	Update on learning, teaching and enhancement items in last quarter: a) On-line induction b) Joint shared delivery across UHI partnership and between courses c) Teaching induction for new tutors	To note	Attached
20.3.9	Policies for approval a) UHI Safeguarding Policy	For approval	Attached
20.3.10	AOCB		
20.3.11	Date of next meeting: Friday 2 nd October 2020 – board meeting and awayday, at Three Villages Hall, Arrochar. Friday 27 th November – committee meetings, location TBC.	To note	



**Final Version Minutes – Learning, Teaching &
Engagement Committee
held at 10.30 pm on Friday 12th June 2020
via Webex Teams**

Present: Andrew Campbell, Chair (AMC); Elodie Nowinski (EM); Faye Tudor (FT); Rosemary Allford (RA); Vicky Gunn (VG); Martin Jones (MJ)
Apologies: No apologies
In Attendance: Elaine Munro (EM); Ailsa Close (AEC); Vicky Daveney (VD)(Secretary)

	Item	Action
20.2.1	Welcome & apologies for absence. The Chair welcomed all governors to the meeting and welcomed Elodie Nowinski, Rosemary Allford and Vicky Gunn to their first committee meeting.	
20.2.2	Declarations of interest & any items deemed to be confidential. There were no declarations of interest.	
20.2.3	Minute of previous meeting held on 28th February 2020 To be signed at next meeting held in person.	Approved
20.2.4	Matters arising: There were no matters arising	
20.2.5	Update on progress towards targets – 2019/20 <ul style="list-style-type: none"> a) FE Credits – EM confirmed that target had been exceeded by 397 as at 1st June. Year end position is expected to be around 7,200, as only May/June schools link activity still to be counted. This will be the fourth academic year that the college has exceeded the credit target by over 400 credits. There is additional cost to the college of over achievement but no additional income received. MJ stated that the over-delivery helps the region to meet its overall target with SFC and with Argyll College’s consistent track record it should be well placed to receive any extra credits that become available. FT asked whether the credit total includes things which could not be delivered due to covid-19. EM confirmed that it is only achieved credits. RA asked whether credit targets for this session and next session will take Covid-19’s impact into account? EM confirmed that the SFC have stated that colleges will receive the funding they were due this year and MJ stated that next year if any targets aren’t reached due to covid-19, there will be no loss of funding. b) HE FTEs – EM explained that unlike FE targets that are set by the region for each academic partner and have not been amended for a number of years, for HE each UHI academic partner submits predictions on expected achievement each year. 199.6 is the current FTE and is unlikely to change, with the target being 201. c) HE FTE predictions for 2020/21 – EM confirmed that next year’s prediction is 193.5. In addition, following interviews in February, 19 applicants have been offered places on PGDE Teacher Training programmes – primary and secondary. These FTEs are funding separately outwith the normal UHI resource allocation model (RAM) and outwith the normal HE FTE predictions. MJ added that local councils see PGDE as particularly important and the college would like to build on this type of activity 	Noted

	<p>in both nursing and social work too, thereby providing a future workforce for rural areas. VG expressed interest in providing local education for key worker areas.</p>	
20.2.6	<p>Early withdrawal KPIs EM explained that last year's early withdrawal figures had been disappointing but had improved this year, with 4% compared to 8% last year. EN asked if any particular measures had been implemented? EM stated that early intervention and good pastoral care were put in place by centre managers, and teaching and support staff had a heightened awareness of the importance of supporting and retaining students. VG asked if there might be an effect on continuity next year if students are unable to implement the more practical elements of their course, eg hairdressing and childcare placements. MJ acknowledged that it is critical that marketing activity for next year makes it clear to students what to expect, to avoid disappointment and disengagement which may result in early withdrawal. EM added that the college does offer several practical courses and some with work a placement element, and is talking to teaching teams and the college sector in general and taking guidance on how to ensure delivery by adapting or delaying certain elements. The position will be clearer at the next committee meetings.</p>	Noted
20.2.7	<p>Student Mental Health paper EM stated that there had been a significant increase in declaration of mental health issues, particularly in FE students. The appointment of a student counsellor in March has had a positive impact. FT commented that the student telephone survey had been useful, as mental health issues are one of the main problems centres deal with. EN confirmed that mental health issues are a problem for the college sector and supporting students in returning to college, or continuing to work from home, will be a priority next year and questioned whether there should be priority placed on who returns to the centre if social distancing continues. MJ confirmed that funding from SFC was allocated to engage the counsellor. RA supported the initiative and asked if its impact is being measured, given it is from specific funding. EM confirmed that the counsellor provides updates and the college will be reporting back to the SFC.</p>	
20.2.8	<p>Update on learning, teaching and enhancement items in last quarter:</p> <ul style="list-style-type: none"> a) May/June Schools Link Activity – EM stated that due to Covid-19 teaching staff have been given access to school's online systems for the first time. There are 11 schools in our area, each with different timetables and all want face-to-face teaching. This has helped to identify the advantages of online learning and in the future may help introduce our courses to smaller schools who haven't previously been able to get enough students to make a course viable. MJ expressed his hope that this might remove the barrier to efficient delivery by the college and enable future conversations with the council. b) Joint shared delivery of HNC/D Computing with WHC and NHC – EM confirmed that teaching teams across the 3 partner colleges have divided the units up, with an even split in credits. This ensures the viability of the course running each year, previously low numbers for individual colleges would result in difficult decision being made about course continuity. c) Promotional Videos – EM confirmed that the marketing team have produced promotional videos featuring Q&A sessions with teaching staff. Preparation is also under way for a virtual open day on 24th June. The marketing team are working closely with a teaching teams to develop an on-line induction programme for next year. d) Virtual CDN College Expo – EM explained that the Expo had been online this year with seminar sessions being delivered as a series of on-line tutorials. Argyll College's digital media tutor provided a tutorial at the event. <p>AMC was pleased to see the links with schools opening up further and the shared delivery with partner colleges. EN was impressed with the videos and joint shared delivery. FT was also pleased about the joint delivery, as it will help traditionally fragile numbers and guarantee the course running each year. VG stated that collaborative provision is key and if the model works it could be a prototype for delivery within UHI.</p>	

20.2.9	<p>Policies for approval</p> <p>EM explained that these are part of the UHI single policy project to align policies across the partnership and create common policies.</p> <ul style="list-style-type: none"> a) UHI PVG Policy b) UHI FE Guidance 	Approved
20.2.10	<p>Student Survey Summary</p> <p>EM explained that although teaching very quickly switched to online at the start of lockdown, there was concern about students engaging with their course and whether they were coping with mental health, finance, technology etc. Centre staff phoned all full time FE and HE students and in a conversational way ascertained how they were coping. The survey has been useful in allowing staff to follow-up where required and signpost students to the various mental health support available to them. EN queried whether those finding it difficult to work at home had specified why? EM confirmed that the reasons were generally due to other caring responsibilities, eg home schooling young children. FT confirmed that it had been a positive experience with many students pleased to hear a familiar voice.</p>	
20.2.11	<p>FE and HE applications to date for 2020/21</p> <p>EM confirmed that they are looking positive and explained that FE applications are always much later than HE. SVQ Childcare applicant numbers are quite low but this could be due to the impact of Covid-19 and potential applicants uncertainty about how work placements can happen. HE is up 16% on the same time last academic year. EN asked if a higher than usual churn is expected? EM said that we may get more HN students as they may decide to stay at home rather than move to larger towns and cities. MJ stated that given our mode of delivery is already networked for some courses, Covid-19 may not impact as negatively on us, although hands on courses may be more of an issue. RA said that students deciding to stay at home this year and delaying university may benefit Argyll College. VG also suggested that students anxious that they may not be able to secure work may decide to remain in education.</p>	
20.2.12	<p>QA actions taken to ensure adherence to awarding body guidance in relation not assessment and resulting of students</p> <p>EM explained that this was a summary of all the processes and procedures put in place to follow awarding body guidance and ensure robust decision making.</p>	Noted
20.2.13	<p>MA improvement action plan</p> <p>EM explained that there has been a consortium approach between 8 of the UHI partner colleges in contracting with SDS for the last 2 years. This effectively allows for more flexibility between partners and reduces bureaucracy. Following on from the usual monitoring and audit processes SDS issued an improvement notice, although individually each college had very little-non-compliance, overall action was required. The consortium and local college action plans have been submitted and a response is awaited from SDS.</p>	Noted
20.2.14	<p>SLA with Borders College for delivery of HNC Horticulture</p> <p>EM stated that the college has a very good team of horticulture tutors offering NC/HNC/HND across Argyll and also delivering HNC and HND to Dundee & Angus College. The HNC will now be delivered to Borders College from the start of the next academic year.</p> <p>MJ provided some strategic background that horticulture is a flagship for Argyll College, due to the individual involved and the physical environment of the region. This has allowed for provision to be exported to bigger colleges. Last year a member of staff had funding to develop more online materials as well as a MOOC, which will be available worldwide.</p>	
20.2.15	<p>AOCB</p> <p>MJ asked that the committee formerly acknowledge the hard work of teaching staff to make sure assessments took place and the student experience remained positive further to lockdown. The committee members concurred with this and AMC agreed that the work the college staff have been doing has been exceptional.</p>	

