

Board of Management Learning and Teaching Committee

Date: 3 October 2017

Time: 2pm

Room: 2097

A G E N D A

Presented by

- | | | | |
|------|--|------------|-------|
| 1 | Welcome and Apologies | | DH |
| 2 | Declaration of Interest | | DH |
| 3 | Presentation - Passport to College | | JH |
| 4 | Minute of Meeting of 30 May 2017 | (attached) | DH |
| 5 | Matters Arising | | |
| 5.1 | Planning for Your Future Event Update – Initial Survey Results | (attached) | CT |
| 5.2 | Education Scotland – SLWGs. Main Points for Action Final Summary Paper | (attached) | AG |
| 6 | Student Association Update | (attached) | LT |
| 6.1 | Student Association Constitution | (attached) | LT/AG |
| 6.2 | Student Association Strategic and Operational Plan 2017-18 | (attached) | LT/AG |
| 6.3 | Student Association Partnership Agreement | (attached) | LT/AG |
| 7 | Annual Self Evaluation Report 2016-17 (How Good is Your College) | (attached) | AG |
| 8 | Vice Principal (Learning & Skills) Update | | SAW |
| 8.1 | Learning and Skills Strategy | (attached) | SAW |
| 8.2 | Key Performance Indicators (KPIs) Update | (attached) | SAW |
| 8.3 | Curriculum Update | (attached) | SAW |
| 9 | Access and Inclusion Strategy | (attached) | SAW |
| 10 | Crichton Campus Consolidated Outcome Agreement 2017-18 | (attached) | CT |
| 11 | Dumfries and Galloway College Regional Outcome Agreement (ROA) 2017-18 | (attached) | CT |
| 12 | Quality Audit Reports/ Surveys | | |
| 12.1 | Complaints statistics July 2017 | (attached) | AG |
| 13 | Review of Name, Attendees and Dates of Meetings | | DH |
| 14 | Any Other Business | | |
| 15 | Date and Time of Next Meeting - Tuesday 5 December 2017 at 2pm | | |

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 3 October 2017 from 2.00 pm in Room 2097

Members present: Delia Holland (Chair) Carol Turnbull (Principal)
John Henderson Kenny Henry
Ian White
Leah Thomas Tony Conlon

Faculty representatives: Peter Woods

In attendance: Brian Johnstone, Chair of the Board of Management
Andy Wright, Vice Principal Learning and Skills
Andy Glen, Vice Principal Performance and Planning
June Holland, Head of Curriculum
Janet Weir, Head of Curriculum
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 Leah Thomas (Student Association President) and Tony Conlon (Student Association Vice President) who were attending their first Learning and Teaching Committee meeting. The Chair also welcomed Heads of Curriculum June Holland and Janet Weir to their first full Learning and Teaching Committee meeting, as attendees. Apologies for absence were intimated on behalf of Barry Graham, Rob Orr, Naomi Johnson and David Denholm.

The Secretary to the Board confirmed the meeting was quorate.

2 Declaration of interest

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

3 Presentation – Passport to College

The Head of Curriculum, June Holland gave a comprehensive presentation to Members on the new Passport to College course:

- The Passport to College course is a Certificated course, looking to engage individuals who lack confidence and/or qualifications
- A one-year course, running three-days per week
- Curriculum Manager Laura Webster is responsible for the course, with significant input from the Sports Team.
- Participants will receive a Group Award in Personal and Social Development

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- At present there are 5 applications, with a target of 14 - confident will be on target to meet numbers when the course starts
- Course to commence 1st November, advice sessions to take place on 13th and 25th October
- Course marketed in different ways including Social Media, with direct marketing to schools

June Holland advised that in her new role as Head of Curriculum, she is looking to progress a focus group with key stakeholders from the schools with regard to links and common approaches with the schools.

Members thanked June Holland for the presentation.

4 Minute of Meeting of 30 May 2017

The Minute of the Meeting of 30th May 2017 was approved.

5 Matters Arising

5.1 Planning for Your Future Event Update – Initial Survey Results

The Principal spoke to the report which had been issued, advising that the Planning for Your Future Event was a great success, with 64 students attending the residential programme. She advised that college staff were heavily involved in the organisation and delivery of the Event. Members noted the Initial Survey results and the increase in the level of interest in college by over 10%, following the Residential Event. The Principal spoke of the challenge for the college, including how to maintain engagement and continue to build on the positive response. The Principal advised that the Academic Partners are keen to progress another event, with the intention to look at a slightly different cohort next year in terms of wider opportunities.

Members noted the initial positive response.

5.2 Education Scotland – Short Life Working Groups

The Vice Principal Performance and Planning spoke to the report which had been issued. The Vice Principal highlighted the key points:

- Look to change Self Evaluation model going forward to link in with How Good is Our College
- With regard to Learning and Teaching, look to work closer with Student Association – a key priority identified in 2016
- Adapted a Student Association model with colleagues from Borders College including the introduction of Curriculum Reps to summarise common themes from Curriculum areas
- The Vice Principal Performance and Planning meets monthly with Curriculum Managers to discuss retention. Members discussed their concerns over the retention figures that are reported to this committee, and agreed to monitor this. In terms of recruitment, the Principal advised that we operate a first come open access policy, where other colleges are more selective and also don't offer lower level courses
- The Vice Principal Performance and Planning is working with Curriculum Managers to identify students at risk and the Vice Principal Learning and Skills is working with teams on Course Assessment Planning

Members noted the report and were confident that issues identified are being addressed through the actions being implemented.

6 Student Association Update

The Chair, Delia Holland, advised that a paper had previously been presented to the Board of Management identifying the need to have a vibrant Student Association, strong and effective and an Association that contributes to Quality and Governance. The Student Association President updated members on recent developments and reported on very positive feedback from Freshers' Week. The Student Association President is attending classes to update groups on the Student Association and the Class Rep Role, prior to forthcoming elections and subsequent training. To maintain consistent cover at the Stranraer Campus a member of the Student Association Executive Team will be based at Stranraer once a week.

6.1 Student Association Constitution

The Student Association President advised that the Constitution has been revised following advice from NUS. The question was raised whether the Chair of the Board, rather than the Vice Principal, should sign on behalf of the Board. It was agreed to confirm this prior to the constitution being signed.

In terms of Audit of the Student Association Accounts, the responsibility lies with the Finance Manager, as part of an Audit.

Decisions:

- Members recommend that the Constitution be adopted for signature
- The Finance Manager to produce an Income and Expenditure Summary detailing the Student Association Finance as part of the Financial Update, including:
 - Income and Expenditure for year, up to July 2017
 - Budget up to July 2018

Action: The Constitution was approved, subject to confirmation of the signatory as discussed, for recommendation to be adopted by the Board.

6.2 Student Association Strategic and Operational Plan 2017-18

The Student Association President spoke to the Strategic and Operational Plan, providing an overview on challenges throughout the year, based on Student Engagement and links with the Quality Framework. The plan includes key themes based on How good is Our College. The Operational Plan will be reviewed throughout the year by the Student Association President and the Quality Manager.

Decision: Members approved the plan and will receive regular updates

6.3 Student Association Partnership Agreement

The Student Association President advised that the Partnership Agreement has been revised, finalised and signed by the Student Association President and the Principal. The Agreement sets out the agreed priorities for Academic Session 2017/18.

The Committee noted the content of the of the agreement.

The Chair thanked the Student Association President for the reports.

7 Annual Self Evaluation Report 2016-17 (How Good is Your College)

The Vice Principal Performance and Planning spoke to the report which had been issued, reporting on the main points of the interim evaluative report. The Vice Principal reported that the college previously produced a Self-Evaluation Report of the college's ROA and Annual Quality Report and advised that an evaluation of both is included in the new process. Following a recent meeting with Education Scotland and the Scottish Funding Council to discuss the Report, an updated paper will be presented at the Board of Management Meeting on 10 October 2017. The final report is required to be signed by the Principal and submitted by 31st October 2017.

Following discussion on the Structure identified in the Report, the Principal advised that the Creative Industries Curriculum Manager position shown as Vacant has now been filled. In terms of the Stranraer post, the position remains vacant. The Principal and the Vice Principal Corporate Services are progressing the job description.

Members noted the comprehensive report, and agreed that the report was a fair representation of the college.

8 Vice Principal (Learning and Skills) Update

8.1 Learning and Teaching Strategy

The Vice Principal Learning and Skills spoke to the Learning and Teaching Strategy report for 2017-2020. The Vice Principal reported that meetings had taken place with Curriculum Managers, L&T Mentors and Heads of Curriculum to progress the Strategy, including identifying realistic, aspirational targets that are in line with the Regional Outcome Agreement (ROA).

Decision: Members approved the Learning and Teaching Strategy, for recommendation to the Board of Management for adoption

8.2 Key Performance Indicators

The Vice Principal Learning and Skills spoke to the report that had been issued, providing an update on the colleges' Key Performance Indicators. The Vice Principal reported that the Sector percentage has still to be confirmed for 2016-17. Members noted an actual of 69% with a target of 76% for FT FE Retention. In comparison to 2015-16 an actual of 70% with a sector percentage of 83.5%, showed a significant difference particularly in FE retention and sector average. The focus for 2017/18 includes at risk learners for courses.

Members discussed progress against targets and thanked the Vice Principal for the report.

8.3 Curriculum Update

The Vice Principal Learning and Skills spoke to the report that had been issued, summarising key issues including areas of poor retention. In terms of enrolment, the Vice Principal advised that we did not recruit to specific target figures. Members noted the shortfall of 167 full time learners across the college. The Vice Principal spoke of the challenges in moving forward and reaching our credit target, including pupils continuing with their education at school and changes to the

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University Access policy in terms of wider access. The Principal reported of a meeting that she is attending with the Head of Education and Head Teachers in the West of the Region to discuss next steps in terms of developing appropriate pathways and progression routes.

Members noted the report.

9 Access and Inclusion Strategy

The Vice Principal Learning and Skills spoke to the report which had been issued, advising that the Strategy had been completed by the previous Vice Principal Corporate Services and Governance as a requirement by the SFC, to support the Extended Learning Support fund included in the core grant.

Decision: Members noted the report and approved the Strategy and recommend it to the Board for adoption

10 Crichton Campus Consolidated Outcome Agreement 2017-18

The Principal spoke to the Crichton Campus Consolidated Outcome Agreement 2017-18, an agreement between the SFC and the Academic Partners, and one that highlights areas of collaboration work. The Principal advised that the information in the Agreement is reflected in the College's Regional Outcome Agreement.

Members noted the contents of the Crichton Campus Consolidated Outcome Agreement.

11 Dumfries and Galloway College Regional Outcome Agreement 2017-18

The Principal spoke to the report which had been issued, which following final funding allocation has now been signed by the Principal and the Chair.

Members noted the final, signed version of the Regional Outcome Agreement 2017-20.

In answer to a question on the Employer Advisory Board (EAB), the Principal advised that the EAB operates in different ways across different curriculum areas. The Head of Curriculum Janet Weir has responsibility for working with Curriculum Managers to implement the Employer Engagement Strategy that was approved by the Board.

With regard to the Bridge project, the Principal advised that discussions are ongoing at this stage. The Vice Principal Learning and Skills and Head of Curriculum June Holland are attending meetings with regard to the college's involvement and to look at timetabling and common theme approaches. The college name is included on the banner as one of the Partners outside the new Building. A Board Member commented on the appropriateness of this given that there is no firm strategy in place at this stage.

12 Quality Audit Reports/Surveys

12.1 Complaints Statistics July 2017

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The Vice Principal Performance and Planning spoke to the report which had been issued, providing an update on the complaints statistics. Members discussed the complaints identified including an increase from 48 to 71 overall complaints for period 1st August 2016 to 31st July 2017. The Vice Principal advised that no complaint was recorded above stage 2, where the number of stage 2 complaints (the Investigation stage) decreased by 13.

Members noted the findings of the report.

13 Review of Name, Attendees and Dates of Meetings

The Chair asked members to consider the name of the Committee, previously known as Quality and Curriculum Committee. The Chair also spoke of the current attendance at committee meetings, including Members, Faculty Representatives and Attendees. The Vice Principal Learning and Skills agreed to take forward the Vacant Stranraer position for the Faculty Representative.

Actions: Members to e-mail comments to the Board Secretary for discussion at the next meeting
Review of Name, Attendees and Dates of Meetings to be included on next L&TC Agenda
The VP Learning and Skills to progress the Vacant Stranraer position for the Lecturing Rep
Vacancy

14 Any other Business

14.1 CDN Development Programme

The Chair encouraged members to attend a CDN Board Development Programme on 14th March 2018 in Stirling, a specific Workshop for Learning and Teaching Committee members.

Action: Members to forward interest to attend to the Board Secretary

15 Date and Time of Next Meeting

The Chair spoke of the concern that Learning and Teaching Committee meetings are very close to the Board meetings (just one week prior). Future dates of the Committee could be brought forward by one week. It was agreed to remain with the scheduled date of Tuesday 5th December 2017 at 2 pm for the next Learning and Teaching Committee meeting, with a decision regarding future meetings to be made then.

The Chair of the Board, Brian Johnstone, advised that all Board Members are invited to attend any Committee meeting.

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.

Members present:	Delia Holland (Chair) John Henderson Barry Graham Naomi Johnson	Carol Turnbull (Principal) Kenny Henry Rob Orr
Faculty representatives:	Peter Woods Jim Maginess	David Denholm
In attendance:	Andy Glen, Vice Principal Performance and Planning Ann Walsh, Secretary to the Board	
Minute Taker:	Heather Tinning, Executive Team Assistant	
Item 3 only	Sharon Glendinning, Crichton Campus Development Manager	
Items 3 and 4 only	Brian Johnstone, Chair of the Board of Management	
Item 4 only	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.

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- 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 19th and 21st 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 28th February 2017

The Minute of the Meeting of 28th 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 7th 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 1st 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

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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 12th 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 12th 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 9th 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 23rd 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

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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 5th 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 3rd October 2017, at 2 pm.

Learning and Teaching Committee

Planning for your Future Initial Survey Results

1 Purpose of the Report

Members of the Learning and Teaching Committee received a presentation from Sharon Glendinning, Crichton Campus Development Officer, at its May meeting regarding a Crichton campus collaborative event aimed at S2/3 school pupils called 'Planning for Your Future'. An initial survey of participants has been undertaken as part of a longer-term evaluation and is attached for information.

2 The Report

The aim of the survey was to capture immediate feedback following the residential. Key points to note are that, in response to the Question 'What do you want to do after you leave school', the number of participants selecting college increased by over 10% compared to the response prior to the event. In addition, over half of the participants did not know anyone who attended university. Full Report attached.

University of Glasgow will continue to track participants through school and into their school leaver destinations.

Crichton campus organisations will consider what actions are required to maintain ongoing engagement with participants.

3 Recommendation

Members are invited to note the initial positive response to the Planning for your Future event.

Carol Turnbull
Principal
September 2017

Learning and Teaching Committee

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 HMIE 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.

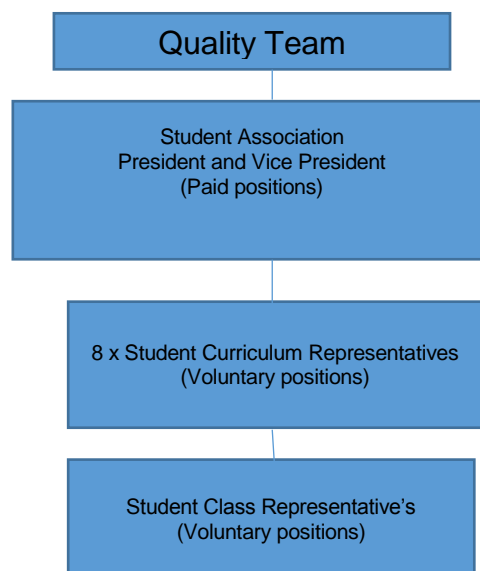
The above actions were derived from the SLWGs key findings which were;

- 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

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.

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.

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

Learning and Teaching Committee

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.

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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 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

Vice Principal:

.....

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.

Learning and Teaching Committee

Dumfries and Galloway College Student Association's Strategic and Operational Plans 2017/18

Introduction

The overarching aim of students' associations is to ensure student voices are heard, and to collectively take action to improve the student experience. An effective student association will work as an equal partner with their college, acting together as critical friends, to enable the college to develop and maintain robust quality and governance processes. Dumfries and Galloway College Student Association (DGSA) intends to accomplish this by meeting the objectives outlined in the attached Strategic and Operational Plans.

The Strategic Plan is based upon the themes and principles of the Student Engagement Framework for the Development of Strong and Effective College Students' Associations in Scotland. Furthermore, many of the quality indicators in 'How Good is our College?' are aligned with key elements of the Student Engagement Framework for Scotland. Therefore, achieving the objectives of this Plan will also have a direct impact upon realising the key themes of 'How Good is our College?'

