Dumfries & Galloway College

Board of Management

Date: 19 March 2019 **Time: 1:00pm** **Room: Henry Duncan Building**

Indicative Time		A G E N D A		Presented by:
1pm	1	**Presentation:** Dumfries Campus Walkthrough of South of Scotland Skills & Learning Network Project		AG
1.40pm	2	Welcome and Apologies for Absence		BJ
	3	Declaration of Interest		BJ
	4	Minute of Meeting of 11 December 2018	(attached)	BJ
1.45pm	5	Matters Arising, not covered on the Agenda		
	5.1	Contractual agreement with CITB regarding delivery of Construction related Apprenticeship	(verbal)	AG
	5.2	Key Facts & Key Stakeholder Leaflets	(attached)	AG
1.55pm	**Matters for decision**			
	6	New Principal and Chief Executive		
	6.1	Appointment of Principal and Chief Executive	(attached)	BJ
	6.2	Interim Arrangements	(verbal)	BJ
	7	Succession Planning inc Committee Memberships	(attached)	BJ
	8	Dates of Board and Board Committee meetings 2019-20	(attached)	AW
	9	Strategic Risk Register	(attached)	AG
	10	Student Association Accounts	(attached)	NV/AG
	11	**CONFIDENTIAL, BOARD MEMBERS ONLY -** Joint Vision and Follow Up re: Options Review for Collaborative Work with Borders College	(attached)	BJ
	12	Matters for decision from the Learning & Teaching Committee		
	12.1	Digital Skills Strategy	(attached)	PK
	12.2	Curriculum Development Plan – 2019-20	(attached)	PK
	12.3	Revised Admissions Policy	(attached)	PK
2.50pm	**Coffee/Tea**			
3.05pm	**Matters for discussion**			
	13	SI: SoSEP – Progress Report	(attached)	AG
	14	SI: Borderlands - Update	(verbal)	AG
	15	SI: South of Scotland Enterprise Agency (SOSEA) - Update	(verbal)	AG
	16	**CONFIDENTIAL, BOARD MEMBERS ONLY -** Chair's Annual Performance Review	(attached)	DH
	17	ROA 2019-20	(attached)	AG
	18	Regional Chair's Report	(attached)	BJ
	19	Acting Principal's Report	(attached)	AG
	20	President of Student Association Update Report	(attached)	NV
	21	Agenda items for Next Board Meeting	(verbal)	BJ

3.55pm	**Matters for attention from Board Committees**		
	Draft Minutes / Matters for attention and/or information from meetings held since the last Board Meeting		
	22	Draft Minute - HR Committee - 12/2/19	(attached)	JB
	22.1	Equality and Diversity Report to the Board	(attached)	JB
	23	Draft Minute - Remuneration Committee - 12/2/19	(attached)	DH
	24	Draft Minute - Audit Committee – 19/2/19	(attached)	HC
	24.1	Whistle Blowing Policy	(attached)	HC
	24.2	Anti-Fraud & Corruption Policy	(attached)	HC
	24.3	Risk Management Policy	(attached)	HC
	25	Draft Minute - Finance & General Purposes – 26/2/19	(attached)	RF
	26	Draft Minute - Learning & Teaching Committee 26/2/19	(attached)	PK
4.20pm	**Matters for information**		
	27	National Bargaining Update	(verbal)	AG
	28	Board Links, Learning for Leading Scheme - Update	(attached)	AW
	29	Indicative Offer of Grant	(attached)	AG
	30	Good Governance Consultation Feedback	(attached)	AW
	31	Joint Academic Strategic Group Consolidated Outcome Agreement for the Crichton Partners	(attached)	SAW
4.35pm	32	Any Other Business		
4.40pm	33	Date and Time of Next Meeting – Tuesday 4th June 2019, Stranraer (10.30 – 3pm) - tbc		

Board Development Event: - 10am – 3pm, Wednesday 24 April 2019

Stranraer Graduation Ceremony: - Tuesday 13 August 2019

Dumfries Graduation Ceremonies: - Thursday 15 August 2019

Celebration of Learning Events: - To follow

4.45pm   Finish

Note 1: Draft Minutes of Board and Committee meetings are not available on the college website until approved by the appropriate meeting.

Note 2: The following minutes have been approved since the last Board Meeting. These are either circulated with this agenda or are to follow (to arrive before the meeting)

34	Approved Minute, Human Resources Committee Meeting, 13/3/18	(circulated with agenda)
35	Approved Minute, Audit Committee Meeting, 13/11/18	(circulated with agenda)
36	Approved Minute, Finance & General Purposes Committee Meeting, 20/11/18	(circulated with agenda)
37	Approved Minute, Learning & Teaching Committee Meeting, 20/11/18	(circulated with agenda)
38	Approved Minute, Remuneration Committee Meeting, 20/11/18	(circulated with agenda)

Board of Management

Minute of Meeting of the Board of Management of Dumfries and Galloway College held on Tuesday 19 March 2019 at 13:00 in the Henry Duncan Building of the Dumfries Campus

Present:
Brian Johnstone (Chair)	Delia Holland
Andy Glen	John Henderson
Janet Brennan	Barry Graham
Pat Kirby	Rob Orr
Ros Francis	Karen McGahan
Nikki Vjatschslav	Ian White
Ailsa Paton	Sue Livermore

In attendance: Andy Wright, VP Learning & Skills
Ann Walsh, Board Secretary
Heather Tinning, Executive Assistant

1   Welcome and Apologies for Absence
The Chair welcomed all to the meeting, in particular Andy Glen in his official capacity as Acting Principal.

Apologies for absence were received on behalf of Hugh Carr, Robbie Thomas and Naomi Johnson.

The Board Secretary confirmed that the meeting was quorate.

2   Presentation: Dumfries Campus Walkthrough of South of Scotland Skills & Learning Network Project
The Acting Principal presented the Architects Visual Display of the vision for the Dumfries Campus. He explained that some of the features of the Henry Duncan Building will be retained in the new build, including the curved room. The Care Hub will be set up as a real life situation including hoist equipment. Cameras will allow demonstrations to the spokes. The building can be segregated for specific events. The Dumfries space, which has a completion date of August 2019, will provide a:
- Large Exhibition Space
- Reception Area

The building is to be powered by renewable energy including Solar 3D Panels

The Acting Principal also presented a Visual Display of the new Mini STEM Hub providing Engineering Facilities at the Stranraer Campus. He explained that this was an additional area for Engineering Apprentices. The Stranraer building is also to be powered by renewable energy including Solar Panels in the roof. The expected date of completion is slightly ahead of the Care Hub at Dumfries. Planning has been granted for Stranraer and contractors have been appointed.

There is a dedicated Project Room at the Point in Dumfries and a Project Room at the Stranraer Campus. The Acting Principal explained that the developments at both Campuses will be perfect for upskilling staff.

Engagement with stakeholders is ongoing, looking at required technology for students and articulation, along with pursuing closer working with the Chamber of Commerce.

The Acting Principal advised that the Project is still on target, with Stranraer building works completing in July 2019 and Dumfries in August 2019 and still within budget. Overall, he is content that the planned timescale will be met.

Following discussion on the spend of the Project, the Acting Principal advised that the only change is in the spend profile between this financial year and the next, but there will not be an overspend in the overall Project budget.

Next steps:
- In terms of Marketing: a variety of presentations to be shared with various groups
- In terms of Curriculum: pilots are being planned for next year, and 20/21 will provide an increased curriculum
- Moving forward, looking for sponsorship where possible

3   Declaration of Interest

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

4   Minute of Meeting of 11 December 2018

The Minute of the Board of Management meeting held on 11 December 2018 was approved.

5   Matters Arising (not covered on the Agenda)

5.1   Contractual agreement with CITB regarding delivery of Construction related Apprenticeships

The Acting Principal reported that although he had not attended any meetings since Carol had left the college, he was keeping a watching brief on the situation. He advised that at present colleges were collectively seeking legal advice.

5.2   Key Facts & Stakeholders Leaflets (Draft)

The Acting Principal presented the draft Key Facts and Stakeholders Leaflets to members, advising that revised versions would be uploaded to Admincontrol for information. The Chair welcomed the information contained in both documents and encouraged Board Members to use outwith the college.

Actions:
- Members to feedback any comments to the Executive Assistant
- The Board Secretary to upload the documents to the Key Documents folder in Admincontrol when the documents have been finalised

5.3 Senior Pathways

Board Member Barry Graham reported that a Working Group had been set up to look at Senior Pathways to create a strategic vision, The Working Group consists of Partners from across Dumfries & Galloway, Andy Wright is the college representative on this group, Barry advised that the Group will meet again next term with a view to finish and provide the strategy before the summer holidays.

6   Matters for Decision

6.1 Appointment of Principal and Chief Executive

The Chair confirmed that after a successful interviewing process and approval by the Board, Joanna Campbell had been offered the position of Principal and Chief Executive of Dumfries and Galloway College, officially starting her post on Monday 3 June. The Chair thanked all involved in the process and asked for thanks to be formally recorded to the Stakeholders.

Members noted the content of the paper and the confirmation of the appointment.

6.2 Interim Position

The Chair advised that Andy Glen, Vice Principal Business Development & Corporate Services has assumed position of Acting Principal meantime. The Chair asked to formally record thanks to the Executive Team for their commitment and hard work; and also to all staff during this interim period.

The Acting Principal asked the Board to recognise the additional workload in the college and pressures on staff who are working extremely hard due to the volume of work. Duties have been shared across the staff during this interim period. In terms of the additional workload involving the SoSEP Project, the Acting Principal advised that a Project Manager was now in post. Additional staff were also in place across the college including areas such as Finance, Human Resources and Quality and that additional senior resource for a short period of cover would not be helpful.

Moving forward, it was agreed:
- To keep lines of communication open
- The Chair and Acting Principal to meet regularly
- Convene a sub group of Human Resources if necessary
- The Board not to put too much pressure on staff

7   Succession Planning including Committee Memberships

The Chair spoke to the report that had been issued. Ministerial Approval had been received for the following Board Members to have their term of office extended as follows:
- Delia Holland, for 3 years
- John Henderson, for 3 years
- Barry Graham, for 4 years
- Ros Francis, for 4 years

Board Members approved the following:
- Janet Brennan – to assume Chair of Human Resources Committee
- Janet Brennan – to join the Grievance/Appeals Committee, the Board Development Committee and Remuneration Committee
- Karen McGahan – to assume Chair of Finance & General Purposes Committee
- Karen McGahan – to join the Grievance/Appeals Committee, the Remuneration Committee and the Board Development Committee

➢ **Finance & General Purposes Committee**

Members agreed to the proposal of a minimum of two non-executive members at each Finance Committee meeting.

➢ **Audit Committee**

Board Member reported on the requirement to fill a vacancy in the Audit Committee, to help achieve a Quorate position for each meeting.

Board Member John Henderson reported that he will be resigning as a College Representative from the Crichton Foundation. He explained to members that the Crichton Foundation is a charitable organisation who provide grants and support the broader work of the Crichton Campus. John

encouraged members to notify their interest, advising that meetings are held quarterly. The Chair suggested that it was important to have a college representative on the Crichton Foundation. Janet Brennan suggested that the Student Association apply to the Foundation for their gardening project.
Decision: Members noted and approved the changes to the Board Committee Membership, highlighted in Appendix A.
Actions:
- Members to submit notes of interest directly to John Henderson to represent the college on the Crichton Foundation
- Student Association to apply to the Crichton Foundation for funds for their gardening project

8 Dates of Board and Board Committee Meetings 2019-20

The Board Secretary spoke to the Draft Schedule of Board and Board Committee Meetings for 2019-20 which had been issued, asking members to approve the dates.

The Executive Assistant advised that the 2019 HN Graduation Ceremonies were both taking place in August:
- Stranraer – Tuesday 13 August
- Dumfries – Thursday 15 August

She explained that the Stranraer Ceremony which normally takes place in June will be held in August this year, which allows for any delayed results/holds to be processed.

Decision: Members noted and approved the dates.

9 Strategic Risk Register

The Acting Principal spoke to the Strategic Risk Register that had been issued, reporting on the changes made, including:
- **Risk No 2.1** – Arithmetical error – Post mitigation score amended to 6 (noted by F&GP Committee)
- **Risk No 2.5** – Comment 'Only £25,000' added under mitigation (recommended by F&GP Committee)
- **Risk No 3.5 – 'Industrial Relations Problems'** Likelihood increased to 5 as EIS have announced dispute with Management side and are currently balloting members re taking industrial action.
- **Risk No 3.11** '**Failure to meet the SOSEP funded project deadlines'** This risk has been added after discussion at the previous BoM meeting to highlight the importance of meeting project deadlines and milestones.
- **Risk No 3.12 – 'Failure to reach contractual agreement with CITB regarding delivery of Construction related Apprenticeships'.** Failure to reach contractual agreement with CITB regarding delivery of Construction related Apprenticeships. New risk added as agreement has not been reached and matters are becoming 'business critical'.

Decision: Members approved the Strategic Risk Register

10 Student Association Accounts

The Student Association President spoke to the report which had been issued. The Chair of the L&T Committee advised that the committee had seen more detailed projected spend. The total anticipated funds for the AY 2018-19 is approximately £15,000.

Following discussion on the Student Association Accounts, and whether a separate account is required to be presented to the Board, it was agreed that moving forward the Accounts for the Student Association would be itemised in the overall accounts.

Members noted the report.

The VP L&S and Executive Assistant left the meeting for the confidential discussion.

11   CONFIDENTIAL ITEM - for Board Members only:
**   Joint Vision and Follow Up re: Options Review for Collaborative Work with Borders College**

Before presenting the paper issued the Chair stated that the Board controls the direction and pace and It is for the Board to consider and decide on the recommendations made. The paper summarises discussions held since the Board meeting in December 2018 and the same information has been shared and discussed at the March 2019 Board Meeting of Borders College.

The Chair summarised the content of the paper. As agreed at the last Board meeting the Joint Chairs duly approached SFC for funding to identify and explore the potential collaboration models for future working and also shared the agreed Joint Vision. SFC would like to see the work framed more specifically before considering funding and invited the Joint Chairs to meet with them. At the meeting a number of issues that affect the South of Scotland were discussed and also the potential to create a new type of institution for the south of Scotland.

