

**Date: 10 October 2017**

**Time: 2:00-6:00pm**

**Room: 2097**

## A G E N D A

**Presented by**

- |     |  |            |       |
|-----|--|------------|-------|
| 1   | Welcome and Apologies for Absence  |            | BJ    |
| 2   | Declaration of Interest  |            | BJ    |
| 3   | Minute of Meeting of 6 June 2017   | (attached) | BJ    |
| 4   | Matters Arising  |            |       |
| 4.1 | Learner Journey Marketing Campaign – feedback from meeting with Barry Graham | (verbal)   | CT    |
| 4.2 | Mentoring, Board Members to new Curriculum Managers                          | (attached) | CT/HP |
| 4.3 | Report from the Student Engagement Sub-Group                                 | (attached) | BJ    |
| 4.4 | Commercial Income Opportunities  | (attached) | CT    |
| 4.5 | Education Scotland Review: Short Life Working Groups (SLWGs)                 | (attached) | AG    |
| 4.6 | Henry Duncan Building Update   | (verbal)   | CT    |

### Matters for decision

- |     |  |            |     |
|-----|--|------------|-----|
| 5   | Board Development  |            |     |
| 5.1 | Members Positive Feedback - Development Event 4/7/17           | (attached) | BJ  |
| 5.2 | Board Evaluation 2016/17 – for approval                        | (attached) | BJ  |
| 5.3 | Draft Board Development Plan 2017/18 – for discussion          | (attached) | BJ  |
| 6   | Matters for Decision from the Remuneration Committee           |            |     |
| -   | Draft Minute from the meeting of 25 September 2017             | (attached) |     |
| 6.1 | Executive Team Pay Award                                       | "          | DH  |
| 6.2 | Principal's Pay Award  | "          | DH  |
| 6.3 | Principal's Objectives for 2017/18                             | "          | DH  |
| 7   | Matters for Decision from the Learning & Teaching Committee    |            |     |
| 7.1 | Student Association Constitution                               | (attached) | DH  |
| 7.2 | Student Association Partnership Agreement                      | (attached) | DH  |
| 7.3 | Learning and Teaching Strategy                                 | (attached) | SAW |
| 7.4 | Access and Inclusion Strategy - for approval                   | (attached) | SAW |
| 8   | Equality and Diversity Framework - for discussion and approval | (attached) | HP  |
| 9   | Marketing Strategy   | (attached) | CT  |

### Matters for discussion

- |    |   |             |     |
|----|---|-------------|-----|
| 10 | Key Facts Booklet (draft)   | (attached)  | CT  |
| 11 | Key Stakeholders Leaflet (draft)  | (attached)  | CT  |
| 12 | 5 Year Curriculum Plan 2017-2022, Update                                  | (to follow) | SAW |
| 13 | Annual Self Evaluation Report 2016-17 (How Good is Your College) - Update | (to follow) | AG  |
| 14 | Flexible Workforce Development fund (FWDF)                                | (attached)  | CT  |
| 15 | Strategic Risk Register   | (attached)  | CT  |
| 16 | Stranraer Update  | (attached)  | CT  |
| 17 | Regional Chair's Report   | (attached)  | BJ  |

18	Principal's Report	(attached)	CT
19	President of Student Association Update Report	(attached)	LT
20	Agenda items for Next Board Meeting	(verbal)	BJ

### Matters for attention from Board Committees

21	Draft Minutes and/or Matters for attention from meetings held since the last Board Meeting		
21.1a	Draft Minute- Audit Committee of 19 September 2017	(attached)	SM
21.1b	Annual Audit Committee report to the Board	(attached)	SM
21.2a	Draft Minute-Finance & General Purposes Committee of 20 September 2017	(attached)	JH
21.2b	Annual Finance and General Purposes Committee report to the Board	(attached)	JH
21.3	Draft Board Development Committee of 28 March 2017 & Feedback from pre-committee meeting of 19 Sep 2017	(attached) (verbal)	BJ
21.4a	Draft Remuneration Committee of 25 September 2017	(attached)	DH
21.4b	Principal's Performance Review Process	(attached)	DH
21.5	Feedback from Learning & Teaching Committee of 3 October 2017	(verbal)	DH
21.6	Feedback from HR Committee of 10 October 2017	(verbal)	SM

### Matters for information

22	Crichton Campus Consolidated Outcome Agreement 2017-18	(attached)	CT
23	Approved Minutes from previous meetings since the last Board Meeting		
23.1	Approved Audit Committee of 15 May 2017	(attached)	SM
23.2	Finance & General Purposes Committee of 14 March 2017	(attached)	JH
23.3	Finance & General Purposes Committee of 23 May 2017	(attached)	JH
23.4	Board Development Committee of 18 October 2016	(attached)	BJ
23.5	Remuneration Committee 21 March 2017	(attached)	DH
23.6	Learning & Teaching Committee of 30 May 2017	(to follow)	DH
24	Any Other Business		
	• Crichton Foundation St Andrew's Ceilidh	(verbal)	JH
25	Date and Time of Next Meeting – Tuesday 12 <sup>th</sup> December 2017, Dumfries (time tbc, either 2-6pm or 10am – 3pm)		
	Board Development Events:		
	Joint Board Meeting with Borders: Monday 20 November, 10am – 3pm		
	Board Development Event: Tuesday 23 January 2018, 10am – 3pm		

**Note:** Draft Minutes of Board and Committee meetings are not available on the college website until approved by the appropriate meeting.

Minute of meeting of the Board of Management of Dumfries and Galloway College held on  
Tuesday 10 October 2017 at 2 pm in Room 2097 of the Dumfries campus

**Present:**

Brian Johnstone (Chair)	Pat Kirby
Delia Holland	Janet Brennan
Carol Turnbull	Kenny Henry
Stuart Martin	Ian White
Ros Francis	Naomi Johnson
John Henderson	Robbie Thomas
Rob Orr	Barry Graham
Hugh Carr	Tony Conlon
Leah Thomas	

**In attendance:** Helen Pedley, Vice Principal Corporate Services  
Andy Wright, Vice Principal Learning and Skills  
Andy Glen, Vice Principal Performance and Planning  
Ann Walsh, Secretary to the Board of Management

**Minute Taker:** Heather Tinning, Executive Team Assistant

## 1 Welcome and Apologies for Absence

The Chair welcomed all to the meeting, in particular Vice Principal Andy Glen, Student Association President Leah Thomas and Vice President Tony Conlon to their first Board of Management meeting. The Chair welcomed introductions round the table, for the purpose of new Members.

Apologies for absence were intimated on behalf of Karen McGahan.

The Secretary to the Board confirmed the meeting was quorate with enough members present to allow decisions to be made.

## 2 Declaration of Interest

Members agreed to indicate declarations of interest as appropriate throughout the meeting.

## 3 Minute of Meeting of 6 June 2017

The Minute of the Board of Management meeting held on 6th June 2017 was approved.

## 4 Matters Arising

### 4.1 Learner Journey Marketing Campaign

The Principal reported on a meeting with Barry Graham, to discuss raising awareness amongst Parents and Staff with regard to alternative choices for school leavers. A pilot project has been agreed between Wallace Hall Academy and the College focusing on Care, but with the aim this is rolled out to other areas.

**Action:** Board to be updated on outcome at a future meeting

### 4.2 Mentoring, Board Members to new Curriculum Managers

The Principal spoke to the report, which had been issued, asking Board Members with an interest in becoming mentors to contact the Vice Principal Corporate Services to register their interest. The Vice Principal will complete a matching exercise with regard to matching Board Members with

Curriculum Managers in terms of industry background and strengths with a view to start following the October Break.

**Action:** Board Members to contact the Vice Principal Corporate Services prior to 31<sup>st</sup> October to register their interest in mentoring the new Curriculum Managers

#### **4.3 Report from the Student Engagement Sub-Group**

The Chair spoke to the report, which had been issued, updating members on progress over the last 6 months. The Student Association President reported that she had spoken to a number of classes to promote the Class Rep and Curriculum Rep recruitment. A meeting has been arranged between the reps and the sub-group of members for early December. The Chair thanked the Student Association Executive Team for the work undertaken on the Student Association documents, including the Constitution and the Partnership Agreement. He spoke of the better understanding of the Student Association and the recognition of the role the Student Association has.

#### **4.4 Commercial Income Opportunities**

The Principal spoke to the paper, highlighting key opportunities and challenges for the College in terms of the economic make up of businesses ('Micro') and of co-ordinating activities across all curriculum areas.

Members noted the planned developments within the Business Development Team.

*(Ian White left the meeting)*

#### **4.5 Education Scotland Review: Short Life Working Groups**

The Vice Principal Performance and Planning spoke to the report, to provide a final summary on the actions undertaken through the progress made by the Short Life Working Groups. The Vice Principal reported that the Student Association will be more involved in Student Engagement, adapting to fit in with How Good is our College.

A new course called 'Passport to College' has been created, derived from an idea from the Learning and Teaching Short Life Working Group.

The Vice Principal reported that he meets monthly with the Curriculum Managers to discuss retention and look to identify the students at risk. He advised that staff recognise the retention issue across the college, which is currently sitting at 69%. The Vice Principal advised that his role is to monitor and report, and that the Vice Principal Learning and Skills is responsible for taking forward improvement actions.

The Chair thanked the Vice Principal Performance and Planning for the report, and asked for thanks to be passed on to all staff involved.

#### **4.6 Henry Duncan Building**

The Principal reported on the purpose of the Henry Duncan Building in terms of research and business opportunities. She advised that the Crichton Institute staff using the Henry Duncan Building have now been relocated to Maxwell House. Various discussions have taken place with regard to the use of the Building, allowing for the original purpose of the building to be maintained. With reference to the previous paper on Commercial Income and ongoing discussions regarding Entrepreneurship, the Principal advised on a proposed development for a Business Development and Entrepreneurship centre, to be used as flexible space. Board Member Naomi Johnson offered to help in terms of Entrepreneurship and Social Enterprise. The Joint Board meeting with Borders College is to be held in the Henry Duncan Building on 20<sup>th</sup> November 2017.

The Chair thanked the Principal for the update.



## **5 Matters for Decision – Board Development**

### **5.1 Members Positive Feedback – Development Event 4 July 2017**

The Chair of the Board Development Committee, Brian Johnstone, reported on the very positive Board Development Event held on 4<sup>th</sup> July.

### **5.2 Board Evaluation 2016-17 – for approval**

The Chair of the Board Development Committee, Brian Johnstone, spoke to the Board Evaluation 2016-17 which he advised is a requirement of Good Governance. Any actions outstanding will be brought forward into the Board Development Plan 2017-18.

**Decision:** The Board approved and signed off the Board Evaluation 2016-17

### **5.3 Draft Board Development Plan 2017-18 – for discussion**

The Chair of the Board Development Committee, Brian Johnstone, spoke to the Draft Board Development Plan 2017-18, which he advised was partly populated using information collated from the Board Development event held on 4<sup>th</sup> July 2017. The Board Secretary advised members on how the report had been completed, including recommendations from the External Effectiveness Review undertaken in January 2017. The Draft will be included on the Board Development Committee Agenda for 25<sup>th</sup> October 2017.

**Action:** Board Members to forward comments to the Chair or Board Development Committee Members prior to Board Development Committee meeting on 25<sup>th</sup> October

Members noted progress made in terms of actions in the plan.

## **6 Matters for Decision from the Remuneration Committee – Draft Minute 25 September 2017**

The Chair of the Remuneration Committee, Delia Holland, reported that following meeting of 25<sup>th</sup> September, three matters were considered to recommend to Board for approval, including:

- Executive Team Pay Award
- Principal's Pay Award
- Principal's Objectives for 2017/18

Board Members considered and approved all three matters, including:

- Executive Team Pay Award

Executive Team to receive the proposed financial award plus additional annual leave to 44 days in line with negotiations nationally, backdated to period 1<sup>st</sup> April 2017

- Principal's Pay Award

Principal to receive additional 2% plus 1 additional consolidated day annual leave, backdated to period 1<sup>st</sup> April 2017, with a commitment from the Board to work towards achieving alignment of the Principal's salary with Principals of colleges of a similar size

- Principal's Objectives for 2017/18

The objectives previously agreed in draft between the Principal and the Chair for 2017/18 were approved by the Board

**Action:** The Chair to inform the Principal of the decisions  
(Hugh Carr arrived at meeting)

## **7 Matters for Decision from the Learning & Teaching Committee**

The Chair of the Learning & Teaching Committee, Delia Holland, reported from the last Committee meeting held on 3<sup>rd</sup> October.

She commenced by reporting that three papers by the Student Association were considered at the meeting, including:

- Student Association Constitution
- Student Association Partnership Agreement
- Student Association Strategic and Operational Plan

The Chair of the Learning & Teaching Committee thanked the Student Association President and Vice President for their work in completing the papers. These papers were particularly welcome due to previous delays in developing them. The Strategic and Operational Plan was approved at the Learning and Teaching Committee, with the Constitution and the Partnership Agreement being recommended to bring to the Board meeting under 7.1 & 7.2 below.

### **7.1 Student Association Constitution**

Members discussed the Constitution, and suggestions to amend including section 1.6.2 which currently states that only reasonable expenses can be paid to sabbatical officers. The Constitution should be revised to clarify payment of salaries, as at present it only states expenses.

**Action:** Constitution to be amended, prior to signature

The board noted other action required regarding Student Association accounting and formal approval of funding, to be in line with the constitution

### **7.2 Student Association Partnership Agreement**

The Chair of the Learning & Teaching Committee asked members to note that the Student Association Partnership Agreement has already been signed and advised members that the Agreement has been brought to the Board for information only.

### **7.3 Learning and Teaching Strategy**

The Chair of the Learning and Teaching Committee, confirmed that the Strategy had been discussed at the Learning & Teaching Committee meeting on 3<sup>rd</sup> October, and is recommended to the Board for approval.

**Decision:** Members noted the report and agreed the Strategy

### **7.4 Access and Inclusion Strategy**

The Chair of the Learning and Teaching Committee, confirmed that the Strategy had been discussed at the Learning & Teaching Committee meeting on 3<sup>rd</sup> October, and is remitted to the Board for approval. The Vice Principal, Learning and Skills reported on the strategy, advising that the College was asked by the SFC to provide a detailed strategy.

**Decision:** Members noted the report and agreed the Strategy

## **8 Equality and Diversity Framework**

The Vice Principal Corporate Services spoke to the report which had been issued, providing an overview of activity in the last year in terms of Equality and Diversity. An Equality and Diversity Framework has been developed, other documents will sit underneath the Framework, which will allow the Board to look at the overarching Framework.

**Decisions:** The Board approved the Equality and Diversity Framework, and approved to publish the Equality and Diversity Policy on the College Website

## **9 Marketing Strategy**

The Principal spoke to the report which had been issued, following a recommendation from an Internal Audit last year to develop a Marketing Strategy. Audit Committee members approved and recommended the 3-year Marketing Strategy to the Board. The Principal advised that the Marketing Manager has responsibility to deliver and monitor the strategy.

**Decision:** Members approved the Marketing Strategy

The Chair welcomed the Strategy and thanked all involved and looked forward to seeing implementation of the agreed actions

## **10 Key Facts Booklet (Draft)**

The Principal spoke to the draft Key Facts Booklet, advising that the booklet will be refreshed on an annual basis. The Chair welcomed the information and spoke of the importance of Board Members having key facts about the college in their ambassadorial roles. Members discussed the draft and following suggestions for amendments, it was agreed to bring the updated version back to the Board.

**Actions:** Members to forward comments to the Chair or the Principal for consideration  
Revised version to be brought back to the Board

## **11 Key Stakeholders Leaflet (Draft)**

The Principal spoke to the draft Key Stakeholders Leaflet, advising that the leaflet tabled today replaces the version issued prior to the meeting. Members discussed the draft leaflet and suggestions to be take forward.

**Action:** Members to forward comments to the Chair or the Principal for consideration  
Revised version to be brought back to the Board

## **12 Five-Year Curriculum Plan 2017-2022 Update**

The Vice Principal Learning and Skills spoke to the report which had been issued, advising that the document is work-in-progress and sought views from the Board to take forward. The purpose of the document is based on a long term commitment to 2022, with a 5-year vision. The Vice Principal spoke of the priorities in terms of curriculum areas including challenges with regard to working with the schools and achieving some of our credit targets, for example HNCs, DYW and FA. Care is also highlighted as a priority owing to the demographics of the area.

Following discussions, suggestions included:

- To encompass more entrepreneurial skills for students (S.O 5), as one of the areas businesses want to grow

Following a discussion on the Bridge, the Chair advised that a lot more work is still to be done in terms of Partners within the programme. Moving forward, the Chair and the Principal to progress discussions on how to take forward a strategic focus and inform strategy.

**Actions:** The Chair to update the Board on discussions regarding The Bridge  
The Vice Principal Learning and Skills to progress concerns over inclusion of the College Logo used to promote the Bridge

Members noted the Five-Year Curriculum Plan 2017-2022 in its present form, noting that refinements are to be made

### **13 Annual Self-Evaluation Report 206-17 (How Good is Your College) Update**

The Vice Principal Performance and Planning spoke to the report which had been issued, advising that this is the 'transition' year to the self-evaluation process which replaces the 4-yearly inspection visits by Education Scotland. In order to complete the self-evaluation report, the Vice Principal advised that a number of discussions had taken place with staff and the Executive Management Team. The Vice Principal advised that the version that has been presented to the Board has been amended, following feedback from Education Scotland and the Scottish Funding Council during their formal visit on 26<sup>th</sup> September. The report is required to be signed by the Principal by 31<sup>st</sup> October, for review by Education Scotland and the Scottish Funding Council. In terms of monitoring going forward, the Vice Principal advised that this is a function of the Learning and Teaching Committee. The report will be published early in January.

Members noted the report and congratulated all involved in the work undertaken to complete the Self Evaluation.

### **14 Flexible Workforce Development Fund**

The Principal spoke to the report which had been issued, reporting that the college sector worked hard to get the funding which was launched on the 7<sup>th</sup> September and opened on the 15<sup>th</sup> September. Clarification is still being sought through Scottish Government and the SFC, around administration. The college must apply for funds before the 15<sup>th</sup> of December, with a minimum of 20 businesses to be identified and signed up which is being taken forward through the Business Development Team. The Principal advised that the college could lose some of our allocation, if we do not meet the eligibility criteria before the application date. Following discussion on levy payers, the Principal advised that we do not know who the levy payers are across Dumfries and Galloway.

Members noted the report and the difficulties surrounding the Flexible Workforce Development Fund going forward.

### **15 Strategic Risk Register**

The Chair of the Audit Committee, Hugh Carr, spoke to the Strategic Risk Register, advising that the Strategic Risk Register had been approved at the Audit Committee meeting on 29<sup>th</sup> September, and remitted to the Board for information. Changes following discussion at Executive Management Team meetings are highlighted in red. Following discussion on the lack of strategic certainty on the Bridge, it was agreed to continue with ongoing discussions.

*(Barry Graham left the meeting)*

### **16 Stranraer Update**

The Principal spoke to the report which had been issued, advising that the detailed report had been shared with Partners in the Council. Following completion of the report which included recommendations on curriculum development for school/college provision for Wigtownshire, the Principal, Head of Education and Colleague Sheelagh Rusby met with Head Teachers at both Douglas Ewart and Stranraer Academy to take this forward and discuss next steps jointly. The Principal and the Vice Principal Corporate Services are finalising the job description for the Stranraer Campus Manager, taking account of the recommendations to have more focus on development. Further discussion surrounded the Innovation Hub idea, which would enable the generation of commercial revenue. Naomi Johnson offered assistance with this in terms of going forward.

**Action:** The EMT to look at the draft summary, in terms of the Innovation Hub, and bring back to the Board for information. The Principal to discuss further with Naomi Johnson

Members noted progress to date.

## **17 Regional Chair's Report**

The Chair spoke to the report which had been issued, providing members with an overview of recent developments. Following the announcement in the summer, that a South of Scotland Enterprise Agency was to be established, the Chair reported on ongoing meetings involving himself, the Principal and colleagues from Borders College in terms of the skills agenda.

Following the All Staff Session on 24<sup>th</sup> August, the Chair reported on the positive feedback from staff.

Members noted the report.

## **18 Principal's Report**

The Principal spoke to the report which had been issued, providing an overview of key college activities. The Principal reported on the drop in HE numbers, and advised that although the college has not achieved their target, enrolment numbers are similar to last year. Members noted the ongoing monitoring in terms of Performance against Targets. The Vice Principal Learning and Skills and the Chair to meet to discuss initiatives under DYW and Widening Access. The Principal reported on the Borderlands project, a UK Government Initiative, driven forward by MP David Mundell. The Project is focused on improving economic co-operation and other opportunities among Northumberland, Carlisle, Cumbria, Dumfries and Galloway and the Borders. The Principal advised that a meeting with Borders College and David Mundell MP is to be arranged.

Members noted the report.

## **19 President of the Student Association Update Report**

The President of the Student Association spoke to the report which had been issued, providing an overview on recent activity and developments. She also updated on the Projects undertaken this year, including Health and Sustainability. The President of the SA reported on the positive feedback following recent events, and the engagement with the Charities that the Student Association will focus on. The President of the SA advised that she attends the Stranraer Campus every two weeks, to maintain the cover of the Association across both campuses. Most Class Reps are now appointed, with the focus moving on to recruitment of Curriculum Reps.

Members noted the report.

## **20 Agenda items for next Board Meeting**

The Chair asked members to forward any agenda items for consideration directly to himself. He reported on the joint meeting with Borders on the 20<sup>th</sup> November, advising that Paul Smart, will be attending to provide an update on Scottish Government priorities.

## **21 Draft Committee Minutes**

### **21.1 Audit Committee of 19 September 2017**

The Chair of the Audit Committee, Hugh Carr reported that the Committee welcomed Naomi Johnston to her first meeting of the Audit Committee. He advised that feedback following the Year End Audit is expected on 30<sup>th</sup> October.

#### **21.1a Annual Audit Committee report to the Board**

Members noted the draft Annual Audit Committee report.

## **21.2 Finance and General Purposes Committee of 20 September 2017**

The Chair of the Finance and General Purposes Committee, John Henderson reported that discussion had taken place on the winding down of the College's Arms Length Foundation, and it was agreed to recommend to the Board to wind down the Dumfries and Galloway College Further Education Foundation.

**Decision:** The Board approved the winding down of the College's Arms Length Foundation

In terms of the budget, F&GP Committee members approved revisions to the Budget for 2017-18, and recommended the revised budget for 2017-18 to the Board. The Finance Manager had provided the previous budget as a comparison. The Chair of F&GP advised of an underlying break-even position going forward.

**Decision:** The Board approved the Revised Budget 2017-18

The Chair of the F&GP Committee, John Henderson, noted the excellent work by all Budget-holders in the College.

## **21.2a Annual Finance and General Purposes Committee Report to the Board**

The Chair of the Finance and General Purposes Committee, John Henderson, reported on an excellent attendance of members, with almost 100% attendance throughout the year.

## **21.3a Board Development Committee of 28 March 2017 and feedback from Pre-Committee Meeting of 19 September 2017**

Members noted the Board Development Committee minute of 28th March 2017.

## **21.4 Remuneration Committee of 25 September 2017**

The Chair of the Remuneration Committee, Delia Holland, reported that all members of the Committee have now completed the College Development Network online training module, and recommended the course to other Board Members. This can be accessed online through CDN.

## **21.4a Principal's Performance Review Process**

The Secretary to the Board spoke to the paper issued. She confirmed that the Chair and the Principal have adhered to the process set. The process has worked well and should remain in place for 2017/18 unless the sector provides a standard approach to be followed by all boards. If this should be the case over the coming year, the process will be reviewed.

## **21.5 Feedback from Learning and Teaching Committee of 3 October 2017**

The Chair of the Learning and Teaching Committee, Delia Holland reported that she is attending a CDN Workshop for Learning and Teaching Committee members on 14<sup>th</sup> March 2018 in Stirling, and encouraged other members to also attend.

**Action:** Learning and Teaching Committee members to contact the Board Secretary for further details

## **21.6 Feedback from HR Committee of 10 October 2017**

The Chair of the Human Resources Committee, Stuart Martin reported that new member Rob Orr attended his first HR Committee meeting. The Vice Principal Corporate Services had provided a comprehensive annual update, confirming that all staff receive the same Terms and Conditions in college, even those on zero hours contracts. The HR Strategy was discussed at the HR Committee and will be presented to the next Board Meeting.

The Chair of the HR committee complimented the Principal, Vice Principal Corporate Services and her Team for all the hard work, during a difficult year.

## **22 Crichton Campus Consolidated Outcome Agreement 2017-18**

The Principal spoke to the report, advising that this is an Agreement required by the SFC. The information in the document is consistent with the college's own Regional Outcome Agreement.

Members noted the contents of the Crichton Consolidated Outcome Agreement.

## **23 Approved Committee Minutes**

### **23.1 Audit Committee of 15 May 2017**

Members noted Audit Committee minute of 15<sup>th</sup> May 2017.

*(Ros Francis left the meeting)*

### **23.2 Finance and General Purposes Committee of 14 March 2017**

#### **23.2a Finance and General Purposes Committee of 23 May 2017**

Members noted the Finance and General Purposes Committee minutes of 14<sup>th</sup> March and 23<sup>rd</sup> May 2017.

### **23.3 Board Development Committee of 18 October 2016**

Members noted the Board Development Committee minute of 18<sup>th</sup> October 2016.

### **23.4 Remuneration Committee of 21 March 2017**

Members noted the Remuneration Committee minute of 21<sup>st</sup> March 2017.

### **23.5 Learning and Teaching Committee of 30 May 2017**

Members noted the Learning and Teaching Committee minute of 30<sup>th</sup> May 2017.

## **24 Any other business**

### **24.1 Crichton Foundation St Andrew's Ceilidh**

John Henderson invited members to the Crichton Foundation St Andrew's Ceilidh to be held on 17<sup>th</sup> November. John is an Appointed Trustee of the Crichton Foundation, as a representative of Dumfries and Galloway College, and encouraged members to attend and support the Foundation.

**Decision:** Board Members to contact John Henderson direct to confirm their attendance

### **24.2 iPads – AdminNet**

Discussion took place on the issues some Members had found using the iPads.

**Action:** The Board Secretary to invite IS Manager, Andy Cowan, to host a "user" session prior to the next Board Meeting

### **24.3 Vice Principal Corporate Services**

The Vice Principal Corporate Services advised members that she had tendered her resignation from her position in college, to take up a new post. The Chair, on behalf of all Board Members, thanked the Vice Principal for all her hard work and wished her well in her new post.

### **24.4 Annual Review of Chair**

The Vice Chair advised members that forms will be issued for feedback, with regard to the Annual Review of the Chair.

**Action:** Members to return completed forms to the Board Secretary

### **24.5 Destinations of Leavers**

Robbie Thomas asked about the mechanisms for gathering information with regard to destinations for college leavers. The Principal advised that this is resource intensive but that national statistics are provided by the SFC on an annual basis.

**25 Date and time of next meeting**

The next meeting of the Board of Management will take place on Tuesday 12<sup>th</sup> December 2017. Following discussion, the time agreed for the meeting was 1 – 5 pm.

**26 Board Development Events**

Board Members noted the Joint Board Meeting with Borders College to take place on Monday 20 November 2017, 10 – 3 pm.

The Board Development Event will take place on Tuesday 23 January 2018, 10 – 3 pm.



## Board of Management

**Minute of meeting of the Board of Management of Dumfries and Galloway College held on Tuesday 6 June 2017 at 2 pm in Room G31 of the Stranraer campus**

**Present:**

Brian Johnstone (Chair)	Pat Kirby
Delia Holland	Janet Brennan
Carol Turnbull	Kenny Henry
Stuart Martin	Emma Curtis (item 1 only)
Ros Francis	Naomi Johnson
John Henderson	Robbie Thomas (Observer)
Rob Orr	
Robert Higgins (Observer)	

**In attendance:** Helen Pedley, Director of Organisational Development and Facilities  
Ann Walsh, Secretary to the Board of Management

**Minute Taker:** Heather Tinning, Executive Team Assistant

### **1 Welcome and Apologies for Absence**

The Chair welcomed all to the meeting, in particular Robbie Thomas as an Observer at this stage, Robert Higgins (Vice-Chair of D&GHP) as an observer and Ann Walsh, Secretary to the Board, attending her first Board of Management meeting.

Apologies for absence were intimated on behalf of Ian White, Barry Graham, Hugh Carr, Vice Principal Andy Wright and new Vice Principal Andy Glen.

The Secretary to the Board confirmed the meeting was quorate with enough members present to allow decisions to be made.

The Chair advised that Student Association Vice President Emma Curtis was currently on sick leave, however she wanted to attend her last Board Meeting to thank Members for their support during her term in office and therefore had kindly made a special effort to attend. On behalf of the Board, the Chair thanked Emma for her enthusiastic contribution and attendance at the Board Meetings. Members agreed that it was important to hear the student voice and wished Emma well for the future.

*(Emma Curtis left the meeting)*

The Chair welcomed introductions round the table and asked Members to briefly share with the meeting one issue which they were passionate about before discussions commenced.

### **2 Declaration of Interest**

Members agreed to indicate declarations of interest as appropriate throughout the meeting.

### **3 Minute of Meeting of 7 March 2017**

The Minute of the Board of Management meeting held on 7<sup>th</sup> March 2017 was approved.

## **4 Matters Arising**

### **4.1 Learner Journey Marketing Campaigns**

The Principal advised that a meeting arranged with herself and Barry Graham to discuss Parent Engagement did not take place. Moving forward the meeting will be re-scheduled to progress discussions. The Principal reported on a Planning for your Future event arranged for next week, to be led by Crichton Campus Leadership Group (CCLG) specifically for school pupils, many of the sessions being held in the college.

**Action:** The Principal to report on meeting with Barry Graham at next meeting

### **4.2 Committee Membership Update**

The Secretary to the Board spoke to the revised Summary of Board Committee members and the Chair thanked new Board members for joining some of the Committees and advised that Board members are welcome to attend any of the Committee meetings. Following discussion in terms of the small number of members making up the Grievance and Appeals Committee, Janet Brennan and Karen McGahan volunteered to join the committee to ensure a sufficient quorum, should any members not be able to attend a meeting.

**Decision:** Board Members approved the new Membership of the Grievance and Appeals Committee

**Action:** The Board Secretary to circulate an amended version of the Board Committee Membership to Members

### **4.3 Academic Structure Update and Voluntary Severance Scheme Update**

The Principal provided an update on the Academic Structure, now consisting of:

- Three Vice Principals
- Two Heads of Curriculum
- Eight Curriculum Managers
- One Stranraer Campus Manager

The Principal advised a proposal had been approved at a previous Board Meeting to consider a new structure, and also approve the opening of the Voluntary Severance Scheme at the same time.

In terms of the Voluntary Severance Scheme, the Director of Organisational Development and Facilities advised that there were twenty-seven formal requests, with three curriculum leaders, ten support staff and one lecturer staff approved for the Scheme and no compulsory redundancies. Some staff that had applied for the VSS, were declined on the basis that their position would need to be replaced on a like for like basis. Following advice from the Scottish Funding Council, a budget of up to £278,000 Depreciation money was identified to fund the Scheme. The total redundancy costs have come in under that amount, at £251,847, with £104,564 savings to re-invest elsewhere and go towards funding some of the operational plan requests that were put forward.

A Curriculum Development Advisor has been employed to advise on potential future curriculum pathways to inform the future shape of the Stranraer Campus role. The position of Stranraer Campus Manager will be advertised following the completion of this. In terms of the Creative Industries role, Interviews are taking place on Friday 9<sup>th</sup> June. In answer to a question with regards responsibilities for the Two Heads of Curriculum, the Principal advised that June Holland will be responsible for Access and Inclusion and Janet Weir will have responsibility for Attainment and Progression, along with other cross-college roles.

*(At this point, the Chair asked members to acknowledge the minute silence to remember victims and relatives in the recent London Attacks)*

The Principal advised that all staff are now aware of the new Academic Structure. The updated structure will be added to the college website and AdminNet for information. Throughout the process, the Principal advised that she and the Director of Organisational Development and Facilities had met with Union representatives regularly. In terms of the Executive Team and Point of Contact for each committee, the Principal advised that the only changes are:

- Finance & General Purposes Committee – Director of Organisational Development and Facilities
- Learning and Teaching Committee – Vice Principal Learning and Skills and Vice Principal Performance and Planning

In terms of the new Curriculum Managers, the Principal advised that staff development will be put in place to support this new role going forward, including Psychometric Testing and a bespoke development plan. Members discussed the proposal to provide mentor support for individual Curriculum Managers.

**Decision:** The Board Members agreed in principle to act as a mentor support for the new Curriculum Managers

**Action:** The Principal and the Director of Organisational Development and Facilities to prepare a more detailed paper to bring back to the next Board meeting

The Chair thanked the Principal and the Director of Organisational Development and Facilities for their update.

#### **4.4 Student Engagement and Student Association**

The Chair reported that following discussion at the last Board meeting, members agreed to establish a sub group to look at the Staff Association contribution to the Board. This group has been formed, to include the Chair, Vice Chair, Barry Graham and Pat Kirby. The group has met and agreed action points to take forward. The second meeting of the sub group will be arranged for August. The Chair reported on a meeting with the Principal, Vice Principal, Quality Manager and Student Engagement Officer to progress better links with the class reps and to review support for the two new Student Association Members.

The Principal confirmed that following the elections the new Student Association President and Student Association Vice President commence their positions from 1<sup>st</sup> July 2017. Meetings will be arranged with the Board Chair and Vice Chair to look at an induction programme. Documents including the Student Association's Constitution and Development Framework will be included at the next Learning and Teaching Committee Meeting and the next Board Meeting.

**Actions:** The Principal advised that Documents including the Student Association's Constitution and Development Framework will be included at the next Learning and Teaching Committee Meeting and the next Board Meeting

The Chair advised that a full report from the sub group findings will be provided for the next Learning and Teaching Committee meeting and the next Board meeting

#### **4.5 Senior Independent Member (SIM) Report**

At the last Board meeting it was agreed to bring discussion back to the Board for a decision regarding the SIM role. The Vice Chair reported on the importance of this role. The Chair had previously welcomed all Board Members to come forward for the role as the SIM. Members agreed that Delia Holland should be the nominated SIM for the College.

**Decision:** The Vice Chair, Delia Holland, to continue as the Senior Independent Member, length of term, one year

## **5 National Bargaining Update**

The Director of Organisational Development and Facilities tabled a paper for information and discussion. The purpose being to provide the Board with a summary of the potential costs of the recent pay negotiations with EIS in line with ongoing discussions regarding terms and conditions, as part of National Bargaining.

Strike action has been postponed pending the outcome of ongoing discussions and a national Working Group has been set up to discuss a common set of terms and conditions. If all of the current proposals were to be agreed, the annual cost impact on the college will be £651,294 by the end of a three-year migration period. In addition to this a further cost of £157,302 would be required to cover the cost of reduced class contact time (will be one hour per full time equivalent lecturer, if agreed).

Members agreed this is a real concern for us as a smaller college. At present, no indication has been given from the Scottish Government that costs will be funded. Although Scottish Government are committed to working with the Sector, they will also be expecting efficiencies to assist in funding the gap. The Principal reported that following a meeting with John Swinney, the Employers Association have asked for some firm commitment regarding funding of the additional costs.

The Director of Organisational Development and Facilities advised that Support Staff negotiations are now ongoing. Part of the discussions are around harmonisation across the sector which may incur additional costs.

The Chair thanked all in the college, on behalf of the Board, for keeping the college open whilst strikes were ongoing.

## **6 Strategic Risk Register**

### **6.1 Strategic Risk Register – approved 15th May 2017**

#### **Updated Strategic Risk Register – 25th May 2017**

The Principal spoke to the Strategic Risk Register, approved on 15<sup>th</sup> May 2017 at the Audit Committee and the Strategic Risk Register discussed at Executive Management Team meeting on 25<sup>th</sup> May 2017, advising that the Risk Register is reviewed at EMT meetings and updated as deemed necessary. Following discussions members approved the Updated Strategic Risk Register.

The Chair thanked the Principal for the update

## **7 College Funding Allocation**

The Principal reported that the college has received the final allocation of the Grant Funding for 2017/18. She advised that we have an increase in our credit activity which has to be used to support additional childcare activity, and have been working closely with Education Services in terms of their needs going forward. As a result, there are additional HN level student places for the college to train.

Members noted the final allocation of funding.

## **8 2017-18 Budget**

The Principal spoke to the report on the 2017-18 budget. John Henderson, Chair of the Finance and General Purposes Committee advised that at this present time with the cost and funding implications of pay negotiations still uncertain, the Committee were uncomfortable

recommending a budget deficit to the Board, but in the current circumstances there appeared to be no alternative, therefore following discussion at the last F&GP committee meeting, members recommended the 2017-18 Draft Budget for approval by the Board, with a caveat to aim for a balanced budget.

During discussion on the budget and concerns over the budget showing a deficit, the Principal advised that the deficit is linked to migration costs on the assumption that we will not receive additional funding. The Principal asked members to note that the figures shown are based on the worst case scenario with an aim to move towards a balanced budget. In terms of Commercial Income, we have increased the target for Commercial Income for next year, target of which is included in our Regional Outcome Agreement.

The Principal advised that the money in the ALF fund will be used for the Stranraer Engineering Equipment as the current equipment is becoming out of date.

**Action:** A summary on opportunities for Commercial Income to be brought to the next Board meeting

## **9 Stranraer Strategy Update**

The Principal spoke to the report which had been issued, advising that Eva Milroy has been appointed as Curriculum Development Advisor to look at Employers needs and demands and provision in this area, meeting with key local authority staff, DYW and Schools. Eva has built up a network in terms of Employers, having previously worked in college on a South of Scotland business project. In answer to a question on the Windfarm, the Principal advised that discussion is still ongoing. Wind Turbine courses have taken place in college, although job opportunities are quite low. We have also worked with a number of Developers including Lebrax who have verbally committed approximately £200,000. The Chair and the Principal have also met with the Stranraer Waterfront developer.

**Actions:** The Job Description to be circulated to Members for information

A Draft Strategy for Stranraer, and a report on findings will be brought to the next Board meeting

## **10 Regional Chair's Report**

The Chair spoke to the report which had been issued, on recent activity and meetings that he had attended, focusing on the Enterprise and Skills Review and Learner Journey. In terms of the Enterprise and Skills Review, the college is a key part of the skills agenda. Phase 3 of the Review will continue over the summer. With regard to the Learner Journey, the Chair reported on the recent Event held at the College with Scottish Government on the Learner Journey, in terms of awareness of pupils at school level, options and parent input. The Chair advised that Pat Shearer has been appointed by the Local Authority to consult with Stakeholders on the Bridge learning hub. The Chair and the Principal have met with Mr Shearer to discuss the Bridge moving forward. The Chair had suggested that a group, including college representation, be formed to specifically take forward governance of the new institution. The Chair advised that he had recently been appointed as a Board Member of the CDN Board.

## **11 Principal's Report**

The Principal spoke to the report which had been issued, advising that a lot of time had recently been spent on National Bargaining discussions. She asked that we formally note thanks to the Director of Organisational Development and Facilities, who has also spent a lot of time involved in the discussions. Both the Principal and the Director of Organisational Development and Facilities are the college representatives on the Employers' Association.

The Principal reported on key activities that she had been involved in, including the restructure which is now complete. The Principal attended a recent meeting with the UWS, who are still

reviewing their portfolio, and advised that UWS are to discuss options on Partnership and Co-location at their Executive meetings.

The Principal advised that the new Vice Principal for Performance and Planning, Andy Glen, had started on 29<sup>th</sup> May. He is focusing on developing the new Quality Framework and is a key link with the Learning and Teaching Committee going forward. Following the changes in the Management Team, the Principal advised that she would maintain responsibility for the Regional Outcome Agreement and Strategic Risk Register in the meantime.

The Chair thanked the Principal and the Director of Organisational Development and Facilities for their commitment and hard work during this time.

## **12 Students' Association Update Report**

The Principal reported that a new Student Association President and Vice President had been appointed. Leah Thomas, a student of the college, has been appointed as a full-time paid President, and new Vice President is student Tony Conlon. Both Leah and Tony have been invited to attend the Board Development day on 4<sup>th</sup> July. Moving forward we will look at development for both Student Association Members, to assist with their roles.

The Chair thanked the Principal for the Update provided on behalf of the Student Association

## **13 Key Performance Indicators 2016-17**

The Principal spoke to the report which had been issued, advising that the College is on course to achieve its credit activity target for 2016-17 and no clawback is anticipated. In answer to a question on reaching our target, the Principal advised that the Heads of Faculties looked at where we could deliver courses that would be eligible.

Members discussed the retention figures, and the work being undertaken to improve them. The college does not have a selection process for courses and therefore has a wide range of students undertaking courses, this can make it more difficult to achieve retention targets. Staff are aware of the targets and work towards achieving them. An example is by introducing a new course this year, Level 3 Passport to College, from October.

Following the last Education Scotland review, the Principal spoke of the four Short Life Working Groups that were set up, of which some Board Members had taken part in the discussions. The Principal advised that the work of these groups is complete, with only some actions regarding induction to take place at the beginning of the next session. A final report will be provided to the Learning and Teaching Committee, and also at the next Board meeting.

**Action:** A revised Learning and Teaching Strategy and reports noted above, to be prepared for the next Learning and Teaching Committee meeting and the next Board meeting

## **14 Agenda items for next board meeting**

The Chair asked members to consider additional Agenda items for the next Board meeting. Key Messages/Key Facts will be brought to the next meeting arranged for 15<sup>th</sup> October. The Chair advised that another joint meeting with Borders College will be organised and a date confirmed with members. The Deputy Director of Scottish Government, Paul Smart, will be invited.

**Action:** Members to forward items for inclusion on the Agenda for 10<sup>th</sup> October to the Chair or Secretary to the Board

## **15 Student Satisfaction and Engagement Survey 2015-16**

The Principal spoke to the Student Satisfaction and Engagement Survey 2015-16 which had been issued, advising that the college had benchmarked favourably with the sector. Following better alignment of the Student Association, look to encourage more engagement. Members noted a high level of satisfaction in the results.

The Chair thanked the Principal for the Update.

## **16 Employee Engagement Survey**

The Principal spoke to the Employee Engagement Survey, which had been discussed at the Human Resources Committee. Some of the issues around the structure in terms of Leadership and Direction, formed part of the rationale behind the revised curriculum structure. The survey is undertaken every 2-years, and the next survey will be monitored through the HR Committee.

Members found that the statement “50% confirmed that they understood the role of the Board of Management with 20% disagreeing” was disappointing. The Chair advised that he will attend the All Staff Session on 24<sup>th</sup> August to provide an overview of the Board of Management.

With regards to Areas of Development, the Principal advised that Short Life Working Groups have been set up to look at this. In terms of Quality Improvement, the Principal advised that we will be moving forward with the Self Evaluation Process. John Bowditch, Education Scotland attended yesterday to sit in on Self Evaluation meetings.

The Chair thanked the Principal for the Update.

## **17 Approved Committee Minutes**

### **17.1 Audit Committee of 21 February 2017**

Stuart Martin, member of the Audit Committee, reported that Scott Moncrieff were appointed to undertake the Audit for the College and that the new Auditors attended the last meeting. The Audit Fee has been fixed, with an increase of 13.8% from 2015/16. Audit Members advised that the Quality of the Internal Reports prepared for the Audit Committee Meetings were outstanding.

### **17.2 Learning and Teaching Committee of 28 February 2017 (draft)**

The Chair of the Committee, Delia Holland, advised that the Minute had now been approved at the Committee meeting on 30<sup>th</sup> May 2017. An agreement to defer actions on the Committee remit, to be taken forward at a later date. Two new Board Members have joined the Committee, Naomi Johnson and Rob Orr and attended their first meeting on 30<sup>th</sup> May. At that meeting the Heads of Faculties presented their draft 2018-2023 Curriculum Plans on areas of development and shrinkage.

**Action:** The Principal to prepare a summary on the draft 5-year Curriculum Plans for the Board

### **17.3 Finance and General Purposes Committee of 29 November 2016**

### **17.4 Finance and General Purposes Committee of 14 March 2017**

The Chair of the Committee, John Henderson, reported on the area of concern over the budget as previously discussed. In terms of the Catherinefield funds, the Principal advised that the funds were used for Op Planning Purposes. Some requisitions have been funded from Teams in terms of Op Planning, i.e. Stranraer Heating System.

### **17.5 Board Development Committee of 18 October 2016**

The Chair reported that recruitment of new Board Members had been very successful. A Development Event has been arranged for 4<sup>th</sup> July, to review the Development Plans for 2016/17 and to start formulating the plan for 2017/18. Members discussed the value in the Board getting

together outwith the College. The Chair advised that this will be continued and another date will be arranged for a Social event.

#### **17.6 Remuneration Committee of 5 April 2016**

The Chair advised that no meeting had taken place since the 5<sup>th</sup> April 2016. Another meeting has not been arranged at this time as discussion on National Bargaining is still ongoing.

*(Robbie Thomas left the meeting to allow Members to discuss agenda item 18)*

#### **18 Decision re: Approval of New Board Member**

The Chair reported on an extra vacancy following the initial round of recruitment for new Board Members. The Chair, Stuart Martin and Rona Gunnell recommend Members to approve Mr Thomas' appointment as a new Board Member following interview, improving the gender balance and increasing the level of diversity with regard to age and range of skills and knowledge. The Chair provided some background information on Mr Thomas including skills and work experience, and felt that he would be a great asset to the Board.

**Decision:** Board Members approved the appointment of Robbie Thomas as a new Board Member, subject to Ministerial Approval.

**Action:** The Chair and Secretary to the Board to submit a letter to Scottish Government seeking approval of the new Appointment

*(Robbie Thomas re-joined the meeting and was informed of this decision)*

#### **19 Any other business**

##### **19.1 Henry Duncan Building**

Discussed earlier in the meeting - in answer to a question, the Principal provided an update on the current position of the Henry Duncan Building, in terms of usage. The purpose of the building was for research purposes and business support. Although staff proposals have been received, the Principal advised that discussions on usage of the building are still ongoing.

##### **19.2 Process of Approving Minutes**

The Secretary to the Board advised that we are looking at a process of approving minutes quicker to allow recommendations and actions from meetings to be seen quicker.

##### **19.3 Input from Robert Higgins**

The Chair invited feedback from Robert Higgins, who attended as an Observer. Mr Higgins noted that the meeting was conducted harmoniously. He advised that DGHP Committees approve their own minutes and also the actions within these meetings; they are not required to be taken to their Board for approval. The Chair advised that our Sub Committees also approve their own minutes, but some actions and approvals are recommended to the Board for approval by the Board at the Board Meeting.

#### **20 Date and time of next meeting**

The next meeting of the Board of Management will take place on Tuesday 10<sup>th</sup> October 2017, 2pm–6pm, to be held at the Dumfries Campus. Lunch will be provided at 1pm

- Stranraer Graduation Ceremony: Thursday 15<sup>th</sup> June 2017
- Dumfries Graduation Ceremonies: Wednesday 23<sup>rd</sup> August 2017
- Joint Meeting with Borders College: Monday 20<sup>th</sup> November 2017 (10am - 3pm)

*Following the meeting, Members were provided with a Tour of the Stranraer Campus.*



## Board of Management

### Board Mentor Scheme

#### 1 Purpose of the Report

Following a restructure of the academic teams in the college, 8 new Curriculum Managers have been appointed. For many, this is their first formal management post and a tailored management development programme is being developed and delivered to support them in their new roles. At the June 2017 Board meeting the Principal put forward the suggestion that Board members might like to consider offering a mentor scheme to the newly appointed Curriculum Managers – as part of their Management Development Programme. The Board welcomed the suggestion and requested a more detailed proposal for the next meeting.

#### 2 The Proposal

##### 2.1 Mentor

The definition of a mentor is someone who gives help and advice over a period of time, especially help and advice related to a job.

**There are some basic rules to being an effective mentor. If you follow these, you are likely to develop a good mentoring relationship that will reap results.**

##### Dos

- Provide an outside perspective
- Listen, confidentially, to the issues that are worrying the manager
- Help by sharing your own experiences of both failures and successes
- Give friendly, unbiased support and guidance
- Provide honest and constructive feedback
- Be a sounding board for ideas
- Facilitate decision making by suggesting alternatives based on personal experience
- Supply contacts and networks to further personal and business development
- Inspire the manager to realise their potential
- Give ongoing support and development
- Where appropriate, seek advice or refer mentees to another point of contact
- Highlight any ethical issues that may arise

##### Don'ts

- Provide a counselling service
- Give specific technical business advice that would normally be provided by an expert business adviser
- Supply a training service
- Provide a coaching service (relating to specific business-related tasks, goals and objectives)
- Provide therapeutic interventions
- Take responsibility for success away
- Intrude into areas the mentee wishes to keep private
- Create dependency

Source: [www.Mentorsme.co.uk](http://www.Mentorsme.co.uk)

## Board of Management

---

### **2.2 The Proposal- Next Steps**

If you are interested in becoming a mentor, please advise VP Corporate Services, giving details of your particular industry background, strengths and qualities/interest, who will then undertake a matching exercise to ensure 'best fit' between mentor and mentee.

She will then facilitate a 'first meeting' introduction between mentor and mentee. It is up to the people involved to agree how often they should meet but we would propose 3-4 times per year.

If you have any concerns at any time, please contact VP Corporate Services or the Principal.

### **3 Recommendation**

Members are asked to comment on the proposal and to contact VP Corporate Services should they wish to participate in this development.

***Carol Turnbull – Principal***

***Helen Pedley – Vice Principal Corporate Services***

***October 2017***

**Board of Management****REPORT FROM THE STUDENT ENGAGEMENT SUB-GROUP****Introduction**

The purpose of this paper is to provide members with an update on the activities of the Board's Student Engagement Sub-Group.

**Background**

The Board considered a paper at its meeting on 7 March 2017 regarding Student Engagement and the Student Association. It was resolved to establish a sub-group of Members, comprising Brian Johnstone, Delia Holland, Pat Kirby and Barry Graham. The group has met twice, in April and September this year.

The Chair of the Board and Delia Holland have also met with the student support staff, with Andy Glen, Vice Principal (Planning and Performance) and with the new Student Association President, Leah Thomas.

The questions which were agreed as the focus from the Board at its meeting on 7 March, and which are noted below have been shared with all support staff, the President and Vice President of the Student Association. Positive responses have been received and will be discussed at the Board of Management Meeting.

**Progress**

In summary the group is very pleased with progress and the following actions have been taken forward:

- Outstanding documents have been completed (noted on other points of agenda at this meeting)
- New student officers are in post, are working well and embracing appropriate training
- Clear objectives are being set for the SA officers
- Recruitment for class reps and curriculum reps is ongoing
- The SA President is keen to hold a meeting of class and curriculum reps with some board members in early December

**Questions:**

1. Are the culture and structure in place to support and encourage the Student Association?
2. Are the student association engaged and involved at all levels of college governance, quality development, decision making?
3. How do we engage and consult?
4. Is the student association effective and autonomous?
5. How can we improve?

Brian Johnstone  
Chair of the Board of Management  
2 October 2017

# Board of Management

## Commercial Income Opportunities

### 1 Purpose of the Report

The purpose of this report is to identify potential commercial income opportunities going forward.

### 2 The Report

#### 2.1 Business Development Team – Introduction and Background

The Business Development Team (Complete Training Solutions) within the College was established in 2004 and has expanded over the years in terms of breadth of service and delivery which now includes:

- Skills Development Scotland contracts for Modern Apprenticeships, Foundation Apprenticeships, Employability programmes;
- A wide range of Vocational Qualifications, the majority of which are delivered in the workplace.
- A range of short courses, covering recreational, sector specific, open learning courses.
- Courses delivered through the Energy Centre as well as bespoke and additional programmes at the request of employer and community groups.

This paper provides a financial summary of income and expenditure, planned developments for 2017-18 and future development opportunities identified to date.

#### 2.2 Income and Expenditure – 2016-17

The table below shows CTS Income & Expenditure for 2016-17 and include 2015-16 for comparison purposes. The figures show an overall increase of £60,341 in surplus generated from 2015-16 to 2016-17.

##### Income & Expenditure Comparison

	2015-16	2016-17
<b>Income</b>		
Direct Income	£ 858,789	£ 854,015
Credit Income	£ 742,491	£ 902,898
<b>Total</b>	<b>£ 1,601,280</b>	<b>£ 1,756,913</b>
<b>Expenditure</b>		
Staffing	£ 794,184	£ 865,319
Non-Staffing	£ 134,908	£ 159,065
<b>Total</b>	<b>£ 929,092</b>	<b>£ 1,024,384</b>
<b>Surplus/Deficit</b>	<b>£ 672,188</b>	<b>£ 732,529</b>

#### 2.3 Planned Developments for 2017/18

As well as the on-going promotion and delivery of the services available through CTS there are some specific development opportunities that have been identified:

## Board of Management

- Programmed Multi-skilling courses – This has been a very successful programme for Morgan Sindall and will be promoted to other similar businesses through the Short Course programme.
- Outdoor leisure courses - there are a large number of outdoor activity businesses in the region so CTS is planning to meet with them to discuss possible training needs in the future. CTS is currently working closely with Laggan Outdoor to support its expansion and the training of new staff.
- Food Manufacturing industry, this is an important industry for the region and there are opportunities to promote courses that are already available through CTS such as First Aid, Health & Safety, Management training and other workbased learning.
- Discussions have taken place with the Local Authority regarding delivery of a programme of Worldhost training that would develop customer service skills within the region and develop local Worldhost Organisations and Destinations. The aim of the project is to increase visitors and in particular returning visitors to the region.
- Discussions with Third Sector D & G are planned to further deliver the partnership and delivery of the Professional Development Awards in Community Engagement
- Through SSE Sustainable Development Fund the College has been successful in attracting funding for one year to support a Community Development post that will work closely with the Local Authority to develop community learning activities in their new Local learning Hubs.
- Management training is an opportunity that we plan to develop, as there has been an increase in demand for management workplace qualifications. There may also be an opportunity to develop online training courses for those that would prefer that style of learning. Skills shortages in Management are identified in most, if not all, Sector Skills Investment Plans. Discussions have taken place with Institute of Leadership and Management to initiate the process.
- Increase promotion of bespoke solutions and on-site training to local businesses.

### 2.4 5 Years on ....

Looking into the future these are some developments opportunities CTS are exploring:

- Creation of a physical Business Development Centre within the College to support College wide employer engagement activities – events, professional development training, meetings, Vocational Qualification theory/support workshops which would be accessible day, evening & weekend.
- E Assessment Centre which could be accessed by all students including: Open Learning candidates, City & Guild assessment, European Computer Driving Licence, SQA, CSCS, Driving Licence, and which would be accessible day, evening & weekend.
- Through the established partnership with the local authority seek to deliver a varied programme of community learning activities across the region.
- Expand the portfolio of Courses available to include options for Food & Drink Sector, management, outdoor leisure industry.
- Increase delivery to organisations outwith D & G, including Borders, Ayrshire and Cumbria.
- Employer engagement – capacity / resources established within the team to engage with local employers and key sectors within the region. Cross college communication and referral system in place (formal or informal), possibly using Goldvision.

### 3 Recommendation

Members are asked to note the planned developments within the Business Development Team.

**Carol Turnbull**  
Principal

## Board of Management

### Education Scotland Review – Progress Update

#### 1 Purpose of the Report

The purpose of this report is to provide the Learning and Teaching Committee with an update on implementation following Education Scotland's (ES) Report published in April 2016. This report follows a progress report to this committee in May 2017.

#### 2 The Report

Education Scotland produced a report in April 2016 which highlighted a number of areas for improvement. Since then a number of short life working groups have taken the time to examine the highlighted areas. Both the Learning and Teaching Committee and the College Board have received reports informing them of progress made on each of the 4 main areas highlighted (Self-Evaluation, Learner Engagement, Learning and Teaching and Retention and Achievement). This report will highlight to the committee the implementation and actions planned for each of these 4 areas highlighted by Education Scotland.

##### 2.1 SLWG Self-Evaluation

John Bowditch, the College's HMle from Education Scotland observed our self-evaluation process take place in two different sessions during June. Feedback was mixed and John gave feedback on improvements he would expect to see. This feedback focussed on ensuring a consistent approach across all areas of the college and he highlighted an expectation for teaching staff to be using more metrics and data to back up the written and verbal feedback that staff were observed using.

In terms of actions, the College is in the process of developing a custom designed information sheet for each Curriculum Leader, this will form the basis of monthly meetings with the Vice Principal for Performance and Planning and will ensure that PI's and metrics in general are kept high on the agenda of each Curriculum Manager. This will give some consistency to the self-evaluation process.

The College also plans to refresh and rebrand the Student Association and also give clarity to the roles and responsibilities to the President and Vice President. A key role for both of these paid positions will be around receiving and collating student feedback for self-evaluation purposes. This approach has been welcomed by John Bowditch. Members should be reassured that Student Association representatives will be supported by College staff and also by Board members to allow them to carry out their duties.

The above actions were derived from the SLWGs key findings which were;

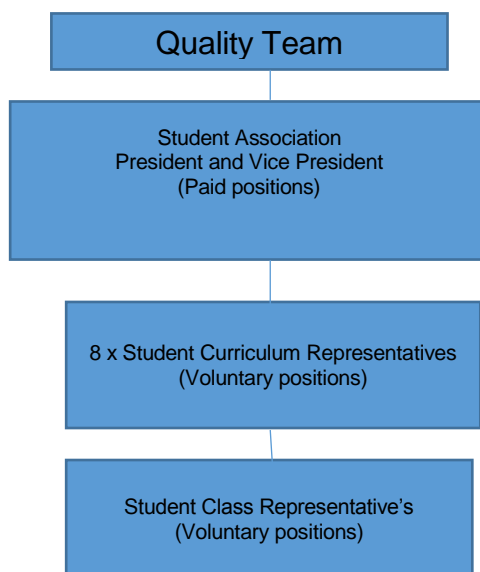
- Review and refresh the class representative system
- Introduce "Curriculum Councils"
- Review the learner engagement strategy, taking into account the updates to the Self-Evaluation process we are making

## Board of Management

### 2.2 SLWG Learner Engagement

We aim to introduce a new framework for student representation which will have three distinct levels of student representation. Each level will have clear roles and remit, which the aim of providing the 2 paid student association positions (President and Vice President) increased support. This framework will also provide the opportunity for succession planning. In addition, a proposal to the Board to provide the President and the Vice President a mentoring opportunity (by a Board member) will be taken forward. This plan will give more support to the President and Vice President and will result in more continuity. Having additional support will allow the President and Vice President to focus on progressing the Student Association development plan, which is informed by the Framework for the Development of Strong and Effective College Students' Associations in Scotland. Achieving the aims of the Student Association Framework impacts directly upon the college meeting the requirements of the Quality Framework, as there is considerable crossover between both strategies.

#### Diagram of the structure



There will be four broad areas for our Student Association to focus upon.

1. Student Feedback – Class reps will garner feedback on each individual class and this will be collated by the Student Curriculum Representatives. Student Curriculum Representatives will be returning students, who are already experienced Class Reps, and have gained the necessary skills and knowledge to conduct this role effectively. These Student Curriculum reps will share feedback with the Quality Team, President and Vice President, who will in turn share this information with other key stakeholders including Lecturers, Curriculum Managers and Heads of Faculty, and the EMT. The President and Vice President will have responsibility for ensuring this happens with consistency.

## Board of Management

2. Governance – The President and Vice President will be the conduit between the Board and the student body.
3. Citizenship and Charity – The Association will, annually, chose three charities to support. A charity local to Dumfries, one local to Stranraer and a national charity. Throughout the year they will undertake activities which will raise money for each charity and will also raise the profile of the College and the students within our community. It is expected that this will be supported by our marketing department.
4. Personal Development – For all within the Student Association structure there will be the added benefit of personal development, which will allow the College to carry out some succession planning as it is hoped that future Presidents and Vice Presidents will be proposed from the cohort of Student Curriculum Representatives.

### **Benefits**

Benefits that may arise could be –

- More honest student feedback. Students talking to fellow students may feel more comfortable discussing issues than with staff.
- Students can clearly see the purpose of the Class Rep role and a visible progression route from student to student President.
- Succession planning for the association as previously mentioned.
- Students playing a core role in the College.
- Feedback from external bodies that we are supporting and putting students into key areas.
- Higher profile of the students' association.
- Supporting the elected members will mean that they are better able to contribute to the Board.
- Increased support may make elected positions more attractive and easier to fill.

### **2.3 SLWG Learning and Teaching**

The short life working group considered a number of areas with key priorities to be taken forward which include work on transitions and retention. In terms of transitions the New Passport to FE programme will start in August specifically to support transitions to College, with lecturers attending schools with John McGill also planned. The Head of Curriculum will also develop closer links key individuals to improve retention. This will be a key objective within the new Head of Curriculum role. In some courses with poor PIs there have been and continue to be ongoing changes to programmes key policies such as Essential Skills and Learning and Teach. The relevant Policies will be updated later in the year by the Heads of Curriculum. Lastly the short life working group highlighted a desire for better involvement with the Student Association and as you will have seen from the earlier in this paper that this has also been actioned.



## Board of Management

### 2.4 SLWG Retention and Achievement

As previously stated in this paper we are developing a custom designed information sheet for each Curriculum Manager. This will be the basis for monthly 1-1 meetings with the Vice Principal for Planning and Performance and will show KPI information for each curriculum area. This data will be historic data and will allow each Curriculum Manager the opportunity to develop strategies and actions specific to their area of responsibility to improve KPI's, it will also be a good opportunity to trial innovative ideas and subsequently share good practice.

The College also intends to work with our colleagues in other colleges who have developed a predictive success model for their students. This gives live information to the College and scores each student on a number of factors which predicts success and also potential early withdrawal. For students who are at risk of withdrawal we could then implement proactive measures to offer significant support before they actually leave. This would be a worthwhile tool and would improve our retention figures, discussions are ongoing around obtaining this tool.

### 3 Recommendation

Members are asked to note the action undertaken and to support the proposed implementation plans.