The Operational Plan is a working document, whereby the activities performed will ensure the key actions of the Strategic Plan are met. The Operational Plan will be updated on a monthly basis to include new activities and projects as they develop. For example, details of meetings between Curriculum Reps, Curriculum Managers and DGSA will be added, once the new student representative system is in place. The plan will be monitored throughout the year and updated when key actions have been completed, and to determine what key actions are still outstanding. To date some of the key actions have already been achieved. At the end of session 2017/18, the Operational Plan and key actions of the Strategic Plan will be self-evaluated to ensure the targets have been met.

Strategic Plan

Objective	Targets	Key Actions
<p>1. Shaping the Life and Work of the College</p>	<p>1.1 Ensuring the Student Association is an integral part of the governance, quality development and decision making process in the college.</p>	<ul style="list-style-type: none"> • Re-structure of DGSA executive to two full-time sabbatical officers (President and Vice President) – achieved. • The SA President and Vice President are both members of the Board of Management - achieved. • The President and VP are line managed by the Quality Manager - achieved.

	1.2 Ensuring the Student Association is fully involved at all levels of the college decision-making process.	<ul style="list-style-type: none"> • DGSA executive are members of the Learning and Teaching Committee - achieved. • DGSA executive are invited to attend all cross college committees.
1. Shaping the Life and Work of the College	1.3 Developing partnership-working relationships between the SA, senior management, board members and teaching and non-teaching staff.	<ul style="list-style-type: none"> • Partnership agreement drawn up and signed by the President and College Principal - achieved. • Achieving NUS Responsible Futures, which is a partnership programme between College management, the curriculum and the SA. • Forwarding details of external agencies to Curriculum Managers to use within the curriculum.
	1.4 Developing the Student Association into an autonomous partner who is able to identify issues, set the agenda for discussion and act as a critical friend to the college.	<ul style="list-style-type: none"> • DGSA executive attending NUS training and events. • DGSA executive attending Sparqs training and events. • DGSA input into the new Curriculum and Class Rep system in 2017/18. • Looking at student retention through projects such as Erasmus. • Working with the Quality Team to identify patterns from first requests for service and complaints from students. • The use of 'graffiti boards' around the college to collect and record student opinions anonymously.
	1.5 Recognising the Student Association is a democratic, representative organisation, which must be able to campaign for the needs and interests of its members.	<ul style="list-style-type: none"> • DGSA being aligned with NUS Scotland to be aware of national campaigns - achieved. • Working with Curriculum and Class Reps to identify the needs of students in relation to learning and teaching. • Working with the student body to establish student needs in relation to all aspects of college life.
	1.6 Ensuring that the college engages and consults with students through the Student Association and seeks where possible to collaborate with the Student Association on matters of common interest.	<ul style="list-style-type: none"> • DGSA executive to meet at least once per term with Class Reps to gather student opinions. • DGSA executive to meet monthly with the Curriculum Reps to gather student opinions.

Objective	Targets	Key Actions
2. Governance and Democracy	2.1 The Student Association has organisational autonomy and takes autonomous positions.	<ul style="list-style-type: none"> • DGSA executive positions are open to all students and are democratically elected - achieved.
	2.2 The Student Association has appropriate lines of accountability in place.	<ul style="list-style-type: none"> • The President and Vice President are line managed by the Quality Manager - achieved.
	2.3 All student members have the opportunity to influence the priorities, decisions, and actions of the Student Association and to hold their elected officers to account.	<ul style="list-style-type: none"> • DGSA Constitution and Partnership Agreement are available to all students electronically on MyDay and in paper format by request. • Ensuring students are aware of the DGSA tab on MyDay and the documents they can access.
	2.4 The Student Association and college are able to monitor the governance structures to check they are functioning effectively.	<ul style="list-style-type: none"> • DGSA Constitution has been presented to the Board of Management and DGSA executive must report on their activities throughout the session to the Board of Management.
	2.5 Governance and democratic processes are sustained year on year.	<ul style="list-style-type: none"> • DGSA executive have a Board of Management mentor to work with them on an ongoing basis. • The Quality Manager line manages the President and Vice President and works with them and the Student Engagement Officer to ensure adequate training is implemented at the start of each academic year - achieved. • A handover meeting takes place in May each year between the exiting President and Vice President and the new SA officers.

Objective	Targets	Key Actions
3. Aware and active students	3.1 The Student Association is visible to students and that it delivers accessible and relevant services, which meet their needs.	<ul style="list-style-type: none"> • DGSA has undergone a rebranding process to ensure it is inviting and engaging to students - achieved. • DGSA is present during college open evenings. • The SA welcomed students into the college during Orientation days and provided lunchtime entertainment - achieved. • DGSA maintains the college radio, which promotes DGSA and other college events.
	3.2 Students feel able to bring their issues and concerns to the Student Association.	<ul style="list-style-type: none"> • DGSA has an open door policy and students can drop in. • DGS executive visit the Stranraer campus on a regular basis and days and times they are available are advertised in advance to students. • Using the Class and Curriculum Rep system to gather student opinions.
	3.3 The Student Association is able to gather views from all student groups.	<ul style="list-style-type: none"> • DGSA executive encourage students to use 'Have your say'. • DGSA executive have input into the Induction Survey and will evaluate and act upon answers relating to the Student Association. • DGSA executive will be involved with the Learner Voices review.
	3.4 Student members engage with the Student Associations democratic governance structures enabling them to function effectively.	<ul style="list-style-type: none"> • Encouraging students to take part in elections for Class Reps and DGSA executive positions.
	3.5 Enthusiastic, motivated students take up leadership roles at all levels of the Student Association, from President to Curriculum and Class Reps to event organisers, in order for the Student Association to develop and deliver services and activities effectively.	<ul style="list-style-type: none"> • Class Reps can see a progression route from Class to Curriculum Rep to DGSA officer. • Curriculum Reps will be identified from effective returning Class Reps. • Curriculum Reps will gain an insight into the DGSA executive role to help them determine if they wish to stand for a sabbatical position.

Objective	Targets	Key Actions
4. Sustainable resources	4.1 Ensuring that the Student Association has the resources it needs, particularly funding, paid officers, and Student Association staff.	<ul style="list-style-type: none"> • DGSA has two full-time paid sabbatical student officers - achieved. • DGSA has dedicated staff support at the Stranraer campus. The Quality Manager and Quality Team also work closely with DGSA to support the paid officers - achieved.
	4.2 Ensuring that officers and Student Association staff have the skills they need in order to deliver their roles.	<ul style="list-style-type: none"> • DGSA officers undertake the college induction programme - achieved. • College Development Network provides training for new student board members. • NUS Scotland provide training and support for Student Association officers and staff. • The Student Engagement Officer and SA officers attend Sparqs events including training and advice sessions.
	4.3 Ensuring that all resources are managed in a way that supports both the Student Associations autonomy and its partnership with the college.	<ul style="list-style-type: none"> • Budget requests are signed by the President and authorised by the Quality Manager.

Objective	Targets	Key Actions
<p data-bbox="203 221 479 277">5. Value and impact</p>	<p data-bbox="521 360 1218 459">5.1 Enabling the Student Association to articulate how it is aiming to improve the lives of students and to evidence and evaluate how well it is succeeding.</p>	<ul data-bbox="1294 225 2018 579" style="list-style-type: none"> • Advising Class and Curriculum Reps of DGSA aims during training. • Working with Class and Curriculum Reps throughout the session to promote DGSA activities. • Using My World of Work Ambassadors Project (SA officers and Curriculum Reps will be Ambassadors). • Using the SFC Student Engagement and Satisfaction Survey to identify areas for improvement. • The use of social media to promote awareness of activities and SA projects.
	<p data-bbox="521 815 1189 948">5.2 Exploring the other forms of beneficial activities Student Associations can deliver, over and above their core representative purpose, and being able to identify the Student Associations own priorities.</p>	<ul data-bbox="1294 614 2018 1150" style="list-style-type: none"> • Fundraising activities, focusing on the chosen local and national charities at both campuses. • Co-ordinating and promoting volunteering opportunities for students. • Establishing and promoting community links and partners. • NUS Healthy Bodies, Healthy Minds project. • NUS Responsible Futures project. • Ensuring there are sporting opportunities open to all students through lunch time activities and inter campus events such as the South West Trophy. • Using the College radio to help create a vibrant and engaging environment. • Ensuring there are fun and social events throughout the session, informed by student input.

Operational Plan 2017/18

July/August 2017

Event	Date	Notes
NUS Training – West Lothian College	10 th and 11 th July 2017	NUS Lead and Change two day residential training for new student officers.
College open evening	10 th August 2017	President and Vice President and Student Engagement Officer maintained a DGSA information stand and welcomed students into the college.
Sparqs event – How Good is our College? City of Glasgow College	9 th August 2017	Training for SA officers focusing on quality arrangements, engaging with apprentices, using survey data such as SSES information and the Gender Action Plan.
Orientation Week(s)	Week commencing Monday 14 th August at Dumfries Week commencing Monday 21 st August at Stranraer	DGSA had a visible focus during Orientation week in the form of an information stand with DGSA freebies. The President also spoke at the welcome meeting to inform students about the Student Association. The Quality Team organised lunchtime entertainment for 3 days at Dumfries and 2 days at Stranraer and the President and Vice President used this as an opportunity to engage with students.
Fresher's Week (both campuses)	Monday 28 th August– Friday 1 st September	Various community partners had stalls in the college at both campuses. Contact details of all of these organisations have been passed to Curriculum Managers to be utilised within the curriculum where possible. DGSA organised BBQs and live music at both campuses also.

September 2017

Event	Date	Notes
NUS Meeting – NUS Plan of Work	11 th September 2017	Meeting with Shuwanna Aaron (NUS Scotland Women's Officer) and Dougie Smith (Development Consultant) to discuss NUS Scotland's Plan of Work for 2017/18.
Health and Safety Committee	12 th September 2017	SA President attended.
NUS Training – Stranraer campus	27 th September 2017	
Charity announcement to students (both campuses)	TBA	
Class and Curriculum Rep promotion	September 2017	President, Vice President and Student Engagement Officer attending classes where requested to speak about the Student Association and the Class and Curriculum Rep system (number of classes spoken to, to be recorded).

October 2017

Event	Date	Notes
Class and Curriculum Rep promotion	1 st October – 13 th October 2017	President, Vice President and Student Engagement Officer attending classes where requested to speak about the Student Association and the Class and Curriculum Rep system (number of classes spoken to, to be recorded).
Climate change and sustainability awareness (Start of the NUS Responsible Futures Programme)	Week commencing Monday 2 nd October	
Learning and Teaching Committee	3 rd October 2017	
Board of Management Meeting	10 th October 2017	
Lunchtime sporting activities launch	After October break	Weekly lunchtime activities for students

(Start of NUS Healthy Bodies, Healthy Minds Project)		
Start of the 'Daily Mile'	TBA	Twice weekly well-being lunchtime walk around campus
Halloween fun	31 st October	

November 2017

Event	Date	Notes
Class and Curriculum Rep training	30 th October – 17 th November 2017	
Skills Development Scotland – Ambassadors Project	TBA	Training for Curriculum Reps and promotion to students
Friendly football game between both campuses at Palmerston football ground	TBA	
Scottish Student Sport promotion	TBA	
Equality and Diversity Kaleidoscope promotion	TBA	To be organised with Sue Livermore, Equality and Diversity Officer
Sparqs event	29 th November 2017	
Children in Need	17 th November 2017	http://www.bbc.co.uk/corporate2/childreninneed
Book Week	Week commencing 27 th Nov 2017	Successful bid entered by Student Engagement Officer on behalf of the SA to hold an event during this week. The Book Week theme is 'Sustain'. Our events – one at each campus – will include cooking demonstrations in line with sustainability, climate change and food ethics (bid of £400 to support).
College open evening	28 th November 2017	

December 2017

Event	Date	Notes
Learning and Teaching Committee	5 th December 2017	
Class and Curriculum Rep hamper appeal for The Trussell Trust	December 2017	
Board of Management Meeting	12 th December 2017	
South West Trophy event – Stranraer campus	TBA	
Christmas Event	TBA	

January 2018

Event	Date	Notes
Health Week and re-fresher's	TBA	
Burns Night	25 th January 2018	
Learner Voices review	15 th to 26 th January 2018	

February 2018

Event	Date	Notes
Valentine's Day	14 th February 2018	
Chinese New Year	16 th February 2018	

Student Volunteering Week	Week commencing 19 th February 2018	
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March 2018

Event	Date	Notes
SFC Student Satisfaction and Engagement Survey	TBA	Run for 2 weeks before the Spring holidays
Learning and Teaching Committee	6 th March 2018	
No Smoking Day	12 th March 2018	https://nosmokingday.org.uk/
Board of Management Meeting	13 th March 2018	

April 2018

Event	Date	Notes
SFC Student Satisfaction and Engagement Survey	TBA	Run for 2 weeks after the Spring holidays
Sabbatical Officer elections	TBA	
Easter		
South West Trophy event – Dumfries campus	TBA	

May 2018

Event	Date	Notes
Learning and Teaching Committee	29 th May 2018	
End of year fun day	TBA	
Charity donations handover	TBA	

June 2018

Event	Date	Notes
Board of Management Meeting – Stranraer campus	5 th June 2018	
Handover meeting from exiting Sabbatical Officers to new Sabbatical Officers	TBA	

Learning and Teaching Committee

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

Learning and Teaching Committee**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 and Stranraer. Dumfries campus is the largest and is 77 miles from Glasgow and 79 miles from Edinburgh. It should be noted that it takes longer to travel between Stranraer and Dumfries than it takes to travel to Stirling from either campus. 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. The population density of the region is 23/km² compared to the Scottish average of 68/km². 14.5% of the population are aged 16 to 29 years, less than the Scottish average of 18.2%. Persons aged 60 and over make up 31.5%, larger than the Scottish average of 24.2%.

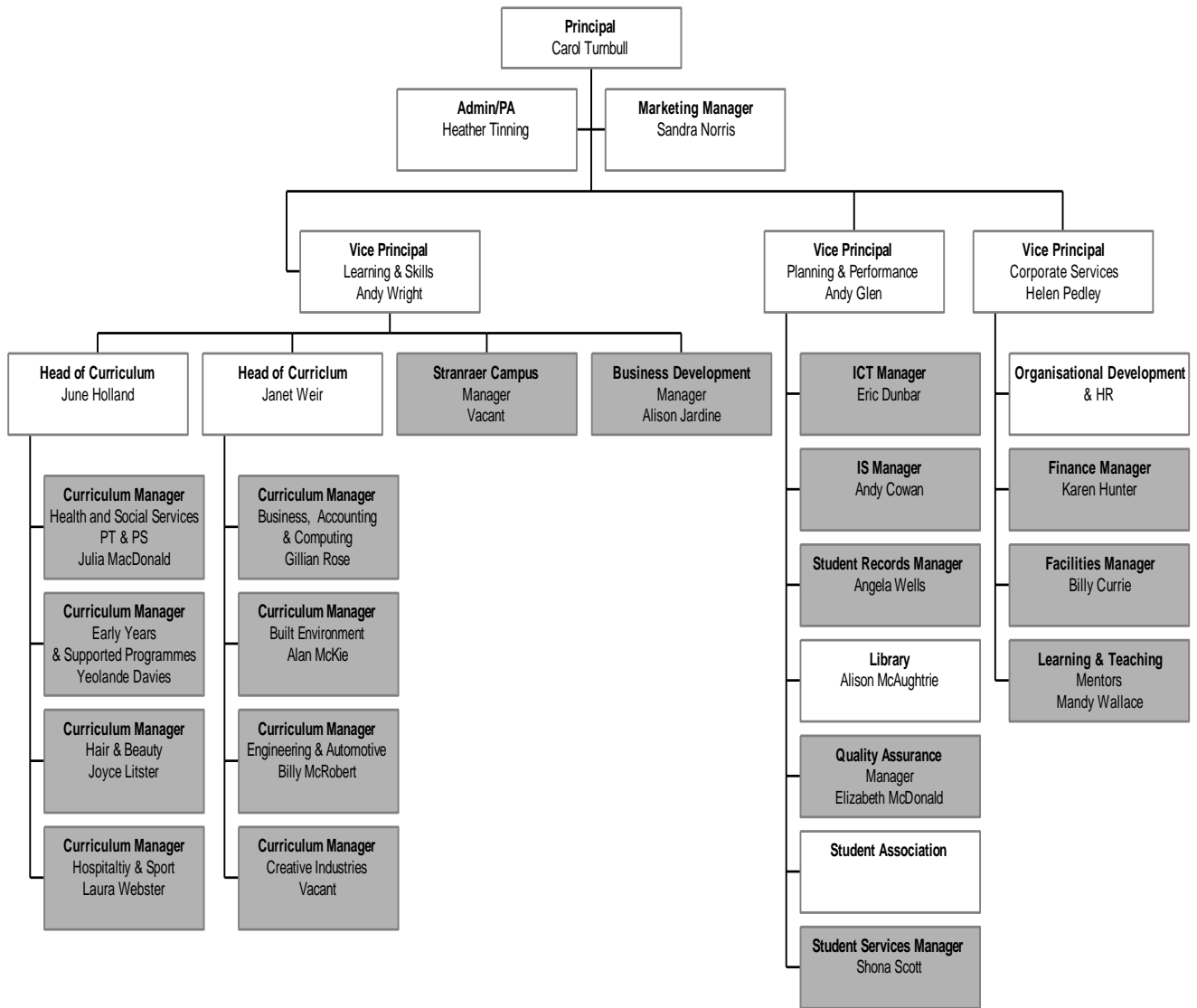
The College offers a general curriculum from Scottish Credit and Qualifications Framework (SCQF) levels 1 to 9. The College aligns itself to the Scottish Funding Council (SFC) Regional Outcome agreement thereby delivering a portfolio of programmes to provide workforce development opportunities for individuals 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.