	AMC informed the committee that a new Chair is required for LTE and asked for notes of interest.	
20.2.16	Date of next meeting. Committee Meetings – Friday 11 th September, Location TBC Board Meeting – Friday 27 th September, Location TBC	
	Signed by Date Chair of Learning, Teaching & Engagement Committee	

To: Learning, Teaching and Engagement committee

Date: 18 September 2020

Status: To Note

Subject: 2019-20 Final HE FTEs and FE credit count

a) FE 2019/20

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

To final credit count was 7,543 exceeding target by 827credits.

The final regional position, by partner, is shown below. There is still uncertainty whether UHI will receive the funding for the ESIF credits, given the region did not overall achieve credit target.

Academic partner	Core credit target	ESIF credit target	Total credit target	Current position (31.08.20)	Over/under achievement
Argyll	6,582	134	6,716	7,543	+827
Inverness	28,915	296	29,211	28,404	-807
Lewis	5,348	0	5,348	3,988	-1,360
Moray	18,807	0	18,807	17,596	-1,211
NHC	12,335	155	12,490	11,928	-562
Orkney	3,603	145	3,748	3,781	+33
Perth	23,655	1,200	24,855	24,415	-440
Shetland	4,309	0	4,309	4,262	-47
WHC	6,828	270	7,099	7,180	+82
Regional	110,382	2,200	112,582	109,097	-3,485

Argyll, Orkney and West Highland Colleges are the only UHI partners to have achieved 2019/20 credit target.

The Argyll College four year trend is the following:

Year	Core credit target	ESIF target	Total credit target	Final credit count	Over/under achievement
2019/20	6582	134	6716	7543	827
2018/19	6582	100	6682	7504	822
2017/18	6617	0	6617	7149	532
2016/17	6617	0	6617	6702	85

The UHI region four year trend showing the Argyll percentage contribution to the regional credit target is shown below:

Academic year	Regional core credit target	Regional ESIF credit target	Total regional credit target	Final regional count	Over / Under achievement	Argyll - % contribution to regional count
2019-20	110,382	2,200	112,582	109,097	-3485	6.91%
2018-19	110,382	2,200	112,582	114,525	1943	6.55%
2017-18	110,968	2,200	113,168	114,843	1675	6.23%
2016-17	110,968	4,400	115,368	116,735	1367	5.74%
2015-16	110,968	3,490	114,458	116,778	2320	5.74%

b) HE 2019/20

Predicted FTEs were 201. The final FTE count at 31/8/20 was 200.9

In addition, funded outwith the RAM, there were 13 PGDE teacher education students: 9 studying primary teaching and 4 secondary teaching; and 2 Early Education and Childcare Graduate Apprentices (GA)

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

	FTEs	Headcount		
		Total	Full time	part time
2019/20	200.9	287	160	127
2018/19	200.1	280	170	110
2017/18	221.6	290	195	84
2016/17	180.5	226	165	61

c) Predicted HE FTEs for 2020/21

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

In addition, funded outwith the RAM, there will be PGDE teacher education student FTE numbers and Graduate Apprentices.

To: Learning, Teaching and Engagement committee

Date: 18 September 2020

Status: To Note

Subject: Update on student recruitment 2020/21

FE

The table below compares full time FE students enrolled in 2019/20 and 2020/21. These numbers are still subject to slight flux given the first day of the new term was 7th September. During the first few weeks some students can enrol but fail to engage and drop out; others can apply late and start. Students still to enrol are those who have applied, accepted their offer but have yet to complete the on-line enrolment process. Centre and admissions staff are in contact with these students supporting them through the on-line enrolment process.

Some courses have higher student numbers than last year (Beauty, Horticulture) while others have had lower applications than required to make the course financially viable and have not started this year.

Students who applied for SVQ Childcare at SCQF level 6 were offered places on Childhood Studies or NC Early Education and Childcare, due to the uncertainty of being able to have students on work placement. While the NC Early Education and Childcare course also contains a work placement it is more straightforward to replace the work placement elements with other SQA units than it would be to do the same within a vocational qualification. SVQ Childcare at level 7 was continued since all students were progressing from the SVQ level 6 course. Work placements remain a concern within this course and have been delayed until further guidance from SQA has been received.

Access to Nursing remains a popular course with all students who completed successfully in 2019/20 being offered degree places at universities across Scotland.

Overall, based on current enrolled students, full time FE student numbers are 14% lower than the previous year which equates to ~ 400 credits.

In addition there are 690 senior phase school pupils enrolled on skills for work programmes across the 11 secondary schools in Argyll.

FE Full time courses 2020/21 comparison with 2019/20				
Course	2019/20 Enrolled	2020/21 Applied	2020/21 Enrolled	2020/21 still to enrol
Access to HN Business Administration & Computing	12	10	7	3
Access to Nursing (SWAP)	18	22	22	
Agriculture NC at SCQF Level 6	7	10	8	2
Art and Design NC Level 6	6			
Beauty Care and Make-Up NC Level 5	6	20	19	1

Computing with Digital Media NC at SCQF Level 5	11	8	8	
Childhood studies: An Introduction		10	9	1
Early Education and Childcare NC at SCQF Level 6	10	17	16	1
SVQ Social Services (Children & Young People) SCQF 6	29			
SVQ Social Services (Children & Young People) SCQF 7	30	25	25	
Horticulture NC at SCQF Level 5	4	15	13	2
Social Sciences NC at SCQF Level 6	8	11	11	
SP Education for Life	11			
SVQ in Hairdressing at SCQF level 4, 5, 6	12			
SVQ in Professional Cookery at SCQF Level 4, 5, 6	9			
Professional Cookery at SCQF 5		13	11	2
Subtotal	173	161	149	12

HE

The table below provides information on HN student numbers taught by Argyll College, with a comparison on the previous year. Applications compared to enrolments last year have increased by 45 FTE; current enrolled students indicate an increase in 24FTE compared to the previous year (112 full time students and 10 part time students = 117 FTE compared to 93 FTE in the previous year). There are still 16 students who applied, accepted their offer but have yet to complete the on-line enrolment. Admissions and centre staff are making contact with each student to offer appropriate support to encourage the student to enrol on-line and engage with the teaching of the course.

	2019/20	2020/21				
	Enrolled students	Applications	Total enrolled to date	FT	PT	still to enrol
Administration and Information Technology HNC	8.5	6	4	4		2
Administration and Information Technology HND	5	5	5	5		
Business HNC	9	7	7	7		
Agriculture HNC		10	9	9		1
Childhood Practice HNC	20	12	11	10	1	1
Social Services HNC		10	7	5	2	3
Computing HNC	6.5	8	7	7		1
Computer Science HND		5	5	5		
Contemporary Art Practice HNC	6	10	7	6	1	3
Contemporary Art Practice HND	4	4	3	3		1
Digital Design and Web Development HNC	4	5	5	4	1	
Digital Design and Web Development HND		1	1	1		
Horticulture HNC	4	19	15	12	3	4
Horticulture HND	4	3	3	3		
Hospitality HNC		4	4	3	1	
Social Sciences HNC	22	29	29	28	1	
Totals	93	138	122	112	10	16

In addition to the HN courses taught by Argyll College staff there are 143 students enrolled on 20 different degree programmes and HNs delivered by other UHI partners. 67 of these students are full time and 76 are part time. In total it is estimated this will equate to a maximum of 99 FTEs. 60% of these students are enrolled on two programmes: BA Child & Youth Studies and BA Childhood Practice. These qualifications are required by staff working as managers in the early years sector.