Andy Glen  
Vice Principal Performance and Planning  
September 2017

## Board of Management

---

### **LIST OF WHAT MEMBER'S FELT PROUD OF, OR POSITIVE ABOUT - 4<sup>th</sup> July 2017**

1. Celebrating success of students
2. Stranraer Graduation – great to see and celebrate what students have achieved
3. “Weathered the Storm” – big governance changes during past few years and the college has demonstrated that it can, and does, deliver at the highest level
4. College connections with local area schools, introducing knowledge of progression through education
5. For school leavers, the college becoming a first choice of study rather than a second or third choice
6. Proud of staff commitment to our learners/college
7. Board – sector leaders in terms of development
8. Professionalism of staff, atmosphere in college on a par with HE as post school option
9. The college essentially has a monopoly on post-school education throughout the Region, but it acts as though students have an abundance of choice by offering a wide variety of opportunities in a great environment
10. Good facilities for both students/employees and other potential stakeholders
11. ‘Can do’ attitude from Staff and Board.
12. Positive messages articulated to stakeholders and public in general
13. High level of respect from local and national partners
14. Cross Regional Impact – Well thought of presence in Stranraer – Not just Dumfries focussed

# Board of Management

## **DRAFT** Board Evaluation 2016-17

Code of Good Governance Criteria Development Planned for 2016-17	Our performance in the last 12 months (including evidence)	Outstanding Actions to be included in the 2017-18 Board Development Plan
<b>1. LEADERSHIP &amp; STRATEGY</b>		
<p><i>“Examples of good practice”</i></p> <p><i>“Exceptionally good evidence of strong collaboration and partnership working in the best interests of the region. The college’s Strategic Plan, Regional Outcome Agreement, Education Scotland External Review and Crichton Campus Outcome Agreement demonstrate active engagement with a wide range of partners. Board members are engaged in events with partners, including employers and local schools, and the Board has consciously recruited members with direct links to schools and students. One board member summed up the approach as there is a real sense that we are the servants of the people of our area”</i></p> <p style="text-align: right;"><i>External Effectiveness Review, Jan Polley &amp; Eleanor Emberson, Polley Solutions, February 2017</i></p>		
<b>1.1 Keep the implementation of strategy under review with the Principal, as events change</b>	<p>Vision 2020, the college’s strategic plan for 2015-2020 is in place. The Mission Statement and the six Strategic Outcomes have been reviewed regularly. The following objectives have been kept under regular review and good progress has been made.</p> <ul style="list-style-type: none"> <li>• Progress Vision 2020</li> <li>• Delivery of Regional Outcome Agreement (ROA)</li> <li>• Education Scotland Review Action Plan</li> <li>• Review of Executive Team Roles and Responsibilities</li> <li>• Effective Board Engagement</li> <li>• Stranraer Campus Strategy</li> <li>• Professional and Personal Development</li> </ul>	<ul style="list-style-type: none"> <li>• Board Engagement <ul style="list-style-type: none"> <li>○ Chair of the Board to provide a session as part of an All Staff Session</li> </ul> </li> <li>• Feedback from Short Life Working Groups (SLWGs) to be fed back to the Board</li> <li>• Stranraer Strategy to be further developed in association with potential waterfront development, local employer needs and output from the Curriculum Development work (Stranraer and The Rhins) currently being undertaken</li> <li>• Vision 2020 will be reviewed in February 2018 at a Board/Staff event</li> </ul>

# Board of Management

## **DRAFT** Board Evaluation 2016-17

Code of Good Governance Criteria Development Planned for 2016-17	Our performance in the last 12 months (including evidence)	Outstanding Actions to be included in the 2017-18 Board Development Plan
<b>1.2 Keep stakeholders under review</b>	<p>The college has good recognition and communication with Stakeholders and this has been continued.</p> <ul style="list-style-type: none"> <li>• Priority has been given to developing a continuing relationship between the Board and the Student Association (SA).</li> <li>• Regular meetings between the Chair and Principal and Stakeholders are noted in reports to the Board.</li> <li>• Board Members, through their contacts, are continually promoting the role of the college</li> <li>• The Chair is a member of the Developing Young Workforce (DYW) Regional Board, and Community Planning Partnership (CPP). The Principal chairs the Dumfries and Galloway (D&amp;G) Employability Partnership.</li> <li>• A Strategic day was held with two significant stakeholders present, DYW Regional Board Chair and the Local Authority Education Directorate.</li> <li>• High level contacts have been established with a number of HE institutions and universities to discuss and move forward potential articulation projects.</li> <li>• In addition, presentations have been given at the Community Planning Partnership Strategic Board on employability and DYW and meetings have been held with senior council personnel on strategy and development of The Bridge.</li> <li>• Working with D&amp;G Council, successfully obtained finance form them to help clarify wider skills needs within the west of the region.</li> <li>• Meetings with all MP and MSP to update them on priorities for the college and seek support.</li> <li>• Hosted regular employers' meetings and events in Stranraer and Dumfries</li> </ul>	

## Board of Management

### **DRAFT** Board Evaluation 2016-17

Code of Good Governance Criteria Development Planned for 2016-17	Our performance in the last 12 months (including evidence)	Outstanding Actions to be included in the 2017-18 Board Development Plan
<b>1.3 Keep key messages up to date</b>	<ul style="list-style-type: none"> <li>• The Chair sends out sector key messages to all Board Members (BMs) for their use when acting as college ambassadors and when engaging with stakeholders.</li> <li>• There is regular communication and meetings by the Principal and Chair direct with stakeholders, i.e. MSPs, Scottish Enterprise, D&amp;G Council, DYW Chair, SA and Chamber of Commerce. The Principal and Chair both incorporate key messages in regular Board Reports.</li> <li>• An up to date Key Information/Facts leaflet has been drafted by the Principal and will be distributed to Board Members during the summer of 2017</li> </ul>	
<b>2. STUDENT EXPERIENCE</b>		
<b>2.1 Ensure effective use of Student Members of the Boards</b>	<p>This is evidenced by the election of two student members onto the Board of Management. The Board encourages on-going input from Student Members and priority has been given to developing a continuing relationship between the Board and the Student Association (SA).</p> <ul style="list-style-type: none"> <li>• Finances have been approved to support the work of the SA and to provide paid posts for Members.</li> <li>• The President of the SA's involvement with the College's Open Doors Event on 29.11.2016.</li> <li>• The President of the SA organised events that effectively brought together the two campuses, e.g. December 2016 Sports Event, attended by the Chair.</li> <li>• A new President and Vice President have been elected and commenced on 1 July 2017. Inductions and support are planned.</li> <li>• Established a sub-group of Board Members to consider how to maximise input and contributions from the Student Association and to review engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• To continue the plan for the SA to work in partnership with Wallace Hall Academy to provide an ambassadorial role with promoting the College to P7s and Secondary school students at the school</li> <li>• To then evaluate and pilot with a second school, adapting outcomes</li> <li>• Ongoing work of the Sub-group – to feed back in October 2017</li> <li>• Focus, remit &amp; timescales to be confirmed</li> </ul>

## Board of Management

### **DRAFT** Board Evaluation 2016-17

Code of Good Governance Criteria Development Planned for 2016-17	Our performance in the last 12 months (including evidence)	Outstanding Actions to be included in the 2017-18 Board Development Plan
<b>3. ACCOUNTABILITY</b>		
<p><i>"Examples of good practice"</i></p> <p><i>"Strong evidence of a commitment to transparency by both board members and staff. The college has published all minutes and papers from board and committee meetings since 2014 and so has available a clear audit trail."</i></p> <p><i>External Effectiveness Review, Jan Polley &amp; Eleanor Emberson, Polley Solutions, February 2017</i></p>		
<b>3.1 Build Local Area Committee/Local Authority (LA) engagement - (D&amp;G Council)</b>	<ul style="list-style-type: none"> <li>• The Chair and Board Members attend Local Authority events.</li> <li>• The Chair regularly meets with Councillors.</li> </ul>	
<b>3.2 Harness skills of Board Members and own contacts more</b>	<ul style="list-style-type: none"> <li>• The Chair, through one to one assessments with BMs, has discussed and evaluated their current skills base and discussed whether this is being fully utilised in sectors key to the Dumfries and Galloway economy eg: links to culture and heritage, creative industries, construction, private &amp; public sector knowledge and education</li> <li>• The Board has operated within the year in a collaborative and non-political manner</li> </ul>	
<b>3.3 How to make staff more aware of the Board e.g. presentation to staff</b>	<ul style="list-style-type: none"> <li>• The Chair has been invited to a future staff event to provide an overview of Board activity.</li> <li>• Encourage a greater number of BMs onto the Learning and Teaching (L&amp;T) Committee to develop links with staff and to have regular presentations by staff at L&amp;T Committee Meetings. <ul style="list-style-type: none"> <li>○ Two additional BMs have joined the L&amp;T committee</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Board Engagement <ul style="list-style-type: none"> <li>○ Implement mentoring from Board members to managers within the new management structure</li> <li>○ Chair of the Board to provide a session as part of the induction process</li> </ul> </li> </ul>

## Board of Management

### **DRAFT** Board Evaluation 2016-17

Code of Good Governance Criteria Development Planned for 2016-17	Our performance in the last 12 months (including evidence)	Outstanding Actions to be included in the 2017-18 Board Development Plan
<b>4. BOARD EFFECTIVENESS</b>  <i>"Examples of good practice"</i>  <p><i>"Substantial evidence that the Board promotes a culture of continuous improvement when it comes to governance, taking its own learning and development seriously. In addition to their Annual Development Plan, there is a mature process of annual appraisal for each board member. A number of members expressed their appreciation of the support they receive from the Chair. All board members make considerable efforts to take part in national training initiatives. The Board recently met with the Board of Scottish Borders College to discuss issues of common interest."</i></p> <p style="text-align: right;"><i>External Effectiveness Review, Jan Polley &amp; Eleanor Emberson, Polley Solutions, February 2017</i></p>		
<b>4.1 Communication would help with clarity of roles e.g. SA</b>	<ul style="list-style-type: none"> <li>Encourage the SA to participate widely within the Board Meetings and Committee Meetings.</li> <li>SA new appointments started on 1<sup>st</sup> July 2017</li> <li>Induction and training opportunities will be put in place</li> </ul>	
<b>4.2 Board role re Student Association</b>	<ul style="list-style-type: none"> <li>The Chair has discussed this with the SA President. The SA President will bring more detailed reports to the Board Meetings and tie in to class representative functions.</li> <li>Updates have been provided from the President of the SA on progress re: finalising the Partnership Agreement, Development Plan and Evaluation Plan.</li> </ul>	<ul style="list-style-type: none"> <li>Partnership Agreement, Development Plan and Evaluation Plan from SA coming to L&amp;T committee and Board in Sep/Oct 17</li> </ul>
<b>4.3 Alternative to board links?</b>	<ul style="list-style-type: none"> <li>Systems are in place to inform the Chair and Board Members of staff events, so they have the opportunity to attend and meet with staff. The Board encourage staff participation at relevant meetings and committees.</li> <li>Agreement that Board members will mentor new curriculum managers</li> </ul>	<ul style="list-style-type: none"> <li>L&amp;T committee remit review has been undertaken, in draft for consideration alongside other committee reviews in 2017/18</li> </ul>

**Board of Management**  
**DRAFT Board Evaluation 2016-17**

Code of Good Governance Criteria Development Planned for 2016-17	Our performance in the last 12 months (including evidence)	Outstanding Actions to be included in the 2017-18 Board Development Plan
<b>4.4 Recruitment of Board Members with vocational backgrounds. Seek more diversity?</b>	<ul style="list-style-type: none"> <li>• The Board reviews, on a regular on-going basis, the skills and diversity of the Board.</li> <li>• A Skills Audit of non-executive Board Members was completed.</li> <li>• Three new non-executive board members have been appointed, they have: <ul style="list-style-type: none"> <li>○ Enabled a 50/50 mix of male/female members</li> <li>○ Broadened the age range by having younger members</li> <li>○ Enhanced the mix of skills and diversity, in particular closing the gap regarding science and technology</li> </ul> </li> <li>• The Board Development Day in January 2017 included a Board Diversity and Equalities Session.</li> <li>• A meeting was held with the Chair and Secretary of the Dumfries and Galloway Multi-Cultural Association in November 2016.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange a date for the Chair and Secretary of the Multi-Cultural Association to visit the college</li> </ul>
<b>4.5 External Board Governance Effectiveness Review</b>	<ul style="list-style-type: none"> <li>• The External Board Governance Effectiveness Review was undertaken in January 2017. The report, dated Feb 2017, concluded that: <i>"the college meets its obligations under the Code of Good Governance and, in a number of areas, promotes highly effective governance"</i></li> </ul>	<ul style="list-style-type: none"> <li>• Areas identified for further development within the review have provided the base for the Board Development Plan for 2017-18</li> </ul>
<b>5. INDIVIDUAL EFFECTIVENESS</b>		
<b>5.1 Training</b>  Board members undertake Equality and Diversity training and new Board Members complete the CDN Induction Training	<ul style="list-style-type: none"> <li>• All Board Members complete the College's on-line Equality and Diversity training module.</li> <li>• A 'Buddy' system to be in place for new Board Members</li> <li>• The majority of Board Members have attended the College Development Network (CDN) Board Induction Course, with the remaining members identified for the next available course.</li> <li>• Some Board Members have attended the CDN Governance Conference in Glasgow.</li> </ul>	



Board Development Plan 2017-18			
Code of Good Governance Criteria <i>Governance development actions agreed during the External Governance Effectiveness Review, Jan/Feb 2017</i>	Development required in response to external effectiveness review & Other Developments identified by the Board of Management	Timescale	Progress / Achieved
<b>1. LEADERSHIP &amp; STRATEGY</b> <ul style="list-style-type: none"> <li>Board to ensure it has overarching leadership of performance-monitoring by taking stock of which KPIs and other performance indicators are overseen by which committees, and ensuring it makes clear whether it expects committees to examine performance issues in more detail and report progress back</li> <li>Build on existing partnership and collaboration by identifying and focussing new efforts on a few 'hard to reach' strategic stakeholders, e.g. certain employers or parts of the region</li> </ul>	1.1 Review role and responsibilities of each Board Committee 1.2 Feedback from SLWGs to be fed back to the Board 1.3 Board Engagement <ul style="list-style-type: none"> <li>Chair of the Board to provide a session as part of an All Staff Session</li> <li>Introduce mentoring from Board members to managers within the new management structure</li> </ul> 1.4 Stranraer Strategy to be further developed in association with potential waterfront development, local employer needs and output from the Curriculum Development work (Stranraer and The Rhins) currently being undertaken 1.5 Vision 2020 will be reviewed in February 2018 at a Board/Staff event 1.6 Will, in early 2017/18, arrange meetings with local area committees and relevant council committee chairs <ul style="list-style-type: none"> <li>To 'refresh' relationships and meet new councillors</li> <li>To 'refresh' relationships and meet new MSPs and MPs</li> </ul>	May 2018  October 2017  August 2017  November 2017  December 2017   February 2018   January 2018  July 2018	<ul style="list-style-type: none"> <li>Chair of the Board provided a session as part of an All Staff Session</li> </ul>

Board Development Plan 2017-18			
Code of Good Governance Criteria <i>Governance development actions agreed during the External Governance Effectiveness Review, Jan/Feb 2017</i>	Development required in response to external effectiveness review & Other Developments identified by the Board of Management	Timescale	Progress / Achieved
<b>2. STUDENT EXPERIENCE</b> <ul style="list-style-type: none"> <li>Take stock of the range of mechanisms that should be used to ensure the Board engages with students, e.g. existing student member reports to the Board, hear more from student representatives, invitations to attend student events</li> <li>For the Board to consider the review of the Learning and Teaching Committee and its relationship with the Board in the light of the requirements of the new Education Scotland Quality Framework.</li> </ul>	<p>2.1 Ongoing work of the Board Student Engagement Sub-group – to feed back in October 2017</p> <ul style="list-style-type: none"> <li>Focus, remit &amp; timescales to be confirmed</li> </ul> <p>2.2 SA new appointments started on 1<sup>st</sup> July</p> <ul style="list-style-type: none"> <li>Induction and training opportunities will be put in place</li> <li>Partnership Agreement, Development Plan and Evaluation Plan from SA coming to L&amp;T committee and Board in Sep/Oct 17</li> </ul> <p>2.3 To continue the plan for the SA to work in partnership with Wallace Hall Academy to provide an ambassadorial role in promoting the College to P7s and Secondary school students at the school</p> <ul style="list-style-type: none"> <li>To then evaluate and pilot with a second school, adapting outcomes</li> </ul> <p>2.4 Consider the review of the Learning and Teaching Committee within the review of each Board Committee – as 1.1</p>	<p>October 2017</p> <p>September 2017</p> <p>September 2017</p> <p>TBC</p> <p>TBC</p> <p>May 2018</p>	
<b>3. ACCOUNTABILITY</b> <ul style="list-style-type: none"> <li>Review board agendas to make best use of time by ensuring papers for decision or substantive discussion come first and papers for noting,</li> </ul>	<p>3.1 Board Meetings:</p> <ul style="list-style-type: none"> <li>Review of Board Agendas – completed in line with recommendations during 2016/17</li> <li>Will be reviewed again along with 1.1 - review role &amp; responsibilities of each Board Committee</li> </ul>	<p>March 2018</p> <p>May 2018</p>	

Board Development Plan 2017-18			
Code of Good Governance Criteria <i>Governance development actions agreed during the External Governance Effectiveness Review, Jan/Feb 2017</i>	Development required in response to external effectiveness review & Other Developments identified by the Board of Management	Timescale	Progress / Achieved
<p><i>including committee minutes, are not discussed unless members ask the Chair or Secretary beforehand</i></p> <ul style="list-style-type: none"> <li><i>Minutes of committee meetings which meet infrequently to be made available to the Board more quickly, in draft if necessary; more generally ensure all minutes make clear the reasons for decisions</i></li> <li><i>Take stock of the range of sources of evidence on staff views available to the Board and ensure that sources provide a breadth of information; explore mechanisms for more board member engagement with staff, including clarity of its purpose and how findings are fed back to the Board</i></li> <li><i>Ensure all members of the Remuneration Committee complete the obligatory national on-line training and new board members attend the national induction training workshop</i></li> </ul>	<ul style="list-style-type: none"> <li>Review the timings of Board Meetings               <ul style="list-style-type: none"> <li>○ Trial of longer Board Meetings to enable networking and enough time to compete the agenda without being rushed</li> </ul> </li> <li>Review how Committees report into Board Meetings</li> <li>Reminders for Board Members to contribute to agenda – circulate draft agenda</li> <li>Chair to invite short feedback at end of meeting</li> <li>Structure of Board meetings to be reviewed annually</li> </ul> <p>3.2 Board Engagement</p> <ul style="list-style-type: none"> <li>As 1.3</li> </ul>	<p>October 2017</p> <p>October 2017</p> <p>October 2017</p> <p>October 2017</p> <p>March 2018</p> <p>August/November 2017</p>	<ul style="list-style-type: none"> <li>○ Next Meeting (Oct 17) to try 2-6pm with lunch before - Curriculum managers to be invited to meet the Board over lunch</li> </ul>

Board Development Plan 2017-18			
Code of Good Governance Criteria <i>Governance development actions agreed during the External Governance Effectiveness Review, Jan/Feb 2017</i>	Development required in response to external effectiveness review & Other Developments identified by the Board of Management	Timescale	Progress / Achieved
<b>4. BOARD EFFECTIVENESS</b> <ul style="list-style-type: none"> <li>Review the induction programme offered to new board members to ensure it meets their needs, and includes opportunities to meet the Executive Team and other board members</li> </ul>	4.1 Review of Board Member Induction programme completed in 2016/17, in line with recommendations	Completed 2016/17	Completed 2016/17, having structured programme, yet tailored to individuals, includes a 'Buddy' system set up for new Board Members
	4.2 Continually Review Effectiveness of Board Meetings <ul style="list-style-type: none"> <li>As 3.1</li> </ul>	Oct 17 – May 18	
	4.3 Provide a Positive Statement about how the Board Operates eg: <ul style="list-style-type: none"> <li>The Board will operate in a collaborative and non-political way. All opinions are welcome but board members will adopt a 'Cabinet Responsibility' attitude to decisions</li> </ul>	October 2018	
	4.4 Succession Planning to be considered by Board Development Committee	February 2018	
	4.5 To consider the use of Case Studies as part of discussion/development at a board development event	October 2017	
	4.6 Feedback from SLWGs to be fed back to the Board	October 2017	
	4.7 Arrange a date for the Chair and Secretary of the Multi-cultural Association to visit the college	December 2017	

Board Development Plan 2017-18			
Code of Good Governance Criteria <i>Governance development actions agreed during the External Governance Effectiveness Review, Jan/Feb 2017</i>	Development required in response to external effectiveness review & Other Developments identified by the Board of Management	Timescale	Progress / Achieved
<b>INDIVIDUAL EFFECTIVENESS</b>	<ul style="list-style-type: none"> <li>Equality &amp; Diversity Training</li> <li>CDN Induction Programme – 8 members to attend</li> </ul>	September 2017 During 2017/18	3 members to complete training Awaiting dates from CDN
<b>RELATIONSHIPS AND COLLABORATION</b>	<ul style="list-style-type: none"> <li>Joint Meeting with Borders               <ul style="list-style-type: none"> <li>To be hosted by us next and invite Paul Smart</li> </ul> </li> <li>Stakeholder Events to include:               <ul style="list-style-type: none"> <li>Developing young Workforce (DYW) Regional Board</li> <li>South of Scotland (SOS) Enterprise Agency, Interim Group</li> <li>Learner Journey/Local Schools</li> </ul> </li> </ul>	November 2017  February 2018	

# **DUMFRIES AND GALLOWAY COLLEGE**

## **STUDENTS' ASSOCIATION CONSTITUTION**

### **Introduction**

The Dumfries and Galloway Students' Association constitution is a legal document that sets out:

- What the Association can or cannot do,
- How it should operate; and
- How members can raise their concerns or issues.
- A copy of the relevant section [Section 22 of the Education Act 1994] is attached as Appendix I.

This Constitution will take effect from October 2017 and will be reviewed by Dumfries and Galloway Students' Association Executive Committee (referred to throughout this document as the 'Executive Committee') and the College Board of Management (referred to throughout this document as the 'Board of Management') at least every five years but no longer than this, in accordance with the Education Act 1994.

The Education Act 1994 requires the Board of Management to ensure that it takes all reasonable and practicable action to secure that any Students' Association for students at the establishment operates in a fair and democratic manner and is accountable for its finances.

The Board of Management recognises the Dumfries and Galloway College Students' Association (referred to throughout this document as 'The Association') as a democratically run organisation committed to serving and representing the students of the College.

The Board will endeavour to ensure that the activities of the Association do not contravene the College's Diversity and Equalities policies nor bring the College into disrepute.

The constitution is made up of three sections:

### **Section 1 – The Articles**

This section defines the aims and objectives of the Students' Association as well as setting out what can and cannot be done.

### **Section 2 – The Schedules**

This section gives further operational details in relation to how things get done.

## **Section 3 – The Appendices**

This section includes other regulations that the Association has to follow.

### **Contents**

#### **The Articles of the Students' Association**

- 1.1 Name and Status
- 1.2 Aims and Objectives
- 1.3 Mission Statement
- 1.4 Members of the Association
- 1.5 Powers of the Association
- 1.6 Property and Money the Association Holds
- 1.7 Code of Practice
- 1.8 Complaints Procedure
- 1.9 Opting Out
- 1.10 Declaration

#### **The Schedules of the Students' Association**

- 1: Election Regulations
- 2: Executive Committee
- 3: Meeting Regulations
- 4: Finance Regulations
- 5: Clubs and Societies Regulations

### **Appendices**

- 1: Section 2 of the 1994 Education Act 1994

#### **The Articles of the Students' Association**

##### **1.1 Name and Status**

The Board of Management of Dumfries and Galloway College agree that there shall be a Students' Association working on behalf of learners. The Dumfries and Galloway Students' Association is an unincorporated Association with exempt charitable status.

##### **1.2 Aims and Objectives**

1.2.1 To work with College Board of Management and College Management to promote learner engagement.

1.2.2 To provide a positive role model for learners.

1.2.3 To promote student campaigns for example, citizenship, equality & diversity and health, promoting positive behaviour.

1.2.4 To promote and support activities which will enhance the student experience of the College.

1.2.5 These aims and objectives shall be practiced without discrimination on the grounds of gender, age, race, sexual orientation, disability or medical condition, religion and belief, gender reassignment, pregnancy and maternity and marriage and civil partnership, except that action may be taken to promote equality of opportunity.

1.2.6 The Association shall practice the above aims and objectives independent of any political party or religious organisation.

### **1.3 Mission Statement**

The Students' Association mission is to engage with the college community, to promote learning, respect for self and others and responsible citizenship.

### **1.4 Membership of the Association**

1.4.1 The Association's members are:

- a) All students aged 16 and over who are registered at Dumfries and Galloway College unless they expressly wish to withdraw; and
- b) The appointed Sabbatical Officers.

1.4.2 Association members cannot transfer their membership to anyone else. Membership will automatically end when:

- a) the member ceases to be a registered student; or
- b) the member provides written notice to the Association that they do not wish to be a member of the Association; or
- c) as a result of a college or association process, membership is removed from a student.

1.4.3 Association members may make use of all facilities and take part in educational, social, sporting and cultural activities recognised by the Association. Association members may also speak and vote at Association meetings, stand and vote in elections, and hold office in clubs and societies.



## **1.5 Powers of the Association**

1.5.1 The Association has the powers to:

- a) Provide and promote activities, services and facilities to members;
- b) Raise funds and receive grants and donations;
- c) Trade whilst carrying out any other objectives and carry on any other trade which is not expected to lead to taxable profits.

## **1.6 Property and Money the Association holds**

1.6.1 Funds and property must only be used to help in the pursuit of achieving the objectives of the Association. This extends to include the provision of reasonable expenses to students attending College Board of Management meetings, and any other meetings and events relevant to their work and the work of the Association.

1.6.2 Sabbatical Officers cannot receive any money or property from the Association except:

- a) Their reasonable expenses which are subject to the approval of an appropriate staff member of the college;

1.6.3 The appropriate staff member, acting through the College Board, will be able, in pursuit of its aims and objectives, to open bank accounts in the name of the Students' Association on behalf of the Executive Committee. The appropriate staff member will supervise all Association finances and ensure that proper books of account are maintained. The Students' Association finances should be subject to audit at the request of the Board of Management or any of its sub-committees.

1.6.4 The appropriate staff member will be responsible for ensuring that the annual budget, amendments to the budget, audited accounts and all other short-term financial reports and financial proposals are discussed and approved by the President.

1.6.5 The College Finance Department will ensure that a copy of the Students' Association budget and the final accounts will be given promptly to the College Board each financial year for approval. This is in line with all other College departments as per College financial audit procedures.

1.6.6 The financial year of the Students' Association will run from 1st August to 31st July of the next College calendar year.

## **1.7 Code of Practice & Disciplinary Procedure**

All Student Association activities will be carried out within the guidelines of equality and diversity and will promote positive behaviour at all times. Members of the Student Association will avoid unacceptable behaviour that brings the college into disrepute. Anyone identified as acting in a manner that causes this to happen may be subject to the college Disciplinary Procedure, a consequence of which could be the removal of students' association membership or student status. This would prohibit persons from taking part in future activities or being elected as a Sabbatical Officer, unless it is agreed by College management that it would be beneficial in rehabilitating the student. A copy of the Disciplinary Procedure can be obtained from MyDay, Quality Staff or Sabbatical Officers. Please refer to the separate Student Association Code of Practice document which also contains Staff information. These procedures will be discussed during the training programme for newly appointed executive officers at the start of each session.

## **1.8 Complaints Procedure**

The Association will follow the Complaints Handling Procedure implemented by Dumfries and Galloway College. A copy can be obtained from MyDay, Quality Staff or Sabbatical Officer. This procedure will be discussed during the training programme for newly appointed executive officers at the start of each session.

## **1.9 Opting Out**

1.9.1 Every student has the right to choose not to be a member of the Association. The request to opt out must be put in writing to the Executive Committee.

1.9.2 Any student who chooses to opt out of the Association will not be permitted to stand for President or Vice President or participate in any of the decision making processes of the Association.

1.9.3 Any student who opts out of the Association will still have the right to attend Association organised events and participate in the activities of clubs and societies. Students with unacceptable behaviour or subject to college disciplinary procedures will not be eligible to participate in organised events and activities of clubs and societies unless it has been agreed by College Management and the Executive Committee that this would be beneficial in rehabilitating the student.

## **1.10 Declaration**

This Constitution has been revised in partnership with members of the Executive Committee in position in session 2017.18 and signed by the current student President and by the Board representative. This signed constitution supersedes all other constitutions and will be subject to review at least every 5 years.

**Signed on behalf of Executive**

**President:**

.....

**Signed on behalf of Board of Management    Chairman of the Board:**

.....

## **Schedules of the Students' Association**

### **1.0 Schedule 1: Election Regulations**

This section outlines the rules for elections for all positions in the Association. It also outlines the procedure to follow if a vacancy occurs in any Executive Committee position.

#### **1.1 When elections should happen**

- i) Elections for President and Vice President will take place before the end of April of each session. Where there is an agreement to elect a sabbatical officer no person shall hold a major office position, or paid elected Association office, for more than two years in total, in accordance with the 1994 Education Act.
- ii) The dates of elections shall be publicised across College Campuses.
- iii) Where a vacancy arises, it may be appropriate for a re-election to take place, depending on the nature and timing of the vacancy. There cannot be co-option of a paid role or the major office holder positions.

#### **1.2 Elections**

- i) Appointment of Sabbatical Officers shall be by election process and all current college students will be entitled to vote by secret ballot. The Student Association Executive Committee shall agree the appointment of an independent Returning Officer, who shall not be a member of the student body or Association, to conduct the elections and shall satisfy

itself that the elections to Executive Committee positions are fairly and properly carried out.

- ii) Nominations for the President and Vice President shall take place via Nomination forms and must be proposed and seconded. Prospective candidates are not able to nominate themselves.
- iii) Sabbatical Officers must be current college students.

### **1.3 Voting Procedures**

Candidates who wish to stand for election or re-election for Sabbatical Officer positions at the college will be invited to produce a manifesto and will take part in an election campaign, which will be organised and monitored by the Returning Officer and their deputies to ensure fairness and democracy.

Following the nomination process, students will have the opportunity to vote. The candidate receiving the highest amount of valid votes in each case will be declared the winner.

### **1.4 Counting and declaring votes**

Students may only vote once. Any student who is identified as voting twice will have their vote declared void.

An independent Returning Officer will be appointed to ensure the integrity of the voting system and will validate the election results.

## **2.0 Schedule 2: Student Association Executive Committee (referred to as the Executive)**

### **2.1 The main functions of the Executive shall be:**

- i. The President and Vice President shall be responsible for the day-to-day running of the Association in accordance with the terms of the Constitution. Depending on their particular specialism, the Executive will be responsible for leading activities or performing tasks in line with the values of the Student Association
- ii. Promoting learner engagement is one of the main functions of the Executive. The Executive will be invited and expected to attend various College committees. This will be discussed with individuals prior to election and training will be provided for successful candidates.
- iii. Support and guidance for the Executive will be provided in partnership with the College and external organisations who may contribute to the training programme.

## **2.2 Roles and Remits**

2.2.1 The Executive Committee shall consist of the following positions:

- President
- Vice-President

### **2.2.2 Role of President**

The President shall be the prime representative of the Student Association and will work with student representatives and staff to involve as many students as possible in Association activities. The President shall act as student representation on the Board of Management. A job description for the position of President shall be provided to prospective candidates prior to the election. The President shall be accountable to the Quality Manager in the first instance and to the wider student body.

### **2.2.3 Role of Vice President**

The Vice President shall act as a member of the Executive and work with the President, student representatives and staff to involve as many students as possible in Association activities. The Vice President shall act as the second member of the College Board of Management. The Vice President shall assist the President in all aspects of Association organisation and may represent, where agreed, the President for college committees. Any member of the Executive attending committee meetings must respect the confidentiality of the position at all times. A full job description for the position of Vice President shall be provided to prospective candidates prior to the election.

## **3.0 Schedule Three: Meeting Regulations**

- 3.1** Formal Executive meetings shall be held at least twice per term. The President will Chair the meetings in the majority of cases. Only in exceptional circumstances and by prior agreement with the President will the Vice President act as Chair of meetings. An agenda will be produced by the President and a Minute of each formal meeting will be taken by staff, if requested.
- 3.2** At times members of the Executive Management Team, members of staff or individual student representatives or students may be invited or express an interest in attending Executive meetings. If possible, they will be asked to identify items for discussion in advance of the meeting and will be advised of the outcome of any specific agenda item by the President.

#### **4.0 Schedule 4: Finance Regulations**

- 4.1** Dumfries and Galloway College Board of Management will allocate the Association an agreed amount of funding at the start of each session. The Association will work within this allocation or if a particular campaign is identified then fund raising may be an agreed option. Any distribution of funds for particular campaigns will be agreed through the Executive and approved by Quality Manager.

#### **5.0 Schedule 5: Clubs and Societies Regulations**

- 5.1** At the start of each session the President will make request to the student body on the type of clubs that would interest them. Once identified, discussion will take place between the Executive and appropriate staff on arrangements required, including any support from staff.
- 5.2** Input from the Executive may be required to facilitate the club and continued arrangements. Should there be a cost incurred this will be discussed by the President and Executive to agree what action is required.

### **Appendices**

#### **Appendix 1: Section 22 of the 1994 Education Act**

##### **22 Requirements to be observed in relation to students' unions.**

(1) The governing body of every establishment to which this Part applies shall take such steps as are reasonably practicable to secure that any students' union for students at the establishment operates in a fair and democratic manner and is accountable for its finances.

(2) The governing body shall in particular take such steps as are reasonably practicable to secure that the following requirements are observed by or in relation to any students' union for students at the establishment—

- (a) the union should have a written constitution;
- (b) the provisions of the constitution should be subject to the approval of the governing body and to review by that body at intervals of not more than five years;
- (c) a student should have the right—
  - (i) not to be a member of the union, or
  - (ii) in the case of a representative body which is not an association, to signify that he does not wish to be represented by it, and students who exercise that right should not be unfairly disadvantaged, with regard to the provision of services or otherwise, by reason of their having done so;
- (d) appointment to major union offices should be by election in a secret ballot in which all members are entitled to vote;
- (e) the governing body should satisfy themselves that the elections are fairly and properly conducted;

- (f) a person should not hold sabbatical union office, or paid elected union office, for more than two years in total at the establishment;
  - (g) the financial affairs of the union should be properly conducted and appropriate arrangements should exist for the approval of the union's budget, and the monitoring of its expenditure, by the governing body;
  - (h) financial reports of the union should be published annually or more frequently, and should be made available to the governing body and to all students, and each such report should contain, in particular—
    - (i) a list of the external organisations to which the union has made donations in the period to which the report relates, and
    - (ii) details of those donations;
  - (i) the procedure for allocating resources to groups or clubs should be fair and should be set down in writing and freely accessible to all students;
  - (j) if the union decides to affiliate to an external organisation, it should publish notice of its decision stating—
    - (i) the name of the organisation, and
    - (ii) details of any subscription or similar fee paid or proposed to be paid, and of any donation made or proposed to be made, to the organisation, and any such notice should be made available to the governing body and to all students;
  - (k) where the union is affiliated to any external organisations, a report should be published annually or more frequently containing—
    - (i) a list of the external organisations to which the union is currently affiliated, and
    - (ii) details of subscriptions or similar fees paid, or donations made, to such organisations in the past year (or since the last report), and such reports should be made available to the governing body and to all students;
  - (l) there should be procedures for the review of affiliations to external organisations under which—
    - (i) the current list of affiliations is submitted for approval by members annually or more frequently, and
    - (ii) at such intervals of not more than a year as the governing body may determine, a requisition may be made by such proportion of members (not exceeding 5 per cent.) as the governing body may determine, that the question of continued affiliation to any particular organisation be decided upon by a secret ballot in which all members are entitled to vote;
  - (m) there should be a complaints procedure available to all students or groups of students who—
    - (i) are dissatisfied in their dealings with the union, or
    - (ii) claim to be unfairly disadvantaged by reason of their having exercised the right referred to in paragraph (c)(i) or (ii) above, which should include provision for an independent person appointed by the governing body to investigate and report on complaints;
  - (n) complaints should be dealt with promptly and fairly and where a complaint is upheld there should be an effective remedy.
- (3) The governing body of every establishment to which this Part applies shall for the purposes of this section prepare and issue, and when necessary revise, a code of practice as to the manner in which the requirements set out above are to be carried into effect in relation to any students' union for students at the establishment, setting out in

relation to each of the requirements details of the arrangements made to secure its observance.

(4) The governing body of every establishment to which this Part applies shall as regards any students' union for students at the establishment bring to the attention of all students, at least once a year—

- (a) the code of practice currently in force under subsection (3),
- (b) any restrictions imposed on the activities of the union by the law relating to charities, and
- (c) where the establishment is one to which section 43 of the **M1** Education (No.2) Act 1986 applies (freedom of speech in universities and colleges), the provisions of that section, and of any code of practice issued under it, relevant to the activities or conduct of the union.

(5) The governing body of every establishment to which this Part applies shall bring to the attention of all students, at least once a year, and shall include in any information which is generally made available to persons considering whether to become students at the establishment—

- (a) information as to the right referred to in subsection (2)(c)(i) and (ii), and
- (b) details of any arrangements it has made for services of a kind which a students' union at the establishment provides for its members to be provided for students who are not members of the union.

(6) In subsections (2), (4) and (5) the expression “all students” shall be construed as follows—

- (a) in relation to an association or body which is a students' union by virtue of section 20(1), the reference is to all students at the establishment;
- (b) in relation to an association or body which is a students' union by virtue of section 20(2), the reference is to all undergraduate, or all graduate, students at the establishment or to all students at the hall of residence in question, as the case may be;
- (c) in relation to an association or body which is a students' union by virtue of section 20(3), the reference is to all the students who by virtue of section 20(1) or (2) are comprehended by that expression in relation to its constituent or affiliated associations or bodies.

(7) In this section the expression “members”, in relation to a representative body which is not an association, means those whom it is the purpose of the union to represent, excluding any student who has exercised the right referred to in subsection (2)(c)(ii).

(8) In subsection (2)(j) to (l) the references to affiliation to an external organisation, in relation to a students' union for students at an establishment, include any form of membership of, or formal association with, an organisation whose purposes are not confined to purposes connected with that establishment.

(9) Subsection (2)(d) and (l)(ii) (elections and affiliations: requirements to hold secret ballot of all members) do not apply in the case of an open or distance learning establishment, that is, an establishment where the students, or the great majority of them, are provided with materials for private study and are not required to attend the establishment to any significant extent or at all.



**Board of Management****DRAFT****Dumfries and Galloway College Student Partnership Agreement****Introduction**

Dumfries and Galloway College and Dumfries and Galloway College Students Association (DGSA) agree to work in partnership to build on existing strengths to enhance the student experience at Dumfries and Galloway College. This agreement sets out the agreed priorities for the academic session 2017.18 and identifies how all students can get involved in shaping their own learning and influencing the life and work of the College.

Student Partnership Agreements were referred to in the Government's Post 16 consultation, where 'learners have a strong voice in shaping their experience' and sets out the desire to 'strengthen current arrangements, including the profile of student unions'. A Student Partnership Agreement is a way of taking forward the work of student engagement with the current quality arrangements.

This agreement will work in partnership with other strategic plans and will be used to encourage students to communicate how the College and DGSA can work together to enhance the student experience, including learning and teaching.

**Part A - Student Representation and Engagement at the College**

Dumfries and Galloway College recognises the importance of student involvement in decision making at all levels. The College and DGSA will work together to ensure that students have the best possible experience whilst studying with the College. Some of the ways we propose to do this is through:

- Introduce the role of Curriculum Representatives for the 8 curriculum areas;
- Continue to raise the profile of the Class Representation role to ensure all students and staff are aware of the importance of the role in relation to continuously reviewing learning and teaching;
- Provide support and training to ensure that Curriculum Reps/Class Reps are aware of each other as a means of additional support;

- Through staff induction and at various intervals, focus on ensuring staff are aware of the representation system and can play a part in its success;
- Strengthen the links between the Student Association, Curriculum Reps/Class Reps and staff;
- Ensure communication across both campuses and from staff to students is working well;
- Widen the opportunities for SA and Curriculum Reps to achieve the volunteering award through SQA;
- Encourage every course to elect a Class Representative.

## **Shaping the life at the College**

Student involvement in shaping the life and work at the College is key to creating the best possible experience for all students. We aim to encourage student involvement through a number of means. These include:

- Elected Student Association Officers paid full-time;
- Encouraging students to stand for Curriculum Rep/Class Rep elections;
- Empowering students to provide honest, constructive feedback when taking part in surveys, focus groups, self evaluation and any other feedback mechanisms available;
- Encouraging Curriculum Reps/Class Reps and students from courses to speak directly with staff to suggest improvements to courses or services;
- Getting involved in projects with external agencies, including LGBT, Police Scotland and volunteering agencies;
- Publicising the Self Evaluation Framework;
- Publicising NUS/National events for students;
- Support for health and well-being campaigns;
- Support for sustainability campaigns.

## **Part B – The Agreement**

Dumfries and Galloway College and DGSA have agreed to work together on a number of initiatives during 2017.18, including:

### **Student Views**

Improving the communication between staff, Curriculum Managers and students by introducing the role of Curriculum Rep and by continuing to provide training on the Student Reviewer post which was successfully used in 2016 for the Learners Review.

**Action:** Information on the role of Curriculum Rep to be provided to staff and students. In particular to encourage returning Class Reps to take up this role.

**Services for Students**

A review of all student related policies, procedures and services to take place to ensure that the appropriate information relating to student support is accessible, up-to-date and relevant.

**Action:** Discussion to take place to ensure student related policies are more accessible to students on MyDay.

**Agreed Projects**

Consideration to be given to the College and DGSA working together on a number of initiatives including, improved communications, health and well-being and sustainability campaigns.

**College Outcome Agreement**

Dumfries and Galloway College will consult with the Student Association on the College's Outcome Agreement with particular emphasis on taking the view points of students into consideration.

These initiatives are not exclusive and will be reviewed annually with new student representation to identify areas for ongoing improvement.

Signed:

Dumfries and Galloway College Principal

Student Association President

# Board of Management

---

## Learning and Skills Strategy

### 1 Purpose of the Report

The purpose of the report is to share with the Board of Management the Learning and Skills Strategy for 2017-2020.

### 2 The Report

The aim of the report is to highlight the strategic objectives for Learning and Teaching related to:

- Learning Experience
- Learner Engagement in their own learning
- Access and Articulation
- Skills Development and Curriculum for Excellence
- Employers
- Academic Guidance and Support (Personal Tutor System)
- People

Also included are a range of Key Performance Indicators to achieve these objectives.

### 3 Recommendation

Members are invited to note the report and agree the Strategy.

Andy Wright  
Vice Principal Learning and Skills  
September 2017

## **Learning and Teaching Strategy 2017-2020**

### **Introduction**

The Learner is at the heart of all we do at Dumfries and Galloway College. We aspire to engender a passion for learning with our learners through our innovative approaches to learning and teaching and are committed to raising standards through a culture of continuous quality improvement.

The learning experience of Dumfries and Galloway College learners will be real, challenging and meaningful. They will be challenged with real-life problems, be able to identify benefits to themselves and others and have the opportunity to work alongside experts and perform at new levels of skill.

### **Strategic Objectives**

#### **1 Learning Experience**

To provide high quality learning experiences which enable all learners, whatever their backgrounds to reach their full potential and achieve their learning goals. Learners will:

- Be engaged and inspired by inspirational teaching
- Experience a learner-first culture
- Experience innovative pedagogical approaches, learner centric learning, social learning, and peer learning underpinned by the use of appropriate learning technologies and cross-disciplinary collaboration
- Have access to learning 24/7 through LearnNet, blended learning, the use of the College's virtual learning environment and other learning technologies
- Be taught in well-resourced, technology-enriched learning spaces, with innovative learning materials that meet their social and learning needs in the context of the increasing in formalisation of learning.
- Receive learning that will be relevant to employment and industry.
- Embed Equality and Diversity into everything we do, and regularly review, update, and monitor progress on the annual Equality and Diversity Action Plan which underpins our Cross-College Equality and Diversity Framework.
- Have their learning experience measured and monitored through the Quality Academic Process.
- Be included in the aspiration for the college to become a leading award winning college for Scotland through submissions to various external agencies, including College Development Network (CDN) Scottish Qualifications Authority (SQA) Beacon Awards etc., with a minimum of three entries per year.

#### ***Key Performance Indicators to be achieved by 2020 will be as follows:***

- Learner satisfaction ratings of above 95% for the quality of the learning experience, for the learners surveyed.
- Full-time Further Education successful completion rates of 73% or above, full-time Higher Education successful completion rate of 78% or above
- Improving trends for successful completion by students from the 20% most deprived post code areas to a completion rate of 65%.
- Learner satisfaction ratings of above 95% for the quality of learning resources that impact on learning from the learners surveyed.
- To achieve the targets set in the college equality and diversity frameworks.

- Increase retention rates across the college for full time learners to 87% for HE and 85% for FE.
- The College will aspire each year to have zero external holds across the college from the awarding bodies who externally validate the quality of the college provision.

## **2      Learner Engagement in their own learning**

To work with learners as co-creators of their own learning, who are fully engaged in the continuous evaluation and enhancement of the design and delivery of their programme. Learners will:

- Have the opportunity to reflect on their learning process with staff on a regular basis
- Take responsibility for their own learning and development
- Be supported by positive relationships with staff and their learning peers
- Participate in ongoing review of their programme's content and delivery
- Participate in the review of their programme's assessment and verification pattern and scheduling
- Acquire evidence of the wider achievement gained with the support of the College
- To experience a wide range of different approaches through a variety of activities

***The Key Performance Indicators to be achieved by 2020 will be as follows:***

- Learner satisfaction ratings of above 95% for learner engagement in own learning, of the learners surveyed.
- All learners will have the opportunity to discuss and reflect on their distance travelled in terms of learning and their personal development.
- All full time learners will have an understanding of their personal plan of learning through regular discussions with staff and their personal learning tutors for guidance and support.

## **3      Access and Articulation**

To provide access and progression opportunities for all, regardless of previous educational experience or personal background. Committed to develop detailed access and articulation strategies, the College will:

- Value all learners and their wellbeing
- Identify and remove barriers to participation of potential and current students
- Develop and work in strategic partnership with relevant external agencies to promote social inclusion and regeneration through provision of skills and qualifications
- Support and deliver achievable outcomes and wider attainment with positive outcomes for all.
- Promote and provide appropriate entry points across all aspects of the curriculum, responding to the needs of all learners
- Develop systems for analysis and action planning across target groups to enhance access, inclusion and articulation.
- Provide relevant transition support for learners to prepare them to progress seamlessly on their learning journey to higher level programmes or employment.
- Develop and maintain articulation routes for all HN programmes in partnership with higher education institutions.
- Ensure effective transitions arrangements are in place to and from College
- Support all Learners to achieve and progress on their courses.

***The Key Performance Indications to be achieved by 2020 will be as follows:***

- Improving trends for successful completion by learners from the 20% most deprived postcode areas to 65%.
- Learner satisfaction ratings of above 95% for quality of learner support, of the learner's surveyed.
- All Full Time programmes to have defined progression and articulation routes.
- Equality and Diversity Framework targets are met across all curriculum areas.

#### **4 Skills Development and Curriculum for Excellence**

To deliver a broad, industry-relevant curriculum that enables learners to be work ready or progress to higher level qualifications. Learners will:

- Acquire up to date skills through practical, active learning and problem-solving
- Acquire skills for work, the capacity for team working, collaboration, enterprise and entrepreneurship
- Acquire skills for learning and a commitment to lifelong learning and problem solving
- Acquire skills for life together with a capacity and desire to participate in the College and wider community. To be empowered to solve their own problems, make their own choices and take control of their lives as responsible citizens.
- Further develop their essential skills
- Receive learning and training across all areas of the college that will support their own development in Science, Technology, Engineering and Maths (STEM)

***The Key Performance Indicator to be achieved by 2020 will be as follows:***

- More than 90% positive destinations for learners completing certificated courses.
- All learners will receive some form of work placement or training opportunities, in line with their level of studies to support their industry development skills.
- All learners will be given the opportunity to access and utilise Skills Development Scotland (SDS) website MyWorld of Work.
- All learners will receive opportunities to engage with industry professionals to further enhance their skills development.

#### **5 Employers**

To collaborate with employers, Sector Skills Councils and professional bodies on the planning and evaluation of programmes to ensure the College curriculum remains responsive to current and future training needs. The College will:

- Provide a one stop shop for all employers training and development needs.
- Proactively engage with employers to ensure that programmes are relevant, fit for purpose and future proof with smooth transition from learning to work
- Provide opportunities for flexible work based learning and assessment.
- Involve employers in the development and the shape of the curriculum to provide a realistic work environment
- Engage with employers to jointly evaluate the quality of provision
- Support learners and staff to co-create learning opportunities that reflect employer needs.
- Implement, monitor and report on the college work placement strategy.

***The Key Performance Indicators to be achieved by 2020 will be as follows:***

- Employer satisfaction ratings of above 95% for all commercial courses, of the learners surveyed.
- Achievement of all commercial income targets
- All learners to have work placement included within their programme of learning, or some form of work placement experience in line with the colleges work placement strategy.
- Increase by 5% on an annual basis the number of employers who support the college with work placement opportunities.
- To regularly review, update and monitor progress on the colleges work placement strategy.

## **6 Academic Guidance and Support (Personal Tutor system)**

To respond to the diverse and evolving needs of all learners by providing effective systems of support and guidance for learners which enhance the learning experience and help them to succeed. Learners will be entitled to:

- Receive effective, appropriate and integrated support for the personalisation of their learning in response to their individual needs.
- Acquire skills for life, including health and wellbeing, personal learning planning and career development
- Support for successful progression, articulation or re-engagement.
- Set, review and achieve ambitious learning targets in partnership with learner support staff.
- Receive ongoing constructive feedback on the progress they are making at college
- Reflect on their learning and progress in order to plan for their future learning and development opportunities.

***The Key Performance Indicator to be achieved by 2020 will be as follows:***

- Learner satisfaction ratings of above 95% for access and articulation for the quality of academic guidance and support for the learners surveyed.
- Self-Evaluation has evidence of high learner satisfaction for guidance and support.
- Learner retention and achievement rates are achieved in line with college expectation.
- Learner student council meetings reflect positively in terms of learner support and guidance.

## **7 People**

To foster excellence and innovation in teaching through the development of highly motivated, professional staff. Staff will be enabled to:

- Positively develop innovative pedagogies and learning technologies to engage students
- Work with Cross-College curriculum teams in order to share sharing excellent practice.
- Have their high quality teaching recognised and celebrated
- Have access to stimulating staff development opportunities at every stage of their career
- Be empowered to take ownership of their professional learning.

***The Key Performance Indicators to be achieved by 2020 will be as follows:***

- Enhanced induction for new staff, incorporating an introduction to learning and teaching strategies
- Staff development is aligned to organisational priorities and identified need



- Robust and effective arrangements in place to review and evaluate the quality of learning and teaching through professional discussion.
- 91% of staff achieve or are progressing on a teaching qualification (TQFE, PDA or equivalent) accreditation
- Learning events highlighting excellence in curriculum, learning and teaching in the college.
- High levels of positive feedback on staff development opportunities relating to learning and teaching of 95% for the staff surveyed.

### **Monitoring Framework**

Key mechanisms for implementation will be through the following methods:

- Effective implementation of strategies and policies monitored by the VP Learning and Skills through the **Learning and Teaching Committee** of the Board of Management
- Effective implementation of the Self-Evaluation process monitored by the VP Planning & Performance through appropriate academic and management committees
- Effective implementation of the senior phase of Curriculum for Excellence supported by VP Learning and Skills through the **Learning and Teaching Committee** of the Board of Management
- National Benchmarks
- Effective implementation of strategies and policies, monitored by the VP learning and Skills for the colleges Equality and Diversity framework.

### **Related Strategies and Policies**

***Vision 2020***

***Articulation Strategy***

***Employer Engagement Strategy***

***Access & Inclusion Strategy***

***Self-Evaluation***

***Curriculum Planning Procedure***

***Personal Tutor Policy***

***Human Resource Strategy***

***Equality and Diversity Framework and Annual Action Plan***

***Work Placement Strategy.***

***Staff Development Policy***

Andy Wright

Vice Principal (Learning & Skills)

September 2017

**Review Date: September 2020**

## Board of Management

---

### Access and Inclusion Strategy

#### 1 Purpose of the Report

The purpose of the report is to share with the Board of Management the Access and Inclusion Strategy for 2017-2020.

#### 2 The Report

The aim of the report is to highlight the strategic objectives for Access and Inclusion related to:

- Student Support Services
- Student Engagement Officer
- Library
- Access Courses
- Employability Courses
- Supported Programmes
- Princes Trust
- Digital inclusion and Accessibility
- Learning and Teaching Mentors
- College Publicity
- Impact, monitoring and Evaluation

#### 3 Recommendation

Members are invited to note the report and agree the Strategy.

Andy Wright  
Vice Principal Learning and Skills  
September 2017



## **Access and Inclusion Strategy**

**2017-2020**

At Dumfries and Galloway College, we are moving in to an exciting stage of our development, building on the success of the past and driving forward to achieve our aspiration of becoming “an outstanding College”. The College has recently developed a five-year strategic plan, Vision 2020 that sets out our vision, aspirations and priorities.

Through Vision 2020, we will support the Scottish Government’s key pledges on growing Scotland’s economy and tackling social injustice by ensuring we have the highest quality curriculum offering that delivers skills, education and training to meet local and national needs but one that is also inclusive and enables individuals to achieve their maximum potential. The strategic plan aims to meet the further and higher education needs of Dumfries and Galloway, deliver the highest quality learning for our students, to make a positive contribution to the local and national economies and to utilise the expertise of our staff to deliver continuous improvements.

Access for people from the widest backgrounds remains at the heart of the College. We aim to improve life chances in the region by providing an outstanding learning experience regardless of background or starting point on the student journey.

This Access and Inclusion Strategy, supports Vision 2020 and the Regional Outcome Agreement, and sets out the College’s commitment to providing an inclusive environment where students with diverse needs and backgrounds are supported to access college provision; achieve positive outcomes and destinations; and progress towards employment.

The strategy also sets out how we will support the Scottish Government manifesto commitment “we will explore how students’ health and well-being can be better supported to reduce drop-out rates and ease hardship”.

Dumfries and Galloway College student retention and success rates are slightly below sector average. We believe that the inclusive and supportive practices detailed in this strategy will lead to improvements in both areas.

This strategy sets out how the College will achieve this and how it will monitor its effectiveness and impact.

## **1 Student Support Services**

Student support services, led by the Student Support and Guidance Manager, provide a wide range of support in addition to the support provided by course teams and other staff.

Student support services work closely with a number of external agencies including Drugs and Alcohol Scotland, CAMHS, Dumfries and Galloway Council Psychological Services, Police Scotland, NHS and B-EAT, LGBT, Yellow Balloon coaching, Soul Soup, local medical service, Oasis youth centre; Schools and refer students to the appropriate agencies depending on circumstances.

Members of the team attend Dumfries and Galloway Diversity Working Group and Dumfries and Galloway Council Corporate Parenting Working Group and currently two members of staff are jointly involved with taking forward GIRFEC and the Named person. The College is also recognised as a Third Party Reporting Centre.

The student support services staff have undertaken PDA Inclusiveness: Facilitating Strategies to Support Students with Additional Needs at SCQF level 9. There are an additional two staff within the department now undertaking this qualification. Two staff have completed the 2-year PDA: Student Support.

The Student Advisers service provides the most obvious welfare service in the College and can provide students with informal 'counselling' as needed. The Student Association and Personal Tutors also provide corner stones of the welfare support in the College. At the start of a new academic session Student Buddies are trained and available who can provide peer support. In addition, the 'Just Ask' service is provided in conjunction with the Student Association with students wearing a T-Shirt designed by the Art Department and offer support to students in the first few weeks of term.

The College is currently reviewing its evaluation procedures for student support services to ensure we are listening to student feedback to continually improve our service and aligned to the new Education Scotland quality framework 'How Good is Our College?.'

### **1.1 Needs-led Approach**

The College takes a needs-led approach to providing additional support for students. There are a number of ways the College is alerted to students who may have support needs, such as school/college transitional meetings, application form, enrolment form, on course referral and self-referral.

The College aims to make the transition from school to college as seamless as possible for young people. Each of the region's sixteen secondary schools invite the Student Support and Guidance Manager to attend school transitional or co-ordinated support plan meetings. These meetings enable the College to establish early on, particular needs of each prospective student in order for

the college to put in place appropriate support needs to enable the student to be successful from the very start of their learning journey with the College.

The College encourages students to disclose at application and enrolment if they believe they may have support needs. Early identification enables the college to invite students into college to meet with student advisers to discuss and assess their needs prior to starting their course. On course referral and self-referral is handled in the same way – the student is at the centre of decisions on how best to support them. The College has over time developed a robust procedure, 'Students with Additional Needs', which aims to ensure all students with additional needs are supported in their studies.

For students new to the College a full needs-led assessment is undertaken along with in-depth discussions. For returning students, the College offers further discussion and a refresher needs-led assessment, to identify any changes going forward. The Needs assessment is not a static document, and changes as appropriate with individual changing needs.

Where additional support is required and agreed with the student, academic staff are advised of the nature of the support in order to adapt lessons, handouts and approach to ensure an inclusive learning environment. All students with identified support needs have a Personal Learning and Support Plan (PLSP). Students meet regularly with Educational Support staff to discuss their PLSP, monitor the impact of the support and identify progress so far. Students can be supported in a variety of ways. For example, where a student has a visual impairment they are seated at the front of the classroom; handouts and PowerPoint presentation are provided in larger font or assistive technology as appropriate.

In some cases, students' identified need is assistance to take medication while studying at college. A student's need for medication will be outlined in their care plan (if in place). Reasonable adjustments are made to ensure allowances are made for students who are able to self-medicate. Staff are not normally involved in the administering of medications.

There are College buses to enable students to attend College. However, where there are students who mentally or physically cannot board a bus, other options may be considered such as a college funded Taxi; or student's own mobility vehicle funded from benefits the student may already receive to help with travel.

Sharing of transition information from Schools, Skills Development Scotland (SDS) and other agencies remains challenging, this can affect the student, as we may not be aware of the support they need before they start their course. Resourcing the demand and volume of students with needs is also challenging.

## 1.2 Student Advisers Service

Another key support service for students is a team of Student Advisers. Student advisers are professional and experienced staff who can support students with diverse needs. Services offered by the Team are well known and advertised internally so that both students and staff are aware and can use them. The Team works in partnership with all curriculum areas, enabling joined-up working and continuity of support. They have a wide range of skills and experience, such as mental health first aiders; safeguarding; PREVENT; and provide an in-house Disabled Students Allowance (DSA) assessment service to ensure HN students access appropriate support, thus removing the stress of having to travel to be assessed. The Team works in close partnership with LGBT and support a growing number of students that are transitioning and coming out who have additional emotional needs. The College will also start working with Stonewall during the 2017-18 academic session. Along with undertaking needs assessment, this small team offers, a 'drop in' or by appointment service in which students can seek information, guidance and support on a wide range of issues, such as:

- Health and welfare (safeguarding, self-harm, bullying, mental health, anxiety, drugs and alcohol);
- Autism spectrum;
- Dyslexia;
- Unseen disabilities such as epilepsy and diabetes;
- Physical disability/mobility difficulties;
- Sensory impairment;
- Medical/health problems;
- Transitioning, coming out emotional support
- Mental health problems;
- Social, emotional and behavioural support;
- Care experienced;
- Carer responsibilities;
- Additional Support Needs;
- Assistive Technology and equipment;
- Numeracy and literacy;
- Digital skills;
- Funding and Benefits;
- Emergency Funds;
- Discretionary and Childcare Funds; and
- SAAS Applications

The College uses a holistic approach to supporting our student's health and well-being including offering a free gym membership to all students, promoting the college football and basketball teams and running lunchtime activities to help get all our students fit and active. We work closely with a number of key external agencies such as CAMHS, Drugs & Alcohol Scotland and Frenz to ensure that our students get the specialist support when they need it most. We are registered with

the local food bank who we donate to and give out vouchers to disadvantaged students. We also provides free food vouchers for the college canteen for students in crisis.

The College encourages staff to undertake Continuing Professional Development (CPD) particularly to support our students such as the Capita Conference on Improving Children and Young People's mental health, child and adult protection and in-house training on self-harm. This training will reinforce the College's role within the community in contributing towards young people's mental health care. Students who experience financial hardship during their studies can also be effectively supported through College Hardship Funds, the Holywood Trust, the Crichton Foundation and supporting the individual with budgeting skills. Awareness weeks are undertaken by the Student Association and Student Support Team.

As part of their responsibility to provide an inclusive learning environment in their classroom Lecturers are encouraged to allow students to use digital recorders or apps on their phone or an iPad to record the lesson to enable them to re-visit the information and add to their notes. When developing online materials staff ensure they create accessible and compliant learning materials and approaches.

Dumfries and Galloway College has made a number of ICT investments recently such as vibrating alarms for deaf students, Hoists, Digital recorders, Laptops, Ipads, Specialist key boards, USB pens with accessible software, coloured acetates and Posturite chairs. The college has installed induction loops, one at the main reception and one at the hairdressing facility that is frequently used by external visitors. These enhance the audio signal for those with hearing aids.

### **1.3 Care Experienced Support**

For care experienced students, who have been looked after at home, in residential care, foster care or kinship care coming to college can be daunting. In many cases, a disrupted education or lack of family support may make the transition to college a more intimidating experience for care experienced individuals. The College has a dedicated advisor who can help students access a package of support, be it pastoral, educational or financial. The College is registered with Propel, the charity for children in care and young care leavers, who provide help, support and advice so that young people who spend time in care can unleash their potential and take control of their lives.

The College is looking to introduce the Prince's Trust Care Experienced Employability Programme from 2017-18.