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 current year (2017-18) has seen the start of some changes to the College in terms of staffing and structure. The self-evaluation process has been helpful in that it ensures issues highlighted in all elements of the College's analysis of its performance are taken into account when planning the way forward, leading to the production of a robust action plan for the College. This action plan will be the focus for progress in the coming academic year, with the main priority being an improvement in retention figures, FT FE retention figures in particular.

The College offers a wide curriculum over two campuses as illustrated below.



Section 2 - Evaluation Methodology

The evaluation process for the preparation of this report involved the whole College, including our Student Association, to ensure that the overall report was fully inclusive of all Internal College Stakeholders. This included workshops with Students, 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 we have also used the feedback received by external awarding body's audits, to highlight areas of strength and areas for development within this report.

Qualitative inputs from workshops together with information from all College programme self-evaluations were triangulated with all of the Quantitative Performance Indicator (PI) data available (see Table 1). Each programme 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. For example, areas around learner engagement to specifically arranged workshops and training.

In August the Vice Principal for Planning and Performance took a day out with the Heads of Curriculum to examine the overall College themes and started to prepare this report which included the feedback and themes identified. The draft report was then discussed at the Executive Management Team (EMT) meeting and additional material added into the report.

Running in parallel with the above process the Vice Principal for Planning and Performance also worked with Support Service Managers, particularly those in Academic Quality and Student Information to identify any areas of strength or areas for development within the College KPI metrics. There has been close working with our Education Scotland Adviser to ensure that this new self evaluation process was in line with expectations. By taking advice, ensuring that both Education Scotland and Scottish Funding Council were happy with what they were seeing and by also inviting a representative to attend the College to witness various events within the process to provide assurance that what is happening within our College is indeed reflected in the content of this self-evaluation.

Table 1 Showing enrolments for Curriculum areas (2016-17)

Programme	All			Summable			Summable FE FT		
	ENR	WDR	Ret %	ENR	WDR	Ret %	ENR	WDR	Ret %
Creative Industries (A0ADE)	161	20	88	161	20	88	56	11	80
Construction (A0BCR)	358	55	85	324	55	83	156	42	73
Business (A0BOM)	212	49	77	210	49	77	28	7	75
Computing (A0CMC)	149	39	74	149	39	74	56	17	70
Childcare (A0EDS)	411	106	74	409	106	74	130	37	72
Engineering/Electrical/Motor Vehicle (AOENG)	361	90	75	340	90	74	128	43	66
Care (AOHSS)	356	93	74	355	93	74	193	63	67
Hair and Beauty (A0LST)	193	69	64	193	69	64	146	59	60
Sport and Fitness Provision (A0SPO)	152	31	80	152	31	80	47	17	64
Work-based SVQs (A0SVQ)	677	85	87	336	46	86	0	0	
Open Learning (A0XOL)	1,144	207	82	759	193	75	0	0	
Community Services (S0COM)	552	17	97	533	17	97	0	0	
Hospitality (S0CTG)	150	35	77	150	35	77	78	20	74
Short Courses (CTS) (S0CTS)	1,865	3	100	352	3	99	0	0	
Employability Services (S0EMP)	86	18	79	85	18	79	0	0	
Grand Total	6,827	917	87	4,508	864	81	1,018	316	69

1: LEADERSHIP AND QUALITY CULTURE

HOW GOOD IS OUR LEADERSHIP AND APPROACH TO IMPROVEMENT?

1.1 Governance and leadership of change

- The Board of Management, the College Principal and the Executive 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.
- In order to ensure maximum Board efficacy all new Board members are linked into a 'Buddy' system and undertake CDN training together with individual appraisal and evaluation ensuring that all College business is carried forward seamlessly and effectively.
- Board members via a variety of Board committees, as well as full Board meetings, have staff and learner representation thus ensuring that any work undertaken to improve outcomes for learners is fully inclusive and also widely discussed before being approved and implemented. This ensures that the Board and Executive team develops an annual action plan for the year, taking into account the needs of students and industry. All the key themes that have been identified are subsequently prioritised into a manageable list of priorities for the year.
- 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 College has excellent Information Systems, well maintained and with large amounts of data available 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. Examples include the system in place for lecturer review, which gives live data. This in turn is analysed by relevant managers in order to capture areas of good practice and develop areas where improvements are 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
- The Board will ensure it has overarching leadership of performance monitoring KPIs. This is done by regular reports through the Learning and Teaching Committee and then to Board if necessary, presented by Executive Management Team (EMT) members. This ensures a good two-way of information and close scrutiny of KPIs by the Board.

What should we improve?

- 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.
 - Implement mentoring from Board members to managers within the new management structure
 - Chair of the Board to provide a session as part of the induction process
- The Board will continue to review the Learning and Teaching Committee in light of the new Education Scotland Quality Framework
- Using Live data to provide Dashboard of PI's for Heads of Faculty, Curriculum/Curriculum Managers and Executive Management team together with predictive analysis to better manage performance, retention and outcomes
- 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.
- 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 students in danger of leaving.
- The Board are participating in Diversity Research, What Difference Does diversity make to Board Governance, and will be involved in the Equality Challenge Unit's (ECU) Diversity in Governance Programme
- 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" carried out in February 2017 in order to continue to develop it effectiveness.

1.2 Leadership of learning and teaching

What do we do well?

- Good structure of regular meetings to ensure a good flow of information to staff. EMT meetings every 1 - 2 weeks and subsequent team meetings or 'huddles' to enable a two-way flow of information. This ensures that staff are made aware of College strategies via dissemination through manager meetings and curriculum meetings and information is fed both vertically and horizontally ensuring continuous developments and improvements.
- 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 which is driven by all Managers, as well as a peer mentor team, ensures that the College 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.

Information on their performance is easily accessible to all staff and this approach ensures best practice is shared, reflective practice is encouraged and training 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 (SA) rep feedback, together with robust analysis ensures effective improvements in the delivery of learning and teaching.
- If they feel it necessary, Curriculum Managers can identify and refer staff to the Learning and Teaching Mentors to assist with delivery of programmes, upskilling staff and therefore giving learners a measurably better experience.
- The College intends to adopt a similar model of the Faculty Councils currently in place at Borders College, using the Student Association, class reps working with the curriculum teams, to empower students in their own learning.
- Out of the 8 new Curriculum Managers who have recently taken up their posts, 7 were already deliverers, and subject specialists within the college. This enables them to manage their curricular teams with a better understanding of the delivery and the problems faced by lecturing staff, as well as knowing the strengths and weaknesses of their teams. Part of the initial challenge of the Curriculum Managers will be to ensure that all teaching staff are supported to complete their TQFE qualification.
- All staff complete an annual Staff Development Review which gives them 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 and spends around £53,000 per annum on staff development.
- 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. They have access to Peer observations which they find very beneficial; staff can see and adopt other methods of delivery from their colleagues. All staff are encouraged to peer observe colleagues which supports reflective development and the dissemination of best practice.

What should we improve?

- College PIs are well known but a perception that, in some areas, there is a lack of ownership without any real understanding of the impact each course has on the overall figures is being addressed. This is through regular meetings with VP Planning and Performance to ensure planned improvements and development strategies are actioned to impact positively on PIs.
- Correlation of good teaching practice and higher retention rates is not noted therefore continued and progressive links with the L& T mentor team will continue, to raise standards in learning and teaching delivery.
- 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.
- 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. Clear guidance, training and support will be offered to the new Curriculum Managers in order to ensure we have a consistent

and college wide approach to self-evaluation. Similar training will be mirrored in Class Rep, Curriculum Rep and S.A members to ensure the highest level of learner engagement in this process.

1.3 Leadership of services to support learning

What do we do well?

- The College regularly updates and disseminates all key documents and strategies including those which 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 students' 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.
- Students with Additional Support Needs Policies and Procedures are reviewed and updated every 2 years and effective 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.
- Heads of Curriculum, Curriculum managers and the VP Learning and Skills work closely to develop a 5-year curriculum plan which mirrors the Regional and National developments in all of the Sectors. This plan is also shared and discussed with both the wider College leadership team as well as with all staff. Feedback is requested and after all consultations and amendments made this is presented to the Board. The Board further sense check these plans before approving them. In order to remain current these are reviewed in keeping with key drivers for change annually to ensure currency
- Key links are maintained with Support and Learner Services and curriculum to ensure a joined up effective network of support for all learners.
- There is a robust Staff Development system in place. All staff undertake at least one annual development review. During this time key and bespoke training is planned to meet requirements. Any issues which arise via other processes such as learning and teaching feedback, quality processes and Self-evaluation may also provide direction for staff development. This approach ensures that Staff Development is very cohesive, with a common aim of improving learning and teaching.
- Staff are encouraged to be Programme Assessors or External Verifiers with awarding bodies. This ensures a real currency in curriculum design and planning which maximises curriculum opportunities for learners and teams.

- 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.

What should we improve?

- Improve relationships with stakeholders such as schools and industry, as it is felt that this could be better, for example continue to develop links with schools regarding transition and liaise closely 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° approach to curriculum design and planning.
- We aim to improve how we deal with students requiring additional support. Working even more closely with the Student Association to develop services and support learners, and investigate a clearer pathway to signpost students with mental health difficulties. Improve information leaflet given out to care experienced young people, introducing “care experienced” terminology, making it more jargon free and young person relatable.
- Retention figures are poor and we will aim to improve retention and work more closely with curriculum areas to tackle issues as early as possible.
- Last year it was reported through self-evaluation reports some of the class reps felt undervalued and disrespected. This year there will be more and better training given to the class reps – “Introducing student council”.

1.4 Evaluation leading to improvement

What do we do well?

- Self-evaluation process, completed for every programme delivered in College highlight any issues which may arise and action points impact on the updated design and delivery of curriculum to meet needs and improve outcomes.
- Learning and Teaching mentors are key in supporting staff to develop, plan and deliver high levels of learning and teaching and work with individuals as well as groups to deliver effective bespoke upskilling.
- Teams are planning curricular improvements earlier in the year than previously which should allow more time to embed new delivery and practices.
- 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.
- In keeping with constantly improving partnership working the College now works with a range of Awarding bodies where existing qualifications were not fit for purpose – and this means that employers are also involved in creating courses fit for their industry’s needs.
- Delivery and content of some programmes have changed because of comments raised at the self-evaluation meetings, to better meet the learners’ experiences and promote positive, sustained engagement.

- Using outcome figures, the College recognised for example where issues are in respect of retention at SCQF 4 and are introducing a Passport to College at SCQF 3 programme to try to address these issues. The programme will have its own dedicated support worker and this approach will drive the college access and inclusion approaches, in particular with under-represented groups.
- Delivery of many Level 4 programmes have been changed to address issues around retention and outcome figures to better support improved retention and learner outcome.
- 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.

What should we improve?

- Support and direct to further study across college or direct to SDS.
- 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.
- Representatives from the Student Association advised that they were unaware of the College's Learning and Teaching Strategies. Improving communication to students via the Student Association would rectify this.

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?

- 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. All staff are required to have PVG for the safety and protection of learners.
- 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 Safeguarding referral system is now on the intranet which allows staff to react quickly and effectively and ensures that the mobile network which ensures efficient and appropriate intervention is very responsive.
- All learners with an identified record of needs also attend monthly meetings to review and input into their bespoke support plans.
- Safeguarding policies and procedures are reviewed and updated every 2 years to help meet national standards.
- The College is fully compliant with the Public Sector Equality Duty and Specific Duties for Scotland, including publication of thorough and

timeous key products such as outcomes, mainstreaming and pay gap reports. These are readily available on our website.

- The College endeavours to provide equipment, technology or physical support to any student who requires it. These needs are reviewed and evaluated 4 times per year which ensures that learners contribute to determining their own service requirements.
- 130 (approximately) learners per year require support strategies which will all be in place before they begin their College course. These learners also have 4 review meetings each year. This is on top of the 30/40 students on Supported Programmes who all have their own individual transition measures in place before they begin college to avoid disadvantaging learners. There is a dedicated Student advisor who liaises with both staff and learners where learners are identified as Care experienced. This ensures that the College affords real opportunities for success for those learners whose challenges include being Care Experienced or being identified as Carers.
- 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.
- Arrangements can be made for potential learners to acclimatise to the college by coming into the building or on buses before their course begins, which avoids anxiety.
- Most of the Social Care and Childcare programmes celebrate different cultures and festivals. Equality and Diversity is embedded into their programmes. For example all new members of staff are given Equality and Diversity training as soon as possible on commencing employment with the College, illustrating how important the equality and diversity agenda is to our College.
- Prevent training is compulsory for all staff to be completed, currently we have 50.1% of staff trained with training in place for the remaining staff.
- In the Supported programmes areas where some learners have their own support workers, the College devised a protocol for the support workers to adopt when in 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?

- Communication / info to and from local care providers should be improved to give a more detailed profile of our learners before they come to college.
- Many examples of communications between staff but not always communicated to learners. action point: inform learners via Student Association/ class reps or Personal tutor role?

2.2 Curriculum

What do we do well?

- Led by the VP Learning and Skills, Curriculum Heads and managers produce 5 year plans of development and these are aligned to key drivers for change including: Regional Outcome agreement, Skills Sector Analysis and input for key Sector Stakeholders and the College on Strategic vision 2020.
- These plans are discussed and have input from Support managers, curricular teams and employers to sense check their relevance and to maximise ownership with teams. Also these are presented to, and have input from, the Board of Management as well as key stakeholders.
- 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. A practical example is where links with local nurseries allowed a new play room to be created in college, which has proved to be an excellent teaching space allowing the Childcare teams to bring in children from local primary schools.
- 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.
- Improvements in Employer engagement has been made in the last 5 years in the Construction area. Now courses are very much industry led.
- New FA in engineering – this programme was developed using direct input from employers who decided what should be taught as well as the delivery method. There is a placement element to this course provided by those employers. This programme is in its first year and 16 school pupils have enrolled in the programme over 2 classes.
- Following an enquiry from schools who attended college for the Schools Competition, the College has been asked if they would hire out the new playroom created for Childcare learners. The playroom is an excellent facility and used in all childcare classes and is having a direct positive impact on PIs.
- 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.
- Within restrictions and requirements of qualifications, most staff members strive to offer choice and personalisation as far as possible. 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.
- Out of the 1001 learners who completed their programmes during 2016/17, over 850 had a positive outcome (68% completed, 62% positive)
- The Creative Industries section held a successful Film Festival in the Robert Burns Film Theatre last year for Visual Communications and Photography learners. This is expected to run again this year expanding it to include learners from the whole country.
- 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.

- All applicants to FT programmes receive both a group and 1-1 advice sessions which supports informed decision making when accessing programmes of learning.
- 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.
- In most areas of the college there are a range of employability placements to ensure skills for employability are effectively developed. The College now employs placement coordinators who create and maintain significant placements and links with industry to ensure the effective development of employability skills and opportunities.

What should we improve?

- Learners should be more involved in supporting and informing curricular design and implementation.
- 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.
- Learning and Teaching mentors highlighted that some lecturers need additional upskilling to assist them with the principle of freedom of choice for learners so they can be authors of their own learning. Objectives and parameters need to be explained, this could be achieved with peer visits.
- Part of the Personal Tutor role should involve looking at UCAS applications with learners to assist with the completion of personal statements as well as CV writing.
- In order to work alongside students, rather than use existing methodologies, learners encouraged to bring in their own devices to college to allow ease of access to systems.
- 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. Other areas in the College may wish to look to this model.
- Making classes exciting and interactive, we will expand the use of “Kahoot” – it 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. This tool will be rolled out to other areas.
- Career management 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?

- 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.
- Level 4 and 5 learners are most disengaged in areas throughout the College, this is shown in poor retention figures with these levels. All areas have been looking to address this issue and some have changed their level 4 and 5 courses to become more vocational and engaging and we aim to keep learners motivated.
- Some areas 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.
- 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.
- Mentors, as a team, see a whole range of approaches and can feedback to all, through training, to both existing and new lecturing staff.
- 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.
- 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, both styles are acceptable and as the learner makes the choices themselves, it helps the student achieve and build confidence.
- 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.
- 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 support continuous improvement. We may build on the experience of HN learners in Sport who are very engaged, working in the industry this allows them to be able pick their specialisms.