In addition, there are 7 students enrolled on the Early Education and Childcare Graduate Apprenticeship (GA) – 2 in Argyll and 5 in South Lanarkshire, supported and assessed by Argyll College teaching staff.

In total it is estimated that the final HE student count for 2020/21 will be in the region of 230 FTE, an increase in 30 from 2019/20.

In addition there are 17 students enrolled on teacher education programmes: 15 on PGDE Primary and 2 enrolled on PDGE Secondary. The funding for these is outwith the RAM and MicroRAM.

To: Learning, Teaching and Engagement committee

Date: 18 September 2020

Status: To Note

Subject: Learning and Teaching processes impacted or amended in response to Covid

Below is a list of the impacts the current COVID health crisis has had on learning and teaching. Some of these are risks - risks to the college reputation if students do not have a good learning experience, risk to achievement of targets and risk to KPIs. Others are opportunities and will lead to different and perhaps better ways of operating.

- On-line induction instead of face to face induction. An on-line induction portal was developed during the summer and while it is expected that there will be some form of face to face induction in future, the on-line portal will remain and be developed as a useful resource for students and will form part of normal induction processes.
- Delay in students submitting bursary application information and evidence due to students not being able to access centres to photocopy evidence.
- Additional communications with students, particularly from admissions staff and centre staff, ensuring students were ready to start their course on-line and had all the necessary information. Centre staff will be key to keeping students on track throughout their course.
- On-line enrolments still to be completed by over half of schools link pupils – where normally centre staff would go into school and support the students to complete this process, tutors now need to ensure students have completed the on-line enrolment. This is proving difficult.
- Placements impacted – unlikely to start until semester 2 if at all. Additional Health and Safety assessments will be required
- Additional risk assessments have been carried out – in addition to the overall COVID risk assessment, a series of safe working practice documents is being devised for each subject area. All staff have completed a staff homeworking DSE assessment.
- Course decisions impacted – particularly related to courses with a high practical element. Due to social isolation requirements some courses were unable to run, others have a delayed start date to January 2021.
- No face to face teaching taking place – while that was the norm during lockdown many tutors still needing help and support to deliver on-line. Team of 6 tutors supporting peers. Some students struggling with on-line teaching, connection issues, broadband problems.
- Assessing students and staff who have IT issues and unable to access on-line learning – laptops issued, risk assessments and decisions on who can safely access centres
- Student support provided over phone/email/VC – some students finding that difficult.
- Difficulty in carrying out support needs assessments and diagnosis, some require face to face interaction
- Heavily restricted access to library facilities, particularly print copies
- Dealing with 11 local schools – all with different timetables, different advice and guidance issued
- Evening class provision will be limited this year

- Waiting for guidance and advice from awarding bodies, particularly SQA, on items such as closed book assessments, alternative assessment arrangements, SVQ units/courses. Many uncertainties around assessment of units and courses in particular.
- Some commercial activity deferred, commissioned under FWDF flexible workforce development fund – loss of income circa £15K if we can't progress with it this year.
- DYW Argyll local impact severely affected – team working with national group; have deferred recruitment of team member vacancies (1.5FTE)

Keeping in regular and on-going contact with students and staff throughout the year will be crucial. Staff may feel isolated without having the regular face to face contact with peers; students will need support to keep on target and continue to engage with their course. We have seen an increase in self disclosed mental health issues in FE students in the past few years, particularly younger students. Supporting students from a distance will be a challenge.

Getting the right solution for each individual circumstance at the right time will be more crucial than normal.

Recognition and Procedures Agreement Between

Scottish FE Colleges

And

The Educational Institute of Scotland (EIS), General Municipal & Boilermakers Union (GMB,) UNISON and UNITE the Union.

1 Introduction

In this agreement the following terms have the meanings assigned to them

Colleges	The colleges that are signatories to this Agreement; Argyll College, Ayrshire College, Borders College, City of Glasgow College, Dumfries and Galloway College, Dundee and Angus College, Edinburgh College, Fife College, Forth Valley College, Glasgow Clyde College, Glasgow Kelvin College, Inverness College, Lews Castle College, Moray College, New College Lanarkshire, Newbattle Abbey College, North East Scotland College, North Highland College, Orkney College, Perth College, Sabhal Mor Ostaig College, Shetland College, South Lanarkshire College, West College Scotland, West Lothian College, and West Highland College
Boards of Management	The governing bodies of the Colleges.
Defined Staff	Staff employed by the Colleges that are currently employed on contracts of employment negotiated through collective bargaining.
Unions	The Trade Unions recognised at some or all of the Colleges that are party to this Agreement are the Educational Institute of Scotland (EIS), General Municipal and Boilermakers Union (GMB), UNISON and UNITE.
Staff Side	The representatives appointed by the Unions that are authorised to negotiate with the Management Side on behalf of Defined staff.
Management Side	The representatives appointed by the Colleges that are authorised to negotiated with the Staff Side on behalf of the Colleges.
NJNC	National Joint Negotiating Committee – College Staff established by the NBDG Agreement (12.12.2013) and

	consisting of a standing Central Committee and two standing Side Tables.
Joint Secretaries	The Staff Side Secretary and the Management Side Secretary
Consult	The exchange of relevant information and the joint consideration of issues at a formative stage in the process in which the Colleges make a decision.
Negotiate	The process by which the Colleges and the Unions establish agreed terms on issues such as pay and terms and conditions of employment. The responsibility for decision making is jointly held between the Colleges and the Unions. It is distinct from consultation where the responsibility for decision making remains with the Colleges.
National Collective Agreement	Any agreement or agreements reached through the procedures set out in this Agreement covering Defined Staff.
Agreed Terms and Conditions	The terms and conditions of service which the Management Side and the Staff Side agree are within the scope and agree to negotiate from time to time.

The spirit and intention of this Agreement is to promote good working relations throughout the College Sector, through the work of the NJNC. The Boards of Management and Unions acknowledge a common interest in advancing the educational aims of Colleges and in establishing terms and conditions of service for Defined Staff to further these aims.

This recognition and procedures agreement (the Agreement) shall not detract from the right of communication between Colleges, Colleges Scotland, the Management Side or the Boards of Management with their Defined Staff and staff generally, and between the Unions and their members.

The signatory parties to this Agreement acknowledge the importance of establishing and maintaining confidence in the arrangements voluntarily established under this agreement and recognise the need to negotiate in good faith.

2 The Purpose of NJNC-CS

All trades unions recognised in the college sector will be guaranteed a seat at the negotiating table with membership allocated on a proportionate basis. The Colleges (i.e. the incorporated Further Education Colleges in Scotland together with Argyll College, Newbattle Abbey College, Orkney College, Sabhal Mor Ostaig, West Highland College, and Shetland College) hereby recognise the following unions; the Educational Institute of Scotland, GMB, Unite and Unison as the sole representatives of all Staff by the Colleges.

This Agreement hereby confirms that the Colleges and Unions will negotiate the Agreed Terms and Conditions of Service of Defined Staff employed by the Colleges through the NJNC.

This Agreement sets out the procedures by which the NJNC through its Central Committee or Side Tables negotiates the Agreed Terms and Conditions of Service of Defined Staff employed by the Colleges.

This Agreement recognises that Colleges will consult with the Unions through the NJNC to develop national policy guidance for implementation locally appropriate to the needs of each particular college and may issue national policy advice and may share best practice for Colleges or local collective bargaining arrangements.

Any National Collective Agreement made by the NJNC applying to Defined Staff terms and conditions of service will be implemented from the date specified in the written agreement. Agreements will be signed by the Joint Secretaries.