Before students start at college, we provide support such as:

- Transitional meeting(s) with care providers and the prospective student
- Opportunities to visit to the college to see what we can offer you as a student
- Student advisers can provide funding advice before you apply



- Support and guidance with filling out online applications for chosen course of study and funding

The advisor support can offer students:

- sensitive and confidential support on a range of welfare and education issues
- guidance through all the various information and procedures
- practical help with enrolling and settling into College life
- someone to talk to who understands care experienced students' particular situation and needs

The dedicated advisor also offers the following:

- Identify care experienced from applications, phone to establish contact if this has not been done prior to the application by support/Social Workers or foster carers.
- Organise a meeting if a young person would like to come in prior to applying/or after application has been made.
- Once enrolled, arrange a catch-up to see how they are settling in and to find out the current status of any young person who has not had an introduction. Fill out a contact sheet with information and contacts relevant to the young person.
- Support young people with funding advice and the best option to go with in regards to EMA/bursary or staying on/or applying for Income Support and Housing Benefit.
- Liaise with residential units with regards to getting evidence in for funding to be processed.
- Liaise with Social Work to establish best route of support and to gain background info about young person.
- Liaising with Funding to establish extra £10pw for additional financial support for non-bursary students (FE).
- Monitoring attendance and referrals for patterns of absence or behaviour, then find ways to help support young person through this and offer pathways that will help them achieve better attendance/behaviour whilst at college.
- Liaise with departments with regards to attendance, behaviour and organised appointments that the young people have to attend whilst under the care of social work.
- Telephoning young people to make sure they are coping when they have been absent to ensure there are no serious issues of which staff are not aware. Also re-enforcing the importance of attending and encouraging them to continue with college and reminding them that we are here to support.
- Attend advice sessions.
- Liaise with the Prince's Trust and Supported Programmes.
- Supporting young person to grow and to encourage them to achieve.
- Keeping up-to-date with any developments in legislation.
- Sitting in LAC meetings
- Attending Stage 2/3/4 disciplinary meetings to help support young person.
- Ensuring any young person with an additional need has a needs assessment in place with an Adviser and introduces the young person to the Educational support workers.

- We work closely with the Student Association and often have information days such as "no smoking day", "contraceptive awareness day" and "LGBT" awareness etc.
- We also run a lunchtime gardening course in the Spring. Last year it was very successful and students grew flowers and vegetables.

#### **1.4 Carer Support**

The College has a dedicated advisor to support students who have carer responsibilities. The advisor support can offer students:

- sensitive and confidential support on a range of welfare and education issues
- guidance through all the various information and procedures
- practical help with enrolling and settling into College life
- someone to talk to who understands carer responsibilities, particular situations and needs
- Liaise with tutors on special arrangements to fit round carer responsibilities
- Monitoring attendance and referrals for patterns of absence or behaviour, then find ways to help support carers
- Telephoning carers to make sure they are coping when with their carer responsibilities and their course
- Supporting carers to develop, encourage and support them to achieve.
- Support them with funding advice including external agency funding.

The adviser works closely with academic staff to raise awareness of students with carer responsibilities to ensure adjustments are in place as required.

#### **1.5 Educational Support**

The College is committed to supporting the progression and attainment of all students. The educational support team provides support to students who have an identified need. The team works closely with the student advisor service and curriculum staff to ensure that students receive the support appropriate to the students' individual requirements as well as specific course requirements. The team provide a wide range of support measures and specific resources. A full range of reasonable adjustments to both the physical environment and learning materials may be required to effectively support students. Where a student has an identified need the student advisor service will prepare, in partnership with the student, a strategy of support. Depending on the needs of each individual student, additional support may include:

- The aid of an education support worker;
- Access to assistive technology e.g. electronic spellcheckers, digital voice recorders, adapted keyboards & ergonomic equipment; assistive software; and ergonomic chairs;
- Interpreter support (British Sign Language);
- Additional individual study skills or small group tuition;
- Course material in alternative formats e.g. Braille or audio;
- Alternative Assessment Arrangements such as reader-scribes, text to speech software electronic question papers and extra time;

- Reading;
- Note taking / scribing;
- Organising work and study skills;
- Numeracy and literacy;
- Emotional reassurance;
- Pre-entry guidance;
- Mental first aid;

Educational Support staff meet with students outside normal classes at least five times per year to complete Personal Learning Support Plans (PLSP). However, additional meetings can be requested and co-ordinated if the student requires further support in the form of talking and advising. Issues are dealt with as quickly and efficiently as possible and this often involves cross-college working with course lecturers and advisers to provide the best way forward for the student. A PLSP is implemented when the Needs Assessment has been received from the Student Advisers stating what recommendations should be put in place.

Educational support might be on a one to one basis or group support. This is usually the case for students on college access courses (SCQF 4). This support empowers students to realise their potential and provides a platform for a successful experience and journey.

## **1.6 Personal Tutor**

It is College policy for all further education programmes to have a one-hour tutorial as part of the programme, for access courses this is increased to two hours. The purpose of the tutorial is for students to discuss their academic progress with their personal tutor. It also gives the personal tutor the opportunity to explore any other issues affecting their progress such as poor attendance, funding difficulties, personal issues before they escalate and become more complicated. Early intervention is key to supporting students, and depending on the issues, students can be directed to the student adviser service, the Independent Learning Centre (ILC), the Learning Zone or student funding.

## **1.7 Transitional Support**

For some students the transition from school to college can be difficult. To ease students transition the support starts before they attend college. The Student Support and Guidance Manager attends 'transitional' meetings in schools, along with other agencies where a Coordinated Education Support Plan is developed for individuals. These meetings enable the College to better understand any particular needs/ difficulties some student may be experiencing, thus enabling the College to be better prepared to help students settle into College life. Attendance at those meetings is vital to ensure vulnerable students move between learning environments with ease. The role the College can take in the young person's future is fully explained to school staff, social work, Skills Development Scotland, the parents, and most importantly the young person themselves, who can talk about their aims and aspirations for the future. The Student Support and Guidance Manager is in discussion with the regions school staff and working in partnership to support school refusers on

the Autism spectrum. The aim is that with careful transition and support, the young people will eventually manage a full-time college course.

### **1.8 Safeguarding and Corporate Parenting**

The Student Support and Guidance Manager is the Safeguarding Coordinator for the college. This involves much liaison with staff across the College as well as outside agencies. Cases must be dealt with quickly to ascertain that a young person or vulnerable adult is not at risk, or if they are, action taken to support and help for example referral to an appropriate agency.

### **1.9 Learning Zone/Flexible Access Centre**

The College has invested in drop-in IT centres. The Dumfries campus has a 90 computer (including MACs) facility known as the Learning Zone and the Stranraer campus has 26 computers, known as the Flexible Access Centre (FAC). From these centres students can drop-in to access the college network and be supported by trained staff. From the college network, students can access the College virtual learning environment LearnNet, a web-based system where students can access learning resources, online support, work on and submit assessments, and communicate with staff and students through discussion boards and live chat. Centre staff are also ambassadors for the SDS My World of Work. Staff are trained to deliver a range of support such as IT Induction, LearnNet induction, internet safety, study skills, report writing, and organisation skills. Staff within these facilities encourage students to use the facilities and develop their independent learning skills.

### **1.10 Independent Learning Centre**

This centre is a dedicated resource to assist students to develop their numeracy and communication skills at SCQF level 1-6. Staff are trained to undertake core skills assessments. Staff in the centres can offer one-to-one sessions or group sessions, depending on the needs of the individuals or referral from academic teams. For some students, although they may have achieved their core skills profile at school they have poor confidence/self-esteem and benefit greatly from attending on one-to-one or in a small group. Again, staff encourage students to use the facilities and develop their independent learning skill. Staff also work closely with local Authority Adult Learning initiatives.

### **1.11 Work Placement**

Meetings take place between Employability Support Workers and College Staff to ensure the correct support is in place for students with additional support needs. The work placement coordinator then liaises with the department to pass on information to employers who take students on placements. This is vital to ensure success and to make sure the employer has all the information to support the student. The Student Support and Guidance Manager (Safeguarding Officer) assists staff in the departments if issues arise in the workplace of a safeguarding nature, or before the work experience can occur (e.g. the need for a risk assessment)

## **2 Student Engagement Officer**

The College has a dedicated Student Engagement Officer to complement the team and plays an important role to continue to develop the 'Student Voices', the Student Association and Class Representatives. In collaboration with cross-college teams arranges a wide range of engagement activities and events, designed to enrich and influence the student experience. Recent activities include:

- Fresher's week. Various community partners and external agencies are on site to highlight their services, such as: Step Together Volunteering, Skills Development Scotland, The Samaritans, Police Scotland, NHS Sexual Health, Speech and Language Therapy Services, Loreburn Housing Tenants' Association, LGBT, Stagecoach, Smoking Matters, D & G Carers, DG Voice, Sally Hair and Beauty, The Stove, Addaction Dumfries and Galloway, Peter Pan Moat Brae Trust, Frendz, Easterbrook Live, Alive Radio, Bannatynes Health Club and Community Wardens.
- Macmillan Big Coffee Morning
- Volunteering and fundraising event for Women's Aid Project
- Christmas Market in conjunction with local small businesses linking student engagement with employability, sustainability and health and well-being.
- Sport-a-thon event – an inter-college sporting event to include students from many college departments (hospitality students, beauty students for sports massage, media students etc.)
- Monthly cross-college sustainability initiatives, such as cooking demonstration, highlight food waste, healthy eating and the links between food production and climate change.
- Police Scotland (local campus police) – Walk the line and beer goggles
- The Prince's Trust campus garden
- Care students for Pride not Prejudice
- Computing students fund raising for coeliac awareness
- South West Trophy round 2 –
- DG Vibes live (radio) Christmas show
- DG Vibes pre-recorded shows
- Christmas hamper appeal for the Trussell Trust
- Sleigh dog food collection for the local dog shelter
- Christmas jumper day raising money for Radio Westsound's Cash for Kids and Save the Children
- C4U Sexual Health Team
- LGBT+ and LGBT Youth
- LGBT History Month
- Community Safety Officers
- Dumfries and Galloway Alcohol & Drugs Abuse
- Smoking Matters
- Health checks for staff and students by Sports students
- Support in Mind
- Meningitis Research
- Alcohol Awareness
- ADDACTION Dumfries and Galloway – Alcohol and Drugs Abuse
- Mental Health Awareness
- Children in Need (Bake Sale, Balloon Raffle)
- UK International Soccer (Recruitment Drive for Coaches to coach in the USA)
- Avon

- Soul Soup Youth Group (Health awareness)
- Burns Night
- Chinese New Year

### **3 Library**

The library team play an active role to support access and inclusion. The library plays a key role in developing essential skills of literacy, research skills and digital awareness. It provides a flexible space with a wide and inclusive range of resources to support learning and teaching. It offers 'quick reads' as a way to encourage students to develop their literacy skills. It promotes and support events such as world book day and internet safety. In partnership with the Student Association, the library runs reading clubs with the aim of encouraging reading for pleasure

As well as the usual library resources, it offers 50-networked computers for student use as well as 'Eduroam' service for mobile devices. It has a wide range of e-books and resources for students to access. The library encourages and supports students to develop as digital citizens.

The library also play a key role in transitioning students from college to universities on the Crichton campus. The College library, known as the Crichton Library, was formed from the coming together of the libraries of Dumfries and Galloway College, University of Glasgow, the University of the West of Scotland and Scotland's Rural College. The Crichton library serves staff and students of all institutions based on the Crichton site.

### **4 Access Courses**

The College provides a number of access level and employability courses targeted to the hardest to reach in our region. These courses meet the needs of students who are not able to enter other vocational education due to a number of issues including:

- Having poor confidence / low self-esteem
- Holding few or no qualifications
- Needing an alternative to school
- Needing emotional, behavioural or learning support
- Have no idea vocational/career interests

Staff delivering on these courses work in partnership with the student support teams, usually an educational support work provides group support but very often individual support. After successfully completing the course students will be able to progress to mainstream courses in their chose vocational area but may still need additional support to progress.

### **5 Employability Courses**

The College was unsuccessful in its bid to Skills Development Scotland Employability Fund for places for 17-18 delivery. However, working in partnership with Dumfries and Galloway Council Employability Team, the College is planning to offer its own Employability Courses focusing on

behavioural change to support long term unemployed improve their chances of securing employment.

## **6 Supported Programmes**

The College currently offers four full time courses and one day-release course for students with complex needs. There is college wide support and encouragement from staff for students on supported programmes. There is a staff culture that students are given all opportunities to be involved in the work and life of the college. Students from these programmes are usually very active and engaging class representatives, albeit with staff support and guidance, and ensure that the student voice is heard. There are some college operational areas/functions offering work experience to the students. Staff delivering on these courses work in partnership with the student support teams, and educational support workers provide group support. All students are given a college iPad as part of their course.

Tutors also provide a 'meet and greet' before classes start in the morning to support students coming in on buses or by taxi. Support over breaks and lunch time is constantly available and a transport duty at the end of the day supports students on their way home. This extended support allows these students with an opportunity to further their independence skills and travel on public transport within the bounds of their ability. It also is a reassurance for parents or carers of vulnerable young people that they will be supported in catching correct buses and will have support systems if there are problems or delays. The other benefits of this extended support is the opportunity to include supported students in the daily routines of the college, to support inclusion and to support problem solving and decision making skills. It is also a secure environment for work experience if appropriate for individuals.

The College works closely with local secondary schools and the Social Work department in identifying students with an additional need who may benefit from time on a supported programme. Attendance at progression and transition reviews for identified students allows transitions to be put in place to allow students to familiarise themselves with college surroundings and college staff at a comfortable level. Depending on the needs of the individual, this transition may be extended over a two-year period or may involve a short link course.

Each transition is tailored to an individual. When a student progresses to becoming a full time student at college their personal tutor is the same person who supported their transition and will remain their personal tutor while they are at college. This continuity has proven to be successful and helps contribute towards a positive experience for the student while they are attending college. It is also a reassuring support to parents or carers who appreciate that college staff know and understand the needs of the student as an individual. Dumfries and Galloway College allows a holistic approach to the further education experience offered to students with an additional support needs. Working closely with schools, social work, local community groups and different care agencies, the student feels secure and supported allowing them to progress their life skills and self-confidence.

Some students from supported programmes progress to level four programmes across the college and staff between departments, advisers, and Educational support workers work together to make this transition smooth and positive. Normally the student would then receive 1 to 1 support on their level 4 course.

The College in partnership with Project Search Europe and Dumfries and Galloway Council, will continue to deliver 'Project Search', a one-year transition programme providing training and education leading to employment for young people with disabilities and/or Autism. The programme is delivered on-site at the Council's Cargen Tower premises on the outskirts of Dumfries. Project search staff also, as appropriate, attend transition meetings in school.

## **7 Princes Trust**

The College also deliver Princes Trust programmes. These personal development programmes enable students to gain new skills, take a qualification and meet new people, and vitally for this group gain confidence. As part of the course, they will also spend time developing interview and CV skills to ensure they are confident to take the next step. Often the next stop is a full-time college course.

## **8 Digital inclusion and Accessibility**

The College ICT systems are accessible and inclusive. The College is continually investing in ICT to ensure its infrastructure is future proof to meet the needs of all. Our infrastructure is designed to support 'bring your own device (BYOD)' enabling students to use the devices that are best suited to them, either college owned or student supplied. The College operates the Eduroam secure wireless network that allows staff and students to use their college network accounts eliminating the need for a wi-fi guest login.

Our web services conform to AA of the Web Accessibility Initiative (<https://www.w3.org/WAI/>).

The Student Support Team are currently working with Information Systems Team and the Blended Learning Advisers (BLA's) in developing an 'Accessibility Toolbar'. This will allow all students to use supportive and inclusive features such as screen tinting, text to speech and screen magnifying.

The Information Systems team has a focus on content development and supporting staff to develop accessible learning and teaching materials using a variety of media. The Team has been working on implementing 'Responsive Design' on all our online platforms. The Information systems teams also supports the collation, and analysis of data relating to student applications, enrolment, withdrawal, achievement and progression.

The College supports and encourages its staff to improve their IT/digital skills through formal and informal CPD. The College has invested in three Blended Learning Advisors, to work closely with



academic staff to support and mentor them in the use of technology in learning and teaching and different approaches to flexible blended learning.

## **9 Learning and Teaching Mentors**

The College has invested in four Learning and Teaching Mentors. The role of the peer mentor is to support staff to become outstanding reflective practitioners through the adoption of inclusive practices and methodologies, appropriate use of technology and to develop engaging, flexible, responsive, innovative and blended approaches to delivery. One of the key roles of the mentor is to observe staff in the class and work in partnership with them to develop and implement detailed individual developments plans.

## **10 College publicity**

The College seeks to ensure where possible that publicity and promotion practices target and encourage applicants from under-represented groups. There is careful scrutiny of publicity, promotion materials and marketing related activities to ensure that brochures, leaflets, adverts and display materials reflect the diversity of college students. We do this in a number of ways:

- We carefully monitor production of promotional materials to ensure that these do not contain socially, racially biased, stereotypical terminology in either information or illustrations.
- We actively promote to attract / encourage applications that would address gender imbalance in some subject areas. Alternative formats of information / communication can be made available to support a disability.
- Printed materials are designed with consideration of visual impairments wherever possible.
- We explore and use non 'traditional' methods of promoting college provision by establishing links with publicity networks of local community groups and other organisations as well as social media and digital marketing.
- Recruitment procedures are designed to encourage applications from all sections of the community and from all levels of ability.
- Entry criteria is clear and inclusive.
- Impartial guidance is offered to all applicants through the application / advice sessions to ensure that individuals are placed on the best course to help them succeed.
- The College ensures that admission procedures are user friendly and avoids unnecessary barriers. Although we have an online application process, we still offer hard copy and a personal support service to those that require this support.

## 11 Impact, Monitoring and evaluation

The College has in place a comprehensive system of monitoring and evaluation that will:

- measures progress towards the success of this strategy, including tracking both academic achievement and the long term impact of OU study on the lives of students, their families and communities;
- enables the college to improve the way we deliver services to our students; and
- enables the college to demonstrate that resources are being spent effectively.

The College is committed to support the following priority groups:

- SIMD10
- Disabled
- Gender
- Care Experienced
- Students who are carers
- Students on Access Courses
- Age group 16-19 and 20-24
- Student with Needs Assessment
- Student with complex needs

The college closely monitors participation of learners from protected characteristics.

Through this strategy, the College aims to improve student retention and achievement in all priority groups where it is lower than the college average. The following tables show retention and achievement rates for students in priority groups over the past 3 session.

### Full-time Further Education Students

Year	All	SIMD10	Disabled	Male	Female	Care Exp'd	Access courses	16-19	20-24	Needs Assessment
2015-16	69	67	67	69	68	67	65	70	68	72
2014-15	69	60	62	69	69	68	65	68	68	72
2013-14	74	68	72	76	72	74	65	74	70	81

### Full-time Higher Education Students

Year	All	SIMD10	Disabled	Male	Female	Care Exp'	16-19	20-24	Needs Assessment
2015-16	82	77	71	81	83	100	82	87	73
2014-15	85	74	93	83	86	-	86	85	96
2013-14	83	71	84	84	81	-	82	91	83

### Full-time Further education Learners

Year	All	SIMD10	Disabled	Male	Female	Care Exp'd	Access courses	16-19	20-24	Needs Assessment
2015-16	60	59	62	60	60	67	60	50	63	61
2014-15	63	57	62	62	65	55	60	62	63	61
2013-14	62	54	62	64	60	50	56	60	60	69

### Full-time Higher Education Learners

Year	All	SIMD10	Disabled	Male	Female	Care Exp'd	16-19	20-24	Needs Assessment
2015-16	72	71	63	66	76	100	70	76	73
2014-15	72	63	70	67	75	-	72	70	64
2013-14	73	49	80	72	73	-	73	79	92

## 12 Objectives and Outputs 2017-2018

Objective	Output
To increase the number of credits delivered to students from 10% most deprived postcode	Increase credits by 4% from 8% to 12%
To provide meaningful progression / employment opportunities for care leavers and young carers	<p>To increase successful outcomes for 16-19 year old by 5% on full-time further education courses</p> <p>To establish a baseline for positive destination for care experienced students</p> <p>To increase successful outcomes for 16-19 year old by 2% on full-time higher education courses</p> <p>To increase successful outcomes for students with a disability by 5% on full-time higher education courses</p> <p>To increase successful outcomes for male by 5% on full-time higher education courses</p>
To ensure equal representation and positive outcomes for learners with all protected characteristic groups, with particular focus on gender equality	Increase the minority gender share in each of the imbalanced course areas in-line with gender imbalance action plan

## Board of Management

---

### EQUALITY AND DIVERSITY

#### 1. PURPOSE

The purpose of this report is to provide the Board of Management with a summary of recent activity relating to Equality and Diversity.

#### 2. INTRODUCTION

The College is committed to the promotion of equality of opportunity, celebrating and valuing diversity, eliminating unlawful discrimination, harassment and victimisation, and promoting good relations for all our staff, students, visitors and partners.

The College is required under the Equality Act 2010 and the Public Sector Duty to publish a bi-annual report on our progress towards the promotion of equality and diversity and to publish Equality and Diversity Outcomes. These were approved by the Board of Management in April 2017 and will be in place until 2021.

In August 2017 the College invested in an Equality and Diversity Officer (EDO) who will support the development of the Equality and Diversity Outcomes and subsequent Action Plan.

#### 3. EQUALITY AND DIVERSITY FRAMEWORK

In support of our Strategic Outcomes, equality and diversity needs to be embedded in everything we do. As such the College has developed an overarching Equality and Diversity Framework (appendix 1) which will be supported with a clear Equality and Diversity Policy (Appendix 2). An action plan will be developed to support the Framework and will be monitored through the Equality and Diversity Committee with an annual update on progress to the Board of Management.

A revised training programme will be rolled out to all staff during the 2017-18 academic session with additional support provided to new staff as part of their induction. In response to the Education Scotland comments regarding equality in the classroom (i.e. that equality and diversity was not apparent in all classes observed) the EDO is working closely with the E-Learning Manager and Learning and Teaching Mentors to support teaching staff to embed equality in their lessons.

#### 4. EQUALITY IMPACT ASSESSMENTS (EIA)

The EDO has revised the documentation used for EIAs (Appendix 3) and will support managers throughout the next session to enable assessments to be conducted on all policies, procedures and strategic decisions taken.

#### 5. RECOMMENDATION

Members are requested to review and approve the Equality and Diversity Framework and Policy.

## **EQUALITY AND DIVERSITY FRAMEWORK**

### **Our Commitment**

Dumfries and Galloway College is committed to promoting equality of opportunity, celebrating and valuing diversity, eliminating unlawful discrimination, harassment and victimisation, and promoting good relations for all our staff, students, visitors and partners. We aim to achieve equality for all by addressing discrimination in education and employment on the grounds of age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, or sexual orientation. By fostering a culture of dignity and respect, we will ensure that every student and member of our staff achieves their full potential.

### **Our Mission**

One College, one team where:

- Learners come first
- The changing needs of the economy are met
- Innovation, collaboration and creativity are core to what we do

### **Strategic Outcomes**

Our Equality and Diversity Framework is embedded within our Vision 2020 Strategy 2015-2020. There is an element of Equality and Diversity within each of the 6 Strategic Outcomes within this strategy, but there is particular relevance for the following:

Strategic Outcome 1: We will provide opportunities to access and progress through education and training at all levels.

Strategic Outcome 4: We will enable communities to grow and develop through local education and training.

Strategic Outcome 6: We will enable people to build their independence and confidence in a supportive environment

### **Equality and Diversity Framework**

We aim to meet our commitment through establishing a clear policy, setting outcomes to address prioritised issues to improve equality, and embedding our equality practice in everything we do. An annual Equality and Diversity Action Plan sets out what we plan to do to meet our outcomes, and we report on progress against this action plan each year to the Board in April, supporting our findings with KPI information related to the protected characteristics identified by the Equality Act 2010.

### **Equality and Diversity Policy**

The College's Equality and Diversity Policy sets out the baseline standard we expect to be upheld by students, staff and contractors throughout the College. It states our commitment to ensure fairness at all stages of our contact with students and staff, from the application process through to references following departure. It also outlines responsibilities and lines of reporting for our Equality and Diversity activities.

## **Equality and Diversity Outcomes**

The College has identified the following as the prioritised outcomes for the period 2017-2021:

- 1: The College's gender pay gap will be reduced by addressing the causes of gender inequality to create a more equal and balanced workforce with men and women being more equally represented at all levels of the organisation.
- 2: Opportunities will be created in targeted curriculum areas to address gender imbalance and stereotyping. The College will aim to eliminate barriers to subject choice and therefore enable learners to maximise their education and employment opportunities.
- 3: Learners' successful completion regardless of protected characteristics will be increased.
4. The College designs and delivers programmes and services to meet the needs of learners from all backgrounds and circumstances.

## **Equality and Diversity Committee**

The cross-College Equality and Diversity Committee meets quarterly to oversee progress. This includes:

- designing and monitoring of the annual Equality and Diversity Action Plan
- contributing to and approving the annual Equality and Diversity Report
- contributing to Impact Assessments for College plans, policies and procedures
- incorporating new legislative requirements effectively into College policies and procedures
- undertaking any training required to enable members to perform their role

## **Annual Equality and Diversity Action Plan**

An Annual Action Plan sets out how we will progress towards our outcomes. This will be overseen by the Equality and Diversity Committee and considered and approved by the Board in April of each year.

## **Annual Equality and Diversity Report**

The Annual Equality and Diversity Report summarises progress for the year and is used as the point at which we review the action plan for the coming year, to ensure that it is still relevant and working to get us where we want to be. This report will be submitted to the Board in April of each year.

## Equality and Diversity Policy

### Policy Statement

Dumfries and Galloway College is committed to promoting equality of opportunity, celebrating and valuing diversity, eliminating unlawful discrimination, harassment and victimisation, and promoting good relations for all our staff, students, visitors and partners. We aim to achieve equality for all by addressing discrimination in education and employment on the grounds of age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, or sexual orientation. By fostering a culture of dignity and respect, we will ensure that every student and member of our staff achieves their full potential.

### 1. Introduction

- 1.1 Dumfries and Galloway College is committed to promoting equality and celebrating diversity in everything we do. As a cornerstone of this commitment the College will ensure equality of opportunity for all applicants for study or employment, for students or employees currently within the College and for those who have left study or employment with us.
- 1.2 The College recognises that equality of opportunity and diversity are not only good management practice, but make sound business sense. This policy will help all our students and employees develop to their full potential. The resultant diverse talents and resources will be utilised fully to maximise the effectiveness of our organisation.
- 1.3 Fairness for everyone is our aim, but specifically we will ensure equality of opportunity in terms of:
  - Age
  - Disability
  - Gender Reassignment
  - Marriage or Civil Partnership
  - Pregnancy and Maternity
  - Race (including caste), colour, ethnicity or nationality
  - Religion or Belief (including lack of Religion or Belief)
  - Sex
  - Sexual Orientation

Throughout this policy, all commitments refer to fairness in respect of these characteristics.

- 1.4 College plans and policies will be Equality Impact Assessed, at inception or when reviewed, to ensure that no policy, condition or procedure we apply discriminates, either directly or indirectly, against people in relation to their personal characteristics unless there is a clear and unavoidable reason to do so.

### 2. Definitions

#### 2.1 Equal Opportunities

The definition of Equal Opportunities within the Scotland Act 1998 is as follows:

*“..the prevention, elimination or regulation of discrimination between persons on grounds of sex or marital status, on racial grounds, or on grounds of disability, age, sexual orientation, language or social origin, or of other personal attributes, including beliefs or opinions, such as religious beliefs or political opinions.”*

## 2.2 Diversity

Diversity means recognising and valuing individual differences – those that can be seen (such as gender, colour or physical appearance) and those that cannot be seen (such as education, sexual orientation or belief).

## 2.3 Direct Discrimination

Direct discrimination is when a person is treated less favourably on the grounds of a protected characteristic as outlined in 1.3. Discrimination can be because of the protected characteristic of the person themselves, or that of someone they associate with, or because they are incorrectly perceived as having a particular protected characteristic.

## 2.4 Indirect Discrimination

This occurs where a policy, condition or practice (whether intentional or not) is equally applied but has a detrimental effect on a particular group related to the protected characteristics.

## 2.5 Harassment

Harassment occurs when the effect of someone's words or actions (whether intentional or not) makes another person feel humiliated, intimidated or degraded or creates an atmosphere which is hostile and offensive related to the protected characteristics. Harassment can be because of the protected characteristic of the person themselves, or that of someone they associate with, or because they are incorrectly perceived as having a particular protected characteristic.

## 2.6 Victimisation

This occurs if a person receives less favourable treatment than others because it is suspected or known that they have raised or supported a complaint related to a protected characteristic.

# 3. Commitments

## 3.1 Application and Recruitment

- The College will not discriminate, directly or indirectly, against anyone who applies to study or work with us
- No policy, condition or practice will be applied which discriminates against applicants unless it is unavoidable and can be fully justified by business needs
- Annual equalities monitoring will be undertaken to check that our policies and procedures are achieving equality of opportunity
- Where appropriate, lawful positive action will be undertaken to address imbalances in the student and workforce profile.

## 3.2 Promotion and Development



- Employees across all protected characteristics will have fair access to promotion and training
- The profile of the workforce that receives promotion or training will be monitored to ensure that this policy is adhered to

### 3.3 Retention and Leavers

- Wherever possible, policies (such as family-friendly policies) will be developed to promote equality and enable staff to work flexibly to meet their individual needs
- Reasonable adjustments will be made wherever necessary to ensure staff and students reach their full potential
- People who have left College employment or completed study will not be discriminated against in the provision of references

### 3.4 Code of Conduct

The College is committed to providing and promoting an inclusive culture in which all persons are treated with dignity and respect. Bullying, harassment and victimisation are in direct conflict with this aim and will not be tolerated.

- Employees or students who bully, harass or victimise others will be disciplined. This may include dismissal for employees.
- Employees or students who experience harassment, bullying or victimisation should raise a complaint through their line manager or Personal Tutor.
- Formal allegations can be made by employees through the College's Grievance policy (without affecting the right to pursue the matter at tribunal), or for students through the Anti-Bullying Policy.

The College's Code of Conduct, Anti-Bullying Policy, Student Behaviour Policy, Discipline Policy and Grievance Policy provide more detail on these arrangements.

## 4. Responsibilities

### 4.1 The Board

The Dumfries and Galloway College Board is responsible for scrutinising equality and diversity practice to ensure that statutory duties are met.

### 4.2 The Principal

The Principal is responsible for ensuring that statutory duties are met and for ensuring a strong leadership focus on equality and diversity College wide.

### 4.3 Equality and Diversity Committee

The Equality and Diversity Committee consists of representatives from each aspect of College life. The Committee will:

- develop, review and monitor the Equality and Diversity Framework and underpinning action plans, approving annual reports on progress
- contribute to Equality Impact Assessments of plans, policies and other key documents
- progress College plans to advance and embed equality and diversity, including championing changes in practice and procedure
- approve outline policies, procedures and plans as required to advance equality and diversity

#### 4.4 Equality and Diversity Officer

The Equality and Diversity Officer will:

- ensure that all students and employees are aware of this policy and their obligations under it
- monitor and evaluate the progress of the policy and take positive action to address any areas of concern.
- provide any advice, guidance and training required so that the Board, management, the committee, staff and students have the knowledge and tools to fulfil their responsibilities.

#### 4.5 Managers

Managers across the College are expected to promote equality and diversity in support of this policy. Managers will:

- ensure that they do not discriminate in the course of their duties, and seek appropriate guidance from Human Resources where they think discrimination may occur
- ensure that employees in their teams have received appropriate Equality and Diversity training
- actively challenge behaviour in employees which may amount to discrimination, harassment or victimisation
- take appropriate action in accordance with established procedures against persons who infringe this policy
- avoid instructing or pressurising others to discriminate unfairly, or discriminate themselves in response to such instruction or pressure
- avoid victimising anyone who has made a complaint alleging that unlawful discrimination may have taken place.

#### 4.6 Employees

The College recognises that it retains the primary responsibility for providing Equality and Diversity. However, individual employees at all levels have a part to play. Every employee is expected to uphold the principles within this policy. Employees will:

- treat one another with dignity
- co-operate fully with the measures introduced by the College to ensure equality of opportunity and celebrate diversity
- identify and inform management of any suspected discriminatory act or practice
- ensure that the principles of Equality and Diversity are applied in all dealings with members of the public
- avoid instructing or pressurising others to discriminate unfairly, or discriminate themselves in response to such instruction or pressure
- avoid victimising anyone who has made a complaint alleging that unlawful discrimination may have taken place

#### 4.7 Students

Students are responsible for:

- conducting themselves and treating others in accordance with the principles of this policy
- reporting any known violations of this policy to their Personal Supervisor or the Manager for their programme.

## **5. Implementation**

This policy will be implemented through:

- the College's Equality and Diversity Framework, underpinned by an annual action plan and progress report.
- a requirement that each employee must abide by the content of this Equality and Diversity Policy
- the availability of Equality and Diversity training for all employees
- careful monitoring of relevant data to ensure that the policy is effective
- review of the policy in light of changes to legislation, emerging negative monitoring trends, emerging problems identified by the equality Impact assessment process or receipt of complaints about discrimination related to the content of the policy.

## **6. Promotion of this Policy**

A copy of this policy will be published on the Dumfries and Galloway College website. Our College will promote this policy to all staff and students via induction programmes.

All staff will be given the appropriate training they need in order to carry out their responsibilities in implementing this policy. This includes a blend of online and face to face training at induction, targeted training for the Board and managers at all levels, and specific training packages as required relating to emerging equality and diversity issues (for example, transgender guidance or unconscious bias training).

Students are given equality and diversity information at their induction. Student behaviour is continuously monitored, and where appropriate challenged by staff. We will use training and awareness as the first steps to tackle incidents of discrimination, harassment or bullying. Where this proves not to be effective, action will be taken under the appropriate staff or student disciplinary process.

## Equality Impact Assessment

Document:	Learning and Teaching Strategy 2017-2020
Executive Summary:	Impacts are positive across the full range of protected characteristics and human rights issues for this high level Strategy. Care will be taken to impact assess supporting policies and procedure to ensure that any barriers to student progression based on profile or background are addressed as far as possible.

Key:

1: Eliminate discrimination, harassment and victimisation

2: Promote equality of opportunity

3: Promote good relations

\* Human Rights to privacy and family life, freedom of thought and conscience, education

	1	2	3	Commentary
Age	✓	✓	✓	<p>The aim of the strategy is to provide equal access to learning for students and foster excellence in teaching for staff, taking into account any requirements related to equality of access for people across the protected characteristics and checking alignment with their human rights.</p> <p>In particular:  <b>Discrimination</b> will be avoided through SOs 1(Learning Experience), 6 (Academic Guidance and Support) and 7(People)  <b>Equality of Opportunity</b> will be promoted through SOs 2(Student Engagement in their own learning), 3 (Access and Articulation) and 4 (Skills Development and CforE)  <b>Good relations</b> will be promoted through SOs 5 (Employers) and 7 (People).  The Human Right to <b>Education</b> is supported strongly by this strategy.</p>
Carers	✓	✓	✓	
Disability	✓	✓	✓	
Gender identity/ reassignment	✓	✓	✓	
Human Rights*	✓	✓	✓	
Marriage/civil partnership	✓	✓	✓	
Pregnancy/maternity	✓	✓	✓	
Race	✓	✓	✓	
Religion or Belief	✓	✓	✓	
Sex	✓	✓	✓	
Sexual Orientation	✓	✓	✓	

Lead Officer:	Andy Wright		
Facilitator:	Sue Livermore		
Date initiated:	04 September 2017		
Consultation:	As there are no emergent issues or direct practical implications, consultation or research will be undertaken as appropriate to address any practical application issues underpinning this strategy.		
Research:			
Signature		Date	

# Board of Management

## Dumfries and Galloway College

### Marketing Strategy 2017-2020

#### 1 Introduction

Dumfries and Galloway College aims to deliver the highest quality learning for our students, to make a positive contribution to the local and national economies and to utilise the expertise of our staff to deliver continuous improvements.

As a service organisation the College recognises that it must maintain a high public profile to promote the courses and services it offers to people in the area it serves.

Good communication is key to improve people's understanding of what the College is and what it can provide.

Marketing in the context of this strategy refers to the whole range of activities involved in establishing and maintaining the College's public image and publicising its services to individuals and organisations. It includes activities, therefore, which are known variously as: publicity, public relations, events management, design, advertising, communication and estates enhancement.

#### 2 Marketing Strategy Aim

The overall aim of the Marketing Strategy is to establish a framework for effective communication with individuals, communities, industry and other organisations about the education and training opportunities offered by the College and to ensure achievement of activity targets.

In working towards this aim the College will continue to develop appropriate regional branded publicity materials, communication and media channels.

#### 3 Marketing Strategy Objectives

- Support the development of the Colleges courses and progression routes in line with identified customer demand and government priorities.
- Promote the College's services and facilities to potential students in order to achieve student recruitment targets.
- Promote the College's services and facilities to businesses and industry partners to foster employer engagement and partnership working
- Promote HNC/HND articulation links between the College and local (and other) universities.
- Provide PR and Communication support.
- Support College activities and events including those of the Student Association.
- Manage and develop the College's online and social media presence and brands.
- Support the College in fostering a climate of equality and diversity for all staff and students.

## Board of Management

### **4 Implementation of the Strategy**

#### **4.1 The Marketing Team will support the development of College courses and progression routes by:**

- Providing structured information relating to the education and training needs of individuals and organisations to course teams to use during the processes of planning and approving new provision.
- Assisting with liaison between Curriculum teams, partners and other stakeholders to create clear progression routes from school and community services into College and from College into employment or university, taking account of government priorities and identified customer demand.

#### **4.2 The Marketing Team will promote the College's services and facilities to potential students by:**

- Developing content for the College website.
- Developing printed marketing materials.
- Maximising use of social media and other digital technologies to advertise college courses, facilities and activities – ensuring effective frequency, media impact, timing and reach across press, print, radio, TV and online media.
- Organising Public Relations activities to increase the profile of the College.
- Direct mail and social network marketing activity.
- Attendance at internal and external events aimed at potential customers.
- Promoting the College through public events – graduations, open days, employer events, exhibitions and end of year shows and celebrations, and other student events.

#### **4.3 The Marketing Team will promote the College's services and facilities to businesses and industry partners to foster employer engagement and partnership working by:**

- Supporting Employer engagement events.
- Promote college services and facilities to local businesses and industries.
- Promoting examples of college-employer partnership working in the College's publications and press releases.
- Collating profiles of successful partnership working with employers/industry for use in publications.
- Encouraging and facilitating employers to advertise job vacancies to students using the college website and social media networks as well as internal communication channels.

#### **4.4 The Marketing Team will promote HNC/HND articulation links between the College and local (and other) universities by:**

- Liaising with University of Glasgow, UWS, and the Open University to promote articulation opportunities and other link courses.

## Board of Management

- Developing appropriate links between College and University web sites.
- Liaising with Universities to update HNC/HND articulation links and produce the progression section in the College's online prospectus and course information.
- Supporting University progression events.
- Promoting University progression in the College's publications and press releases.

### **4.5 The Marketing Team will provide PR and Communication support by:**

- Encouraging Schools/Senior Management/Board members and Cross College personnel to advise of potentially positive or negative news items and establish and maintain a continuous flow of information to the media.
- Liaising with College partners and co-ordinating the distribution of news items to the media that highlight good practice and working partnerships, as required.
- Recording student and staff successes.
- Collating profiles of successful students for use in publications.
- Supporting annual student celebration events and associated PR.

### **4.6 The Marketing Team will support the College's programme of activities and events including those of the Student Association by:**

- Supporting and organising key College events – awards ceremonies, exhibitions, opening events, seminar events with key partners, open days.
- Providing advice to Curriculum and Support Teams in organising course or team-specific events.
- Developing materials for use in course and team-specific events.

### **4.7 The Marketing Team will manage and develop the College's online and social media presence and brands by:**

- Establishing design parameters for the College's website to ensure consistency.
- Agreeing the protocols and processing for approving and uploading contents.
- Creating links to partner and stakeholder websites as required.
- Organising e-marketing campaigns.
- Managing social networking activities by the College

### **4.8 The Marketing will support the College in fostering a climate of equality and diversity for all staff and students by:**

- Ensuring graphics and photographs used in publicity materials promote equality, diversity and inclusiveness, sensitive to the target group.
- Disseminating information that reinforces messages of equality and diversity through public information systems.

## Board of Management

---

### 5 Responsibility for the Strategy

The Marketing Manager will have overall responsibility for the delivery of this strategy and is accountable to the Principal for the execution of the Strategy.

Status:

Approved by: Executive Management Team

Date of Version: August 2017

Responsibility for Strategy: Principal

Date of Review: August 2020





# Key Facts 2017

DRAFT



Stranraer Campus

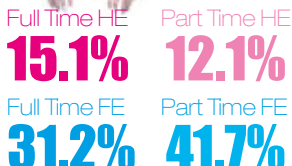


Dumfries Campus



Our Learners

- School Leavers
- Adult Leavers
- Employed



Our Learner Locations

- College
- Work
- Home
- Community
- Blended



46% full time

54% part-time/other attendance

20% west of the region

Our Training support



- Complete Training Solutions
- The Energy Centre

Our Leisure & Training Facilities



- Restaurant & Bar
- Hairdressing & Beauty
- Fitness Centre & Sports
- Level Zero

Our College

- Brian Johnstone  
*Regional Chair*
- Delia Holland  
*Vice Chair*
- Carol Turnbull  
*Principal*
- Barry Graham
- Stuart Martin
- Pat Kirby
- John Henderson
- Hugh Carr
- Ian White
- Kenny Henry
- Leah Thomas
- Tony Conlon
- Dr. Janet Brennan
- Karen McGahan
- Ros Francis
- Naomi Johnstone
- Rob Orr

## Executive Team

			
Principal	Vice Principal Learning & Skills	Director of Organisational Development & Facilities	Vice Principal Corporate Services & Governance

## Leadership Team

Alison Jardine <i>CTS</i>	Carol Turnbull <i>Principal</i>	June Holland <i>Head of Curriculum</i>
Andrew Glen <i>Vice Principal</i>	Elizabeth McDonald <i>Quality</i>	Karen Hunter <i>Finance</i>
Andy Cowan <i>IS</i>	Eric Dunbar <i>ICT</i>	Sandra Norris <i>Marketing &amp; Admissions</i>
Andy Wright <i>Vice Principal</i>	Helen Pedley <i>Vice Principal</i>	Shona Scott <i>Student Support</i>
Angela Wells <i>Students Records</i>	Janet Weir <i>Head of Curriculum</i>	William Currie <i>Facilities</i>

## Curriculum Managers

Health & Social Care & Prince's Trust Julia MacDonald	Business, Accounting & Computing Gillian Rose
Early Years & Supported Programmes Yeolande Davies	Creative Industries Henrietta Veys-Crocker
Hair & Beauty Joyce Lister	Built Environment Alan McKie
Hospitality & Sport Laura Webster	Engineering & Automotive Billy McRobert

## Committies

Audit

Finance and General Purposes

Human Resources

Learning and Teaching

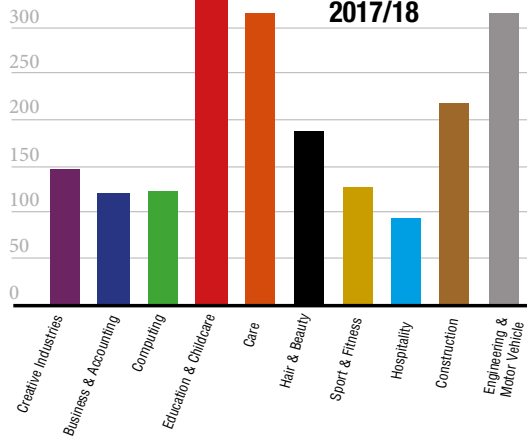
Remuneration

Board Development

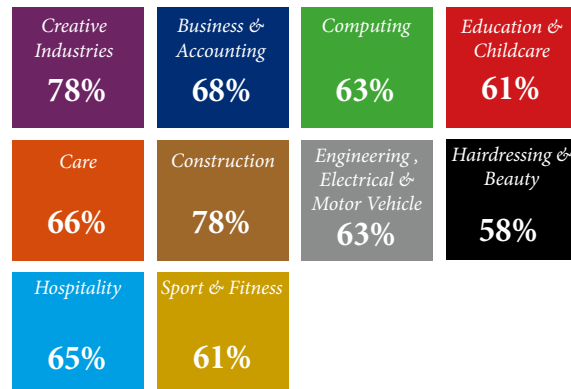


## Subject List

### Course Enrolments 2017/18



### Successful Completion - 2016/17



Funding for Achievement of Activity Target of  
30,336 credits

**Core Teaching Funding** £8,852,256

**Capital & Maintenance Funding** £373,918

**Core Student Support Funding** £2,039,137

**Additional Funding** £68,349

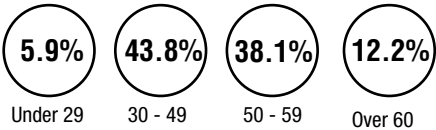
(Lecturers Pay as announced on 10th July)



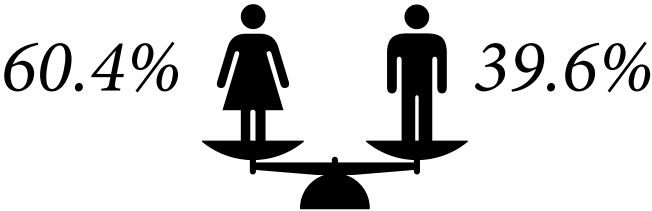
# Staff by Nationality

Scottish	75.13%
English	15.5%
Irish	0.40%
Welsh	0.74%
Other White	5.55%
Black African	0.40%
Other Asian	0.74%
Chinese	0.40%
Indian	0.40%
Not Given	0.74%

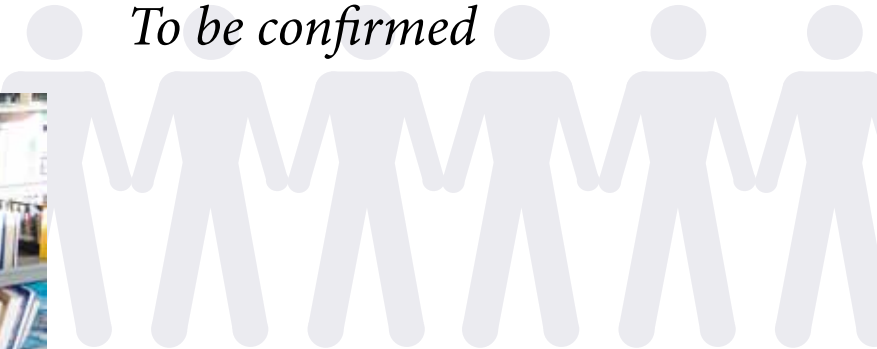
## Staff Population by Age



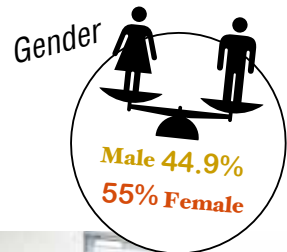
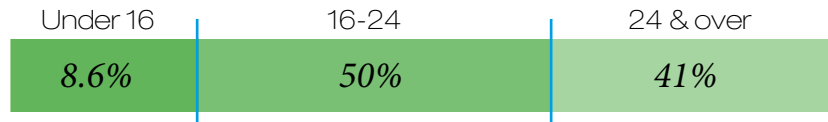
# Staff Profile by Gender



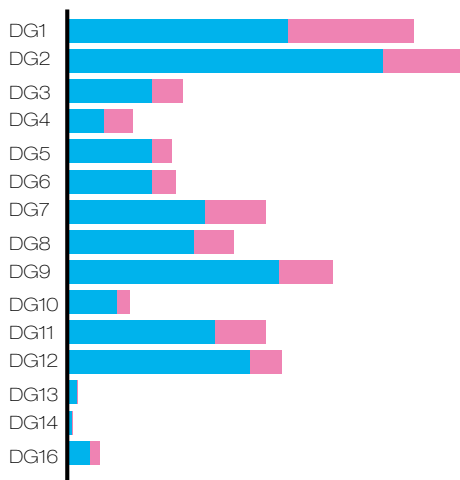
*To be confirmed*



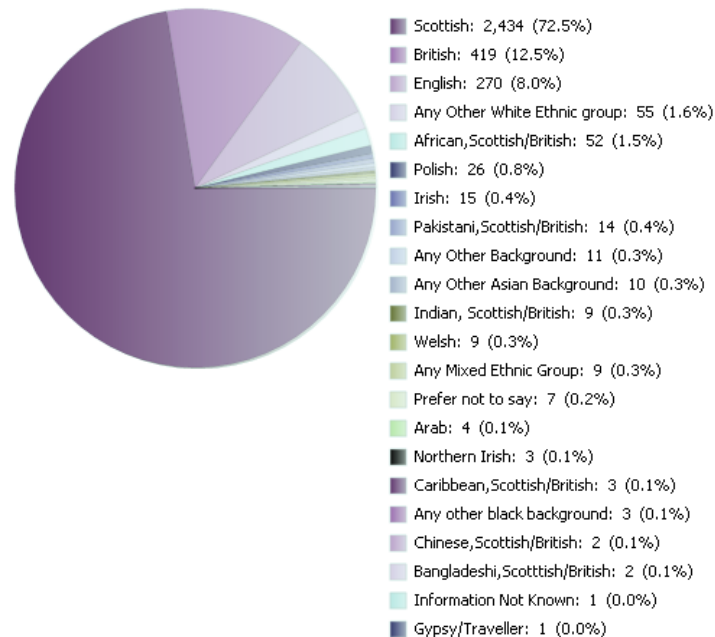
## Age Analysis



## Enrolment by Postcode



## 2017/8 Ethnicity







## College & Student Success

The College and students are proud to have been the recipients of many varied awards.



# 2016/17

College Development Network Marketing Awards  
'Events Category' - Gold Award

College Development Network Marketing Awards  
'Events Category' - Grand Prix Award

Zest Eat Safe Award - Promoting Excellence in Food Hygiene Award

Prince's Trust Celebrate Success Awards-Community Impact Category - Runner Up - Team 25

The Prince's Trust Scottish Delivery Partner Awards

Electro-technical Modern Apprenticeship Competition (eMAc) - 1st place - Steven Harper  
SkilleLECTRIC Scottish Heat - 1st Place - Steven Harper

AHT Regional Heats 'Body Art' - 2nd place - Karen Hughes

Dumfries American Football Team - The Dumfries Hunters Logo and Branding Competition - Winner - Reece Whyld

SECTT Dumfries and Galloway Apprentice of the Year (2nd Year) - Liam Kelly

SECTT Dumfries and Galloway Apprentice of the Year (1st Year) - Liam Downie

The Scottish Timber Trade Teachers Competition - First Place - Kieran Patterson

National Skill Build Finals - Bronze Prize - Kieran Patterson

Worlds Skills UK Olympic Team - Selection - Kieran Patterson

Nithsdale Disability Sports Personality of the Year - David Denholm

Springboard Charity 2016 Awards for Excellence - Fiona Colley Award - Connor Pomroy & Kai Palmer

South West Scotland Decorative & Fine Arts Society - Young Arts Bursary 2016 - Megan Nodwell



[www.dumgal.ac.uk](http://www.dumgal.ac.uk)



follow us and share

## Dumfries & Galloway College

College Gate,  
Bankend Road,  
Dumfries,  
DG1 4FD

**T:** 01387 734000 or **E:** [info@dumgal.ac.uk](mailto:info@dumgal.ac.uk)

Scottish Charity Number: SCO21189



# Stakeholders 2017

## Committee Groups

Audit Committee  
Finance & General Purposes Committee  
Human Resources Committee  
Learning & Teaching Committee  
Remuneration Committee  
Board Development Committee

Dumfries & Galloway Council  
Business Gateway  
Prince's Trust  
DGTAP  
Scottish Electrical Charitable  
Training Trust (SECTT)  
Construction Industry Training  
Board (CITB)  
D&G Housing Partnership (DGHP)  
Scottish Power Energy Network  
(SPEN)  
Digital  
LYNDA.com

## Crichton Leadership Group

D&G Council  
Crichton Trust  
Crichton Foundation  
Crichton Carbon Centre  
Scottish Enterprise  
Skills Development Scotland (SDS)  
Scottish Funding Council  
Scottish Government  
National Health Service (NHS)  
Scottish Rural College (SRUC)  
University of Glasgow (UoG)  
University of West Scotland (UWS)  
Open University in Scotland  
Strategies  
Crichton Trust Strategy  
D&G Local Development Plan

Potential Students  
Current Students  
Alumni



One team, one direction  
– enjoy the journey

## Board of Management

---

### Curriculum Plan 2017/2022

#### **1 Purpose of the Report**

The purpose of this report is to share with the Board of Management a Curriculum Plan for the next five years. A variety of documents have been used to develop this plan as well as input from College teams including the College Leadership Team; Curriculum Mangers; Heads of Curriculum and the Business and Development Manager, with an Equality and Impact Assessment being completed by the Equality and Diversity Officer. The plan has been reviewed and approved at College Executive Team Level and is now being presented to the Board of Management for information and update purposes only.

Presentations from all four Faculties were made to the Learning and Teaching Committee in June 2017 detailing development opportunities and details of new courses being proposed which will take the college forward over the next five years. Details of these new courses are not included in this plan, but are referred to within generic statements.

The plan supports the College Vision: -

### Inspiring our People, Businesses and Communities to be successful

#### **2 The Report**

The report reflects key areas of intent for the College Curriculum Plan over the next five years. It does not give details of courses which will be developed but does include core themes which will support delivery of the College's six key strategic outcomes which are highlighted within the College's Outcome Agreement.

- We will provide opportunities to access and progression through education and training at all levels
- We will deliver education and training that is a route for employment and career development and is aligned to local and national economic needs.
- We will be the first choice provider for recruiting, training and development of the workforce.
- We will enable communities to grow and develop through local education.
- We will support more businesses to start up, grow and diversify
- We will enable people to build their independence and confidence in a supportive manner.



## Board of Management

---

The planning process for this Curriculum Plan took into account local and national priorities within its detail. The Plan will continually be reviewed to ensure it is aligned to meet the needs of learners, employers, sector skills and internal performance measures; as well as external environment scanning and key national drivers e.g. Opportunities for All and Developing the Young Workforce.

### **3. Responsibility for implementing the Curriculum Plan**

The Vice Principal, Learning and Skills is responsible for leading the implementation and monitoring of this plan, and its progression with the College's Academic and Support teams.

### **4. Recommendation**

The Board of Management are asked to note this update for information.

Andy Wright  
Vice Principal, Learning and Skills  
Date: 4<sup>th</sup> October 2017

## **Curriculum Plan 2017 – 2022**

The Curriculum Plan aims to support the achievement of the six College strategic outcomes. The College aims to deliver high quality learning and teaching that is accessible and diverse, where learners progress successfully with the ability, ideas and ambition to make a difference.

The six strategic aims are:

1. We will provide opportunities to access and progress through education and training at all levels.
2. We will deliver education and training that is a route to employment and career development and is aligned to local and national economic needs.
3. We will be the first choice for recruiting training and development of the workforce.
4. We will enable communities to grow and develop through local education.
5. We will support more businesses to start up, grow and diversify.
6. We will enable people to build their independence and confidence in a supportive manner.

### **Strategic outcome 1:**

**We will provide opportunities to access and progress through education and training at all levels.**

The Curriculum Teams will:

- Meet targets related to Scottish Funding Council for the delivery of credits for the region.
- Provide a range of education and training opportunities for people across the region.
- Meet the diversity requirements for the region.
- Implement the College's Access and Inclusion Strategy including improved access for people from the Scottish Index for Multiple Deprivation SIMD
- Offer both horizontal and vertical articulation routes for all areas of the curriculum including supporting progression to university.
- Continue to improve Key Performance Indicators to support progression opportunities.
- Develop a range of new national qualifications across all SCQF levels.
- Continue to implement the College's Equality and Diversity Action Plan (which underpins the Equality and Diversity Framework) for all young people across the region.

### **Key five-year developments will include: -**

- Specific targets for full time and part time credits in line with activity targets set by the Funding Council; some areas with a specific need (for instance in the Care sector) will see further growth in line with local and national need.
- Employer and key stakeholder approval to ensure plans are fit for purpose and will include further development related to STEM and the digital technologies.
- Targets being set for each curriculum area in line with the College's Outcome Agreement targets, and an action plan established for each area to monitor progress.
- Articulation routes and advanced standing articulation being available for all learners for both full time and part time pathways across the college.
- Flexibility, and a variety of pedagogies to underpin all provision and ensure access and inclusion for all.
- Targets being set for curriculum areas in terms of attainment and retention that will achieve the College's ambition of being an outstanding college in Scotland.

- Targets will be set for addressing gender imbalance so that in five years' time the gap for female /males on college programmes is no larger than a 75% to 25% split.

### **Strategic outcome 2:**

**We will deliver education and training that is a route to employment and career development and is aligned to local and national economic needs.**

The Curriculum Teams will:

- Provide opportunities to develop the skills of the future workforce required by and in partnership with employers across the region.
- Meet the needs of the region while supporting national drivers for change.
- Develop a Senior Phase Portfolio and appropriate DYW progression opportunities which ensures clear links to employment across the region.
- Ensure the curriculum portfolio provides a variety of flexible approaches to support career development and progression within local businesses.
- Ensure Science Technology Engineering and Maths (STEM) are developed in the Curriculum to support training and education in line with local and national skill drivers.

### **Key five year developments will include: -**

- Further skills and training opportunities being available for people across the region particularly in the areas of Construction, Hospitality and Food, Health and Social Care, Creative Industries, Engineering and Business.
- Entrepreneurial and essential skills are at the heart of the College's plans including an understanding of what these skills are and their impact within each curriculum area not only for college learners but for businesses across the region.
- Schools across the region in partnership with the college will have an agreement for Senior Phase delivery and targets, particularly for HNCs being delivered as part of the S5/S6 curriculum.
- Schools across the region in partnership with the college will have agreements and targets set in line with the College's Outcome Agreement to deliver with employers, Foundation Apprenticeships in Care, Engineering, Construction, Creative Industries, Childcare, and Food Technology.
- An Increase in activity for engagement with local businesses, this will support income generation and each area will have a minimum activity target of 250 credits for flexible delivery to employers in their curriculum areas.

### **Strategic outcome 3:**

**We will be the first choice for recruiting training and development of the workforce**

The Curriculum Teams will:

- Support the College's aspiration to be outstanding and become a first choice provider for the region for training and development.
- Develop a part-time portfolio that will offer training and development for both FE and HE for the development of a flexible local workforce.
- Support key training opportunities, and in particular the significant growth of the Care and Childcare sectors.

**Key five year developments will include: -**

- Rigorous targets being set for performance in attainment and retention across all areas of the curriculum, which supports the College's aspiration of becoming outstanding.
- The College increasing its activity with local businesses and employers, by a further 25 % for increased income.
- A new portfolio being developed by the College that will offer businesses across the region the chance to further develop their own staff to support flexibility and diversification. This portfolio will be developed in partnership with the curriculum, employer engagement and the College's Complete Training Solutions area.
- An increase in activity both in the curriculum areas and in business engagement, for Care and Childcare. This will support the region in terms of aging population issues.

**Strategic outcome 4:**

**We will enable communities to grow and develop through local education**

The Curriculum Teams will:

- Through partnership approaches Implement and develop learning and training that supports skills development to maximise employment opportunities and reflects local community need.
- Work effectively with a range of community partners to develop a curriculum to support people across region to access learning opportunities that have been identified by the community, for the community and with the community.
- In partnership with the Care Sector, develop the skills and services of those who provide care and those receive care in the regions various communities.

**Key five year developments will include: -**

- Key partnerships established through the Community Development and Learning Partnership group.
- The College, with partners, delivering the learning and training opportunities identified by the Communities "With the Community for the Community".
- Partners working together to access resources in shared vision to support the delivery of these community plans.
- Working with Local Authority Hubs based on a collaborative approach across the region including agreement with the College's schools' partnerships.
- The development and partnership working to support the vision of a Virtual Care Academy with the college being the lead organisation to deliver and enhance the Care Sector.

**Strategic outcome 5:**

**We will support more businesses to start up, grow and diversify**

The Curriculum Teams will:

- Support a diverse range of businesses to grow its workforce in a flexible manner through partnership with curriculum developments and Complete Training Solutions.
- Aim to target a positive contribution for businesses to meet regional economic needs.
- Support more businesses and services to grow in the Care and Childcare sectors linked to Government initiatives for these areas.

**Key five year developments will include: -**

- The development of a five-year portfolio to support businesses to grow and diversify. This will be developed by Complete Training Solutions and the Curriculum areas with a target of 25% increase in activity income for the college.
- The college supporting businesses to develop their health and wellbeing strategies through the development of bespoke training opportunities, including mental health and wellbeing initiatives.
- Reablement training and education to be rolled out to businesses across sector; the college will increase delivery to consumers and providers of digital health care.

**Strategic outcome 6:****We will enable people to build their independence and confidence in a supportive manner**

The Curriculum Teams will:

- Support people to develop their essential skills to reflect employer's needs.
- Deliver the highest quality learning for people to build confidence and independence.
- Ensure that Curriculum Plans implement the College's Equality and Diversity Action Plan for all people across the region and will be supportive of individuals who have additional requirements to access all programmes.
- Promote Health and Wellbeing in curriculum design for people across the region.
- Through the College's Work Placement Action Plan, will develop individual skills and confidence to support lifelong learning.

**Key five year developments will include: -**

- All Curriculum areas ensuring their portfolios of learning fully embrace the "softer" skills which employers demand. These skills will be generic across all programmes and be delivered in a variety of ways.
- Ensuring learners are building confidence and self-esteem to become proactive and independent. Staff development events will also be delivered to support staff with delivering these skills.
- The delivery of the Gender Action Plan to achieve a minimum split of 75% to 25% split in gender related areas like Hairdressing, Engineering, Construction, Beauty, Care and Childcare.
- Curriculum areas have agreed clear targets for achieving and delivering Work Placement, Work Experience and Work Based learning opportunities for all its full time learners.

**Monitoring**

This plan will be monitored and reported at the appropriate EMT and Board Committees on a regular basis by the Vice Principal, Learning and Skills.

**Related Documents**

- Access and Inclusion Strategy
- College Regional Outcome Agreement
- Equality and Diversity Action Plan
- Learner Engagement Strategy
- Learning and Teaching Strategy
- Vision 20/20
- Essential Skills Policy



- Retention and Learner Attainment Policy
- College Work Placement Plan.
- Equality and Diversity Framework
- Gender Action Plan

Andy Wright

Vice Principal Learning and Skills

## Board of Management

### Report to the Board on Annual Self-Evaluation Process

#### **1 Introduction**

The attached draft report is a requirement set by both the Scottish Funding Council (SFC) and Education Scotland. This is the first year of this self-evaluative process and it replaces Annual Report on Institution Led Quality Review and the annual Regional Outcome Agreement self-evaluation report.