What should we improve?

- Some approaches work well in some areas e.g. in Engineering, they use virtual learning software (LG Create and Learning lounge) which has proved very successful. College will look to roll this out to learners in all areas by sharing best practice better.
- Classes in some areas advised there were insufficient IT resources. Curriculum and resource planning could be looked at to address this.

2.4 Services to support learning

What do we do well?

- Our system for moderation is now available to all 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.
- Good online systems to support back office processes, which improve their service to the learners and interface. Very proactive with learners, reducing challenges and barrier and ensuring support.
- One member of staff in the Student Adviser Team is specifically trained to deal with Care Experienced learners.
- The assessment needs provision for all learners is renewed 4 times each year to allow for the changing needs of learners. The system is effective and evidence can be provided through feedback on the needs assessment. The planned review meetings are not held with the member of staff supporting the student but with an independent member of the team to allow learners to speak freely if necessary.
- At advice sessions, all learners are encouraged to declare their needs at this stage to allow support measures to be in place prior to the start of the programmes.
- Pre entry meetings and advice evening with student advisors to allow for any needs or issues to be addressed prior to the start of the course. 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 majority of the Supported Programme learners and Project Search learners have specially adapted iPads as well with appropriate apps which support learning.
- The majority of identified resources for learners are purchased. No known request has ever been turned down e.g. sports student required specially adapted wheelchair – which incurred a high cost. The College supports our learners well.
- Exercises in class on how to research jobs and assist with the gaining of skills for those jobs
- Staff set appropriately challenging standards which support learners to access career opportunities at a variety of levels within each respective sector.

What should we improve?

- Not all staff use the data available to inform their future plans. The online monitoring process will be developed to include vocational qualifications for the next session.
- The effectiveness of the new evaluation process needs to be developed further and analysed.
- Access to library resources, services, and professional library staff is unequal between the two campuses. The impact of the differing provisions needs to be evaluated and monitored; opportunities for electronic/remote access increased; and a plan developed for providing professional library services and resources to learners at Stranraer.

- Difficulties in supporting the more remotely based learners to have access to our curriculum.
- Student Support Team having more of a formal role in Student Disciplinary meetings and Advice Sessions for supported learners.
- Education Scotland helping to teach staff in learning support how to evaluate more, this had been highlighted in a previous Education Scotland visit, leading to an improvement in the service. Point for Development – Possibly get Education Scotland training for SA reps to assist with student feedback.

2.5 Transitions

What do we do well?

- 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 agencies and potential learners.
- The College continues the use of PLSP's to support the learner and measure quality despite these no longer being needed as a funding requirement.
- Needs Assessments for the next academic session start in Easter so the majority of supported learners have their support in place for start of academic year.
- Schools competition/taster days ensure that the College is engaging effectively from S1 –S6 to ensure positive transitions from School to College.
- DEC / CREST project which is a programme developed for schools and delivered to pupils in schools from S2 to S4. The programme was developed in response to industry demands and delivered using a sustainable housing project. The programmes have a clear route into Construction courses from technician level through to HNC or trade route.
- Transitions for learners in both Stranraer and Dumfries, with learners with additional needs having bespoke transition arrangements regarding the levels of support for the learners. This has proved very effective.

What should we improve?

- The promotion and availability of information to learners, via the student portal, could be improved. A 3rd party system, already used in other UK institutions, is being trialled for the 2017-18 session.
- Communication can be problematic at times (e.g. enrolment), we will consider offering additional methods of communication to applicants and learners to replace, or compliment, emails.

2.6 Partnerships

What do we do well?

- Quality Manager monitors and provides feedback regarding exam concessions for learners with additional needs procedure. A recent SQA audit was extremely positive.
- Through discussions with the Education Department, 12 posts are being ring fenced at assistant level for school pupils who complete the HNC Childhood practice as part of the Senior Phase.
- Collaboration with one school where we have run Nat/5 in Childcare and this year the Higher is also running, looking towards a schools HNC in the future. Also collaboration with one other school delivering the NPA Reablement which is now part of the QMU Skills Academy.
- 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.
- The College is about to sign partnership agreement with SDS to look at all young people leaving college and schools to be referred to SDS to give them positive destinations.
- Employability programmes, CTS deliver SDS employability contract programmes allowing learners not in the job market to gain employability skills and confidence.
- College had just assisted in the delivery of the first “Planning for your Future” Event along with the Barony College where 64 hard to reach pupils attended a residential programme over 3 days. A successful event which is hoped to become an annual event (with some modification).
- Progression to and from MAs. This has been successful in Engineering, looking to roll out to other areas of the college over the coming years.
- 2500 members of health care staff being trained throughout the region in Reablement. Now moving on to working with managers in Promoting Reablement Culture and are offering workshops to champions of carers.
- Our Complete Training Solutions team have offered a wide range of courses to industry in the past year, and contributed to our attainment targets.

What should we improve?

- Developing an MA in Childcare, now looking to formalise arrangements. We need to look more carefully at the exit point and progressions to and from Mas.
- Employer Engagement across all areas in the college to be coordinated, at present there is no joined up thinking between CTS / work placements co-ordinators.

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?

- Core Equality and Diversity Training forms part of the compulsory online Induction training package for all staff. This has recently been reviewed and plans are now in place to replace this package with an on-line and face to face blend of training.
- 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 overhaul equality and diversity practice across the college. This includes: streamlining of the impact assessment process, an improved system for recording how equality and diversity is embedded into curriculum delivery, a Gender Action Plan focussed on occupational and course segregation and refresher training packages for face to face delivery.
- Students Association – events throughout the year to celebrate different cultures (together with the canteen)
- Canteen accommodates for all dietary and cultural food requirements.
- Sports which are popular in other countries are embedded into the sports curriculum.
- In Gender specific curriculum areas (Engineering, Childcare etc.) a number of places were held to address the gender imbalance issues.
- We aim to make the college available to all members of our region and we have held specific events that increase accessibility and also the profile of the college. A recent example was a disability sport event. The Boccia festival was held in our College with teams from all over the region competing. It is likely to become an annual event.
- In Construction, the DEC programme has a 50/50 split between male and female pupils this has fallen out from activities during Gender Imbalance days.
- 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.
- Limited availability of proof-reading & referencing service, this will be further developed and will be launched this academic session.

What should we improve?

- The College has good relationships with the Secondary Schools in the region but should work harder to have a bigger presence in schools' career evenings and events, using previous students to go with staff into the schools to assist with recruitment.
- Lecturers should challenge negative responses in class, this can affect the dynamic of the classes and in turn engagement. If staff development is required, this should be addressed by the Learning and Teaching Mentors.

- Supported Learners, in the past some have experienced derogatory comments made by other students in the college. On occasion the supported learner has visited class to speak to the learners on mainstream courses on the challenges faced by them on a day to day basis. This should be acknowledged and taken on board by other areas.
- 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.
- New academic staff will attend a Human Diversity and Global Citizenship training session as part of their induction.

3.2 Equity, attainment and achievement for all learners

What do we do well?

- 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.
- A third Stranraer Graduation has just taken place and highlights the opportunities in the west of the region and the continued sustainability of training and meeting sector requirements.
- The Princes Trust award offered at Dumfries and Galloway College recently completed 10 years and 29 cohorts of students. The feedback and outcomes from this course have been of the highest standards, with every single student that has completed the 12-week course having passed. Audits from the Princes Trust have been exemplary and the College has never had a hold or even a recommendation.
- In the year 2016/17 our college achieved our credit target of 30,067. The College had a target of 30,338 Credits. The University links our College has is an area of positive practice, with the Crichton Campus and shared library resources making this articulation route particularly positive with the University of the West of Scotland and Glasgow University (both of these Universities have a presence on the Crichton Campus in Dumfries).
- 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. Staff have advised that in their experience, learners who are not emotionally ready for the course will not succeed on it. If they are not successful in gaining a place on a cohort, they will be considered for the next when they may be ready. The Princes Trust team are not selecting for the best, they are selecting for who's right for the course.
- Out of 1001 students last year who completed their programmes during 2016/17, 873 had a positive outcome, 64 had a negative outcome and in 64 not known. Positive destination includes further education routes. Destinations report available. During the session 2014/15, Dumfries and Galloway College was highlighted as being the 4th best college in Scotland.

What should we improve?

- Retention figures remain lower than the College would like with FT FE retention rate of 69% with 62% of all enrolments successfully achieving their qualification. We need to do work to analyse what the issues are and then to develop a strategy for improvement.

- Young people in crisis conference – build a college wide approach to mental health in young people, we need to improve.
- Outcomes for students with additional needs are improving but could be better.
- In order to improve the experience for students who have been “looked after” the College is revisiting the Corporate Parenting Action Plan.
- There still appear to be gaps in Equality and Diversity training and also in LGBT training, for staff and students, this needs to be addressed.
- Some students 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.
- In order to support students who have mental health problems and those who are care leavers we plan to increase the capacity of student advisers by increasing hours of work
- No pre-selection for courses can be an issue. Some students 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 students ‘find their feet’ before they find their vocation and in building confidence. The course will have its own support worker to assist as necessary.

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 students.

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 student withdrawals and maintaining the good standards of academic quality that exist within our College.

As can be seen, within the table for monitoring the actions prioritised for the coming year, is an improvement in retention figures for the College. 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.

One area for improvement is the College's retention figures with 31% of full time FE students starting courses with our College and subsequently leaving early.

Retention figures planned actions – Include some of the measures already highlighted in this report, such as the monthly meetings between Curriculum Managers and the Vice Principal for Planning and Performance, as this will focus very much at KPIs and early leavers. The new structure having Curriculum Managers to take ownership of their own KPIs is hoped to be a positive step. 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 students, rather than a prescriptive “one size fits all” approach.

The rebranding and role clarity for the Student Association may also have a positive effect on these KPIs. Lastly as previously stated we hope to provide academic staff with detailed information about students 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 students in danger of leaving early.

Remote and Rural Support - As previously stated, 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 students 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 students.

Enhancement Plan - Monitoring of the Actions for Improvement

Action	Expected Impact	Progress		
		Date	By Whom	Completed In Progress Not Started
Introduce a new management structure with 8 curriculum managers and 2 heads of curriculum	Improved retention figures	August 2017	Principal	Completed
Improve student retention figures across each curriculum area.	College FT FE retention figure by the year 2020	July 2018	Curriculum Managers, with support from VP P&P	
Carry out an option appraisal to inform the development of provision of education in the West of the region	Widen Access for students from a remote and rural background	July 2018	VP L&S	
Produce an option appraisal for the introduction of Erasmus + to the College	Improve Retention rates and increase enrolments	December 2017	VP P&P	
Develop a tool for assessing students against the known risk factors for early leaving from their course	Improve retention rates of students and assist in curriculum planning	November 2017	VP P&P	
Introduce a "Passport to College" course	Prepare students 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	Head 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 students	July 2018	VP L&S	
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 student views, resulting in student issues being addressed and ultimately improved retention	December 2017	VP P&P	

Grading Outcomes

Principle	Grade
Leadership and Quality Culture	Good
Delivery of Learning Provision	Good
Outcomes and Impact	Satisfactory

Andy Glen

Vice Principal Performance and Planning

September 2017

Learning and Teaching Committee**Report to the Learning and Teaching Committee on Annual Self-Evaluation Process****1 Introduction**

The attached report is a requirement set by both the Scottish Funding Council and Education Scotland. This is the first year of this report as it replaces the annual engagement visits by Education Scotland. The college is required to critically evaluate its own performance over the last academic year and to grade itself in each of the three areas being evaluated. As this is the first year of this methodology, the grades will not be published as this year is classed as a “developmental year”.

There are strict limits on the length of the report and guidance on the statements written, for example authors are required to bullet sections and to write evaluative statements.

2 Timescales

A draft report is to be completed and sent to the Scottish Funding Council and to Education Scotland by 18th of September and the attached version for L&T committee is that document. A formal meeting between the College and representatives from the Scottish Funding Council and Education Scotland is scheduled to take place on the 26th September, with feedback on the draft report to be received a week later. Final changes will be made to this document, along with feedback from the L&T and a final document will be prepared, which in turn, the Board should approve prior to official submission by the 31st October.

3 Recommendation

It is recommended that the Board note the contents of this report, and give feedback to the author.

Andy Glen
Vice Principal for Performance and Planning

Date: 15 September 2017

Learning and Teaching Committee

Learning and Skills Strategy

1 Purpose of the Report

The purpose of the report is to share with the Learning and Teaching Committee 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 Committee

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

Learning and Teaching Committee

Key Performance Indicator Report

1 Introduction

The purpose of this paper is to provide the Learning and Teaching Committee with an update on the Colleges Key Performance Indicators.

2 The Report

One of the many duties of the Committee is to monitor academic performance, including student retention, progression and outcomes.

The committee will recall that last year a short life working group analysed some of the reasons and there is another paper that highlights the outcomes of that process and it also lists further action to be undertaken this academic year.

2.1 Retention

There are two retention KPIs the Committee monitors:

- Early Student Retention – a measure of the number of students that meet the required retention date for Credit funding purposes (approx. 25% of the course duration) as a percentage of total enrolments; and
- Student Retention – a measure of the number of students who complete the course as a % of total enrolments.

Sector figures have now been included in the report, although the sector figures for 2016-17 will not be available until January 2018.

2.1.1 Early Student Retention

The table below shows early student retention figures for session 2016/2017, compared to final retention figures for the previous four sessions.

	Full-time Further Education		Full-time Higher Education	
	Actual	Sector	Actual	Sector
2016-17	90	Not available	92	Not available
2015-16	88	91	95	95.4
2014-15	91	91.4	96	95.6
2013-14	92	92.3	94	95.5
2012-13	91	91.6	94	94.4

As can be seen in the above table in session 2016-17 early student retention of full-time Further Education students increased by 2%, and decreased by 3% for Higher Education Students. The sector averages are not yet available.

2.1.2 Student Retention

The table below shows the student retention figures for session 2016-17 to date (23 August 2017), compared to final retention figures for the previous four sessions. Retention of full-time Further Education students fell by 1% and is below the College target. Retention of full-time Higher Education students was also below the College target and fell by 2% on the previous year.

	Full-time Further Education			Full-time Higher Education		
	Actual	Target	Sector	Actual	Target	Sector
2016-17	69	76	Not available	81	85	Not available
2015-16	70	75	83.5	83	82	87.4
2014-15	70	74	74.6	84	81	82.7
2013-14	74	74	77.3	82	81	84.2
2012-13	73	74	76.9	80	80	82.3

2.2 Leaver Destinations (Progression)

Student leaver destinations data is gathered on an annual basis as part of a national measure on destinations of successful full-time college leavers in Scotland. The College is required to gather this data by the Scottish Funding Council who specifies the destination categories to be reported upon. Leaver destination date is considered as part of course team self-evaluation.

2.2.1 College Leaver Destinations

The table below shows the destination of college leavers 6 months after qualifying in session 2015-16:

2015-16 Full-time Student Destinations	No of students			Total
	FE	HE	Total	
Positive Destinations:				
Engaged in full-time further study, training or research	397	178	575	
Engaged in part-time further study, training or research	8	2	10	
Working full-time	125	86	211	
Working part-time	46	30	76	
Due to start a job by the 31st March		2	2	874
Negative Destinations:				
Not employed but NOT looking for employment, further study/training	8	1	9	
Permanently unable to work/retired	0	0	0	
Taking time out in order to travel	2	1	3	
Temporarily sick or unable to work/looking after the home or family	14	3	17	
Unemployed and looking for work	26	8	34	63
Unconfirmed Destinations:	36	28	64	64
Total number of students				1001

2.3 Student Outcomes

The student outcome measures the percentage of successful students as a percentage of total enrolments. This measure is analysed at the end of each session. The figures below for 2016/17 will be confirmed by the end of September once the FES submission has been finalised and closed off by the SFC.

	Full-time Further Education			Full-time Higher Education		
	Actual %	Target %	Sector%	Actual %	Target %	Sector%
2016-17	62	69	Not available	71	78	Not available
2015-16	61	70	65.5	71	76	72.2
2014-15	64	64	64.0	71	71	71.4
2013-14	64	65	65.9	71	72	71.3
2012-13	63	63	65.5	70	73	70.3
2011-12	61	61	63.5	70	61	68.9

It should be noted that the SFC Sector average is based on courses that contain recognised qualifications.

3. Plans for 2017/18

In the coming academic year we are going to pilot a system with a range of classes where students at risk of leaving (based on known criteria such as care experienced, age, post code etc) are allocated a score. We will then keep a close eye on these students in order to be proactive to their needs in an attempt to enable them to complete their courses. In addition to this there will be regular meetings between Curriculum Managers and the Vice Principal for Performance and Planning to discuss KPI's at both college level and curriculum level. The aim of these meetings will be to share good practice and to develop new interventions to improve KPIs.