The Chair stated that he and the Borders College Chair are of the view that before considering other collaborative options, each Board should consider whether it is prepared to explore the creation of a new type of tertiary institution. Both Chairs propose that a joint working group of Board Members from each college should be established. The Chair then opened the meeting to discussion, following which a decision was to be made.

There was a mixed response to the proposals. With some strong views against looking at only one option, without considering other options that may be worthy of consideration. Other views were that if the Board was being asked to look at this, it should be considered with regard to exploring the benefits may be achieved.

The Chair emphasised Members were asked to agree to an exploration of the proposal. Any decision to progress with the creation of a new institution will be a matter for future Board discussion and decision

Discussion also took place regarding establishing a joint working group. It was agreed that the Members from this Board should include the Chair, Vice Chair and Committee Chairs. Other Board Members wishing to be a part of this group should approach the Chair.

Following discussion, the following recommendation was voted upon, using a show of hands.

'The Board supports exploration of a new type of tertiary institution and that a joint working group be established'

The result of the vote was:
- Accept – 9
- Against – 2
- Abstained – 2

The recommendation was approved.

Decisions:
- The Board supports the exploration of a new type of tertiary institution
- The Board supports the establishment of a joint working group, with Members from this college being the Chair, Vice Chair and Board Committee Chairs

Actions:
- The Joint Chairs to discuss the outcome from both Board meetings
- The Joint Chairs to set up the joint working group
- Board Members, in addition to those agreed, wishing to join the working group to approach the Chair

12   Chair's Annual Performance Review

Board members had indicated a high level of satisfaction especially in the Chair's role as Regional Chair, ensuring Dumfries and Galloway College remains at the forefront of both regional and national activity.

Following a very positive annual performance review, the Vice Chair reported that the following four key areas for development had been identified for the coming year:

1.1   To continue to work with Committee Chairs towards clarifying the Terms of Reference and role of Committees to avoid duplication of discussion and further reduce the length of Board Meetings.

1.2   In conjunction with the Principal and Chair of the Remuneration Committee, to review and refine the process of setting and monitoring the College Principal's Objectives.

1.3   In conjunction with the Principal and Chair of the Finance and General Purposes Committee, to monitor the ongoing financial situation of the college, in line with Vision 2020 and bearing in mind the deficit in 2018.

1.4   Together with the Principal, to monitor progress on the SOSEP Project and to keep Board Members informed of any developments regarding possible future joint working with Borders College.

Members noted the content of the paper and the the Vice Chair thanked the Chair on behalf of the Board for all his hard work.

The VP L&S and Executive Assistant returned to the meeting.

Refreshments at the break were served by the hospitality students, from the City & Guilds Level 2 course. The Chair thanked the students for their traybakes and refreshments. Members commented on the professionalism of the students and quality of the food.

13   Matters for Decision from the Learning & Teaching Committee
13.1   Digital Skills Strategy
The Board of Management approved the Digital Skills Strategy, as a key college strategy moving forward.

13.2   Curriculum Development Plan – 2019-20
The Board of Management approved the Curriculum Development Plan 2019-20, following recommendation from the Learning & Teaching Committee.

13.3   Revised Admissions Process
The Vice Principal Learning & Skills presented the revised Admissions Process to the Board of Management, following discussion at the Learning & Teaching Committee.

14 Matters for Discussion
SI: SoSEP – Progress Report

The Acting Principal reported on the information that had been shared with Board Members, including:
- A joint report that had been submitted to the SFC which includes a spend v's variances
- A Risk Register for the project
- Weekly update examples around Governance of the project

The Acting Principal reported on the key highlights of the project:
- Kerry Martin has been appointed as the Project Manager, three days a week
- The Contractors were appointed yesterday. The same Contractor for both Dumfries and Stranraer
- Schools and Spokes - discussions are ongoing with the Education Department in terms of naming schools to pilot
- There will be a pilot with the Bridge
- The project is still within the timescales and on budget

Members noted the report. Members asked that a report which shows progress against agreed project milestones be presented in future.
Action: Future reports to include progress against agreed project milestones

15   SI: Borderlands (Update)
The Acting Principal reported that no recent meetings had taken place. Following recent news reports there was funding of £85 million available over a number of years, of which there is huge demand on the spend for various projects.

Members noted the update.

16   SI: South of Scotland Enterprise Agency (SOSEA) (Update)
No further discussion on this standing update, as discussions included within agenda item number 2.

17   ROA 2019-20

The Acting Principal spoke to the report which had been issued, highlighting key points:

- Reflects governments changes in priority
- There are 154 guidance points and so far, the feedback is that a considerable amount are well covered by work in the college. A meeting has been arranged with the Outcome Agreement Manager for the college to discuss and address these key points.

The Acting Principal encouraged members to vote online for funding for the Breakfast Club. He advised that more work had been planned for Healthy Body, Healthy Minds next year.

Members noted the update.

18   Regional Chair's Report

The Chair spoke to the report which had been issued, and also mentioned:

- Institute of Directors – look at joint event in college (including Board Members and Stakeholders)
- DYW – Graham Galloway has been appointed, following Tricia Hunter's retiral

Following earlier conversation regarding workload, Board Member John Henderson spoke of his concern over the Regional Chair's commitments both Nationally, Regionally and within his position as Regional Chair of the college. The Chair recognised this and thanked John for his concerns. The Chair also referred to the important role and work done by our Board Committees and their Chairs.

Members noted the report.

19   Acting Principal's Report

The Acting Principal spoke to the report which had been issued, in particular:

- Congratulations to the Student Association President and Vice President who have been nominated as Office Bearers of the Year
- Innovation Fund – CITB are actively seeking the college to submit a bid. The plan would be to submit a joint bid with Borders College, which fits in with the SoSEP model

Members noted the report

20 President of Student Association Update Report

The President of the Student Association spoke to the report which had been issued, highlighting key points including:

- The Student Association have been nominated as Best Officer Team of the Year – one of four in the shortlist, from all of the colleges and universities in Scotland
- Arrangements in place for End of Year – old School Sport Day: Tuesday 21 May (Joint event for Dumfries and Stranraer). The SA President welcomed Board Members to this event

Members noted the report and the recent developments that the Student Association had been involved in.

21   Agenda items for Next Board Meeting

The Chair welcomed agenda items for the next Board Meeting, to be held on Tuesday 4 June 2019.
Action: Board Members to forward agenda items for consideration to the Chair

22 Matters for attention from Board Committees
Draft Minute – HR Committee – 12 February 2019
The Interim Chair of the Human Resources Committee highlighted key discussions, including:
- Staff Survey – disappointment with the low response rate, with just over 1/3 of the workforce. The Head of HR to provide a more detailed analysis of the results to the Human Resources Committee

22.1   Equality and Diversity Report to the Board
Board Member Sue Livermore spoke to the report and the three appendices. She reported on a National Local Strategic Diversity Working Group taking place today. Members noted that Sue (Equality & Diversity Officer for the college) was well recognised locally in her role with Equality & Diversity.

Members noted the report and the three Equality and Diversity Appendices.

23 Draft Minute – Remuneration Committee – 12 February 2019
The Chair of the Remuneration Committee asked to formally note her appreciation of members recent 'votes by email' following previous discussion.

24 Draft Minute – Audit Committee – 19 February 2019
Members noted that the Internal Audit appointment had been extended.

24.1   Whistle Blowing Policy
Members noted the changes in the Whistle Blowing Policy, the policy having been approved by the Audit Committee.

24.2   Anti Fraud & Corruption Policy
Members noted the approved the Anti-Fraud & Corruption Policy, approved by the Audit Committee.

24.3   Risk Management Policy
Members noted the Risk Management Policy, approved by the Audit Committee in February 2019.
Action: The Chair and Board Secretary to look at Training and Development on Risk for Board Members

25 Draft Minute – Finance & General Purposes – 26 February 2019
The Chair of F&GP Committee highlighted key discussions, including:
- Timetable of Work – the Chair recommended the schedule as an approach for other committees

The Regional Chair thanked the Chair of F&GP for her term in office as Chair of F&GP and welcomed Board Member Karen McGahan as the new Chair of the Finance & General Purposes Committee.

Discussion surrounded the two ALFs discussed at the last meeting and subsequently included in the minute. For clarity, it was agreed to amend to recognise the two different ALFs. The college ALF to be formally closed, currently waiting on formal approval from Companies House. The college has a balance remaining in the Scottish Colleges Umbrella Foundation
Action: The Board Secretary to amend the F&GP minute of 26 February to highlight the difference between the two Arms Length Foundations

26 Draft Minute – Learning & Teaching Committee – 26 February 2019

The Chair of the L&T Committee highlighted key discussions, including:

- College Academy – is the revised name of the schools link
- CTS re-branding, now known as the External Development Team
- Student Engagement – the change in the way that bursaries are being awarded, including the internal judgement by the Lecturer on student engagement

27 Matters for Information
National Bargaining Update

The Acting Principal reported that the next planned strike for the Lecturing staff was scheduled for the 21 March. He advised that no agreements had been reached from recent meetings and that discussions were ongoing.

Members noted the update.

28 Board Links, Learning for Leading Scheme (Update)

The Board Secretary spoke to the report which had been issued. The Board Secretary advised that a Board Member is required to fill the Board Link to the Business Development Unit, following the recent retiral of the current linked Board Member. Positive feedback from staff in college had been noted with the Board Links.

Action: Board Members to forward notes of interest direct to the Board Secretary for the Business Development Unit

Members noted the report.

29 Indicative Offer of Grant

The Acting Principal spoke to the report which had been issued providing key aspects of the indicative grant allocations. Members noted:

- £185,043 additional core funding, representing a 'flat cash' settlement
- Capital Maintenance decreased by 52%
- The Estates Conditions report is not fully funded – feedback has been included in the CDN Consultation Report to the Scottish Government
- Maximum bursary increased by 5.9%
- The additional 350 credits (ie approximately £90,000) is not guaranteed for this year yet

Members noted the key aspects of the Indicative Grant Allocation for 2019-20.

30 Good Governance Consultation Feedback

The Board Secretary asked members to note the letter received from Richard Lochhead MSP in terms of changes in Governance. The Scottish Government Good College Governance Consultation had also been circulated for member's information. Board Secretaries had been asked to provide feedback collectively by 28 March.

31 Joint Academic Strategic Group Consolidated Outcome Agreement for the Crichton Partners

The VP L&S advised that the Joint Academic Strategic Group Consolidated Outcome Agreement for the Crichton Partners 2018-19 had been circulated to members for information. The VP advised that the Outcome Agreement Manager had agreed to change the framework and layout for the 2019-20 report.

32 Any other business

32.1   University of Glasgow Incident

The Acting Principal reported on a note of thanks received from the Police for the valuable support and assistance from Kenny Henry and the Estates Team on the 7 March following a recent incident at the University of Glasgow.

33 Date and time of Next Meeting

The next Meeting of the Board of Management will take place on Tuesday 4 June, 1–5 pm at Dumfries Campus.

Further dates:

- Board Development Event: Wednesday 24 April 2019, 10 – 3 pm
- Stranraer HN Graduation Ceremony: Tuesday 13 August 2019
- Dumfries HN Graduation Ceremony: Thursday 15 August 2019
- Celebration of Learning Events:
    - Prince's Trust Graduation: Thursday 11 April 2019, 6 pm
    - End of Year Exhibition for Creative Industries Preview: Friday 7 June, 4:30 – 7 pm
    - Hospitality, Sport & Fitness, Passport to College: Wednesday 12 June, 10:30 – 12:30

Minute of Meeting of the Board of Management of Dumfries and Galloway College held on Tuesday 11 December 2018 at 13:00 in room 2089 of the Dumfries Campus

Present:	Brian Johnstone (Chair)	John Henderson
	Carol Turnbull	Barry Graham
	Naomi Johnson	Ian White
	Janet Brennan	Rob Orr
	Pat Kirby	Robbie Thomas
	Ailsa Paton	Sue Livermore

In attendance:	Iain Steele, DYW *(for items 1, 2, & 3 only)*
	Andy Glen, VP Business Development & Corporate Services
	Andy Wright, VP Learning & Skills
	Karen Hunter, Head of Finance
	Ann Walsh, Board Secretary

1.1 Welcome and Apologies for Absence

The Chair welcomed all to the meeting, in particular Iain Steele, Chair of the Regional Developing the Young Workforce (DYW) Board.

Apologies for absence were received on behalf of Hugh Carr, Delia Holland, Ros Francis, Stuart Martin, Karen McGahan and Nikki Vjatschslav. Also David Eardley from Scott-Moncrieff was unable to attend therefore a Skype call was arranged with Rachel Blenkinsop for item 3.

The Board Secretary confirmed that the meeting was quorate.

1.2 Declaration of Interest

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

2 Presentation: Developing the Young Workforce (DYW)

Iain Steele provided an update on progress. Iain is also Regional Manager of Scottish Power Energy Networks.

Iain Steele reported that there is some real momentum with a large number of employers and businesses taking ownership of projects, with many local businesses getting involved. He sees that the DYW team have a role in preparing people for the workplace and that the college had a vital role within this by helping young people with the transition from school to work.

Iain Steele gave a number of examples of businesses supporting each other in enabling young people to develop and also a number of joint ventures and forums to promote this. He was very complementary regarding the positive input from the college.

He talked about the achievements DYW could make before current government funding ends in 2021 and wanting to ensure sustainable employer forums similar to those already in place. There are four forums established, in Engineering, Construction, Food & Drink and Hospitality.

He stated that it is important to do more to get school pupils involved, in particular with regard to having career advice early to enable the right subject choices and to increase foundation

apprenticeships. Therefore, the next steps for DYW are to work more closely with both schools and colleges.

During discussion Iain Steele said that work is ongoing on Key Performance Indicators (KPIs) to evaluate DYW. He also confirmed that DYW were involved in the early stages of SoSEP, but there is not much involvement now, so this will need to be developed. The DYW educational links are into schools and colleges, so a route into universities on the Crichton Campus may need to be considered.