The College is required to “critically evaluate” its own performance over the last academic year (2016/17) and to grade itself in each of the three areas being evaluated. As this is the first year (and as it is classed as a “developmental year”), grades will not be published.

There are strict limits on the length of the report and on the style of the writing, authors are required to bullet sections and to write evaluative statements.

#### **2 Timescales and Process**

A draft report was completed and sent to the Scottish Funding Council and to Education Scotland for a “Formal Evaluative Meeting” (FEV) which took place on the 26<sup>th</sup> of September; this version of the report was also shared with the Learning and Teaching Committee on the 3<sup>rd</sup> October. Following feedback from the FEV meeting, the Learning and Teaching Committee and the Colleges Executive Management Team a revised report was developed and this is the version the Board receives today for information. We are still awaiting some further feedback from the SFC, so this copy remains in draft form.

The Principal will approve the final version and sign off the report, as per the SFC guidance, prior to official submission to both the SFC and Education Scotland by the 31<sup>st</sup> October. All Colleges reports (excluding the grading) will be published early 2018

#### **3 Recommendation**

The Board are invited to note the contents of this report.

**Andy Glen**

**Vice Principal for Performance and Planning**

**Date: 10<sup>th</sup> October 2017**

## **Dumfries and Galloway College Evaluative Report and Enhancement Plan**

### **Evaluation of 2016-17**

#### **Section 1 – Background Information**

The Region of Dumfries and Galloway is situated in the South West of Scotland. The College is made up of 2 campuses, Dumfries as the main Campus and Stranraer which is 75 miles away. Dumfries campus is 77 miles from Glasgow and 79 miles from Edinburgh. The region has a population of 149,670, spread over 6,426km, and is one of the most sparsely populated and the third largest in Scotland in terms of land mass.

Rurality is a key characteristic of Dumfries and Galloway and while the areas around Stranraer and Dumfries are categorised at 'accessible' under the Scottish Government's Urban/Rural Classification (2021b) the rest of the region is classified as either 'remote' or 'very remote.' The College's approach to dealing with the rurality of the area is to provide a good infrastructure of travel to ensure that almost all learners can access either campus using College transport. The Region also has an aging population with only 14.5% of the population are aged 16 to 29 years, less than the Scottish average of 18.2% and persons aged 60 and over make up 31.5%, larger than the Scottish average of 24.2%.

Dumfries and Galloway College is the only general Further Education College in the region and provides a wide range of education and training opportunities across the region to meet the needs of individuals, communities and employers. The college covers a breadth of curriculum from Scottish Credit and Qualifications Framework (SCQF) levels 1 to 9 in the broad areas of:

- Creative Industries
- Business and Computing
- Care
- Childcare
- Engineering and motor vehicle
- Built environment
- Hair and Beauty
- Hospitality and sport
- Supported programmes e.g. Project Search and Princes Trust

The College aligns itself to the Scottish Funding Council (SFC) Regional Outcome agreement thereby delivering a portfolio of programmes to provide workforce development opportunities for individuals and employers across the region.

Since 2014, the College has adapted its curriculum to provide growth in Higher Education (HE) provision and an increase in full-time (FT) Further Education (FE) programmes in Engineering, Health and Social Care and Hospitality.

Due to the characteristics of the Region, the College will remain financially challenged and in particular, the need to duplicate a wide range of curriculum and services in Stranraer, affects, both financially and on course viability. Small learner numbers and demand makes it difficult to sustain some provision and some courses require to be structured differently to those in Dumfries e.g. by combining different levels

of learners or using mixed methods of delivery, in order to maintain that area of provision. This is also true for developing new curriculum.

## ***Section 2 - Evaluation Methodology***

The evaluation process for the preparation of this report involved the whole College, including the Student Association, to ensure that the overall report was fully inclusive of all Internal College Stakeholders. This included workshops with Learners, Lecturers, First Line Managers, Support Service staff, Heads of Curriculum, Executive Managers and Board Members. Key Stakeholders were identified and focussed discussions resulted in important themes being identified and recorded.

The Board's self-evaluation report and resultant action plan was analysed and the subsequent streamlined themes were also incorporated in this report. In addition to this, feedback received by external awarding body's audits was also considered, to highlight both areas of strength and areas for development.

Qualitative inputs from workshops together with information from all College programme self-evaluations, learner surveys, Learner Voices, Regional Outcome Agreement, Education Scotland and employer surveys, were triangulated with all of the Quantitative Performance Indicator (PI) data available as part of the evaluation. Through self-evaluation each course identified and implemented a series of actions which were then analysed by Heads of Faculty to highlight common themes and college wide improvements and developments, including, for example, areas around learner engagement to specifically arranged workshops and training.

## 1: LEADERSHIP AND QUALITY CULTURE

### HOW GOOD IS OUR LEADERSHIP AND APPROACH TO IMPROVEMENT?

#### 1.1 Governance and leadership of change

The Regional Board of Management works effectively and collaboratively with the Principal and the Executive Management Team (EMT) to set a clear strategic direction for the College. Staff are well aware of the College's strategic aims. The Principal provides inclusive Leadership and works effectively with her management team to provide a culture where change and innovation to improve is welcomed. Staff are well motivated and there is a pride in working for the college, enabling learners to reach their potential. EMT provide accurate and regular Board reports to highlight areas of strength and areas of concern, this enables Board members to carry out their duties effectively. The views of learners are accurately obtained through the Student Association who are fully engaged in Regional Board meetings and relevant sub-committees of the Board. Board members proactively engage with external stakeholders, including local employers, regularly and effectively. The Chairman represents the College on several Committees including DYW Regional Board, DYW National Group and CPP Strategic Partnership Board. Selected examples which demonstrate this statement are listed below.

- The Board of Management, the College Principal and the Executive Management Team have a clear, well-articulated mission statement and strategy, Vision 2020, which is aligned to the needs of the region and its stakeholders. The Board ensures that all of the College's business is fully implemented, being informed by Scottish Government priorities including Developing the Young Workforce (DYW), our Regional Outcome Agreement and Skills Development Scotland (SDS) Dumfries.
- Robust self-evaluation involves staff, learners, the Student Association and other selected stakeholders in ensuring that the process for change reflects key developments and requirements for local, regional and national priorities in an effective way.
- Both Academic and Support Managers together with the Executive Team form the College Leadership Team. Every manager, whether jointly or separately, ensures that they are current and up to date within their respective fields. As a collective, they ensure that the College Leadership Team develop appropriate plans and evaluates required changes in a pace and manner which is appropriate and effective.
- The Board ensures it has overarching leadership of performance monitoring KPIs through regular reporting at relevant committees and Board of Management meetings. The Members regularly interrogate this data.
- The Student Association is a key voice in all that we do at the College with full representation on the Board of Management and key Committees.

What should we improve?

A proportion of the staff are not fully aware of the Board of Management and their roles and responsibilities therefore the College aims to address this by:

- Raising the profile and role of Board Members.
  - The Chair of the Board provided a session for all staff at our annual all staff development day in August 2017.
  - Implement a mentoring scheme from Board Members to managers across the College to increase their visibility and support managers in their development.

Although all new Board Members receive an induction the effectiveness is variable. In order to improve this, we intend to:

- The Board will review the effectiveness of its induction process to ensure that we build upon good practice and to further ensure it meets the needs of new Board Members including taking account of the “Governance Effectiveness Review”.

## **1.2 Leadership of learning and teaching**

What do we do well?

Comprehensive curriculum plans are systematically produced and rigorously evaluated through the line management structures within the College. A clear strategic plan of the curriculum to be developed and delivered over the next 5 years has been completed successfully. In partnership with key stakeholders, this reflects the needs of local industry, government priorities, targets set in the Regional Outcome Agreement and the aspirations of learners. There is a systematic process for self-evaluation within the college, which includes clear feedback from learners relating to their College experience, to learning and teaching staff around teaching methods. The College has a robust programme for Continuous Professional Development in place for teaching staff and all are supported to gain their teaching qualifications. Examples listed below put this statement into context.

- Annual ‘all-staff’ sessions, where all staff are freed up from teaching to allow both the Principal and the Chair of the Board to address staff and to clearly articulate the strategic direction of the College and to present staff with any key messages necessary.
- A robust and effective learning and teaching strategy ensures that the College’s aim to be outstanding in the field of learning and teaching is progressed effectively. This system supports individual and whole College progress over time and clear analysis triangulates the quantitative detail of how much improvement has been made and how much still requires input.
- An effective Learning and Teaching Mentoring system is embedded and this ensures best practice is shared, reflective practice is encouraged and development is implemented where appropriate.
- Learner Engagement is at the heart of all of the College’s aims and therefore robust processes including self-evaluation, Learner and Student Association representative feedback, together with robust analysis ensures effective improvements in the delivery of learning and teaching.
- An annual Staff Development Review takes place which enables staff the opportunity to discuss with their Line Manager any Continuing Professional Development (CPD) they feel necessary. The College actively encourages staff to complete further training.

- The Learning and Teaching Mentor Team is valued as an excellent staff resource. Staff can request members of the team to observe their classes for an open, professional evaluation of their teaching methods. All staff are encouraged to peer observe colleagues which supports reflective development and the dissemination of best practice.

What should we improve?

Although completion rates for self-evaluation is high, feedback from staff has indicated that it has limited ownership and learners could be more involved. In order to improve this:

- The self-evaluation process is being re-developed to fit with the outcomes and themes from the SFC and Education Scotland “How Good is our College” guidelines. Clear guidance, training and support will be carried out with all staff to ensure we have a consistent and college wide approach to self-evaluation. Similar training will be undertaken with class representatives and Student Association members to ensure the highest level of learner engagement in this process.
- The College intends to adopt a similar ‘Council’ model to that at Borders College, using the Student Association, and class reps working with the curriculum teams, to empower learners in their own learning.

### 1.3 Leadership of services to support learning

What do we do well?

There is effective leadership of services to support learners within the College where strategies to support and improve services for learning are communicated and understood by staff. Support Services work collaboratively with curriculum teams to ensure effective plans are in place to support learning. As with Learning and teaching staff, there is a comprehensive system for staff development to enable staff to develop to achieve the agreed priorities. The Student Association has continued to develop over the past 12 months and this is now integrated into the core structures and processes within the College. The College has extensive partnerships with key stakeholders, which assist in identifying enhancements for the support of our learners. The bullets list below support these assertions:

- The College regularly updates and disseminates all key documents and strategies including those that pertain to the effective planning, reviewing and development of support services for learning. This ensures, in a variety of ways, that all learners are inclusively supported to have their needs raised and be afforded bespoke packages of support which ensures equity and underpins positive learning.
- Any learner progressing to College from the school environment who has additional support needs attend transitional meetings prior to the start of their courses. These meetings are used to create an individualised needs assessment and any resource requirements falling out of these meetings, whether physical or technological, are put in place for the start of session. An indicator (a hand) is placed on the learners’ CMIS record to highlight their needs. All staff confirmed they understand the meaning of icons and where they would be found. This ensures supportive and effective transitions for all learners ensuring access and equality of provision.

- Personal Learning and Support Plans (PLSPs) are undertaken 4 times per year for each learner to ensure that changing needs are effectively responded to and the service provided maintains its integrity and efficacy.
- Although now in a very new structure, all managers are supported to provide effective leadership. This is being done via a variety of means, which include bespoke training of leadership team training and coaching and mentoring support, by Heads of Curriculum. The positive impact on service delivery is being monitored and reviewed through probationary reviews and Performance Monitoring Reports (PMR), all of which promote effective leadership for learning.
- Key links are maintained with Support and Learner Services and curriculum to ensure a joined up effective network of support for all learners.
- The leadership of Support Services is enhanced by good and effective partnerships with local external stakeholders, such as the NHS, Police and local Schools. Various projects which positively impact upon learners within the college have arose out of these partnerships.

What should we improve?

Although our relationships with our partners has been evaluated as good, we strive to be better and the College can see areas where improvements can be made and we will;

- Improve relationships with stakeholders such as schools and industry, as it is felt that this could be better, an example being to continue to develop links with private care providers. We will further develop our curriculum by continuing to develop links with external agencies and key stakeholders to gain a 360<sup>o</sup> approach to curriculum design and planning.
- A review of student support has identified the need for enhanced arrangements to support learners with mental health issues and those who are carers. We will therefore work closely with the Student Association to develop services, support learners and investigate a clearer pathway to signpost learners with mental health difficulties.

#### 1.4 Evaluation leading to improvement

What do we do well?

The College has valuable and effective relationships with a range of key stakeholders which support the evaluation and improvement of curriculum design and delivery. The College has excellent information systems which are well maintained with a large amount of data for staff, much of this in real time which is essential to support forensic evaluation using critical indicators to review learner progress and support needs. This is illustrated in the following bullets:

- Self-evaluation process which includes learners, completed for every programme delivered in College, highlight any issues which may arise. Action points impact on the updated design and delivery of curriculum to meet needs and improve outcomes.
- Many curriculum areas have invited employers to look at courses with a view to adapting the courses to suit employer needs and there are examples of bespoke training to best meet the regional skills requirements.



- Strategic partnerships such as DYW and Health Care Skills Academy, together with partnerships such as The Prince's Trust and D&G Employability ensure that there are cohesive opportunities for learners to commence and exit a variety of learning pathways which best fit their needs.
- Examples of the Colleges excellent data systems is the for lecturer review system, which shows live data. This is analysed by relevant managers in order to capture areas of good practice and develop areas where improvements may be needed. Common development needs make up the staff development days or training days where specific topics are taught. Examples in the past have been training sessions on the Self-Evaluation process and local induction procedure updates

What should we improve?

Despite having extensive live data available, the use of this data is sometimes inconsistent across all areas of the College, therefore consistent analysis of the information is an area identified for improvement. In order to address this we will;

- Although the College has excellent information systems, enhancements are required to make this information more user friendly.
- Significant PI analysis has determined that this College has its highest dropout rates in March/April therefore a full evaluation is looking to improve on this by streamlining assessments, mapping out delivery, better balancing the overall workload leading to higher retention and learner outcomes.

## **2: DELIVERY OF LEARNING AND SERVICES TO SUPPORT LEARNING**

### **HOW GOOD IS THE QUALITY OF THE PROVISION AND SERVICES WE DELIVER?**

#### **2.1 Safeguarding and child protection**

What do we do well?

The College fully adheres to legislation and national guideline around Safeguarding. All relevant staff are part of the Protecting Vulnerable Groups (PVG) scheme which ensures all appropriate checks are in place. Our College has a robust Corporate Parenting Plan which was developed in conjunction with key partners. The College has very comprehensive systems in place, which has been tested efficiently by approximately 60 referrals during 2016/17.

Further examples which demonstrate this assertion are listed below:

- Have a clear policy and procedure for safeguarding, with a small user friendly wallet size information card given to all staff for ease of reference, coupled with updated training for all staff every 3 years along with induction to safeguarding for every new member of staff within 6 weeks of their starting date. All of which ensure that the college is effective in how it adheres to national guidelines and legislation.

- The arrangements for Safeguarding are clearly communicated to all stakeholders including agencies and individuals where there are learners bringing their own support staff to College.
- The College adheres to MAPA (Management of Actual or Potential Aggression) protocol, following national guidelines for the safety of both learners and staff.
- Princes Trust programmes work with many young people in care; all risk assessments are now gained before learners are in place on their programmes and all Princes Trust learners have 3 one to one meetings with staff before they come to college allowing staff to have a full picture of their needs.

What should we improve?

- Although we have very comprehensive procedures in place, the college continues to have challenges with key providers in gaining sufficient information; therefore, we will continue to improve communication links with key stakeholders.

## 2.2 Curriculum

What do we do well?

The College has a well-established curriculum planning process and continually reviews its curriculum and courses to ensure decisions at strategic level are based on demand from learners, the need of local employers, sector skills, internal performance measures, external environmental analysis including the use of the Regional Skills Assessment as well as national initiatives such as “Opportunities for All” and “Developing the Young Workforce”. In 2012 a full curriculum review was undertaken to ensure the College portfolio was aligned to local and national priorities and needs. A curriculum review and planning process is undertaken on an annual basis.

Supported by:

The College invested in the development of a new kitchen and training restaurant at its Dumfries Campus in order to meet local skills needs. This was opened in May 2015 and the first cohort of learners undertook programmes in 2016-17.

- All Curriculum Plans are discussed and have input from Support Managers, curricular teams and employers to sense check their relevance and to maximise ownership.
- In all areas, the staff work very closely with industry, consulting with them in all aspects of the curriculum to allow the College to tailor courses around industry needs which supports effective planning and delivery.
- The College’s Reablement programme has become integral in the Local Council and NHS’s training programme, assisting their staff to develop a culture of independence. We are, at present, in the process of training 2000 health workers in Reablement and are now looking at developing a Paediatric Reablement Programme.
- All Creative Industry classes are taught holistically using projects and live briefs from both internal and external sources. Excellent PIs have resulted from this – in both retention and outcome figures.

- In almost all areas staff form excellent relationships which ensure learner input, supporting opportunities to adapt the curriculum, making it as accessible as possible to individual learner needs.
- Curriculum planning supports progression and ensures entry and exit points from very part time learning through to degree and with routes into employment at almost all points.
- In consultation with local schools the College has continued to expand its Senior Phase portfolio that reflects the needs of the region and routes to employment. This includes a new portfolio of Foundation Apprenticeships that provide a direct link to employment opportunities across the region and Skills for Work courses with school links programmes to support DYW progression opportunities.
- The College employs placement coordinators who create and maintain significant placements and links with industry ensuring the effective development of employability skills and opportunities.
- The College has an inclusive approach to working with learners to support representation and learner-centric planning. Working with Class reps, the SA and whole classes there is a very robust self-evaluation which tries to involve almost all learners. Learners are also consulted at the beginning of term when plans made for their programme by the previous cohort are discussed and if needed modified.
- Staff are encouraged to participate as Markers, Appointees, Team Leaders and EV's with awarding bodies. This ensures a real currency in curriculum design and planning which maximises curriculum opportunities for learners and teams.
- Hairdressing in Stranraer use social media very successfully to communicate between learners, staff, employers and suppliers; this has allowed for closer relationships between the College and Employers which has allowed placement places and job opportunities to fall out of these relationships
- Make classes exciting and interactive, we will expand the use of "Kahoot IT" which is used in the Construction area. This is an online quizzing tool which can be used with mobile phones. Learners have become very engaged in class and enjoyed working with this, they have even asked to use it during lessons.

What should we improve?

We have identified that not all learners are effectively involved in the development of their own learning, particularly at SCQF level 4, and require additional support to be more fully engaged. In addition, the support provided to learners regarding career progression skills i.e. job applications can be inconsistent. We will therefore

- Provide development to teaching staff to equip them with the necessary skills to assist learners with the principle of freedom of choice in order that learners can become authors of their own learning.
- Career progression skills need to be more systematically embedded into and implemented within the personal tutorial system.

### 2.3 Learning, teaching and assessment

What do we do well?

Lecturers are well motivated and draw on their extensive industry experience to develop and continually improve their course offerings to learners. Nearly all learners make good progress in their work and almost all learning activities are well planned by staff, and they tailor the course to the abilities of their learners, taking into account the specific needs of each learner. The structure of the courses offered by the College allows learners to make informed choices around progression to the next level with clear progression and articulation routes consistently communicated. The following bullet points exemplify this statement.

- Robust self-evaluation supports inclusion of staff teams and learners to consider and evaluate each full time programme. This supports reflection of delivery and assessment strategies and actions points are made to provide continuous improvement e.g. the experience of HN learners in Sport who are very engaged, working in the industry, which allows them to be able pick their specialisms.
- The College is furnished with a range of learning technologies to a very high specification and there is support for all staff to enhance their own digital skills from College Blended Learning Advisors. This has proved very effective in using one-note and Microsoft 365 to track progress and plan assessments. Another example is where, in Engineering, they use virtual learning software (LG Create and Learning lounge) which reflects industry standards and ensures learners have the necessary skills to make the transition to employment.
- An online portfolio system is used well in Engineering. Learners choose how to complete the portfolio, some use an essay style approach, some use a digital approach, and as the learner makes the choices themselves, it helps the learner achieve and build confidence.
- We continually take account of learner feedback and consistently evaluate course design, delivery and assessment schedule e.g.
  - SCQF Level 4 and 5 learners are most disengaged in areas throughout the College, this is shown in poor retention figures with these levels. Changes to level 4 and 5 courses have been made to become more vocational and engaging.
  - Some classes in the Social Sciences area have staff delivering in schools and conducted learner centric lessons where the learners lead the learning. When this proved to be less effective with school pupils, approaches were changed following consultation.
  - Some learners felt that their assessments were all scheduled around the same time. Teams have met to conduct mapping exercises and have created appropriate assessment plans.
- Areas across the College use the Moodle platform alongside google drive and social media for formative and summative assessment strategies which can be accessed from home which is useful and works well for both staff and learners. The use of Turn – it – In has more than doubled and training and is well received by learners.

What should we improve?

As identified above the College has areas of excellent practice however there is a need to share this consistently across the curriculum.

## 2.4 Services to support learning

What do we do well?

As highlighted in the 2016 Education Scotland report, learner support services remain good, accessible and readily available. This comprehensive system for supporting learners in place at the College, commences prior to enrolment. Not every learner however, choses to utilize the support on

offer. There are strong external networks and personal relationships between professionals that are well established and have been developed over years that enhance the support offered by the College. This can be seen in the examples listed below.

- Student Support staff have a prominent position within the college and are accessible to all learners and are especially key in supporting learners with coursework and assessments.
- Our system for moderation is now available online. This means the process is more transparent and provides reminders for all staff and team leaders. Awarding body monitoring visits are now mostly paperless. An online system for VQ verification is currently being piloted for use in 17/18. All of this supports our service delivery to learners, particularly those who are not attending College regularly.
- Improvements in on line systems have enhanced services to the learners e.g. on line enrolments and learner funding application system. This has resulted in a smoother learner focussed service and learners receiving funding more efficiently. This has reduced challenges and barriers encountered by learners.
- Additional investment to the Student Adviser Team has resulted in a greater focus on Care Experienced learners. This ensures that the College affords real opportunities for success for those learners whose challenges include being Care Experienced or being identified as Carers.
- Pre entry meetings and advice sessions with student advisors allow for any needs or issues to be identified and arrangements put in place prior to the commencement of their studies. Transition arrangements can mean that in some cases, trial visits are made to acclimatise the learner to the College before they begin their programme.
- The assessment needs provision for all learners (approximately 130 in 2016/17) is reviewed 4 times each year to allow for the changing needs of learners. The system is effective and evidence is provided through feedback. The planned review meetings are not held with the member of staff supporting the learner but with an independent member of the team to allow learners to speak freely if necessary.
- Staff set appropriately challenging standards which support learners to access career opportunities at a variety of levels within each respective sector.
- targets for support service staff set in the ROA have been achieved, for example upgrading the IT provision in Stranraer was completed with minimal disruption to learners and staff.

What should we improve?

Although learners are supported effectively further work is required to determine the impact of that support regarding retention and attainment. This will be achieved through the review of the College self-evaluation process.

Due to the remoteness of the Region and the distance between Campuses it is important that the College continually review and improve services.

Pre entry arrangements could be enhanced to ensure that learners are well informed prior to commencing study. To support this we will promote the availability of information to learners, and will trial the use of "MyDay" in 2017-18 session.

## 2.5 Transitions

What do we do well?

The College has comprehensive transition arrangements in place with a range of partner universities, including on the Crichton Campus. Progression from Schools to the College are generally good with the development of excellent pathways for learners to access. The College continues to have good onward progression statistics with a high percentage of learners finding relevant work after achieving their qualification. The College has very good transition arrangements in place to support learners with additional and complex needs. The statements below highlight some of the very good examples of transition working.

- Staff work with a wide range of external stakeholders to ensure effective bespoke transition arrangements to meet a wide range of individual learner requirements. These include attending needs meetings, College school visits and hosting events for external agencies and potential learners.
- Schools competition/taster days ensure that the College is engaging effectively from S1 –S6 to ensure positive transitions from School to College. 12 schools and 250 pupils attended in 2016/17
- In response to industry demands the College has developed programmes of study e.g. DEC / CREST project, which is delivered to S2 to S4 pupils using a sustainable housing project in conjunction with local employers and supports a clear route into Construction courses from technician level through to HNC or trade route.
- Transition arrangements allow opportunities for learners to come and try some classes, for learners who are progressing into mainstream programmes for the Supported Programme area and from Princes Trust programmes or Project Search.

What should we improve?

Although transition arrangements for learners with additional/complex needs are very good, on occasion communication of the specific needs could be improved to further support the learner. We will therefore:

- Explore opportunities for better communication and put in place appropriate data sharing agreements with the Local Authority and Skills Development Scotland.

## 2.6 Partnerships

What do we do well?

Partnership and collaboration are at the heart of what we do. A partnership approach with our Crichton Campus partners has enabled development of a critical mass in student numbers, activity and funding leverage that would not otherwise have existed. In 2015/16 over 6,800 students were enrolled to study at the Crichton and across the region. In recent years, the collective capacity of the academic partners to attract strategic funding has

intensified. An additional £2m provided by the Scottish Funding Council has supported partnership initiatives such as the South of Scotland Knowledge Transfer Partnership (Skills Utilisation); Crichton Institute and the Crichton Campus Development Manager post.

Recognising the unique challenges faced in the region, the Scottish Government has committed to create a new vehicle to meet the enterprise and skills need of the South of Scotland. The established partnership and collaboration model of the Crichton Campus Leadership Group will have an important role in helping to identify and highlight what has already been achieved so far through a successful collaborative model.

The College has developed many productive and effective partnerships with local employers across the regions which has resulted in an increased number of bespoke and non-bespoke programmed and an increase in non-SFC income. The College engages effectively with a range of key stakeholders and is represented on a number of partnerships and groups, including:

- Local Employability Partnership.
- Dumfries Leaning Town Strategic Partnership.
- Community Learning and Development Partnership
- Youth Guarantee Partnership
- Project Search Steering Group
- SQA Advisory Council
- Curriculum Development Committee with CDN
- Crichton Campus Leadership Group
- Community Planning Partnership Group
- Crichton Campus Joint Academic Strategy Group
- Dumfries and Galloway Chamber of Commerce
- Energy Skills Partnership
- Dumfries and Galloway Economic Leadership Group

Further examples of good partnership working include:

- In partnership with the Education Department an agreement has been reached to guarantee 12 jobs for school pupils who complete the HNC Childhood practice as part of the Senior Phase in 2018/19.
- Collaboration with schools has resulted in an increased portfolio for pupils e.g. HNC Electrical Engineering, CREST and DEC
- A partnership between the College, schools and Queen Margaret University has resulted in school pupils being members of the Health Care Skills Academy. Which allows them to participate in QMU workshops covering a range of Health Sector roles and if successful, a guaranteed interview for a Health Care University place

- The College works with 16 secondary schools and SDS across the region with employer coordination group which is looking at providing positive destinations for young people. This allows the College to track and support learners that are vulnerable and may face barriers in succeeding in College.
- The Employability Team work well with SDS in the provision of programmes allowing learners not in the job market to gain employability skills and confidence. E.g. bespoke training for a local housing partnership to train and support unemployed individuals to access employment.
- The College has worked in partnership with a range of schools, Universities and the Barony College in the successful delivery of the first “Planning for your Future” Event where 64 hard to reach pupils attended a residential programme over 3 days on the Crichton Campus.
- In partnership with the NHS the College has devised and delivered a programme of training for 2500 members of health and social care staff on the theme of reablement. Further expansion is leading to working with managers in promoting a reablement culture and are offering workshops to champions and carers.
- Our Complete Training Solutions team in partnership with local employers have offered and delivered an increasingly wide range of courses to industry in the past year, and contributed to our targets.

What should we improve?

While there are many positive examples of good employer engagement across the College this could be more effective in some areas. We want to continue to raise the profile of the College within the region and will develop our relationships with key stakeholders throughout the year. Listening to their needs and perhaps encouraging those still heavily involved in industry to become Board members when vacancies arise. Listening to, and promoting what we offer are the key objectives and this in turn will shape our curriculum offerings. We will focus on some “hard to reach” strategic stakeholders, for example some of our region’s employers.

### **3: OUTCOMES AND IMPACT**

#### **HOW GOOD ARE WE AT ENSURING THE BEST OUTCOMES FOR ALL OUR LEARNERS?**

##### **3.1 Wellbeing, equality and inclusion**

What do we do well?

The College has robust policies and procedures in place to promote equality and diversity and is compliant with all current legislation. This ensures the College works effectively to eliminate any barriers for learners, and staff, to studying and working within its campuses. The College operates an Open Access Policy and Leaders within the College lead by example and promote equality and fairness. The College is accessible to all learners and staff are supportive in helping every learner achieve. To support this:

- Core Equality and Diversity Training forms part of the compulsory online Induction training package for all staff.
- The College works closely with a range of partners and representative bodies to ensure that equality and diversity best practice is achieved and community voices are heard. This includes membership of the local Equality and Diversity Working Group which has members from a range of



public and third sector contributors and reports to the local Strategic Partnership Committee.

- A recent analysis has resulted in an action plan to update equality and diversity practice across the college.
- The Students Association plays an active role in promoting equality and diversity across the College and is represented on the College's Equality Committee.
- The College supports learners well in the provision of supportive technology/equipment to ensure that they are able to access learning e.g. provision of a specially adapted wheelchair for a sports student.
- Reported very positively in last Education Scotland visit an example of good practice is in Construction, where the DEC programme delivered to S2 pupils in Secondary schools across the region is made up of 50% female learners addressing Gender Imbalance issues.
- The College endeavours to provide equipment, technology or physical support to any learner who requires it to ensure equality of opportunity for learners to access the curriculum.
- Cultural diversity is celebrated throughout the College e.g. Equality and Diversity Week which is led by the Student Association.
- The College has invested in an Equality Officer to ensure we continue to meet all relevant legislation and to further embed wellbeing, inclusion and equality into the College culture

What should we improve?

Across a number of subject areas teaching teams do not actively promote equality and diversity themes when planning or delivering teaching sessions. To improve this:

- Development will be provided to staff to raise their knowledge and awareness to actively promote equality and diversity. New academic staff will attend a Human Diversity and Global Citizenship training session as part of their induction.
- We aim to be seen as a leading example of equality and diversity within Scotland and we have arranged for Stonewall Training to take place in November 2017, this will be a first of its kind in the FE sector for the UK.

### 3.2 Equity, attainment and achievement for all learners

What do we do well?

The College operates an Open Access policy that encourages learners of all abilities to apply for courses appropriate to their needs and actively encourages learners from deprived SIMD post codes, care experience learners and learners from other disadvantaged groups to come to the college. The College has good attainment rates for those learners who complete their course of study and also has good performance indicators for learners into positive destinations after gaining their qualification.

- Out of 1001 learners who completed their programmes during 2016/17, 873 had a positive outcome, 64 had a negative outcome and in 64 not known.
- In the year 2016/17 the college exceeded credit target of 30,067 by achieving 30,338 Credits.

- The Colleges Regional Outcome Agreement continues to challenge the College to improve and we regularly review progress against the agreed ROA, for example in 2016/17 the College aimed to achieve 3216 credits from the 10% most deprived postcode areas within our region. The College exceeded this target and achieved 3434 credits.
- The College has an excellent library resources (which is shared with other Crichton Campus academic partners), by taking into account the remote and rural nature of our learner population the library provides an excellent service by operating region wide and allowing learners to access materials in a preferred format.
- Celebration of learning events are well attended and well received across all sectors from Princes Trust and Project Search through to FE and HE Graduations with a separate graduation at the Stranraer Campus.
- Princes Trust – this programme has the highest retention and attainment figures in Scotland. Learners applying for a place on the Princes Trust programmes have 3 points of contact with staff before they come into college to ensure they are ready for the programme.

#### What should we improve?

Overall retention figures remain low with FT FE retention rate of 69%, the College target for the academic year was 76%. For FT HE overall retention was 81% with a target of 85%. Although the College has a wealth of information further work is needed to analyse this data in order to identify the specific issues and to develop a strategy for improvement. There is a knock impact of low retention rates on attainment rates, as attainment is measured as a percentage of enrolments, therefore the College is aware that increasing retention rates will also improve attainment rates. In support the following will take place:

- Extension of dashboards to provide tailored information to all academic and support staff – to include personalised information as well as general college and department PIs will ensure at a glance, intelligence which will support quicker and more effective interventions where appropriate.
- A new, more enlightened predictive model for examining data is a priority in order to reduce early leavers which will allow interventions at an early stage to support learners in danger of leaving.
- Entry and interview process should be more robust to ensure courses are suitable for applicants, especially progressing learners who struggled to complete their previous course.
- No pre-selection for courses can be an issue. Some learners have appropriate qualifications for a course but not the maturity to be on the course. To address this issue, the College are running a “Passport to College” course which will help the Learners ‘find their feet’ before they find their vocation and in building confidence. The course will have its own support worker to assist as necessary. Some Learners do not feel comfortable declaring they have mental health problems for fear they will be discriminated against. Training and work needs to be done to address this.
- There are difficulties in supporting the more remotely based learners to have access to our curriculum. The College offers a range of blended learning methods to support learners however recognise the challenges and that further improvements are required in this area.

## **Capacity to Improve**

The new structure implemented in August 2017, and referred to throughout this document, is designed to make improvements to our College. The new Curriculum Managers (CMs) are now all in post (7 internal appointments and 1 external). A tailored and individual training programme for each new CM is in place and regular support meetings are scheduled to take place.

A College wide meeting was held where staff were encouraged to identify “breakable plates” and to identify areas where they could make a real difference to the lives of learners.

A new Vice Principal has been employed bringing with him a new perspective and the chance to look at things afresh. The College is confident that we will make progress on our priority of reducing early learner withdrawals and maintaining the good standards of academic quality that exist within our College.

Improving the retention rates across the College is the priority for the coming year with 31% of full time FE learners starting courses with our College and subsequently leaving early. We are relatively satisfied with other KPI's and there are other smaller actions as a result of this report that we will undertake. However, it is clear to the EMT and Board of Management that our focus in the coming year is to address retention, which has remained low for a number of years.

**Retention figures planned actions** - Some measures already highlighted in this report, such as the monthly meetings between Curriculum Managers and the Vice Principal for Planning and Performance, have already been implemented, initial feedback and recent data is encouraging. The new structure having Curriculum Managers to take ownership of their own KPIs is hoped to be a positive step too. This may well involve a named person in each curriculum area being a point of contact, but it will be down to Curriculum Managers to determine what would work best for their learners, rather than a prescriptive “one size fits all” approach.

Lastly, and as previously stated, we hope to provide academic staff with detailed information about learners that might be at risk at the time of enrolment. Ultimately the College aims to get in place a “Predictive Success” tool to give live information about learners in danger of leaving early.

**Remote and Rural Support** -The College will also complete an option appraisal exercise to inform the development of education provision in the West of our region and to offer outstanding opportunities to learners who wish to study at our Stranraer Campus.

We aim to maximise the income for the region by applying to various funds available to us and it is hoped we will develop some unique and high class opportunities for learners.

### **Enhancement Plan - Monitoring of the Actions for Improvement**

Action	Expected Impact	Progress		
		Date	By Whom	Progress
Introduce a new management structure with 8 Curriculum Managers and 2 Heads of Curriculum	With a clear priority of improving retention rates it is hoped that closer monitoring of each course via the Curriculum Manager will result in an Improved retention rate.	August 2017	Principal	Completed
Improve learner retention figures across each curriculum area. We will share best practice across the curriculum areas in order to develop tailored solutions for courses with low retention rates.	College FT FE retention figures to improve to at least 85% in the year 2020	July 2018	Curriculum Managers, with support from Vice Principal Performance and Planning	
Carry out an option appraisal to inform the development of provision of education in the West of the region	Widen Access for learners from a remote and rural background	July 2018	Vice Principal Learning and Skills	
Develop a tool for assessing learners against the known risk factors for early leaving from their course	With a tool which takes into account all risk factors (Including attendance) for learners withdrawing from a course we will aim Improve retention rates of learners and assist in curriculum planning	November 2017	Vice Principal Performance and Planning	
Introduce a "Passport to College" course	Prepare learners at risk of leaving early if they enrol on full college courses., To experience college and prepare themselves which will ultimately reduce early leavers	November 2017	Heads of Curriculum	
Introduce a new self-evaluation tool for academic staff, which is simpler to use than the current "Wheel" and is aligned with the "How Good is our College?" Quality indicators	Staff better able to critique themselves and to enhance the learning experience of learners	July 2018	Vice Principal Learning and Skills	
Introduce a new structure for the management of the Student Association class reps system	A structure which mirrors the new management structure where we can have curriculum council meetings which takes on board the learners views, resulting in learner issues being addressed and ultimately improved retention	December 2017	Vice Principal Performance and Planning	

### **Grading Outcomes**

Principle	Grade
Leadership and Quality Culture	Good
Delivery of Learning Provision	Good
Outcomes and Impact	Satisfactory

# Board of Management

## Flexible Workforce Development Fund

### 1 Purpose of the Report

To provide members with an update on the new Flexible Workforce Development Fund launched on 7 September 2017.

### 2. The Report

#### 2.1 Background

The purpose of the FWDF is to provide employers with flexible workforce development training opportunities to support inclusive economic growth through up-skilling or re-skilling of employees. It is envisaged that this fund may be particularly beneficial in addressing skills gaps and training needs of the older workforce.

The Scottish Government will provide £10million to the Scottish Funding Council for the FWDF.

#### 2.2 Policy Drivers

The main policy drivers for the FWDF are:

- Supporting the needs of levy payers.
- Supporting workforce development in line with the aims of the Scottish Government's Labour Market Strategy, particularly in the areas of upskilling and reskilling workers, and consistent with the ambitions to raise productivity.
- Ensuring the Fund further strengthens college engagement with industry.

#### 2.3 Eligibility

The FWDF will be available to all levy-paying employers in Scotland across the private, public and third sector, and will be led by employer demand. SFC will provide the funds to colleges to enable them to respond to employer demand at a regional and national level.

Employers are required to submit evidence of their eligibility to pay the levy alongside their FWDF application. This should take the form of a copy of the relevant part of the most recent Employer Payment Summary (EPS), which reports the level of Apprenticeship Levy contribution.

The amount allocated by SFC to Dumfries and Galloway is £202,971. It is estimated that there are 70 levy paying businesses operating in Dumfries and Galloway alone with a further 340 operating on a Scotland-wide basis or across more than one college region (total of 410 levy paying businesses operating in Dumfries and Galloway). Each levy payer will be able to access up to a maximum total of £10,000 in 2017-18.

The FWDF will not support provision of qualifications/training required by legislation.

## Board of Management

---

### **2.4 Management and Operation**

The FWDF will be managed and administered within the Business Development Team of the College. The team are currently working on identifying which businesses in the region qualify for the FWDF in order that aware raising activities can begin to ensure the college meets the application deadline of 15 December 2017. Providing the employer and the training identified meets FWDF eligibility criteria, Colleges will allocate the fund on a 'first-come, first-served basis.

### **3 Recommendation**

Members are asked to note the update on Flexible Workforce Development Fund.

**Carol Turnbull**

**Principal**

**September 2017**

## Board of Management

---

## Board of Management

### Strategic Risk Register

#### 1. Introduction

- 1.1 The purpose of this paper is to provide the Board of Management with the opportunity to review the College's Strategic Risk Register.

#### 2 The Report

- 2.1 In accordance with the College's Risk Management Policy any risk with an inherent rating of 12 or above must have mitigating controls in place and where the residual rating remains above 12 should be reviewed at least quarterly in order to identify if any further actions could be taken to reduce the residual rating to below 12. For completeness all risks are included in the attached register, in order of high to low ratings.
- 2.2 The Principal and Executive Management Team routinely review the Strategic Risk Register to reflect the risks the College is facing and the mitigation that will be applied to each risk. There are currently 9 strategic risks, four of which are rated 12 or above.
- 2.3 No new risks have been added but changes have been made to the following:
- Risk No 6 – 'Failure to achieve attainment targets'. Residual Risk has been increased to 12
  - Risk No 3 – 'Governance issues'. Recommendation to remove comments as little funding left in ALF
  - Risk No 13 – 'Cyber Attack'. Inherent Risk has been increased to 12
  - Risk No 4 – 'Unable to achieve credit (activity) target'. Residual Risk has been increased to 12
  - Risk No 10 – 'Imbalance between demand for student support funds/bursaries and funds available'. Propose to remove from Strategic Risk Register

#### 3. Recommendation

- 3.1 It is recommended that the Board of Management consider and, if so minded, approve the Strategic Risk Register.



## Strategic Plan 2017-2018 Risk Register

Risk No.	Risk Description	Inherent Risk			Controls in Place	Assurances	Internal/ External	Residual risk			Further Action	Risk Owner
		Likelihood	Impact	Total				Likelihood	Impact	Total		
1	National Pay Bargaining	4	4	16	1. Detailed financial planning undertaken and approved by Finance and General Purposes Committee to ensure "affordability" of any offer. 2. National negotiation processes in place with recognised unions. 3. Government public sector pay guidance for 2017-18 is for maximum 1%, College budget will reflect this.	1. Feedback to EMT and the Board 2. Included in budget which is monitored and reported through F&GP and Board 3. Sound internal planning and monitoring to ensure service continuity in event of industrial action	Internal/ External	3	4	12	Likely dispute with EIS re 2017-18 pay award and national bargaining. <b>EIS strikes currently suspended pending final agreement.</b>	EMT
6	Failure to achieve attainment targets	4	4	16	1. Real time monitoring systems in place 2. Strategies in place to improve retention. 2. Strategies in place to improve student success 3. Poorly performing programmes removed from the curriculum.	1. Monitored at course level and review by Vice Principal (Learning and Skills) 2. Monitored through self evaluation process and reported to ET and L&T committee	Internal/ External	3	4	12	Moving forward achieving attainment targets agreed with the SFC in the Regional Outcome may be a condition of grant. Low attainment can also be detrimental to college reputation. <b>August 2017 - Initial analysis for 2016-17 show little or no improvement on 2015-16 figures. For 2017-18 changes been made to Induction, ongoing monitoring of KPIs and data analysis. New Academic structure allows for closer monitoring. Moving towards pro-active flagging of vulnerable students for close monitoring.</b>	EMT
3	Governance issues: Reclassification and other changes to governance reduce the flexibility of the College to manage financial and estates issues and meet targets in the Outcome Agreement.	4	4	16	1. Executive Management Team and Finance Manager representation at relevant briefings and ongoing monitoring of changes 2. External audit advice	1. Appropriate and robust internal planning and monitoring arrangements 2. Regular liaison with Scottish Funding Council	Internal/ External	3	4	12	Seeking financial support from Scottish College Foundation to support College's continuing development. SFC Guidance on Depreciation, Deficits and transferring funds to ALFs . <b>August 2017 - Suggest to remove comment as very little funding left in ALF. The Board of Management and EMT continue to monitor the situation.</b>	EMT
5	University of West Of Scotland - Review of property and provision in Dumfries.	4	3	12	1. Principal continue to discuss with Senior Management of UWS. 2. Principal and Vice Principal on the Joint Academic Strategy Group. 3. Regular reporting and discussion at EMT as information becomes available.		Internal/ External	2	3	6	Continue dialogue with UWS. Keep SFC informed of potential loss of contribution to college overheads from UWS for shared accommodation. Also potential loss of articulation opportunities for College students if UWS provision if reduced. <b>Recent discussion indicate UWS not near making a decision at this point in time.</b>	EMT
2	Public sector funding cuts - forecast for session 2017-18	4	4	16	1. Scenario planning undertaken and measures to offset reduction identified which is then used to inform curriculum planning. 2. Annual review of provision undertaken through planning and budgetary process to ensure match of income and expenditure.	1. Curriculum plans approved by EMT and L&T 2. Budget approved by the Board	Internal	1	4	4	Indicative funding received Feb 2017. Slight increase in funding but insufficient to meet increase in pay costs. Continue to look for opportunities to increase non SFC income. <b>Final Funding received May 2017. College Budget currently shows deficit but under continuous monitoring. Updated budget to F&amp;GP Committee September 2017</b>	EMT

## Strategic Plan 2017-2018 Risk Register

Risk No.	Risk Description	Inherent Risk			Controls in Place	Assurances	Internal/ External	Residual risk			Further Action	Risk Owner
		Likelihood	Impact	Total				Likelihood	Impact	Total		
13	Cyber attack	3	4	12	1. Janet network (via JISC) provides secure connectivity. 2. Regular reporting at ET. 3. Constant scanning to identify potential attacks/network vulnerabilities. 4. VP CS&G and IT Manager meets regularly with JISC account Manager	1. Janet secure network provides a high speed, highly reliable and secure, world-class network, enabling national and international communication and collaboration to the UK research and education community. 2. Regular updates from JISC on potential attacks/network vulnerabilities 3. EMT meetings/minutes 4. Internal Audit 2016/17	External/ Internal	1	4	4	Jisc's Security Operations centre is responsible for monitoring and resolving any security incidents (detect, report, investigate) that occur on the network. They also provide an enhanced service for the detection and mitigation of Denial of Service (DoS) attacks that occur across the network.	EMT
4	Unable to achieve credit (activity) target	3	3	9	1. Real time monitoring system. 2. Contingency plans in place to offer additional provision as required. 3. Annual review of staffing and provision to rebalance areas of growth with areas of decline. 4. Annual review carried out by internal audit	1. Reviewed by EMT on a weekly basis 2. Curriculum areas looking to run additional courses to address shortfall. 3. KPI reported and discussed at each board meeting 4. Provision made in accounts for clawback 5. Marketing strategies for 17/18 recruitment	Internal / External	3	4	12	Early warning strategies to be implemented to improve early retention. From 2017-18 18yrs to received bursary rather than EMA. <b>August 2017 - Current forecast is lower than expected, with lower enrolment numbers. Not forecasting to achieve credit target for 2017-18</b>	EMT
9	Prevent Duty – disruption due to threat of extremism / risk of external influences	3	4	12	1. Vice Principal attendance at local multi-agency CONTEST group 2. Regular reporting of Prevent issues at EMT. 3. Constant scanning to identify new potential threats.	1. College Prevent Action Plan 2. CONTEST meetings/minutes 3. EMT meetings/minutes 4. 80% staff trained by Sept '17	External/ Internal	1	2	2	Vice Principal leading on Prevent Action Plan, any issues would be identified through regular reporting at EMT. Immediate concerns to be raised with contact within Police Scotland. Review of evacuation procedures in relation to 'stay safe' has taken place. <b>The College is kept updated through SOCC Group and appropriate action taken</b>	EMT
10	Imbalance between demand for student support funds/bursaries and funds available	2	3	6	1. Detailed analysis and monitoring of spend undertaken on an ongoing basis by Finance Manager, discussed monthly with VP (CS&G) who updates ET. 2. Allocation and amounts reviewed on an annual basis to ensure funding constrained within amount available. 3. Annual review carried out by internal audit	1. ET meetings/minutes 2. ET meetings/minutes 3. Internal audit report presented to audit committee	Internal / External	1	2	2	Last 3 years underspend. Policy change in 17-18, 18yrs old to be paid bursary instead of EMA (improve retention strategy). <b>August 2017 - Student Support and Funding processing fairly quickly again. A new system for online application. Propose to remove from Risk Register</b>	EMT

## Board of Management

### Stranraer Campus

#### 1 Purpose of the Report

To provide members with an update on key actions that will contribute to the development of a Stranraer Campus Strategy.

#### 2 The Report

##### 2.1 Curriculum Development Advisor (*Stranraer and Wigtownshire*)

In May 2017, a Curriculum Development Advisor was appointed to undertake a study on behalf of Dumfries and Galloway College and Dumfries and Galloway Council (Education Services and Economic Development) to identify the challenges and opportunities for curriculum development in Stranraer and Wigtownshire for the next five to ten years.

Numerous stakeholders from education, economic development, business and community were consulted as part of the research and a detailed report was provided and presented to the Steering Group.

#### Key messages and Next Steps:

- Any curriculum development has to take account of global changes around skills demand – eg requirement for digital and technological skills.
- Stakeholders welcomed this piece of research and there is an interest and willingness to work with the College and Council's education department to develop training and skills that meet the needs of the west of the region.
- The College and Council will jointly develop innovative education and skills delivery solutions that link school and community learning directly into the College, thereby providing clear pathways for all learners, not matter what stage in their learning.
- The College will appoint a Stranraer Campus Development Manager who will have an outward facing role to establish appropriate stakeholder relationships that support business and community development.
- A Curriculum Development Strategy for Stranraer and Wigtownshire will be developed (draft attached for comment). The strategy will consider an opportunity for the creation of a centre for rural technology and digital entrepreneurship, with particular emphasis on food technology, engineering and tourism related activities.

#### 4 Recommendation

Board members are invited to note progress to date and comment on the draft Strategy in respect of Stranraer campus. A final strategy will then be published and implemented.

Carol Turnbull  
Principal

## Board of Management

### Stranraer Campus Strategy (draft)

Dumfries and Galloway College - Inspiring our People, Businesses and Communities to be successful.

Our mission is:

One College, one Team where:

- Learners come first;
- The changing needs of the economy are met; and
- Innovation, collaboration and creativity are core to what we do

#### 1. Vision 2020 –

**Inspiring our People, Businesses and Communities to be successful.**

*“We will provide opportunities to access and progress through education and training at all levels.”*

*“We will deliver education and training that is a route to employment and career development and is aligned to local and national economic needs.”*

*“We will enable communities to grow and develop through local education and training.”*

*“We will support more businesses to start-up, grow and diversify”*

*“We will enable people to build their independence and confidence in a supportive environment.”*

Vision 2020, the five-year strategic plan for Dumfries and Galloway College emphasises that partnerships and collaborations are at the heart of the College’s aim to support and grow the local and national economies.

Dumfries and Galloway College will ensure that it has the highest quality curriculum offering that delivers skills, education and training to meet local and national needs and at the same time is includes and enables to achieve their maximum potential.

#### 2. Objectives –

The Curriculum Development Strategy Stranraer & Wigtownshire supports the College’s Vision 2020, Employer Engagement Strategy 2016-2020 and Outcome Agreement 2017-2020 by:

- Taking account of the particular challenges and opportunities arising from the economic, social and geographic nature of the west of the region;
- Ensuring provision is efficiently delivered, accessible and meets national, regional and local employer needs in the west of the region;
- Developing and offering a curriculum that reflects the skills requirements and meets the needs of the west of the region, with particular emphasis of supporting and including rural communities.

#### 3. Context –

Dumfries and Galloway College is a single college within the local authority region of Dumfries and Galloway. The region is very rural and sparsely populated, with many people living in remote areas with poor transport and broadband provision. The population projection is decreasing and ageing overall. The local economy is dominated by micro-businesses, low average wages and an ageing population. The region’s population also has a higher than average (Scotland) employment in skilled trades, care, leisure

## Board of Management

and other service occupations that lower than average employment in professional and associated roles.

The region is projected to be subject to falls in employment in agriculture, manufacturing, public administration and mining and quarrying sectors. However, this is expected to be countered by growth in sectors such as health, information technology/business support systems and construction.

The West of the Region (Wigtownshire, which includes Stranraer & Rhins) is one of the least populated areas in Scotland with almost a quarter of the people being 65+ years old. Businesses are predominantly micro-businesses - Agriculture, fishery and forestry dominate followed by retail, construction, accommodation & food services.

The College's Stranraer campus serves the West but is also within easy access of Ayrshire and Belfast. Close relationships with other academic institutions (i.e. Open University in Scotland, SRUC, University of the West of Scotland, University of Glasgow, Edinburgh Napier University, Strathclyde University) as well as closer partnerships with Dumfries & Galloway Council, Third Sector etc. enable development of shared services, pathway development for learners and general curriculum development to ensure economic and social needs are met.

#### 4. Goals and Outcomes –

The College will adopt a flexible approach to curriculum development in the West to take account of the unique challenges and opportunities that are presenting themselves to support communities, businesses and individual learners locally but also further afield.

In order for the College to deliver its Vision and associated objectives these goals and outcomes the College will:

- Enable the Stranraer campus to develop a very pro-active role within the local community through the Campus Manager who has a strong awareness of local economic, social, cultural, environmental issues and is able to relate these back to curriculum development through the Heads of Curriculum and the Curriculum Managers.
- Extend and strengthen relationships with key partners and stakeholders in order to provide an environment where subjects and modes of delivery of education, training and development can be adapted to suit changing economic developments and social changes.
- Develop courses that meet the needs of key economic sectors and allow the West and Stranraer campus to create a *Centre of Excellence for Rural Technology and digital Entrepreneurship with particular emphasis on food technology, engineering and tourism related activities*; This will support the local economy, build on extensive local examples of good practice and generate interest from areas outwith the West of Dumfries & Galloway.

#### 5. Responsibilities

The leadership, implementation, monitoring and evaluation of this strategy is the responsibility of the Executive Management Team of Dumfries and Galloway College. However, the strategy will be shared with all College staff ensuring they are aware of how each individual is able to contribute to the successful achievement of this strategy and will be monitored by the College Board of Management,

#### 6. Monitoring and Review

## Board of Management

A regular and rigorous evaluation of curriculum provision to meet the needs of our learners, communities and businesses is to take place, which will include feedback from partners, stakeholders and learners. Additionally, all staff will be asked to monitor and review the execution and progression of the strategy through regular self-evaluation. The Stranraer Campus Manager will provide regular updates to the Executive Management Team and the Board of Management will be kept informed of progress.

### 7. Related Documents

- a. Study with Recommendations on the Curriculum Development for the West of Dumfries & Galloway (September 2017)
- b. Regional Outcome Agreement 2017-2020
- c. Dumfries and Galloway College Vision 2020
- d. Employer Engagement Strategy 2016-2020
- e. Skills Development Scotland Regional Skills Assessment
- f. Dumfries and Galloway Economic Strategy

Carol Turnbull  
Principal  
October 2017

DRAFT

# **CURRICULUM DEVELOPMENT STRANRAER & WIGTOWNSHIRE**

**STUDY WITH RECOMMENDATIONS ON CURRICULUM DEVELOPMENT  
FOR THE  
WEST OF DUMFRIES & GALLOWAY**

**Eva Milroy  
Curriculum Development Advisor  
Dumfries & Galloway College**

**September 2017**

## 1. Foreword

Stranraer and Wigtownshire in the west of Dumfries and Galloway may be in a very rural area of Scotland (mostly micro-businesses, poor transport links, ageing population etc.). However, this does not mean that this area is in any way less in need of skills development and training. Businesses, communities and individuals must be given the opportunity to be able to access skills development, training and education that will make them competitive and fit to do business in the 21<sup>st</sup> Century and are put on a level-playing field with other businesses, communities and individuals across the globe.

The west of the region is well connected to Northern Ireland, Ayrshire and the western Central Belt. There are large numbers of high quality businesses across a number of sectors. Some public investment is being put into the area and through the *Community Empowerment (Scotland) Act* more community-driven activity is taking place to put the area on the map. Overall, there appears to be a more positive feel around the west of the region.

Curriculum development must pick up on these positive developments, but also the challenges and opportunities that global skills development is providing. Taking into consideration all of these aspects this study has looked at a large number of reports, documents, examples of good practise etc. to tease out ideas that could be advanced to create a unique way of imparting and sharing knowledge and skills in a rural setting for rural communities. A unique way that could also be of interest to businesses, communities and individuals beyond the west of the region, turning the west, with the College's Stranraer campus at the core, into a *Centre for Rural Entrepreneurship and Tourism*.



## 2. CONTENT

1. Foreword	p. 2
2. Content	p. 3
3. Overarching Purpose of Study	p. 4
4. The Process	p. 4
5. Background of the Study	p. 5
a. Global changes and trends to take account of	p. 5
Drivers of change	p. 6
b. Key trends for Dumfries and Galloway	p. 10
Population and Economy	p. 10
Education	p. 16
Business	p. 18
6. Setting Things in Context	p. 23
7. Recommendations and Observations	p. 26
a. Campus Development Manager	p. 26
b. 'Bottom-Up'	p. 28
c. Incubation Hubs/Makerspaces/labs	p. 29
d. 'Mix & Match'	p. 31
e. Key Subject Areas	p. 33
f. Clear Pathways	p. 40
g. Shared Apprenticeships	p. 42
h. Better Local Data	p. 42
i. Centre For Rural Entrepreneurship And Tourism	p. 42
j. Curriculum Development Stranraer & Rhins Strategy	p. 46
8. Conclusion	p. 47
9. Appendix	p. 48
a. Stakeholders that made contributions	p. 48
b. Draft of Curriculum Development Strategy Stranraer & Wigtownshire Strategy (separate attachment)	
c. Burning Glass promotional presentation (separate attachment)	
d. Proposal for a revamping of the National 5 Administration and IT course at Stranraer Campus (separate attachment)	
e. Survey Monkey result summary (separate attachment)	
f. Background Reading	p. 52

### **3. OVERARCHING PURPOSE OF THE STUDY**

With the proposed development and regeneration of Stranraer Waterfront, some emerging industries in the renewable sector and an increase in businesses operating in the Creative Industries and Outdoor Activity Sectors local community planning partners felt the time was right to undertake a review of the skills needs in the West of the region in order to inform that curriculum offering is moving forward to ensure it supports the economic development of the west of the region and the objectives of Developing the Young Workforce, and the regional commitment to young people, the Youth Guarantee.

Education and Skills provision in West Dumfries and Galloway is currently primarily delivered by two secondary schools (based in Newton Stewart and Stranraer) and a College Campus based in Stranraer. There is currently a limited vocational offering and some higher education opportunities at the Stranraer Campus. The schools and college are supported and advised by employability and skills colleagues and Skills Development Scotland. Work in this area is coordinated by the Local Employability Partnership where school, college and Skills Development Scotland (SDS) are represented.

### **4. THE PROCESS**

Between late May and early September 2017 extensive desk research was done accompanied by detailed discussions with public stakeholders, businesses, individuals and College staff to look at global trends around skills requirements and how these link to local requirements in order:

1. To identify future vocational, academic, professional and technical training needs/opportunities for the West of the Region for the next 5-10 years;
2. To provide a comprehensive report making recommendations on curriculum portfolio to the Steering Group (Dumfries and Galloway Council Economic Development, Dumfries and Galloway Council Education Services, Dumfries and Galloway College);
3. To achieve the above by engaging and working with relevant stakeholder groups (including education and employment).

The information, trends and recommendations have been brought together in this report.

## 5. BACKGROUND OF THE STUDY

Even though this study looks at a very specific and very rural part of Scotland, this does not mean that it is immune to developments around the globe. It is important to understand what the national and global trends are with regard to economic development, demographic changes etc. to appreciate that these changes need to be factored into any evaluations and re-alignments of skills development and training at a local level. After all, Dumfries and Galloway must be competitive and produce skilled individuals that can participate on an equal footing within the labour market in this region as much as anywhere else can. In turn, by building an environment that allows continuous skills improvement and a setting is created that businesses want to start up and locate to.

### a. Global changes and trends to take account of

The pace and scale of change that industries are going through has been accelerating during the last century. However, the way associated new skills and knowledge is shared, taught and can be accessed has not kept pace. The World Economic Forum talks of the '*Fourth Industrial Revolution*'<sup>1</sup>, which is branded as a technical revolution, which affects all aspects of our life.

It is acknowledged that 65 % of children entering primary school today will, by the time they are economically active (in 15 or so years), work in completely new jobs that do not exist today<sup>2</sup>. Today, there are many jobs that did not exist even ten years ago<sup>3</sup>. Linked to changes in the job market are changes within the education and training system.

A recent article in The Guardian argued that education systems need to change in eight key areas. The article says that "*The eight key areas of action here are early childhood education, future-ready curricula, a professionalised teaching workforce, early exposure to the workplace, digital fluency, robust and respected technical and vocational education, openness to education innovation, and, critically, a new deal on lifelong learning.*"<sup>4</sup>

These findings and arguments have a direct bearing on the direction this study has taken, i.e. what changes need to be made to the provision of further education in the west of Dumfries and Galloway. This area may be rural and dominated by micro businesses but this does not mean it is in any way less affected by the pace of change. In fact, one could argue that it is affected more, since the challenges for skills development and training linked to economic growth are often amplified (i.e. poor broadband, poor transport links, low population density).

While the associated disruption to the business models and ways of doing things are far reaching and can be overwhelming, it also provides education providers with opportunities to develop new services and increase employment.

With this study, Dumfries and Galloway is in fact picking up on a number of recommendations put forward by the World Economic Forum on how to deal with the '*Fourth Revolution*': rethinking the education system, incentivising lifelong learning, cross-industry and public-private collaboration.<sup>5</sup>

---

<sup>1</sup> <https://www.weforum.org/about/the-fourth-industrial-revolution-by-klaus-schwab>

<sup>2</sup> <http://www.nesta.org.uk/blog/employment-2030-skills-competencies-and-implications-learning#sthash.W5uApnWY.dpuf>

<sup>3</sup> <https://www.weforum.org/agenda/2016/06/10-jobs-that-didn-t-exist-10-years-ago/>

<sup>4</sup> <https://www.theguardian.com/sustainable-business/2017/jan/30/we-may-have-less-than-five-years-to-change-how-we-learn-earn-and-care>

<sup>5</sup> <http://reports.weforum.org/future-of-jobs-2016/future-workforce-strategy/>

## Drivers of Change

The World Economic Forum undertook an extensive survey of businesses around the world to understand the drivers of change that are taking place. Apart from changes linked to demography, social mobility, work patterns and climate change technological drivers were key. These can be put into four broad groups:

- a. IT, computer related advances (i.e. mobile internet, Big Data, Internet of Things, machine learning etc.)
- b. Advanced manufacturing and production processes (i.e. robotics, 3D printing, advanced materials, autonomous transport)
- c. New energy supplies associated technologies
- d. Crowdsourcing, peer-to-peer platforms<sup>6</sup>

It is envisaged that businesses within the architecture and engineering sectors will become far more specialised with the need for highly skilled technicians for increasingly automated production systems. Linked to this are skills around computer and mathematics-based jobs but also the use of advanced materials, which will affect industries like construction. On the opposite site, expectations are that there will be a significant decline in pure office and administrative roles. Therefore, jobs that use computer and mathematics-based skills will see high growth, i.e. data analytics, software developers. These changes are also affecting sectors such as financial services, media, professional services, retail. Additionally, it is expected, that there will be a need for specialised sales representatives covering new products and services. Further, with demographic changes a substantial increase in the number of jobs in the Healthcare sector is due. (The Canadian Scholarship Trust Plan currently run an *'Inspired Minds'* initiative, which looks at what jobs and careers may be marketed in 2030. They list a large selection of jobs. Some of these we are familiar with, i.e. teacher, but there are also a large number of new jobs, and the skills required to do these jobs. These new jobs have been thought of/created based on current developments and advances in technology and social-economic trends. <sup>7</sup>)

Apart from the need for increasing specialised and technological skills, businesses will also be affected by changes in working practices, such as greater use of co-working spaces, virtual offices, flexi-time.