Terms and conditions of service of Defined Staff issued or agreed by the NJNC, under this agreement take precedence over any locally agreed terms and conditions of service.

3 NJNC Structures and Procedures

The NJNC will have a standing Central Committee at which all common terms and conditions are discussed, and two standing Side Tables. The Central Committee or Side Tables may agree to form sub-committees or working groups to look at specific tasks or occupational specific tasks.

The Central Committee

The functions of the Central Committee of the NJNC will be:

- to discuss broad issues relating to pay policy
- to negotiate and decide on Agreed Conditions of Service matters common to Defined Staff across the sector other than where matters are assigned to the standing sub committees
- to advise on equalities issues common to all employees across the sector
- to agree on matters which are best delegated to sub-committees which are unique to a particular occupational group
- to discuss, review and where appropriate reach agreement on matters referred by sub-committees
- to agree short life, cross cutting and special interest sub-committees
- to conduct other matters, such as research or information gathering processes and procedures, as are mutually agreed between the parties to this Agreement
- issue advice on the interpretation of any National Collective Agreements reached on request by anybody represented by the signatories to this Agreement.

Composition of the Central Committee

The Central Committee shall have 22 members, 10 Management Side Members and 12 Staff Side Members. The Management Side Members shall be appointed by the Board of Colleges Scotland and the Staff Side shall be appointed by the Unions on the following basis:

EIS	7 Members	UNITE	1 Member
UNISON	3 Members	GMB	1 Member

Each Side shall appoint a Chair and Secretary. The NJNC secretariat will be provided from the Management Side. The Management Side Secretary, with the Staff Side Secretary, shall be responsible for all administrative and organisational arrangements to support the work of the NJNC.

Meetings of the Central Committee and Side Tables shall be held as and when requested by either Side. The joint secretaries will make the arrangements for meetings.

All notices and agendas for meetings of the Central Committee or Side Tables will be issued 5 working days in advance of the date of the meeting.

The Central Committee or Side Tables may from time to time appoint from among its own members sub-committee(s), to discharge such functions as they may specify. This may also include working parties or commissioning research to support the discharge of the NJNC's functions.

The Central Committee or Side Tables may, by agreement, also invite advisors to attend and speak at a meeting. Any such person appointed acquires no formal rights or status other than the grounds on which they were invited to attend.

Any Side may send substitutes from a pre-notified pool if their nominated representatives are unable to attend a NJNC meeting.

The quorum for meetings of the Central Committee shall be four members of each Side provided that at least two trade unions are present that represent not less than 50% of the sector trade union membership. On the Management Side this shall require one chair and one principal to be in attendance.

Decisions will be by consensus and require a majority of each side.

The Side Tables

Matters that are unique to a particular bargaining group will be dealt with by the Side Tables. Matters may also be referred to the Side Table(s) by agreement of the Central Table or by the Management Side, the Lecturing Staff Trade Union or the Support Staff Trade Unions collectively in the ways set out below:

Within the Staff Side, prior to any agreement, the Lecturing Staff trade union or collectively the Support Staff trade unions may initiate referral of any matter to the side tables for negotiation and settlement.

Prior to any agreement the Management Side may also initiate referral of any matter to the Side Tables for negotiation and settlement.

The quorum for meetings of the Side Tables will be three members of each side with one principal and one chair on the Managements Side in attendance.

Side Table - Lecturing Staff

5 Management Side members, 5 Staff Side members (EIS)

- Responsible within its bargaining group for
 - Salaries matters unique to the bargaining group
 - Agreed Terms and conditions of Service unique to the bargaining group
 - Pensions matters unique to the bargaining group
 - Matters assigned by agreement of the Central Table

Decisions will be by consensus and require a majority of each Side.

Each Side will appoint a Chair; overall Chair of the Side Table – Lecturing Staff will be by rotation. Each Side will appoint a Secretary, overall secretariat will be provided from the Management Side.

Side Table - Support Staff

5 Management Side members, 5 Staff Side members (3 UNISON, 1 UNITE, 1 GMB)

- Responsible within its bargaining group to negotiate and decide on
 - Salaries matters unique to the bargaining group
 - Agreed Terms and Conditions of service unique to the bargaining group
 - Pensions matters unique to the bargaining group
 - Matters assigned by agreement of the central table

Decisions will be by consensus and require a majority of each Side.

Each Side will appoint a Chair; overall Chair of the Side Table – Support Staff will be by rotation. Each Side will appoint a Secretary, overall secretariat will be provided from the Management Side.

4 Scope

The Colleges agree to negotiate with the Unions at the NJNC on the undernoted Contractual Terms and Conditions of employment applying to members of the Colleges' Defined Staff.

Pay

Working hours

Class contact hours

Sick pay

Annual Leave

Maternity Policy

Paternity Policy

Family Friendly Policies

Transfer to permanent status

Grievance and disciplinary Policies

Additional terms and conditions can be included as agreed by the NJNC.

The scope of this Agreement will be reviewed annually

The Colleges agree to consult with the Unions at the NJNC on other matters on national policy, and both Sides agree to provide guidance for implementation locally, appropriate to the needs of each particular college. The NJNC may issue national policy advice and may share best practice for Colleges or local collective bargaining arrangements.

5 Agreements Reached

National Collective Agreements reached by the Central Committee will be set out in writing by the Joint Secretaries on behalf of the Central Committee. Agreements reached by a Side Table will be set out in writing as Circulars by the Side Table's Joint Secretaries on behalf of the Side Table.

National Collective Agreements reached at the Central Committee or Side Tables will be binding on the Colleges and the Unions. The signatories of each of the parties hereto confirm that they have the authority to bind the party that they represent. This Agreement is binding in honour but not legally enforceable. However, any National Collective Agreement varying the terms and conditions of Defined Staff will be legally enforceable.

The Management Side Secretary will be available to provide advice to the Boards of Management of Colleges and the Staff Side Secretary will be available to advise the Unions, on matters relating to agreements, including National Collective Agreements Circulars, guidance, or any other outcomes from the Central Committee and the Side Tables. In formulating such advice the Joint Secretaries may consult each other as they determine appropriate.

6 Effective Date

This Agreement shall take effect as soon as it has been signed on behalf of the Colleges and on behalf of the Unions.

7 Variations and Notice of Withdrawal

No variations to this Agreement may be made except by agreement of all the signatory parties.

A signatory party may withdraw from this Agreement provided it shall give twelve months' notice of its intention to do so in writing to the other parties.

Both Sides agree to review this Agreement on an annual basis to ensure that it meets the needs of the parties and the Sector.

8 Expenses

Any external expenses of the NJNC and other relevant expenditure must be agreed by the Central Committee or Side Tables in advance, including how the cost is borne by the two Sides.

9 Disputes

In the event of a dispute arising concerning negotiation or agreements reached under these procedures, the Unions agree to seek resolution through the disputes procedure as agreed by the NJNC and attached as Appendix 1 to this Agreement. The Unions further agree to refrain from industrial action until the agreed dispute procedures have been exhausted; the Colleges agree to maintain the *status quo ante* until the agreed dispute procedures have been exhausted.