The Chair thanked Iain for his informative presentation and subsequent discussion

3 2017-18 Financial Statements incorporating Operating and Financial Review by Board of Management and Signing of Accounts

It was not possible to connect with Rachel Blenkinsop of Scott-Moncreiff, therefore this item continued without their input. The Chair expressed his disappointment that there was no arrangement for representation from the auditors.

The Head of Finance spoke to the Annual Report and Financial Statements for 1 August 2017 – 31 July 2018. The Finance and General Purposes Committee have recommended the Accounts to the Board for approval.

The Finance Manager reported on the highlights including:
- Total income for the year was £12,336,000
- Costs of £13,422,000 were incurred, including staff costs of £9,067,000, and other operating expenses of £2,922,000
- Although the financial statements show an operating deficit of £1,086,000, the adjustments for non-cash and other distorting items set out on page 11 show an underlying operating deficit of £74,000. Timing differences for the recognition of income and additional expenditure at the year-end have impacted on this out-turn.
- The balance sheet shows sufficient cash to meet payments as they fall due, and the College does not have any loans or other long-term liabilities that will require to be paid;
- The external audit report shows an unqualified opinion.

There was some discussion regarding the £74,000 deficit. This has been reviewed by the Finance & General Purposes Committee and is covered under their item 8.1, for decision from the Board. Review of the budgeting processes will continue through the Audit and Finance & General Purposes Committees.

This concern does not deter from the accuracy and support of the accounts, but it does highlight how tight the budget is and it was confirmed that a contingency of £55,000 has been included in the 2018-19 budget.

Decision: Members approved the Financial Statements and authorised the Chair and the Principal to sign on behalf of the Board
Action: The Chair and the Principal to sign the Accounts

The Chair thanked the Head of Finance and her team and stated that the clean audit report is very welcome. He said that the summary page was very useful and that Members may wish to take this away to use the information within it.

3a   Letter of Representation from Scott-Moncrieff

The letter asks for assurance from the Board, as a whole, regarding the availability and accuracy of information given by the college. Members confirmed assurance and agreed for the letter to be signed by the Chair on their behalf, noting that this is also signed by the Principal.

4   Minute of Meeting of 9 October 2018

The Minute of the Board of Management meeting held on 9 October 2018 was approved.

5   Matters Arising

5.1   Annual Self Evaluation – How Good is Your College & Evaluative Report 2017-18 – submission document

The VP Business Development & Corporate Services spoke to the paper issued. The evaluative Report was submitted on time. Although the final endorsement by the SFC is awaited, the college has been advised that the Grades within the document are accepted and will not be changed. If there are any changes made to the document on feedback from the SFC the VP will inform the Board.

The Chair thanked the VP and staff involved in putting together this comprehensive report.

5.2   Revised 2020 Strategy

The amendment to the narrative under Partnership and Collaboration of the Vision 2020 Strategy Plan has been made and the revised document has been uploaded to the college website.

5.3   Senior Pathways Strategy

The Principal wrote to the council with the concerns raised by the Board and requested an update, with milestones, from the Council and was given assurance that a Strategy would be ready in the Spring of 2019.

Barry Graham advised that the group that are meeting to develop the Strategic Vision is called the Senior Phase Group and that the college is represented on this. They have met 6-7 times, with the next meeting being on 13 December 2018. It was requested that the VP Learning and Skills attends this meeting. Evaluation work is complete and they are now developing the draft Strategic View for Dumfries and Galloway, this will provide a clear leadership view.

The draft Strategy document will be presented to the Learning and Teaching Committee when complete and Barry Graham will update the committee on progress at the February 2019 meeting.

Actions:
- The VP Learning & Skills to attend the Senior Phase Group meeting on 13 December 2018
- Barry Graham to update the Learning and Teaching Committee on progress at the meeting in February 2019

5.4   Addition of SoSEP & CITB Risks to the Strategic Risk Register

The Principal confirmed that these risks have been included in the Strategic Risk Register

5.5   SoSEP – SFC guidance regarding a formal offer of grant, financial arrangements and reporting requirements

The Principal reported that the final Offer of Grant was received on 10 December 2018. The total amount is correct but the breakdown needs to be revised, once this has been corrected the Principal will sign it.

5.6   SoSEP – Confirmed Governance Arrangements from SoSEP

The Principal advised that the arrangements have now been confirmed. The Chair voiced his disappointment over the length of time it has taken for confirmation to be received from the Scottish Funding Council.

5.7   Outcome of Professional Standards Consultation

The revised professional standards, for all academic staff, have been received and are welcomed by staff. It is also helpful that the college digital skills strategy links well to this.

5.8   Strengthening the voice of Students across the Crichton Campus

The Student Association Vice President has found it difficult to make contact with other student reps on the Crichton site. The VP Business Development and Corporate Services to assist in this.
Action: The VP Business Development and Corporate Services to assist the SA President and Vice President to make contact with other student reps on the Crichton site.

> ➤ *The Chair asked that the Principal, VP Business Development & Corporate Services, and Executive Team Assistant leave the meeting for the next agenda items.*

6   Forthcoming Principal & Chief Executive Vacancy – Confidential (circulated to Board Members only)

The Chair spoke to the report that had been issued, confirming that, as Members will be aware, Carol Turnbull has been appointed Principal and Chief Executive at Ayrshire College. He has congratulated her on her new appointment, but was also sorry to receive the Principal's formal note of resignation. He has agreed with her that she will leave the college on the 28th February 2019, this fulfils the three month notice period attached to her post.

He wished to formally note that Carol Turnbull has worked hard and contributed a tremendous amount to the college. Members agreed with this and jointly note their thanks to Carol for her efforts and results. All are sorry to see her leave us.

The Chair outlined the recruitment proposal for the new Principal and Chief Executive and requested approval to the timetable and recommendations.
Decisions: Members approved:
- The recruitment proposal
- Delegation of responsibility from the Board to the sub-group
- Final approval to appoint will be recommended to the Board for Approval

7   Matters for Decision from the Remuneration Committee

The Secretary to the Board passed on apologies from Delia Holland, Chair of the Remuneration Committee, that she was not able to be attend and also that the draft minutes of the meeting held on 20 November 2018 had not yet been agreed for circulation.

Regarding item 7.1, Delia Holland had asked the Secretary to the Board to give feedback on her behalf. For item 7.2, Delia Holland had prepared a short paper regarding the Principal's annual performance review, additional objective and pay award, for the Regional Chair to present.

7.1   Executive Team Pay Award

The remuneration committee considered a paper regarding the pay award and potential salary increase for the Vice Principals. The committee has requested and are now considering further information to inform a recommendation on the increase.

Delia Holland requested from the Board, authority to seek approval from the Board of the Committee's recommendation, once made, by email as the next meeting of the Board is not until 19 March 2019.

Decision: Members approved that, following consideration of the additional information received, the Chair of the Remuneration Committee may seek approval from the Board, via email, of the Committee's recommendation for the Vice Principals pay award

7.2   Principal's Annual Review, Additional Objective (Finance) and Pay Award – Confidential (circulated to Board Members only)

The Regional Chair presented the paper prepared by the Chair of the Remuneration Committee which included recommendations that the Board take confidence in the Performance of the Principal, approve the additional objective (finance) as requested at the last Board Meeting, along with approval of the recommended pay award.

The recommended additional objective is Objective 7: Achieve break-even budget position, as approved by the Board for 2018-19.

Regarding the recommended Pay Award: The remuneration committee considered achievement, the current public sector pay policy and practice, affordability, salaries of other staff and Principals of colleges of similar size. They recommend an increase in salary of 2%, effective from 1st April 2018 plus an increase of £1,000 (consolidated) in recognition of additional experience.

Decisions: The following was approved:

- Members approved the Principal's Objective 7 for 2018-19
- Members approved the pay award as recommended by the Remuneration Committee

➢ *The Chair asked that the Principal, VP Business Development & Corporate Services, and Executive Team Assistant be invited to re-join the meeting*

8   Matters for Decision from the Finance & General Purposes Committee

8.1   Funding the Deficit

The Principal spoke to the paper provided. A review was undertaken for the Finance and General Purposes (F&GP) Committee as a result of reporting a deficit for 2017-18. The F&GP Committee have asked that the Board approve the use of up to £74,000 of historic reserves to fund any deficit that cannot be recovered by returning a surplus in 2018-19.

Members discussed the content of the report and emphasised that the Chair of F&GP and the Regional Chair are to be notified as soon as any deficit position is likely to be incurred.

Decision: Members approved the use of up to £74,000 of historic reserves to fund any deficit that cannot be recovered by returning a surplus in 2018-19

Action: The Chair of F&GP and the Regional Chair are to be notified as soon as any deficit position is likely to be incurred

8.2   Revised Budget 2018-19

The Head of Finance presented the paper talking through the changes as set out in the paper, of particular note are:

- £55,000 has now been allocated as a contingency.
- £260,000 increase in depreciation
- There is now an underlying surplus of £9,000 that cannot be carried forward. The Head of Finance to set out the reconciliation for Members.

In response to discussion around the SoSEP Project, it was confirmed that the budget for SoSEP will be included in cash returns to the SFC and will be reimbursed on the 18th of each month. The college is able to ask for additional funds if a large amount will be needed that would affect the college's balance.

Decision: Members approved the revised budget for 2018-19

9   Matters for Decision from the Board Development Committee

9.1   Draft Board Evaluation 2017-18

The Board Evaluation is recommended to the Board, by the Board Development Committee, for approval. Once approved, this will be submitted to the Scottish Funding Council (SFC).

Decision: Members approved the Board Evaluation 2017-18 for submission to SFC

9.2   Draft Board Development Plan 2018-19

The draft Board Development Plan 2018-19 is recommended to the Board, by the Board Development Committee, for approval.

Decision: Members approved the Board Development Plan for 2018-19

9.3   Succession Planning Update

The Chair spoke to the report which had been issued, with particular attention regarding the five non-executive members' terms of office that are due to end in March 2019. He informed the Board that all had been contacted and are in agreement regarding the individual proposals within the paper. He also informed the Board that he was sorry to report that Stuart Martin will be retiring from the Board in March 2019, but would wish to remain involved and support the college. It was also noted that Ros Francis would be standing down from her role as Chair of the Finance & General Purposes Committee due to other commitments. Ros Francis will remain on the Board.

The Chair informed Members that due to Stuart Martin's current health situation he had approached Janet Brennan, and she had agreed, to become the interim Chair of the Human Resources Committee, subject to approval by the Board. Members approved this and the Chair thanked Janet Brennan.

The Chair also highlighted that the Chairs of both the Remuneration Committee and the Finance & General Purposes Committee still wish to increase their membership, advising that their committees would benefit from more members.

Members noted the contents of the updated report

Decision: Members approved the following recommendations from the Board Development Committee, extensions being subject to approval by Scottish Ministers:

- Delia Holland and John Henderson to have their term of office extended for three years
- Barry Graham and Ros Francis to have their term of office extended for four years
- Recruitment to fill the vacancy created by Stuart Martin retiring from the Board
- Janet Brennan to take on the role of interim Chair of the Human Resources Committee

10   Strategic Risk Register

The Principal spoke to the Strategic Risk Register, that had been issued.

Discussion was had around the three risks that have post mitigation scores of 16-20, that keeps them in the Red, Major Risk Category. These being:

- **Risk No 2.7- 'Insufficient Student Support Funding to Meet Demand'.** The current projected shortfall is £500,000. A request for this funding has been made to the SFC as in previous years. This deficit is much higher than in previous years due to a Scottish Government (SG) change in student support provision. The SFC may need to request funding from SG to cover the national deficit. The college awaits a response from the SFC.
- **Risk No 3.5 – 'Industrial Relations Problems'.** EIS have announced dispute with Management side and are currently balloting members re taking industrial action.
- **Risk No 3.12 – 'Failure to reach contractual agreement with CITB regarding delivery of Construction related Apprenticeships'.** Failure to reach contractual agreement with CITB regarding delivery of Construction related Apprenticeships. New risk added as agreement has not been reached and matters are becoming 'business critical'. The financial impact of this could be up to £60,000. The SG have asked for costings for two options regarding number of visits. A decision will then be made regarding how much funding will be provided and where this will be coming from. The Principal will keep the Board informed.

Decision: The Board approved the Strategic Risk Register

Action: The Principal will keep the Board informed on progress regarding Risk No 3.12

11   Joint Meeting with Borders College follow up – Consideration of Joint Vision & Discussion

Before presenting the paper issued the Chair thanked all who attended the joint meeting with Borders College on 6 November 2018. He was pleased with the numbers that attended and the quality of the debate. He welcomed discussion on this before considering the proposed joint vision.

John Henderson raised concern about the way options for future working between the two colleges had been introduced, feeling it was disrespectful to raise it in a joint meeting, feeling it should have been discussed within the individual Boards first. He was concerned that he felt there was a push from the speakers at the meeting towards some sort of merger between the two colleges, although when challenged they clearly stated that this was not a decision they would be able to make.

The Chair explained that the opportunity had been taken, while both Boards were together, for them to hear the same information from the SoSEP and from the SFC.

During discussion, it was generally felt that the SoSEP project was a very positive thing for the South of Scotland. It was also felt that the colleges are very different in culture and that careful thought about how they will link will be required.

Discussion followed regarding the draft joint vision. Members approved the proposed joint vision, below, subject to the inclusion of the amendments highlighted.

> *"The shared ambition of Borders and Dumfries and Galloway Colleges is to improve the economy of the South of Scotland through inclusive growth. We will provide equitable access to businesses, communities and individuals across the South to education, training and skills development and to personal, social, employment and*

economic development opportunities, drawing from the best practice and research globally.

To achieve this Borders and Dumfries & Galloway Colleges are committed to working collaboratively to deliver their provision seamlessly through a digital and physical Skills and Learning Network using a distributed hub and spoke model."

In addition to the recommendations within the paper, the Chair also raised the issue of how the colleges might work together in the future. He asked for approval for the Chairs of both colleges to approach the SFC for funding to appoint a consultant to carry out an all options appraisal on how to achieve the vision.