Based on these expected changes it is no surprise that associated skill sets to undertake the various roles and requirements need to change. However, with the increasing pace of change the demands on education and training systems to be able to support the requirements is rather challenging. It is the view that *"current technological trends are bringing about an unprecedented rate of change in the core curriculum content of many academic fields, with nearly 50% of subject knowledge acquired during the first year of a four-year technical degree outdated by the time students graduate"* <sup>8</sup>

Over and above the technical/specialised skillsets that are needed, it is the type of other competencies that are also expected to change. The table below is listing the core competencies that businesses part of the World Economic Forum Survey<sup>9</sup> put together:

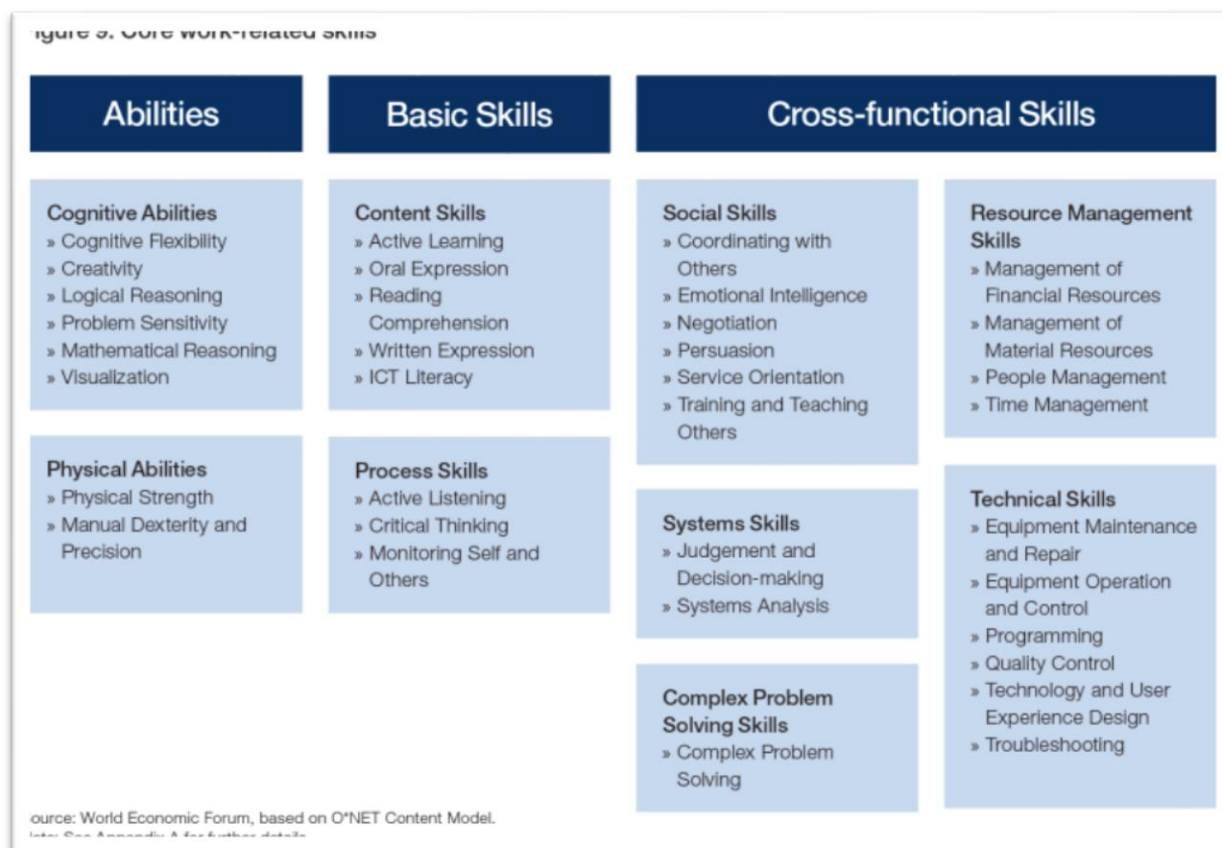
---

<sup>6</sup> <http://reports.weforum.org/future-of-jobs-2016/drivers-of-change/>

<sup>7</sup> <http://careers2030.cst.org/jobs/>

<sup>8</sup> *"Shift Happens"*, McLeod, Scott and Karl Firsch <https://shifthappens.wikispaces.com>

<sup>9</sup> <http://reports.weforum.org/future-of-jobs-2016/skills-stability/>



Putting these against the drivers of changes discussed above it is becoming clear that certain skills are particularly increasing in importance:

- Complex problem-solving
- Emotional intelligence
- Content skills
- Process skills
- Cognitive skills

The figure to the right summarises the anticipated skills changes across all industries comparing 2015 with 2020, though there are likely to be variations when looking at individual industries and sectors:

10



<sup>10</sup> <https://www.weforum.org/agenda/2016/01/the-10-skills-you-need-to-thrive-in-the-fourth-industrial-revolution/>

Looking at the key future skills there appears to be a clear link between creativity and innovation having a positive effect on productivity and GDP. NESTA's report on *The Creative Economy And The Future Of Employment*<sup>11</sup> shows that the creative economy "accounts for 2.6 million jobs, making it bigger than sectors like Advanced Manufacturing, Financial Services and Construction. 1.8 million of these jobs are in creative occupations – from advertising professionals to computer programmers, and from actors to video games developers – who are highly educated, skilled and drivers of innovation.". Meaning, that the more creative a job is the less likely is it that it will be automated.

With that in mind there is growing evidence that development in skills, training and education should move from STEM to STEAM (Science Technology Engineering **ARTS** Mathematics).<sup>12 13</sup>

(There are a number of different definitions of the 'creative economy' but based on work by NESTA and others the most relevant definition would be that put forward by the British Council in that it is "The interface between creativity, culture, economics and technology, as expressed in the ability to create and circulate intellectual capital, has the potential to generate income, jobs and exports while at the same time promoting social inclusion, cultural diversity and human development."<sup>14</sup>)

Therefore, greater emphasis must be put on nurturing these type of skills. One of The Curriculum For Excellence's corner stones is interdisciplinary learning<sup>15</sup>. Education and training providers have to change and adapt to the situation<sup>16</sup>. Cross-functional roles that entail technical, social and analytical skills are becoming of greater importance. In turn, the education systems need to change to take account of these new requirements. Content of training and education as well as the mode and system of delivery are important including those that encourage life-long learning, ensuring that businesses, employers and education providers are able to develop on an on-going basis.

As part of this, businesses have to take far greater responsibility in training and upskilling staff, planning for their future and in turn anticipating needs and requirements to meet their vision, within the context of the changing economy and social-economic climate.

Bringing it back to the local study at hand, these influences are likely to be even more pronounced as we are entering a period of extensive change:

- The UK will leave the European Union in March 2019 – with that access to certain funding streams linked to knowledge exchange, project delivery, farm diversification etc. will change if not disappear completely (i.e. ERASMUS, Leader, Interreg);
- Scotland will see the introduction of the South of Scotland Enterprise Agency – this is likely to have a direct impact on how businesses and communities are supported, including funding and development opportunities;
- With the announcement of growth deals by adjoining local authority areas:
  - a. *Ayrshire Growth Deal*<sup>17</sup>

---

<sup>11</sup> The Creative Economy and the Future of Employment; NESTA, April 2015

[http://www.nesta.org.uk/sites/default/files/the\\_creative\\_economy\\_and\\_the\\_future\\_of\\_employment.pdf](http://www.nesta.org.uk/sites/default/files/the_creative_economy_and_the_future_of_employment.pdf)

<sup>12</sup> <http://camden.gov.uk/ccm/content/business/jobs-and-skills/steam-commission/>

<sup>13</sup> <http://www.independent.co.uk/student/student-life/Studies/stem-vs-steam-how-the-sciences-and-arts-are-coming-together-to-drive-innovation-a7047936.html>

<sup>14</sup> <http://creativeeconomy.britishcouncil.org/guide/what-creative-economy/>

<sup>15</sup> <https://education.gov.scot/Documents/cfe-briefing-4.pdf>

<sup>16</sup> <https://www.theguardian.com/culture-professionals-network/2016/feb/16/art-education-running-out-of-steam-teachers-art-design>

<sup>17</sup> <http://www.south-ayrshire.gov.uk/news/ayrshire-growth-deal-moves-ahead-as-all-three-councils-approve-plans.aspx>

b. *'Accelerating Growth – Edinburgh and South East Scotland City Region Deal'*<sup>18</sup>

Dumfries & Galloway will be required to strengthen its case to attract investment of any shape into the region. Even if the discussions around the Borderlands Initiative<sup>19 20</sup> are continuing to provide an alternative to the city deals, it will be of increased importance that the west of Dumfries & Galloway is given particular attention. At the moment, the only strategic project for the west is the Stranraer Waterfront development while all other projects focus on the east of the region.<sup>21</sup>

---

<sup>18</sup> <http://www.acceleratinggrowth.org.uk/>

<sup>19</sup> [http://www.parliament.scot/ResearchBriefingsAndFactsheets/S5/SB\\_17-19\\_City\\_Region\\_Deals.pdf](http://www.parliament.scot/ResearchBriefingsAndFactsheets/S5/SB_17-19_City_Region_Deals.pdf)

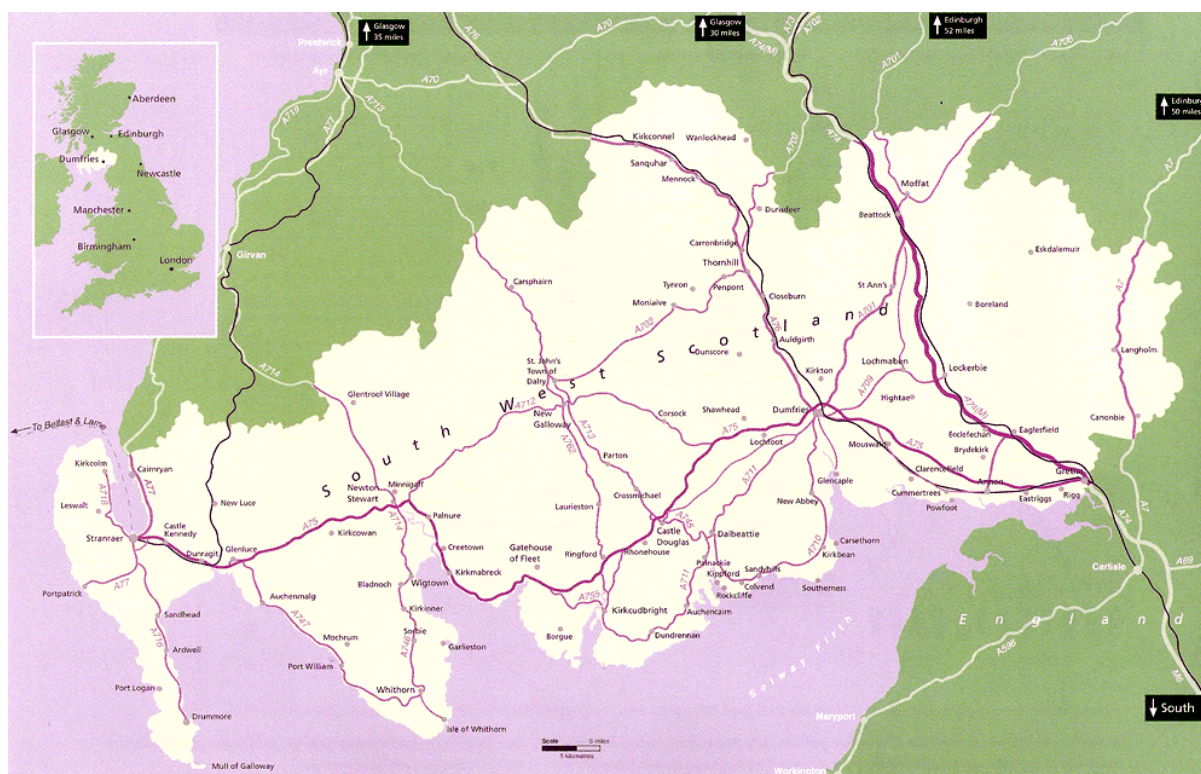
<sup>20</sup> <https://www.dgwgo.com/dumfries-galloway-news/borderlands-initiative-unites-scotland-england/>

<sup>21</sup> Regional Economic Strategy 2016-2020 <http://www.dumgal.gov.uk/CHttpHandler.ashx?id=18717&p=0>



## b. Key trends for Dumfries and Galloway

In order to get an understanding on how the global trends and projections are relevant to Dumfries and Galloway some key socio-economic figures and trends are being summarised below.



22

## Population and Economy

Dumfries & Galloway has a population of 149,520, with around 60% being in the age group 16 to 64 years of age<sup>23</sup>. It is one of the most sparsely populated regions of Scotland with only 23/km compared with 69/km for Scotland<sup>24</sup>. It is projected that the population of the region will fall to 141,619 by 2037<sup>25</sup>. A decline of just over 5%, while Scotland's population is expected to grow by over 6%<sup>26</sup>. Added to this is the issue of an ageing population. It is expected that, by 2039, the pensionable age group will increase by 16%, while the working age population will fall by 13% (the figures for Scotland are -28% and +1% respectively)<sup>27</sup>.

(Unfortunately, population projections are not produced at locality level, which does not allow for a more detailed analysis.)

<sup>22</sup> <https://www.dumfries-and-galloway.co.uk/maps/swscotland.htm>

<sup>23</sup> NOMIS <https://www.nomisweb.co.uk/reports/lmp/la/1946157410/printable.aspx>

<sup>24</sup> Office For National Statistics

<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalesscotlandandnorthernireland>

<sup>25</sup> Population Information Briefing Note 2; Population Projections Dumfries and Galloway 2012-2037; Dumfries & Galloway Council

<sup>26</sup> National Records of Scotland <https://www.nrscotland.gov.uk/files//statistics/population-projections/2014-based-euro-var/pop-proj-scot-areas-14-corrected.pdf>

<sup>27</sup> National Records of Scotland <https://www.nrscotland.gov.uk/files//statistics/population-projections/2014-based-euro-var/pop-proj-scot-areas-14-corrected.pdf>



The two largest settlements, Dumfries and Stranraer, are also the location of the two campuses for Dumfries and Galloway College – at almost opposite ends of the region, with 120 km between them.

Rurality<sup>28</sup> is a major issue for the region with much of the region being classified as ‘rural’ or ‘remote rural’ (settlements of fewer than 3000 people and with a drive of 30 minutes or more to a settlement of 10,000 or more). Only areas around Stranraer and Dumfries are classified as ‘Other Urban’ (settlements of 10,000 to 125,000 people). In fact, 70 % of Wigtownshire’s population live in an area classified as ‘remote’<sup>29</sup> (Wigtownshire is where the Stranraer campus is located.)

Here is a list of the largest settlements (to the nearest 100) in Dumfries and Galloway based on the population counts as part of the Census 2011<sup>30</sup>. Those settlements highlighted in red show those that are within relative close distance to the Stranraer Campus of Dumfries and Galloway College.

Settlement	People	Settlement	People	Settlement	People
Dumfries	32,900	Gretna	3,100	Wigtown	900
Stranraer	10,600	Moffat	2,600	Whithorn	800
Annan	9,000	Langholm	2,200	Ecclefechan	800
Loccharbriggs	6,000	Kirkcubbin	2,100	Eaglesfield	700
Lockerbie	4,300	Sanquhar	2,000	Creetown	700
Dalbeattie	4,200	Lochmaben	1,900	Glenluce	600
Castle Douglas	4,200	Eastriggs	1,900	Cargenbridge	600
Newton Stewart	4,100	Thornhill	1,700	Portpatrick	500
Kirkcudbright	3,400	Gatehouse of Fleet	1,000	Port William	500

However, the region suffers from poor transport links, meaning that access to a car is vital in order to travel to access services. At the same time, the College is working with local bus companies offering bus connections to its two campuses from some of the remote parts of the region, though the logistics around commuting from remote parts of the region remains a challenge.

Many of these issues have also been identified through a separate study based on the Galloway and South Ayrshire Biosphere (GSA). Crichton Institute have undertaken this socio-economic baseline study (to be published in the autumn of 2017<sup>31</sup>) bringing together data to present a baseline of who lives in the GSA Biosphere along with economic and social activity of that area. It shows that this part of south-west Scotland has an even lower population density of 18/km with the 60 to 74 age group sitting at 20%



<sup>28</sup> <http://www.gov.scot/Topics/Statistics/About/Methodology/UrbanRuralClassification>

<sup>29</sup> *Wigtownshire Area Profile*, Crichton Institute, 2014

<sup>30</sup> *Health and Social Care Strategic Needs Assessment 2016-2019*; Dumfries & Galloway Health & Social Care; Version 1.0 ; Published February 2016; Health Intelligence Unit, NHS Dumfries & Galloway

<sup>31</sup> *Socio-Economic Baseline Study – Galloway and South Ayrshire Biosphere*; Annie Wild, Crichton Institute, Autumn 2017

compared to 15% for Scotland, while the 18 to 29 age group sits at 12% and 16% respectively. When it comes to education, 35% of the population within the Biosphere area have no qualification.

In order to draw some conclusions about how curriculum development in the west of Dumfries and Galloway should be approached we need to put the population statistics against the economic indicators and the accepted growth sectors.

The Scottish Government's Economic Strategy identifies six key growth sectors<sup>32</sup>:

- Food & Drink (including agriculture & fisheries)
- Creative Industries (including digital)
- Sustainable Tourism
- Energy (including renewables)
- Financial & Business Services
- Life Sciences

The number of registered businesses in Dumfries and Galloway shows how these sectors are represented within the region<sup>33</sup>:

	Dumfries & Galloway							Scotland	
	2011	2012	2013	2014	2015	2016	% 2016	Total 2016	% 2016
<b>Food and Drink</b>	2,035	2,030	2,045	2,045	2,015	<b>1,990</b>	<b>60%</b>	<b>17,320</b>	<b>22%</b>
<b>Financial and Business Services</b>	380	400	400	435	445	<b>445</b>	<b>14%</b>	<b>28,305</b>	<b>36%</b>
<b>Life Sciences</b>	5	10	5	5	10	<b>5</b>	<b>0.1%</b>	<b>535</b>	<b>0.7%</b>
<b>Energy (including Renewables)</b>	35	40	45	50	65	<b>70</b>	<b>2%</b>	<b>3,995</b>	<b>5%</b>
<b>Sustainable Tourism (Tourism related Industries)</b>	585	605	580	590	590	<b>595</b>	<b>18%</b>	<b>14,090</b>	<b>18%</b>
<b>Creative Industries (including Digital)</b>	195	195	185	195	205	<b>190</b>	<b>6%</b>	<b>15,420</b>	<b>19%</b>
<b>All</b>	3,240	3,275	3,260	3,315	3,325	<b>3,295</b>	<b>100%</b>	<b>79,665</b>	<b>100%</b>

Total Number of Registered Enterprises in Dumfries and Galloway and as a proportion of the total in the region compared to Scotland as a whole (figures from December 2016)

The figures show a decline in the total number of businesses registered in Dumfries and Galloway that are part of the key growth sectors. However, the proportion is still significant in the sectors of Food & Drink, where the percentage of businesses is almost three times of that of Scotland as a whole and Sustainable Tourism businesses are on par with the Scottish percentage.

If we do the same comparison for employment the figures show that (please note that figures are only available until 2015<sup>34</sup>) the picture is very similar, with 46% employed in Food and Drink, compared with 16% across Scotland as a whole and the figures for Sustainable Tourism are 33% and 30% respectively.

<sup>32</sup> <http://www.gov.scot/Topics/Statistics/Browse/Business/Publications/GrowthSectors>

<sup>33</sup> <http://www.gov.scot/Topics/Statistics/Browse/Business/Publications/GrowthSectors/Database>

<sup>34</sup> <http://www.gov.scot/Topics/Statistics/Browse/Business/Publications/GrowthSectors/Database>

	Dumfries & Galloway							Scotland	
	2010	2011	2012	2013	2014	2015	% 2015	Total 2015	% 2015
<b>Food and Drink</b>	9,600	9,600	9,600	9,300	9,700	<b>9,100</b>	<b>46%</b>	<b>114,700</b>	<b>16%</b>
<b>Financial and Business Services</b>	2,400	2,200	2,100	2,200	2,200	<b>2,500</b>	<b>13%</b>	<b>217,400</b>	<b>30%</b>
<b>Life Sciences</b>	100	100	100	100	100	<b>100</b>	<b>0.5%</b>	<b>17,300</b>	<b>2%</b>
<b>Energy (including Renewables)</b>	700	800	900	800	700	<b>600</b>	<b>3%</b>	<b>73,000</b>	<b>10%</b>
<b>Sustainable Tourism (Tourism related Industries)</b>	5,300	5,500	5,400	6,300	5,600	<b>6,500</b>	<b>33%</b>	<b>217,000</b>	<b>30%</b>
<b>Creative Industries (including Digital)</b>	1,000	800	900	1,000	1,000	<b>900</b>	<b>5%</b>	<b>73,600</b>	<b>10%</b>
<b>All</b>	19,100	19,000	18,900	19,700	19,200	<b>19,700</b>	<b>100%</b>	<b>713,100</b>	<b>100%</b>

The sectors are recognised and referred to in the Regional Economic Strategy<sup>35</sup> of Dumfries and Galloway Council. The document is making the distinction that some sectors are important due to the volume of employment they provide, though often seasonal and low-pay in nature (agriculture, creative industries – cultural business, food & drink, health & social care, tourism/leisure/hospitality). While others are of importance due to their potential of a better-paid and highly skilled workforce contribution (creative industries – digital business, energy – in particular renewables and their supply chain, forest and timber technologies).

The current business base of the region is<sup>36</sup>:

Dumfries & Galloway	2016		2015	
Sector	Number	% of total (6295)	Number	% of total (6350)
Agriculture, forestry & fishing	2065	33%	2080	33%
Production	335	5%	330	5%
Construction	625	10%	625	10%
Motor trades	165	3%	170	3%
Wholesale	195	3%	200	3%
Retail	465	7%	475	7%
Transport & storage	205	3%	210	3%
Accommodation & food services	560	9%	545	9%
Information & communication	95	2%	110	2%
Finance & insurance	40	1%	45	1%

<sup>35</sup> *Regional Economic Strategy 2016-2020*, Dumfries & Galloway Council

<sup>36</sup> Office For National Statistics - UK Businesses, October 2016

<https://www.ons.gov.uk/businessindustryandtrade/business/activitysizeandlocation/datasets/ukbusinessactivitysizeandlocation>

Property	100	2%	100	2%
Professional, scientific & technical	430	7%	440	7%
Business administration & Support services	345	6%	345	6%
Public Administration & defence	0	0%	0	0%
Education	50	1%	45	1%
Health	235	4%	230	4%
Arts, entertainment, recreation & other services	385	6%	400	6%

(In the GSA Biosphere area, 38% of businesses are in land-based industries, while the other distribution is relatively similar to the Dumfries and Galloway figures.)

In order to assist with planning around future requirements within education, training and skills provision, projections for the development of sectors in the future are even more important. Not much data and information is at hand around projections for future skills provision. However, Skills Development Scotland has produced a Regional Skills Assessment<sup>37</sup> for Dumfries and Galloway as well as a development report and forecast<sup>38</sup> that looks at projections until 2024.

Skills Development Scotland predict the sectors with the largest projected employment growth over the period are Information technology (32%), health and social work (17%), real estate (14%) and electricity and gas, finance and insurance and construction (all 13%). As the top employer in Dumfries and Galloway, an anticipated 17% rise in health sector employment could see new jobs created in the region. There is, however, projected to be considerable fall in agriculture employment (-15%), other manufacturing (-12%), public administration (-11%) and mining and quarrying (-10%). The expected decline in agriculture is likely to have implications for employment and the business base in Dumfries and Galloway.

What is interesting to note is that the greatest projected percentage change in GVA is expected to come from Information/Communication (38.9%), Professional/scientific/technical (27.4%), Administrative and support services (24.8%) and Electricity, gas, steam and air conditioning supply (20%). All of these sectors offering opportunities for highly skilled job developments (see table below).

<sup>37</sup> *Dumfries and Galloway Skills Assessment*, January 2016; Skills Development Scotland

<sup>38</sup> *Regional Skills Development Dumfries & Galloway – Economic Performance*, January 2016, Skills Development Scotland

Sector	Dumfries & Galloway		Scotland
	GVA Growth 2015-2024 £m	% change 2015-2024	% change 2015-2024
Agriculture, forestry and fishing	11.6	6.9%	7.3%
Mining and quarrying	-0.6	-6.6%	0.5%
Manufacturing	21.9	5.8%	4.0%
Electricity, gas, steam and air conditioning supply	7.6	20.0%	20.6%
Water supply, sewerage, waste management, remediation	7.0	19.5%	20.3%
Construction	16.9	10.9%	15.8%
Wholesale/retail trade; repair of motor vehicles/motorcycles	63.1	17.3%	23.2%
Transportation and storage	12.4	8.9%	13.0%
Accommodation and food service activities	14.5	17.5%	24.0%
Information and communication	13.5	38.9%	38.0%
Financial and insurance activities	4.9	14.1%	19.7%
Real estate activities	45.5	15.0%	21.1%
Professional, scientific and technical activities	25.8	27.4%	34.5%
Administrative and support service activities	11.0	24.8%	32.6%
Public admin. and defence; compulsory social security	-15.1	-12.0%	-7.5%
Education	1.0	0.5%	3.4%
Human health and social work activities	35.9	12.4%	14.0%
Arts, entertainment and recreation	3.2	9.7%	16.7%
Other service activities	1.8	4.1%	9.6%
All Sectors	3,928	18.5%	15.9%

However, overall the projection is that employment will remain static. No sectors are expected to grow in the region. Employment in areas that require skilled trades and process, plant and machine operatives, administrative and secretarial occupations are expected to decline<sup>39</sup>. This means that there is a need to ensure that there is a sufficient number of people in the workforce that have the right skills to replace those staff who retire or migrate. In fact, projections put forward by Skills Development Scotland show that there will be a higher demand for people with qualifications of SCQF Level 7 or above:

Forecast employment change by Qualification (2015-2024)<sup>40</sup>

Qualification	Expansion demand	Replacement demand	Total requirement
SCQF 11-12	400	700	1,100
SCQF 7-10	600	8,900	9,500
SCQF 6	-800	4,000	3,200
SCQF 5	-400	5,500	5,100
SCQF 1-4	-1,000	1,400	400
No qualifications	-400	1,800	1,400
<b>Total</b>	<b>-1,000</b>	<b>22,300</b>	<b>20,700</b>

<sup>39</sup> *Regional Skills Development Dumfries & Galloway – Jobs and Skills Changes*, January 2016, Skills Development Scotland

<sup>40</sup> *Regional Skills Development Dumfries & Galloway – Jobs and Skills Changes*, January 2016, Skills Development Scotland

## Education

Dumfries & Galloway is home to 16 secondary schools, two of which are located within the area that is central to this study and have links to the Stranraer Campus of Dumfries and Galloway College:

Stranraer Academy (Stranraer) – around 1050 pupils, catchment area includes 13 primary schools within the Stranraer and West Wigtownshire area: Belmont, Park, St Joseph's, Rephad, Sheuchan, Castle Kennedy, Drochduil, Drummole, Glenluce, Kirkcolm, Leswalt, Portpatrick, Sandhead.

Douglas Ewart High School (Newton Stewart) – around 580 pupils, catchment area includes 10 primary schools within East Wigtownshire: Creetown, Garlieston, Kirkcovan, Kirkinner, Minnigaff, Penninghame, Port William, St Ninian's, Whithorn, Wigtown.

Overall, the College intends to increase its senior phase activities by 25% by 2020<sup>41</sup>, in particular the opportunities to achieve vocational qualifications between SCQF level 4 to 7, offering progression to full-time College courses.

School leavers will also have access to an increasing selection of Foundation Apprenticeships ranging from engineering, social service & healthcare, food technology and business. Further, the College is increasing its range of National Progression Awards, HNC and HND subjects leading to a greater choice of pathways and progression options. Some of the new subject areas currently considered include Activity Tourism (NPA SCQF 4), Digital Design & Animation (NPA SCQF 5) and Food Manufacturing (NPA SCQF 5).

Figures from Dumfries and Galloway Council Education Department show that the percentage of school leavers from the two Wigtownshire secondary schools that are moving on to FE and HE has risen over recent years:

	2013/14		2014/15	
	FE	HE	FE	HE
Douglas Ewart High School	26.5%	24.8%	37.9%	34.7%
Stranraer Academy	32.7%	27.0%	34.4%	34.2%

However, over the last ten years the numbers of secondary pupils enrolled for courses at Stranraer campus have declined:

	2017/ 8	2016/ 7	2015/ 6	2014/ 5	2013/ 4	2012/ 3	2011/ 2	2010/ 1	2009/ 0	2008/ 9
Douglas Ewart High School	37	81	62	59	34	61	62	46	23	107
Stranraer Academy	164	160	168	173	158	148	230	288	267	355
Doon Academy	1	1	0	0	0	0	0	0	0	0
Grivan Academy	6	16	20	17	9	10	7	9	5	4

<sup>41</sup> Dumfries and Galloway College Regional Outcome Agreement 2017-2020

Strathaven Academy	1	1	1	0	0	0	0	0	0	0
Others	32	29	24	35	8	3	7	6	0	3
Grand Total	241	292	282	287	215	231	314	355	297	472

42

Even though the Stranraer Campus has picked up pupils from schools in South Ayrshire and from the Stewartry and Nithsdale (Others) the trend is declining.

Figures from the Council's Education Department show that the number of pupils attending education institutions outwith the region has increased slightly between the three academic years 2013-14 and 2015-16 (97/100/102). It is interesting to note that the number of pupils entering education in an institution within commuting distance of Wigtownshire has increased more sharply:

	2013/14		2014/15		2015/16	
	FE	HE	FE	HE	FE	HE
Ayrshire College	3	6	3	4	19	7
City of Glasgow College	1	5	2	7	4	8
Glasgow Clyde College	3	1	1	0	1	3
West Scotland College	0	1	0	1	0	2
Grand Total	7	90	9	91	24	78

That equates to 36% of pupils of the 2015/16 cohort of 284 pupils left the region, with 8% entering Further Education outwith the region, compared with 2% of the 2013/14 cohort (total of 306 pupils)<sup>43</sup>.

Year	Stranraer	Dumfries
2008_09	1234	9126
2009_10	763	7810
2010_11	496	6341
2011_12	416	5111
2012_13	417	4391
2013_14	461	4517
2014_15	299	4542
2015_16	420	5166
2016_17	411	5526
2017_18	270	2341

Overall College student numbers have dropped between the academic years 2008/09 and 2017/18. If this trend is linked to the region's ageing population (the proportion of children - 0 to 15 years - will decline by 8.8%, while the working age population - (16 years plus - is expected to decline by almost 13% between 2014 and 2039<sup>44</sup>) this will have a downward trend on the school rolls in Dumfries and Galloway. In turn, this is likely to have a negative effect on numbers entering further and higher education, putting even greater pressure on training and education providers to make their offerings attractive and relevant. (Please note, that the current academic year has only just started and figures may change).

<sup>42</sup> CMIS, Dumfries and Galloway College, 30 August 2017

<sup>43</sup> Current Status and Out Of Region Destination figures for Douglas Ewart High School and Stranraer Academy for 2013/4, 2014/5, 2015/6 as provided by Dumfries & Galloway Council Education Department, 20 July 2017

<sup>44</sup> Population Projections for Scottish Areas (2014-based; National Records of Scotland  
<https://www.nrscotland.gov.uk/statistics-and-data/statistics/statistics-by-theme/population/population-projections/sub-national-population-projections/2014-based/list-of-tables>



## Businesses

The majority of businesses in Dumfries and Galloway are micro businesses. Most recent figures show that 88.8% of businesses in the region have fewer than 10 employee, compared to 87.6% for Scotland.

	Dumfries & Galloway		Scotland	
	Number	%	Number	%
0-4	4565	72.5%	128205	74.6%
5-9	1020	16.3%	22785	13%
10-19	445	7.1%	11805	6.9%
20-49	190	3.0%	5665	3%
50-99	45	0.7%	1800	1%
100-249	15	0.2%	950	0.7%
250+	15	0.2%	690	0.5%
Grand Total	6295	100%	171880	100%

45

Crichton Institute used intermediate zone data to drill down to area level, to ascertain the size of businesses in different parts of Dumfries and Galloway. Even though these figures are from 2014, they have not changed greatly. 88.9% of businesses in Dumfries and Galloway had fewer than 10 staff, compared with 88.7% using the most recent figures above. Therefore, Wigtownshire has a substantially higher proportion of micro businesses to other parts of the country.

	Wigtownshire		Dumfries & Galloway	Scotland
	Number	%	%	%
0-9	950	92.7%	88.9%	87%
10-49	65	6.3%	9.9%	10.8%
50-249	10	1.0%	0.9%	1.7%
250+	0	0	0.2%	0.4%
Grand Total	1025	100%	100%	100%

46

(In the GSA Biosphere 90% of businesses are micro business, 0-9 employees. 9% are small, 1% are medium, 0.5% are large.)

Hence, the west of the region faces even greater challenges linked to size of businesses.

The latest figures from Scottish Government<sup>47</sup> show that in March 2016, unregistered enterprises (the smallest sole traders and partnerships that are not registered for VAT/PAYE) represented 50.3% of all private sector enterprises in Scotland and it is the smallest unregistered businesses that have driven a rise in private sector businesses showing a rise by 93.2% since 2000 (up from 91,305 in 2000 to 176,420 in 2016). It is interesting to note that the Government does not include non-registered businesses in its Small Business Survey<sup>48</sup>, nor does it provide information on the non-registered

<sup>45</sup> UK Business Size and Location, Office of National Statistics, 2016

<https://www.ons.gov.uk/businessindustryandtrade/business/activitysizeandlocation/datasets/ukbusinessactivitysizeandlocation>

<sup>46</sup> Wigtownshire Area Profile, Crichton Institute, 2014

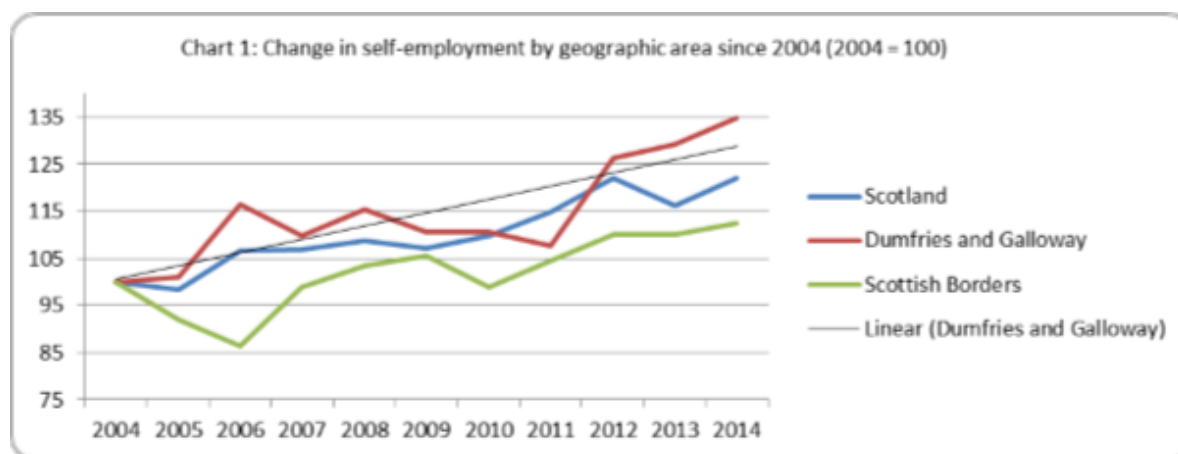
<sup>47</sup> Businesses In Scotland 2016; <http://www.gov.scot/Resource/0050/00509984.pdf>

<sup>48</sup> Small Business Survey Scotland 2016; <http://www.gov.scot/Resource/0052/00523509.pdf>



businesses by local authority area, therefore there is the danger that policymakers overlook the opportunities and challenges they provide with regard to the local economy, including future employment and skills development.

Steve Talbot of the University of the West of Scotland picked up on this in his recent report on self-employment and home-based businesses<sup>49</sup> and the impact they have on the local economy. Talbot shows that between 2004 and 2014 *“Dumfries and Galloway experienced a thirty-five per cent increase in self-employment ... while Scotland managed twenty-two percent and Scottish Borders only twelve per cent. The trend to self-employment in Dumfries and Galloway is much more pronounced demonstrating that, despite some volatility around the time of the recession in 2008, over the period significant structural change occurred as the local economy reduced its reliance on employing firms in favour of self-employment.”*



Self-employment may be seen as indicators of an enterprising economy and key to economic growth, but at the same time, it is often suffering from low wages and long working hours, meaning it may be subject to in-work-poverty issues.

A sub-category of self-employed businesses is that of Home Based Businesses (HBBs). The Scottish Government estimates that 56% of businesses in Scotland are home-based<sup>50</sup>. HBBs are very much under-researched and *“there is a danger that policymakers may not recognise the opportunities that HBBs offer in terms of their local socio-economic impact and particularly as launch vehicles for future employing businesses. A recent Federation of Small Business (FSB) report points to the Home as a successful small business incubator, with 31 per cent of employing businesses starting out as an HBB”*<sup>51</sup>

Talbot managed to pull together an estimate of the number of HBBs in Dumfries and Galloway. His data shows that *“at around ten thousand seven hundred, Dumfries and Galloway has twice the average per local authority (5840). Table 2 [see below] shows that HBBs are located across the self-employed and the small business environment (0-49 employees), with males twice as likely as females to be engaged in HBBs (similar to self-employment).”*

<sup>49</sup> *Self-Employment and home-based businesses*; Steve Talbot, Crichton Institute Business Briefing, July 2015

<sup>50</sup> *Home Truths*; <http://www.fsb.org.uk/LegacySitePath/policy/rpu/scotland/assets/home%20truths%20-%20final.pdf>; October 2014

<sup>51</sup> *Self-Employment and home-based businesses*; Steve Talbot, Crichton Institute Business Briefing, July 2015

D&G estimate HBB and by gender	
Number of self employed	13200
Number of SMEs employing 0-49	6320
Total	19520
<b>Of which are Home Based Businesses</b>	<b>HBBs</b>
Annual Population Survey 2014 self-employment HBB weighting of 60%	7920
Small Business Survey 2014 SME HBB weighting of 44%	2781
<b>Total D&amp;G HBBs</b>	<b>10701</b>
Of which male HBB/self-employment (male/female ratio 7:3)	7491
Of which female HBB/self-employment (female/male ratio 3:7)	3210
<b>Total for HBBs in D&amp;G</b>	<b>10701</b>
<b>Total for HBBs Scotland (Annual Population survey, 2012)</b>	<b>187,000</b>
Source: Estimates established from Annual Population Survey 2012, Small Business Survey 2014, Nomis and Businesses in Scotland, 2014.	

The FSB estimates that industries like the Hotel, Catering, Leisure, Tourism and Entertainment sector have 24% of the businesses home-based, while it is 12% for Business Services.

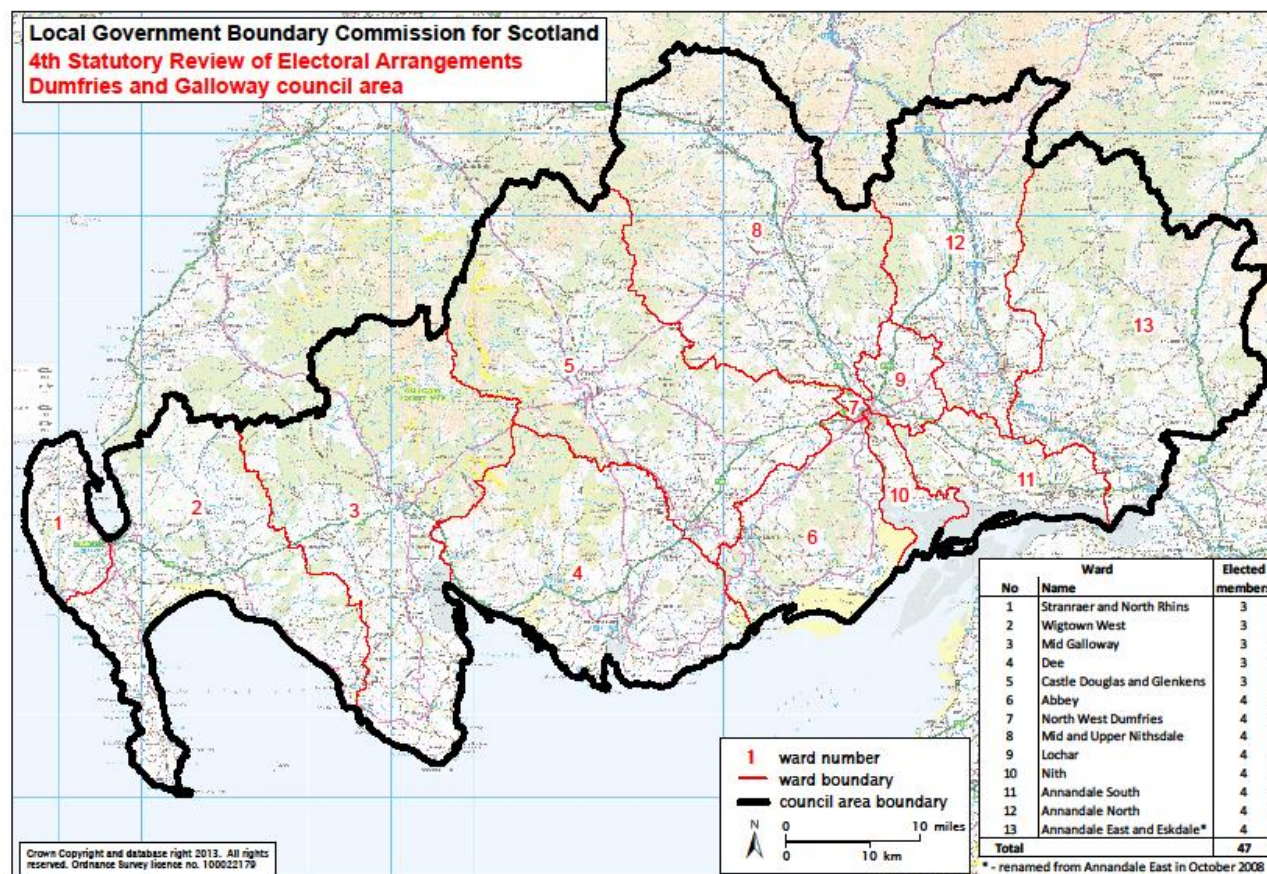
With regard to the impact on the economy HBBs appear to be *“more likely than other businesses to derive sales from across the UK and internationally. Linked to this wider geographical reach of home-based businesses is their greater reliance on internet sales. Some 36% of home-based businesses derive sales from e-commerce compared to 28% of other businesses.”*<sup>52</sup>

The FSB report also shows that most HBBs rely on a second income, since only one-third of cases HBBs are the sole provider of income. However, it also suggests that in 2014 in Scotland

- 91,000 jobs were created through HBBs (including the owner);
- 17.1% of all private sector employment in Scotland was created by HBBs;
- HBBs contributed £19.7 billion turnover to the Scottish economy;
- Which corresponds to 9.6% of total private sector turnover.

Hence, there is an opportunity for Dumfries and Galloway to engage with these businesses more closely in order to develop novel business support, training and employment development interventions. Talbot argues that *“HBBs have a key role to play in local economic development as they are often best placed in many cases to identify, develop and use new emerging technology.”*

<sup>52</sup> *Home Truths*; <http://www.fsb.org.uk/LegacySitePath/policy/rpu/scotland/assets/home%20truths%20-%20final.pdf> ; October 2014



(2007 Boundaries – used by Business Gateway: Ward 1 – Stranraer & Rhins; Ward 2 – Wigtown West; Ward 3 – Mid Galloway; Ward 4 – Dee)

Figures provided by Business Gateway in Dumfries show that during 2016 there were 545 start-ups across the region with 6.1% (33) in Wigtown West, 3% (17) in Stranraer & Rhins, 7.2% (39) in Mid Galloway and Dee 6.4% (35)

The first quarter of 2017 saw a total of 151 business start-ups in the region, with 4% (6) in Wigtown West, 7.3% (11) in Stranraer & Rhins as well as in Mid Galloway and 4.6% (7) in Dee.

The provided data shows that 39.6% of region-wide start-ups are sole traders during 2016 and 47.7% during the first quarter of 2017. (Unfortunately, Business Gateway was not able to provide this business-type breakdown by ward area.)

		All	%	Limited Company	Sole Trader	Partnership	Limited Liability Partnership	Not For Profit	Unknown
2016	Q1	154	28.3%	48	70	15	0	21	0
	Q2	130	23.8%	56	43	12	0	19	0
	Q3	141	25.9%	47	60	14	0	20	0
	Q4	120	22%	43	43	11	0	23	0
2016	Total	545	100%	38%	39.6%	9.5%	0	15.2%	0
2017	Q1	151	100%	45	72	12	0	22	0
2017	Total	151	100%	29.8%	47.7%	7.9%	0	14.6%	0

The Business Gateway data also shows the breakdown by industry across the region (again, no data by ward is available):

	2016					2017	
	Q1	Q2	Q3	Q4	% Total	Q1	% Total
<b>All</b>	154	130	141	120	100%	151	100%
<b>Agriculture, hunting &amp; forestry</b>	11	7	10	8	7%	13	9%
<b>Fishing</b>	0	0	1	0	0.2%	1	0.7%
<b>Mining &amp; quarrying</b>	0	2	0	1	0.6%	1	0.7%
<b>Manufacturing</b>	3	7	7	5	4%	9	6%
<b>Electricity, gas &amp; water supply</b>	1	0	2	0	0.6%	0	0
<b>Construction</b>	13	13	11	16	10%	15	9.9%
<b>Wholesale &amp; retail trade</b>	14	12	21	19	12%	19	12.6%
<b>Accommodation &amp; food service</b>	19	9	10	12	9%	14	9.3%
<b>Transport, storage &amp; communication</b>	8	8	9	3	5%	7	4.6%
<b>Real estate, professional services &amp; support activities</b>	29	32	29	21	20.4%	27	17.9%
<b>Public administration &amp; defence</b>	0	0	0	0	0	0	0
<b>Education</b>	4	4	1	4	2.4%	1	0.7%
<b>Human health &amp; social work</b>	16	10	15	8	9%	12	8%
<b>Recreational, personal &amp; community service</b>	34	26	25	23	20%	30	19.9%
<b>Financial intermediation (exc. insurance &amp; pension funds)</b>	0	0	0	0	0	0	0
<b>Insurance companies &amp; pension funds</b>	0	0	0	0	0	0	0
<b>Activities auxiliary to financial intermediation</b>	1	0	0	0	0.2%	0	0
<b>Individuals &amp; individual trusts</b>	1	0	0	0	0.2%	2	1%
<b>Unknown</b>	0	0	0	0	0	0	0

This shows that the sectors of Recreational & personal & community service, Real estate & professional services & support activities, Wholesale & retail trade and Construction have made up the bulk of start-ups in 2016 and early 2017. This roughly mirrors the figures for the region's business base referred to earlier.

## 6. Setting Things in Context

The *Stranraer Waterfront Urban Design Strategy and Masterplan*<sup>53</sup> was adopted on 1 December 2014 with the view of realising the ambition: *“To reposition Stranraer and Loch Ryan as a distinctive and successful marine leisure destination”*. The regeneration proposals set out the vision to:

- *Develop an attractive seaside town and a high quality service hub for residents, businesses and visitors.*
- *Develop Stranraer/Loch Ryan as a centre of excellence for marine leisure and green tourism.*
- *Make the waterfront a place where people choose to live, work, play and visit & create opportunities for new business, retail and leisure developments.*

Subsequently, a report on the *Stranraer Skills Issues* was produced by Centrifuge Consulting<sup>54</sup> in July 2015 welcoming the ambitious vision for Stranraer, but at the same time highlighting the number of serious challenges that will need to be dealt with. As part of this the report also looked at the role Dumfries and Galloway College would play.

Here it should be pointed out that no actual timings have been agreed with regard to the proposed Waterfront development, even though the project is very much part of the Dumfries and Galloway Regional Economic Strategy 2016-2020. At the Council’s Economy, Environment and Infrastructure Committee meeting in December 2016<sup>55</sup> it was agreed that *“this is a complex programme with a number of variables which require to be fully considered prior to seeking agreement to progress into the delivery stage.”* This stance was reiterated at the Wigtown Area Committee meeting on 14 June 2017<sup>56</sup>. Therefore, while the Waterfront proposal is important to keep in mind, within the context of curriculum development for the next 5 to 10 years the College and other education and training providers cannot wait for a final decision. Hence, it is even more important to look at what the various key sectors, local communities and businesses in the west require to function and prosper and whether there are any niche areas that could be exploited to put Stranraer & Rhins on the map.

Numerous reports and documents refer to the industries and sectors that are of importance to Dumfries and Galloway. There is no consistent way of referring to these industries and sectors, though it is great to see that they all appear to agree that the key areas are:

- Tourism
  - o Outdoor pursuits (including watersports/marine leisure, walking/coastal paths, cycling)
  - o Sustainable tourism
  - o Events (including festivals)
  - o Culture & Heritage (including creative products and services, museums)
- Hospitality
  - o Accommodation (including hotels, B&B, camping, self-catering)
  - o Food & Drink (including restaurants, production/manufacturing)
- Digital
  - o On-line retail and marketing
  - o Creative

---

<sup>53</sup> *Stranraer Waterfront Urban Design Strategy and Masterplan – Local Development Plan*; Dumfries and Galloway Council; 1 December 2014

<sup>54</sup> *Stranraer Skills Issues – Interim Report*; Centrifuge Consulting, July 2015

<sup>55</sup> <http://egenda.dumgal.gov.uk/aksdumgal/images/att42812.pdf>

<sup>56</sup> <http://egenda.dumgal.gov.uk/aksdumgal/users/public/admin/kab12.pl?cmte=WIG&meet=59&arc=71>



- Engineering technologies
  - o Land-based (including agriculture, forestry/timber)
  - o Food & Drink
  - o Renewables (including on/off shore)
  - o Marine
- Health and social care

However, the Centrifuge report on the *Stranraer Skills Issues* was right to point out the challenges that need to be addressed. These challenges have a direct bearing on curriculum development in Stranraer & Rhins (please note that these points will be expanded upon in more detail in the section on Recommendations and Observations):

- *“Competition”* – as part of any development and possible specialisation there has to be the awareness that the College and associated learning providers will find a niche that they can exploit. However, the vision to turn Stranraer and the Loch Ryan area into a *“centre of excellence for marine leisure and green tourism”* is an important part of future developments. This vision will allow the west to stand apart positively and it would be able to act as a draw into the area, positively affecting the lack of critical mass currently experienced with regard to learning provision and business growth.
- *“Enabling real transformation”* – rightly or wrongly, the west is perceived by many locals as the ‘poor cousin’. However, investment has been put into the region over the years, though it may not always have had the desired positive impact. At the same time, the area has seen a lot of local initiatives develop over the recent years, ranging from the Stranraer Development Trust, Stranraer Watersports Association, South West Scotland Community Rail Partnership, growing presence of the Dumfries & Galloway Chamber of Commerce etc. Hence, there is a local willingness and enthusiasm to change perception locally and further afield. Any work around business and curriculum development must go hand-in-hand with what is happening on the ground. Only by engaging the local communities and businesses in the transformational process from the start will a way be found to overcome many of the issues.
- *“Engaging with national priorities”* – any work needs to sit with relevant national priorities to ensure it dovetails with other initiatives, possible funding opportunities etc. Since the publication of the Centrifuge report in July 2015 some of the priorities cited have moved on. The mid-term review of the Tourism Scotland 2020<sup>57</sup> strategy stressed four priorities as part of the *“need to focus on activities, projects and investments that will deliver growth”*<sup>58</sup>:
  - o *Strengthen Digital Capabilities*
  - o *Strengthen Industry Leadership*
  - o *Enhance the Quality of the Visitor Experience*
  - o *Influence Investment, specifically flight access & transport connectivity, built infrastructure, digital connectivity and business growth finance*
- *“Securing investment”* – investment is necessary to realise many of the developments, but it is also important to work in partnership to maximise funding opportunities, including those that may allow pilot projects to be developed and run, i.e. LEADER, Coastal Communities Fund.

---

<sup>57</sup> <http://www.scottishtourismalliance.co.uk/page/ts2020mtr/>

<sup>58</sup> *Tourism Scotland 2020 – Mid Term Review*; Scottish Tourism Alliance; 2016

- *“Balanced development”* – though the Masterplan emphasises the importance of marine leisure any development must not ignore other opportunities and sector development challenges.

## 7. Recommendations and Observations

*“The College is ... well placed to play a pivotal role in translating any infrastructure benefits into tangible gains for people and communities within Stranraer”<sup>59</sup>*. This positive statement from the Centrifuge Consultancy report must be built upon by looking at the needs of the wider community, beyond Stranraer, making the west of Dumfries and Galloway a desirable place for learning, education and skills development. This in turn needs to link into the objectives of current *Regional Economic Strategy for Dumfries and Galloway 2016 – 2020*

- More Growing Businesses;
- Developing Places;
- Better Skills, Better Opportunities;
- Well Developed Infrastructure;
- Investment Projects;
- Leadership.

With that in mind, the global and local background laid out above and the conversations that have taken place between May and September 2017 have been that basis for this set of recommendations.

### a. Campus Development Manager

The view across the full range of stakeholders was that the Stranraer College campus lacks visibility. It is felt that in order to enhance the reputation of the College an outward facing post should be created. The key purpose of the role should be to build lasting positive relationships within the community and amongst business within the current and potential catchment area of the Stranraer Campus.

It is understood that the new roles of Curriculum Managers (CM) have a responsibility *“To ensure the development and implementation of new curricula, including engagement with learners, schools, employers and stakeholders”<sup>60</sup>*. However, the CMs are based in Dumfries (though have a remit to attend Stranraer Campus on a regular basis) and they are focussed on a particular curriculum area across the whole region. Therefore, it is viewed that a locally based manager should be the main contact point for enquiries and relationship building, somebody who

- fully understands the local issues and dynamics and has enough understanding of the education/skills/training provision,
- can actively participate in local initiatives,
- can initiate projects and
- in general be regarded as the ‘Face of the Campus’.

Such role would promote cross-curriculum initiatives that will find local solutions, including the issue of lack of critical mass. This role should take on responsibilities for local marketing activities, i.e. developing close relationships with local media, adding Stranraer Campus specific content to the College’s social media channels, represent the College at local events, networking activities etc. By going down this road the College would act on the Skills Commission’s recommendations that

---

<sup>59</sup> *Stranraer Skills Issues*; Centrifuge Consulting, July 2015

<sup>60</sup> Job Description for Curriculum Manager as provided by Dumfries and Galloway College, dated March 2017



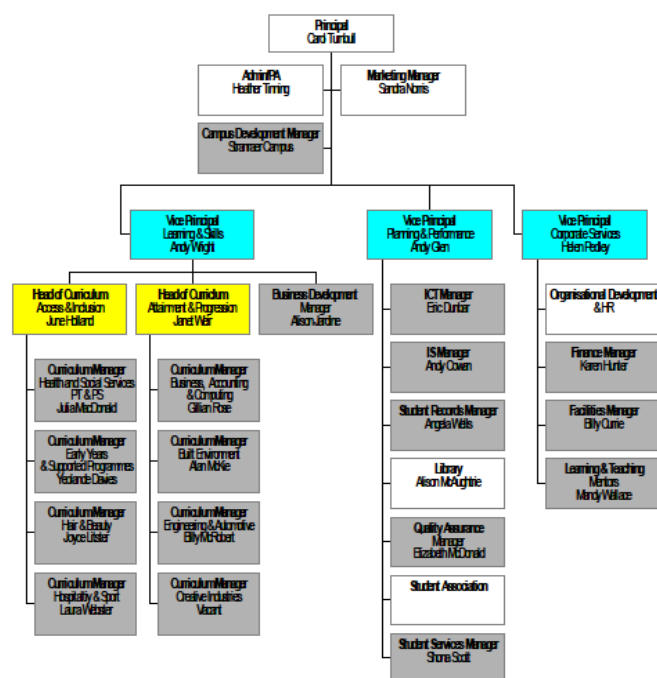
*“providers need to fully integrate themselves into local economic life in order to be able to provide skills and training that meets the needs of local employers.”<sup>61</sup>*

(As part of the study the Curriculum Development Advisor attended the Stranraer Development Trust AGM and Board meeting. The members very much welcomed this and felt future direct involvement would be beneficial for all parties.)

Though the external relationship should be the key focus of this new post, College staff also felt that this role should have some operational responsibility for the Stranraer Campus. It is felt that a senior manager should be based in Stranraer to allow for local decision-making.

Taking into account the responsibilities of this new role and the importance of curriculum development that suits the local current and future needs, this role is seen as having an important strategic impact for the College and therefore should be line-managed by the College Principal (see amended proposed organisational chart below).

Dumfries and Galloway College  
Suggested Structure Diagram



<sup>61</sup> *Going Places – Innovation in Further Education & Skills*; Skills Commission, December 2016

## b. 'Bottom-Up'

The Council's vision to be "*diverse*", "*skilled*" and "*inclusive*"<sup>62</sup> is echoed in the Dumfries and Galloway College's current single outcome agreement. However, the west of the region is experiencing falling student numbers, a declining population and low population density, as well as poor transport links. Bringing these points together there may be an opportunity to look for a different mode of delivery and subjects offered that may serve the needs of the local communities and businesses better.

The Skills Commission report on *Innovation in Further Education & Skills*<sup>63</sup> recommends that "*provision needs to be flexible and fit around the needs of learners and employers.*" The offering needs to serve "*regional economies*" and goes on by saying that "*the FE and skills sector should embrace the 'anytime, anywhere' approach to training*". Therefore any development that is taking place needs to be 'bottom-up', this must also include all aspects of education, training and skills development.

The Scottish Government pushes for community engagement and empowerment. The *Community Empowerment (Scotland) Act* provides the legislative framework for such work, pushing for a much more pro-active approach by public bodies to fully engage with the various communities they serve, externally and internally.

The National Standards for Community Engagement<sup>64</sup> show the processes of change. The 7 Stages



<sup>62</sup> Dumfries and Galloway Regional Economic Strategy 2016-2020

<sup>63</sup> *Going Places – Innovation in Further Education & Skills*; Skills Commission, December 2016

<sup>64</sup> <http://www.scdc.org.uk/what/national-standards/>

show how the continuous loop of engagement is to improve impact on an ongoing basis. There are a number of examples within education of how the 'bottom-up' approach is being implemented:

- *Service Design* - Dundee & Angus College has been working with the Open Academy to introduce the Service Design thinking and application process into the way it develops courses, services etc. Grant Ritchie, College Principal stresses that *"It's time we really put some thought into designing services around the interests of the people who use them."*<sup>65</sup>
- *ULab / Theory U* – this a thought and implementation process that will develop skills around collaboration, co-production and *"thriving in the emergent future"*<sup>66</sup>. U-Lab is fully supported by Scottish Government, as it *"strongly supports our approach to Public Services in Scotland: It builds skills we need in working collaboratively and co-producing outcomes with others including those who use public services; It is a highly participative approach – anyone can take part free of charge; It builds on people's and communities' assets and strengths; and It champions the use of improvement science."*<sup>67</sup>  
(The 2017 MOOC and Scottish-based U-lab hubs will launch 14 September 2017  
<https://ulabscot.com/2017/07/26/u-lab-now-open-for-registration/> .)
- *Bridging Gaps* – Galashiels Academy is part of a unique four-year partnership project that *"will encourage and equip young people with the skills and tools of how to engage with planning their town and learn about decision making."*<sup>68</sup> Young people are brought together to take an active part in the planning processes for their community  
(<https://www.surf.scot/scotregen/bridging-the-gaps-valuing-the-voices-of-young-people/> ).

Here is an opportunity for Stranraer to become the pilot for the implementation of such thinking to create an education and skills development environment fit for rural and dispersed communities. The Loch Ryan Management Plan highlighted *"the need to ensure that plans reflect the aspiration of the local community."*<sup>69</sup> Therefore the solutions for this need to be developed by including the communities and businesses. Loreburn Housing Association echoed this by saying that there is the need to *"Consider co-creating and co-designing with the community to provide courses that meet the needs of the community and would ensure better outcomes for both students and the wider community"*.