4. Recommendation

The Committee is asked to discuss progress against targets.

Andy Wright
Vice Principal (Learning & Skills)
September 2017

Learning and Teaching Committee

Vice Principal (Learning & Skills) Curriculum Update

1 Purpose of the Report

The purpose of the report is to update members of the Learning and Teaching Committee on a range of curriculum matters for further discussion.

2 The Report

2.1 Retention and Attainment

Full-time Further Education programmes: 16/17

Retention of learners on full-time Further Education programmes in session 2016-17 was 69%, 1% lower than the previous year's performance of 70% and 14% below the sector average. The highest performing areas for retention were Creative Industries 80%, Business 75% and Hospitality 74%, the lowest performing area for the College continues to be Hairdressing and Beauty programmes with a retention rate of 60% along with Sports and Fitness 64% and Engineering at 66%.

Courses with high retention included:

- Certificate in Art and Design 92%
- Certificate in Motor Vehicle 93%
- Higher in Hairdressing (Stranraer) 100%
- Diploma in Professional Cookery 90%
- Skills in Carpentry and Joinery 88%
- Introduction to Cookery 88%
- Certificate in Photography 93%

Courses with poor retention included:

- Construction Technician Certificate 43%
- Introduction to Engineering 38%
- Intermediate Hairdressing 40%
- Hairdressing Higher 29%
- Introduction to Construction Crafts 47%
- Skills in Construction Brickwork 50%

Attainment for learners on full-time FE programmes in session 2016-17 was 62% this was an improvement of 1% on the previous performance of 61% but 3% down on the sector average. The highest performing areas for attainment were Early Education and Childcare and Creative Industries both at 68% with the poorest performing being Sport and Fitness at 43%.

Board of Management

Full-time Higher Education programmes: 16/17

Retention of learners on full-time Higher Education programmes in session 2016-17 was 81%, 2% down on the previous year's figure of 83%, and 6% down on the sector average. The highest performing area for retention in HE was Creative Industries at 91% with, Hospitality being the poorest at 45%.

Attainment of learners on full-time Higher Education programmes in session 2016-17 were at 71%, this is the same as the previous year and 1% down on current sector averages. The highest performing area for attainment was Creative Industries at 83% with the poorest performing area being Hospitality at 45%.

The Vice Principal Planning and Performance is currently working with all New Curriculum Managers and Heads of Curriculum on a new dashboard related to retention issues. This will allow for a pre assessment of at risk learners with a weighting attached for certain criteria, for example post code analysis, care leaver status, support needs identified etc., this will be piloted during 2017/18 to measure the impact of this new tool in relation to retention for the college.

2.2 Enrolments

The table below shows the situation to date for full time enrolments for 17/18. The table is broken down into FE and HE fulltime enrolments against the college target for 17/18, and also previous years figures for information.

	Full time FE Actual	Full time HE Actual	Full time All Actual	College target 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

At this present time, the College, following early learner withdrawals, now has 1466 learners, giving a shortfall of 167 full time learners across the College.

2.3 Learning and Teaching Mentor Process.

The table below is a summary of the observation profile from Learning and Teaching Mentors for different academic staff over all areas of the college (It does not compare the same staff year on year). All areas have agreed key learning and teaching themes to support staff with development and improve the learning experience. A key theme identified across the college include course assessment planning, this theme will be supported by the mentors working closely with teams across the college to ensure this issue is fully addressed. Mentors are now not attached to specific areas and will work collaboratively across all areas where specific needs are identified.

Board of Management

Quality of Learning and Teaching Class Observation Summary			
All Faculties	16/17	15/16	14/15
High quality and impressive	47%	46%	38%
Creative with little weakness	32%	36%	43%
Adequate but training needs	16%	16%	17%
Little/no strengths – major training needs	5%	2%	2%
Total number of observations	50	62	37

2.4 Schools update

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 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.

One new programme introduced for 17/18 was a Higher in Childcare and Development. This allows learners to study in this academic area from National 4 to Higher. A HNC will be offered in 18/19 which supports progression with articulation onto University. The Foundation Apprenticeship in Engineering has been introduced for schools across the region and has attracted 16 learners.

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 ensure the challenges in providing appropriate and helpful information for parents, pupils and staff can be best developed to support these clear curriculum options. See Appendix 1 for further information on schools.

3.0 General College Updates

- The college was recently shortlisted for a Scottish Government Parliamentary reception, this will highlight the excellent work the college is doing through its new Crest Bronze Award and Design Engineer and Construct Education and Training Programme. This is in Partnership with the Local Authority and Grahams Construction company and is leading to positive impacts for addressing gender imbalance issues for the Construction/Built Environment area.
- Skill Start learners raised funds for D&G Canine Society through a “Rags to Riches “Event, the class made a total of £88.
- Next Steps to Early Education and Childcare learners designed, organised, transported and built a “Bug” Hotel with the help of some very enthusiastic children from Orchard House Nature Nursery.
- Beauty learners at the Stranraer campus where given a make-up demonstration from the Allure Training Academy.

Board of Management

- The Introduction to Childcare groups, as part of their Practical Abilities unit, raised funds for the Children's ward at Dumfries and Galloway through a tombola and a bake sale, raising £100.
- Painting and Decorating Lecturer Mark Moore organised with Stephen Murray from PPG/Johnstone Paints a day of spray painting and Dustless Sanding demonstrations for Apprentices and Full Time Painting groups.
- There was another successful Sportathon event held at the College involving a great mix of both female and male learners.
- HNC Fitness Health and Exercise learners delivered a series of physical activities for Primary 2 pupils at Troqueer Primary.
- Art and Design learners have been involved in "Moat Brae" project, to design a piece of art for the garden which had to be inspirational with nature being the key brief.
- The Hospitality and Professional Cookery learners hosted a number of themed events for the general public to enjoy as part of their service training at "Zest"
- Motor Vehicle students had a very exciting visit recently to the famous motorsport company M-Sport in Cumbria.
- Primary 6 and 7 children from Noblehill had an exciting day at the Dumfries Campus when they arrived to take part in a World of Work taster day in the Building and Engineering workshops. This event was led by the Electrical Engineering and Joinery Apprentices to build a bird box project and carry out some electrical wiring.

3.1 Recommendation

Members are invited to note and discuss the contents of this report.

Andy Wright
Vice Principal (Learning & Skills)
September 2017

School College Engagement

	School Link	Senior Phase	DYW	Total School Engagement 15/16	School Link
Annan Academy	6	9	5	20	16
Castle Douglas	35	12	1	48	34
Dalbeattie		3		3	68
Dalry High School				0	
Douglas Ewart				0	
Dumfries Academy	37	11		48	36
Dumfries High School	11	67	3	81	7
Kirkcudbright	15	26		41	8
Langholm Academy		3		3	
Lockerbie Academy		1	1	2	
Maxwelltown High School			2	2	17
Moffat	3	1	1	5	4
Sanquhar Academy		10	1	11	
St Joespeh's College		15		15	5
Stranraer Academy	13			13	
Wallacehall Academy	14		1	15	14
Total Engagement	134	158	15	307	209

Senior Phase	DYW	Total School Engagement 16/17	School Link	Senior Phase	DYW	Total School Engagement 17/18
28	8	52	41	11	2	54
	1	35				0
	2	70	31		1	32
		0				0
18	1	19		13	2	15
16	1	53	29	8	1	38
35	3	45	10		2	12
26	3	37	7	22	3	32
		0				0
18	6	24	12	6	4	22
20		37	14	13		27
8		12		14		14
6		6				0
14	4	23	1	13	3	17
		0	15			15
20		34	10	23		33
209	29	447	170	123	18	311

Learning and Teaching Committee

Access and Inclusion Strategy

1 Purpose of the Report

The purpose of the report is to share with the Learning and Teaching Committee 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, Frenz, 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	To increase successful outcomes for 16-19 year old by 5% on full-time further education courses To establish a baseline for positive destination for care experienced students To increase successful outcomes for 16-19 year old by 2% on full-time higher education courses To increase successful outcomes for students with a disability by 5% on full-time higher education courses To increase successful outcomes for male by 5% on full-time higher education courses
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

Learning & Teaching Committee

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

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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
Total Number of Students Enrolled to Study across the Crichton academic partners	6,811

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 6,426km² it is the third largest LA in Scotland but has a population density of 23/km² - compared with the Scottish average of 68/km².

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>Scotland's colleges and universities are coherent and well connected, contributing to all aspects of Scotland's educational, social and economic life.</p> <p>The academic provision at the Crichton campus supports the economic and business needs across the region.</p> <p>Learners at the Crichton Campus benefit from an enhanced and vibrant student experience as a result of collaboration between the Crichton academic partners.</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"> • Health and social care (including third sector and social enterprise) • Leisure and activity tourism (including food and drink) • Energy and renewables <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>Enhanced opportunities to engage with higher education opportunities in Dumfries and Galloway</p> <p>Enhanced learner journeys with more and better pathways for learners</p> <p>Scotland is a more equal society because learning is accessible for all communities</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&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"> - agree method for identifying under-represented groups of school learners (Feb 2017) - deliver first collaborative schools event for S3 pupils from D&G (June 2017). <p>Identify subject areas offered through Crichton Campus that have a gender imbalance</p> <ul style="list-style-type: none"> - share recruitment and marketing good practice - 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.

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 credits 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>A more successful economy and society with well prepared and skilled learners progressing with the ability and ideas to make a difference.</p> <p>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.</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"> - develop sustainable, relevant provision at the Crichton Campus; - 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; - internationalise the student experience; - support more students to successfully achieve their learning aims on the Crichton campus. 	<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>Increased profile of the Crichton campus for research, including research that is regionally and nationally significant as well as internationally significant;</p> <p>Scotland is a place that nurtures, develops and trains research talent.</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>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.</p> <p>Businesses in Dumfries and Galloway benefit from the Crichton campus partners to improve their competitiveness, productivity and growth.</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 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 1UG 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
UG Total	294.5	284.5

UG student numbers **University of West of Scotland**

Programme	2017-18 planned	2016-17		2015-16		2014-15	
		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						
TOTAL	384	379	558	370	639	369	654

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

Learning & Teaching Committee

2017-20 REGIONAL OUTCOME AGREEMENT

1. Introduction

Following finding funding allocation earlier this year, The Chair and Principal signed the Regional Outcome Agreement, previously considered by the Board of Management.

2. Background

Outcome Agreement is a joint funding commitment between the College and the Scottish Funding Council. The agreement sets out the outcomes and outputs the College will deliver over the three-year planning period. Once agreed the College then receive funding from the Scottish Funding Council to deliver the outcome agreement.

3. Recommendation

The Learning & Teaching Committee is invited to note the final, signed version of the Regional Outcome Agreement 2017-20.

Carol Turnbull
Principal
October 2017

College region: Dumfries and Galloway College

College regional grouping: Dumfries and Galloway College

Funding

College region **Dumfries and Galloway (Dumfries and Galloway College)** will receive **£8,852,256** core teaching funding, and **£373,918** capital and maintenance funding from the Scottish Funding Council (SFC) for academic year 2017-18 to plan and deliver **30,336** credits worth of further and higher education in the region.

This includes **268** additional credits for childcare activity announced by SFC in their final allocations for AY 2017/18 and **£68,349** additional funding for unmet April 2017 to July 2017 Lecturing pay, as announced on 10 July 2017.

Core Student support funding for 2017/18 is **£2,039,137**.

This funding is on the condition that the college board signs and commits to deliver the outcomes detailed below

Priority Outcomes to be delivered by end of AY 2017-18

- To contribute to reduction in youth unemployment and improving life chances
- To ensure provision is efficiently delivered, accessible and meets national, regional and local employer needs
- To support learners to complete their study and achieve successful outcomes.

Priority Outputs to be delivered in AY 2017-18

- Achievement of Activity Target of 30,336 credits
- Improvement in student retention and attainment
- An increase in the number of students entering positive destinations
- A curriculum which reflects the skills requirements and meets the needs of the region
- An increase in non-SFC income as a % of total income

<p>Signed by College Region</p> <p>Date</p>	<p>Signed by SFC</p> <p>Date</p>
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Supporting National Priorities

The Scottish Government’s post-16 education reform priorities are to improve life chances; support jobs and growth; and ensure sustainable post-16 education. The Government has stated its intention to develop a world-class vocational education system. Scotland’s Youth Employment Strategy has identified new priorities which are covered by the Scottish Funding Council’s strategic aims of 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. This aim identifies four priority outcomes:

1. A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds.
2. An outstanding system of learning where all students are progressing successfully and benefiting from a world-class learning experience, in the hands of expert learners delivered in modern facilities.
3. A more successful economy and society with well prepared and skilled students progressing into jobs with the ability, ideas and ambition to make a difference.
4. High performing institutions – a coherent system of high performing sustainable institutions with modern, transparent and accountable governance arrangements.

The table below indicates how the Dumfries and Galloway College strategic outcomes support the Scottish Funding Council’s four priority outcomes.

College Strategic Outcomes	SFC priority outcomes			
	1	2	3	4
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 recruitment, training and development of the workforce	✓	✓	✓	✓
4. We will enable communities to grow and develop through local education and training	✓	✓	✓	✓
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 environment	✓		✓	✓

1 Introduction

This outcome agreement is for the period 2017-20 and sets out the College's aims and aspiration during this planning period. A number of college strategies support this Outcome Agreement.

Due to the characteristics of the Region, the College will remain financially challenged. 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 provision.

Since the College was reclassified as a public body in April 2014, the College is unable to build cash reserves, which in the past it used to develop its provision and estate.

Outcome agreements were first introduced in 2012-13 and are intended to enable colleges and the Scottish Funding Council (SFC) to demonstrate the impact of the sector and its contribution to meeting Scottish Government priorities.

This outcome agreement is for the period 2017-20. A number of college strategies supports this Outcome Agreement.

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's main campus is located in Dumfries with a smaller campus located in Stranraer.

In 2015, the College developed a five-year strategic plan, Vision 2020, which sets out our vision, aspirations and priorities for that timescale. Through this strategy, we aim 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.

Our vision is:

Inspiring our People, Businesses and Communities to be successful.

Mission

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.

Through delivery of our six key outcomes, we will:

- Provide opportunities to access and progress through education and training at all levels.
- Deliver education and training that is a route to employment and career development and is aligned to local and national economic need.
- Be the first choice for recruitment, training and development of the work force.
- Enable communities to grow and develop through local education and training.
- Support more businesses to start-up, grow and diversify.
- Enable people to build their independence and confidence in a supportive environment

Further information on the College's aspirations and priorities can be found in the College's Strategic Plan, Vision 2020 -

http://www.dumgal.ac.uk/dumgalcontent/uploads/2016/03/Vision_2020_-_Summary_Report.pdf

Reporting

We continue to have confidence in achieving our vision, but it is also essential that we are able to demonstrate its relevance and contribution to the achievement of both Scottish Government and the Scottish Funding Council priorities. We are committed to regularly monitoring progress towards the delivery of the outcomes set out in this agreement. From 2017-18 the College will implement the new SFC and Education Scotland quality arrangements, which integrates quality arrangements evaluation with outcome agreement evaluation and reporting. We will produce an integrated evaluation report and enhancement plan in October of each year.

2 Dumfries and Galloway Region

Regional Demographics and Economic Overview

The Region of Dumfries and Galloway is situated in the south west of Scotland. It is 77 miles from Glasgow and 79 miles from Edinburgh to the main town of Dumfries. It has a population of 149,670¹, spread over 6,426km², and is one of the most sparsely populated and the third largest in Scotland in terms of land mass. The population density of the region is 23/km² compared to the Scottish average of 68/km². 14.5% of the population are aged 16 to 29 years, less than the Scottish average of 18.2%. Persons aged 60 and over make up 31.5%, larger than the Scottish average of 24.2%.

By 2037, the population of Dumfries and Galloway is projected to be 141,619, a decrease of 5.3% compared to the population in 2015. The population of Scotland is projected to increase by 8.8% during the same period.

Rurality² is a key characteristic of Dumfries and Galloway and while the areas around Stranraer and Dumfries are categorised as 'accessible' under the Scottish Government's Urban/ Rural Classification (2012b) the rest of the region is classified as either 'remote' or 'very remote'.

The Region is characterised by small settlements of 3,000 people or less with nearly half of all people live in settlements with fewer than 3000 people. The largest town is Dumfries (population 31,630), followed by Stranraer (10,800) and Annan (8,300) with no other settlement having more than 4000 people.

Seven secondary schools have fewer than 500 pupils; 43% of primary schools have fewer than 50. Nearly a third of the population lives in remotes area (further than a 30-minute drive from a large town). The region suffers from a poor transport infrastructure with limited public services. A relatively low proportion of addresses in the region have broadband connections and those that do, have low average speed.