As this recommendation is in addition to those in the paper issued, it was requested that this should be added as an additional bullet point and the paper re-issued. The Chair agreed to this. (Post meeting note – the paper was re-issued on 17 December 2018).

There was a mixed response to the request to undertake and options appraisal. Some concern was raised, in particular regarding timing, how to find someone independent to undertake the work, who would 'own' the work and who would make the decisions based on the exploration of options identified. In balance to this there was some support for the need to explore the options for collaborative working to ensure the success of the SoSEP project and the joint vision. Following discussion, the following recommendation was voted upon, using a show of hands.

'The Chairs approach the SFC for funding to appoint an independent consultant to identify and explore the potential models for future working in order for the Boards to consider what the most appropriate collaboration model would be. The Board would need to agree the scope and remit of the option appraisal before signing up to the work.'

The result of the vote was:
- Accept – 8
- Against – 1
- Abstained – 3

The recommendation was approved.

Decisions:
- The joint vision was approved, subject to the agreed changes being made
- The Chairs to approach the SFC for funding to appoint an independent consultant to identify and explore the potential models for future working in order for the Boards to consider what the most appropriate collaboration model would be
- The Board to agree the scope and remit of the option appraisal before signing up to the work

Actions:
- To amend the paper by adding the additional bullet point as agreed and the paper to be re-issued.
- Chair to take the amended joint vision to the Chair of Borders College, to gain agreement to the changes.
- The Chairs of both colleges to approach the SFC for the funding for an independent consultant to undertake the work
- If agreed, the scope and remit of the work to be agreed with the Board prior to signing up to the work

12   SOSEP

12.1   SOSEP – Progress to Date/Project Governance

The Chair informed Members that the Board Development Committee discussed this at their meeting on 26 November 2018. They would like the Board to have:

- A Business Plan with timescales
- A Project Risk Map
- Minutes of the Project Board meetings as part of the Update Reports

The Principal advised that Scottish Government require a Progress and Monitoring Report to be submitted on a quarterly basis. This report is prepared by the 2 nominated Vice Principals from Borders and Dumfries and Galloway Colleges, following separate Oversight Group Meetings in each College, and then presented to the Project Board for approval, prior to submission.

The report provides a comprehensive update on progress, as well as financial monitoring information and it is proposed that the most up to date versions are presented to the Board of Management for their information and discussion. The first Quarterly report was provided for this meeting.

In response to the requests from the Board Development Committee, the Principal stated that a timeline with progress against plan could be added to the report, along with the risk register for the project. With these inclusions and the comprehensive nature of the update report Members agreed that minutes of the Project Board meetings would not be required.

In addition to the content of the report the Principal advised that final drawings are due to be completed in January 2018, Quantity Surveyor input will be undertaken then. The drawings will be costed and out to tender, with the building completion between August and December 2019.

Members noted the content of the report
Actions:
- Timeline with progress against plan to be added to the update reports
- Risk Register to be added to the update reports

12.2   SoSEP Programme Structure and Governance Arrangement

The Principal spoke to the paper issued confirming arrangements that have been put in place as per the Governance and Monitoring Structure diagram (Appendix 2).

The Chair raised his surprise that a Project Manager has not been appointed. The Principal stated that it has been agreed that, at this point, a Project Manager is not appropriate as there are a number of complex elements that make up the project, all of which require subject expertise, but this will be kept under review. A Project Coordinator has been appointed to ensure joint monitoring and update reports are available for the Programme Board and the Joint Board project manages the joint part of the project.

The Chair stated that he still has concerns that there is a co-ordinator rather than a Project Manager as it is important that there is executive capacity to devote to managing the project as well as the relevant expertise in construction and IT.

Concern was raised again regarding capacity of the Executive Team. The Principal advised that she and the Principal of Borders College would be meeting with the SFC on 13 December 2018 to request funding for a joint development unit to help with capacity.

Regarding reporting to the Board, as mentioned in item 12.1, an update report will come to the Board at each meeting. In addition, Learning & Teaching specific updates will be provided to that Committee and the Finance & General Purposes Committee will monitor the impact of the project on college finances.

The Board noted the content of the Report

13   Regional Chair's Report

The Chair spoke to the report, which had been issued providing a list of key events and meetings attended. A request was made for more information to be included regarding what happens at the meetings. The Chair apologised for the briefness of the report, stating that other issues had taken priority when preparing for the Board meeting and that more information will be given in future reports.

Members noted the report.

14   Principal's Report

The Principal spoke to the report, which had been issued providing key updates of recent activities, highlighting key points to note, including:

- An inward Investment Opportunity –a hotel company are considering investing in the area. This would create approximately 190 new jobs in the region and some of our hospitality team are now working with the company to develop appropriate training qualifications to provide a skills pipeline that will commence in August 2019. A robust marketing campaign will also be undertaken to attract applications for hospitality courses.
- Additional Support for Mental Health - The 2018-19 Programme for Government entitled "Delivering for today, investing in tomorrow" was published on Tuesday 4 September 2018. The Programme includes a commitment by the Scottish Government in relation to mental health to expand provision of counsellors in schools, colleges and universities. Specifically, to provide, '…more than 80 additional counsellors in Further and Higher Education over the next four years.' Consultation is currently taking place on the best way to roll this out, taking account of the need for integration with existing NHS services and the support already available in schools.

Members noted the report.

15   President of the Student Association Report

The Vice President of the Student Association spoke to the report, which had been issued reporting on key activities including:

- A focus on Mental Health with the NHS providing workshops for both students and staff
- The SA are looking at fitness and developing new clubs to attract students

It was noted that a cost v benefits paper was presented to the Finance & General Purposes Committee in November 2018, this will also be presented to the Learning and Teaching Committee in February 2019. The SA Accounts will come to the next Board Meeting

The SA workplan had been provided for information.

The Chair noted the positive and high degree of activity from the Student Association with the current President and Vice President. The President of the Student Association has been nominated

to join the DYW, subject to approval.

Members noted the report.
Action:
- The Student Association Accounts will be presented to the Board for approval at the meeting in March 2019

16   Agenda items for the Next Board Meeting
The Chair welcomed agenda items for the next Board Meeting, Tuesday 19 March 2019.
Action: Board Members to forward agenda items for consideration to the Chair

17   Draft Minutes/Matters for attention from meetings held since the last Board Meeting
17.1   Draft Minute of Audit Committee Meeting of 13 November 2018
Naomi Johnson, on behalf of the Chair of the Audit Committee, spoke to the draft minute, asking members to note key points, including:
- The Internal Audit Report on Health & Safety received a reasonable assurance opinion. One of findings was that there is not an annual health and safety report to the Board
- The Committee received a very useful GDPR update presentation
- Claire Gardiner from Scott Moncrieff presented the External Audit Annual Report, which concluded the audit work for 2017/18
- The internal auditor's (RSM's) contract ends at the end of this year. A mini-competition will be undertaken, using APUC's revised framework, for a new contract starting 2019-20.

17.2   Draft Minute of Learning & Teaching Committee Meeting of 20 November 2018
The Chair of the Learning & Teaching Committee spoke to the draft minute, highlighting the following points of interest, including:
- The committee had a cheering presentation from Alison Martin regarding the PRINCE'S Trust, of note is the requirement for work placements which are important for the success of the course
- Alison tabled invitations to the Team 32 Prince's Trust Final Presentation which was held on Thursday 6th December 2018. This is an extremely positive and uplifting event, Members were encouraged to attend future events if they are able to
- Janet Weir gave an update on progress regarding measuring the effectiveness of employer engagement. She also confirmed that an employer engagement strategy is nearing completion

17.3   Draft Minute of Finance & General Purposes Committee Meeting of 20 November 2018
John Henderson confirmed that there was nothing additional to add as most items had been covered under previous agenda items.

17.4   Draft Minute of Board Development Committee Meeting of 26 November 2018
The Chair confirmed that there was nothing additional to add as items had been covered under previous agenda items.
18   Letter of Guidance
The Principal advised that more guidance had been received regarding the Regional Outcome Agreement (ROA) and this was being reviewed.

The Enterprise and Skills Strategy has been received and this may help to develop the next strategic plan for the college.

19   Board Links, Learning for Leading Update

The Board Secretary spoke to the report issued. It had been agreed that the summary reports would be collated to provide an update to the Board at each Board Meeting, from December 2018, with the content of the visit remaining confidential to those involved. The purpose of the report being to confirm that the linked visits are taking place and to enable the Board to share the experiences of their colleagues and to learn more about the work of the college.

Initial feedback is that Members have found the college staff they have met to be enthusiastic and welcoming and the meetings informative. Similarly students and Curriculum Managers have welcomed the visits and have given positive feedback.

Members noted the report

20   Any Other Business

20.1   Digital Skills Strategy

Members welcomed the Digital Skills Strategy, although advised caution as it is very ambitious. Members felt this document required more attention than the time remaining and therefore felt unable to approve the document at this meeting. It was agreed that this would be taken to the Learning and Teaching Committee meeting in February 2019 for consideration prior to being recommended to the Board.

Decision: Not approved due to lack of time to consider and discuss and lack of scrutiny required by the Learning and Teaching Committee.

Action: The Digital Skills Strategy to be considered by the Learning and Teaching Committee at the meeting on 26 February 2019 prior to re-presenting to the Board

20.2   Congratulations and Thank you to the Principal

The Chair congratulated the Principal on 30 years of service, presenting her with flowers on behalf of the Board. He also noted that this was the Principal's last Board Meeting and wished her well in her new position.

21   Date and Time of Next Meeting

The next meeting of the Board of Management will take place on Tuesday 19 March 2019, 1-5pm at Dumfries Campus.

Board Development Events:
● <u>POSTPONED</u> – The Board Development Event on Tuesday 22 January 2019

22   Minutes Approved since the last Board Meeting

22.1   Approved Minute, Remuneration Committee - 06/03/18

Members noted the approved minute of the Remuneration Committee meeting of 6 March 2018.

22.2   Approved Minute, Board Development Committee - 06/03/18

Members noted the approved minute of the Board Development Committee meeting of 6 March 2018.

22.3   Approved Minute, Learning & Teaching Committee - 04/09/18

Members noted the approved minute of the Learning & Teaching Committee meeting of 4 September 2018.

22.4   Approved Minute, Finance & General Purposes Committee - 18/09/18

Members noted the approved minute of the Finance & General Purposes Committee meeting of 18 September 2018.

22.5   Approved Minute, Audit Committee - 19/09/18

Members noted the approved minute of the Audit Committee meeting of 19 September 2018.

Stakeholders 2019

Dumfries & Galloway College

Committee Groups
Learning & Teaching Committee
Audit Committee
Finance & General Purposes Committee
Human Resources Committee
Remuneration Committee
Board Development Committee
Grievance / Appeals Committee

Potential Students
Current Students
Alumni

Scottish Government
Scottish Funding Council
Student Awards Agency for Scotland
Developing the Young Workforce
Curriculum for Excellence
Dumfries Learning Town
Science, Technology, Engineering & Maths
Digital Learning & Teaching Strategy
Education Scotland
D&G Regional Economic Strategy
Prevent Strategy

EMPLOYERS

Dumfries & Galloway Council
Business Gateway
Prince's Trust
DGTAP
Scottish Electrical Charitable-
Training Trust
Construction Industry Training Board
D&G Housing Partnership
Scottish Power Energy Network
South of Scotland Economic Partnership

Curriculum
Support

Unions

Digital
LYNDA.com

Crichton Campus Leadership Group
Dumfries & Galloway College
Dumfries & Galloway Council
Crichton Trust
Crichton Foundation
Crichton Carbon Centre
Scottish Enterprise
Skills Development Scotland
Scottish Funding Council
Scottish Government
National Health Service
Scottish Rural College
University of Glasgow
University of the West of Scotland
Open University in Scotland

Parents / Guardians
Carers
Teachers
Skills Development Scotland
Jobcentre Plus
Careers Office
Chamber of Commerce

Dumfries Learning Town

Secondary
Annan Academy
Castle Douglas High
Dalbeattie High
Dalry Secondary
Douglas Ewart
Dumfries Academy
Dumfries High
Kirkcudbright Academy
Langholm Academy
Langlands
Lockerbie Academy
Mawelltown High
Moffat Academy
St Joseph's
Sanquhar Academy
Stranraer Academy
Wallace Hall Academy

Primary

Articulation Agreements
Strathclyde University-
Engineering Academy
University of Glasgow
University of the West of Scotland
Open University in Scotland

SQA   IOSH
City & Guilds IMI Awards
BPEC   NEBOSH
Edexcel
BCS
EAL

Central circles

- Board of Management
- Students
- Government / Funding
- Staff
- Delivery Partners
- Others
- Community Groups
- Schools
- Crichton Campus / Estate
- Universities
- Qualification Bodies

Dumfries and Galloway College

One team, one direction — enjoy the journey

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Board of Management

Appointment of Principal and Chief Executive

1.   Introduction

The Board have been kept updated on progress throughout the process and approval to appoint was received by the Board on Friday 8th March 2019.

Joanna Campbell has accepted, and been appointed as Principal and Chief Executive, she is presently Vice Principal, Student Experience, at City of Glasgow College. A start date is in the process of being agreed and will be early summer.

We look forward to welcoming our new Principal to the College.

2.   Process

Approval to proceed with recruiting a new Principal and Chief Executive as proposed, was given at the Board Meeting in December 2018.

The approved sub-group with delegated responsibility from the Board for overseeing the recruitment has enabled the process to move at pace, with good process and inclusion, and to a successful conclusion, supported by the successful recruitment agency.

It was particularly pleasing, informative and inclusive to have so many Board Members, Students, Staff and Stakeholders involved on the day of the final interviews.

On Monday 11th March communication to key people and organisations were made in advance of the press release and announcements to the media the following day.

I would like to record my thanks to all involved for the commitment and hard work that has gone into ensuring that each element of the process was implemented in a professional and positive way.

4.   Recommendations

Board Members are asked note the content of this paper and the confirmation of appointment

Brian Johnstone
Regional Chair
12 March 2019

Board of Management

Succession Planning

1.   Introduction
Succession Planning has been on the agendas of the last Board Meetings. This paper brings together an update of the issues to be considered and approved.