Loreburn Housing Association went even further by stressing the need of *"Examining the pain points in the local community and provide courses that address that need. Rather than people leaving communities to go off to study elsewhere provide home-grown solutions to local issues. For example, drug and alcohol counselling\mental health support & counselling\ tech start up and support\ technology enabled care solutions\ new methods of care in the community (0 -100 years)"*

### **c. Incubation hubs, Makerspaces, Labs**

*"FE and skills providers should use their physical space and assets to become skills hubs for local businesses, and serve as incubators for their learners' next career steps."* This will also provide an opportunity to bring employers and learners together and *"it would give students the opportunity to*

---

<sup>65</sup> <http://sda.ac.uk/>

<sup>66</sup> <https://ulabscot.com/about/>

<sup>67</sup> <https://workforcescotland.com/ulab/>

<sup>68</sup> <http://pas.org.uk/news/galashiels-academy-students-set-improve-place-innovative-community-partnership/>

<sup>69</sup> Loch Ryan Management Plan; Solway Firth Partnership, 2014

*interact with one another in a shared business space – solving problems and launching start-ups in this way.”<sup>70</sup>*

This recommendation from the Skills Commission is in line with the suggestion put forward by Steve Talbot from the University of the West of Scotland, as part of a paper he produced for Crichton Institute<sup>71</sup>. Talbot put forward the idea to move away from top-down large-scale capital investment reliance, but rather focus on the role of the entrepreneur within the innovation and growth process. Talbot is arguing, that in rural areas entrepreneurial thinking needs to be supported. He says, *“Entrepreneurial discovery and exploration of new domains of potential innovations involve frameworks or mechanisms that bring together knowledge that is dispersed across the region.”* Talbot calls for the creation of a *“platform that acts as a form of network-based innovation brokerage....a safe environment where entrepreneurs collectively engage in the processes of experimentation and discovery, enabling them to re-evaluate and recombine existing productive structures and assets to discover and exploit market opportunities.”*

With the large number of micro-businesses, including home-based businesses, there is an opportunity to create co-worker spaces, makerspaces, hubs, which could connect this *“potentially large to connect in ways not previously possible and thus help develop the sharing economy in Dumfries and Galloway.”*

(Sharing Economy is defined by Talbot as *“Access to assets rather than ownership.”* Though a key driver for the *sharing economy* is it being *“generally regarded as being activity that is facilitated by digital platforms which enable people or businesses to share property, resources, time and skills, allowing them to ‘unlock’ previously unused or under-used assets.”<sup>72</sup>*)

Loreburn Housing Association is of the same opinion that *“providing incubation space or shared start up space is the next step (or runs in tandem) with courses to embed knowledge, ideas and innovation in the local community in an affordable and supported way. A place where partnerships can be developed and shared space be provided to make this happen (for instance Loreburn’s Garrick). Here we have an opportunity to consider a design lab, based on the known and unknown local needs of the community, and how new ideas can be developed and prototyped. An opportunity for intergenerational learning and development. Creating a centre of excellence that draws in people and investment to the area.”*

There are examples of good practise from other areas in Scotland, which have successfully combined entrepreneurship support, incubation space, informal makerspace etc. to create a vibrant and exciting place to do business, to learn and to innovate.

- *Incubator Programme* - Dundee & Angus College offer space, knowledge and support to eligible students from the College and Abertay University to develop a business idea and create a start-up business <https://dundeeandangus.ac.uk/enterprise/incubator-programme/>
- *Co-Hub* – proposed under the Ayrshire Growth Deal<sup>73</sup>, they *“will bridge the existing gaps between asset based community development, social enterprise, employability and business*

---

<sup>70</sup> *Going Places – Innovation in Further Education & Skills*; Skills Commission, December 2016

<sup>71</sup> *Creating a smart rural economy through smart specialisation: The microsphere model*; Steve Talbot, Sage Publication, November 2016

<http://journals.sagepub.com/doi/abs/10.1177/0269094216678601?journalCode=leca>

<sup>72</sup> *The Feasibility of Measuring the Sharing Economy*; Office for National Statistics, 2016

<sup>73</sup> <https://ww20.south-ayrshire.gov.uk/ext/committee/CommitteePapers2016/South%20Ayrshire%20Council/6%20October/SAC0610169%20Ayrshire%20Growth%20Deal.pdf>

*support, by reaching the most excluded through local, trusted networks, and by providing real, local opportunities to become, or to be more, economically active.... Co-Hubs will adopt asset based social entrepreneurship principles, and will provide a pervasive, place based inclusive dimension to the significant opportunities provided by the Ayrshire Growth Deal... The CoHub concept of 'community economic development' will bridge the existing gaps between asset based community development, social enterprise, employability and business support, by reaching the most excluded people in our communities through local, trusted networks, and providing real, local opportunities to become, or to be more economically active."*

- The T-Exchange (Moray Firth Makerspace) - <http://www.t-exchange.net/index.asp>
- Fife Hackspace (Collaboration = Creation) - <https://sites.google.com/site/fifehackspace/>
- CoderDojo Scotland – run across a number of venues in Scotland and also hosted by Ayrshire College, <http://coderdojoscotland.com/about>

Many of these spaces offer space to experiment, learn and innovate around digital, electronic and technical projects, however, this is not exclusive. What most have in common is the supportive and often very informal nature of the space, that provides access to a variety of skills, knowledge and age groups. However, the fact that so many of these spaces base their work on digital and technical skills development shows the importance of these skills to the economy<sup>74</sup>

Stranraer Campus has the potential to become a hub and makerspace that embraces an open-door attitude to access skills and facilities based there, but more so, creates an environment to experiment, share knowledge and create solutions for products and processes that suit the rural communities it is surrounded by. With Loreburn Housing Association having indicated an interest to develop a pilot based on the hub/lab/makerspace thinking there would be an opportunity to find creative solutions for health and housing issues in rural areas.

There are examples from other countries which should be looked at:

- DHW Lab – New Zealand <http://www.dhwlab.com/about/> (healthcare design with patients, families and staff)
- Auckland Co-Design Lab - <http://www.aucklandco-lab.nz/> (addressing social issues)

#### **d. 'Mix and Match'**

Even though the region is home to very distinct sectors with each providing opportunities for a large number of very different job roles all sectors need certain core skills around IT, digital and data analysis, customer service and process management etc. Hence, it is essential that we show that skills are overarching and allow flexibility in career development and progression.

Further, the Centrifuge report agreed that the *"small scale of business activity clearly impacts on training opportunities. There are limited incentives for micro employers to become involved in supporting trainees, unless it is a sectoral requirement, and required training, such as that focusing on health and safety or food handling, is met by short courses."*<sup>75</sup>

The conversation with businesses and business representatives that were had as part of this study also showed that they are looking for shorter courses. The Skills Commission says that education and

---

<sup>74</sup> *Stories of Digital Social Innovation*; NESTA 2017 <http://www.nesta.org.uk/blog/stories-digital-social-innovation-education-work-and-skills>

<sup>75</sup> *Stranraer Skills Issues*; Centrifuge Consulting, July 2015

training providers need to *“provide employers with a range of solutions for both their existing workforce and their future workforce that Development of units that can offer a mix and match in access and delivery, These solutions need to be flexible in delivery, bespoke and to a high standard.”*

One of the businesses that was approached for this study called for *“a ‘smorgasbord’ of courses, which provide a taster for students and allow flexible options to change or add on throughout the year.”* Access to smaller bite-sized units should be made easier for everybody. This could encourage cross-generational and cross-business participation. In turn networking and relationship building could be encouraged that may otherwise not happen. Having different businesses and different age-groups sitting next to one another and learning together may lead to innovative ideas, job opportunities etc.

Smaller subject units could be taken out into the communities easily to allow access to education and training in more isolated areas. For instance, units can be broken down into ‘chunks’ that can be taught for two hours a week over a six-week period. After each six-week period that unit moves on to a new community, i.e. September/October – Whithorn Trust base, October/November – Douglas Ewart High School, November/December – Drummole Primary School etc. A calendar of travelling courses could be offered and run by College staff, but also other qualified individuals. As part of this, Business Gateway could possibly take its workshops, currently run in Stranraer (occasionally in Newton Stewart), out into the community. The delegate numbers for Business Gateway are low. For instance, between January and June 2017 it ran 35 workshops, which were attended by only 54 delegates. Business Gateway’s clients have indicated that evenings would be more popular, but most of their workshops are during the day, with only growth clients being offered visits to the premises on a consultancy basis.

(Alex Cowie, Head Teacher of Douglas Ewart High School has already indicated that he would be delighted to work with the College to use his school as a hub and base, with the view of piloting outreach programmes and a different delivery mode for certain subjects.)

Many of the courses offered by the College are already a mix of units from various accredited sources. Maria Wood, Lecturer at Stranraer Campus, shared her proposal for the revamping of the National 5 Administration and IT course at Stranraer campus (see copy of the proposal in the Appendix). In this proposal, she makes it clear which units could be taken and taught stand alone. The proposal also offers a clear path and options to learners who may need to leave the course early, i.e. they still have a set of accredited passes, which are recognised on their own.

(As part of this study, it was planned to take this proposal out to businesses, schools and individuals in the catchment area of the Stranraer campus, in order to gauge interest in the flexibility the course would offer, its relevance to employers as well as to the skills development experience as a whole. However, due to time constraints these visits have not taken place, though it may be worth organising such visits, possibly in conjunction with the Chamber of Commerce and Business Gateway, in the near future. In fact, the Chamber of Commerce have offered to host an Open Day at their premises in Stranraer for the College to engage with local businesses. Also, the FSB have offered to help set up focus groups of members to discuss curriculum development etc. Attempts to get local businesses to complete a short Survey Monkey questionnaire as part of this study was not successful. DGTAP sent out the link to 169 contactable employers from the DG8 postcode and 231 contactable employers from the DG9 postcode, but only 11 replied. The summary report is attached.



The NFUS would be interested in piloting a 'Mix & Match' offering in conjunction with the new Dumfries & Galloway Dairy Women Network.<sup>76)</sup>

This type of education provision would also support the EKOS report's recommendation that it is time to "move away from the 'them and us' perception" (the report was looking in particular at training, development and skills in hospitality, catering, leisure and tourism sectors).<sup>77</sup>

The conversation with businesses confirms what the Centrifuge Report highlighted, that there are a number skills areas that are common to all sectors, in particular: customer service, cross-selling, digital skills, marketing (in particular online), finance, business planning. At the same time logistics, i.e. getting to a course, costs of travel etc. are often prohibitive.

#### e. Key Subject Areas

There are a number of subject areas that are important to a cross-sector of businesses. But there are also some that are very specific to an industry and sector. Taking account of the predicted skills needs globally, set against local needs and opportunities presented through the College the subject areas that appear of greatest significance and importance to the west will be looked at by curriculum area.

##### - Business, Accounting and Computing

Digital – the importance of digital skills is being stressed in every document read and conversation had. Digital skills encompass everything from *managing information, communicating, transaction, problem-solving* and *creating*<sup>78</sup> and within each of these skills there are numerous levels of competencies. However, it is clear that there is still a lack of relative elementary skills around how digital skills can enhance and support businesses and career prospects.

Neighbouring Ayrshire is fully embracing the development of digital skills at all levels.

*The Ayrshire Growth Deal* looks to develop "The Ayrshire Connected Classroom project [which] aims to provide young people with the skills to become digital innovators and creators and seeks to ensure that Ayrshire becomes a centre of excellence for digital skills."<sup>79</sup>

Earlier in the year, it was also announced that Kilmarnock would host one of Scotland's national network of "cyber hubs"<sup>80</sup> within The HALO<sup>81</sup> with the aim of creating a workforce of digitally skilled young people.

There are excellent examples of partnerships between education providers and organisations such as Code Clan (<https://codeclan.com/>), CoderDojo (<http://coderdojoscotland.com/>) and Code Club (<https://www.codeclub.org.uk>). There are also examples of local initiatives. For instance Kirkcowan Primary School and Wigtown

---

<sup>76</sup> <https://www.facebook.com/DGdairywomennetwork/>

<sup>77</sup> *Training, Development and Skills in Hospitality, Catering, Leisure and Tourism Sectors*, Report for D&G Employability Partnership; EKOS, February 2014  
[http://www.employabilityinscotland.com/media/335222/hclt\\_training\\_needs\\_study\\_final\\_report\\_for\\_employability\\_partnership\\_feb\\_2014.pdf](http://www.employabilityinscotland.com/media/335222/hclt_training_needs_study_final_report_for_employability_partnership_feb_2014.pdf)

<sup>78</sup> <https://publications.parliament.uk/pa/ld201415/ldselect/lddigital/111/11115.html>

<sup>79</sup> <http://docs.east-ayrshire.gov.uk/crpadmmin/2012%20agendas/cabinet/28%20september%202016/ayrshire%20growth%20deal.pdf>

<sup>80</sup> <http://www.scotsman.com/business/companies/tech/cyber-crime-hub-planned-for-kilmarnock-s-halo-project-1-4481994>

<sup>81</sup> <https://www.east-ayrshire.gov.uk/news/article/east-ayrshire-council-adds-backing-to-ambitious-plans-for-important-kilmarnock-site>

Library run Code Clubs and Douglas Ewart High School is about to launch a National Progression Award in Cyber Security.

The College should take the lead in inspiring learners of all ages and backgrounds to gaining digital skills. By opening the College as a hub and base for digitally based activities interest in courses and accredited learning for pathways into careers is likely to come as a result. Also, this skills area lends itself for the provision of bite-sized units, which could be offered as short courses and 'travel' the region.

It should also be remembered that there are topics that may only be offered as a one-off. For instance, new data protection legislation is coming into force in May 2018. The new General Data Protection Regulation<sup>82</sup> has relevance to everybody – consumer, business, community group etc. Here is an opportunity for the College to take a lead in providing information pro-actively, i.e. by partnering up with organisations like the Chamber of Commerce.

There are specific funding opportunities like the *Digitalxtra Fund*<sup>83</sup> which may provide a starting point for specific pilots that are aimed at engaging with communities in rural areas (i.e. with the introduction of Universal Credits UK-wide claimants will be required to deal with their applications and claims on line. This is proving to be a huge challenge, as claimants may not have the digital skills, nor the access to a PC and the Internet. Could a pilot project be developed around this that includes the College, schools, community groups and DWP?).

There is also an opportunity for the College to offer digital apprenticeships. As part of the study one Stranraer-based business indicated that it would really like to work with the College, if it offered access to digital apprenticeships. The business has been investing in digital apprenticeships for a number of years but is using *YouTrain*<sup>84</sup> as the provider and assessor.

Business Skills – whether you are an operating business or somebody who has the intention or the idea of starting a business a variety of skills are needed to be successful. Speaking to a variety of people and organisations it was felt that business and management skills in the widest possible sense must be taught.

The EKOS report showed that management and leadership skills are regarded “*as a crucial part of the skills mix*” though often “*un(der)developed, in many business, particularly those which are owner managed.*”

Therefore, leadership, strategic thinking, innovation but also technical skills around finance, investment, marketing, business planning, HR are crucial.

There are programmes like the *Rural Leadership Programme* and the *Workplace Innovation Engagement Programme* which offer high quality training in areas such as

- human resources – from recruitment to people management and development
- project management
- supply chain management and outsourcing
- destination and industry leadership
- stakeholder management – e.g. banks, training providers, local community etc.

---

<sup>82</sup> <https://ico.org.uk/for-organisations/data-protection-reform/overview-of-the-gdpr/>

<sup>83</sup> <http://www.digitalxtrafund.scot/apply/>

<sup>84</sup> <https://www.youtrain.com/it-apprenticeship-scotland/>



- developing more sustainable ways of doing business- reducing energy bills ,ethical purchasing, fair- work.

However, these programmes require a huge time commitment from businesses and the majority are not able to give that, even if they would be eligible to apply for a place on the programme.

Open University launched a free online course in *Rural Entrepreneurship in Scotland*<sup>85</sup> about three years ago. The uptake has been low, but at the same time the course has not been promoted properly either. However, the modules covered are very relevant and the course could be offered as part of the business skills mix.

However, looking at the content and quality of these programmes and the output (i.e. Laggan Outdoors went through the Workplace Innovation Engagement Programme) College and school provision should learn from the success of these programmes and possibly consider, how some of the principles could be included in other education and skills development provision. In particular, a way of learning to benchmark themselves against others, hence developing quality standards that should be aspired to. Some of this could be achieved by opening up units and courses to a range of learners, i.e. mixing school pupils with businesses, offering spaces/hubs for people from different backgrounds to interact.

A group that is increasingly in need of digital and business skills training development are social enterprises, community trust and community benefit societies. With increasing amounts of funds being handed out through renewable energy projects etc. many of the groups that are now handling those funds require specialist support. The Community Empowerment (Scotland) Act has put many opportunities into the hands of local people; however, they do not necessarily have the skills to act up these. A possible opportunity for the College to step forward to develop courses and support for these communities.

#### - **Built Environment**

Stranraer is the base for the current *Conservation Area Regeneration Scheme (CARS)*<sup>86</sup>. The project has started this year and will run for four years. There is a great interest by the Project Officer (Pam Taylor) to work with the College, in particular the Stranraer Campus as well as local schools. The CARS project will work on "*the refurbishment, improvement and reuse of important historic buildings in the Town Centre, which include the Stranraer Museum, the former Harbourmaster's Office, Gillespie's Bakery and the Dickson and Mahan building situated on the High Street. The project will also include a Property Improvement initiative aimed at providing grant funding to property owners to enable them undertake essential external repairs to their premises and contribute to the wider improvement of property condition across the Town.*"<sup>87</sup>

In order for the CARS project to offer long-term sustainability and a legacy, it is suggested that the project may fund the up-skilling of College staff in key built environment areas that will be required for the work on the refurbishment of the various buildings. At the same time courses for schools and local trades businesses can be developed, which will then be offered

---

<sup>85</sup> <http://www.open.edu/openlearn/money-management/rural-entrepreneurship-scotland/content-section-0>

<sup>86</sup> <https://www.historicenvironment.scot/grants-and-funding/our-grants/conservation-area-regeneration-scheme-cars/>

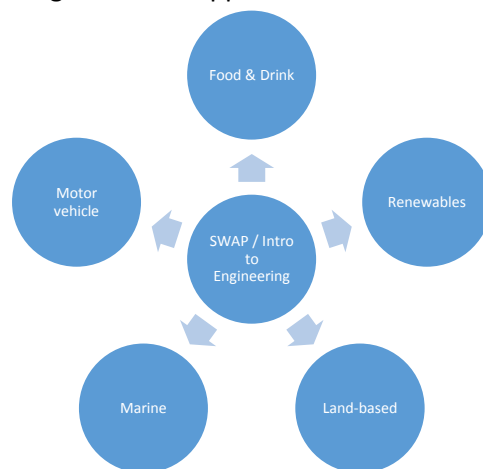
<sup>87</sup> <https://www.dgwgo.com/dumfries-galloway-news/more-investment-secured-for-stranraer-town-improvements/>

on an ongoing basis. Pupils and local trades' people can play an active part in the refurbishment of their 'own' historic building. In turn, they are upgrading the tourism provision for the town and area (with opportunities linked to Heritage Tourism<sup>88</sup>), plus developing very niche skills, which are sought after in other parts of the country.

## - Engineering and Automotive

Many sectors operating in the west rely on engineering and automotive skills. However, at this moment the Stranraer Campus does not offer engineering courses. Skills Development Scotland say, *"whilst there is certainly some engineering and related skills activity in the region, this does not feature amongst those subjects and frameworks most represented."*

However, the conversations as part of this study suggests that an introduction to engineering should be offered, which provides clear pathways into more specialised engineering careers. It appears there is a need to offer engineering skills that are useful in



the food & drinks manufacturing/production industry, but also land-based and marine engineering. There is the realisation that certain engineering sectors are highly specialised and the cost of setting up a suitable and constantly up-to-date training provision would be very costly, i.e. marine engineering. At the same time, there appears to be an opportunity to develop an engineering programme that will provide an exciting

entrance to this career and provided articulation can be offered through other education establishments. The Stranraer Campus could become a centre for engineering start-up, with clear pathways and partnership working with other institutions, e.g.

- Food & Drink – Queen Margaret University;
- Marine – City of Glasgow College;
- Land-based – SRUC.

(Ayrshire College runs an Engineering Academy, with a direct articulation into Strathclyde University<sup>89</sup>.)

The need for dairy technician skills was brought up in a number of conversations and the need to offer such qualifications locally. It was also highlighted, that the current 'Rural Skills' programme run in a number of schools does not offer a proper path for progression. This must be addressed. Local food producers and manufacturers like Rowan Glen and Lactalis would be keen to help develop a programme that may include engineering apprenticeships and upskilling within their industry. Lactalis reported that they had eight MAs in Engineering over the last six years and they were working with East Kilbride & District Group Training

<sup>88</sup> <http://www.scottishtourismalliance.co.uk/uploads/mixture/People%20Make%20Heritage%20-%20Heritage%20Tourism%202020%20Strategy.pdf>

<sup>89</sup> <http://www1.ayrshire.ac.uk/courses/engineering-academy/>

Association<sup>90</sup>(Following the meeting with the Operations Director at Rowan Glen contact details were forwarded to the Curriculum Manager Engineering & Automotive suggesting follow up.).

Suggestions have also been made to approach larger companies, like Stena Line, P & O Ferries, whether there is an opportunity to sponsor engineering training and develop a programme that would sustain local skills development in line with their business requirements.

With regard to the renewables sector, the College has a great track record in working with businesses and companies. The CREST project and the Wind Turbine Technician course are great examples. However, it appears that the shift is towards local energy provision with subsidies and changes in feed-in tariffs certainly affecting the installation of domestic options. The Scottish Government is just finalising the response to the consultation around future energy provision in Scotland and associated training needs. As part of this Skills Development Scotland will provide guidelines for the skills needs within this sector<sup>91</sup>.

(One local renewable energy company mentioned that they are using Kendal based Heightec for training <https://www.heightec.com/training-venues/kendal/> . The same company would also be interested in offering College engineering students placements over the summer.)

#### - Hospitality and Sport

*The Solway Firth Partnership Loch Ryan Management Plan* undertook extensive consultation with local communities, businesses and stakeholders and a number of recommendations were made as part of the report, which aim to maximise the multi-sector use of the Loch Ryan area with regard to watersports, heritage/history tourism, outdoor pursuits including walking, angling, and bird watching. (it is great to see that one of the recommendations – the *Stranraer Oyster Festival* is coming to fruition this year, three years after the plan's publication.)

Tourism and the associated sectors of hospitality, sport, events etc. continue to dominate plans and strategies for the region<sup>92</sup>. The west has a wealth of examples of good practise (Spring Fling, McMillan Hotel Group, Dark Skies Park, Wigtown Book Festival, Rhins Coastal Path etc.). The EKOS report on the future of marine developments in Scotland<sup>93</sup> shows that there are clear strategic opportunities for the Solway.

Work and future plans of the Stranraer Watersports Association<sup>94</sup> are “to foster the interests of all varieties of water sport”. The College should work with groups like this to establish qualification and accreditation pathways.

It is interesting to note, that over recent years the number of artisan type food and drinks producers has grown. The current round of LEADER funding has been working with a large number of business either setting up or looking to diversify into food and drink. One of the projects waiting funding approval at this point is a quality accreditation scheme called

---

<sup>90</sup> <https://www.ekgta.com/>

<sup>91</sup> <http://agenda.dumgal.gov.uk/aksdumgal/images/att31686.pdf>

<sup>92</sup>

<http://www.scottishtourismalliance.co.uk/uploads/Destinations/Dumfries%20and%20Galloway%20Regional%20Tourism%20Strategy%202016-2020%20-%20Final.pdf>

<sup>93</sup> <http://scottishtourismalliance.co.uk/uploads/TS2020%20Marine/Sailing%20Tourism%20in%20Scotland%20-%20Final.pdf>

<sup>94</sup> <https://www.entrycentral.com/SWSA>

“Made in Dumfries & Galloway”<sup>95</sup>. Therefore, there is an increasing need to support the sector with specialised training within hospitality, food & drink production and associated business management skills.

But this sector requires access to short/sharp modules that allow the businesses to acquire new skills on a regular basis. Much of the employment is seasonal and part-time, hence modes of delivery need to fit around the requirements of the sector. Also, as the EKOS report on the tourism and hospitality sector stressed *“One of the key challenges for the sector and its leadership is how to induce a sense of ambition and persuade (particularly) small owner/ managed businesses to want to grow and as such generate demand for new labour.”*

During the conversations a number of times, the idea of a training hotel was mentioned. It was suggested that one of the buildings in the town centre of Stranraer could be converted to such facility. So far there is no such facility in Scotland. Foxes Hotel run a training hotel for young people with disabilities in Somerset<sup>96</sup> and a similar facility is open in Gateshead, run in collaboration with Gateshead College<sup>97</sup>. Edge Hotel School<sup>98</sup> in turn is part of the University of Essex and helps run the Wivenhoe House Hotel

#### - Creative Industries

The creative sector in Dumfries and Galloway may be relatively small but it has significant influence on the perception of the area. Many fantastic events, businesses and community activities and engagements are linked closely to the creative industries. Here is an opportunity to teach the thinking around design processes and how these are relevant in other parts of the economy.

The skill sets taught through this curriculum area cut across some of the other areas with regard to business, computing and hospitality.

A NESTA report provided evidence that the UK could be transformed into the *“world’s leading talent hub for the video games and visual effects industries”*<sup>99</sup>. There have been discussions with College staff around the introduction of an entry-level course for gaming and visual effects. This could then also be linked to photography and film (including drone technology and associated legislation for use). There would be an option to link these skills into marketing and promotional activities and actual project application with local businesses.

The local creative sector group *We Are Upland*<sup>100</sup> have been piloting a number of ways of how to introduce young people to working in the creative sector. Programmes like *‘Modern Makers’*, *‘Emerge’*, *‘Early Engagement’* show innovative attempts to get people to work in the creative sector. So far none of these programmes have direct links with the College (though the *‘Emerge’* programme is working with local schools.). There is an opportunity to

---

<sup>95</sup> <http://agenda.dumgal.gov.uk/aksdumgal/images/att44918.pdf> (Also lots of LEADER applications around rural enterprise around food and drink)

<sup>96</sup> <http://hotelfoxes.co.uk/>

<sup>97</sup> <http://www.chroniclelive.co.uk/business/business-news/uks-first-hotel-young-people-11726193>

<sup>98</sup> <http://www.edgehotelschool.ac.uk/study-here/our-courses>

<sup>99</sup> *Next Gen*; NESTA [http://www.nesta.org.uk/sites/default/files/next\\_gen\\_wv.pdf](http://www.nesta.org.uk/sites/default/files/next_gen_wv.pdf)

<sup>100</sup> <http://www.weareupland.com/about/>

build on these pilots and the creative sector's wish to have access to an apprenticeship in craft business<sup>101</sup>.

#### - **Health and Social Services**

This study did not spend much resource on looking at the care sector. It is well documented that the region is facing an ageing population and that it faces huge challenges around care provision in general in a rural setting. There are extensive discussions underway around the Crichton Care Campus Initiative. An application has been put to LEADER for part funding of a project officer to take this project forward. If the application is successful, it is hoped that a project officer can start early in 2018 to then run community and partner consultations and engagements to develop the initiative in greater detail. The College has been a partner in the initial development phase and it is envisaged that it will continue to be a key academic partner. As part of the discussion around the *Crichton Care Campus* a draft for the creation of '*Dumfries & Galloway Academy of Care*' has also been developed by the Open University. The idea is that this academy will "*address the demographic challenges of an ageing society in order to raise the status of formal and informal carers and caring through the provision of:*

- *excellence in education and training*
- *excellence in research*
- *excellence in workforce innovation and development*

*In providing service to Dumfries and Galloway the Academy of Care will become a world class exemplar of how to create and manage an integrated, whole workforce solution in health and social care combined with excellent community development to address a range of issues posed by an ageing society"*<sup>102</sup>

However, linked to the hub/makerspace/lab recommendation there is the offer of working Loreburn Housing Association on ideas around developing localised health and social care services linked to the Stranraer Foyer<sup>103</sup>

As an aside, there could be an opportunity for specialism around accessibility tourism, which is of growing importance to VisitScotland<sup>104</sup>. With the region experience an ageing population could it become an area of best practice by developing tourism offerings fit for tourists with accessibility issues. Could the area develop models that incorporate novel care provision but also a positive tourism experience (i.e. *Disabled Go*<sup>105</sup>)?

The above attempt to link opportunities to curriculum areas has not been easy, since many will run across curriculum areas. With that in mind, a closer look should be taken at the *South East Scotland Academies Partnership*<sup>106</sup> to learn from its experience in widening access across senior school phases making transition into further and higher education as well as employment more successful within key employment sectors (The partnership is including the rural Scottish Border, hence issues in

---

<sup>101</sup> <https://www.skillsdevelopmentscotland.co.uk/what-we-do/our-products/modern-apprenticeships/modern-apprenticeship-frameworks/creative-and-cultural-skills/skills-for-craft-business/>

<sup>102</sup> Taken from the draft paper proposing the '*Dumfries & Galloway Academy of Care*', courtesy of Dr Sandy Fraser and Derek Goldman, Open University

<sup>103</sup> <http://loreburn.org.uk/our-communities/galloway-gateway/>

<sup>104</sup>

[http://www.visitscotland.org/business\\_support/advice\\_materials/advicelink\\_guides/accessible\\_tourism.aspx](http://www.visitscotland.org/business_support/advice_materials/advicelink_guides/accessible_tourism.aspx) (i.e. <http://www.barncrosh.co.uk/disabled-attractions>).

<sup>105</sup> <https://www.disabledgo.com/organisations/dumfries-galloway-council/main>

<sup>106</sup> <http://southeastscotlandacademies.org/index.html>

particular around transport and critical mass will be similar to those in the west of Dumfries and Galloway.)

There is also an opportunity to offer training and awareness around innovation. No matter whether it is about new products, processes or business models the perception of innovation, what it is and how it can support competitiveness should be part of any learning experience. As part of this, the College should keep in touch with Scottish Enterprise. They are one of the partners in the current INTERREG VA programme called 'Co-Innovate'<sup>107</sup>. Dumfries and Galloway is one of the eligible regions of the programme. SMEs in the region can apply to be part of the programme. The priority sectors for this programme are Renewables, Life and Health Sciences and Agri Tech/Food. Early indications are that the Dumfries and Galloway programme will offer particular support to the Agri Tech/Food sector. The Co-Innovate programme will be looking to work closely with local education providers, hence a close relationship may be beneficial to understand what options could be open for closer collaboration.

Conversations took place with SRUC, Open University in Scotland and UWS and there was a great interest in looking at collaboration to develop options that are particular to the west.

#### **f. Clear Pathways**

While it is important to offer specific, flexible and short-term provision, it is also important to show clear pathways for learners. Learners, whether from school, business, community or as individual need to understand where their learning option fits in. This is to allow an understanding on how career progression may develop, i.e. options are understood and allow making the right decision about what courses to choose.

Skills Development Scotland stresses the need for progression routes and pathways. Currently the *"demand for skills in the region is strongest at the upper and lower skills levels – professional and elementary occupations – and so progression to upper skills levels needs to be engendered and facilitated."*<sup>108</sup> The landscape of awarding bodies, available courses, and different attainment levels can be confusing for people within the education and training sector, never mind the businesses, communities and individuals who have to make a choice on what might be right for them. If you are looking at the UK as a whole, with Scotland and England having different awarding bodies it becomes even more confusing.

With that in mind there should be greater emphasis on *"enrolling on an occupational pathway"*<sup>109</sup> rather than on a course. The project proposal by the Council's Education Department and DGTAP with regard to the 'Curriculum for the Future'<sup>110</sup> appears to pick up on this. The aims are:

- to promote equity of provision in academic and vocational qualifications;
- to provide for the interests of pupils and meet the economic skills demand;
- to ensure a pathway approach to curriculum planning in light of the Scottish Funding Council arrangements for school-college partnerships;
- to improve curricular choice and attainment by young people in schools as well a positive outcome for the Dumfries and Galloway economy and the wider community;

---

<sup>107</sup> <http://www.co-innovateprogramme.eu/ci/>

<sup>108</sup> *Dumfries and Galloway Skills Assessment*; Skills Development Scotland, January 2016

<sup>109</sup> *Going Places – Innovation in Further Education & Skills*; Skills Commission, December 2016

<sup>110</sup> 'Curriculum for the Future'; Dumfries and Galloway Council Project Proposal, dated July 2017



- to provide a range of qualifications which allow school leavers to access employment and for the region to attract inward investment in areas requiring higher levels of qualifications and skills in the workforce.

However, this project proposal is aiming at schools. With changing demographics in the region and the strategic objective to be “inclusive” we need to open this up to other learners as well, i.e. adult learners, learners with specific needs.

The “curricular flexibility” that the *Curriculum for the Future* is looking to address also needs to take account of work done through this study as well as the results of the *Community Needs Assessment* that the Dumfries and Galloway Council Community Learning Team has just carried out (results are made available to the public in October 2017)<sup>111</sup>



The *Curriculum for the Future* proposes short life working groups for each sector. It is essential that these groups include local businesses, social enterprises and community to understand their skills needs and that they can become ambassadors for the pathways. Consideration should also be given to publish the outcome of the work from the working groups in form of an easy visualisation of pathways so that anybody can access this and get an understanding of career progression based on the occupation they are interested in (an adaptation of the interactive SCQF Framework<sup>112</sup> visualisation as part of My World of Work<sup>113</sup> could be taken as a starting point).

(The recent announcement by the Scottish Government of the *Flexible Workforce Development Fund*<sup>114</sup> may provide a vehicle to work with local employers to work on pathway development in different sectors as well as across specific groups, i.e. young people.)

#### **g. Shared Apprenticeships**

With an economy based on micro-businesses and issues around offering young people a route into work the initiative of shared work experience or apprenticeship schemes with other employers should be looked at.

So far, this scheme is predominantly available in the construction sector. The scheme is well established in the Highlands (<http://www.citb.co.uk/citb-apprenticeships/shared-apprenticeship-scheme/shared-apprenticeship-scheme/shared-apprenticeship-schemes-highland/>) and in Angus (<http://www.citb.co.uk/citb-apprenticeships/shared-apprenticeship-scheme/shared-apprenticeship-scheme/shared-apprenticeship-schemes-angus/>)

<sup>111</sup> <http://community.thirdsectordumgal.org.uk/blog/community-learning-needs-assessment> (photo taken by Eva Milroy in the North West Resource Centre in Dumfries in August 2017)

<sup>112</sup> <http://www.scqf.org.uk/framework-diagram/Framework.htm>

<sup>113</sup> <https://www.myworldofwork.co.uk/>

<sup>114</sup> <https://news.gov.scot/news/flexible-workforce-development-fund> and [http://www.sfc.ac.uk/web/FILES/Announcements\\_SFCAN132017\\_FlexibleWorkforceDevelopmentFundAY2017\\_1/SFCAN132017-flexible-workforce-development-fund-2017-18.pdf](http://www.sfc.ac.uk/web/FILES/Announcements_SFCAN132017_FlexibleWorkforceDevelopmentFundAY2017_1/SFCAN132017-flexible-workforce-development-fund-2017-18.pdf)

[scheme/asap-angus/](#) ) and a scheme around Skills Partnerships, which included a shared apprenticeship scheme ran in the Loch Lomond and Trossachs National Park<sup>115</sup>

However, a couple of other sectors are now offering this approach

- Hospitality - Moray has set up a scheme in partnership with People 1<sup>st</sup> in hospitality ([http://www.moray.gov.uk/moray\\_standard/page\\_94569.html](http://www.moray.gov.uk/moray_standard/page_94569.html) ).
- Forestry – Fife Forestry launched this scheme earlier in 2017 [http://www.scottishlandandestates.co.uk/index.php?option=com\\_content&view=article&id=5715:new-shared-apprenticeship-scheme-for-the-forestry-sector&catid=71:national&Itemid=107](http://www.scottishlandandestates.co.uk/index.php?option=com_content&view=article&id=5715:new-shared-apprenticeship-scheme-for-the-forestry-sector&catid=71:national&Itemid=107)

The Moray scheme lists the benefits as

- *“It allows smaller employers the opportunity to provide an apprenticeship which in the past they may not have been able to due to the requirements of the framework delivery.*
- *It gives a young person an experience with a range of employers.*
- *It encourages employers to work together as they have to agree a shared job description and salary”*

Looking at the demography of businesses in the west of Dumfries and Galloway serious consideration should be given to pilot shared apprenticeship programmes across a couple of sectors and skills areas, such as tourism, hospitality and digital skills.

#### **h. Better Local Data**

This study has had to consult a large number of various documents and data sources to understand the current situation within the region. However, the data available is not consistent and often not available at locality level. Considering there is the move towards greater decision-making at community and locality level stakeholders, businesses and communities need to be able to gain easier and better access to local data. Skills Development Scotland is making progress in producing Regional Skills Assessment Plans, but it would be helpful if information could be made available at even lower level.

There have been attempts by the Crichton Institute’s Regional Observatory to implement the Scottish Government’s Open Data Strategy in collaboration with Dumfries and Galloway Council and NHS Dumfries and Galloway. But the complexity of the project has prevented a successful outcome so far.

Some College staff, as well as a couple of stakeholders have mentioned the analytics software company *Burning Glass* <http://burning-glass.com/uk/> in conversations. Looking at their capabilities and the ongoing research they are involved in it may be worth investigating whether a link to them should be considered. (Please find a copy of *Burning Glass*’s promotional presentation in the Appendix.)

#### **i. Centre For Rural Entrepreneurship And Tourism**

Figures referred to earlier show that region is subject to a low population density, a declining population with a business base that built of micro-businesses. Hence, the critical mass is low. The Masterplan takes an even starker view by saying that *“The small population of the town and its*

---

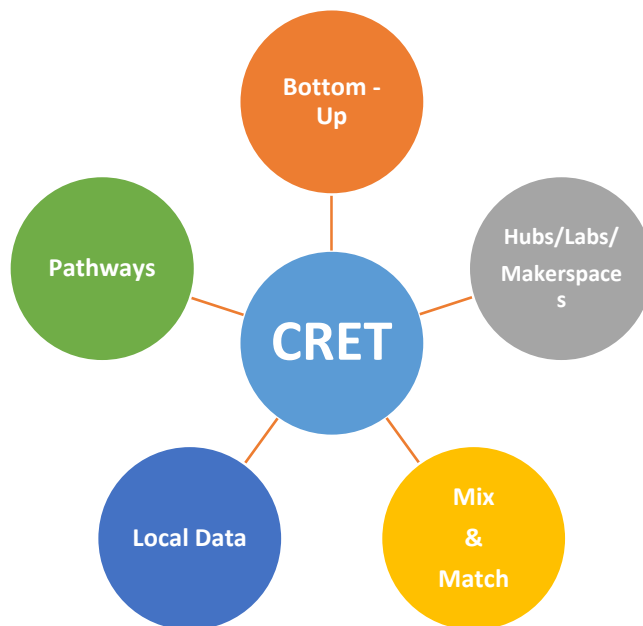
<sup>115</sup> *Skills in the Park – Project Evaluation, 2014*; <http://www.thecommunitypartnership.org.uk/wp-content/uploads/2015/02/2679-Annual-Review-A5-booklet-AW-LO-RES.pdf>



*hinterland means that the aggregate level of demand for goods and services is low, contributing to market failure in office, commercial leisure and other property market sectors. The business plan is therefore predicated on attracting additional visitors to Stranraer, and creating a sustainable level of demand for facilities and services which would not be viable under present market conditions.*"<sup>116</sup>

Stranraer must build on its unique geographic and economic position.

There could be an opportunity of bringing together some of the recommendations put forward above into one point within the *Centre For Rural Entrepreneurship And Tourism (CRET)*. The College becomes 'The Bridge'<sup>117</sup> of the west, by developing education provision for an area that is set apart from the rest of the region, thereby counteracting a possible two-tier education system.



By bringing together the unique ways of what education, training and skills development mean for rural areas in theory and practise through one point, Stranraer and the west could become a centre of excellence for all things linked to rural entrepreneurship and training provision.

The EKOS' <sup>118</sup> report also stated (though in particular reference to the tourism and hospitality sector) that *"There is an opportunity to go beyond generic business/marketing training and provide something that is more bespoke to the region, using the opportunity of group training sessions to encourage collaboration and the development of a joint vision of the D&G tourism USP. It could aim to stimulate innovation and enhance the product on offer in the region. This should be industry led activity therefore we do not wish to be prescriptive at this stage, however, we make the following suggestions:*

- *the support could bring together a geographic community or thematic group (e.g. golfing, visitor attractions);*
- *the collaborative training activities might include management development, mentoring, fact finding visits, skills sharing;*

<sup>116</sup> *Stranraer Waterfront Urban Design Strategy Masterplan*; Dumfries and Galloway Council, December 2014

<sup>117</sup> <http://www.dumgal.gov.uk/article/16455/The-Bridge>

<sup>118</sup>

[http://www.employabilityinscotland.com/media/335222/hclt\\_training\\_needs\\_study\\_final\\_report\\_for\\_employability\\_partnership\\_feb\\_2014.pdf](http://www.employabilityinscotland.com/media/335222/hclt_training_needs_study_final_report_for_employability_partnership_feb_2014.pdf)

- *the group could also focus on collaborative activity which enhances their local area, local marketing, product development and innovation.*

*Resources should be available to assist industry groups to develop activities and to provide quality business support that meets their needs. This pilot activity should be evaluated and if effective, can be rolled out across the region.*" However, the concept outlined here should be applied overarchingly to the way education, training and skills development is approached in general.

At this point, there is no such single facility in Scotland or the UK. There are centres that specialise in research around rural entrepreneurship in the UK, though they are generally not looking for actual application (i.e. Centre For Rural Economy <http://www.ncl.ac.uk/cre/about/> ; SRUC SAC consulting [https://www.sruc.ac.uk/info/20005/sac\\_consulting](https://www.sruc.ac.uk/info/20005/sac_consulting) ).

There are great examples from outwith the UK that show what a centre with actual business and community support can provide:

- *Center for Rural Entrepreneurship, Nebraska USA*  
[https://www.energizingentrepreneurs.org/solutions/entrepreneurial-communities/entrepreneurial\\_communities.html](https://www.energizingentrepreneurs.org/solutions/entrepreneurial-communities/entrepreneurial_communities.html) (*"We help community leaders build a prosperous future by supporting and empowering business, social and civic entrepreneurs. With our roots and hearts in rural America, we help communities of all sizes and interests by bringing empowering research together with effective community engagement to advance community-driven strategies for prosperity. Our solutions empower community leaders to find their own answers to the economic development challenges and opportunities they face."*)
- *Australian Center for Rural Entrepreneurship, Victoria Australia*  
<http://www.socialenterprise.academy/aus/ACRE> , (In partnership with the Social Enterprise Academy based in Edinburgh, the Australian centre puts particular emphasis on supporting young people – age 10 to 28 years)
- *Pollinators* – providing practical support to entrepreneurs, social enterprise etc.  
<https://pollinators.org.au/>
- *Swedish Tourism Innovation Centre* - <http://tourisminnovation.se/>

The recent evaluation of the Scottish Innovation Centres (IC) recommends *"that the Scottish Funding Council (SFC) explores Further Education (FE) college participation in Innovation Centres programme. SFC should challenge FE colleges and their representatives to enhance their involvement in the IC programme and work with ICs to support innovation in local businesses, for example responding to business demands for skilled people. SFC should consider how best to overcome any administrative boundary between FE college and university funding that currently exists."*<sup>119</sup> Could this, combined with the Scottish Government's announcement in June 2017 of providing £500k for a college innovation fund pilot<sup>120</sup>, be an opportunity for the Stranraer Campus to develop and pilot new ways of working and showcasing good practice around rural entrepreneurship? Audrey Cumberland, Chair of the SFC College Innovation Working Group and Principal of West Scotland College recently define college innovation as *"where vocational, technical and professional system – Scotland's colleges -*

---

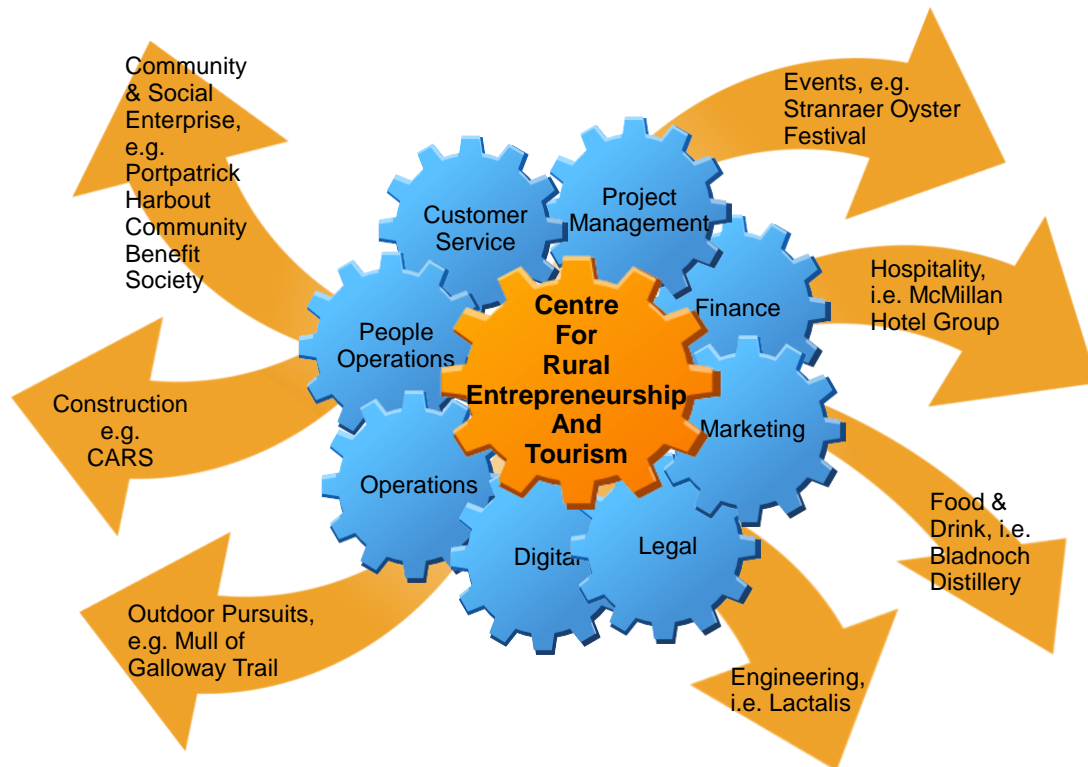
<sup>119</sup> Independent Review of the Scottish Innovation Centres Programme;  
<http://www.sfc.ac.uk/Priorities/Innovation/IndependentICReview/ICReview.aspx>

<sup>120</sup>

[http://www.parliament.scot/S5\\_Education/General%20Documents/20170623InLtrFromCabSecRePhase2EnterpriseandSkillsReview.pdf](http://www.parliament.scot/S5_Education/General%20Documents/20170623InLtrFromCabSecRePhase2EnterpriseandSkillsReview.pdf) and <http://www.gov.scot/Resource/0052/00521428.pdf> p. 16

*supporting businesses to develop new skills and techniques alongside new and emerging technologies to support those businesses to be more productive”<sup>121</sup>*

(The latest action plan<sup>122</sup> around the Enterprise and Skills Review provides a more detail around the timeframe, though not enough to help decide how the College could access any of the pilot funding.)



CRET should also develop international links. If we are to provide skills development and training that produces a skill force and businesses fit to compete on the world stage and attract international business to the region, the region needs to understand and appreciate how business and skills development takes place elsewhere. Therefore, CRET should actively pursue links through appropriate projects funded through the ERASMUS programme as well as LEADER (i.e. LEADER Dumfries & Galloway will host the ‘Amaze Me Leader’<sup>123</sup> programme in August 2018. This is aimed at young people between the age of 18 and 28 years of age with a particular view on applying experimental education in promoting entrepreneurship skills among young people).

<sup>121</sup> <http://www.scotsman.com/business/management/business-collaboration-is-key-say-educators-1-4483183>

<sup>122</sup> <https://beta.gov.scot/publications/enterprise-and-skills-review-implementation-board-minutes-july-2017/Enterprise%20and%20Skills%20Review%20Implementation%20Board%20paper%20-%2031%20July%202017%20-%20Programme%20Progress%20Update.pdf?inline=true>

<sup>123</sup> <https://www.ruralnetwork.scot/news-and-events/news/event-report-amaze-me-leader-2017>

**j. Strategy for Curriculum Development Stranraer & Wigtownshire**

As part of the study a Curriculum Development Strategy for Stranraer & Wigtownshire has been drafted (see Appendix), which formalises an overarching direction for the curriculum development plan that will need to be agreed.

## **8. CONCLUSION**

This has been a rather intense piece of work; however, it has also been a very positive piece of work. Everybody who was contacted was full of enthusiasm and willingness to contribute. Also stressing that should further work be done contact should be made again and further involvement would be offered.

There are some fantastic examples of best practice across all sectors and communities and a great readiness to try something new. However, it has also been made clear that in order to find solutions for local issues there needs to be more and consistent 'bottom-up' approach and proper engagement at all levels. The 'customer' must be involved in the design process.

This report tries to provide some direction and guidance around areas that appear to lend themselves best for pilot projects with regard to development of curriculum content, delivery mode etc

A huge thanks has to be given to the many the individuals, organisations and stakeholders that have provided this report with varied, informative and honest feedback, ideas and thoughts.

(This study and the recommendations were presented to the steering group on Friday, 15 September 2017. A positive discussion took place about the opportunities this report is pointing towards. Based on this discussion a summary paper detailing the next steps is put together, which will be circulated to stakeholders etc. that contributed to this report.)

## 9. APPENDIX

### a. Stakeholders that made contributions

Biosphere	Marie McCulty	Business Development Officer
BSW	Tony Lockey (phone call)	Group Learning & Development Manager
Business Gateway	John King	Adviser
Business Gateway	Allan McNaught	Team Leader
Chamber of Commerce Dumfries & Galloway	Lee Medd	Business Development Manager
Crichton Campus Leadership Group	Sharon Glendinning	Crichton Campus Development Manager
DAGCOL	Andrew Glen	Assistant Principal
DAGCOL	John Magill	Business & Community Liaison Officer
DAGCOL	Alison Jardine	Business Development Manager
DAGCOL	Brian Johnstone	Chair of Regional College Board
DAGCOL	Gillian Rose	Curriculum Manager
DAGCOL	Henrietta Veys-Crocker	Curriculum Manager
DAGCOL	Janet Weir	Head of Curriculum
DAGCOL	Furkan Udin	Head of Faculty
DAGCOL	Stranraer Campus staff	various
DG Unlimited	Cate Ross	Development Officer - West
DGC	Lesley Sloan	Curriculum Support Officer
DGC	Melanie McEwen	Development Officer
DGC	Gillian Brydson	Director of Education
DGC	Chris Churns	Economic Development Adviser - F&D
DGC	Gerard Mills	Economic Development Stranraer
DGC	Amanda Beattie	Employability Development Officer
DGC	Gary Calderwood	Employer Engagement Officer
DGC	Ewan Green	Head of Economic Development

DGC	Stephen Jack	Lifelong Learning Manager
DGC	Andrew Guisti	Local Councillor
DGC	Darren Little	Principal Officer - Customer Service
DGC	Gwyneth Fairbairn	Principal Officer, Review
DGC	Sheelagh Rusby	Quality Improvement Officer
DGC	Lynn Burgess	Service Manager -Employment & Skills
DGC	Jason Syres	Service Manager - Strategic Projects
DGC	Employer Engagement Team	various - team meeting
DGC	Nicola Valance-Ross	Economic Development Officer - Employability & Skills
Douglas Ewart High School	Alex Cowie	Head Teacher
Dundee & Angus College	Sam Stirling (phone call)	Learning Resources Manager
DYW	Senga Greenwood	DYW Programme Manager
DYW	Justin Thomas	DYW Programme Manager
Federation of Small Businesses	Dr Hisashi Kuboyama	Development Manager - West of Scotland
Gentex	Tracey Murray	HR Manager
Gentex	David Clement	Operations Manager
Interface	Mari Findlay	Development Officer
Jobcentre	Joyce McCreddie	Advisor
Kids Be Happy	Sandra Patterson	Director
Kite Power Systems Ltd	Hollie Steel	Business Development Assistant
Kite Power Systems Ltd	Iain Corrigan	Project Development Manager
Lactalis	Nick Dietz	Site HR Manager
Leader	Lewis Boddy	Project Officer Communities
Leader	Rowan Lloyd	Project Officer Fisheries
Loreburn Housing Association	Moira Charters	Partnership Manager
McMillan Hotel Group	Douglas McMillan	Director
NFUS	Teresa Dougall	Regional Manager

OU	Steven McGeever	Learning Teaching and Partnership CoOrdinator
Rowan Glen	David O'Shaughnessey	Director
Scottish Enterprise	Abbe Cussack	Co-Innovate Development Officer
Scottish Enterprise	Colin Meager	Wider Innovation Team Leader
Scottish Enterprise	Caroline Kennedy	Workplace Innovation Specialist
SDS	Judith Thomas	Area Manager Dumfries & Galloway, East Ayrshire
SDS	Sylvia McDowall	Team Leader
SDS	Andrea Glass (phone call)	Regional Planning Lead - South West
Solway Firth Partnership	Clair McFarlan	Partnership Manager
Solway Firth Partnership	Nic Coombey	Project Officer
South West Scotland Community Rail Partnership	Belle Doyle	Development Manager
SRUC	Sharon Glendinning	Crichton Campus Development Manager
SRUC/Barony	Dave Roberts	Dean
SRUC/Barony	Julie Parker	Senior Lecturer
Stranraer Academy	Graeme Benson	Depute Head Teacher
Stranraer Academy	Helen-Marie Bradley	Depute Head Teacher
Stranraer Academy	Norman Dawson	Head Teacher
Stranraer Conservation Area Regeneration Scheme	Pam Taylor	Project Officer
Stranraer Development Trust	Romano Petrucci	Chair
Stranraer Development Trust	Committee Members	Various
Stranraer Water Sports Association	Wendi Cuffe	Development Officer
Third Sector Interface Dumfries & Galloway	Claire Brown	Operations Manager
University of Glasgow	Annie Wild	Researcher
Upland	Joyce Harkness	Director
Upland	Amy Marletta	Professional & Talent Development Manager
UWS	Craig Nicol	External Engagement Business Partner



Visit Scotland	Paula Ward	Regional Director
West College Scotland	Fiona McKenzie (phone)	Head of Learning Communities
Whithorn Trust	Julia Muir-Watt	Project Manager
Wigtown Book Festival	Anne Barclay	Operations Director

- b. Draft of Curriculum Development Stranraer & Wigtownshire Strategy (separate attachment)**
- c. Burning Glass promotional presentation (separate attachment)**
- d. Proposed Level 5 Administration and IT (separate attachment)**
- e. Survey Monkey results summary (separate attachment)**

## f. Background Reading

### International level

1. *Recent Research on Workplace Learning and its Implications for National Skills Policies Across the OECD*; Chapter 6, Ewart Keep  
<https://books.google.co.uk/books?id=FFDeCwAAQBAJ&pg=PA105&lpg=PA105&dq=Workplace+Learning+and+Its+Implications+for+National+Skills+Policies+Across+the+OECD&source=bI&ots=gt5zSKX0ar&sig=mhmihneU11Btm97oqoT8QIfpHWQ&hl=en&sa=X&ved=0ahUKEwiB48ypyYjUAhUJBsAKHWZxATAQ6AEIPDAF#v=onepage&q=Workplace%20Learning%20and%20Its%20Implications%20for%20National%20Skills%20Policies%20Across%20the%20OECD&f=false>
2. *The Future of Jobs and Skills - Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution*; World Economic Forum; January 2016  
<http://reports.weforum.org/future-of-jobs-2016/chapter-1-the-future-of-jobs-and-skills/>
3. *The Future of Jobs and Skills – Drives of Change*; World Economic Forum; January 2016  
<http://reports.weforum.org/future-of-jobs-2016/drivers-of-change/>
4. *The Fourth Revolution*; Klaus Schwab  
<https://www.weforum.org/about/the-fourth-industrial-revolution-by-klaus-schwab>
5. *Summary report - E-Discussion on skills for rural employment: Challenges and solutions; Skills for Employment – Global Public Private Knowledge Sharing Platform*, June 2016  
[http://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4\\_180690](http://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4_180690)
6. *Anticipating Future Skills Needs*; World Economic Forum  
<http://www.skillsforemployment.org/KSP/en/SearchResults/index.htm>
7. *Matching Skills and Labour Market Needs Building Social Partnerships for Better Skills and Better Jobs*; World Economic Forum, January 2016,  
[http://www3.weforum.org/docs/GAC/2014/WEF\\_GAC\\_Employment\\_MatchingSkillsLabourMarket\\_Report\\_2014.pdf](http://www3.weforum.org/docs/GAC/2014/WEF_GAC_Employment_MatchingSkillsLabourMarket_Report_2014.pdf)
8. *Skills For Competitiveness*; OECD; 2012  
<http://www.oecd.org/cfe/leed/skills%20for%20competitiveness%20uk%20report.pdf>
9. *Synergies for Better Learning*; OECD 2013,  
[https://www.oecd.org/edu/school/Synergies%20for%20Better%20Learning\\_Policy%20Pointers.pdf](https://www.oecd.org/edu/school/Synergies%20for%20Better%20Learning_Policy%20Pointers.pdf)
10. *Employment in 2030*; NESTA, 2016  
<http://www.nesta.org.uk/blog/employment-2030-skills-competencies-and-implications-learning#sthash.W5uApnWY.dpuf>
11. *10 Jobs That Did not Exist 10 years Ago*; World Economic Forum, 2016  
<https://www.weforum.org/agenda/2016/06/10-jobs-that-didn-t-exist-10-years-ago/>

12. *We may have less than five years to change how we learn, earn and care*; The Guardian, 30 January 2017  
<https://www.theguardian.com/sustainable-business/2017/jan/30/we-may-have-less-than-five-years-to-change-how-we-learn-earn-and-care>
13. *Inspired Minds – Careers 2030*; Canadian Scholarship Trust Plan  
<http://careers2030.cst.org/jobs/>
14. *Shift Happens*; McLeod, Scott and Karl Firsch  
<https://shifthappens.wikispaces.com>
15. *Center for Rural Entrepreneurship*, Nebraska USA  
[https://www.energizingentrepreneurs.org/solutions/entrepreneurial-communities/entrepreneurial\\_communities.html](https://www.energizingentrepreneurs.org/solutions/entrepreneurial-communities/entrepreneurial_communities.html)
16. *Australian Center for Rural Entrepreneurship*, Victoria Australia  
<http://www.socialenterprise.academy/aus/ACRE>
17. *Pollinators*; <https://pollinators.org.au/>
18. *Swedish Tourism Innovation Centre*; <http://tourisminnovation.se/>
19. *How Leaders can close the Innovation Gap*;  
<http://iveybusinessjournal.com/publication/how-leaders-can-close-the-innovation-gap/>

#### UK Level

20. *Improving Skills Utilisation in the UK – Some Reflections on What, Who and How?*  
SKOPE Research Paper No. 123, August 2016; Ewart Keep; Director, SKOPE  
<http://www.skope.ox.ac.uk/wp-content/uploads/2016/09/Keep.-Improving-Skills-Utilisation-in-the-UK-Some-reflections-on-What-Who-and-How.pdf>
21. *The Skills Dilemma - Skills Under-Utilisation and Low-Wage Work, A Bottom Ten Million Research Paper*; Jonny Wright and Paul Sissons; January 2012  
<http://staging.ilo.org/public/libdoc/nonigo/2012/470368.pdf>
22. *Sustainable Communities: Skills and Learning for Place Making*; edited by Robert Rogerson, Sue Sadler, Anne Green; 2011  
<https://books.google.co.uk/books?id=gC210mjvovcC&pg=PA191&lpg=PA191&dq=skills+utilization+literature+review&source=bl&ots=-IUw3WTOVM&sig=5Va6OVF1PN0tMWDrtHxCaeJdlo&hl=en&sa=X&ved=0ahUKEwjus6S2mYjUAhULD8AKHWZ2AwI4ChDoAQgwMAU#v=onepage&q=skills%20utilisation%20literature%20review&f=false>

23. *Local industrial strategy and skills policy in England: Assessing the linkages and limitations – a case study of the Sheffield City Deal*; Paul Sissons Katy Jones; First Published November 22, 2016 <http://journals.sagepub.com/doi/abs/10.1177/0269094216679602>
24. *United Kingdom Profile* <http://reports.weforum.org/future-of-jobs-2016/united-kingdom/>
25. *UK Labour Market Projections 2014-2024*  
<https://www.gov.uk/government/publications/uk-labour-market-projections-2014-to-2024>
26. *The Future of Jobs and Skills in 2030*  
<https://www.gov.uk/government/publications/jobs-and-skills-in-2030>
27. *Life-long Learners*; NESTA 2017 <http://www.nesta.org.uk/2017-predictions/lifelong-learners>
28. *The Creative Economy and the Future of Employment*; NESTA, April 2015  
[http://www.nesta.org.uk/sites/default/files/the\\_creative\\_economy\\_and\\_the\\_future\\_of\\_employment.pdf](http://www.nesta.org.uk/sites/default/files/the_creative_economy_and_the_future_of_employment.pdf)
29. *Creating Camden's 21<sup>st</sup> Century Talent – STEAM Commission Report*; Camden Council, June 2017  
<http://camden.gov.uk/ccm/content/business/jobs-and-skills/steam-commission/>
30. *STEM vs STEAM – how science and arts are coming together*; The Independent, 25 May 2016  
<http://www.independent.co.uk/student/student-life/Studies/stem-vs-steam-how-the-sciences-and-arts-are-coming-together-to-drive-innovation-a7047936.html>
31. *What is the Creative Economy?*; British Council ,  
<http://creativeeconomy.britishcouncil.org/guide/what-creative-economy/>
32. *Going Places – Innovation in Further Education & Skills*; Skills Commission, December 2016
33. *UK's first hotel for young people with autism set to open in Gateshead*; Chronicle Live, 9 August 2016, <http://www.chroniclive.co.uk/business/business-news/uks-first-hotel-young-people-11726193>
34. *Hotel Foxes*; <http://hotelfoxes.co.uk/>
35. *Edge Hotel*; <http://www.edgehotelschool.ac.uk/study-here/our-courses>
36. *Next Gen.*; NESTA, 2012, [http://www.nesta.org.uk/sites/default/files/next\\_gen\\_wv.pdf](http://www.nesta.org.uk/sites/default/files/next_gen_wv.pdf)
37. *Is Art Education running out of STEAM?*; The Guardian, 16 February 2016  
<https://www.theguardian.com/culture-professionals-network/2016/feb/16/art-education-running-out-of-steam-teachers-art-design>
38. *Select Committee on Digital Skills*;  
<https://publications.parliament.uk/pa/ld201415/ldselect/lddigital/111/11115.html>

39. *Overview of the General Data Protection Regulation*; Information Commissioners Office,  
<https://ico.org.uk/for-organisations/data-protection-reform/overview-of-the-gdpr/>
40. *Burning Glass*; <http://burning-glass.com/uk/>
41. *Centre for Rural Economy*; <http://www.ncl.ac.uk/cre/about/>