Dumfries and Galloway, as an economic region, faces many challenges with the lowest average wage in Scotland, rurality, an ageing population and projected falls in employment in agriculture,

¹ National Records of Scotland 2015

² Dumfries and Galloway Regional Economic Strategy 2014 – 2020

some manufacturing, public administration and mining and quarrying sectors countered by anticipated rises in sectors such as health, information technology, real estate, electricity and gas, finance and insurance and construction.

The College will ensure it continues to provide vocational opportunities for young people while also providing opportunities to develop the skills of the future workforce demanded by employers, especially in the sectors mentioned above.

Total employment rose over the period 2009 to 2014 to 58,700. This represents a growth rate of 1%, equal to the Scotland rate, with the growth rate increasing between 2013 and 2014.

The employment by industry sector broadly mirrors the business base, with two exceptions³. The top employing sector continues to be health. Some 19% or 11,000 are employed in the sector, above the Scottish and UK proportions, although the sector only accounts for 6% of the business base, reflecting a small number of large employers in the sector, such as local hospitals. Similarly, agriculture represents just 2% of employment but 28% of the business base, suggesting many small farms/employers and reflecting the fact that agriculture is not a highly labour intensive sector.

Retail and production are the two other key sectors of employment in the area, and both have a high employment concentration in Dumfries and Galloway, again signifying the predominance of lower paid jobs in the area. Other large employment sectors include education and accommodation and food services, both of which are over-represented in the region.

The key changes over the 2012-2014 period were the expansion of employment in residential care, an increase of over 750 jobs. There were few significant job loss sectors, although there was a decline of almost 150 jobs in sawmilling activities. The key changes over the two years were:

- Residential nursing care (+34%)
- Restaurants (+34%)
- Other residential care (+33%)
- Sawmilling and planning (-20%)
- Beverage serving (-10%)
- Other social work activities (-7%)

Seventeen percent of employers in the region reported that not all of their staff are fully proficient with skills gaps most likely in sales, customer service roles and elementary occupations

The Region has experienced a decline in the younger age groups⁴ and those most economically active, with -9% decrease of 0-15 year olds, -5% amongst 16-19 year olds and -28% amongst 35-44 year olds. The largest increases have been in those aged 20-24 (21%) and 65+ (20%), both higher than the growth in these age groups in Scotland. It is not yet clear how these changes will impact on the college in the long term, but there is evidence changes in enrolments is taking place in the short term. The following table shows full-time enrolments in the younger age range over past three sessions.

³Dumfries and Galloway Regional Skills Assessment 2015

⁴ Regional Skills Assessment January 2016

Age Range	2013-14	2014-15	2015-16
16 - 19	948	890	929
20 - 24	330	322	287

The proportion of school leavers in Dumfries and Galloway entering Higher Education increased slightly from 2013-14 to 2014-15, at 36% and 37% of all school leavers respectively. 30% entered Further Education and 22% entered employment, which fell from 28% in 2013/14. The proportion unemployed (seeking or otherwise) decreased from 9% in 2013-14 to 6% in 2014-15, in line with the Scottish average. In 2007-08, this was around 15%. 13% of those aged 16-64 years in Dumfries and Galloway have no qualifications, higher than the Scotland UK 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.

Profile of Business⁵

The profile of businesses by size remains fairly 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 business base is dominated by the agriculture, forestry and fishing sector, which accounted for 28% of all businesses in 2014, over three times the Scotland proportion, and higher than the 25% in 2013. The retail, accommodation and food services and professional, scientific & technical sectors all make up a smaller proportion of the business base than nationally.

Business base by sector	Dumfries and Galloway	Scotland
Agriculture, forestry & fishing	28%	9%
Retail	10%	11%
Construction	9%	9%
Accommodation & food services	7%	8%
Professional, scientific & technical	6%	15%
Health	6%	6%
Arts, entertainment, other services	6%	7%
Production	5%	5%
Wholesale	4%	4%
Transport & storage	4%	3%
Business admin & support	4%	6%
Motor trades	3%	3%
Information & communication	2%	5%

⁵ Regional Skills Assessment January 2016

Property	2%	3%
Education	2%	3%
Finance & insurance	1%	2%
Public admin & defence	1%	1%
Total	7,445	203,760

Source: UK Business Counts

People and Skills

The employment rate for Dumfries and Galloway in 2014 was 73%, equal to the Scotland and UK averages. 67% of jobs in the region are full time, lower than 74% in Scotland. A third of all jobs in Dumfries and Galloway are part-time, compared to 26% in Scotland. In 2015, there were 306 unemployed young people aged 16-24 in the region, down by 47% on the previous year.

13% of those aged 16-64 have no qualifications, 4% higher than the Scottish average; 10% have lower level qualification, in line with Scottish average; 30% have high level qualifications, well below the 41% Scottish average and 36% reflects the lower level of those in professional occupations. 17% of all those aged 16-64 are work-limited through disability, 2% above the Scottish average of 15%.

Areas of Multiple Deprivation

The Scottish Index of Multiple Deprivation (SIMD) has identified 16 data zones in Dumfries and Galloway as being in the 20% most deprived in Scotland show the location of these:

- 8 in Dumfries (5 in Lincluden and Lochside, 2 in Nithsdale and Nunholm, 1 in Summerville)
- 4 in Stranraer;
- 3 in Upper Nithsdale
- 1 in Annan.

The majority of income-deprived (82.4%) and employment-deprived (81.8%) people live out with these areas.

Diversity

In terms of diversity, 0.6% (841)⁶ of the population is from the non-white minority. Almost half the total minority ethnic population resides in Nithsdale, just over 20% in Annandale and Eskdale, and around 15% for both Stewartry and Wigtonshire. The pupil census 2011 showed the three main non-English languages spoken by school pupils at home were Polish, Cantonese and Urdu. A total of 0.3% (470) of the population speak Gaelic. 7.1 per 1000 of the population are adults with learning disabilities (6.4 per 1000 Scotland). 49% of the population are males and 51% female. This increases with age, and in the over-65 age group is 40% males and 60% females.

⁶ National Records of Scotland

Travel to study Patterns

The Region suffers from a poor transport infrastructure with limited public services. A summit was held recently on the Crichton Campus, arranged by Dumfries and Galloway Council and attendees included local politicians along with transport and port operators, business groups, the Scottish Rural Parliament, the Third Sector and other local stakeholders. A report of the summit was published in September 2016.

The Dumfries and Galloway Regional Transport strategy vision is a transport system that delivers the internal and external connectivity required to sustain and enhance the region's economy and communities whilst minimising the impact of transport on the environment. In a large rural area such as Dumfries and Galloway, this is not easy: the long distances involved, and the fragile nature of many of the region's isolated communities, makes it harder to provide alternatives to private transport than might be the case in many urban areas. Dumfries and Galloway College is a partner of the regional transport group and recognises the travel difficulties students have in attending College. The College addresses this difficulty by provisioning bus services from /to key towns/settlements such as Stranraer, Newton Stewart, Machars, Moffat, Kirkconnel, Sanquhar, Dalbeattie, Annan, Gretna and Lockerbie, which are free to College students.

3 Access and Inclusion

One of the conclusion of the review of Extended Learning Support (ELS) was that ELS funds should be used by colleges to support their inclusive practices and that each college should develop an evidence based access and inclusion strategy as part of the outcome agreement. The Dumfries and Galloway College Access and Inclusion Strategy is attached as **Appendix 2**.

4 An outstanding system of learning

The College aspires to be an 'outstanding college'. We aim 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. A new strategic plan, Vision 2020, for the period 2015-2020, sets out our priorities for that timescale.

The College's largest campus is located on the outskirts of Dumfries adjacent to the Crichton Campus and the Universities of Glasgow and the West of Scotland, Scotland's Rural College (SRUC) and the Open University. The Crichton Campus is a unique collaboration between the College and these universities that brings a broad range of further and higher education to Dumfries. In particular, the Campus brings the choice of university learning to a region that in the past people have had to leave to attend university.

The College relocated to a new building on a site adjacent to the Crichton Campus in 2008, and efficiencies and improved learner experience have been achieved through shared services with the Universities of Glasgow and the West of Scotland in the form of some shared building space and a single, cohesive, library service available to all students from each institution. Dumfries and Galloway College, University of the West of Scotland and University of Glasgow developed a unique shared library service under the banner of 'Crichton Library'. A single library management system is used by all institutions where all books, journals and e-books, irrespective of the host institution are included. This offers an enhanced service to students from all institutions, including college students studying at our Stranraer campus. In addition, University of West Scotland and University of Glasgow Student Services and Student Association services operate from within the

College building and the College refectory, café and shop is available to all staff and students across all institutions as well as the wider community.

The College is committed to improving the life chances for young people and adults in the Region by offering a breadth of curriculum at both campus locations that is aligned to relevant regional and national needs. The College continues to develop a curriculum, which offers learning opportunities from Access through to degree level in almost all curriculum areas. All curriculum areas, with the exception of motor vehicle, offer articulation and progression opportunities. The majority of HN programmes have University articulation opportunities including direct entry into 2nd year of University of the West of Scotland degree in Social Work.

At least 58% of college HN students entered university with advanced standing. Over the planning period the College plans to increase this to 60%.

New approaches to delivery have been piloted in the Introduction to Hairdressing and Beauty programmes. The College is committed to delivering high quality learning and teaching and the Learning and Teaching mentor team, now established and into its third academic year, was identified as best practice by Education Scotland, in terms of supporting staff and learners.

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 needs of local employers, sector skills, internal performance measures, external environmental analysis, including the use of the Regional Skills Assessments as well as national initiatives such as *Opportunities for All* and *Developing The Young Workforce*. The College will continue to adopt flexible, engaging delivery methods that promote accessibility and flexibility. The College aims to offer progression and articulation opportunities in all its curriculum areas.

South of Scotland Regional Skills Assessment 2012-2022 produced by Skills Development Scotland highlights Food, Drink and Tourism as the largest of the growth sectors in the region, accounting for 25% of all jobs. Greatest employment increases over the coming decade are expected to come from:

- Accommodation and Food
- Health and Social Work
- Engineering & Construction
- Arts & Entertainment
- Professional Services

The curriculum is increasingly shaped by employer involvement and further engagement of employers and industry boards in the design and support of the delivery of courses is a key objective of all college curriculum areas.

The College continues to map its curriculum to key industries and learner need across both campuses.

A map of curriculum by SCQF level across both campuses is shown below:

Curriculum area	Dumfries						Stranraer				
	SCQF 1-3	SCQF 4	SCQF 5	SCQF 6	SCQF 7	SCQF 8	SCQF 1-3	SCQF 4	SCQF 5	SCQF 6	SCQF 7
Care	■	■	■	■	■		■	■	■	■	■
Early Education		■	■	■	■			■	■	■	■
Business			■	■	■	■			■	■	
Computing		■	■	■	■	■					
Creative Industries		■	■	■	■	■					
Sport		■	■	■	■	■					
Hair and Beauty		■	■	■	■			■	■	■	
Hospitality		■	■	■	■			■	■		
Engineering		■	■	■	■			■	■		
Construction		■	■	■	■			■	■		

A key aim of the College is to improve its retention rates, particularly retention on full-time further education programmes. The College has established a short-life working group to review the student attainment and retention strategy and to develop an action plan for improvement. The College has set an ambitious target for both retention and attainment over the period, which take account of the SFC ambitions of sector average student successful outcome of 69% for full-time further education programmes.

4.1 10% Most Deprived Postcodes

Over the planning period, the College plans to increase the number of credits delivered to students who live in SIMD10 areas to 15%, the sector average.

4.2 Senior Phase

Over the next 3 years, the College aims to increase its senior phase programme activity by 25%. By 2019-20 we plan to offer 260 places, an increase of 60 from 2016-17, increasing its credit activity to 1030 credits, an increase of 220 credits from 2016-17.

The College has a well established partnership with Dumfries and Galloway Council, the sole local authority in the region and, for many years, has been providing pupils in all sixteen secondary schools with the opportunity to achieve vocational qualifications at SCQF levels 4 to 7 as an integral part of their senior phase curriculum. These courses provide progression onto full-time college courses. There is clear evidence that the profile of pupils in the senior phase is changing in that pupils who would previously left school at the end of S4 are now staying at school to increase their portfolio of National 5 and Higher qualifications.

Working with the local schools, the College continues to take action to address gender imbalance in all school programmes. We will continue to promote choices to both genders and to dispel perceptions of stereotypical career choices influenced by gender. The College plans to do this in a number of ways such as school guidance, school competition, school visits, role models in college publications and highlight college staff who work in gender stereotype areas such as female construction lecturer, female sports lecturer, female digital gaming lecturer and male care lecturers. It will also offer sessions where pupils can try non-traditional vocational activities e.g. males into hairdressing, care and childcare and females into construction, engineering, computing and motor vehicle. The College has set a target where 25% of places will be ring fenced for underrepresented gender on significant gender imbalance courses.

4.2.1 Foundation Apprenticeships: During the period, the College plans to offer six foundation apprenticeship pathways. In 2017-18, it will offer foundation apprenticeship pathway in Engineering. A further three pathways in and Social Services & Healthcare, Food Technology and Business will be offered in 2018-19, with Construction and Computing pathways being offered in 2019-10. Currently the framework for Social Services & Healthcare does not reflect local employer needs, which include reablement. The introduction of this foundation apprenticeship was planned for 2017-18 but has now been deferred until local employers and sector skills agency are engaged.

4.2.2 Higher National Certificates: The College will offer four Higher National Certificate pathways: HNC in Computing; HNC in Computer Science; HNC in Electrical Engineering and HNC in Business. Successful completion of the HNC Computing, HNC Computer Science and HNC in Business guarantees a place on the full-time year 2 HND course. Successful completion of the HNC in Electrical Engineering provides articulation on to courses at the University of Strathclyde and Edinburgh Napier University; BSc (Hons) Open at The Open University.

On successful completion of the HND Computing Science, students can articulate on to BSc in Computing Science degree course at University of West of Scotland on the Crichton Site; BSc (Hons) Open with The Open University. Successful completion of the HND in Business, students can articulate to BA Business Management with University of West of Scotland on Crichton site; BA Rural Business Management with SRUC, Ayr Campus; BA (Hons) in Business Management or BA (Hons) Open with The Open University.

In 2018-19 the College plans to offer a further two HNCs in Sports and Fitness and Sports Coaching. Successful completion of these HNCs guarantees a place on the full-time year 2 HND course. Successful completion of the HNDs provides articulation onto courses the BSc (Hons) degree in Sports, Fitness and Coaching with The Open University. The College plans to develop articulation arrangements with advanced standing for these HNDs. The College is also planning to introduce an HND Electrical Engineering to its fulltime portfolio. This will enable pupils who successfully complete the HNC Electrical Engineering to have a guaranteed place on the full-time year 2 HND course. The College will also develop articulation arrangements with advanced standing for this HND.

In addition, for 2019-20 the College plans to increase HNC opportunities by offering three additional HNCs: HNC Hospitality; HNC Construction and HNC Childcare/Early Education.

The College continues to seek opportunities to develop formal articulation routes. It is currently discussing engineering opportunities with Heriot Watt University, the University of Strathclyde and the Open University. The college recently signed a Memorandum of Agreement with Edinburgh

Napier University to explore articulation opportunities – initially in the Engineering area but, potentially, this may expand to include other areas.

4.2.3 National Certificates: Over the next three years, the College plans to offer a range of new National Certificates: National certificate Computing Science (Nat 5); Sports and Recreation (Nat 5); National Certificate Early Education and Childcare (Nat 5); and Hospitality: Practical Cookery (Nat 4). From 2018-19, in partnership with the Association of Accounting Technicians (AAT), the college plans to offer Foundation Diploma in Accounting and Business (SCQF 5).

4.2.4 National Progression Awards: The College already offers a National Progressions Awards (NPA) in Activity Tourism (SCQF 4) and is planning to expand provision to include offering NPA in Food Manufacturing (SCQF 5) as a pathway to Foundation Apprenticeship; NPA in Reablement (SCQF 6); and NPA in Digital Design & Animation (SCQF 5). From 2018-19 the College plans to offer NPA in Computing.

Working in partnership with a local school and employer we have developed a new programme in Design Engineering and Construct (SCQF 4), a construction technician pathway leading to an HNC or Foundation apprenticeship will be offered in 2017-18.

4.2.5 Skills for Work: We currently offer Skills for Work awards in Early Education and Childcare Nat5 (SCQF 5) and Nat 4 (SCQF 4); Construction Nat5 (SCQF 5); Motor Vehicle Nat5 (SCQF5); Energy Nat 5 (SCQF 5) and Hospitality Nat 4 (SCQF 4). The skills for works in Energy Nat 5, is delivered by the college, the school and a local employer.

4.2.6 Senior Phase Leaver Destinations

Scottish Government recently published data on initial destinations of senior phase school leavers for 2015/16.

The table below shows the destination of senior phase school leavers in Dumfries and Galloway for the last 2 years, as a percentage, and the national percentage for 2015-16.