2.   Non-Executive Members Terms of Office ending in March 2019
The following extensions of term of office have now been approved by Scottish Government Ministers:

- Delia Holland extended for three years from 3 March 2019
- John Henderson extended for three years from 3 March 2019
- Barry Graham extended for four years from 3 March 2019
- Ros Francis extended for four years from 1 April 2019

3.   Non-Executive Member Vacancy
Stuart Martin retired from the Board on 2 March 2019. Recruitment to this vacancy has had Board approval. Although the recruitment process has not yet started, it is soon to begin.

4.   Academic Staff Board Member Term of Office
Nikki Vjatschslav and Ailsa Paton, Student Board Members, terms of office finish on 30 June 2019. Elections for these positions will be either complete or underway at the time of the Board Meeting in June 2019.

5.   Academic Staff Board Member Term of Office
Ian White, Academic Staff Member of the Board's term of office finishes on 28 August 2019. The timing of the election for this position is to be decided to avoid the summer break.

6.   Succession Planning for Chairs of Board Committees
It is planned to review the Chairs of the Human Resources, Audit and Finance & General Purposes Committees, along with a review of the Vice Chair and Senior Independent Member role prior to the Board Meeting in June 2019. Two of these positions require to be brought forward to March 2019, as follows:

It was agreed at the March 2019 Board Meeting for Janet Brennan to become Interim Chair of the Human Resources Committee, covering for Stuart Martin. With Stuart retiring this is now a vacancy. It is proposed the Janet Brennan become the Chair of this committee.

A vacancy will exist for Chair of the Finance & General Purposes Committee when Ros Francis finishes in this role on 31 March 2019. It is proposed that Karen McGahan become Chair of this committee. (Ros Francis will remain a member of this committee)

Board of Management

The Chair, Vice Chair and Chairs of Committees make up the membership of the Board Development Committee. Therefore Janet Brennan and Karen McGahan will join this committee (Ros Francis as an outgoing Chair will not be a member from 1 April 2019)

7.   Board Committee Membership

The committee Chairs of the Finance & General Purposes and Remuneration Committees are looking to recruit new members to increase the membership.

It is proposed that the membership of the Remuneration Committee increases from four, to five Board Members. The proposal is for Janet Brennan to become a member of this committee.

Consideration for the Finance & General Purposes Committee will be given, with a view to additional member/s being proposed at the June 2019 meeting of the Board.

The Chair of the Finance and General Purposes Committee is a member of the Remuneration Committee and the Board Development Committee therefore the new Chair of F&GP will replace the outgoing Chair on these two committees.

A revised table of Committee Membership (draft) can be found at Appendix A.

8.   Recommendations

It is recommended that the Board approve:

- Janet Brennan to become Chair of the Human Resources Committee from 19 March 2019
- Janet Bennan to become a Member of the Board Development Committee
- Karen McGahan to become Chair of the Finance and General Purposes Committee from 1 April 2019
- Karen McGahan, as Chair of the Finance and General Purposes Committee, becomes a member of the Remuneration Committee and the Board Development Committee from 1 April 2019
- Janet Brennan to become a member of the Remuneration Committee from 19 March 2019

It is also recommended that the Board note the changes to Board Committee Membership, subject to approval, highlighted in Appendix A.

Brian Johnstone
Board Chair
12 March 2019

BOARD & BOARD COMMITTEE MEMBERSHIP

BOARD OF MANAGEMENT	
Membership	Brian Johnstone (Chair), Andy Glen (Acting Principal); Delia Holland (Vice Chair), Hugh Carr, John Henderson, Barry Graham, Ros Francis, (Vacancy), Karen McGahan, Pat Kirby, Janet Brennan, Sue Livermore, Ian White, Rob Orr, Naomi Johnson, Robbie Thomas, Nikki Vjatschslav (SA President) and Ailsa Paton (SA Vice President)
In attendance:	The Executive Management Team:
Quorum	6 members

AUDIT COMMITTEE	
Membership:	Hugh Carr (Chair), Pat Kirby, Naomi Johnson, Robbie Thomas and (Vacancy)
In attendance:	Internal Auditors; External Auditors; Principal; and Head of Finance
Quorum:	3 members

FINANCE AND GENERAL PURPOSES COMMITTEE	
Membership	Karen McGahan (Chair), John Henderson, Andy Glen (Acting Principal), Ros Francis and Sue Livermore
In attendance:	Vice Principal (Business Development & Corporate Services); and Head of Finance
Quorum	3 members

HUMAN RESOURCES COMMITTEE	
Membership	Janet Brennan (Chair), Andy Glen (Acting Principal), Ian White, (Vacancy); Rob Orr and Ros Francis
In attendance:	Head of Human Resources
Quorum:	3 members

LEARNING AND TEACHING COMMITTEE	
Membership:	Pat Kirby (Chair), Delia Holland, John Henderson, Andy Glen (Acting Principal), Ian White, Sue Livermore, Barry Graham, Rob Orr, Naomi Johnson, Nikki Vjatschslav (SA President) and Ailsa Paton (SA Vice President)
In attendance:	Vice Principal (Learning and Skills); Vice Principal (Business Development & Corporate Services); and Heads of Curriculum Peter Woods, Gillian Pearce, (Vacancy)
Quorum:	3 members

REMUNERATION COMMITTEE	
Membership:	Brian Johnstone, Delia Holland (Chair), Karen McGahan (Chair of F&GP), and Ian White
Quorum	3 members

BOARD DEVELOPMENT COMMITTEE	
Membership:	Brian Johnstone (Chair), Delia Holland (Vice Chair), Hugh Carr (Chair of Audit), Karen McGahan (Chair of F&GP), Janet Brennan (Chair of HR) and Pat Kirby (Chair of L&T)
Quorum	3 members

Grievance / Appeals Committee	
Membership:	Brian Johnstone (Chair), Stuart Martin (Chair of HR), Ros Francis, Karen McGahan, (Vacancy)
Quorum	3 members

12 March 2019

BOARD & BOARD COMMITTEE MEMBERSHIP

Board of Management Calendar of Meetings 2019-20

All meetings will be held on a Tuesday and take place at the Dumfries Campus unless stated otherwise

		BOARD	Audit Committee	Finance & General Purposes Committee	Learning & Teaching Committee	Human Resources Committee	Board Development Committee	Remuneration Committee
		1pm–5pm	2:00 pm	12md	2:00 pm	11:30am	2:00pm	2:00pm
2019								
August		24-Aug Development event (10-3.30)						
Stranraer Graduation Ceremony		13-Aug						
Dumfries Graduation Ceremony		25-Aug						
September			10-Sep	17-Sep	17-Sep			
October		08-Oct					29-Oct	
November		TBC Joint Meeting with Borders College (10-3)	12-Nov	19-Nov	19-Nov	05-Nov		05-Nov
December		10-Dec						
2020								
January		21-Jan Development event (10-3)						
February			18-Feb	25-Feb	25-Feb	11-Feb		11-Feb
March		17-Mar					03-Mar	
April								
May			05-May	12-May	12-May			
June		02-Jun Venue (tbc)						

Draft – 12 March 2019

Dumfries & Galloway College

Board of Management

Strategic Risk Register

1 Introduction
1.1 The purpose of this paper is to provide the Board of Management with the opportunity to review the College's Strategic Risk Register.

2 The Report
2.1 The Principal and Executive Leadership Team routinely review the Strategic Risk Register to reflect the risks the College is facing and the mitigation that will be applied to each risk. There are currently 22 strategic risks, 6 of which are rated 9 (Amber = Significant risk) or above.

2.2 Committee Reporting
As the Strategic Risk Register is now presented at each committee and members asked to pay particular attention to risks pertaining to the work of that committee, the end column on the risk register has been amended to include the name of the Committee who would have 'oversight' of that risk so that members can focus on these in their discussions. There is still the opportunity to discuss other risks at full Board meetings.

Changes have been made to the following:
- **Risk No 3.5 – 'Industrial Relations Problems'.** Likelihood increased to 5 as EIS have announced dispute with Management side and are currently balloting members re taking industrial action.
- **Risk No 3.**11 '**Failure to meet the SOSEP funded project deadlines'.** This risk has been added after discussion at the previous BoM meeting to highlight the importance of meeting project deadlines and milestones.
- **Risk No 3.12 – 'Failure to reach contractual agreement with CITB regarding delivery of Construction related Apprenticeships'.** Failure to reach contractual agreement with CITB regarding delivery of Construction related Apprenticeships. New risk added as agreement has not been reached and matters are becoming 'business critical'.
- **Risk No 2**.1 – Arithmetical error – Post mitigation score amended to 6 (noted by F& GP committee)
- **Risk No 2**.5 – Comment 'Only £25,000' added under mitigation (recommended by F&GP Committee)

3 Recommendation
3.1 It is recommended that the Board of Management consider and, if so minded, approve the Strategic Risk Register.

Andy Glen
Acting Principal
March 2019

Post Holders		
Board	Board of Management	
ELT	Executive Leadership Team	
CLT	College Leadership Team	
PRIN	Principal	
VPL&S	Vice Principal Learning & Skills	
VPBD&CS	Vice Principal Business Development	

HoC	Head of Curriculum
HoP&Q	Head of Planning & Quality
HoF	Head of Finance
HoHR	Head of Human Resources
HoBD	Head of Business Development
HoCS	Head of Corporate Services

HoSS&G	Head of Student Support & Guidance

Score	Impact	Likelihood
1	Routine	Remote
2	Minor	Unlikely
3	Significant	Possible
4	Major	Probable
5	Critical	Very likely

Risk Number	POTENTIAL CONTRIBUTING FACTORS				TREATMENT				POST MITIGATION EVALUATION			Responsibility /Committee Oversight
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring			
1	**Strategic and Structural**											
1.1	Failure of College strategy to meet the needs of Dumfries and Galloway Region and/or national priorities (eg Employability, DYW, attainment, articulation)	4	4	16	• Robust strategic planning • Effective environmental scanning • Strong partnerships • Clear links between strategy and practice • Concerted demands for increased activity levels	4	1	4	• Robust monitoring via ROA • Clear performance metrics • Amendment of strategic direction/plans • Rolling curriculum review			Board, ELT BoM
1.2	College may be disadvantaged by changes to either UK or Scottish Government policies	4	3	12	• Effective environmental scanning • Negotiation/influence at national level	4	2	8	• Review of changes and amendment of strategic direction/plans • Financial strategy sensitivities			ELT BoM
1.3	College disadvantaged by changes arising from UK leaving European Union	3	4	12	• Negotiation/influence at national level • Review of activities/ projects • Responsiveness to new opportunities	2	2	4	• Review of changes and amendment of strategic direction/plans/ curriculum • Financial strategy not ESF dependent			ELT BoM

Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Green (1-8) = Minor Risk: Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk

Post Holders		
Board	Board of Management	HoC Head of Curriculum
ELT	Executive Leadership Team	HoP&Q Head of Planning & Quality
CLT	College Leadership Team	HoF Head of Finance
PRIN	Principal	HoHR Head of Human Resources
VPL&S	Vice Principal Learning & Skills	HoBD Head of Business Development
VPBD&CS	Vice Principal Business Development	HoCS Head of Corporate Services

HoSS&G   Head of Student Support & Guidance

Score	Impact	Likelihood
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Risk Number	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility/ Committee Oversight
2	**Financial**									
2.1	Change in SFC Funding Methodology and Allocation – Reduction in Funding	3	3	9	• Negotiation/influence at national level • Contingency plans for reduced funding	2	3	6	• Advance modelling of new funding methodologies and allocations • Monitoring impact of changes • Amendment of strategic or operational direction/plans • Financial strategy sensitivities	ELT F&GP
2.2	Failure to achieve institutional sustainability	5	4	20	• Protection of funding through dialogue with SFC • Robust annual budget-setting and multi-year financial strategic planning (from 2018-19) • Effective budgetary control • Where required, swift action to implement savings	4	3	12	• Regular monitoring of budgets • Regular review of financial strategy and non-core income sensitivity	CLT F&GP
2.3	Salary and conditions of service pressures outstrip ability to pay	4	4	16	• Influence within Employers Association • Management of staffing expenditures	4	3	12	• Expenditure modelling • On-going discussions with staff • Financial strategy sensitivities	ELT HoHR F&GP

Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Green (1-8) = Minor Risk; Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk

Post Holders							
Board	Board of Management	HoC	Head of Curriculum	HoSS&G	Head of Student Support
ELT	Executive Leadership Team	HoP&Q	Head of Planning & Quality		& Guidance
CLT	College Leadership Team	HoF	Head of Finance		
PRIN	Principal	HoHR	Head of Human Resources		
VPL&S	Vice Principal Learning & Skills	HoBD	Head of Business Development		
VPBD&CS	Vice Principal Business Development	HoCS	Head of Corporate Services		

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Risk Number	POTENTIAL CONTRIBUTING FACTORS				TREATMENT				POST MITIGATION EVALUATION		
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility/ Committee Oversight
2	**Financial (cont.)**									
2.4	Financial Fraud	4	3	12	• Strong financial controls: segregation of duties and review of transactions • Review of impact of any changes in structure or duties • Whistleblowing arrangements	3	2	6	• Continuous review of financial controls • Internal Audit programme	HoF Audit
2.5	Scotland's Colleges Foundation refuses/withholds funding for key College priorities	5	3	15	• Only £25,000 of unallocated funds remain. Appropriate bid arrangements in place	3	2	6	• Monitor and advise Board of Management. The F&GP Committee agreed that this risk should be removed from the Strategic Risk Register, at meeting of 26.2.19	HoF F&GP
2.6	Failure to achieve credit (activity) target	5	3	15	• Real time monitoring system • Identify & implement additional/alternative provision where required	4	1	4	• Continuous review of progress v targets. Current shortfall of approx. 450 credits – expected to achieve target, including ELC target. Indicated to SFC that we will take additional 350 credits this year	ELT HoC HoP&Q F&GP
2.7	Insufficient Student Support Funding to meet demand.	4	5	20	• Strong financial monitoring • Possible opportunity to request additional in year funding	4	2	8	• Continuous monitoring of demand v funding allocation • Ongoing dialogue with Scottish Funding Council. Confirmation received from SFC that full amount of additional funding requested would be allocated	PRIN HoF F&GP

Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Green (1-8) = Minor Risk; Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk

Post Holders	Board	Board of Management	HoC	Head of Curriculum	HoSS&G	Head of Student Support & Guidance
	ELT	Executive Leadership Team	HoP&Q	Head of Planning & Quality		
	CLT	College Leadership Team	HoF	Head of Finance		
	PRIN	Principal	HoHR	Head of Human Resources		
	VPL&S	Vice Principal Learning & Skills	HoBD	Head of Business Development		
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Risk Number	POTENTIAL CONTRIBUTING FACTORS				TREATMENT				POST MITIGATION EVALUATION			
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring			Responsibility /Committee Oversight
3	**Organisational**											
3.1	Legal actions; serious accident; incident or civil/criminal breach	4	5	20	• Adherence to legislative and good practice requirements • Positive Union relations and staff communication • Effective management development programmes	3	2	6	• Monitoring and reporting in key areas – eg H&S, equalities, employee engagement • Continuous professional development • Internal audit programme • Staff surveys			ELT BoM
3.2	Reputational Risk – Loss of reputation with key stakeholders	4	3	12	• Marketing strategy • Positive marketing approaches	4	2	8	• Stakeholder engagement • Social media monitoring arrangements			PRIN VPBD&CS HoP&Q BoM
3.3	Disasters – eg Fire, MIS Failure, Failure of Emergency Procedures	5	4	20	• Sound systems of administration • Clear fire and disaster recovery arrangements • Staff CPD	5	1	5	• Business Continuity Plan including scenario testing			VPBD&CS VPL&S HoCS BoM
3.4	Failure to meet Prevent and related obligations	5	3	15	• Prevent training • Staff awareness and contingency planning • Engagement/practice sharing with local agencies	5	1	5	• Business Continuity Plan including scenario testing • Information sharing with local agencies			VPBD&CS HoCS **BoM**

Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Green (1-8) = Minor Risk: Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk

Post Holders						
	Board	Board of Management	HoC	Head of Curriculum	HoSS&G	Head of Student Support & Guidance
	ELT	Executive Leadership Team	HoP&Q	Head of Planning & Quality		
	CLT	College Leadership Team	HoF	Head of Finance		
	PRIN	Principal	HoHR	Head of Human Resources		
	VPL&S	Vice Principal Learning & Skills	HoBD	Head of Business Development		
	VPBD&CS	Vice Principal Business Development	HoCS	Head of Corporate Services		

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Risk Number	POTENTIAL CONTRIBUTING FACTORS				TREATMENT				POST MITIGATION EVALUATION			
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring			Responsibility /Committee Oversight
3	**Organisational (cont.)**											
3.5	Industrial Relations Problems (including industrial action)	4	5	20	• Adherence to legislative and good practice requirements • Positive Union relations and staff communication • Effective management development programmes • Industrial action continuity planning	4	5	20	• Regular union/management dialogue • Regular employee engagement monitoring • Open communication with staff • EIS currently taking industrial (including strike) action.			ELT HoHR HR
3.6	Failure to achieve ambitions of ICT strategy; strategy and development is ineffective	4	4	12	• Planning, careful phasing of changes to processes and systems • Effective management of ICT arrangements	4	2	8	• Regular review/reporting on milestones, systems effectiveness etc • Regular CPD			VPBD&CS HoCS Audit
3.7	Breach of ICT/Cyber security	4	3	12	• Effective management of ICT arrangements • Active ICT/data security monitoring and cyber security policy	4	2	8	• Staff CPD on cyber security issues • Regular security monitoring/testing • Cyber resilience plan			VPBD&CS HoCS Audit

Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Green (1-8) = Minor Risk: Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk

Risk Number	POTENTIAL CONTRIBUTING FACTORS				TREATMENT				POST MITIGATION EVALUATION			
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility /Committee Oversight
3	**Organisational (cont.)**									
3.8	Breach of data security/data protection	5	4	20	• Effective management of ICT arrangements and GDPR compliance • Mandatory staff CPD and awareness raising on data protection (relative to role)	4	2	8	• Active data protection monitoring and auditing • Effective information and data security policies in operation • Regular data security monitoring/testing • GDPR Action Plan	VPBD&CS, HoCS Data users Audit
3.9	Failure to reach aspirational standards in learning, teaching and service delivery	4	3	12	• Clear quality arrangements and priority actions • Continuous self-evaluation and action planning • Rigorous CPD arrangements in place • Regular classroom observation and learner feedback arrangements	4	3	12	• Comprehensive monitoring of key PIs and student/staff feedback • Regular Stop and Review events • External review and validation findings • Current PI report indicates no significant improvement in retention at this moment	VPL&S, VPBD&CS HoP&Q HoC L&T
3.10	Failure to achieve/maintain compliance arrangements, eg contracts; awarding bodies; audit	4	3	12	• Robust strategic planning and monitoring • Effective environmental scanning • Strong partnerships • Clear links between strategy and practice	2	2	4	• Effective internal monitoring/review/verification arrangements • External review findings	PRIN CLT Audit

Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Green (1-8) = Minor Risk: Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk

Risk Number	POTENTIAL CONTRIBUTING FACTORS				TREATMENT				POST MITIGATION EVALUATION	
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility /Committee Oversight
3	**Organisational (cont.)**									
3.11	Failure to meet the deadlines in our successful bid to SoSEP regarding the provision of Hub and Spoke model for Engineering, Construction and Care	3	4	12	• Robust project planning in place and feedback via EMT to Board of Management • Clear and consistent approach to the project with Borders College • Independent scrutiny through clerk of works (for building works) • SFC involvement at all stages of the project	3	3	9	• Curriculum development planning through L&T Committee • Overall project through regular Board of Management updates • Further scrutiny through SoSEP Board	PRIN VP BD&CS VP L&S BoM
3.12	Failure to reach contractual agreement with CITB regarding delivery of Construction related Apprenticeships	4	4	16	• National issue, discussions with CITB, SQA now escalated to include SDS and Scottish Government • Request to defer new qualification until 2019/20 being considered by SQA regulatory body	4	4	16	• Principal actively involved in national discussions • Detailed scenario planning regarding costs of delivery and impact on college currently being completed • Curriculum Manager involved in national forum exploring options	PRIN VP L&S CM BoM

Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Green (1-8) = Minor Risk; Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk

Board of Management

Student Association Budget/Plan for 2018/2019 and 2019/2020.

1   Purpose

To outline the budget to date, the budget for rest of this Academic Year and the projected budget for next Academic Year.

2   The Report

The SA President and Vice President have received advice and help from managers in managing their budget, petty cash usage and the college's PECOS system. Further budget training is on the 27 March.

The following is expenditure from the Student Association from August 2018, up to proposed expenditure until the end of March 2019.

Month	Expenditure (£)	Reason
August	821.25	Freshers - Supplies and Entertainment
November	5	Children in Need - Sweets
December	57.6	Princes Trust Graduation - Accommodation
January	12.7	Burns – snacks
March	9200	Garden and Greenhouse Projects/ location / Board games and outdoor games / Games Tables

The SA moved line managers towards the end of 2018.

The SA will receive further funds in April 2019 that are for the rest of the Academic Year.

There is a more detailed breakdown on the Working Plan. As it is a working plan, there will no doubt be adjustments to cover any upcoming invoices for training, and/or travel and accommodation costs incurred.

Months	Budget to be released	Reason
April to June	5000	Curriculum Days, Sports days, Celebrations
Tbc approx.	250	Subscriptions

Total anticipated funds for Academic Year 2018/19 is £ 15,346.55.

There have been costs incurred for NUS campaigns that we are signed up to, which have been signed up to be the SA for the past few years and will be invoiced throughout the year.

Projected funds for **2019/20**	£20,000	Increased extra funds for : Extend SA activities with early start.

Board of Management

At the beginning of the term, it was felt that Student Activities for students was lacking and that some students missed out.

There may have been students that left that may have stayed on if they had a more enjoyable environment and experience straightaway.

When students start in the next academic year, the Student Association advises starting activities straight away, which is included in the projected budget increase to £20,000 for the next academic year. This is very important for positive and energetic momentum at the start of Learners' new journeys.

3   Recommendation

It is recommended that the information be noted for discussion.

Nikki-Marie Vjatschslav
President
Students' Association

March 2019

Board of Management

DIGITAL SKILLS STRATEGY

1 Purpose of the Report

The purpose of this report is to share the proposed digital skills strategy for the college up until 2023. This plan has been to the College Executive Team for approval prior to sending the information to Learning and Teaching Committee

2 The Report

The report gives a forward and context for the digital skills strategy, supporting an ambitious vision, which is clearly linked to 4 major strategic outcomes for the college to take us to 2023.

3 Recommendation

This strategy is recommended to the Board for approval as a key college strategy moving forward.

Andy Wright
Title Vice Principal
Date 6th February 2019

Board of Management

Digital Skills Strategy 2018/2023

Board of Management

Foreword

Digital skills are crucial for the development of Dumfries and Galloway College and will become central for all courses delivered for our learners of the future at the College – this is so important that we cannot ignores it as an organisation.

Technology will transform the way we live our lives and the way we learn. It will connect us in new and different ways. It will put more power into the hands of our learners and employers. It will create a base and a momentum for the college for innovation in learning this will redefine our relationship with all our key stakeholders including learners, employers, communities and schools across the region.

Introduction and Context

An effective digital skills approach will pull together teaching, learning and assessment and make all our supporting processes stronger to support learning.

Our unique geography and population spread within the region provide us with the ideal opportunity to embrace and lead on digital skills and technology for a sustainable and future proofed service delivery to our students.

This is against a back drop of an increased pace of change within industry and is supported nationally by the Scottish Government.

"Digital, isn't optional. Digital transformation is a global phenomenon, happening at pace across our economy and is a core driver or productivity and inclusive economic growth."
(Keith Brown, Cabinet Secretary Economy, Jobs and Fair Work 2017.)

What are digital skills and digital literacy? - Cornell University defines digital literacy as "**the ability to find, evaluate, utilize, share and create content using information technologies and the internet.**"

Board of Management

Our Vision for Digital skills

At Dumfries and Galloway College, we recognise that the pace of technological change will transform the way we engage with all our key stakeholders.

The Digital Skills Strategy sets out the ways in which we will connect our staff, students and other key stakeholder in a range of new and different ways.

It will give more power to all our staff and all our service users creating new exciting approaches for all to learning, teaching and training. It will create new foundations for the college, will act as a catalyst for innovation, and will redefine the colleges' relationship to the learners, employers, schools and communities we collaborate with.

The College Digital Skills Strategy is in line with the Key Themes of the College Mission:
- Learners come first
- The changing needs of the economy are met
- Innovation, Collaboration and Creativity are Core to what we do

This Digital Skills Strategy also fits with existing college outcomes outlined in our Vision 2020 Strategy of:
- Providing opportunities to access and progress through education and training at all levels
- Delivering education and training that is a route to employment, Career development and is aligned to local and national economic need

- Be the first choice for recruitment, training and development of the workforce
- 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

The College has a well developed range of other strategies and policies. This Digital Skills Strategy will complement and enhance the following documents:
- Procurement Strategy
- Equality and Diversity Framework
- Learning and Teaching Strategy
- Access and Inclusion Strategy
- Learner Engagement Strategy
- Vision 2020
- Human Resource Strategy
- Estates Strategy

3

Board of Management

Our Digital Skills Strategic Outcomes

The Vision

By 2023 the college is recognised as being the most innovative, vibrant, open, inclusive, forward thinking user of digital skills and technologies in the Further Education Sector for Scotland.

Strategic Outcomes

Digital Vision 2023 Strategic Outcome 1
Dumfries and Galloway College will be equipped from a digital perspective to deal with the challenges we face in the future to support Dumfries and Galloway as a region and all key stakeholders.
-   All staff at the college will be involved in its shape and development
-   All of our Staff will be supported to take responsibility for their own development
-   Staff will ensure but in from our learners to support the Digital Vision
-   Provide digital learning that will support development of STEM opportunities across the region and tackle the current gender gaps for learning and teaching across the college

Digital Vision 2023 Strategic Outcome 2
Digital technology will be used across the College in a consistent, holistic, fully integrated and sustainable way.
-   The process may include a range of steering groups as collective across the organisation, with
-   Managers will take ownership of their own area for progressing the use of digital technology
-   All staff across the College will need to be involved and invest themselves into a digital culture

Digital Vision 2023 Strategic Outcome 3
Our learners will be equipped to thrive in the modern workplace by being able to embrace digital technologies and have the skills they need to thrive in a modern society and workplace.
-   The College will match learning and teaching with industry needs
-   The College will work with employers to promote opportunities for training and learning.
-   Embedding the Digital Vision into all our Strategies, Policies and Processes
-   Focus our education and training systems on improving our range of digital skills and capacities

Digital Vision 2023 Strategic Outcome 4
We will create a Digital Supportive Community to enhance our partnership working with public sector organisations, businesses, universities and other stakeholders to tackle current shortages in digital skills across the region.

Board of Management

- Develop Digital Skills Capabilities for all Staff and Learners
- Provide infrastructure that offers support for all to improve digital skills capabilities
- Provide opportunities for all staff and learners to be involved in conversations on digital literacy, and help in developing these new approaches
- Understand existing approaches as an organisation to digital literacy and benchmark these skill levels as an organisation

Board of Management

Curriculum Development Plan 2019/20

1   Purpose of the report

The purpose of this report is to advise the Board of Management of the course provision for the curriculum plan for 2019/20.

2   The Report

Dumfries and Galloway College is moving into an exciting stage of its development, building on successes of the past and driving forward our aspiration 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 improvement. "Vision 20/20" sets out our vision: inspiring our people, businesses and communities to be successful. Our mission is "One College, One Team" where learners come first, the changing needs of the economy are met, and innovation, collaboration, and creativity are core to what we do.