## Scotland Level

42. *Future workforce - how the Scottish Government aims to grow the skills base*; Mark McLaughlin on 24 March 2017 in Inside Politics;  
<https://www.holyrood.com/articles/inside-politics/future-workforce-how-scottish-government-aims-grow-skills-base>
43. *Equipping Scotland for the future: Key challenges for the Scottish skills system*; IPPR; Russell Gunson, Rachael Thomas; January 2017  
<http://www.ippr.org/publications/equipping-scotland-for-the-future>
44. *Some key issues for employment and skills planning in Scotland: a review of emerging evidence*; Graham Thom and Susan Mackay; University of Strathclyde, Fraser of Allander Institute Economic Commentary; November 2015  
[http://www.sqw.co.uk/files/1714/4805/1263/Some\\_key\\_issues\\_for\\_employment\\_and\\_skills\\_planning\\_in\\_Scotland\\_-\\_a\\_review\\_of\\_emerging\\_evidence.pdf](http://www.sqw.co.uk/files/1714/4805/1263/Some_key_issues_for_employment_and_skills_planning_in_Scotland_-_a_review_of_emerging_evidence.pdf)
45. *Skills for Rural Community Development - South Ayrshire Council*; <https://www.south-ayrshire.gov.uk/cpp/documents/ruralayrshire21/skills%20for%20rural%20community%20development.pdf>
46. *WORK, EMPLOYMENT, SKILLS AND TRAINING: WHERE NEXT FOR SCOTLAND?*; Scottish Centre for Employment Research and the ESRC Centre on Skills, Knowledge & Organisational Performance ESRC Research Project; 2014  
[https://www.strath.ac.uk/media/departments/hrm/scer/The\\_WEST\\_Project.pdf](https://www.strath.ac.uk/media/departments/hrm/scer/The_WEST_Project.pdf)
47. *Being Rural: exploring sustainable solutions for remote and rural healthcare* RCGP Scotland Policy Paper written by the Rural Strategy Group Scotland; Royal College of General Practitioners, August 2014  
[www.rcgp.org.uk/-/.../RCGP-Being-Rural-policy-paper-and-appendix-2014.ashx?la...](http://www.rcgp.org.uk/-/.../RCGP-Being-Rural-policy-paper-and-appendix-2014.ashx?la...)
48. *Highlands & Islands Regional Skills Investment Plan*; September 2014  
<http://www.hie.co.uk/growth-sectors/universities/regional-skills-investment-plan.html>
49. *OECD Scotland Education Policy Review*; Scottish Government, 2015
50. *Flexible Workforce Development Programme*; Scottish Government, Autumn 2017  
<http://www.gov.scot/Publications/2017/01/2588/5>

51. *Labour Market Projections for Scotland 2014-2024*  
<https://www.gov.uk/government/publications/labour-market-projections-for-scotland>
52. *Scottish Labour Market Statistics*  
<http://www.gov.scot/Topics/Statistics/Browse/Labour-Market/Publications>
53. *Scottish Labour Market Trends*; Fraser of Allander Institute & Scottish Centre for Employment Research, 2017;  
<https://www.sbs.strath.ac.uk/economics/fraser/20170217/Labour-Market-Trends.pdf>
54. *Labour Market Update*; Scottish Parliament Information Centre; March 2017  
[http://www.parliament.scot/ResearchBriefingsAndFactsheets/S5/SB\\_17-18\\_Labour\\_Market\\_update\\_March\\_2017.pdf](http://www.parliament.scot/ResearchBriefingsAndFactsheets/S5/SB_17-18_Labour_Market_update_March_2017.pdf)
55. *Skills For Craft Business*; Skills Development Scotland,  
<https://www.skillsdevelopmentscotland.co.uk/what-we-do/our-products/modern-apprenticeships/modern-apprenticeship-frameworks/creative-and-cultural-skills/skills-for-craft-business/>
56. *Scottish Economy*; Gary Gillespie, Glasgow Caledonian University, March 2017, presentation
57. *Businesses In Scotland 2016*; <http://www.gov.scot/Resource/0050/00509984.pdf>
58. *Small Business Survey Scotland 2016*; <http://www.gov.scot/Resource/0052/00523509.pdf>
59. *Rural Scotland in Focus*; [https://www.sruc.ac.uk/info/120428/rural\\_scotland\\_in\\_focus](https://www.sruc.ac.uk/info/120428/rural_scotland_in_focus)
60. *Reforming Scotland: What Future for Scottish Education?*; Keir Bloomer, Reform Scotland; June 2016 <https://reformscotland.com/wp-content/uploads/2016/06/What-future-for-Scottish-education.pdf>
61. *Scottish Credit and Qualification Framework*; <http://www.scqf.org.uk/framework-diagram/Framework.htm>
62. *My World of Work*; <https://www.myworldofwork.co.uk/>
63. *Flexible Workforce Development Fund*; <https://www.myworldofwork.co.uk/> ,  
[http://www.sfc.ac.uk/web/FILES/Announcements\\_SFCAN132017\\_FlexibleWorkforceDevelopmentFundAY20171/SFCAN132017-flexible-workforce-development-fund-2017-18.pdf](http://www.sfc.ac.uk/web/FILES/Announcements_SFCAN132017_FlexibleWorkforceDevelopmentFundAY20171/SFCAN132017-flexible-workforce-development-fund-2017-18.pdf) ,  
<https://news.gov.scot/news/flexible-workforce-development-fund>
64. *Shared Apprenticeship Scheme – Highlands*; <http://www.citb.co.uk/citb-apprenticeships/shared-apprenticeship-scheme/shared-apprenticeship-scheme/shared-apprenticeship-schemes-highland/>
65. *Shared Apprenticeship Scheme – Angus*; <http://www.citb.co.uk/citb-apprenticeships/shared-apprenticeship-scheme/shared-apprenticeship-scheme/asap-angus/>

66. *Shared Apprenticeship Scheme –Moray*;  
[http://www.moray.gov.uk/moray\\_standard/page\\_94569.htm](http://www.moray.gov.uk/moray_standard/page_94569.htm)
67. *Shared Apprenticeship Scheme Fife Forestry*;  
[http://www.scottishlandandestates.co.uk/index.php?option=com\\_content&view=article&id=5715:new-shared-apprenticeship-scheme-for-the-forestry-sector&catid=71:national&Itemid=107](http://www.scottishlandandestates.co.uk/index.php?option=com_content&view=article&id=5715:new-shared-apprenticeship-scheme-for-the-forestry-sector&catid=71:national&Itemid=107)
68. *Skills in the Park – Project Evaluation, 2014*;  
<http://www.thecommunitypartnership.org.uk/wp-content/uploads/2015/02/2679-Annual-Review-A5-booklet-AW-LO-RES.pdf>
69. *College Innovation*; Scottish Funding Council, December 2016  
[http://www.sfc.ac.uk/web/FILES/CNP\\_Councilmeeting16December2016\\_16122016/SFC16-103\\_College\\_Innovation.pdf](http://www.sfc.ac.uk/web/FILES/CNP_Councilmeeting16December2016_16122016/SFC16-103_College_Innovation.pdf)
70. *College Innovation*; Scottish Funding council, February 2017  
[http://www.sfc.ac.uk/web/FILES/CMP\\_RKECommittee9February2017\\_09022017/RKEC\\_17-02\\_College\\_Innovation\\_Paper\\_9\\_Feb\\_2017.pdf](http://www.sfc.ac.uk/web/FILES/CMP_RKECommittee9February2017_09022017/RKEC_17-02_College_Innovation_Paper_9_Feb_2017.pdf)
71. *Business Collaboration is Key say Educators*; The Scotsman, 22 June 2017,  
<http://www.scotsman.com/business/management/business-collaboration-is-key-say-educators-1-4483183>
72. *Enterprise and Skills Review: Report on Phase 2*; Scottish Government, June 2017,  
<http://www.gov.scot/Resource/0052/00521428.pdf>
73. *Enterprise & Skills Review: Report on Phase 1*; October 2016  
<http://www.gov.scot/Resource/0050/00508466.pdf>
74. *Enterprise and Skills Review Implementation Board paper - 31 July 2017*; Scottish Government, <https://beta.gov.scot/publications/enterprise-and-skills-review-implementation-board-minutes-july-2017/Enterprise%20and%20Skills%20Review%20Implementation%20Board%20paper%20-%2031%20July%202017%20-%20Programme%20Progress%20Update.pdf?inline=true>
75. *Scotland's Innovation Centres*;  
[http://www.sfc.ac.uk/web/FILES/InnovationCentres/Scotlands\\_Innovation\\_Centres.pdf](http://www.sfc.ac.uk/web/FILES/InnovationCentres/Scotlands_Innovation_Centres.pdf)
76. *Independent Review of the Scottish Innovation Centres Programme*; Scottish Funding Council, 2017  
<http://www.sfc.ac.uk/Priorities/Innovation/IndependentICReview/ICReview.aspx>
77. *Growth Sector Statistics*; Scottish Government,  
<http://www.gov.scot/Topics/Statistics/Browse/Business/Publications/GrowthSectors>

78. *City Region Deal*; Scottish Parliament Financial Scrutiny Unit Briefing; 15 March 2017  
[http://www.parliament.scot/ResearchBriefingsAndFactsheets/S5/SB\\_17-19\\_City\\_Region\\_Deals.pdf](http://www.parliament.scot/ResearchBriefingsAndFactsheets/S5/SB_17-19_City_Region_Deals.pdf)
79. “Amaze Me Leader”; Scottish Rural Network, <https://www.ruralnetwork.scot/news-and-events/news/event-report-amaze-me-leader-2017>
80. *Accelerating Growth (Edinburgh and South East Scotland City Deal)*; July 2017  
<http://www.acceleratinggrowth.org.uk/>
81. *Scotland Rural Action Plan*; Scottish Rural Parliament  
<https://www.scottishruralparliament.org.uk/wp-content/uploads/2017/06/SRA-Action-Plan-2017-19.pdf>
82. *Interdisciplinary Learning*; Curriculum for Excellence Briefing
83. *The National Standards of Community Engagement*; Scottish Community Development Centre; <http://www.scdc.org.uk/what/national-standards/>
84. *Tourism Strategy 2020 – Mid Term Review*; The Scottish Tourism Alliance, 2016,  
<http://www.scottishtourismalliance.co.uk/page/ts2020mtr/>
85. *Urban Rural Classification*; Scottish Government,  
<http://www.gov.scot/Topics/Statistics/About/Methodology/UrbanRuralClassification>
86. *Home Truths*; Federation of Small Businesses, October 2014  
<http://www.fsb.org.uk/LegacySitePath/policy/rpu/scotland/assets/home%20truths%20-%20final.pdf>
87. *Service Design is the design of services*; Service Design Academy, <http://sda.ac.uk/>
88. *Stories of Digital Social Innovation*; NESTA 2017 <http://www.nesta.org.uk/blog/stories-digital-social-innovation-education-work-and-skills>
89. DigitalXtra; <http://www.digitalxfund.scot/apply/>
90. You Train; <https://www.youtrain.com/it-apprenticeship-scotland>
91. *Rural Entrepreneurship in Scotland*; Open University in Scotland,  
<http://www.open.edu/openlearn/money-management/rural-entrepreneurship-scotland/content-section-0>
92. *Cyber-crime hub planned for Kilmarnock’s Halo project*; The Scotsman, 21 June 2017  
<http://www.scotsman.com/business/companies/tech/cyber-crime-hub-planned-for-kilmarnock-s-halo-project-1-4481994>



93. *East Ayrshire Council adds backing to ambitious plans for important Kilmarnock site*; East Ayrshire Council, 28 September 2016, <https://www.east-ayrshire.gov.uk/news/article/east-ayrshire-council-adds-backing-to-ambitious-plans-for-important-kilmarnock-site>
94. *U.Lab Scotland*; <https://ulabscot.com/about/>
95. *Ayrshire Growth Deal*;  
<http://www.south-ayrshire.gov.uk/news/ayrshire-growth-deal-moves-ahead-as-all-three-councils-approve-plans.aspx>
96. *Ayrshire Growth Deal – Strategic Business Case*; South Ayrshire Council, October 2016  
<https://www20.south-ayrshire.gov.uk/ext/committee/CommitteePapers2016/South%20Ayrshire%20Council/6%20October/SAC0610169%20Ayrshire%20Growth%20Deal.pdf>
97. *Ayrshire Growth Deal- Report by the Depute Chief Executive and Chief Financial Officer*
98. *Economy and Skills*; East Ayrshire Council, 28 September 2016  
<http://docs.east-ayrshire.gov.uk/crpadmmin/2012%20agendas/cabinet/28%20september%202016/ayrshire%20growth%20deal.pdf>
99. *Galashiels Academy students set to improve their place through innovative community partnership*; Planning Aid For Scotland, <http://pas.org.uk/news/galashiels-academy-students-set-improve-place-innovative-community-partnership/>
100. *The Feasibility of Measuring the Sharing Economy*; Office for National Statistics, 2016
101. *Conservation Area Regeneration Scheme*; History Environment Scotland,  
<https://www.historicenvironment.scot/grants-and-funding/our-grants/conservation-area-regeneration-scheme-cars/>
102. *East Kilbride and District Group Training Association*; <https://www.ekgta.com/>
103. *DisableGo*; <https://www.disabledgo.com/organisations/dumfries-galloway-council/main>
104. *Sailing Tourism in Scotland*; EKOS report December 2016  
<http://scottishtourismalliance.co.uk/uploads/TS2020%20Marine/Sailing%20Tourism%20in%20Scotland%20-%20Final.pdf>
105. *Accessible Tourism*; VisitScotland,  
[http://www.visitScotland.org/business\\_support/advice\\_materials/advicelink\\_guides/accessible\\_tourism.aspx](http://www.visitScotland.org/business_support/advice_materials/advicelink_guides/accessible_tourism.aspx)
106. *South East Scotland Academies*; <http://southeastscotlandacademies.org/index.html>
107. *Co-Innovate*; Scottish Enterprise, <http://www.co-innovateprogramme.eu/ci/>

### Dumfries & Galloway Level

108. *Regional Skills Assessment*; Skills Development Scotland, January 2016,  
[www.skillsdevelopmentscotland.co.uk/.../dumfries-and-galloway-rsa-forecasts.pptx](http://www.skillsdevelopmentscotland.co.uk/.../dumfries-and-galloway-rsa-forecasts.pptx)  
<https://www.skillsdevelopmentscotland.co.uk/media/40978/dumfries-and-galloway.pdf>
109. *Rural Business Premises and Economic Development Report*; EKOS, Scottish Enterprise, November 2013  
<https://www.scottish-enterprise.com/knowledge-hub/articles/publication/rural-business-premises-and-economic-development-report>
110. *Review of Current and Future Network Performance - Corridor 16: Stranraer to North West England and beyond*; Transport Scotland, 2008  
<https://www.transport.gov.scot/publication/strategic-transport-projects-review-report-1-review-of-current-and-future-network-performance/j9853a-26>
111. *Regional Economic Strategy, Dumfries and Galloway 2016-2020*;  
<http://www.dumgal.gov.uk/CHttpHandler.ashx?id=18717&p=0>
112. 'Curriculum for the Future'; draft project proposal from DGTAP and Dumfries and Galloway Council Education Department, July 2017
113. *Our Borderlands – Our Future*; 2015,  
<https://www.publications.parliament.uk/pa/cm201415/cmselect/cmsscota/571/57105.htm>
114. *Developing a Framework for the Borderlands Strategy*; University of Cumbria, 2015  
<https://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/enterprise/documents/Borderlands-Final-Report-Nov15.pdf>
115. "Made in Dumfries and Galloway" Project Proposal; Dumfries and Galloway Council, 12 September 2017 <http://agenda.dumgal.gov.uk/aksdumgal/images/att44918.pdf>
116. *Economic Baseline Study for Dumfries & Galloway*; Crichton Institute, 2014
117. *We Are Upland*; <http://www.weareupland.com/about>
118. 'Dumfries and Galloway Academy of Care', draft positioning paper, Dr Sandy Fraser and Derek Goldman, 2016, Open University in Scotland
119. *Dumfries & Galloway College Outcome Agreement*;  
[http://www.sfc.ac.uk/web/FILES/Outcome\\_Agreements\\_DumfriesGalloway1617/Dumfries\\_and\\_Galloway\\_Outcome\\_Agreement\\_2016-17.pdf](http://www.sfc.ac.uk/web/FILES/Outcome_Agreements_DumfriesGalloway1617/Dumfries_and_Galloway_Outcome_Agreement_2016-17.pdf)
120. *Labour Market Profile Dumfries & Galloway*; NOMIS  
<http://www.nomisweb.co.uk/reports/lmp/la/1946157410/report.aspx?&tabwab>

121. *Population Estimates for UK, England and Wales, Scotland and Northern Ireland*  
<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalesscotlandandnorthernireland>
122. *Population Information Briefing Note 2; Population Projections Dumfries and Galloway 2012-2037; Dumfries & Galloway Council*
123. *Population Projections; National Records of Scotland*  
<https://www.nrscotland.gov.uk/files//statistics/population-projections/2014-based-euro-var/pop-proj-scot-areas-14-corrected.pdf>
124. Loreburn Housing Association; <http://loreburn.org.uk/our-communities/galloway-gateway/>
- 125.
126. *Stranraer Skills Issues; 2015; Centrifuge Report*
127. Renewable Energy Action Plan;  
<http://egenda.dumgal.gov.uk/aksdumgal/images/att31686.pdf>
128. *Dumfries and Galloway Regional Tourism Strategy 2016-2020;*  
<http://www.scottishtourismalliance.co.uk/uploads/Destinations/Dumfries%20and%20Galloway%20Regional%20Tourism%20Strategy%202016-2020%20-%20Final.pdf>
129. *Stranraer Masterplan Design; <http://www.smith-scott-mullan.co.uk/portfolio-item/stranraer-waterfront-masterplan/> ;*  
<http://www.dumgal.gov.uk/CHttpHandler.ashx?id=17597&p=0>
130. *Full Business Case Stranraer Waterfront Redevelopment; December 2016*  
<http://egenda.dumgal.gov.uk/aksdumgal/images/att42813.pdf>
131. *Health & Social Care Locality Plan 2016-2019 – Wigtownshire; <http://www.dg-change.org.uk/wp-content/uploads/2015/06/Wigtownshire-Locality-Plan-FINAL-VERSION-24.2.16.pdf>*
132. *Health & Social Care Locality Plan 2016-2018 – Stewartry; <http://www.dg-change.org.uk/wp-content/uploads/2015/06/Stewartry-Locality-Plan-FINAL-VERSION-24.2.16.pdf>*
133. *Stranraer Town Centre: Townscape Heritage Bid; 2014;*  
<https://www.williemiller.com/stranraer-town-centre-townscape-heritage.htm/2>
134. *Outline Business Case: Stranraer Marina; Farihurst; May 2015*  
<http://egenda.dumgal.gov.uk/aksdumgal/images/att38149.pdf>

135. *Health & Social Care Strategic Needs Assessment 2016 – 2019 for adults*  
[http://www.dg-change.org.uk/wp-content/uploads/2015/10/Strategic-Needs-Assessment-V1\\_01.pdf](http://www.dg-change.org.uk/wp-content/uploads/2015/10/Strategic-Needs-Assessment-V1_01.pdf)
136. *Health & Social Care Strategic Needs Assessment for Children and Young People 2017* <http://www.dg-change.org.uk/document-library/>
137. *Enterprise and Skills Review: Phase 2;*  
<http://www.gov.scot/Resource/0052/00521428.pdf>
138. *Enterprise and Skills Review: Phase 2 South of Scotland Enterprise Agency;*  
<http://www.gov.scot/Resource/0052/00521448.pdf>
139. *Loch Ryan Management Plan 2014;*  
[http://www.solwayfirthpartnership.co.uk/uploads/Loch%20Ryan/3531%20Loch%20Ryan%20Mgt%20Plan\\_final\\_May2014.pdf](http://www.solwayfirthpartnership.co.uk/uploads/Loch%20Ryan/3531%20Loch%20Ryan%20Mgt%20Plan_final_May2014.pdf) ; Solway Firth Partnership and Dumfries and Galloway Council
140. *The Borderlands Inclusive Growth Initiative: 'A Framework for Unlocking our Potential';* EKOS, December 2016  
<http://agenda.dumgal.gov.uk/aksdumgal/images/att43382.pdf>
141. *Training, Development and Skills in Hospitality, Catering, Leisure and Tourism Sectors, Report for D&G Employability Partnership;* EKOS, February 2014  
[http://www.employabilityinscotland.com/media/335222/hclt\\_training\\_needs\\_study\\_final\\_report\\_for\\_employability\\_partnership\\_feb\\_2014.pdf](http://www.employabilityinscotland.com/media/335222/hclt_training_needs_study_final_report_for_employability_partnership_feb_2014.pdf)
142. *Self-Employment and home-based businesses;* Steve Talbot, Crichton Institute Business Briefing, July 2015
143. *Creating a smart rural economy through smart specialisation: The microsphere model;* Steve Talbot, Sage Publication, November 2016  
<http://journals.sagepub.com/doi/abs/10.1177/0269094216678601?journalCode=leca>

## Board of Management

### Curriculum Development Stranraer & Wigtownshire

#### Next Steps, September 2017

Between May and September 2017, Dumfries and Galloway College and Dumfries and Galloway Council undertook a study on the challenges and opportunities of the curriculum development for Stranraer and Wigtownshire for the next five to ten years. Numerous stakeholders from education, economic development, business and community were consulted on the topic. A detailed report with recommendations was produced and presented to the steering group.

The key messages that are informing the next steps are:

1. Any curriculum development has to take account of global changes around skills demands. . It is important to understand what the national and global trends are with regard to economic development, demographic changes etc. to appreciate that these changes need to be factored into any evaluations and re-alignments of skills development and training at a local level.
2. The atmosphere in the west of the region appears to be more upbeat and positive overall and there is an interest and willingness to work with the College and the Council's education department to develop training and skills development solutions that meet the needs of the west of the region.
3. The College and the Council will develop innovative processes that link schools and community learning direct into the College, thereby providing clear pathways for all learners, no matter what stage in their learning process they are at.
4. The College will employ a Campus Development Manager at Stranraer campus, who will have an outward facing role to build lasting positive relationships within the community and amongst business within the current and potential catchment area of the Stranraer Campus.
5. The College will produce a curriculum development strategy for Stranraer and Wigtownshire showing the important contribution education, training and skills development have as part of economic development in years to come.
6. The Strategy will inform a bid for the creation of a new centre for rural technology and digital entrepreneurship, with particular emphasis on food technology, engineering and tourism related activities.

## Board of Management

---

### Report to the Board by the Regional Chair

#### 1 Introduction

The purpose of this report is to update the Board of Management on recent developments in the Further Education sector, the Region, as well as feedback from various meetings, and to encourage further discussion.

#### 2 Colleges Scotland/Sector/Regional Chair's Group

- 2.1** Enterprise and Skills Review - we were delighted to hear the announcement in early summer that a South of Scotland Enterprise Agency is to be established. I have continued to work with Carol and Colleagues at Borders College to ensure that the important matter of skills is kept up the agenda. I attended a workshop which was hosted by Scottish Government in Moffat on 29<sup>th</sup> August. Subsequently we are making representation to the Scottish Government for inclusion of the two colleges on both the proposed partnership of public sector bodies and on the Advisory Group. These are proposed for the interim arrangements before the statutory body is established in 2020.
- 2.2** As recently appointed member of the CDN Board, I have attended two meetings where we have been discussing and taking forward the refreshed strategy for that organisation. I am hopeful that under the leadership of Jim Metcalfe, the recently appointed Chief Executive, a more focused and successful approach will be taken to training and development in the college sector for both Board Members and Staff.
- 2.3** I attended a Strategic Planning Session with Board Colleagues on 18<sup>th</sup> September where we reviewed progress on the existing strategic plan for Colleges Scotland, and then turned our attention to focus on sector issues which will require to be incorporated in the actions and outcomes going forward for Colleges Scotland. Colleges Scotland is about to appoint a new Head of Public Affairs and Communications which hopefully will improve the "sector message" being communicated.
- 2.4** I met with our Outcome Agreement Manager Kathryn O'Loan to discuss college priorities and was pleased to have reassurance that generally matters have progressed well on our Outcome Agreement, and in areas of co-operation with stakeholders.

#### 3 Regional Business

##### 3.1 DYW Regional Board

A new Executive Lead, Tricia Hunter, has been appointed and the Board is liaising closely with Tricia to finalise a refreshed strategic plan for the Regional Group. I have met recently with Tricia and note that a series of meetings is being established between Carol and Tricia. I have also been asked to become involved in looking at a new Governance document for the Regional Group. I have also been consulting with Regional Board colleagues on the refreshed Strategic Plan.

- 3.2** DYW National Advisory Group – I attended the meeting of the National Group on 30<sup>th</sup> August. At that meeting the Cabinet Secretary indicated that the three main planks which he wanted to highlight were: DYW, GiRfEC (Getting it Right for Every Child) and Curriculum for Excellence, as the priorities which will make a difference to the ongoing

## Board of Management

Educational Skills Process for Young People. We heard a very interested and informative presentation from the Glasgow DYW Regional Group who shared detail on levels of engagement with Employer Businesses. An update from Aileen McKechnie, the Director of Advanced Education and Science Scottish Government, on progress so far at nearing the end of Year 3 of the 7-Year DYW project.

- 3.3** I have continued to engage with D&G Council on the Bridge Project. I have shared some documentation with Carol and we are discussing how the college can best influence the strategic thinking on this D&G Council project.
- 3.4** I was delighted to be involved in the Board Development day on 4<sup>th</sup> July and particularly pleased on the progress that has been made in finalising our 2016-17 Development Plan and in the drafting of the new plan for 2017-18. The 2016-17 plan has now been formally approved by the BDC and is presented under a separate item at today's meeting. I would like to record my thanks to Ann Walsh for very quickly gaining a full understanding of our Board Development process and in helping take forward the two plans.
- 3.5** I attended the Staff Day on 24<sup>th</sup> August and enjoyed being involved in this and having an opportunity to present some information on the role of the Board, and to introduce pictorially Board Members.
- 3.6** I was delighted to preside at the HN Graduation Ceremonies on 23<sup>rd</sup> August in Dumfries, and would like to thank Pat Kirby for stepping in in my absence at the Stranraer Graduation in the June.
- 3.7** I have been working with colleagues on the important area of student engagement and the Student Association and report separately on this at our meeting. I am encouraged by the significant progress that has been made so far.
- 3.8** I have attended a number of CCLG meetings and was pleased to welcome the Cabinet Secretary and Deputy First Minister to the College and with the Principal to show Mr Swinney around parts of the college.
- 3.9** A positive meeting was held with CCLG members and Mr Swinney. He gave an undertaking to return to the Crichton to learn of our strategic aims. These are to be taken forward at a workshop in early November.
- 3.10** I attended a Community Planning Partnership Board meeting on 15<sup>th</sup> September.
- 3.11** I have attended a number of D&G Business Week events.
- 3.12** With the Principal I attended a meeting with the SRUC Chief Executive to obtain an update on some of their proposals.

## 4 Recommendation

It is recommended that the Board note the contents of this report, and members are invited to comment and discuss.

**Brian Johnstone**  
Regional Chair  
October 2017



# Board of Management

## Principal and Chief Executive Report: June – September 2017

### 1 Purpose of the Report

To provide members with an update on key college activities.

### 2 The Report

#### 2.1 Enrolments 2017-18

The table below shows the situation to date for full time enrolments for 2017/18. The table is broken down into FE and HE fulltime enrolments against the college target for 2017/18, and also previous year's figures for information.

	Full time FE Actual	Full time HE Actual	Full time All Actual	College Target
2017/18	1009	497	1506	1633
2016/17	1018	541	1559	N/A
2015/16	1101	497	1598	N/A
2014/15	1097	518	1615	N/A

Last year the school college partnership attracted 481 learners, an increase on the previous year of 157 learners, with significant improvements in performance. Retention improved by 10% to 90% and attainment also improved by 10% to 81%. This year a target figure was set for 502 learners on school college pathways - currently there are 320 learners at this point of the year. However, this will increase with learners still to enrolled on the Design Engineer and Construct programme in Partnership with Grahams Construction.

Schools continue to be challenging in terms of engagement for the Senior Phase, particularly HNCs and DYW pathways such as Foundation Apprenticeships. A pilot is being developed between Wallace Hall Academy and the College to explore the challenges (and provide solutions) in providing appropriate and helpful information for parents, pupils and staff.

#### 2.2 Update on Regional Outcome Agreement 2017-2020

After finally receiving confirmation of our SFC grant for 2017-18, the Chair and Principal signed the previously approved Regional Outcome Agreement 2017-2020 and submitted this to Scottish Funding Council.

#### 2.3 South Of Scotland Enterprise Agency

The Chair and Principal have both attended a series of workshops and meetings relating to the development of the South of Scotland Enterprise Agency. The Principal (along with Borders College Principal) is a member of a working group seeking to advise the Implementation Board on interim arrangements – 2018-2020. It was explained that the list of members proposed for the Partnership Board - Borders and D&G Councils, Scottish Enterprise, Scottish Funding Council and Skills Development Scotland are likely to become members of the Agency and will be required to contribute significant resource to the development.



## Board of Management

Concern has been expressed by both Colleges that they believe they should be directly represented on this Board as they are able to provide a level of knowledge relating to education, training and skills in their Regions, that national agencies such as SDS and SFC are unable to provide. Comments will be noted and fed back to the Implementation Board.

Members of the Joint Academic Strategy Group discussed the SOSEA at a recent meeting and it was agreed to invite Borders College and Heriott-Watt University to the next meeting to discuss ways in which we can work together going forward. It was agreed that Enterprise and Entrepreneurship was something all members would have in common and will be a topic for discussion.

### **2.4 Borderlands Deal**

The Principal recently met with Chris Travis, Interim Head of Economic Development, Dumfries and Galloway Council at his request. Chris mentioned the work he is currently undertaking in conjunction with colleagues from Borders, Northumberland, Carlisle and Cumbria councils on developing a 'Borderlands' deal which will focus on capital infrastructure to improve links (and subsequently, economic performance) between, and across, the Border areas.

The Principal was asked to provide a high level outline of how skills could be developed and delivered across the region, focussing on capital requirements – but this was requested within a very tight timescale. Following discussion with the Chair it was agreed that we would seek a meeting with David Mundell, Secretary of State for Scotland in order to understand the concept, purpose and 'ask' behind the proposal.

### **2.5 College Principals Conference**

The Principal attended a 2-day Principals conference that explored key sectoral issues and opportunities including: Shaping and Leading the Policy agenda; How do we engage and Influence our Stakeholders (at a National level); and The Future of College Funding and Delivery (including the Spending Review). Presentations were also received from Scottish Government on the Learner Journey and the Commission on Fair Access. The College Principals Group is currently considering establishing some Working Groups to take some of these policy items forward – particularly in respect of the new Government programme, and it was also discussed at the recent Colleges Scotland Board.

## **3 Recommendation**

Members are asked to note the update on key College activities.

**Carol Turnbull**  
*Principal*

## Board of Management

---

### Report to the Board of Management by the President of the Students' Association

#### 1 Introduction

The purpose of this report is to update the Learning and Teaching Committee on recent developments in the Students' Association from the start of the session 2017/18.

#### 2 Orientation and Fresher's Weeks

Dumfries and Galloway College Student Association (DGSA) provided free lunchtime entertainment at both campuses for students during orientation week. The entertainment took place on the busiest lunchtimes and was outside the Student Association to encourage students to engage with DGSA.

Fresher's week was organised by the Quality Team and DGSA, and involved a number of community partners coming into the college to promote their organisations and the services they can provide to students. During Fresher's week, DGSA organised barbeques, at both campuses, with music from Alive Radio and DG Vibes, the college radio station. Both events proved extremely popular with students, with many positive comments received, details of which have been recorded.

Details of all of the organisations that came into the college during Fresher's have been forwarded to Curriculum Managers to determine if they can utilise them within the curriculum. In addition, the induction survey, which will be issued by Quality in October, will be asking for feedback from students regarding DGSA input into Orientation and Fresher's weeks for formal evaluation.

#### 3 Student Association Constitution and Partnership Agreement

The President and Vice President have amended the Constitution to ensure it is fit for purpose for the new structure of DGSA whose Executive Committee now consists of the two full-time sabbatical positions. The Partnership Agreement has also been updated to include the initiatives that will be worked on this session.

#### 4 Student Association Strategic and Operational Plan

The DGSA Strategic and Operational Plan has been written for session 2017/18. The Strategic Plan is based on the themes of the Student Engagement Framework, and the key actions will be evaluated to determine if targets have been met. The Operational Plan is a working document that will be updated each month with details of all DGSA activities which will form the basis of the key actions in the Strategic Plan.

#### 5 Class and Curriculum Rep Structure and Training

Class Rep forms are being handed in now and the deadline for submission is 13<sup>th</sup> October. Class Rep training will take place the first 3 weeks in November, following the October break. Personal Tutors have been advised that the DGSA Officers and the Student Engagement Officer are available to discuss the Class and Curriculum Rep system with students during tutorials.

#### 6 Charities and Fundraising

The main charities DGSA will focus on this session are the Blood Bikes and the Trussell Trust Food Bank, which operate locally as the Wigtownshire Foodbank in Stranraer and the Dumfriesshire Foodbank in Dumfries. An announcement will be made to students shortly, and then the promotion of these charities will begin.

#### 7 Recommendation

It is recommended that the Board note the contents of this report

Leah Thomas  
President Students' Association

Date: 19 September 2017

## **Audit Committee**

---

### **DRAFT – ANNUAL REPORT OF THE AUDIT COMMITTEE 2016-17**

#### **1 PURPOSE OF REPORT**

- 1.1 To advise the Board of Management of the activities and decisions of the Audit Committee during Financial Period 2016-17 and to provide opinions on matters specified by the Code of Audit Practice.

#### **2 BACKGROUND TO REPORT**

- 2.1 It is a requirement of the Code of Audit Practice and the College's Standing Orders and Financial Regulations that the Audit Committee provides the Board with an Annual Report so that all members of the Board can be fully informed of, amongst other things, aspects of the system of Internal Control.

#### **3 ADMINISTRATIVE MATTERS**

- 3.1 The period covered by this report is the twelve month period 1 August 2016 to 31 July 2017.

- 3.2 The membership of the Committee during the period was:

Hugh Carr, Chair  
Delia Holland  
Pat Kirby  
Stuart Martin

- 3.3 Other attendees at Audit Committee meetings include:

Carol Turnbull, Principal  
Jannette Brown, Vice Principal Corporate Services and Governance  
Kay Bird, Secretary to the Board until February 2017  
Anne Walsh, Secretary to the board from March 2017  
Karen Hunter, Finance Manager  
Representative from RSM, Internal Auditors  
Representative from Grant Thornton, External Auditors (until December 2016)  
Representative from Scott Moncrieff, External Auditors (from January 2017)

## Audit Committee

3.4 During the relevant period, the Committee's formal meetings were as follows:

<b>Date of Meeting:</b>	<b>Board members present:</b>
20 September 2016	Hugh Carr Delia Holland
21 November 2016	Hugh Carr Pat Kirby Stuart Martin
21 February 2017	Hugh Carr Pat Kirby Stuart Martin
10 May 2016	Hugh Carr Pat Kirby Stuart Martin

There was an average attendance of 2.75 members (69%).

## 4 INTERNAL AUDIT

4.1 RSM acted as internal auditors throughout the year.

4.2 RSM have provided their Annual Audit Report for 2016-17. The opinion for the 12 months ended 31 July 2017 was as follows:

***'Head of internal audit opinion 2016-17***

*The College has an adequate and effective framework for risk management, governance and internal control.*

*However, our work has identified further enhancements to the framework for risk management, governance and internal control to ensure that it remains adequate and effective.'*

A copy of the full report is detailed in RSM's Annual Internal Audit Report - Year ended 31<sup>st</sup> July 2017.

## Audit Committee

- 4.3 A summary of the internal audit undertaken, and the resulting opinions, is provided below:

Assignment	Assurance level	Actions agreed		
		H	M	L
Income Generation	Reasonable assurance	0	4	1
Follow of Previous Internal Audit Recommendations	Reasonable progress	1	2	1
IT Cyber Security	Reasonable assurance	0	2	3
Estates Management – Reactive Maintenance	Reasonable assurance	0	5	2
Student Support Fund	Substantial assurance	0	1	0
Student Activity Data	Substantial assurance	0	0	0
Safeguarding including the Prevent Agenda	Substantial Assurance	0	1	2
Marketing and Communication	Partial Assurance	2	2	2
<b>Total (2016/17)</b>		<b>3</b>	<b>17</b>	<b>11</b>
Total (2015/16)		1	9	13

- 4.4 The recommendations are categorised by the auditors according to the level of priority – High, Medium and Low, and are prioritised to reflect the auditors' assessment of risk associated with the control weaknesses.

In addition, Suggestions may be included as part of the Action Plan reported. These are not formal recommendations that impact the overall audit opinion, but used to highlight a suggestion or idea that management may want to consider.

17 of the recommendations made during the year were categorised as Medium Priority, with 11 categorised as Low Priority.

Three High Priority management actions were made during the year.

- 4.5 Where a recommendation is not accepted this is documented in the individual audit reports considered by the Audit Committee. In general, recommendations may not be accepted where it is considered that the benefits of implementation are outweighed by the costs.

## Audit Committee

4.6 Assurance on the adequacy of internal controls within the College arises only from the results of reviews that have been completed during the period in accordance with the programme approved by the Audit Committee. In this context it is important to note that:

- It is management's responsibility to maintain internal controls on an ongoing basis;
- The internal audit function forms part of the overall internal control structure of the Board; and
- Whilst the Internal Auditors have planned their work so that they have a reasonable expectation of detecting significant control weakness, internal audit procedures do not guarantee that fraud will be detected.

It is the responsibility of internal audit to assess the adequacy of the internal control arrangements put in place by management and to perform testing to ensure that these controls were operating for the period under review.

## 5 EXTERNAL AUDITORS

- 5.1 The external auditors for the period to 31 July 2016 were Grant Thornton UK LLP, 7 Exchange Crescent, Edinburgh EH3 8AN, which was the final year of their appointment.
- 5.2 Audit Scotland appointed Scott Moncrieff as external auditors for the five year period 2016-17 to 2020-21.
- 5.3 The fundamental objective of the planning, approach and execution of the audit is to enable the auditors to express an opinion on whether or not the financial statements, as a whole, give a true and fair view of the activities of the College since the last audit and of its state of affairs as at the Balance Sheet date.
- 5.4 We confirm that the external auditors have been approved by the Auditor General in accordance with the Code of Audit Practice and the letter from the Auditor General dated 20 April 2000 for provision of external audit services for the financial period 2015-16.
- 5.5 The external audit of the financial statements for the period ended 31<sup>st</sup> July 2017 will commence in September 2017, and Scott Moncrieff are expected to issue their external audit report in November.

## **Audit Committee**

---

### **6 THE FINANCIAL STATEMENTS**

- 6.1 The External Auditors will provide their Annual Report to the Board of Management following completion of their external audit work, as noted above.

### **7 VALUE FOR MONEY PROGRAMME (VFM)**

- 7.1 RSM did not perform a specific value for money review at the College, but considered the value for money arrangements as part of the Income Generation and Estates Management – Reactive Maintenance reviews.
- 7.2 Both reviews resulted in reasonable assurance opinions and management actions were raised to improve the control framework.

### **8 OTHER MATTERS**

- 8.1 There are no matters arising from trusts, joint ventures, subsidiary or associated companies.
- 8.2 There were no issues of alleged fraud/irregularity investigated during the audit period.
- 8.3 There are no foreseeable events that will affect the work of the Audit Committee.

### **9 GOOD GOVERNANCE**

- 9.1 In line with the 'Code of Good Governance for Scotland's Colleges' the College Internal and External Auditors have access to the Audit Committee members to discuss any issues without College staff being present.
- 9.2 At the Audit Committee meeting held on 20 September 2016, the Chair asked members of the Executive Management Team and Finance Manager to withdraw from the meeting in order for the Committee to meet privately with internal and external auditors. The Chair sought feedback from internal and external auditors on any matters they wished to raise without staff present. Both advised there was no issues with the college and everything was in order with a good risk management policy imbedded

## **Audit Committee**

---

### **10 OPINION**

- 10.1 The Audit Committee's opinion will be reported for the final report following completion of the Financial Statements audit, when the External Auditors' reports are available.

### **11 RECOMMENDATION**

- 11.1 It is recommended that the Board take note of the work of the Committee for the period August 2016 to July 2017.



## **Finance and General Purposes Committee**

### **ANNUAL REPORT BY THE FINANCE AND GENERAL PURPOSES COMMITTEE TO THE BOARD OF MANAGEMENT**

#### **1 PURPOSE OF REPORT**

- 1.1 To advise the Board of Management of the activities and decisions of the Finance and General Purposes Committee during Financial Period 2016-17.

#### **2 BACKGROUND TO REPORT**

- 2.1 The Finance and General Purposes Committee comprises a minimum of three members of the Board of Management, as well as the Principal and a staff representative. The Committee operates in accordance with written Terms of Reference approved by the Board of Management.
- 2.2 It is a requirement of the College's Financial Regulations that the Finance and General Purposes Committee provides the Board with an Annual Report so that all members can be fully informed of, amongst other things, the state of the College's finances.

#### **3 ADMINISTRATIVE MATTERS**

- 3.1 This report covers a twelve month period from 1 August 2016 to 31 July 2017.

- 3.2 The membership of the Committee during the period was:

John Henderson (Chair)  
Ros Francis  
Kenny Henry (Staff representative)  
Karen McGahan  
Carol Turnbull (Principal)

- 3.3 Other attendees at Finance and General Purposes Committee meetings include:

Jannette Brown, Vice Principal Corporate Service and Governance  
Helen Pedley, Director of Organisational Development and Facilities  
Kay Bird, Secretary to the Board until February 2017  
Anne Walsh, Secretary to the Board from March 2017  
Karen Hunter, Finance Manager

## Finance and General Purposes Committee

3.4 During the relevant period, the Committee's formal meetings were as follows:

Date of Meeting:	Board members present:
27 September 2016	John Henderson Ros Francis Kenny Henry Karen McGahan Carol Turnbull
29 November 2016	Ros Francis Kenny Henry Karen McGahan Carol Turnbull
14 March 2017	John Henderson Ros Francis Kenny Henry Karen McGahan Carol Turnbull
23 May 2017	John Henderson Ros Francis Kenny Henry Karen McGahan Carol Turnbull

There was an average attendance of 4.75 members (95%).

### 4 FINANCIAL MANAGEMENT

- 4.1 The Committee is responsible under the terms of the College's Financial Regulations to ensure that the College has a sound system of internal financial management and control and a robust mechanism for considering financial issues.
- 4.2 The Committee scrutinises the College's annual revenue and capital budget, and recommends the Annual Budget for approval to the Board of Management. The Committee thereafter monitors performance throughout the year in relation to the approved budgets.
- 4.3 The Committee scrutinises the Annual Financial Statements of the College, including the Operating and Financial Review, and recommends them for approval by the Board.
- 4.4 The Committee also review and approve the College Financial Statements Return and Financial Forecast Return, which are based on the Financial Statements and Annual Budget respectively, prior to submission to the SFC.

## Finance and General Purposes Committee

- 4.5 In order to assess the ongoing financial position of the College during the year, and the changing environmental and other issues which affect the College, the Agenda for each Committee meeting during 2016-17 included the following Items:
- **Financial Update** – to monitor operating results against budgets, and assess the forecast out-turn for the financial period;
  - **Aged Debt Report** – to monitor client and student debt balances, and approve any proposed write-offs of unrecovered debts;
  - **Cash Flow Forecasts** – to monitor the College's actual bank balances and assess forecast balances for the financial year.
- 4.6 The impact of the ONS Re-classification on the College has continued to be one of the main considerations for the Committee during the year. The difference in the treatment of depreciation for accounting purposes and for HM Treasury budget reporting has been a significant consideration during the year, and the impact of additional expenditure against SFC's 'net depreciation cash budget' has been considered in detail by the Committee, as well as reporting the impact of the accounting adjustments in the annual financial statements.
- 4.7 The Committee have monitored the ongoing developments in National Pay Bargaining throughout the year, including the modelling of the costs associated with the introduction of harmonised pay sales for lecturing staff, and pay awards, and the subsequent impact on College budgets.
- 4.8 The Committee have monitored the College's compliance with SFC's Financial Memorandum, and the transition to Government banking during the year.
- 4.9 The Committee has assessed the ongoing programme of developments for the College estate, the sale of the Catherinefield building, as well as Health and Safety issues.
- 4.10 The Committee will continue to assess the issues arising from the ONS re-classification and the impact on the College budget and accounts from meeting the requirements of Government Budget and reporting.

## 5 ANNUAL BUDGET

- 5.1 The Annual Budget for 2016-17, which was approved in May 2016, was monitored against actual results during the current year, including developments and changes impacting on the results and forecasts as well as the impact of expenditure from the College's 'depreciation cash' budget.
- 5.2 The budget for 2017-18 was reviewed at the Board of Management meeting in May 2017.

## **Finance and General Purposes Committee**

---

### **6 ANNUAL FINANCIAL STATEMENTS**

- 6.1 The College Financial Statements for the twelve month period August 2016 to July 2017 are in draft form, and the external audit is scheduled to commence in September 2017. The auditors will issue their final report when the work has been completed.
- 6.2 The accounting adjustments to reflect the pension valuation at 31 July 2017 has resulted in a net charge of £641,000 against operating results for the period.
- 6.3 In order to achieve the budget targets for Scottish Government reporting, expenditure for the Staff Voluntary Severance Scheme and the 2015-16 pay award were met from 'depreciation cash grants'. This additional expenditure, together with the Pension Valuation adjustments, have resulted in an operating deficit for the period of £356,000.
- 6.4 The College prepares financial statements in accordance with the Financial Reporting Standard (FRS) 102, and as capital grants require to be disclosed as creditors in the balance sheet, total creditors at 31 July 2017 amount to 25,417,000. The deferred grants now included in current liabilities amounts to £758,000 which has resulted in a net current liability position in the College balance sheet at 31 July 2017.

### **7 OTHER MATTERS**

- 7.1 There are no capital finance matters arising which require the Board to obtain prior written consent from SFC.
- 7.2 The main focus and work of the Finance and General Purposes Committee for the forthcoming period will be to continue to address the challenges of the introduction of National Bargaining on the College budgets, as well as the ongoing impact of ONS Reclassification of Scottish Colleges as Public Sector bodies particularly HM Treasury budget treatment of non-cash. The continued uncertainty over SFC grant funding levels and the impact on operating results and budgets, together with a recommendation from Audit Scotland to prepare medium-term financial forecasts, will remain a challenge for the Committee.
- 7.3 There are no other foreseeable events that will affect the work of the Finance Committee.

### **8 OPINION**

- 8.1 The Finance and General Purposes Committee's view on the Board of Management's responsibilities, as described in the Financial Regulations, is that they have been satisfactorily discharged.

## Finance and General Purposes Committee

---

8.2 The Finance and General Purposes Committee's view is that

- *The College's financial affairs are planned, conducted and controlled so that its total income is sufficient, taking one period with another, to meet its total expenditure, and its operational financial viability is maintained, subject to ongoing treatment of depreciation cash funds for HM Treasury reporting purposes and the College's inability to set aside funds for future capital replacement; and*
- *The Board of Management has taken all reasonable steps to ensure that the College has sufficient financial resources to meet its need in the form of cash and other liquid assets or borrowing facilities or has plans to generate such resources, and this will continue to be monitored given the likelihood of ongoing funding reductions.*

## Board of Management

---

### Crichton Consolidated Outcome Agreement 2017-18

#### **1 Purpose of the Report**

The *consolidated* Crichton Campus Outcome Agreement is a unique collaborative arrangement to provide higher education opportunities in a region of Scotland that does not have a university. It also seeks to develop the research and knowledge exchange capacity connected through the Crichton Campus.

The *consolidated* Outcome Agreement for the Crichton Campus is an agreement between the Scottish Funding Council and the academic partners on the campus. These are The Open University in Scotland (OUIs), Scotland's Rural College (SRUC), Dumfries and Galloway College (DAGCol) University of Glasgow (UoG); University of West of Scotland (UWS). The Outcome Agreement for Crichton is *consolidated* from the main Outcome Agreements for each of the institutions involved. It reflects the commitment of institutions located on the campus and in Dumfries and Galloway to apply their individual strengths to respond collaboratively to provision of skills, training, research and higher education opportunities in South West Scotland.

#### **3 Recommendation**

Members are invited to note the contents of the Crichton Consolidated Outcome Agreement.

**Carol Turnbull**  
**Principal**  
**October 2017**

# ***Consolidated Outcome Agreement for the Crichton Campus***

**2017-18**

To be ratified through University of Glasgow Court 11 Oct 2017 and through  
University of West of Scotland Executive by 22 Sept 2017

**31 August 2017**

## ***Consolidated Crichton Outcome Agreement***

The *consolidated* Crichton Campus Outcome Agreement is a unique collaborative arrangement to provide higher education opportunities in a region of Scotland that does not have a university. It also seeks to develop the research and knowledge exchange capacity connected through the Crichton Campus.

The *consolidated* Outcome Agreement for the Crichton Campus is an agreement between the Scottish Funding Council and the academic partners on the campus. These are The Open University in Scotland (OUIS), Scotland's Rural College (SRUC), Dumfries and Galloway College (DAGCol) University of Glasgow (UoG); University of West of Scotland (UWS). The Outcome Agreement for Crichton is *consolidated* from the main Outcome Agreements for each of the institutions involved. It reflects the commitment of institutions located on the campus and in Dumfries and Galloway to apply their individual strengths to respond collaboratively to provision of skills, training, research and higher education opportunities in South West Scotland.

SFC recognises that not all of the aspects of the Framework for the *consolidated* outcome agreement for Crichton will be relevant to every institution. In recognition of the diversity of the partners and the partnership approach to delivery in and for the South West of Scotland, SFC encourages institutions to interpret and apply the Crichton Campus OA Framework in a way that is appropriate to their particular context and mission and in a way that best reflects their contribution to the Crichton partnership.

### **A collaborative approach**

Higher education provision in Dumfries & Galloway needs to be responsive to the needs of a rural area characterised by out-migration of young people and lower levels of progression into higher education. It is recognised that higher education, in particular, operates in a much wider national and international

context and that the opportunities and benefits this brings should be accessible to learners in Dumfries and Galloway.

The Crichton Campus Leadership Group (CCLG) was established in 2013 by Scottish Government to facilitate a distinctive response to the education, training and skills needs in Dumfries & Galloway. The administration of the CCLG is supported by the SFC. Through engagement with all key stakeholders, including academic partners, the CCLG has an important role in identifying potential activity and supporting efforts to maximise the collective impact of the Crichton Campus for the wider economic benefit of the region.

The Joint Academic Strategy Group (JASG) facilitates interaction between the CCLG and the academic partners and enables institutions to share strategic visions and to plan for collaborative provision at the Crichton Campus and across Dumfries & Galloway.

Through their input to the Crichton Campus, the academic partners provide access to training and skills development, undergraduate and postgraduate study, and research opportunities through a distinctive educational partnership. Each academic partner has its own character and contributes to the unique arrangement that is the Crichton Campus.

Both the CCLG and JASG respect the individual institutions' autonomy and their direct relationship with the Scottish Funding Council.

### **Benefits of a collaborative approach**

The Crichton Campus partnership is an important economic driver for the South West of Scotland. The contribution further and higher education have to make to the economic development and future sustainability of the region is fundamental.

A partnership approach has enabled development of a critical mass in student numbers, activity and funding leverage that would otherwise not exist. There has been steady growth in student numbers. In 2015/16, over 6,800 students were enrolled to study at the Crichton and across the region. And, although a high



proportion of learners are local to the region, the Campus also benefits from a growing number of learners from the rest of the UK and international students, choosing the Crichton Campus, as their preferred location for study. The following table provides a summary of student numbers per institution during 2015/16.

Institution	Number of Students 2015-16
Dumfries & Galloway College	5,376 (725 HE )
SRUC	4 (PG)
Open University	446
University of Glasgow	344
University of the West of Scotland	639
<b>Total Number of Students Enrolled to Study across the Crichton academic partners</b>	<b>6,811</b>

The institutions connected to the Crichton Campus provide opportunities for knowledge exchange based employment and growth. The educational and academic offering has resulted in new and additional jobs in the region, e.g. Dumfries & Galloway College is a significant regional employer with approximately 310 staff and University of Glasgow staffing levels have also more than doubled since 2010 with currently over 50 employees. Overall, around 1,000 individuals are employed on the Crichton Estate.

The Universities of Glasgow and West of Scotland have received funding for specific student places for Crichton from SFC since 2001. The SFC also provides support for shared services infrastructure costs on the Campus which benefits students from all partner institutions. However, in recent years the collective capacity of the academic partners to attract strategic funding to activity in the region has intensified. An additional £2m provided by the SFC has supported partnership initiatives such as the South of Scotland Knowledge Transfer Partnership (Skills Utilisation); Crichton Institute; and the Crichton Campus Development Manager post. There has also been success in securing significant funding in support of research activity including support through the Bill and Melinda Gates Foundation in support of SRUC research and development work relating to dairy livestock breeding; from the Wellcome Trust for a major four-

year end of life study led by the University of Glasgow; and the Scottish Funding Council has supported the research element of the National Centre of Resilience.

However, there is still a level of vulnerability, predicated by factors such as the rurality and population structure of the area, and it is recognised that the full economic benefit from the Campus has still to be realised.

Recognising the unique challenges faced in the region, the Scottish Government has committed to create a new vehicle to meet the enterprise and skills needs of the South of Scotland. The established partnership and collaborative model of the Crichton Campus Leadership Group will have an important role in helping to identify and highlight what has already been achieved so far through a successful collaborative model.

## Regional context

### Demographics and economy

The regional context of Dumfries & Galloway in terms of demographics, economy, and skills base provides distinctive challenges for development and delivery higher education within the region.

Rurality is a key characteristic. With a land mass of 6,426km<sup>2</sup> it is the third largest LA in Scotland but has a population density of 23/km<sup>2</sup> - compared with the Scottish average of 68/km<sup>2</sup>.

By 2037 the population is projected to decline by 5.3% - compared to 2015. The population of Scotland is projected to grow by 8.8% over the same period. 14.5% of the population are aged 16-29 years (Scottish average is 18.2%) while 31.5% are aged 60 and over (Scottish average 24.2%). There has been significant growth (+21%) in the over 64 age group and the working age population is forecast to fall by 23% over the next 20 years, compared to 4% Scotland) - the largest proportionate decline of any region in Scotland.

The business base is dominated by the agriculture, forestry and fishing sector, which accounted for 28% of all businesses in 2014. The retail, accommodation

and food services and professional, scientific & technical sectors all make up a smaller proportion of the business base than nationally.

The profile of businesses by size is similar to Scotland, where 83% of registered businesses in Dumfries and Galloway are micro firms employing fewer than 10 people. Around 2% employ more than 50. In 2014, there were 15 businesses in Dumfries and Galloway employing more than 250. The self-employment rate is significantly higher than national average.

### **People and skills**

The proportion of school leavers in Dumfries and Galloway entering Higher Education in 2014-15 was 37% of all school leavers. Thirty percent entered Further Education and 22% entered employment. The proportion unemployed (seeking or otherwise) was 6% in 2014-15, in line with the Scottish average. In 2007-08, this was around 15%.

Of those aged 16-64 years in Dumfries and Galloway, 13% have no qualifications, higher than the Scotland rate of 9%. Just over one in ten have lower level qualifications – broadly in line with the 10% in Scotland and 12% in the UK. In contrast, almost three in ten (30%) have high level qualifications (at SCQF 7-12), below the 41% in Scotland and 36% in the UK – reflecting the lower level of those in professional occupations.

Demand for skills in the region is strongest at the upper and lower skills levels in both professional and elementary occupations, so progression to upper skills levels needs to be engendered and facilitated.

The region has a very self-contained labour market with low levels of out-commuting, reflecting isolation from major employment centres. With fewer people in the labour market, supporting continued workforce development and retaining skilled people within the workforce will be important in raising productivity and avoiding recruitment and replacement difficulties.

Priority - Collaboration		
Outcomes	Commitments	Success indicators (how will we know?)
<p><b>Scotland's colleges and universities are coherent and well connected, contributing to all aspects of Scotland's educational, social and economic life.</b></p> <p><b>The academic provision at the Crichton campus supports the economic and business needs across the region.</b></p> <p><b>Learners at the Crichton Campus benefit from an enhanced and vibrant student experience as a result of collaboration between the Crichton academic partners.</b></p>	<p>Commitment to engage with and contribute to the CCLG and JASG.</p> <p>Commitment to produce a skills and learning package in collaboration that responds to current and future needs of learners, employers and the economy of Dumfries and Galloway</p> <p>Commitment to improving student experience of the Crichton Campus;</p> <p>Commitment to promoting opportunities at Crichton Campus;</p> <p>Commitment to fully utilise and strengthen CC Development Manager role to facilitate collaboration across academic partners and to facilitate employer engagement.</p> <p>Develop a sense of community for PGR staff and students connected to the Crichton Campus through the different institutions.</p>	<p>Produce a Refreshed Joint Academic Strategy through the JASG by 1 October 2017.</p> <p>Produce a flexible Skills and Learning Package through the JASG and CCLG by December 2017 focusing on priority sectors agreed by JASG:</p> <ul style="list-style-type: none"> <li>• Health and social care (including third sector and social enterprise)</li> <li>• Leisure and activity tourism (including food and drink)</li> <li>• Energy and renewables</li> </ul> <p>Develop and implement a new regional programme for schools (Planning For Your Future).</p> <p>Agreed refreshed strategy for the Crichton Institute.</p> <p>Review of Shared Services lead by UWS and UoG by December 2017.</p> <p>Engage students in evaluation of experience of Crichton Campus (by February 2018). JASG to lead.</p> <p>Evaluation of CCDM role, identify strategic objectives of the role for remainder of project. All academic partners, through JASG, lead SRUC. By December 2017.</p>

Through the JASG, the Crichton Campus academic partners in partnership with the Crichton Carbon Centre and Dumfries & Galloway Council Education Services are developing a Regional Statement of Ambition for the Crichton Campus.

Developed within a national and regional context, including the Regional Skills Assessment and Regional Economic Strategy 2016-19, the academic partners, working with Dumfries & Galloway Council Education Services, will develop a skills and learning package which prioritises areas with greatest opportunity for collaboration to impact upon economic growth in the region.

The academic partners will contribute to the economic, social and cultural life of Dumfries & Galloway by providing the benefits of high quality further and higher education, skills development and training that meets regional needs and opportunities as well as attracting people to the region from other parts of Scotland, the wider UK and internationally.

In striving to achieve the ambition for the campus to be a focus for world class research in selected areas of specialism, the partners aspire to further increase the research capacity and exploit the interdisciplinary collaborations already existing.

### **Case study: Planning for your future**

The Scottish Government has placed a strong emphasis on enhancing and streamlining the learner journey and also on equal and fair access to ensure that all young people will be able to select from a range of fairly distributed, high quality post-school opportunities that best match their aptitude and ambition. The Crichton Campus partners recognise that improving and sustaining the school links to address these challenges are best tackled collaboratively.

Building on existing engagement between individual partners and schools, a multi-partnership approach is being developed to introduce a new programme for Dumfries & Galloway. The Planning for your Future Programme will provide a 3-day residential experience and will be targeted at S3 pupils, who are considering their senior phase choices. Representatives from Dumfries & Galloway College; SRUC Barony Campus; The Open University in Scotland; University of Glasgow; University of the West of Scotland; Skills Development Scotland; Dumfries & Galloway Council Education Services and Employability and Skills Service are collaborating to design the content and delivery of the programme. Sharing learning from existing national initiatives such as the Kickstart Summer School and Reach Programme and taking account of recent research undertaken across the West of Scotland relating to widening participation and access, the partners plan to pilot the new programme in June 2017.

**Priority 1 Widening access – learning that is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds**

Outcomes	Commitments	Success indicators (how will we know?)
<p><b>Enhanced opportunities to engage with higher education opportunities in Dumfries and Galloway</b></p> <p><b>Enhanced learner journeys with more and better pathways for learners</b></p> <p><b>Scotland is a more equal society because learning is accessible for all communities</b></p>	<p>Strategic commitment to widen access to HE through the Crichton Campus</p> <p>Strategic commitment to widen participation in HE through the Crichton Campus</p> <p>Strategic commitment to enhance learner journeys with more and better pathways for people in Dumfries and Galloway</p> <p>Strategic commitment through the JASG to identify and address gender imbalances academic partners can collectively have an impact upon</p>	<p>Institutions in receipt of places, should include a commitment to report the funded places for Crichton Campus through the 'Crichton OA' (FTE and headcount) as indicators.</p> <p>Statement on articulation and progression opportunities for learners. Reporting on articulation and progression opportunities for learners in and from D&amp;G.</p> <p>Through engagement with CCLG and JASG, develop and implement regional programme for schools (Planning for Your Future):</p> <ul style="list-style-type: none"> <li>- agree method for identifying under-represented groups of school learners (Feb 2017)</li> <li>- deliver first collaborative schools event for S3 pupils from D&amp;G (June 2017).</li> </ul> <p>Identify subject areas offered through Crichton Campus that have a gender imbalance</p> <ul style="list-style-type: none"> <li>- share recruitment and marketing good practice</li> <li>- give consideration to gender balance in the design and delivery of the Planning for your Future Programme in June 2017</li> <li>- identify in the refreshed Joint Academic Strategy subject areas that offer the best opportunity for partners to work collaboratively.</li> </ul>

## University of Glasgow

The core purpose of the University of Glasgow at Dumfries is to create a world class, research intensive university environment in niche areas matched to the Dumfries and Galloway location, thereby serving regional and national stakeholders whilst working in an international context. Our vision for the Dumfries campus is for it to be a centre of world-class interdisciplinary teaching, research and lifelong learning. Its areas of specialism include: environment, culture, health, wellbeing, social policy, education and tourism. Our objective is for activity on the campus to reach the highest academic standards and to support the social and economic needs of the region. We seek to do this from a position of institutional strength that makes it possible for the University to engage with the considerable partnership and collaboration opportunities that are to be found on the Crichton Campus.

In 2017-18, the University of Glasgow is funded to deliver 293.5 undergraduate places and 18 PGT to support HE provision in Dumfries and Galloway at the Crichton campus. This provision will be consistent with the strategic objectives identified by the Joint Academic Strategy Group for the Crichton campus. Table 1 sets out how UoG deliver this across our range of programmes.

We also receive SFC strategic funding which helps support our infrastructure, in particular the Rutherford-McCowan building – this funding is fully utilised. UoG will account for use of this funding through the consolidated annual self-evaluation progress report on Crichton to SFC in October covering the preceding academic year.