10 Facilities Time

Attendance and participation in the work of NJNC, including any preparatory work and dissemination of outputs, shall be regarded as a trade union duty with reasonable facilities time provided by the Colleges. This is separate to any time off granted for local trade union duties

Signed by:

The Educational Institute of Scotland

General Municipal & Boilermakers (GMB)

Unison

Unite the Union

Argyll College

Ayrshire College

Borders College

City of Glasgow College

Dumfries and Galloway College

Dundee and Angus College

Edinburgh College

Fife College

Forth Valley College

Glasgow Clyde College

Glasgow Kelvin College

Inverness College

Lewis Castle College

Moray College

New College Lanarkshire

Newbattle Abbey College

North East Scotland College

North Highland College

Orkney College

Perth College

Sabhal Mor Ostaig College

Shetland College

South Lanarkshire College

West College Scotland

West Highland College

West Lothian College

Appendix 1 Dispute Resolution Procedure

The Colleges and the Unions are committed to striving for agreed outcomes. If, exceptionally, these cannot be achieved, any party may invoke the following dispute procedure:

- Where it appears that all scope for progress through normal procedures has been exhausted, either the Colleges or any Union may give formal notice to all parties that it is applying this dispute resolution procedure;
- Following receipt of such notification the parties i.e. of the Central Committee or Side Tables will agree meeting dates within 5 working days for at least two meetings to seek to resolve the dispute. Unless agreed otherwise, these meetings will take place within the following 10 working days;
- The focus of these meetings will be on reaching a settlement of the issue(s) in dispute. Such settlement should also seek to include recommendations on how similar disputes might be avoided in the future;
- Further meetings beyond this initial period may take place where that is agreed between the two sides;
- If it has not been possible to resolve the dispute through this series of meetings, the parties will consider whether third-party assistance – normally using ACAS for mediation and conciliation – would be helpful. The matter in dispute may, with the agreement of the parties, be referred to ACAS for conciliation. A decision on this should be taken within 5 working days of the second meeting;
- Throughout the period for dispute resolution meetings, and for any agreed third-party assistance, the Colleges will maintain the *status quo ante* and the Unions will refrain from taking any form of industrial action until the procedure has been fully exhausted;
- Outcomes from any stage in the procedure will be communicated jointly.

To: Learning, Teaching and Engagement committee

Date: 18 September 2020

Status: To Note

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

a) On-line Induction

In response to the current health crisis resulting in the inability to have students in college centres for normal face to face course induction, a completely on-line induction was developed during the summer. The induction covered all the usual topics students are made aware of when they have a face to face induction, which includes finance, bursary applications/student loans, SQA requirements, their local centre contact details, the academic year, their timetable as well course and teaching staff information.

It was developed in Brightspace with separate sections and students encouraged to work through the sections sequentially. It also now provides an on-line resource for students to refer to throughout their course. Students and staff welcomed this approach which we will continue to adapt and improve for use in future years to supplement face to face induction.

The on-line portal approach may be used to develop other areas in the college, such as generic staff induction and the teaching induction outlined below.

b) Joint shared delivery across UHI partnership and between courses

Argyll College is involved in the joint delivery of a number of HN programmes across the smaller UHI partners this academic year. This will ensure continued sustainability and viability of the programmes across the partners and guarantees delivery of these courses to students based in Argyll.

Teaching teams have been involved in discussions from the outset and have taken the lead in agreeing an even split in unit delivery between the teaching partners. The funding for each partner will be calculated via the UHI resource allocation model, currently the MircoRAM.

Courses currently offered in this way include the following:

HNC and HND Computing – Teaching from Argyll, WHC, NHC

HNC and HND Digital Design and Web Development – Teaching from Argyll and WHC, also to students in Moray College.

HNC Hospitality – Teaching from Argyll to WHC (5 credits)

Discussions will be on-going between the smaller UHI partners on how this model can be expanded for the start of 2021/22 delivery and how this could include full time FE provision.

In addition where the same unit is delivered in more than one Argyll College course it is being timetabled and taught at the same time this academic year. This is a new process for the college but a logical one given most classes have low student numbers.

c) Teaching induction for new tutors

A new induction into teaching at Argyll College has been introduced this year, led by a very experienced tutor who supports staff as they work through the PDA Teaching in Scotland's Colleges. The tutor is also part of the UHI programme team developing a UHI TQFE programme, anticipated to start in semester 2 of this academic year.

The induction programme is 16 weeks duration, delivered on-line via our Brightspace VLE, and is for tutors new to teaching, new to Argyll College or new to teaching using technology. The programme guides tutors through the process of teaching, with a new topic introduced each week: topics range from the CDN Professional Standards; through preparing and then reviewing and evaluating at lesson; observing colleagues and being observed; to assessing, internal verification and external verification. It should be a comprehensive and very useful introduction to teaching in Argyll College.



Safeguarding Policy

POL

Lead Officer (Post):	Click or tap here to enter text.
Responsible Office/ Department:	Click or tap here to enter text.
Responsible Committee:	Click or tap here to enter text.
Review Officer (Post):	Click or tap here to enter text.
Date policy approved:	Click or tap to enter a date.
Date policy last reviewed and updated:	Click or tap to enter a date.
Date policy due for review:	Click or tap to enter a date.
Date of Equality Impact Assessment:	Click or tap to enter a date.
Date of Privacy Impact Assessment:	Click or tap to enter a date.

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

Policy Summary

Overview	<p>Why is the policy required?</p> <p>This policy is required to fulfil the safeguarding obligations of the University of the Highlands and Islands and all Academic Partners.</p>
Purpose	<p>What will the policy achieve?</p> <p>The policy will provide a unified approach to safeguarding across the network and ensure parity of student experience.</p>
Scope	<p>Who does the policy apply to?</p> <p>The policy applies to the University and all Academic Partners.</p>
Consultation	<p>Who has been consulted on the policy, and who will be notified?</p> <p>The policy has been developed by a group of practitioners from the University and Academic Partners to ensure that best practice is reflected in the policy and accompanying procedures.</p>
Implementation and Monitoring	<p>Who will be responsible for implementing and monitoring the policy, and what resources/ costs will be incurred?</p> <p>The University and Academic Partners are responsible for ensuring that the policy and procedures are followed in their own organisation.</p>
Risk Implications	<p>What are the risk implications of this policy?</p> <p>This policy will reduce risk for the University and Academic Partners by ensuring that best practice from across the partnership is being shared and followed.</p>
Link with Strategy	<p>How is this policy linked to University strategy?</p> <p>This policy supports the University's commitment to provide a safe and supportive learning environment for all, aligned with the Strategic Theme of "Our Students", responding to the diversity of our student population by enhancing inclusive practice, and widening access and participation. It also aims to ensure the University discharges its duty of care and meets legislative requirements on safeguarding.</p>
Impact Assessment	<p>Equality Impact Assessment: Completed 09/01/19. No action required.</p> <p>Privacy Impact Assessment:</p>

1. Policy Statement

- 1.1 The policy outlines our commitment to provide a safe and supportive learning environment for all. In addition, the policy sets out strategies to manage known risk (and any potential risk) to ensure all are protected from harm, abuse, neglect or exploitation.
- 1.2 **University/Academic Partner Name** recognises and complies with our legal and statutory obligations that arise from legislation including the Protection of Children (Scotland) Act 2003, the Adult Support and Protection (Scotland) Act 2007, the Counter-Terrorism and Security Act 2015, the Children and Young People (Scotland) Act 2014 and other relevant guidance and regulations.

2. Definitions

- 2.1 **Safeguarding:** Involves carrying out our 'Duty of Care' responsibilities in relation to minors, children, adults at risk, students and staff, ensuring the safety and welfare of all. It involves protecting people's health, wellbeing and human rights, thus enabling all to live and study free from harm, abuse, neglect or exploitation. It is fundamental to high quality learning and engagement.
- 2.2 **Duty of Care:** Our responsibility to use professional expertise and judgement to protect and promote the best interests of students and staff, and to ensure that we exercise an appropriate level of care towards them, as is reasonable within the parameters of our relationship.

Please read and consider Appendix 1 for further important information and definitions that help partners fulfil their safeguarding duties.

3. Purpose

- 3.1. Safeguarding, and the emerging agendas connected to safeguarding and duty of care are posing ever increasing challenges and demands in tertiary education. It is a key part of our remit and responsibilities to manage any real (or potential) risk we face, including online, as a learning community.
- 3.2. Our duty is to provide a safe and supportive learning environment for all users. For example, recent Scottish and UK government legislation has placed new legal duties and obligations on all Colleges and Universities.
- 3.3. The increasing demands and complexity of these responsibilities make it imperative that the University and all Academic Partners utilise and develop shared expertise, models, systems and processes to meet these challenges going forward.
- 3.4. The following underpinning principles are shared by the University and all Academic Partners:
 - 3.4.1. We will utilise a system of named staff (Safeguarding Leads) in the University and each Academic Partner with key responsibilities and duties linked to this role.
 - 3.4.2. We are committed to Continuing Professional Development and ongoing safeguarding training, especially for Safeguarding Leads.
- 3.5. **Criminal Convictions**
 - 3.5.1 We encourage all applicants and students to disclose information about any criminal convictions or police proceedings which may affect their ability to complete key aspects

of their programme or placement. This includes personal restrictions or other conditions arising from court orders or parole conditions e.g. travel, contact with others and use of equipment.