	Dumfries and Galloway (2015-16) %	Dumfries and Galloway (2014-15) %	National (2015-16) %
Total leavers	1,474	1,603	
Further education	29	37	27
Higher education	39	30	40
Employed	23	22	22
Training	1	0	3
Voluntary work	0	0	1
Activity agreement	0	1	1
Unemployed seeking	4	5	5
Unemployed not seeking	1	1	1
Not known	0	1	0

The following table shows the overall percentage of positive destination of Dumfries and Galloway senior phase school leavers compared to the national percentage

	2011/12	2012/13	2013/14	2014/15	2015/16
	percent	percent	percent	percent	percent
Dumfries & Galloway	87.9	91.8	90.9	93.1	94.6
National	90.1	91.7	92.5	93.0	93.3

4.3 School Partnership Arrangement

The College strongly believes it needs to engage with young pupils earlier than the Senior Phase to promote College courses as an alternative pathway to employment, college and university. The College has a well-established 'school partnership arrangement' offering a range of vocational opportunities to encourage pupils of all abilities to participate in vocational education.

The College believes that the school-college link compliments its senior phase offerings and will continue to offer the following through its school-college link programme: Higher Construction; Higher Psychology; Psychology Nat 5; Construction skills, Introduction to Motor Vehicle; Introduction to Hospitality and Introduction to Hairdressing. In partnership with the school, the college is developing a Sustainability Bronze Award (SCQF 3) aimed at S2 pupils as a route to Design Engineering and Construct (SCQF 4) and Construction Technician pathways to be offered in 2017-18.

As part of its communication and marketing strategy, the College will promote to parents and pupils the role the College can play in shortening the learning journey and in particular the value of foundation apprenticeships.

The college will again run a series of gender imbalance taster sessions for pupils from S2 and S3. Attendance was good and feedback was very positive. It is too early to measure the impact of these sessions as pupils are still at school but it is intended to arrange more for academic session 2017-18.

4.4 Articulation

The Colleges will continue to work with Higher Education Institutions to develop and agree articulation arrangements. In 2013-14, SFC introduced funding for additional places for fully articulated students. College students have benefitted from this scheme with a total of 60 'associated students' of University of West of Scotland and University of Glasgow.

The following table shows the articulation arrangements currently in place for learners successfully completely an HNC at the College:

SCQF 7	Articulation
HNC SOCIAL CARE AND ADMINISTRATION	Students can articulate at SCQF level 8 to the BA in Adult Nursing or Mental Health at the University of West of Scotland on the Crichton Site
ACCESS TO NURSING (SWAP) (SCQF 6)	Students can articulate at SCQF level 8 to the BA in Adult Nursing or Mental Health at the University of West of Scotland on the Crichton Site; Dip HE Healthcare Practice or BSc (Hons) Mental Health Nursing at The Open University (only with employer sponsorship)

HNC SOCIAL SCIENCES	HNC students can articulate at SCQF level 7/8 (also under 2+2) to the BA in Health & Social Policy at the University of Glasgow on the Crichton Site; BA (Hons) Health and Social Sciences or BA (Hons) Open at The Open University
HNC SOCIAL CARE	HNC Students can articulate at SCQF level 7/8 (also under 2+2) to the BA in Health & Social Policy at the University of Glasgow on the Crichton Site. HNC Social Care learners who get an A in their graded unit and attend the required summer school can enter the 2nd year Social Work degree on the Crichton site; BA (Hons) Social Work (Scotland), BA (Hons) Health and Social Care or BA (Hons) Open at The Open University
HNC EARLY EDUCATION AND CHILDCARE	HNC students can articulate at SCQF level 8 (also under 2+2) to the BA in Childhood Studies at the University of West of Scotland on the Crichton Site
HNC HOSPITALITY	BA or BSc (Hons) Open at The Open University
HNC ELECTRICAL ENGINEERING	Currently discussing articulation arrangements with University of Strathclyde, Edinburgh Napier University; Heriot Watt University and BSc (Hons) Open at The Open University

The following table shows the articulation (with advanced standing) arrangements currently in place for learners successfully completing an HND at the College:

SCQF 8	Articulation
HND BUSINESS	HND students can articulate to: BA Business Management with University of West of Scotland on Crichton site; BA Rural Business Management with SRUC, Ayr Campus; BA (Hons) in Business Management or BA (Hons) Open with The Open University
HND ACCOUNTING	HND students can articulate to: BA Accounting with University of West of Scotland; BA Honours in Accounting with The Open University
HND COMPUTING: TECHNICAL SUPPORT	HND students can articulate to: BSc in Networking degree at Glasgow Caledonian University; BSc in Information Technology at the University of West of Scotland on the Crichton Site; BSc (Hons) Open with The Open University
HND COMPUTING SCIENCE	HND students articulate to BSc in Computing Science degree course at University of West of Scotland on the Crichton Site; BSc (Hons) Open with The Open University.
HND ART & DESIGN	HND students can articulate to BA Art & Design courses at various universities; or BA (Hons) Open with The Open University
HND PHOTOGRAPHY	HND students can articulate to BA Photography courses at various universities; or BA (Hons) Open with The Open University
HND VISUAL COMMUNICATION (GRAPHIC DESIGN & CREATIVE MEDIA)	HND students can articulate to BA Graphic Design courses at various universities; or BA (Hons) Open with The Open University
HND FITNESS HEALTH AND EXERCISE	HND students can articulate to BSc (Hons) degree in Sports, Fitness and Coaching with The Open University
HND COACHING AND DEVELOPING SPORT	HND students can articulate to BSc (Hons) degree in Sports, Fitness and Coaching with The Open University
HND BEAUTY THERAPY (no advanced standing arrangements)	HND students can articulate to BA or BSc (Hons) Open at The Open University

4.5 Science, Technology, Engineering & Maths (STEM)

The College currently delivers on a range of energy, engineering and computing courses. All courses from Computing and Digital media have been mapped to the STEM framework and the College is planning to introduce a new vendor qualification, such as CISCO, to its portfolio in 2017-18. The college has already started to include lifeskills mathematics (SCQF level 1-5) in some of its social care and healthcare programmes. Biology is also embedded in a range of other subjects includes Reablement and Skills for Work Healthcare. The new HNC Care and Administration course contains a life science unit and the new HNC Childhood Practice now includes a numeracy unit.

In 2018-19 the College is planning to offer a New level 6 Advanced Computing Certificate; a locally developed SCQF rated unit in Computational Thinking which embeds the required maths for computing students; offer a Foundation Apprenticeships in Food and Manufacturing which will be STEM assured.

The College is also offering a range of STEM courses to schools such as HNC Computing Science, Computer Science Nat 5; NPA Digital Design & Animation; Design Engineering and Construct (SCQF 4) and HNC Electrical Engineering. In 2018-19, the college plans to offer NPA in Computing.

The College now chairs the Dumfries and Galloway Renewable Energy Partnership Group. The group focuses on looking at the economic opportunities in Dumfries and Galloway with the College looking at development of skills and training. The Energy Centre, which delivers energy, courses as well as delivering an energy awareness session to all full time Construction students focusing on Sustainability. SOLAR, Biomass, Heat pumps, Oil Boiler (OFTEC oil) qualifications all delivered in the Energy Centre, enhancing the qualifications of our apprentices carry onto the BPEC certifications (emerging technologies).

During the planning period, the College is planning to further develop its engineering facilities at its Stranraer Campus.

It is an ambition of the College to become a STEM Centre of Excellence. To this end, the College is exploring partnership opportunities with the SRUC and the Dumfries Learning Town.

4.6 Early Years and Childcare

The College is committed to supporting Scottish Government's plans for expansion in early learning and childcare. This will increase the demand for qualified childcare practitioners and the opportunity for the College to play a key role to provide additional training, upskilling and recognised qualifications for practitioners. The College is currently working with Dumfries and Galloway Council to establish the impact on the Region's nursery provision. This is an opportunity to offer HNC Early Years/Childhood studies to senior phase pupils as a way of addressing the workforce expansions.

The College will also seek opportunities to increase its MA and SVQ offering to support the growth.

In addition, the College plans to increase its level 3 and 4 courses by 20% and introduce a PDA in Children's Health and Wellbeing in 2018-19 and a level 9 PDA in session 2019-20. In 2018-19 the

College, plans to offer SCQF level 9 qualification in Childhood Practice and working with local providers develop level 8 and 9 qualifications in residential care.

The College is also in partnership with the Open University, the University of Glasgow, the University of the West of Scotland and Scotland's Rural College to consider the development of a Care Campus based around the Crichton estate. The aim is to seek to provide housing, social and community support with access to a continuum of care for older people.

4.7 British Sign Language

In support of the implementation of the British Sign Language Act 2015, the College plans to increase awareness of British Sign Language by encouraging and supporting staff to become signers through staff development. Where staff and students have an identified need the college provides the required support for them to undertake their learning and complete their studies. We operate an 'induction loop system' for students, staff and visitors to college premises. The College is currently in discussion with Dumfries and Galloway Council on possible partnership to deliver British Sign Language courses.

4.8 Gaelic

The College aims to work with partners to identify local demand for Gaelic Language and develop provision accordingly. Through staff development, the College will promote and encourage staff to learn and speak Gaelic.

4.9 English for Speaker of Other Languages (ESOL)

The College is a member of the Regions Community Partnership subgroup on ESOL. Through the partnership, we deliver ESOL courses at a local resource centre as well as in College. The college also has a dedicated resource to support and track students from initial assessment to progression and destination. The College aims to increase its current target of four groups per session to six and to offer ESOL certification at SCQF level 3, 4 and 5.

4.10 Quality Arrangements

The College is committed to implementing the new SFC and Education Scotland quality arrangements 'How Good is our College?'. This new approach integrates quality arrangements with outcome agreement evaluation and reporting. The College will produce an evaluation report and enhancement plan in October 2017.

Comprehensive systems are in place to review and enhance curriculum quality, planning, retention and outcomes. These systems included detailed self-evaluation by teams.

Levels of retention and success are below the sector average. The College has established short life working groups to develop strategies and an action plan to improve both.

Learner satisfaction and post course success are above the sector average.

4.10.1 College Leaver Destinations

The College is committed to the annual collection of data on college leaver destinations for full-time learners and makes every effort to establish the destination of all qualifying learners. 91% of qualifying learners from 2014-15 were in a positive destination 6 months following the end of their course.

4.10.2 Student satisfaction and engagement

The College is committed to developing further the sector student satisfaction and engagement survey. Just over 90% of the students who participated in the 2015-16 survey were satisfied with their college experience. Working with the Student Association and class representatives the College aims to encourage more students to participate in this annual survey, promoting the survey as one of the ways they can influence improvements to their learning experience at the College.

5 A more successful economy

The College is recognised as a key player and a member of the Crichton Campus Leadership Group (CCLG), which was created to facilitate a shared understanding of the skills, education and training needs of Dumfries and Galloway, through effective engagement with key stakeholders. It also plays a key role in raising the profile and maximising the impact of collaborative activity on the Crichton campus for the region, and capitalising on the attractiveness of its unique location in the UK and international markets. CCLG provide a strong strategic focus for academic provision and community outreach activities, directly relevant to the social, economic, workforce and cultural needs of communities in Dumfries and Galloway.

The Open University is a partner of the College and we have an agreement whereby they are able to use the College to hold tutorials and, OU students can come in and use IT equipment and library facilities

The Crichton Institute is a collaborative venture comprising Crichton campus academic and wider strategic partners. Its purpose is to deliver a programme of knowledge exchange, applied research, evidence synthesis and policy development that will have a transformational influence on the economic, social and cultural regeneration of South-West Scotland and is funded until January 2017 by the Scottish Funding Council. The Institute will be located in the Henry Duncan Building part of the main Dumfries campus.

Dumfries and Galloway College has a long standing and positive partnership with the Dumfries and Galloway Council, the only local authority in the Region. This ensures a joined up approach to planning where the College plays an active role as a member of the CPP. The Principal is chair of the Local Employability Partnership.

5.1 Developing the Young Workforce

The college is committed to developing new partnerships with schools, universities and employers to deliver a broad range of vocational opportunities for pupils entering the senior phase of Curriculum for Excellence. It is planned to build strong partnerships to deliver STEM employability programmes. The College also works with SDS to offer programmes for targeted hard to reach groups. The College has built on its 'early adopter' project funded by the Scottish Funding Council Early Adopter Programme. The 'early adopter' aimed to shorten the learner journey offering 5th

and 6th years the opportunity to study Higher National Certificates, which lead to direct entry to year two of a degree course on the Crichton Campus. The project also involved working with local secondary schools to remove barriers around some schools and parents seeing Higher National Certificates as a creditable alternative route to University and employment. However, the schools are still resistant to offering pupils Higher National Certificate programmes.

The Dumfries and Galloway Chamber of Commerce, in partnership with the College and the Local Authority, recently won a three year, £590k contract to establish a Developing the Young Workforce (DYW) D&G Regional Group under the terms of the Scottish Government Commission led by Sir Ian Wood. The primary aim of the contract is to “promote and facilitate the formation of long term partnerships between individual schools, colleges and employers, and bring employer’s input to activity such as career advice, enterprise education and job search skills in schools”. This partnership is an opportunity to make a positive difference to the future prospects of young people in Dumfries and Galloway. The Group recently presented to the College Board of Management its objectives, stressing the group is a key link between schools, colleges and the employer. It acts as a facilitator to present employment opportunities for young people.

The College is also working in partnership with Dumfries and Galloway Council to deliver Youth Guarantee Scheme. The scheme builds on foundations already in place as part of Curriculum for Excellence. The Youth guarantee scheme is an extension of the Scottish Government’s commitment that every single 16-19 year old in Scotland will be offered a learning or training place if they are not already in a job, modern apprenticeship or education.

The College is working closely with Dumfries and Galloway Council on the Dumfries Learning Town initiative where the Council is taking forward the review of Dumfries schools, in conjunction with the wider regeneration for Dumfries. Dumfries Learning Town is an innovative approach to provide a new model of 3 to 18 education delivery. This new approach will provide a greater range of subjects and learning environments to better meet the needs of all learners. Through refurbishing existing Burgh schools and building a new purpose built facility, known as the Bridge. The Bridge will promote and support the Burgh schools, a place where resources can be pooled, provide specialist facilities, a place for curriculum and professional development for teachers and a networking hub. The College has concerns that the Bridge will duplicate courses offered by the College. It is vital the College works in partnership with Dumfries Learning Town and local employers to mutual benefit of the learners, ensuring no duplication in offering but an enhancement and promotion of each others strengths.

5.2 Work Experience and Placement

The College is currently developing a Work Experience/Placement Strategy. It is the College aim that all provision comprises of significant, relevant work related learning, work placement and work experience. All provision is being reviewed in light of the SFC publication on standards for work placement.

The local National Health Service (NHS), Dumfries and Galloway Council (DGC) and care providers offers approx. 180 placement opportunities to college students per year. Building on the NHS and DGC partnership, for 2017-18, it is hoped approx. 45 of these placements will lead to guaranteed interviews for employment.

The college has a range of work related learning, work experience and placements opportunities depending on the SCQF level of the course. Access (SCQF 1-4) programmes contain work related learning and or enterprise activities; SCQF 5 & 6 have work experience and or work placements, Access to HE programmes include volunteering opportunities as well as placement and HE programmes contain mandatory work experience units.

The College aims to build a stronger relationship with the local Job Centre to raise awareness of the content of our courses, which are designed in partnership with employer and sector bodies, and are a route to employment.

The College is also in discussion with the Region's Youth Guarantee Group to develop a programme for hard to engage learners furthest from the job market – a passport to education/employment.

5.3 Employer Engagement

The College recognises the significant role industry and business partners have in curriculum demand, design and delivery. It has a flexible approach to employer engagement ensuring the College can adjust and adapt to the changing economic, social and cultural landscape of the region and further afield. The College's Employer Engagement strategy aims to:

- **Extend and strengthen relationships with key stakeholders**, i.e. Scottish Government, Scottish Funding Council, Dumfries and Galloway Council, NHS Dumfries and Galloway, Skills Development Scotland, Chambers of Commerce, Federation of Small Businesses etc. in order to contribute to and influence policies and other decisions that will affect College operations and in turn the relationship with employers and businesses. (The College is already represented on a number of influential regional groups and bodies, i.e. Dumfries and Galloway Employability Partnership, Community Planning Executive, Creative Industries Strategy Group etc.)
- **Liase closely with industry bodies** to ensure curriculum development and employer engagement meets industry standards (the College works closely with Skills Development Scotland as well as sector skills bodies such as Habia, IMI, People 1st, Construction Industry Training Board etc)
- **Work with local and national employers** to develop robust niche courses and offerings to support the local economy, including renewable industries and Science, Technology, Engineering and Maths (STEM) programmes (recent examples include Overhead Linesmen Training, Electrical Competency and Welding Programme, and Wind Turbine Technician programmes)
- **Continue to build on, expand and strengthen existing relationships with local businesses and employers to:**
 - review and identify workforce development requirements and associated course offerings;
 - increase the number of work placements and Modern Apprenticeships
 - increase the number of students and graduates directly recruited by businesses;
 - identify and respond to skills needs to support the local economy;
 - support College staff to improve their vocational expertise and to gain knowledge of the latest operational developments in the sectors relevant to their curriculum areas;
 - facilitate with the identification and organisation of events to showcase good practice and skills, career fairs, presentations and competitions;

- Develop further key progression routes and articulation opportunities for all learners with direct relevance to the local economy needs and requirements;
- work closely with local schools to offer a path from secondary provision to local further and higher education opportunities in line with Curriculum for Excellence

The College works with employers to better align the curriculum to any skills gaps or shortages. In many curriculum areas, Employer Advisory Partnerships have been established. The purpose and remit of these partnerships is to ensure the curriculum is fit for purpose, to increase industry visits and work experience opportunities for learners, and to encourage more employers to directly recruit from the college.