Maintain and develop our portfolio of WP schools outreach and adult learner programmes alongside our partnership and collaborative work to widen access to UoG, but also the rest of Scotland.

Our school in Dumfries is currently seeking Athena SWAN accreditation with our application submitted in April 2017. The University Gender Action Plan was

submitted in summer 2017 and will seek to address gender issues across all our campuses.

We will expand the findings of our SFC funded Impact for Access project 'Engaging with MD40 pupils in High Progression Schools', which has significant relevance to the Dumfries and Galloway context.

Our presence in Dumfries also allows us to support some key Scottish Government initiatives. For example, by offering Articulation places in partnership with Scotland's Colleges, particularly Dumfries and Galloway College, appropriately qualified HNC students are admitted directly into year 2 of our MA in Health and Social Policy. In this way we provide students from both within Dumfries and Galloway and further afield, the opportunity to study at a world leading university while helping to meet both the Scottish Governments Regional and Accessibility Agenda

UoG	2016-17 H/C	2016-17 FTE
Number of entrants with known D&G postcodes to UoG HE programmes	UG 89 PGT 21 PGR 3 Total 113	UG 87 PGT 19 PGR 2 Total 108
Number of entrants to UoG HE programmes delivered at the Dumfries Campus	UG 93 PGT 18 PGR 5 Distance 3 Total 119	UG 93 PGT 17 PGR 5 Distance 3 Total 118
Number of Scotland-domiciled HN entrants progressing to UoG programmes at Dumfries campus	3	3

## University of West of Scotland

In 2017-18, UWS will allocate 221.7FTE funded student places to support HE provision in Dumfries and Galloway at the Crichton Campus Table 1 sets out how UWS deliver this across our range of programmes.

UWS also receive SFC strategic funding which helps support infrastructure, in particular the Dudgeon House building. UWS will account for use of this funding through the consolidated annual self-evaluation progress report on Crichton to SFC in October covering the preceding academic year. A review of the approach to joint infrastructure and services will be led by UWS in 2017.

Our regional footprint means we not only address SIMD 20/40 challenges, but are also able to tackle rural challenges – particularly in Ayrshire and in Dumfries and Galloway. Of the 2016/17 headcount at Crichton Campus, 473 students are Scotland-domiciled; and within that group 26% are from SIMD 40 areas.

In 2016 UWS partnered with Children's University Scotland to deliver UWS Children's University across all four of our Scottish campuses including the Crichton Campus. The UWS project is different both in scale and ambition. Initial roll-out in 2016/17 is to 35 schools across South Lanarkshire, North Ayrshire, Renfrewshire and Dumfries and Galloway.

In addition, UWS acknowledges the SFC's Widening Access and Retention Funding which allows the institution to implement a range of initiatives aimed at continuing its strong performance in widening access and participation. These initiatives include:

- Investing in the role of Programme Leaders (as part of a wider Student Attainment Project) and other support staff
- Providing support for care leavers
- Developing partnerships with local colleges
- Widening the approach to contextualised admissions
- Transition programmes to support school pupils' move to university.

- UWS has also implemented a range of initiatives to improve retention rates with help from this funding.

UWS is among the sector leaders for delivering articulation opportunities. The scale and experience of delivering articulation means UWS can provide articulation and progression opportunities to a wide range of subject areas to learners in Dumfries and Galloway.

UWS recognises that Dumfries and Galloway College has unique challenges in terms of securing a flow of students into degree courses and ensuring their sustainability. Again, the scale of articulation at UWS means we can provide an agile response to learners at Dumfries and Galloway College. Subject areas in which we have developed a flow of articulating students include Accountancy, Business, Digital Art, Information Technology, and Performance.

In addition UWS has the following arrangements in place with the College to facilitate:

- formal articulation agreement for students in social work – this includes provision of staff time for teaching at HNC level and a summer school ahead of level 8 entry. Numbers are not fixed but places are guaranteed for students reaching the agreed entry criteria.
- formal articulation agreement for Computing supporting level 9 entry guaranteed for students meeting specific entry criteria.
- UWS has provided funding to Dumfries and Galloway College for 12 places at HND level in Childhood Studies.

We will continue to work with the College to identify how we can best support progression needs on a cohort by cohort basis.

In 2016-17 UWS delivered a total of 37 students articulating with advanced standing from Dumfries and Galloway College. In 2017-18 we will seek to maintain this volume and enhance it if required.

UWS	2017-18 planned FTE	2016-17 H/C
Number of entrants with known D&G postcodes to UWS HE programmes	Not available yet	361 new 715 total
Number of entrants to UWS HE programmes delivered at the Dumfries Campus	384 (full year)	379
Number of Scotland-domiciled HN entrants progressing to UWS programmes at Dumfries campus	50	37

### The Open University in Scotland

The OU in Scotland is committed to widen access to higher education across the region. The supported open learning model the OU operates means we can offer our full curriculum across all of Dumfries and Galloway providing a flexible mechanism of meeting the needs of individual and businesses. We will continue to surface opportunities to widen access to higher education and work to support specific needs of particular groups of students.

We are committed to enhancing learner journeys with more and better pathways for people in Dumfries and Galloway. The OU in Scotland is committed to widen access to higher education by providing pathways from college to an OU degree. We have a partnership agreement in place with Dumfries and Galloway College with routes for all HNC/Ds to progress to OU qualifications. We undertake an annual review of this partnership.

The OU in Scotland has a unique arrangement with Dumfries and Galloway College – through the provision of a Learning Space on the college campus. Learning Spaces give OU students in the college catchment area access to IT, library, study and other social facilities. We will explore maximising the benefit of

this Learning Space including as a way of fostering informal peer support networks of learners.

The OU in Scotland is committed to widen access to higher education across the region. The model the OU operates means we can offer our full curriculum across all of Dumfries and Galloway providing a flexible mechanism of meeting the needs of individuals and businesses. We will continue to surface opportunities to widen access to higher education and work to support specific needs of particular groups of students.

We will build on collaboration with the Dumfries Carers Centre and extend access outreach activity via third sector organisations and other key local stakeholders.

The OU in Scotland	2017-18 planned FTE	2015-16 baseline FTE
Number of UG entrants with known D&G postcodes to OUIS HE programmes	72	70.3
Scotland-domiciled HN entrants from D&G postcode progressing to OUIS programmes with credit transfer	5	3.6
Number of Scotland-domiciled UG entrants from D&G postcodes with a HN background	13	11.5



## SRUC

SRUC planned delivery for 2017/18 at the Barony campus is 115 FTE for higher education and 4,800 credits for further education.

SRUC will, for its learners in the region:

- Commit to making learning accessible, providing opportunities for all and supporting all learners through their learner journey and to reach a successful conclusion.
- Embed its access and inclusion strategy and focus on providing support and guidance to all learners, using technology where appropriate.
- Identify education and skills needs in the Food and Drink sector, using SRUC's specialism to support the sector, particularly in relation to primary production

SRUC is fully engaged with Developing Scotland's Young Workforce and has identified staff to engage with the relevant DYW Regional Group. SRUC is also improving the level of schools liaison achieved by resourcing a new part-time secondment post to coordinate and develop future activity for schools within SRUC.

- give consideration to gender balance in the design and delivery of the Planning for your Future Programme in June 2017
- identify in the refreshed Joint Academic Strategy subject areas that offer the best opportunity for partners to work collaboratively

SRUC does have particular subject areas at the Barony campus which are susceptible to gender imbalance. Veterinary Nursing (and to a lesser extent Animal Care) courses remain predominantly female while Land-based Engineering programmes remain predominantly male. SRUC has embarked on a project in collaboration with the Equality Challenge Unit to investigate the causes and impacts of the gender imbalance in those specific courses, with a view to seeing what activities and strategies can be employed to mitigate this.

To build on previous successful events, SRUC will this year aim to use a portion of its allocated University Innovation Fund to fund a Knowledge Exchange focused campus Community Open Day at the Barony campus. This event aims to raise awareness of courses in the local community, widening our reach to the community more generally than just a focus on the rural sector, and showcase the impact of SRUC research, teaching and services to the land-based sector.

SRUC	2017-18 planned	2016-17
Number of entrants with known D&G postcodes to SRUC HE programmes	Not available yet	46
Number of entrants to SRUC HE programmes delivered at the Barony Campus, Dumfries	120	117
Number of Scotland-domiciled HN entrants progressing to UWS programmes at Barony Campus, Dumfries	-	0

## Dumfries and Galloway College

Dumfries and Galloway College planned delivery for 2017-18 is 30,067 credits (covering both FE and HE provision). The College is the only general further education college in the region, with its main campus in Dumfries adjacent to the Crichton Campus and a smaller campus located in Stranraer.

One of the key objectives for the College in terms of HE, is to increase the number and range of pathways to university level study for learners in the region and to increase the number of learners taking up those options. Since 2013-14 students at Dumfries and Galloway College have benefited from the SFC additional widening access places awarded to University of Glasgow and

University of West of Scotland through associate students schemes. We aim to increase number of college students articulating to university study on the Crichton Campus by 10% by 2020.

In addition, the College aims to increase the overall proportion of HN students entering university with advanced standing, from 58% in 2015-16 to 60% by 2020.

D&G College	2017-18 planned	2015-16	2014-15
Volume of <b>credits</b> delivered at HN level	N/A	6533	6055
Number of students articulating with advanced standing	55	N/A	50
Number of HN students progressing to HE level study without advanced standing	N/A	N/A	36

Priority 2 – High quality learning and teaching – an outstanding system of learning that is accessible and diverse where students progress successfully with the ability, ideas and ambition to make a difference		
Outcomes	Commitments	Success indicators (how will we know?)
<p><b>A more successful economy and society with well prepared and skilled learners progressing with the ability and ideas to make a difference.</b></p> <p><b>Scotland has an outstanding system of learning where learners are progressing successfully and benefiting from world-class learning experience in the hands of expert lecturers delivered in modern facilities.</b></p>	<p>Strategic commitment to ensure that learners at the Crichton campus have the opportunity to develop the skills and attributes to succeed and contribute to the economy and to society. Where appropriate statements should describe strategies to:</p> <ul style="list-style-type: none"> <li>- develop sustainable, relevant provision at the Crichton Campus;</li> <li>- evidence how your institution meets the current and future skills requirements of Dumfries and Galloway outlined in the Skills Investment Plans and other relevant labour market information;</li> <li>- internationalise the student experience;</li> <li>- support more students to successfully achieve their learning aims on the Crichton campus.</li> </ul>	<p>Institutions to monitor student satisfaction.</p> <p>Institutions to individually monitor retention.</p> <p>Increased number of international and UK students engagements with activity at Crichton.</p>

### University of Glasgow

In support of a world-class educational experience, we have institutional and local strategies and action plans to increase overall satisfaction with the student experience as measured by the NSS and as captured in our institutional KPIs. This includes UoG students at the Crichton Campus.

Focusing on entry to years 1 and 2 of the undergraduate degrees, we are developing strategies to enhance transition into, and engagement in, University life especially for Scottish domiciled students, students with caring responsibilities and care leavers. Specific interventions:

- Course-specific buddy schemes;
- School engagement events;
- Partnership working with FE Colleges where Articulation Agreements are in place/are being developed, particularly in Dumfries.

As outlined in our Learning & Teaching Strategy, we are undertaking University-wide activity to enhance interdisciplinary learning and support increased outward mobility.

Development of a graduate attributes strategy and recognition scheme leading to revised use of the HEAR.

We will monitor the impact these strategies have for our students on the Crichton campus.

### University of West of Scotland

We will maintain established links with umbrella organisations in the locality, building on the strong networks established by the Crichton Campus Leadership Group and the Crichton Campus Development Manager.

The percentage of Scottish-domiciled full-time first year undergraduate UWS students returning to study in year two has increased in recent years from 85.6 per cent in 2013/14 to 87.4 per cent in 2015/16. However, UWS' retention rate remains below the national average. In 2014/15, the national average was 90.5 per cent. The university aims to increase its retention rate of full-time first year Scottish-domiciled undergraduate entrants to reach the national average by 2019/20, including on the Crichton Campus.

UWS have taken major steps to improve support for all our students. Support departments, including Registry, Admissions and Recruitment, Library, Student Services and Sport have been brought together under a single 'Student Life' grouping under a newly-created Director post. This new grouping aims to deliver a seamless, efficient and effective student support service across all UWS' campuses, including Dumfries. We will monitor the impact this has for UWS students at the Crichton Campus.

We will continue to work with the other academic partners in Dumfries to develop coherent provision that meets the needs of regional, national and international communities.

The University's academic Schools offer a range of initiatives to help UWS students reach a professional destination within six months of graduating. For example, a cross-campus careers fair is delivered within Health, Nursing and Midwifery; and cross-campus delivery of Aspiring Futures delivered by the School of Business and Careers and Employability staff.

UWS First Steps to Nursing module runs each summer allowing extra qualifications to be gained for entry to programmes and also to help prepare students for studying in Higher Education. Also, school open days are held to allow a taste of classes and to encourage aspirations and engagement, e.g. Nursing Open Day in December in partnership with NHS colleagues.

We will ensure these events are relevant and accessible to our students and potential students at the Crichton Campus.

### **SRUC**

We will reflect on clear unmet needs within the land-based sector and how resources might need to be reprioritised in the short-medium term, including ESOL activity. We will complete this activity and provide an overview to the JASG and CCLG in December 2017.

Liaise with College partners to ensure a coherent curriculum offering in Scotland, with seamless progression opportunities. We will explore opportunities to strengthen our curriculum offering in Dumfries and Galloway with Dumfries and Galloway College in particular and with the other Crichton academic partners.

We aim to increase retention and the proportion of all SRUC students, including protected characteristic (and MD10/20/40) groups, successfully completing their course.

We will monitor the impact of these strategies on our students based in D&G.

### **The Open University in Scotland**

The OU in Scotland will continue to explore how it can make a distinct offer to employers in the D&G region to help them upskill their workforce and to contribute to the local economy.

Well-developed regional links have now been established with a number of umbrella organisations in the locality, building on the strong networks established in the Crichton Campus Leadership Group and in collaboration with the Crichton Campus Development Manager.

### **Dumfries and Galloway College**

DAGCOL 5 year Curriculum plan produced by June 2017.

Priority 3 – World-leading research – institutions, national and internationally connected with a global reputation for their research		
Outcomes	Commitments	Success indicators (how will we know?)
<p><b>Increased profile of the Crichton campus for research, including research that is regionally and nationally significant as well as internationally significant;</b></p> <p><b>Scotland is a place that nurtures, develops and trains research talent.</b></p>	<p>Strategic commitment to maximise the impact of research activity connected with the Crichton campus;</p> <p>Strategic commitment to enhance research collaboration including research pooling, promotion of multi- and interdisciplinary working;</p> <p>Commitment to use SFC strategic investments in research to enhance research collaboration on the Crichton campus and to monitor the impact of collaboration through the OA process.</p>	<p>Develop framework and future strategy for the Crichton Institute;</p> <p>Increase the number of research collaborations connected to the Crichton Campus;</p> <p>Establish a Research Forum to enable interdisciplinary approach to identification of research opportunities.</p> <p>Implement opportunities for sharing PGR training on campus.</p>

Research is currently being undertaken at the Crichton Campus that is of international standing as assessed by the Research Excellence Framework (REF), as well as of national significance and of local importance.

For example, world class animal and veterinary science research is being conducted through SRUC Dairy Research and Innovation Centre. The University of Glasgow End of Life Studies Group is conducting research into palliative care and end of life issues in Scotland, internationally and worldwide; and the Scottish Government decision to locate and develop the National Centre for Resilience (NCR) on the Crichton Campus, also brings with it the expectation that the Campus will become a nucleus for academic and applied research relating to resilience and risk. The Crichton Carbon Centre (CCC), the well-established independent research, policy and project centre, continues to build a reputation for innovative, applied research, with a current focus in areas of rural resilience, sustainability and adaptation to a changing climate; and carbon farming, natural capital, land-use and ecosystem services.

#### University of Glasgow

We will carry out research audits and activities to enhance production of 4\* outputs including, Interim Research Reviews which will appraise REF-readiness to enhance the self-calibration of our quality, and increase the generation of high-quality outputs and impact. We will support an emphasis on 4\*-quality through various activities including 4\* calibration workshops, masterclasses, and revised promotion and recruitment criteria.

We will develop a forum for sharing research expertise and exploring potential collaborations between campus partners. The University of Glasgow, School of Interdisciplinary Studies, is co-ordinating and developing a directory of the research interests based on the campus. In addition, the School has broadened an internal Research Forum to include wider partners, with the aim of identifying potential opportunities for increased collaborative research and knowledge exchange activity.

We will work with Crichton Campus partners to implement the post-2016 Strategy for the Crichton Institute.

### **University of West of Scotland**

UWS is relaunching a comprehensive Research and Enterprise Framework which will focus our effort and attention on producing high quality research outputs with a focus on 3\*/4\* research. This includes the launch of a £1 million Vice Principal Research and Enterprise Fund for targeted investment, along with writing support and more internally funded studentships to increase capacity.

In parallel with this investment, we are developing a more coherent, planned approach to support academic staff participating in research and enterprise activities. The University has adopted three strategically themes – Health, Society and Sustainability – to provide a more coherent approach to the type of research facilitated within UWS, For example:

#### **Case study COPD**

COPD is an incurable respiratory condition characterised by progressive airflow reduction, breathing difficulties and irreversible lung damage (emphysema). It significantly impairs quality of life and has a high cost to health services and the wider economy. In 2011 the annual economic burden of COPD across the EU was estimated at approximately €141.4 billion.

COPD-related hospital admission is particularly prevalent across Scotland and Ireland. In Ayrshire and Dumfries & Galloway COPD-related hospital admission is amongst the highest in the UK.

UWS's Institute of Biomedical and Environmental Health Research is a key academic partner in a €7.7 million EU INTERREG V supported cross-border research project, designed to better understand and alleviate the impact of lung disease.

In response to the Stern Review, UWS has started to plan for the next REF, using the best information available on the likely design and focus of the assessment.

The University is taking a mixed approach involving monitoring and planning units, driven by the previous Unit of Assessment structure. We are also integrating a number of cross-disciplinary and thematic forums to prepare for a potential interdisciplinary focus in the next REF exercise. We will explore the opportunities this approach gives to maximise the impact of research activity connected with the Crichton Campus and to enhance research collaboration through the Crichton Campus.

### **SRUC**

We will develop further mechanisms for research-informed teaching in 2017/18 and beyond, including for our provision in Dumfries and Galloway.

We will continue to build on our top ranking in Research Power for Agriculture, Veterinary and Food Science in Research Excellence Framework (REF) 2014 by seeking to grow the excellence and impact of our research via mentoring, strategic investment in new posts, and stimulating and monitoring impact from an early stage.

The region has also benefitted from the direct links established by the Crichton Institute with the Cross Party Group on Rural Policy at the Scottish Parliament through SRUC's Rural Policy Centre.

### **The Open University in Scotland**

The OU in Scotland is committed to run a wide range of knowledge exchange and public engagement events on the Crichton campus, working in collaboration with Crichton Campus partners where appropriate. We will build on the successful events The OU in Scotland ran in 2016 and 2017 for those working in education and in the health and social care field.

We will contribute to the development of a framework and future strategy for the Crichton Institute.

Priority 4 – Greater innovation in the economy – a culture of enterprise and innovation leading to a more productive and sustainable economy		
Outcomes	Commitments	Success indicators (how will we know?)
<p><b>The economy of Scotland and of Dumfries and Galloway is more productive and resilient with economic growth supported by innovation from our colleges and universities.</b></p> <p><b>Businesses in Dumfries and Galloway benefit from the Crichton campus partners to improve their competitiveness, productivity and growth.</b></p>	<p>In relation to the Crichton campus, institutions are asked to summarise their approach to innovation;</p> <p>In relation to engagement with the Crichton campus, institutions are asked to summarise their approach to working with business, industry and public sector to find innovative solutions to support economic growth and impact on our society.</p>	<p>Identified priorities for employer and business engagement.</p> <p>Increased employer engagement.</p> <p>Progress on Care Campus concept – proof of concept completed. Crichton Campus partners support key sector in Dumfries and Galloway – as identified above through Care Academy approach and increased online education and training.</p> <p>Progress on Care Academy concept.</p> <p>Define CCLG ‘offer’ to the new South of Scotland Vehicle.</p>

#### Case study: Re-imagining Care in Dumfries and Galloway

The idea of the Care Campus was a response to the real need arising from significant demographic changes and their anticipated impact on society, health and the economy, requiring imaginative and sustainable solutions. It is focussed on the unique possibilities that exist within the Crichton Campus and wider Estate to provide housing, social and community support with access to care for older people in Dumfries & Galloway, combined with innovation in education, skills development and research. It provides opportunities for academic, public, third and private sector organisations to collaborate in developing a model that can benefit the region, as well as inspire communities elsewhere.

Through the Crichton Institute, a Research and Development Group, led by the Open University in Scotland and including all the academic partners represented

on the Crichton Campus, has assessed key aspects of the Care Campus concept. It has undertaken a global literature review of similar approaches; a regional study, consulting with a wide range of local stakeholders to seek out views on the viability of the concept; and a review of local economic engagement opportunities and potential benefits for this region. The work was shared successfully through a public dissemination event held at the Crichton on 11 October 2016. The event was able to test out the principles by which the Care Campus could develop.

Community participation/partnership working is fundamental to the approach and this will be a key feature as the project develops and the partners move to a “proof of concept” analysis for the Care Campus, through pilot projects, charrettes and in-depth analysis of local needs and educational, training and investment opportunities.

### **University of Glasgow**

Through active participation in RKEC /RCDG, UoG is fully engaged in the shaping of UIF outcomes to meet national priorities and deliver against the plans submitted in January 2016. Glasgow is engaged in developing the UIF Evaluation Framework and is participating as lead for National Outcome 1 and contributor in the National Outcomes 2 to 7 in the RCDG led sector collaboration activity.

### **University of West of Scotland**

UWS' goal is to create an environment which is welcoming to business and supports innovation and entrepreneurialism amongst its students and staff, across all campuses. The University is committed to fostering a culture of enterprise that will support economic growth locally and globally. We aim to build partnerships with business that support the development and delivery of our learning programmes, placements for our students and encourage our commitment to our students being work-ready.

At its core, UWS' enterprise strategy is to generate greater demand from business for its services, to make it easier for business to work with us and to help them innovate, internationalise and grow in an a way that has a positive social and cultural impact on Scotland, as well as economic benefits. We will do this by continuing to build strong partnerships in industry that enhance the learning experience of our students and staff and make them ready to make valuable contributions in the workforce.

### **SRUC**

SRUC will implement a comprehensive programme of externally focused KTE for the rural and land based industries to multiple audiences (industry; policy; public) with emphasis on promoting innovation, enterprise and impact during 2017/18 in response to SFC, Scottish Government (RESAS), and other funding sources for KTE activities;

We will prioritise engagement with the public through key events, in particular to a schools audience with a defined schools engagement KTE strategy, with the purpose of delivering a defined relevant programme of KTE from our R&D programme to facilitate (a) awareness of the rural industries and current issues (b) contribute to appropriate curriculum development in schools. Funding for these activities will be maintained at 10% of the SFC UIF.

We will work in partnership with partners and stakeholders to appraise, and develop Foundation pathways in relevant vocational areas.

We will appraise the opportunities for higher level Technical and Graduate Apprenticeships and in particular their articulation and permeability with taught higher education provision

SRUC will undertake a systematic sampled evaluation of selected KTE projects and activities, with the purpose of assessing effectiveness, impact and reach. Such evaluation will be used to feedback in training days to those delivering KTE with the aim of achieving continuous improvement in KTE methodology and hence effectiveness and impact to key audience groupings (industry, public, policy).

### **The Open University in Scotland**

The OU in Scotland is committed to supporting innovation in the Dumfries and Galloway region through the Crichton Campus.

Evolving from the work of the Crichton Institute, the Open University in Scotland has delivered a range of knowledge exchange events bringing specialists to the Campus to share thinking in areas related to education, health social care and management. The events have been well attended by practitioners, policy makers and managers across the public, private and third sectors. The Open University in Scotland are planning further events which will be delivered in partnership with national and regional partners.



The OU in Scotland will continue to explore how it can make a distinct offer to employers in the region to help them upskill their workforce and to contribute to the local economy.

The Open University in Scotland will coordinate and lead on the development of the concept of the Crichton Care Campus: a multi-institutional research and development group involving representatives from all the academic partners.

The Open University in Scotland will continue to contribute to the thinking and development of the Care Campus as it moves into its second phase.

### **Dumfries and Galloway College**

We will increase commercial income generated through DAGCOL Business Development Unit.

D&G College engaged the Crichton Institute to undertake some work on employer engagement. We used this to develop our Employer Engagement Strategy. We will continue to will increase employer engagement resulting in more businesses using College for training/development.

Priority 5 – High-performing institutions – a coherent system of high-performing, sustainable institutions with modern, transparent and accountable governance arrangements		
Outcomes	Commitments	Success indicators (how will we know?)
Scotland's colleges and universities are able to demonstrate value for money and impact for the public investment they receive.	Institutions are asked summarise how they ensure value for money in the use of public funding through joint activities, shared services and better procurement.	Gross carbon footprint

#### University of Glasgow

The University Strategy outlines three values: Passionate, Professional and Progressive, that carry key equality references including;

Professional - we are committed to embracing diversity and difference and treating colleagues, students, visitors and others with respect.

Progressive - we believe that studying at our University should be possible for anyone with the necessary talent, commitment and potential, regardless of background or belief.

#### University of West of Scotland

UWS is committed to reducing our carbon footprint. We have an ambitious corporate target to reduce our carbon emissions by 20 per cent by 2019/20 (compared to 2012/13 baseline). We are currently on track to achieve this target with the 2015/16 footprint demonstrating a reduction of 18.6 percentage points from the baseline.

The University has signed up to the Universities and Colleges Climate Commitment for Scotland, and we have developed a Sustainability Plan which outlines our ambitions to embed environmental sustainability among our staff, students and community partners.

#### SRUC

SRUC's Carbon Management Plan (CMP) was published in March 2016, and identified performance and future actions to deliver the 40% carbon reduction by financial year 2019/20, based on 2014/15 as the reference year.

Procurement has a significant role to play in supporting SRUC's Strategic Plan. The aim is to promote the delivery of value for money through good procurement practice and optimal use of procurement collaboration opportunities.

#### The Open University in Scotland

The Open University in Scotland is committed to play a full and active role in supporting the Crichton Campus, through the Joint Academic Strategy Group and the Crichton Campus Leadership Group.

We have concluded that in order to develop the OU in Scotland's work in the Dumfries and Galloway region, we would require support with funding for a post physically located on the Crichton Campus. We are now considering what that remit would look like to help us achieve and deliver on our wider aspirations.

#### Dumfries and Galloway College

Refreshed shared services agreement ensuring value for money and learner needs by August 2017.

**Table 1**UG students numbers **University of Glasgow**

Programme	2015-16	2014-15
Primary Education with Teaching Qualification	150	150
Environmental Science and Sustainability / Environmental Stewardship	71	61
Liberal Arts (including History, Humanities, Literature and Philosophy)	-	8
Health and Social Policy (Formerly Health and Social Studies)	68.5	63
Non-graduating	3	.5
Science Without Borders	-	-
Study Abroad	1	-
Erasmus	1	2
<b>UG Total</b>	<b>294.5</b>	<b>284.5</b>

UG student numbers **University of West of Scotland**

Programme	2017-18 planned	2016-17		2015-16		2014-15	
	FTE	FTE	H/C	FTE	H/C	FTE	H/C
		Data available through 2015-16 OA for Crichton					
Pre-Reg Nursing BSc NMHS	47						
Computing Science	18						
Pre-Reg Nursing BSc NADS	155						
BA (Hons) Social Work	57						
Information Technology	11						
Business	46						
Professional Health Studies	5						
Childhood Studies	31						
Health - CPD	14						
<b>TOTAL</b>	<b>384</b>	<b>379</b>	<b>558</b>	<b>370</b>	<b>639</b>	<b>369</b>	<b>654</b>

Overall student numbers with D&G postcodes The **Open University** in Scotland

	2017-18 planned	2016-17	2015-16		2014-15	
	FTE	FTE	FTE	H/C	FTE	H/C
UG	205	225	203	419	194.4	424
PG	1.6	<5	1.3	4	1.8	6
Access (SCQF level 6)	7	-	5.8	23	4.8	19
TOTAL	213.6	-	210.1	446	201	449

UG student numbers **SRUC** Dumfries, Barony Campus

Programme	2017-18 planned	2016-17	2015-16	2014-15
	FTE	FTE	FTE	FTE
UG	115	117	106	105
PGT	0	0	0	0
PGR	0	0	0	0
TOTAL	115	117	106	105

FE credits **SRUC** Dumfries, Barony Campus

	2017-18 planned	2016-17	2015-16	2014-15
Volume of credits	4700	4177 (May 2017)	5382	8758 WSUMs
Volume of full-time credits	3000	2800 (May 2017)	2815	6205 WSUMs
Volume of credits to 16-19	-	NA	NA	NA
Volume of credits to 20-24	-	NA	NA	NA

Credits **Dumfries and Galloway College**

D&G College	2017-18 planned	2016-17	2015-16	2014-15
Volume of credits	30,336	-	30,371	
Volume of credits to 16-19		-	16,457	15,035
Volume of credits to 20-24		-	7,279	6,014
Volume of credits to learners in SIMD10		-	3386	3217

## Board of Management

### Minute of the Meeting of the Audit Committee of the Board of Management of Dumfries and Galloway College held on 15 May 2017 at 2 pm in Room 1074b

**Present:** Hugh Carr (Chair)  
Stuart Martin

Pat Kirby

**In attendance:** Carol Turnbull, Principal  
Philip Church (RSM)

Karen Hunter, Finance Manager  
Georgina Philp (Scott-Moncrieff)

**Minute Taker** Heather Tinning, (Executive Team Assistant),

#### 1 Apologies

The Chair welcomed members to the meeting. Apologies for absence were intimated on behalf of Delia Holland, Naomi Johnson, Ann Walsh and Brian Johnstone who had been invited by the Chair to attend.

The Executive Team Assistant confirmed the meeting was quorate with enough members present to allow decisions to be made.

#### 2 Declaration of Interest

Members agreed to indicate declarations of interest as appropriate throughout the meeting.

#### 3 Minute of Meeting of 21 February 2017

The Minute of the meeting of 21<sup>st</sup> February 2017 was approved.

#### 4 Matters Arising

Matters arising are covered within the Agenda.

#### 5 Internal Audit Reports

##### 5.1 Follow up on Previous Recommendations

Philip Church spoke to the report which had been issued, advising that the report provides assurance to the Committee and College Management that recommendations have been implemented.

Members noted the report and were content that the college is making satisfactory progress towards the recommendations.

##### 5.1.1 Action Tracking Spreadsheet

The Finance Manager spoke to the Action Tracking Spreadsheet, which had been issued to the Committee to summarise the implementation status of previous audit recommendations. The Finance Manager asked the Committee for review and comment on the format of the Spreadsheet.

Members agreed the format and content of the Action Tracking Spreadsheet.

## **5.2 Cyber Security**

Philip Church spoke to the Cyber Security Review, following an Internal Review for 2016/17 undertaken by one of RSM's IT Specialists, which involved looking at Software, Risk Assessments and Policies in place. He advised that 2 Medium and 3 Low recommendations had been implemented, providing a reasonable assurance that adequate policies and procedures are in place to prevent a cyber attack. Also staff and students have been given sufficient awareness in terms of safeguarding.

The Principal reported that following the Cyber Attacks on the NHS at the weekend, the College's IT Manager advised that the College's system had been checked over and that there were no issues with the software and the filters. He has since issued an e-mail reminding staff not to open suspicious e-mails. The Principal reported that the college has had one failed previous attempt by Hackers. Members discussed the GDPR, a new legal framework, which will apply in the UK from 25 May 2018.

**Decision:** The Principal to discuss the GDPR (General Data Protection Regulation) with the Student Records Manager in terms of the Data Protection Rules

Members noted the Cyber Security Audit Review and agreed that taking account of recommendations made, they were re-assured that adequate measures were in place to prevent a cyber attack

## **5.3 Income Generation**

Philip Church spoke to the Income Generation Audit report, following a review on the income generation activities at both Dumfries and Stranraer campuses. The Zest Restaurant and the Hair and Beauty Salons were reviewed in terms of cash transactions, marketing strategy and stock control. As part of the review 4 recommendations were made. In terms of the products used in the Hair and Beauty Salons, the Principal advised that they are bought in bulk, using APUC. She advised that a stock control system is in place with the Technician in terms of monitoring stock, and that open bottles of products are sold to students and staff at the end of term. Members discussed setting contribution targets in terms of income generation, to provide the students with a commercial focus.

**Decision:** The Principal and Finance Manager to look at an aspirational target

Members noted the Income Generation Audit Report

## **5.4 Internal Audit Plan 2017-20**

Philip Church spoke to the Internal Audit Plan 2017-20, looking at this year's plan, the College Risk Register and activities in the Sector going forward. In response to a question from a Committee Member regarding the Audit Fee, Philip confirmed that the daily rate is the same as last year. He reported on the Audit Committee requirements, including the impact on student attainment and recruitment. In terms of Risks to the College, members discussed the ongoing EIS dispute over terms and conditions.

Members noted the Final Internal Audit Strategy for 2017-20.

## **5.5 Progress Report**

Philip Church spoke to the Internal Audit Progress Report, providing members of current progress against the 2016/17 Internal Audit Plan which had been approved by the Audit Committee on 10<sup>th</sup> May 2016.

Members noted the Internal Audit Progress Report and the assurance given that the Audit Plan for 2016/17 has been delivered by the end of the Academic Year.

## **6 External Audit**

### **6.1 Wider Scope Audit Questionnaire**

The Finance Manager asked the Committee to note the commentary and evidence available to the External Auditors, in response to their questions set out in the 'wider scope' paper which is part of Scott Moncrieff's planning work. Georgina spoke to the Wider Scope Audit Questionnaire, advising that the Audit Fee is set by Audit Scotland.

Members noted the Wider Scope Audit Questionnaire and were assured with the evidence that shows procedures and controls are in place.

### **6.2 External Audit Plan 2016-17**

Georgina Philp spoke to the External Audit Plan for 2016-17 advising that the Plan highlights the work that the Auditors propose to undertake this year, including the work plan of 2016/17. She advised that the work will be focused around key areas, including Financial Sustainability. Georgina directed members to the survey monkey on page 4 of the report and encouraged members to comment on the quality of work and the report.

Members noted the External Audit Plan for 2016-17.

## **7 Strategic Risk Register**

The Principal spoke to the Strategic Risk Register, reporting on the amended risks and revised ratings. In terms of Risk number 5, Review of Property and Provision in Dumfries, the Principal advised that she had attended a recent meeting with the University of the West of Scotland and that UWS were still working on a review of their Portfolios.

Following discussion on the recent Cyber Attacks and taking into account recommendations included in the Cyber Audit, members agreed that no further action is deemed necessary at this time.

Members noted that no new risks had been added.

## **8 Any other business**

None.

## **9 Date and Time of Next Meeting**

The next meeting of the committee is to take place on Tuesday 19 September 2017, at 2 pm.

## Board of Management Finance and General Purposes Committee

**Minute of the Meeting of the Finance and General Purposes Committee of the Board of Management of Dumfries and Galloway College, held on Tuesday 14 March 2017 at 2.00 pm in Room 1074b, Dumfries Campus.**

**Present:** John Henderson (Chair) Ros Francis  
Karen McGahan Carol Turnbull  
Kenny Henry

**In attendance:** Jannette Brown, Vice Principal Corporate Services & Governance and Secretary to the Board  
Karen Hunter, Finance Manager  
Helen Pedley, Director of Organisational Development and Facilities  
Brian Johnstone, Chair of the Board of Management

**Minute Taker:** Heather Tinning, Executive Team Assistant

### **1 Welcome and Apologies for Absence**

The Chair welcomed members to the meeting, and thanked Karen McGahan for Chairing the last meeting on his behalf.

The Secretary to the Board confirmed the meeting was quorate with enough members present to allow decisions to be made.

### **2 Declaration of Interest**

Members agreed to indicate declarations of interest as appropriate throughout the meeting.

### **3 Minute of Previous Meeting**

Members asked for item 4.2 of the minute to be amended to 'The College's inability to set aside cash for future developments. The Minute of the Finance and General Purposes Committee held on 29 November 2016 was then approved.

### **4 Matters Arising**

#### **4.1 Sale of Catherinefield**

The Director of Organisational Development and Facilities reported that the missives had now been concluded and payment received for the sale of Catherinefield.

#### **4.2 Five-year Financial Strategy**

The Vice Principal Corporate Services & Governance reported that the College Sector Finance Directors Steering Group are looking to develop a template for the sector to use which can then be tailored for individual colleges. The strategy will come to this committee for consideration prior to going to the full board.



## Board of Management Finance and General Purposes Committee

---

### **4.3 Update on Lennartz Ruling**

The Vice Principal Corporate Services & Governance advised that no change in the information relating to Lennartz since the committee last met. However, the College will continue to keep this under review and update the Committee if the situation changes.

### **5 Climate Change Action Plan Update**

The Director of Organisational Development and Facilities spoke to the report, which had been issued providing members with progress on the actions, detailed in the plan. The Director confirmed that the College was on target to achieve the reductions planned over the five-year period. The College is in the process of agreeing tenders to replace the boilers at the Stranraer campus, new energy efficient gas boilers have been installed at the Dumfries Campus, as well as replacement to and upgrading of lighting. The Director reported that early indications show cost savings in energy bills when compared to the same period last year. A college wide Sustainability Working Group including student reps and the college's climate change officer, had been set up to help meet the Scottish Government's aim to transition to a low carbon economy.

Members noted the report.

### **6 Indicative Funding 2017-18**

The Vice Principal Corporate Services & Governance spoke to the report, which had been issued, on indicative funding allocation for next year. The Vice Principal highlighted the differences from last year to this, and whilst there is a slight increase overall the increase will not cover the increased pay costs.

The Principal provided members with an update on the current EIS situation following an Employers Association meeting she and the Director of Organisational Development and Facilities had attended.

Members noted the report.

### **7 Financial Update (inc Management Accounts)**

The Finance Manager spoke to the report, which had been issued. The February Accounts had been updated to reflect the sale of Catherinefield. She reported that the College is on target to achieve an underlying operating break-even position. She also reported that the forecast deficit includes planned 'depreciation cash' expenditure of £355k to meet the 2015-16 consolidated pay award and estimated voluntary severance scheme costs.

Members noted the report.

## **Board of Management Finance and General Purposes Committee**

---

### **8 Aged Debt Report**

The Finance Manager spoke to the report, which had been issued, providing members with an update on debtor balances and bad debts arising since 31 October 2016. She advised that there were no debts to write off and asked members to note the position.

Members noted the report.

### **9 Cash Flow Forecasts**

The Finance Manager spoke to the report, which had been issued, summarising the cash flow forecasts up to 31<sup>st</sup> July 2017. She advised that all capital maintenance projects to be paid by the end of March and Voluntary Severance Scheme Payments to be paid by the end of July.

Members noted the report.

### **10 Any Other Business**

#### **10.1 College Banking**

The Chair of the Board advised members that the College is on course to switch to government banking with the Royal Bank of Scotland by the agreed 1<sup>st</sup> April deadline.

#### **10.2 Vice Principal Corporate Services & Governance**

To conclude, the Chair of the Finance and General Purposes committee thanked Jannette Brown for all her help and commitment over the years. He advised that she was a great pillar of support and knowledge, and wished her well with her plans for the future.

### **11 Date and Time of Next Meeting**

The next meeting of the Finance and General Purposes Committee will take place on Tuesday 23 May 2017 at 2 pm.

## Board of Management Finance and General Purposes Committee

**Minute of the Meeting of the Finance and General Purposes Committee of the Board of Management of Dumfries and Galloway College, held on Tuesday 23 May 2017 at 2.00 pm in Room 1074b, Dumfries Campus.**

**Present:** John Henderson (Chair) Ros Francis  
Karen McGahan Carol Turnbull  
Kenny Henry

**In attendance:** Karen Hunter, Finance Manager  
Helen Pedley, Director of Organisational Development and Facilities  
Ann Walsh, Secretary to the Board

**Minute Taker:** Heather Tinning, Executive Team Assistant

### **1 Welcome and Apologies for Absence**

The Chair welcomed members to the meeting, in particular Ann Walsh to her first Finance and General Purposes Committee meeting.

The Secretary to the Board confirmed the meeting was quorate with enough members present to allow decisions to be made.

### **2 Declaration of Interest**

Members agreed to indicate declarations of interest as appropriate throughout the meeting.

### **3 Minute of Previous Meeting**

The Minute of the Finance and General Purposes Committee held on 14 March 2017 was approved.

### **4 Matters Arising**

#### **4.1 Government Banking**

The Finance Manager provided an update on Government Banking, reporting that the Bank Account has now transferred to a Royal Bank of Scotland Government Bank Account. The old Account will be kept open for a period of time, to allow for Direct Debits to be transferred to the new Account. RBS provide regular updates and also training for Finance Staff. The Finance Manager advised that although we won't receive any interest in the Government Bank Account, the charges will be much lower.

The Chair thanked the Finance Manager for the update on Government Banking.

### **5 2017-18 Draft Budget**

The Finance Manager spoke to the report which had been issued, based on the final allocation of funding received from the Scottish Funding Council. The costs for migration to the new pay scale have been assumed in the draft budget. The Finance Manager advised that overall the budget will show a deficit including depreciation, also advising that Salaries are a main cost in the budget. Discussions have taken place with Budget Holders across the college in terms of savings. Members noted the reduction in energy costs for last year. The Finance Manager highlighted that the

## Board of Management Finance and General Purposes Committee

---

current year also includes some Operational Plan spends in some areas. She advised that going forward, we hope to have confirmation that the government will pay for migration costs.

Members discussed the Pay Award and the potential impact of the support staff pay award and any potential changes to their conditions following negotiation with the support staff union. The Director reported on the National Job Evaluation Scheme, which will aim to remove inconsistencies in the role.

In terms of the UWS re-charges of £80,000, the Principal advised that the University Funded Places are indicated for the student at the start of the HN Course on the assumption that they will progress. Members agreed that this was a low risk.

The Chair indicated that at this present time with the cost and funding implications of pay negotiations still uncertain, the Committee would be uncomfortable recommending a budget deficit to the Board, but in the current circumstances there appeared to be no alternative.

The Chair thanked the Finance Manager for the report.

**Decision:** Members recommended the 2017-18 Draft Budget for approval by the Board, with a caveat to aim for a balanced budget.

### 6 Estates Update

The Director of Organisational Development and Facilities provided an update on Estates, advising that a detailed report will be presented to the Finance and General Purposes Committee at the start of Academic Session 2017-18. In terms of the Voluntary Severance Scheme, following advice from the Scottish Funding Council, Depreciation money was allocated for the Scheme amounting to £278,000.

The Director advised that there were no planned major estates work over the summer period. In terms of the heating works at the Stranraer Campus, which has gone out to tender, there have been two site visits. Work is progressing in preparation of works over the summer.

A review of carbon management is being progressed, in terms of energy savings. Flood Prevention works have now been completed, with an update provided to the Insurers. The claim amounted to around £50,000 without the clean-up costs.

The Chair thanked the Director of Organisational Development and Facilities for the Estates Update.

### 7 Engineering Equipment

The Director of Organisational Development and Facilities spoke to the report which had been issued, requesting the purchase of new Engineering Equipment. The Director advised of the benefit to Learners, which will also enhance the whole learning environment. Employers have commented that the equipment is out of date, which is forming the rationale behind the bid. The Funding for the equipment, totalling approximately £310,000, is sought for in two stages, initially

## Board of Management Finance and General Purposes Committee

---

to start works over the summer for session 2017-18, and the final funding to be released in April 2018 for delivery in session 2018-19.

The Chair thanked the Director of Organisational Development and Facilities for the report.

**Decision:** Members noted the report and approved the application for the release of funds from the Arm's Length Foundation to fund the Engineering Equipment.

### 8 Voluntary Severance Scheme Update

The Director of Organisational Development and Facilities spoke to the report which had been issued, advising on the current position following the completion of the Voluntary Severance Scheme. The scheme closed for applications on 31<sup>st</sup> March 2017. There was a lot of initial interest and 27 formal requests were received. The Principal had delegated authority to approve packages below £40,000 and all requests did fall below this amount. The total redundancy costs have come in within the budget allocation of £278,000, at £251,847, with £104,564 to re-invest elsewhere and go towards funding some of the operational plan requests that were put forward. The Director advised that the first signing of all settlement agreements had taken place, as of yesterday. A second signing of the agreements will take place towards the termination date of 31 July 2017.

The Voluntary Severance scheme was approved for a two year period. The Director advised that a discussion would be brought back to the Board if there was any reason to apply the Voluntary Severance Scheme again within this period. A more detailed paper on the Structure will accompany this report for the full Board Meeting on 6<sup>th</sup> June.

The Chair thanked the Director of Organisational Development and Facilities for the report.

Members noted the report.

### 9 Industrial Action by EIS Update

The Director of Organisational Development and Facilities provided an update on the Industrial Action by EIS, advising that the Strikes have been suspended at present. She advised that during the 6-strike days so far, attendance by Lecturers in the college varied on a daily basis, with more classes running as each day progressed. In terms of withholding of money, the Director advised that the calculations have been based on staff working over a 5-day period and the deductions in the pay will be made in accordance to this as our Lecturing Contract stipulates a 5-day period. Some colleges have 7 day weekly contracts with their lecturing staff and EIS are pressing for a 1/365 deduction.

The Director advised that timetabling is currently being progressed for 2017/18.

The Principal advised that the key priority at this stage is for an agreement to be reached, with additional funding to prevent increased pressure on the staffing budget. College Principals are looking at a cross-sector proposal, to be discussed further at the Employers Association meeting arranged for next week. The Principal advised that she is attending a Funding and Finance

## Board of Management Finance and General Purposes Committee

---

Committee tomorrow to look at costs and scenarios. The Principal reported that although Strikes have been suspended at this stage, the agreement is still very much in discussion in relation to:

- Working Hours
- Annual Leave
- Salary Conservation

Until any additional funding is confirmed, the pay award has been included in the budget on the assumption that it will be funded by the College. Promoted posts have been costed in the budget also as worst case scenario.

The Chair thanked the Director of Organisational Development and Facilities for the update.

### **10 Finance Update (including Management Accounts)**

The Finance Manager spoke to the report which had been issued, reporting on the aim to achieve an underlying break even position at the end of July. In terms of the balance sheet, members noted that the cash at bank figure has increased substantially since February. By the end of July, expenditure from depreciation cash is expected to be £355,000

The Principal confirmed that there are sufficient funds to cover extra teaching days if deemed necessary following the strikes. In answer to a question in terms of targets, she advised that we are on target for our credit activity.

The Chair thanked the Finance Manager for the report.

Members noted the report.

### **11 Aged Debt Report**

The Finance Manager spoke to the report which had been issued, advising that the figures included in the report are as at March 2017, reporting that overall the debt has increased by around £10,000 as at April 2017. Following advice from the debt collection agencies, the balances have been written off for the irrecoverable older debts. Following Scottish Government direction on debts, the Finance Manager advised that we have to pursue student debts and any over payments, as per the Student Support Audit. The college is responsible for paying debt collection fees, which cannot be claimed from Bursary Funds.

The Chair thanked the Finance Manager for the report.

**Decision:** Members noted the aged debt balances at March 2017 and approved the proposed balances to be written-off totalling £3,251.11

### **12 Cash Flow Forecasts**

The Finance Manager spoke to the report which had been issued, giving a summary of projections up to 31<sup>st</sup> July 2017. She advised that the Lennartz payments will be completed in July 2018. In answer to a question, the Finance Manager advised that VAT cannot be claimed in terms of Engineering equipment, however a partial reclaim may be submitted for the Restaurant and Salons.

## **Board of Management Finance and General Purposes Committee**

---

The Finance Manager reported that the Scottish Funding Council have advised that if any colleges experience any issues in terms of cash flow, an early payment would be made to support colleges.

The Chair thanked the Finance Manager for the report.

Members noted the report, including the forecast movements and closing bank balances in the period.

### **13 Any other Business**

#### **13.1 Recruitment**

The Principal advised that she had been meeting with the Heads of Faculties to discuss recruitment for next session. A final review meeting has been arranged to ensure that places have been maximised. In terms of Electrical Engineering, the Director reported on a day release programme for next year. For Foundation Apprentices there are 17 confirmed places, and approximately 238 school pupils for the DEC (Design Engineering Construction) programme.

The Principal advised that any impact from the Industrial Action will be monitored when reviewing recruitment.

### **14 Date and Time of Next Meeting**

The next meeting of the Finance and General Purposes Committee will take place on Tuesday 26 September 2017 at 2 pm.

## Board of Management

### Minute of the Meeting of the Remuneration Committee of the Board of Management of Dumfries and Galloway College held on Tuesday 21 March 2017 at 2 pm in Room 1074b

<b>Present:</b>	Delia Holland (Chair) John Henderson	Brian Johnstone Ian White
<b>Agenda item 6 only:</b>	Carol Turnbull, Principal	
<b>In attendance:</b>	Jannette Brown, Secretary to the Board and Vice Principal Corporate Services & Governance Ann Walsh, (new) Secretary to the Board	
<b>Minute Taker:</b>	Heather Tinning, Executive Team Assistant	

#### 1 Welcome and Apologies for Absence

The Chair of the Remuneration Committee welcomed all to the meeting, in particular Ann Walsh, the new Secretary to the Board. No apologies were intimated. The Secretary to the Board confirmed the meeting was quorate with enough members present to allow decisions to be made.

#### 2 Declaration of Interest

Members agreed to indicate declarations of interest as appropriate throughout the meeting.

#### 3 Minute of Previous Meeting

The Minute of the Remuneration Committee held on 5 April 2016 was approved.

#### 4 Matters Arising

The Chair advised that all actions agreed at the last meeting had been acted upon.

#### 5 Principal's Performance Review Update

The Regional Chair presented the report which had been issued. Following discussion on Performance Measures, the Regional Chair advised that Measures for the Principal, 2017/18, are yet to be agreed. It was suggested to look at identifying Performance Measures that are measurable, these could include some that are qualitative.

The Chair questioned whether having two board members to undertake the Principal's performance review would make it more objective. The Regional Chair advised that performance review of the Principal is part of his contract, this review is reported and discussed with the committee. This, along with other performance assurances through regular reporting at Board and Committee meetings provided reassurance. Agreed no change to the current process; it is already planned to be reviewed after a full cycle.



## Board of Management

**Action:** The process to be reviewed after a full cycle and discussed at the Remuneration Committee in 2018

The Secretary to the Board suggested that another meeting of the Remuneration Committee take place to discuss the Principal's Objectives for 2017/18.

**Action:** Additional meeting to be organised in consultation with the Chair and the Regional Chair

The Committee noted the report, and the good progress made so far.

*The Principal joined the meeting.*

### 6 Executive Team Pay Award

The Principal spoke to the report which had been issued, proposing that when the agreement had been reached for a Pay Award for other staff that the same figure is awarded to EMT from 1<sup>st</sup> April 2017. Following discussion, the Principal advised that historically the same percentage has been awarded across both Academic and Support staff. Scottish Government have indicated the Public Sector should be awarded 1% Cost of Living increase. It was agreed to defer any decision until an agreed National Pay Award. Following notice of the Pay Award, another meeting of the Remuneration Committee will be held.

**Action:** Committee members to hold 1pm on 30<sup>th</sup> May in their diary. If the pay award has not been agreed before then, the meeting will be reorganised.

*The Principal left the meeting.*

### 7 CDN Remuneration Committee Member Training

Discussion surrounded the College Development Network Remuneration Committee Member Training that had been offered to Remuneration Committee members. The Chair commented that the training emphasised how important the Government see the role of the Committee, and advised of a need to review some remits and number of committees. Although the Training is not mandatory, it was agreed that all Remuneration Committee members complete the training.

**Action:** Only one Member left to complete the training.

### 8 Any other business

#### 8.1 Date for future Remuneration Committee Meetings

The February 2018 meeting may need to change to align to when Pay Awards are agreed.

#### 8.2 Vice Principal

The Chair thanked Jannette Brown for her support to this committee, as both the Secretary to the Board and Vice Principal Corporate Services and Governance, and wished her well in her future plans.

### 9 Date and time of next Meeting

The next meeting is planned to take place on Tuesday 30<sup>th</sup> May 2017 at 1 pm.

## Board of Management Learning and Teaching Committee

**Minute of meeting of the Learning and Teaching Committee of the Board of Management held at the Dumfries Campus on Tuesday 30 May 2017 from 2.00 pm in Room 2097.**

<b>Members present:</b>	Delia Holland (Chair) John Henderson Barry Graham Naomi Johnson	Carol Turnbull (Principal) Kenny Henry Rob Orr
<b>Faculty representatives:</b>	Peter Woods Jim Maginess	David Denholm
<b>In attendance:</b>	Andy Glen, Vice Principal Performance and Planning Ann Walsh, Secretary to the Board	
<b>Minute Taker:</b>	Heather Tinning, Executive Team Assistant	
<b>Item 3 only</b>	Sharon Glendinning, Crichton Campus Development Manager	
<b>Items 3 and 4 only</b>	Brian Johnstone, Chair of the Board of Management	
<b>Item 4 only</b>	June Holland, Head of Faculty for Education, Health & Social Studies Janet Weir, Head of Faculty for Hairdressing, Beauty, Hospitality and Sport Jim Maginess, Head of Faculty for Building and Engineering Gillian Rose, Curriculum Leader Business, Computing and CI	

### **1 Welcome and Apologies for Absence**

The Chair welcomed members to the meeting, in particular Rob Orr, Naomi Johnson and Ann Walsh who were attending their first Learning and Teaching Committee meeting. Apologies for absence were intimated on behalf of Ian White, Emma Curtis and Andy Wright.

The Secretary to the Board confirmed the meeting was quorate with enough members present for decisions to be made.

### **2 Declaration of interest**

Members agreed to indicate declarations of interest as appropriate throughout the meeting.

### **3 Presentation – Planning for Your Future Event**

The Crichton Campus Development Manager, Sharon Glendinning gave a comprehensive presentation to Members

- The Planning for your Future Residential Event is a new initiative in Dumfries and Galloway, developed by a multi-partner Short Life Working Group, chaired by Sharon Glendinning.
- To engage young people in the region most at risk of disengaging, showing signs of low confidence, low levels of ambition or lack of awareness of future choices and opportunities.

## Board of Management Learning and Teaching Committee

- The event will take place at both the Crichton Campus and SRUC Barony Campus.
- The residential aspect is a key component of the new initiative and accommodation will be provided at SRUC Barony Campus.
- The key aims of the new initiative are:
  - to support our young people to make informed decisions on their future education and employment choices;
  - to assist our young people with the transition from school into further or higher education at College or University; or into the world of work; and
  - to raise the profile of the Crichton Campus and the academic and vocational opportunities available within Dumfries & Galloway and beyond.
- The PFYF Residential Programme is directed at (current) S2/S3 pupils, who are considering their senior phase choices.
- The three-day event will be held between 19<sup>th</sup> and 21<sup>st</sup> June 2017.
- Open to all Secondary Schools in Dumfries & Galloway
- A maximum of 64 spaces available in this pilot year
- A minimum of 2 students per school encouraged to participate
- Looking likely that all places will be taken up and all schools have pupils attending

Members thanked Sharon Glendinning for the presentation.

**Action:** The Executive Team Assistant to circulate the Presentation to Committee Members

#### 4 Presentation – 2018-2023 Curriculum Plans

Heads of Faculty presented 5 year curriculum plans to the Committee, covering each of their curriculum areas. These included: access and progression pathways, including articulation to University; new areas of provision being explored/considered (eg food and drink, enterprise and retail skills), the development of a Care Academy with University partners, a new level 3 Access course and examples of working with employers and industry. The presentations were well received and a summary report will be submitted to the full Board of Management at its meeting in October.

**Action:** Committee Members to forward comments on the Presentations to the Principal or the Secretary to the Board

Members thanked the Heads of Faculties and Curriculum Leader Gillian Rose for their Presentations.

Head of Faculty Jim Maginess is leaving the college in the summer. The Chair thanked Jim for his contribution to this committee and wished him every success in his future plans.

*(Barry Graham left the meeting)*

**5 Minute of Meeting of 28<sup>th</sup> February 2017**

The Minute of the Meeting of 28<sup>th</sup> February 2017 was approved.

**6 Matters Arising****6.1 Student Association Engagement**

Following discussion at the last Learning and Teaching Committee meeting a paper was presented at the Board meeting on 7<sup>th</sup> March, on effective engagement between the Board and the student association. The Chair advised that the Board wants to hear a strong student voice and have effective collaboration with the student association. A sub group of Board Members, including the Chair of the Board, the Vice Chair, Pat Kirby and Barry Graham recently met and identified key actions to take forward. A meeting has been arranged this week with the Chair and the Vice Chair to meet with the Principal, Vice Principal for Performance and Planning, the Quality Manager and the Student Engagement Officer to discuss engagement between the Student Association and the Board. The Chair advised that the work on the draft Student Association's Constitution, Self-Evaluation and the Development Framework is ongoing. The Chair advised that the Student Association is a key area for this committee to monitor, and reported that an update will be provided at the next Learning and Teaching Committee meeting.

**7 Update on Education Scotland Short Life Working Groups**

The Principal spoke to the report which had been issued, providing a progress update to the committee on the four Short Life Working Groups that had been set up. The Principal advised that one of the Working Groups has either completed or the actions have been amalgamated with the other groups. The work in the other groups is ongoing, with some of the actions to be implemented at the start of next session. The three key strategies comprising of Learner Engagement; Learning and Teaching and Retention and Achievement will be presented to this Committee.

Members noted the report.

**8 Student Association Update – report on Office Bearers**

The Principal spoke to the report which had been issued, providing an update in terms of the current position following the elections. Leah Thomas has been appointed as the Student Association President, on a full-time basis, and Tony Conlon has been appointed for the Vice President, both commencing posts from the 1<sup>st</sup> of July 2017.

The Principal advised that Emma Curtis the Vice President had received a prize from the Presiding Officer as one of the key presenters for giving the best input into the chamber open forum. The Chair asked for our congratulations to be passed on to Emma.

In terms of the draft Student Association's Constitution, Self-Evaluation and Development Framework, the new President and Vice President will continue to develop the documents. The

## Board of Management Learning and Teaching Committee

---

Principal advised that a Learning Engagement Officer had been appointed this year to provide additional support to the Student Association. The Principal reported that the last President stepped down from his position to concentrate on his studies and to focus on his passion of sports. Discussion continued on the wider responsibilities that the Student Association are asked to undertake and how to ensure they are well supported. The Principal reported that another rural college was experiencing similar issues.

Members noted the contents of the report.

**Action:** The Chair asked for thanks to be passed to Emma for her contribution to the Learning and Teaching Committee

### 9 Learning and Skills Update

The Principal spoke to the report which had been issued, asking members to note an amendment to the Celebration of Success for Hospitality which is now taking place on 12<sup>th</sup> June. The Principal advised that it has been a challenging time for the college, with the main focus now on supporting learners to complete their courses. To support this a number of decisions had been made including standing down some Learning and Teaching duties, to maximise the amount of time available to support the learners. The schools have also been advised that the new school groups will be delayed until August, instead of the planned date of week beginning 12<sup>th</sup> June. The Heads of Faculties are working closely with Course Teams and Staff during this period. If a further week of classes are necessary, beyond the term end date of 9<sup>th</sup> June, this will be agreed in discussion with the Heads of Faculties. Other contingencies will be put in place including extension of Bursary Funding and the provision of buses to be extended for a further period of time. Owing to a slight underspend on the Student Bursaries, the college is able to offer an extension without asking for additional funds. Although the Principal spoke of her concern over Self Evaluations, the key factor is for the learners to complete their courses to allow for the college to meet the deadline for results, which is the 23<sup>rd</sup> June. The Retention and Attainment figures may be lower for this year owing to the current situation.

In terms of the Celebrations of Learning Events, the Principal advised that the Events are held for FE Students, which has evolved this year into curriculum groups. The Graduation Ceremonies that take place in Dumfries and Stranraer are for HN Students. The Principal reported on the successful Celebration of Learning Event at Stranraer last night, with over 250 people attending, 80 of which were students. Board Members are welcome to attend the Ceremonies.

Members noted the contents of the report.

*(Head of Faculty for Building and Engineering left the meeting)*

### 10 Key Performance Indicators

The Principal spoke to the report which had been issued, advising that overall the retention figures were the same as last year, with 83% actual in Full-time Higher Education. Following discussion on target setting, the Principal advised that the success rate target for Full-time further education

students is set by the Scottish Funding Council. Members noted that the college was currently sitting at 61%. The college targets were set in 2014 for a 3-year period, and will be re-set for 2017-20. Moving forward, the Principal advised that the college will seek to re-align early retention and retention targets and look at HE attainment. Discussion continued on the disappointing percentages in terms of the Early Student Retention and Retention. The Principal reported that the figures were aspirational, and that overall the sector average for ESR is going downwards, which is causing concern at sector level. In terms of sector average, the Principal advised that she has discussed KPIs with another Rural College who is also below the average.

In answer to a question regarding why the PIs do not reflect the last excellent Education Scotland Report and the Quality of Learning and Teaching, the Principal advised that the targets are measured by the Government, and does not measure the Quality of Learning and Teaching. John Bowditch is visiting the college on 5<sup>th</sup> June to attend two Self Evaluation sessions in the Access to HE Programme and HNC Early Education. The Chair asked that John Bowditch be invited to attend one of the Learning and Teaching Committee meetings.

Members noted the report, and also that the college has achieved the credit targets for this year.

## **11 Quality audit Reports/Surveys**

### **11.1 Complaints Handling Statistics**

The Principal spoke to the report which had been issued, reporting that no particular area is generating complaints and causing any concern. She advised that the Categories identified are set at sector level. Staff have received training in terms of how to record complaints, and how to identify the difference between a complaint and a query.

The Principal asked that the committee take great re-assurance that no specific issue has been raised.

Members noted the report.

## **12 Any other business**

None.

## **13 Date and time of the Next Meeting**

The next meeting of the committee is to take place on 3<sup>rd</sup> October 2017, at 2 pm.