3.5.2 We will offer support and guidance to applicants/students with criminal convictions about course selection and career planning, and advise on the scope for any potential course or placement adjustments.

3.5.3 We have a duty of care to students, staff, visitors and clients to provide a safe and secure environment for all, and will undertake a risk assessment in the event of receiving criminal offence data relating to an applicant/student, to ensure that we do not admit or retain individuals who may pose a significant risk to our community.

3.5.4 We undertake to ensure that, by this policy and related procedures, we operate in consideration of all relevant statutory legislation and professional body requirements.

4 Scope

4.1 This policy applies to the University and all Academic Partners.

4.2 This policy applies throughout University and Academic Partner premises and campuses, including:

- Student accommodation managed by the University or Academic Partners directly
- Sports facilities
- Nurseries operated by the University or Academic Partners
- Any other areas or facilities where University or academic partner activities are carried out

4.3 This policy applies to activities undertaken by all students as part of their studies, including but not limited to:

- Work placements and work experience
- Summer schools, field trips and outreach activities

4.4 This policy applies in all environments, including physical and virtual (e.g. social media and online learning platforms).

5 Exceptions

5.1 This policy does not apply to accommodation advertised by or signposted to by University or Academic Partners (e.g. privately managed student accommodation or listings of private tenancies)

5.2 Third parties using University or Academic Partner facilities (e.g. Highlands and Islands Student Association, other academic institutes, external sports clubs and societies)

5.3 Students attending activities organised and hosted by another academic institute or body e.g. conferences, symposiums, sports tournaments and society gatherings.

5.4 Safeguarding considerations related to studying abroad, ERASMUS or work placement should be referred to the relevant policy (see Section 9).

6 Notification

6.1 All staff are responsible for safeguarding students through their student journey and will be made aware of any changes to the policy.

6.2 Safeguarding Leads will be briefed and trained on the policy and procedures.

- 6.3 The policy will be publicly available on our website.
- 6.4 We will make information available about our Safeguarding Lead and how to contact them. This information will be available both on our website and the University of the Highlands and Islands website.
- 6.5 The regional Student Support Group (SSG) will include any updates to the policy or procedure as an agenda item to ensure that staff group have a forum to discuss changes and best practice.

7 Roles and Responsibilities

- 7.1 **Academic Partner Boards of Management/University Court are/is** responsible for approving the policy, ensuring the legal compliance of the policy and ensuring that it is followed. **Boards of Management/University Court are/is** also responsible for ensuring the strategic effectiveness of the policy.
- 7.2 Principals / Senior Management Teams are responsible for operational compliance with the policy set by the **Board of Management/University Court**, and making recommendations to the Board about updates to the policy. Principals / Senior Management Teams are also responsible for ensuring the operational effectiveness of the policy and making provision for training for all staff.
- 7.3 Safeguarding Leads – are accountable responsibilities as detailed in the Safeguarding Procedures.
- 7.4 Line managers are responsible for ensuring staff participate in training and follow the policy in their day-to-day role.
- 7.5 All staff are responsible for familiarising themselves with the policy and procedures.

8 Legislative Framework

- [Adults with Incapacity \(Scotland\) Act 2000](#)
- [Adult Support and Protection \(Scotland\) Act 2007](#)
- [Children and Young People \(Scotland\) Act 2014](#)
- [Counter-Terrorism and Security Act 2015](#)
- [Council of Europe Convention on Action against Trafficking in Human Beings](#)
- [Data Protection Act 2018](#)
- [Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#)
- [Equalities Act 2010](#)
- [EU Directive of 5th April 2011 on Preventing and Combating Trafficking in Human Beings and Protecting its Victims](#)
- [Forced Marriage etc. \(Protection and Jurisdiction\) \(Scotland\) Act 2011](#)
- [General Data Protection Regulation \(GDPR\) 2018](#)
- [Human Trafficking & Exploitation \(Scotland\) Act 2015](#)
- [Mental Health \(Care and Treatment\) \(Scotland\) Act \(2003\)](#)
- [Police Act 1997](#)
- [Police and Fire Reform \(Scotland\) Act 2012](#)
- [Protection of Children \(Scotland\) Act 2003](#)
- [Protection of Children and Prevention of Sexual Offences \(Scotland\) Act 2005](#)

- [Protection of Vulnerable Groups \(Scotland\) Act 2007](#)
- [Rehabilitation of Offenders Act 1974](#)
- [Sexual Offences Act 2003](#)
- [Sexual Offences \(Scotland\) Act 2009](#)
- [United Nations Convention on the Rights of the Child 1990](#)

9 Related Policies, Procedures, Guidelines and Other Resources

- [Approved Placement Policy](#)
- [Complaints Handling Procedures](#)
- [Fitness to Study Guidelines](#)
- [IT Acceptable Use Policy](#)
- [Promoting a Positive Learning Environment Policy](#)
- [Student Code of Conduct](#)
- [Study Abroad Policy and Guidance](#) (forthcoming)

10 Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
0				
1				
2				
3				
4				

University of the Highlands and Islands: Safeguarding Procedures

1 Introduction

1.1 Purpose

This document provides staff with information about safeguarding and duty of care in the University of the Highlands and Islands and all Academic Partners. It should be read in conjunction with **Academic Partner's** Safeguarding Policy.

Definitions, context and guidance are provided in order that staff can fulfil their responsibilities and work with their local Safeguarding Lead. Guidance is provided about how to report concerns and disclosures. Additional training will be provided to staff to support these procedures.

The University of the Highlands and Islands and Academic Partners operate a system of named Safeguarding Leads, with one in each institution. An up-to-date list of Safeguarding Leads and local Safeguarding Deputies can be found online here (insert hyperlink).

The Safeguarding Leads and other key staff make up the Safeguarding Group. The Group meets twice a year normally, or more regularly when the Safeguarding Policy and/or Procedures require to be updated.

These procedures outline proportionate and appropriate responses if staff have any concerns about care, welfare and the safety of a student. If staff have any doubts at all as to whether or not it is a safeguarding issue, they should discuss with their designated Safeguarding Lead.

1.2 Definitions

1.2.1 Safeguarding is carrying out our 'Duty of Care' responsibilities as an Academic Partner, in relation to minors, children, adults at risk, students and staff, ensuring the safety and welfare of all. It involves protecting people's health, wellbeing and human rights, thus enabling all to live and study free from harm, abuse, neglect or exploitation. It is fundamental to high quality learning and engagement.

1.2.2 Duty of Care: Our responsibility to use professional expertise and judgement to protect and promote the best interests of students and staff, and to ensure that we exercise an appropriate level of care towards them, as is reasonable within the parameters of our relationship.

1.2.3 Legal obligations: We recognise and comply with our legal and statutory obligations that arise from legislation including the Protection of Children (Scotland) Act 2003, the Adult Support and Protection (Scotland) Act 2007, the Counter-Terrorism and Security Act 2015, the Children and Young People (Scotland) Act 2014 and other relevant guidance and regulations.

1.2.4 Individual and Corporate Responsibility: Every member of staff has an individual responsibility to ensure the safety and protection of all students and visitors to the **University/AP Name**, including children and adults at risk of harm. The requirement is for staff to respond proactively and protectively to alleged or actual harm. This is not optional.

Safeguarding involves ensuring the welfare and safety of children and adults at risk, as well as our general duty of care towards students and staff, therefore the procedure applies to all students. Contractors, volunteers and other people working for or with the **University/AP Name** will also be required to operate within the ethos and parameters of the procedure.

The **University/AP Name** relies on members of staff fulfilling their individual responsibility in order to fulfil its corporate responsibility. The **University/AP Name** will ensure appropriate systems are in place to facilitate confidential reporting, disclosure and addressing of safeguarding concerns by staff. Senior staff are open to feedback in order to improve the process.