The College has recently developed a partnership agreement with Community Integrated Care (CIC), one of the UK's largest health and social care charities, to provide placement opportunities and to deliver training to their local sites during the planning period. CIC has also agreed to offer mock interview experience to students studying National 4 in care. The College has also recently developed a partnership arrangement with the Chamber of Commerce and is currently discussing the demand for a locally delivered accountancy qualification and foundation apprenticeships. Working with Annan Academy and Young's Seafood (based in Annan) the college is looking to develop a foundation apprenticeship and other qualification in food processing. The college has established and chairs a Creative Industries Business Strategy Group made up of schools, DGC, Spring Fling and DGTAP. This approach works well for this type of industry where they provide live briefs for students as part of their course. The College is currently in discussion with Ericsson to encourage them to use the college as first choice recruitment.

5.4 Modern Apprenticeships

The College is committed to the development and delivery of modern apprenticeships for effective workforce development. In line with Scottish Government, the College aims to increase activity over the planning period and is working with CITB, SECTT, SNIPEF and SDS to achieve this. The College is in early discussions with SECTT on the likely demand in the Region for adult apprenticeship routes on a day release basis.

5.5 Care Experienced

The college aims to support care experienced students to have a positive and successful experience at college. We will continue to provide a dedicated student adviser to support, guide and assist care experienced learners progress at college and improve positive destinations. .

The College works with schools to assist in the transition to College. The College is registered on the Propel website, run by the Become charity aimed at providing help, support and advice to young people who have spent time in care.

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.

5.6 Carers

The College is committed to supporting staff and students with carer responsibilities. In order to support and understand students' needs, students are asked when they enrol if they have carer responsibilities. Students are also given opportunities through the personal tutor system to disclose this information at any point in the academic year. In 2017-18, the College will increase its student adviser service in order to promote a supportive environment for students. The adviser services will work in partnership with the Student Association to promote support for carers. The student funding services will also look to use discretionary funds to support carers. We will monitor retention and achievement of this group of students in order to continually improve student's progress and achievement as well our services to support them. We also aim to follow, where practicable, the Carers Trust 'Going Higher' campaign. The College is also working with Dumfries and Galloway Council to meet their carer duties.

In order to better support staff, during 2017-18 the College will ask staff to advise them if they have carer responsibilities. This will enable us to support staff and put in place reasonable adjustments

5.7 European Social Fund

The College does not have any ESF funded activity.

5.8 Equality and Diversity

The College has a duty to comply with the Equality Act (2010) and the Public Sector Equality Duty. The College is required to determine its equality outcomes. They are:

Equality Outcome 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.

Equality Outcome 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.

Equality Outcome 3 - Learners successful completion regardless of protected characteristics is increased.

Equality Outcome 4 - The College designs and delivers programmes and services to meet the needs of learners from all backgrounds and circumstances.

6 Higher Performing Institutions

6.1 Financial sustainability and efficiency

Careful financial management and a commitment to efficiency of delivery and corporate functions are required in the context of constraints of public funding and the consequences of reclassification of Colleges in Scotland as public bodies.

The College recognises the need to increase its income from sources other than the SFC. This will be very challenging given the economic make-up of the Region. The College complies with all the terms of the Financial Memorandum with no identified weaknesses or failures. The College also

meets the requirements in the Scottish Public Financial Manual in relation to severance schemes and settlement agreements. The College will seek every opportunity to explore efficiency and effectiveness through collaboration and shared services.

6.2 Governance

The College Board of Management is now well established and comprises of a Regional Chair (appointed through public appointments), a Principal, two student members, two staff members and nine non-executive members. The Board has eleven non-executive board members (5 males and 6 females) an even spread in terms of gender with members from a wide range of backgrounds and experience. The Board complies with the 'Code of Good Practice for Scotland's Colleges (August 2016) and the College Sector Board Appointments: 2014 Ministerial Guidance. The Board has a range of constituted committees with terms of reference approved by the Board. The committees are: Human Resources; Finance and General Purposes; Audit; Learning and Teaching; Board Development and Remuneration. All approved board and committee agendas, minutes and papers are available of the college website

<http://www.dumgal.ac.uk/dumgalportal/index.php?pageid=BOM-Governance>

6.3 Estates

In 2015-16, the College developed a 5-year estates strategy that was approved by the Board in December 2015. It includes the disposal of surplus property of its Catherinefield Building. Conditions surveys of both sites have been undertaken to inform the strategy. The Dumfries campus is only 8 years old and as such does not require significant capital investment. However, it does need to meet curriculum challenges, ensuring flexibility of its teaching spaces to reflect new teaching methods. Stranraer campus is 30 years old and as such requires significant investment, particularly in modern heating and ventilation system. Proceeds from the sale of Catherinefield will be re-invested in the Stranraer campus in order to expand engineering provision to the west of the region. Through our estates strategy we aim to:

- Provide flexible, fit for purpose accommodation to reflect modern delivery;
- Continue to ensure efficient space utilisation;
- Identify the need for rationalisation and disposal of assets which are surplus to requirements;
- Maximise the value of the estate, looking at existing and alternative uses;
- Establish and maintain clear routine, statutory and long term preventative maintenance plans;
- Consider opportunities for effectiveness through shared services with our Crichton Partners;
- Ensure the space is fully accessible, meeting all ability needs;
- Continue to reduce carbon emissions in line with the College's Climate Change Action Plan.

The Estates Strategy can be found on the College's websites

http://www.dumgal.ac.uk/dumgalcontent/uploads/2016/03/Estates_Strategy_BoM_Dec15.pdf

6.4 Environmental Sustainability and Energy Efficiency

The College recognises its responsibilities to the environment. The College is a signatory of the Universities and Colleges Climate Commitment Scotland. The College has developed a five-year Climate Change Action Plan. The College collaborated with the Carbon Trust in order to realise substantial carbon and cost savings. The College is committed to a target of reducing CO₂ by 20%,

against a baseline year of 2014, by the 31st December 2019. A number of initiatives will achieve this target such as:

- Promote the College cycle to work and car sharing schemes and raise sustainable travel awareness
- Review efficiency of all lighting sensors
- Fit Low flow/aerated taps throughout each campus
- In partnership with the Student Association, run workshops raising awareness and behaviour change
- Replacing the heating system at the Stranraer Campus
- Consider electric cars and installation of charging stations once the technology is suitable

The full plan can be found on the College's website

http://www.dumgal.ac.uk/dumgalcontent/uploads/2016/03/Climate_Change_Action_Plan_Dec2015.pdf

6.5 Human Resources

In 2016, the College develop a 5-year Human Resource strategy as a key driver to support the College to maximise the potential of our most valued asset, our employees. Building on the College's existing HR policies and procedures, the purpose of the Strategy is to provide an effective framework for recruiting, developing and retaining staff in an effective, fair and supportive environment. To this end, the Strategy is structured around the four key themes:

1. An engaged, diverse and high quality workforce.
2. Adaptable, flexible and innovative staff, teams and organisation.
3. Excellent leadership and management.
4. A safe and healthy working environment.

The Human Resources Strategy can be found on the college website:

http://www.dumgal.ac.uk/dumgalcontent/uploads/2016/04/HR_Strategy_Document_April_2016.pdf

Measure		Target 2017-18	Target 2018-19	Target 2019-20	Note
1 (a)	Credits delivered (Core)	30,067	30,067	30,067	
1 (b)	Volume and proportion of Credits delivered to learners aged 16-19 and 20-24	23152	23152	23152	
		77%	77%	77%	
	Volume and proportion of Credits delivered to learners aged 16-19	16,236	16,236	16,236	
		54%	54%	54%	
	Volume and proportion of Credits delivered to learners aged 20-24	6,915	6,915	6,915	
		23%	23%	23%	
1 (c)	Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas in Scotland	3,608	4,059	4,510	
		12%	13.5%	15%	
1 (d)	Volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers				
Ethnicity					
	White	29,819	29,819	29,819	
		99.18%	99.18%	99.18%	
	Any mixed background	42	42	42	
		0.14%	0.14%	0.14%	
	Asian, Asian Scottish or Asian British	116	116	116	
		0.37%	0.37%	0.37%	
	Black, Black Scottish or Black British	47	47	47	
		0.15%	0.15%	0.15%	
	Other ethnic background	50	50	50	
		0.16%	0.16%	0.16%	
Disability					
	No know disability	28,262	28,262	28,262	
		94%	94%	94%	
	Disabled	1,806	1,806	1,806	
		6%	6%	6%	
Sex					

Measure		Target 2017-18	Target 2018-19	Target 2019-20	Note
	Male	15,033	15,033	15,033	
		50%	50%	50%	
	Female	14,884	14,884	14,884	
		50%	50%	50%	
	Other	0	0	0	
		0%	0%	0%	
	Sexual Orientation				
	Religion				
	Care Experienced				
	Care-Experienced	360	360	360	
		1.20%	1.20%	1.20%	
2 (a)	Number of senior phase age pupils studying vocational qualifications delivered by the	224	248	260	
2 (b)	Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	870	975	1030	
		2.9%	3.20%	3.4%	
2 (c)	Volume and proportion of Credits delivered to S3 and above as part of 'school-college' provision	505	516	527	
		1.6%	1.7%	1.8%	
2 (d)	Volume and proportion of Credits delivered at HE level to learners from SHEP schools	-	-	-	
		-	-	-	
3	Volume and Proportion of Credits delivered to learners enrolled on STEM courses	5600	5750	5900	
		18%	19%	20%	
4 (a)	Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)				
	Percentage of full-time FE students	69	70	71	
	Percentage of part-time FE students	82	84	86	
	Percentage of full-time HE students successfully	72	74	76	
	Percentage of part-time HE students successfully	80	84	88	
4 (b)	Proportion of enrolled MD10 students successfully achieving a recognised qualification (FT & PT) achieving a recognised qualification				

Measure	Target 2017-18	Target 2018-19	Target 2019-20	Note
Percentage of full-time FE students	76	77	78	
Percentage of part-time FE students	82	84	86	
Percentage of full-time HE students successfully	72	74	76	
Percentage of part-time HE students successfully	80	84	88	
4 (c) Proportion of senior phase aged pupils successfully achieving a recognised qualification (FT & PT)				
Percentage of full-time FE students	76	77	78	
Percentage of part-time FE students	82	84	86	
Percentage of full-time HE students successfully	76	78	80	
Percentage of part-time HE students successfully	80	84	88	
5 The number of starts for direct contracted apprenticeships (including industry bodies such as SDS, CITB and SECTT)	100	110	120	
6 Number of full-time learners with "work placement experience" as part of their programme of study	834	875	918	
7 The number and proportion of successful students who have achieved HNC or HND qualifications who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	55	63	73	
	10%	12%	14%	
8 Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	966	976	987	
	92%	93%	94%	
9 SSES Survey - The percentage of students Overall, satisfied with their college experience				
Number and percentage of full-time FE students	92%	93%	95%	
Number and percentage of part-time FE	92%	93%	95%	
Number and percentage of full-time HE students	92%	93%	95%	
Number and percentage of part-time HE students	92%	93%	95%	
10 Gross carbon footprint (three-year period)	1,117	1,087	1,051	

Learning and Teaching Committee

Complaints Handling Statistics

1 Introduction

The purpose of this paper is to provide the Learning and Teaching Committee with an update on the Complaint Handling Statistics.

2 Background

One of the many duties of the Committee is to monitor the number and themes of complaints.

The College is required to comply with the Scottish Public Services Ombudsman (SPSO) complaints handling procedure and report annually on its performance in handling complaints. This analysis includes statistics showing the volume and type of complaint as well as key performance details. The SPSO model has 3 stages to report handling. These are:

- **Stage 1 – Frontline Resolution.** Frontline resolution aims to quickly resolve straightforward customer complaints that require little or no investigation. The main principle is to seek early resolution, resolving complaints at the earliest opportunity and as close to the point of service as possible. The College is required to acknowledge receipt of complaint within 3 working days and final decision within 5 working days
- **Stage 2 – Investigation.** Not all complaints are suitable for frontline resolution and not all complaints will be satisfactorily resolved at that stage. Complaints handled at the investigation stage are typically complex or require a detailed examination before we can state our position. These complaints may already have been considered at the frontline resolution stage, or they may have been identified from the start as needing immediate investigation. The College is required to conclude the investigation within 20 working days.
- **Stage 3 – Independent External Review.** Once the investigation stage has been completed, if the customer is still dissatisfied with the decision or the way the College dealt with the complaint, they can ask the SPSO to look at it.

3 The Report

As reported at the last committee meeting, the sector has now adopted the same set of categories to report on, which will make benchmarking with the sector possible in future.

The table below shows the number and nature of complaints received from 1st August 2016 to 31st July 2017, compared against the number and nature of complaints in the previous session.

Total number of Complaints for Session 2016-2017: 1 st August 2016 to 31 st July 2017	71
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	Number of complaints considered	Number of complaints closed within 5 working days	Number of complaints where an extension was agreed	Not upheld at Stage 1	Total Complaints made in 15-16 (48)
Stage 1	45	35	10	6	9
Customer Care (Staff Conduct)	1	-	1	-	
Customer Care (Student Conduct)	3	3	-	2	
Customer Care (Other)					1
Applications, Admissions, Progression (Application, Admission, Interview, Enrolment, Induction)	3	3	-	-	2
Applications, Admissions, Progression (Progression, Articulation, Withdrawal)	2	-	2	1	
Course Related (Learning and Teaching)	1	-	1	-	
Course Related (Environmental)	3	3	-	-	
Course Related (Facilitated Learning and Support)	1	1	-	1	
Course Related (Assessment, Exams and Certification)	4	3	1	1	
Course Related (Course Management)	5	4	1	-	1
Services (Finance)	1	1	-	-	
Services (Funding/Bursary)	3	3	-	1	
Services (Learning Technology)					3
Services (Other)	3	3	-	-	
Facilities (Catering)	5	4	1	-	1
Facilities (Student Accommodation)	1	1	-	-	
Facilities (Maintenance, Lifts, Car Parking)	3	1	2	-	1
Facilities (Other)	6	5	1	-	

	Number of complaints considered	Number of complaints closed within 20 working days	Number of complaints where an extension was agreed	Not upheld at Stage 2	Total Complaints made in 15-16
Stage 2	26	19	7	10	39
Customer Care (Data Protection)	1	1	-	1	
Customer Care (Student Conduct)	1	1	-	-	2
Customer Care (Staff Conduct)	11	10	1	4	14
Customer Care (Other)	-	-	-	-	5
Applications, Admissions, Progression (Application, Admission, Interview, Enrolment, Induction)	2	1	1	1	1

Applications, Admissions, Progression (Progression, Articulation, Withdrawal)	1	-	1	1	
Course Related (Environment /Resources)	1		1	-	
Course Related (Course Management)	4	4	-	-	13
Course Related (Facilitated Learning and Support)	1	-	1	1	
Course Related (Assessment, Exams and Certification)	2	1	1	2	
Course related (Other)	2	1	1	-	
Services (Other – transport)	-	-	-	-	4

With the introduction of the sub categories for session 16-17, more detailed recording has taken place to further enable monitoring and improvement. On comparison to figures for last year the number of overall complaints increased from 48 to 71. This may be as result of the varied avenues available to clients in which to make a complaint, in addition to the online Have your Say option, queries and complaints can be submitted via COLIN (the online College Information facility).

The number of Stage 1 complaints increased by 36 and the number of Stage 2 complaints decreased by 13. There are no marked increases for any particular category although as a result of the industrial action which took place in May 2017 6 complaints were received.

The College routinely monitors the volume of complaints, in particular, number of complaints in each category. Regular monitoring provides the College with an opportunity to identify areas for improvement as the complaint is resolved.

On an annual basis the Quality Manager reviews the nature and outcome of each complaint with a view to informing improvements in service, changes to procedures or publicity information, or identify a requirement for staff training.

4. Recommendation

The Committee is asked to note the report.

Andy Glen
Vice Principal Performance and Planning
September 2017