A planning meeting has recently taken place with Heads of Curriculum and Curriculum Managers to review the course provision in line with national and local need using a variety of information.

This information included:

- Self-evaluation reviews
- Data related to retention and attainment
- Trends in terms of numbers and demand
- Employer feedback from some curriculum areas
- DYW Scotland's Youth Employment Strategy
- SDS Regional Skills Assessment
- Woods summary report
- Dumfries and Galloway Outcome Agreement
- Vision 20/20
- Dumfries and Galloway Skills Assessment
- 15/24 Learner Journey Review
- Developing Scotland's Workforce Publication
- SFC Report on Widening Access
- SFC College Performance Indicators

This plan is in line with both the College's Mission Statement and Strategic Outcomes for the region including:

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 need.
3. We will be 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 business to start up, grow, and diversify.
6. We will enable people to build their independence and confidence in a supportive environment.

This Curriculum Development Plan will also support Dumfries and Galloway College's submission to the Scottish Funding Council in terms of its Outcome Agreement and key aims and objectives.

Priority outputs include:

- Achieve College activity target of 30,176 credits.
- Improve retention and attainment in both FE and HE
- Increase the number of learners with positive destinations
- Ensure the curriculum reflects the skills needed both locally and nationally.
- Increase the amount of income from non-SFC funding sources.

Some Key Challenges

The College continues to face some key challenges through its curriculum delivery to support key objectives over the next few years. These include -

- Addressing gender imbalance.
- Ensuring learners benefit from high quality work placements or other work experiences.
- Continue to review guidance and support for learners with the new Guidance Coaches.
- Fully meet all targets related to the college SOSEP bid in terms of hubs and spokes agreed and pilot the delivery of learning for agreed areas.
- Progressing with Science Technology Engineering and Maths (STEM) programme to support learners.
- Improving retention and attainment issues particularly related to fulltime learners on FE programmes.
- Supporting further developments in Senior Phase and DYW pathways including a 25% increase in learners engaging with these pathways.
- Continue to increase learning opportunities focused on care leavers
- Increasing employer engagement.
- Further developing articulation with advanced standing
- Achieving credit targets.
- Substantially increase the number of part-time learners in accordance with demographics.
- Implement, across the college, the new Digital Skills Strategy.
- Develop the college curriculum to support new policies and procedures relating to the development of Enterprise and Entrepreneurial skills for learners across the college.
- Address the challenges faced with changing demographics across the region.
- Continue to establish articulation across Scotland to support the learner journey.

Board of Management

3 Plan Summary 19/20 Credits.

College Target 19/20   30,176
Planned Activity 19/20   30,297
Surplus   121

Planned Activity Breakdown.

Full time   21,533 (less retention 90%)
CTS   3288
Part Time including Schools   5476

Grand Total   **30,297**

4 New Courses Proposed
Rationale for the New Full Time Course
Strategic Aims 1,2,3,5,6.

HNC Business (Stranraer)
This programme will replace the Administration and IT programme at SCQF level 5 currently delivered at Stranraer. PIs have been below target over the past 5 years and the schools deliver Business programmes. Introducing the HNC will provide an improved pathway for learners. The programme will be delivered with JUHAD Business, Administration and IT Higher @ SCQF Level 6 for 19/20 to offer progression to the current level 5 learners.

Target Number: 10   150 Credits

Implications
None.

Performance Athletes Level 6
This course is to replace one of the HNC Fitness, Health and Exercise courses. The rationale is to future proof a viable cohort when recruiting This course will be opened to clubs across the region for example Annan Athletic, Solway Sharks, Dumfries Saints and Stranraer FC. This will act as a pathway to existing HNC courses to increase numbers for HND

Target Number: 20   360 Credits
Implications

Minimal staffing increase of 32 hours across the year.
Course material will need to be developed.

Hospitality NC Level 6

New framework at level 6 to bridge a gap. This should improve articulation for L7 which has been rested for the second year in 19/20. Hospitality has been identified as a growth

sector in terms of employment in the region but we struggle to recruit. With a new Hospitality business opening on the Crichton there is an opportunity to work in partnership to create employment opportunities. This course will give real Marketing opportunities for the hospitality area and help in promotion of the sector.

Target Number: 16   288 Credits

Implications

Increase of staffing - 504 hours.

Course material will need developed.

Introduction to Hairdressing (Stranraer)

Currently the joint Hair and Beauty award is experiencing poor success. The proposal, following feedback, is to remove the Beauty element of the course and relaunch with solely hairdressing. This is in keeping with progression available in the curriculum and demand in the local area for employment.

Target Number: 14   252 Credits

Implications

No staffing implications as it is course replacement.

Development of material.

HND Childcare Practice Level 8

This is to give a route of progression. There is a significant increase in demand for Childcare Practitioners in line with the government's objective of increasing free childcare. The College have significantly increased HNC provision for this award and whilst some learners will progress onto University there is now enough demand to run our own HND as well. The programme may lead to greater articulation opportunities with University's including advance standing arrangements for learners.

Target Number: 20   300 Credits

Implications

Increase in staff by 478 hours.

Development of material.

4.1 Course for concern (removal)

Administration and IT Level 5 (Stranraer)

This programme will have been replaced by the HNC Business Course programme at SCQF level 7 at Stranraer. PIs have been below target over the past 5 years and the schools deliver Business programmes. By introducing the HNC we will provide an improved pathway for learners.

Implications

None

HND Computing Technical Support

Current programme was delivered with low numbers and reduced delivery hours to enable learners to complete the HND pathway.

Implications

Surplus of six hours staffing

Introduction to Hair and Beauty (Stranraer)

It is proposed to remove the combined course and replace with a course solely Hairdressing.

Implications

Some staff hrs will need reviewing in total for this curriculum area

Introduction to Engineering and Motor Vehicle.

This course was rested for 2018/19 due to a pattern of poor PIs for both retention and success over the past five years. After discussions, it was decided not to offer if for 2019/20 as other pathways are available and the team felt that PIs would still potentially be poor for 19/20 also there did not seem significant differences in approaches to a new delivery process for 19/20

Implications

None

Health Social and Childcare Level 4

The removal of the Level 4 course is due to continued poor retention and attainment. Both Childcare and Care have significant provision at level 4 in Schools and therefore this can still feed into Level 5. There is poor progression from Level 4 to Level 5 currently, therefore no impact on application numbers at Level 5 is expected

Implications

None.

NKEY Level 1

This programme has high resource implications and low learner numbers. Learners do not progress to another level of learning and hence new units continually need to be used to support different skill sets.

Implications.

Will reduce double staffing for one day per week in this area. There may be some issues raised re parents, or care sector for these learners as limited options available out with of college.

Construction Skills Level 4 (Dumfries)

Currently the Dumfries Campus runs to cohorts of the Level 4 Construction skills Level 4 programme, looking at trend reports for this programme shows that only one group each year has average Performance Indicators for Retention and Attainment and the other course has consistently had very poor PIs over a period of years. By going to one cohort will support the team in selecting the best learners from a wide range of applicants to improve PIs for this area.

Examples of poor PIs include the following data.

18/19   Current Retention 40%

17/18   Retention 73%   Attainment 55%

16/17   Retention 47% Attainment   47%

15/16   Retention   33% Attainment   33%

Implications

Reduce staffing by 648 hrs for the area.

5 College Academy Provision for 19/20

Strategic Aims, 1, 2, 3,4,6

School programmes were discussed and a new protocol will be agreed ensuring all Schools Link classes enrol a minimum number of 14, with any shortfall being met with additional income from the Local Authority (This is still to be agreed with the LA before the end of January 2019). School curriculum will be offered at the same credit levels as the previous year, with a focus on strategic skills for the region. A new College Academy Prospectus is under development and will be circulated to all schools across the region to support communicating the offer to school pupils. The Head of Curriculum has linked in with the new Education Officer for Senior Phase for provision to support and agree these courses. The new Dumfries Learning Town **THE BRIDGE** will be fully utilised to support College Academy and SOSEP delivery.

5.1 Foundation Apprenticeships 19/20

The delivery for all Foundation Apprenticeship pathways is supported through successful funding bids. A new pathway will be introduced on a day release basis for S5 Learners in the Senior Phase. The new pathway is Social Services and Care. This FA supports regional developments and national skills requirements. As well as this new provision, the College will deliver the second year of the Social Services with Children and Young People programme and the Engineering programme which will be into the third year of its delivery. Discussions are currently underway with the Local Authority to look at 1-year delivery programmes at S6 to establish better viability of these programmes

5.2 Senior Phase

Along with these programmes, options will again be offered for some HNC programmes. The HNC in Electrical Engineering will continue to be delivered. A new HNC in Childhood Practice will be offered as part of the continued partnership work. Other Senior Phase choices will include:

- HNC Business (Infill)
- HNC Computing Science (Infill)
- HND Computing Science (Infill)
- HNC Electrical Engineering (Stand Alone)
- HNC Childhood Practice (Stand Alone)
- HNC Accounting (Infill)
- HNC Visual Communication (Infill)
- HNC Photography (Infill)
- HNC Art & Design (Infill)

5.3 Other School Provision

The college will continue to support the following areas:

- Construction Crafts Skills for Work
- Digital Arts
- Sport Skills for Work Level 5
- Early Education and Childcare Level 4 and 5
- Long Hair and Make Up
- Psychology Level 5 and Level 6
- Motor Vehicle Industries and Technologies
- Hospitality National Level 4 and 5
- Sustainability Bronze Award Crest (Douglas Ewart)
- Design Engineer and Construct (DEC)
- Accounting Level 6
- Care National 4
- Cyber Security Level 4 and 5
- Energy National 5
- Digital Gaming

6   Part time provision
Strategic Aims, 1,2,3,5,6.

HND Electrical Engineering
This will offer progression opportunities for study by employees from companies and previous successful HNC learners. It will support the colleges STEM ambitions and also link directly into the colleges ambitious SOSEP bid in terms of delivery options for individuals and businesses across the region.

Life Skills Maths
Introducing this course at Dumfries and Stranraer is following demand due to learners not being able to progress to Further or Higher Education as they have not achieved Nat 5 Mathematics (or equivalent) in school. This course will allow learners to achieve a maths qualification at L5 which will allow such progression. This course can be added to ITA funding which should open it up to a wider audience. The programme can also be used to wider engagement with communities across the region

HNC Childcare Practice
Introducing further P/T provision in Childhood Practice allows the College to work with D&G Council who have a redeployment programme. This allows both Council employees and external learners to retrain out with traditional working hours.

CTS
Each team will work closely with CTS in terms of developing a part time portfolio that will address key issues related to the ageing demographics for the region and potential reduction in full time numbers. This will be through a range of flexible learning provision and will

support the allocation of the 3288 credits for CTS delivery. This provision will start to embed the community learning development plan and support college targets in the outcome agreement relating to hard to reach learners from the 10% deprived postcode areas. This will be developed by teams and agreed with Heads of Curriculum.

The Creative Industries area will, for the first time, explore some part time provision that will support individuals in communities to develop their confidence as learners. This will be a pilot phase and hopefully will lead to more part time and flexible learning at the college

Introduction to Photoshop
Introduction to Digital Photography
Introduction to Ceramics
Introduction to Print
Introduction to Animation

7   Staffing Summaries and Skill areas.

Delivery of the CDP will require some changes to staffing in key areas:

Michael to check figures. Staff hrs Annual now 792 based on 22 hrs contact

- Engineering understaffed by 260 hrs
- Built Environment overstaffed by 948 hrs - TQFE backfill X1
- Business and Computing understaffed 426hrs - TQFE backfill X 3 (timesheet)
- Creative Industries understaffed by 89hrs -TQFE backfill X1
- Sport and Hospitality understaffed by 586 hrs -TQFE backfill X 3
- Hair and Beauty overstaffed by 813 hrs
- Health and Social Care overstaffed by 309hrs
- Educational Studies understaffed by 1180 hrs

At the moment this equates to 466 hrs required for staffing or 0.6 FTE

8   Credit Challenges for 19/20 CDP

All course targets have been reviewed but despite this, there will be programmes that underachieve or overachieve. Full time courses have a learner target of 1582 compared to 1426 enrolments for 18/19 an ambitious target. The challenge for the Executive Team and Academic teams will be to monitor these numbers closely from December 2018 and make strategic decisions where required. The other challenge remains to maximise demand in terms of numbers, but also meeting regional and national skills needs.

A full review should take place by the end of March 2019, which may well change the course provision and staffing skills presented in this CPD plan for 19/20. Further resources may need to be identified in terms of bringing in prospective learners in for taster sessions and orientation with the college during the summer period. Technology resources should be fully utilised to ensure learners are still on track to attend their college programmes.

School will have chosen their options from the 19/20 plan included in the report prior to mid-March 2019, which will inform demand 19/20.

A range of other courses will be identified should there be a credit shortfall. This may include a plan for full time pathways with delayed start and potential January starts. New part time provision with an emphasis on community planning and engagement plus a range of CTS provision with our key partners will be agreed.

Vice Principal Learning and Skills
5th February 2019

9 Recommendation

The Learning and Teaching Committee recommend this plan to the Board

Board of Management

Admissions Process

1   Purpose of the Report

The purpose of this report is to provide an overview of the revised admissions process to the Learning and Teaching Committee. These revisions have been made by the Curriculum Managers and approved by the College Leadership Team.

2   The Report

Applicants will be invited along to an Information and Interview Session to learn more about the College, their course and have an interview with the course team. On this night we will now have all support services set up in the foyer to answer queries and offer guidance including Student Association, Guidance Coaches, Student Advisors, Education Support, Care Leaver Support, Student Funding and Learning Zone. The main reason for this is to demonstrate to potential learners the fantastic support and guidance that will be available at our College when they commence their course. It will also provide a vibrant atmosphere within each campus and allow potential students, family and friends to have queries answered.

Following a departmental presentation each candidate will then have an interview with a subject specialist, this is to ensure the course selected is appropriate, entry qualifications have been met and it is an appropriate level of study. The candidate will be asked a series of questions and a grade will be applied to their response. Their final grade will be entered into the system. After the 30th April, course teams will meet and review candidates and apply a bench mark to each course, this is to ensure the candidates enrolling on the course have the greatest chance at success on the course.