2 Role Description for Safeguarding Lead

2.1 Overview

The University and Academic Partners each have a named Safeguarding Lead. The Safeguarding Lead has ultimate responsibility for when to refer out to Police Scotland and other agencies. The Safeguarding Lead is responsible for providing general updates to senior members of staff about safeguarding in their institution, and will inform a senior member of staff about referrals out before (or as soon as practical after) they occur. Safeguarding Leads should note that informing senior members of staff is not a prerequisite of referring out and should not delay an urgent referral.

In some institutions, the Safeguarding Lead may be supported by one or more Safeguarding Deputies. The specific duties of the Safeguarding Lead are set out below, although they may delegate some of these duties to Safeguarding Deputies. In this case, Safeguarding Deputies will have be provided with an appropriate role description detailing their duties and responsibilities.

Staff should not undertake the duties of the Safeguarding Lead, but should instead engage with their Safeguarding Lead for advice or if they have concerns.

2.2 Safeguarding Lead Responsibilities

2.2.1 General Responsibilities

- Be the first point of contact for safeguarding concerns and advice, including Gender Based Violence
- Participate in University of the Highlands and Islands Safeguarding Group
- Work with local Safeguarding Officers/Deputies/Contacts, who may be the first point of contact if the Safeguarding Lead is not available
- Be safeguarding champions, keeping the profile of safeguarding high and raising awareness to staff on related themes e.g. hate crime, e-safety, Gender Based Violence
- Provide/facilitate training for all new staff and update existing staff on confidentiality, roles, responsibilities and procedures to be followed in any causes for concern.
- Attend training as needed.
- Coordinating necessary risk assessments
- Main point of contact for contractor safeguarding protocols
- Keep secure records of all safeguarding issues, risk plans, concerns raised - as part of wider University of the Highlands and Islands approaches and for planning and training purposes as we move forward

2.2.2 Managing Concerns

- Collate information regarding any concerns raised.
- Liaise with Senior Management Team about procedures to follow in concerns raised.
- Coordinate investigation and make decisions about which incidents should be reported to external partners or internally investigated.

- Ensure correct documentation is accurately completed and stored correctly.
- Creation and maintenance of risk plans to follow for students who may have placement experience impacted on by outcome of PVG
- Liaise with colleagues regarding any potential disciplinary procedures arising

2.2.3 External Partner Working and Managing Known Risks

- Work with external agencies as necessary, i.e. third sector, social work teams, Police Scotland - including Offender Management Units and Multi Agency Public Protection Arrangements (MAPPA), liaise with/be part of Child Protection & Adult Protection Committees locally
- Make decisions on offer / acceptance / continuing enrolment of prospective or current students with a known risk - this can be a collective decision within a small local team or wider Safeguarding Group team if requested/required.
- Draft Risk Plans for prospective or current students with a known risk, where the student has accepted an offer / is continuing study.
- Meet all students with a risk plan in place to monitor the effectiveness of the conditions and discuss any issues, support student etc. (meet formally once per semester - more often if appropriate)
- Act and guide staff on students with a known risk (and a college risk plan) regarding any course or mandatory placements.

3 Reporting and Escalation

3.1 Overview

3.1.1 If a student who is a child or vulnerable adult makes a disclosure you **must** report it. If you have concerns about a student, you should report it using the Safeguarding Reporting Form. If staff have any doubts at all as to whether or not to report an issue, they should discuss it with the Safeguarding Lead.

3.1.2 In general, as a member of staff you should not:

- Make promises you cannot keep.
- Make the person repeat the story unnecessarily
- Delay
- Panic
- Investigate the matter

3.1.3 Should you have cause to report a concern or a disclosure, you should use the Safeguarding Reporting Form. It is important to fill the form out in as much detail as possible, but only fill out the relevant sections.

3.1.4 If you have a concern you wish to discuss with the Safeguarding Lead, you can do so face-to-face. A Safeguarding Reporting Form can be filled out after the discussion.

3.1.5 All staff members must fill out Section A of the form. Remember to maintain strict confidentiality and store the form and any information relating to it securely.

3.2 Recognising and reporting a concern for or about a student

3.2.1 If you have concerns for or about a student, you should complete Section B.

3.2.2 Through day-to-day contact with students, staff in are well placed to observe outward symptoms of abnormality or change in appearance, behaviour, learning

pattern or development. Such symptoms could be due to a wide variety of causes including mental ill-health, bereavement, changes in family circumstances, drug, alcohol or solvent misuse and relationship problems. Sometimes, however, they could be due to harm.

- Concerns regarding the protection of children or adults at risk may arise because:
 - A child or adult at risk discloses that they are being harmed.
 - There are suspicions or indicators that a child or adult at risk could be being harmed.
 - There are observable changes in the behaviour of a child or adult at risk that could relate to harm.
 - The behaviour of a member of staff towards a child or adult at risk causes concern or there is a suspicion that a staff member or volunteer is harming a child or adult at risk.
- **Possible** signs of harm include:
 - Bruises and injuries with which the explanation given seems inconsistent.
 - Possible indicators of neglect, such as inadequate clothing, poor growth, hunger, poor hygiene.
 - Possible indicators of emotional harm, such as excessive dependence; attention seeking; self-harming.
 - Possible indicators of sexual harm – physical signs such as bruises, scratches or bite marks; or behavioural signs such as precocity, withdrawal or inappropriate sexual behaviour.
- Other **possible** signs are:
 - Withdrawn behaviour.
 - Agitated or anxious behaviour.
 - A student being isolated by other students or isolating themselves from fellow students.
 - Nervousness when approached.
 - Inappropriate or improper dress.
 - Appearing unkempt or unwashed.
 - Being overly anxious to please.
 - Signs of discomfort or pain.
 - Frequent absences for admission to hospital.
 - Atypical incidence of absence from scheduled teaching events.
 - Uncharacteristic changes in the child or adult at risk's behaviour, attitude and commitment e.g. becoming quiet and withdrawn, or displaying sudden outbursts of temper.
 - Inappropriate sexual awareness or behaviour.
 - Fear of particular adults or students – especially those with whom a close relationship would normally be expected.
 - Children or adults at risk being reluctant to go home.

3.2.3 It is important to note there are often very powerful and persuasive reasons for a victim not to report harm:

- Emotional/psychological factors, and threats made by perpetrators.
- The perpetrator may be powerful, very significant and close to the individual such as a family member or carer.

- The experience of harm may show in changes in behaviour or in the person's appearance as described above.
- 3.2.4 Changes to behaviour which is atypical of the person is the key. Behaviour which is noted as a significant change in their usual presentation and functioning as an individual should be a cause for concern and further investigation.
- 3.2.5 You should also use this section if you have concerns about a student that could lead to them harming themselves or others.
- 3.2.6 When you have completed Section B, you should pass the form to the Safeguarding Lead. Where possible please send it electronically via email.
- 3.2.7 The police or other third parties may want to speak to you about the concern you have reported. This is normal and you should not be worried if the Safeguarding Lead lets you know someone wishes to talk to you.

3.3 Recognising and reporting a disclosure from a student

- 3.3.1 If a student has made a disclosure to you, you should complete Section C.
- 3.3.2 If a child or adult at risk tells you they are being harmed, as a member of staff you should:
- Be honest and transparent with the person making the disclosure in relation to your professional responsibilities. Make it clear that you will **have** to share information with appropriate others.
 - Allow the person to speak without interruption.
 - Listen to what the person says and show that you take them seriously.
 - Stay calm – do not rush into inappropriate action.
 - Reassure the person – confirm that you know it must be difficult to confide.
 - Ensure that you clearly understand what has been said so that you can refer the matter to the Safeguarding Lead.
 - Keep questions strictly to a minimum. If you must ask questions, use open ended questions i.e. those where more than a yes or no response is required. Make sure that you do not use leading questions or suggest words.
 - Record information in the relevant documentation.
 - Consult with the Safeguarding Lead ensuring that you communicate all the information accurately.
- 3.3.3 When you have completed Section C, you should pass the form to the Safeguarding Lead. Where possible please send it electronically via email.
- 3.3.4 The police or other third parties may want to speak to you about the disclosure you have reported. This is normal and you should not be worried if the Safeguarding Lead lets you know someone wishes to talk to you.

3.4 Recognising and reporting concerns about someone responsible for students

- 3.4.1 If you have concerns about someone responsible for students (e.g. a member of staff or volunteer), you should complete Section D.
- 3.4.2 The types of issue that may lead you to making a report could include:
- Hearing someone use inappropriate or suggestive language around students.
 - Seeing someone behaving towards students in a way that transgresses professional boundaries.

- Someone telling you something about someone responsible for students that makes you suspicious.

3.4.3 When you have completed Section D, you should pass the form to the Safeguarding Lead. Where possible please send it electronically via email.

3.4.4 If the report concerns a member of staff Human Resources will be involved at an appropriate point.

3.5 What happens next?

3.5.1 When you pass the form to the Safeguarding Lead they will complete Section E. They may contact you with follow-up questions related to the information on the Reporting Form.

3.5.2 The Safeguarding Lead will liaise with you about the issue as and when they can. Some issues may require confidential and extensive discussions with external organisations in order to protect the person who has been harmed.

4 Other Safeguarding and Duty of Care Areas

4.1 Adult students who disclose childhood abuse

4.4.1 Staff in any organisation who work in a supportive capacity with adults may experience disclosures. In an educational setting this would be from our adult students who, perhaps for the first time, feel able to talk about harm they suffered as children. This will be a significant step for the person making the disclosure. These incidents are unlikely to represent a current safeguarding concern, but similar principles apply:

- Allow the person to speak without interruption.
- Listen to what the person says and show that you take them seriously.
- Stay calm – do not rush into inappropriate action.
- Reassure the person – confirm that you know it must be difficult to confide.
- Ensure that you clearly understand what has been said
- Keep questions strictly to a minimum. If you must ask questions, use open ended questions i.e. those where more than a yes/no response is required. Make sure that you do not use leading questions or suggest words.

4.4.2 The adult may wish to make contact with police about the disclosure. Should this be the case, staff may provide support to the student to help them make contact with the police.

4.2 Adults who disclose ongoing abuse or harm

4.2.1 Staff may experience disclosures from adults who are experiencing ongoing abuse or harm. Staff should provide support to the student using the following principles:

- Allow the person to speak without interruption.
- Listen to what the person says and show that you take them seriously.
- Stay calm – do not rush into inappropriate action.
- Reassure the person – confirm that you know it must be difficult to confide.
- Ensure that you clearly understand what has been said
- Keep questions strictly to a minimum. If you must ask questions, use open ended questions i.e. those where more than a yes/no response is required. Make sure that you do not use leading questions or suggest words.

4.2.2 Staff should signpost to relevant external organisations and provide support to the student to access support if necessary. The student may wish to make contact with police about the disclosure. Should this be the case, staff may provide support to the student to help them make contact with the police.

4.2.3 If the disclosure is in relation to gender based violence, staff should refer to the Gender Based Violence Guidance and support the student accordingly.

4.3 Criminal convictions disclosures

Students are not normally required to disclose criminal convictions when making their application to the college or university. However, information may come to light about an individual's criminal convictions that could lead to a risk assessment being carried out by staff to ensure the safety of other students and staff. Dependent on the result of the risk assessment, an offer of place on the course may be rescinded if the risk cannot be managed.

4.4 School Students attending University/AP Name

4.4.1 If a school pupil discloses an issue that that has taken place within **University/AP Name**, the Safeguarding Lead will investigate the issue, keeping the school's Child Protection Officer up-to-date and informed.

4.4.2 If a school pupil discloses an issue that that has taken place outwith **University/AP Name**, the Safeguarding Lead will liaise with the school's Child Protection Officer in order to facilitate an investigation by the school. The Safeguarding Lead will have no further involvement unless their help is requested by the school's Child Protection Officer.

4.4.3 If a school pupil due to attend **University/AP Name** presents a risk to staff or students, the school should notify **University/AP Name** so if necessary a risk assessment can be carried out and a decision can be made regarding whether the student should be offered a place on the course.

4.4.4 Where teaching staff are required to record the attendance of school pupils who are attending classes, any absenteeism will be reported to the relevant school in order that they can take appropriate action in the interests of safeguarding.

4.5 Nurseries on University/AP Name Premises

Nurseries and childcare facilities on premises have local procedures that should be consulted and followed in liaison with nursery staff.

4.6 Prevent and CONTEST

4.6.1 The Prevent strategy is part of the wider counter-terrorism strategy known as CONTEST, it aims to safeguard people from becoming radicalised or supporting terrorism. Prevent addresses all forms of terrorism and includes the radicalisation of others and associated grooming behaviours.

4.6.2 An integral part of Prevent's success is involving people who already have the skill and support to allow them to recognise when someone may be becoming involved in or supporting terrorism, and can help make a decision not to carry on that path, before any crime is committed.

4.6.3 Radicalisation is the process where someone has their vulnerabilities or susceptibilities exploited towards crime or terrorism – most often by a third party, who have their own agenda.

4.6.4 Changes to look out for fall into three categories – Emotional, Verbal or Physical/Circumstantial.

Emotional changes:	Verbal Changes:	Physical/Circumstantial
<ul style="list-style-type: none"> • Short tempered • Angry • New found arrogance • Withdrawn • Depressed • Crying 	<ul style="list-style-type: none"> • Fixated on a subject • Closed to new ideas/conversations • Change in language/use of words • Asking inappropriate questions • “Scripted” speech • Saying inappropriate things – a call to action 	<ul style="list-style-type: none"> • Extreme right wing tattoos • Use of internet • Change of routine • New circle of friends • Absent • Letting themselves go (in terms of appearance)

5 Related Documents

Gender Based Violence Guidance

Any local procedures

University of the Highlands and Islands: Safeguarding Reporting Form

Remember to maintain strict confidentiality and store this form securely.

Section A: Reporter's Name and Information

Your Name	
Your Position	
Office Location	
Phone Number	
Email Address	
What is your reason for completing this form? <i>Select one option below.</i>	
Concerns about a student	<input type="checkbox"/> <i>Now complete Section B</i>
Disclosure from a student	<input type="checkbox"/> <i>Now complete Section C</i>
Concerns about someone responsible for students	<input type="checkbox"/> <i>Now complete Section D</i>

Section B: Concerns for or about a student

Student's Name	
Student's Date of Birth	
Student's ID Number	
Student's Contact Number	
Name of School (if applicable)	
Is the student a child, a vulnerable adult or neither?	A child <input type="checkbox"/>
	A vulnerable adult <input type="checkbox"/>
	Neither <input type="checkbox"/>
Your Concerns (Include as much relevant detail as possible including reasons for concern, name(s) of person(s) involved, dates and times, any discussion that has taken place.)	
Please now pass the form to the Safeguarding Lead	

Section C: Disclosure from a student

Student's Name		
Student's Date of Birth		
Student's ID Number		
Student's Contact Number		
Name of School (if applicable)		
Is the student a child, a vulnerable adult or neither?	A child	<input type="checkbox"/>
	A vulnerable adult	<input type="checkbox"/>
	Neither	<input type="checkbox"/>
Date and time of disclosure		
What did the student tell you? Record exactly what the student said in their own words and any questions you asked if the situation needed clarified. Continue on separate sheet if necessary.		
Provide any additional relevant information. Examples may include changes in the student's behaviour, any observations prior to the disclosure etc.		
Please now pass the form to the Safeguarding Lead		

Section D: Concerns about someone responsible for students

Person of Concern's Name	
Person of Concern's Position	
Your Concerns (Include as much relevant detail as possible including reasons for concern, name(s) of person(s) involved, dates and times, any discussion that has taken place.)	
Please now pass the form to the Safeguarding Lead	

Section E: Safeguarding Lead

Safeguarding Lead's Name		
Consultation Undertaken		
Decision Made	No further action	<input type="checkbox"/>
	Continued monitoring	<input type="checkbox"/>
	Formal referral	<input type="checkbox"/>
Rationale for Decision		
Formal Referral Details Include details of which agency has been informed, including name and contact number where possible.		
Formal Referral Date		
Senior Management Liaison Include details of which member of Senior Management has been made aware of the situation, any discussions that took place and the date the exchanges took place.		
Safeguarding Lead's Signature		
Date of Reporting Form Closure		