It is hoped by reviewing all candidates as a collective, then the cohorts will have improved retention. The format is based on that of a job interview, so there is a belief that this will also be demonstrating employability skills and setting learners up for employment in the future. All offers will be made by the 31st May, which is publicised, and remaining places will go into 'clearing' with a targeted marketing campaign. This terminology is being used as it familiar in the community due to being used by universities. Clearing interviews will take place in June and August with offers being made within two weeks but using the same grading process as the first round.

3 Recommendation

This revised process is recommended to the Board from the Learning and Teaching Committee

Scottish Government Grants

Quarterly Monitoring Report
(To be completed and returned by the lead SOSEP contact)

Project Title:	The South of Scotland Skills and Learning Network: Globally Connected, Regionally Focussed Project and Get that Degree – Articulation Project
Delivery Organisation:	**Dumfries and Galloway College and Borders College**
Geographic Area:	**Dumfries and Galloway and Borders**
SOSEP Contact:	**Cathy Mitchell**
Email Address:	**cmitchell@sfc.ac.uk**
Telephone Number:	**0131 313 6699**
Grant Period:	**From: 08/2018** **To: 10/2019**
Reporting Period:	**From: 1 Feb 19** **To: 28 Feb 19**
SG Lead Contact:	**Kimberley Daly**

Please select which SOSEP Workplan Theme your project contributes to:

Overarching	**Communities**	**Farming, Forestry & Land Management**	**Education & Skills**
Key Sectors	**Business Support**	**Infrastructure**	**Support Costs**

Our Economic Strategy and Programme for Government commit us to driving inclusive economic growth across the South of Scotland that sustains and grows communities, and harnesses the potential of people and resources.

Please outline how your project is helping us to deliver on that objective.

As with previous update this report retains the existing layout and is updated as the project requires.

The projects will deliver:

- the creation of hub and spoke model to provide new facilities across the south of Scotland to facilitate digital learning in rural locations; and
- the development of a coherent regional model to deliver increased pathways to higher education for learners in the South of Scotland through articulation

As a result of this investment the curriculum offer in the South of Scotland will better respond to regional need. The project seeks to address the immediate skills gaps identified in the region in key sectors such as energy, construction and engineering, and in

care. Through digital connection to the project Spokes it overcomes problems of access and widens choice to individuals, communities and businesses. The Hubs will enable opportunities for upskilling and re-skilling to the current and future workforce, improving the competitiveness and productivity of South of Scotland businesses.

The second strand of the project has two stages in supporting the development of a coherent regional model to deliver increased pathways to HE for learners in the South of Scotland, which are recognised to be currently lacking, through articulation.

PROJECT MONITORING

Please detail the specific outputs and outcomes delivered, and progress made towards the achievement of agreed milestones during the reporting period.

Specifically, the funding will be used to support the delivery of:

- Three high quality learning centres that are digitally connected by August 2019;
- Three STEM hubs - physical and content – delivering training in three key economic sectors for the south of Scotland; and delivery of a mini-STEM hub for engineering at Stranraer Centre by August 2019;
- Two pilot digital spokes (Eyemouth High School and the Bridge, Dumfries) connected to the Centres and Hubs and to each other by August 2019;
- Further digital Spokes connected to the Centres and Hubs and Spokes by August 2019;
- Further digital Spokes connected to the Centres and Hubs and Spokes by August 2020;
- Enhanced volume of learners using articulation routes to successfully achieve higher learning outcomes;
- Routes for articulation in subject areas that support SOSEP priority sector areas; and
- Increased HEI engagement in the South of Scotland region

Progress as at 31st January 2019 is outlined below.

Dumfries and Galloway College have moved to stage 4 of the project build which is looking at more detailed drawings, these are expected to be made available early next week.

Dumfries and Galloway College have been successful in obtain a funding grant of £195,000 for renewables to support this project.

Dumfries and Galloway College highlights.

STEM Hub Dumfries – The tender process for works is due to finish on the 8th March. Mid tender site visits took place on the 26th Feb with all bidders attending.

A 3D walkthrough of the development has been created showing how the building will look. This has been presented to all College staff at a recent all staff session, and will also be presented to Board members on the 19th March.

Local press have picked up on this, resulting in a piece for the BBC which went out over national radio along with an article on the BBC, the two colleges have agreed to ensure that all media enquiries be handled jointly

Dumfries and Galloway Standard also ran an article on the development on the 1st march

South of Scotland Skills and Learning Network – Monitoring Report

Mini STEM Hub Stranraer - A civil contractor has been appointed to carry out enabling works at Stranraer. This will include demolition of 2 existing storage shed as well as the digging of trenches for Scottish Power, removal of external lighting pillars and installation of ducting for electrical vehicle charger.

The successful bidder for this part of the works was Molplant who are based in Dumfries.

A site visit for the main construction works took place on the 27th Feb with all bidders attending.

Care Academy progress - As per the Dumfries STEM hub, the care hub was included in the 3D walkthrough.

Procurement avenues are now being sought for specific healthcare equipment, Julia MacDonald is working along with Borders on this.

Digital Spoke and Hub - A meeting was held with the Support Services Manager of D&G council's Education Services recently to discuss the spokes.

A familiarisation session on the Virtual Classroom technology is to take place early in March to allow the councils team to understand the technology.

Through the meeting 2 test sites have been identified, 1 in the new Bridge development and 1 in Langholm. Langholm has been identified as a challenging site due to the age of the infrastructure so it is hoped to use the trial to overcome any potential challenges the site would provide.

Curriculum development – Staff Development continues to take place, with key individuals being approached to assist with the development of both staff and materials.

Care – Curriculum development for Care is underway with lecturers being appointed for 12 weeks and working on development of units. Several meetings with Borders Colleagues ensure that we are working together and have the same shared vision of how units will take shape.

Engineering – AC and DC units are being worked upon by the lecturer. Further support is required from the e-learning technologist, to progress this work. The lecturers will continue this development work until the end of the year.

Renewables – good progress continues to be made on the development of the 12 week course.

Built Environment - Roz Anderson (Lecturer in the Built Environment) has been looking at digitising the existing paper based schools enrichment programme – Sustainable Communities CREST Bronze Award. She is working with Allison White (Learning & Development Officer) to create a digital version using LearnNet (Moodle) as the main delivery platform.
The content of the award is also currently being updated to include some 'off the shelf' interactive activities such as 'My Sustainable House'   http://www.mysusthouse.org/game.html

It has also been agreed that Allison will look in to digitised team collaboration formats and discuss with Roz to see if this can work from the team presentation point of view and if

what is available, is a suitable option for this level of student/award (such as Microsoft Office 365 SWAY).

Progress is good but still has a way to go in terms of making sure what is developed meets the needs of the learners and enhances their learning experience.

Short course/Upskilling – progress in continuing in this area, with a number of courses under consideration for trialling.

Presentation of progress to date was made at the all staff session in Dumfries and was positively received. Ideas from staff around future developments are being collated as part of the process.

A part time project manager has been appointed and this post (3 days per week) will support and collate all strands of the project in Dumfries and Galloway. Kerry Martin will commence this post within the next two weeks, when the relevant HR paperwork is completed.

Articulation -

The final version of the report "Get That Degree" has been signed off by the Principals from both Colleges.

Dumfries and Galloway College Principal has proposed that a strategic meeting between the two colleges takes place to chart the way forward in terms of curriculum planning/alignment and partnership working.

The meeting has taken place with SfC, Stirling University, Forth Valley College, Borders College and Dumfries and Galloway College to discuss the working model for Partnership Degrees which Forth Valley College and Stirling Univierstiy have working.

A Wright will now take this project forward for Dumfries and Galloway College.

Borders College Highlights

STEM Hub Borders – All tender have been received and are passing through evaluation with Quantity Surveyor for final verification of costing prior to awarding contract. The college anticipates awarding the tender by the end of January. All tenders are within budget with timeframe for commencement of work being slightly earlier than anticipated, mid-April, which will mitigate risk of completion date extending into next Academic Year.

Final Architects drawings for the Eco house development have now been received and are being reviewed by College for any revisions necessary

Health & Safety management has also been appointed for the build phase.

Plans now being finalised for the decant phase of the Hawick building to allow for build work to commence.

STEM Technologies and activity – The STEM Hub Manager role has been finalised with an advert now being placed for the role for the duration of the project. Evaluation is being undertaken of the Design Brief received to develop a reference document to support the

implementation and operation of STEM activity within the Hub both in terms of technologies and activity and target audiences.

There is a huge opportunity as part of the physical build of the STEM Hub to video the progress and build process of the Eco house that will be undertaken, this will be available for future training purposes within the construction and trades disciplines. The College feels that this unique opportunity should be maximised and the mechanics of this are now being discussed to ensure that different media can be used once footage taken.

Care Academy – Plans are being developed with the Architect for the physical works required for the Care Academy so that the building warrant can be submitted within the next few weeks. Ongoing discussions with local employers e.g. SBCares to understand the current technology being used through health services to ensure that training facilities and equipment are of a standard fit for skills development and training that will be delivered. These discussions are also providing further avenues of delivery to be considered i.e. evening/weekend training.

Equipment specifications being finalised for the Health and Social care rooms ready for submission to suppliers.

Curriculum Development – Further visits to SRUC and e-Sgoil have been undertaken to investigate their on line delivery and remote delivery model.

- **Care** - NPA Social Services & Healthcare (which is an SCQF level 6 award) course has commenced development and will be completed over the next academic block and will be available from August. This will complement the NPA Social Health and Social Care: promoting Re-ablement being developed by Dumfries & Galloway.
- Higher Psychology is progressing with development work on an on line information sheet to be given to school staff and pupils to explain and manage expectations, along with specific plans for delivery in 2019/20 which includes a combination of on line and VC each week.
- PDA Acute and community Care (level 8) has now been agreed as a course for development and preparation work on-going for Approvals panel.
- Further collaboration with Dumfries & Galloway College scheduled to take forward development which will focus on developing direct actions that move things forward in terms of understanding development needs as well as the capital build.
- HNC Health & Fitness has been identified for digital development, looking at 3 units as a core element.
- STEM courses are also being identified for development and work scheduled.
- Continuation of planning for further online content and courses.

Hub & Spoke - identification of rooms to be allocated as Hubs within the College has now been completed with equipment specifications being finalised ready to send out to suppliers. This has been a joint task so ensure that both Colleges can maintain connectivity for delivery going forward.

Identification after feedback from proposed spoke sites to be concluded with information concerning intended usage within the schools and equipment specifications to be included. The College is working closely with Scottish Borders Council to identify appropriate spoke sites. This is in conjunction with the overall College online strategy for future courses and development.

Evaluation and lessons learned from the initial delivery through the Earlston and Eyemouth spokes are being compiled and further development and specifications are being worked through.

Please confirm whether the project is progressing as anticipated. If not, please outline any constraints or challenges experienced over the reporting period, and the actions taken / being taken to address them.

South of Scotland Skills and Learning Network – Monitoring Report

FINANCIAL INFORMATION

Please provide a detailed breakdown of actual expenditure to date for the reporting period, compared to planned expenditure detailed in your grant letter.

Spend up to end of February 2019 to be updated

Expenditure	Revenue/ Capital	Planned	Actual	Variance
Planning application	Revenue	£5,000	£5,000	£0
Lead in		£0	£0	£0
Centre Construction works 1 - Stranraer	Capital	£240,000	£0	£240,000
Centre Construction works 2- Dumfries Renewable Technologies	Capital	£390,000	£0	£390,000
Centre Construction work 3 – Dumfries Care and STEM	Capital	£300,644	£0	£300,644
Hub development STEM Hawick – New Technology Kits	Revenue	£971	£971	£0
Hub development (Gala) - IT software/services	Revenue	£1,200	£1,200	£0
Hub Development STEM/Care (Gala/Hawick)	Revenue	£1,585	£1,585	£0
Hub development (Gala/Hawick) - Project Management	Revenue	£17,113	£13,648	£3,465
Hub Development. Dumfries and Stranraer IT	Capital	£84,000	£0	£84,000
Hub Development Dumfries-Care Technology Kits	Capital	£198,000	£0	£198,000
Hub Development Dumfries-Renewable Technology Kits	Capital	£144,000	£0	£144,000
Spoke development 1 - staff training	Revenue	£3,901	£1,857	£2,044
Spoke development 2 - equipment	Revenue	£4,469	£4,469	£0
Spoke development 3 - Project Management	Revenue	£12,748	£12,748	£0
Professional fees-Dumfries Renewable Technologies Centre	Revenue	£49,714	£30,778	£18,936
Professional fees-Dumfries Care Hub and STEM Centre	Revenue	£14,292	£14,292	£0
Professional fees-Stranraer Engineering	Revenue	£30,341	£18,341	£12,000
Professional Fees Hawick STEM and Care Hub	Revenue	£21,420	£18,011	£3,409
TOTAL		**£1,519,398**	**£122,900**	**£1,396,498**

Please comment on any variance between planned and actual expenditure.

- Some slippage of professional fees due to the timing of the start of the project, but architects are confident that this will not impact the target date for completion.
- Virements have been made between budget lines in accordance with the updated estimates for costs.

Do you anticipate that the full amount awarded in the current financial year will be claimed by 31st March? If not please tell us of any expected underspend.

Pending tender contracts being awarded and start on site being confirmed for both Borders and Dumfries & Galloway. Not expected that construction will start until after 31st March therefore underspend will occur.

Print Name:

Signature:

Date:

Please return your completed report to: Kimberley Daly, South of Scotland Team, Scottish Government, 5 Atlantic Quay, 150 Broomielaw, Glasgow, G2 8LU or by email to: **Kimberley.Daly@gov.scot**

South of Scotland Skills and Learning Network – Risk Register

Appendix 3   Skills and Learning Digital Network Proposal to SoSEP

Risk Register

The two regional colleges will adhere to the risk management processes established by their governance Boards and will align with standards of corporate governance the SFC is committed to as an accountable organisation.

ID	Date id'd	Risk description	Potential impact (high/med/low)	Likelihood (high/med/low)	Mitigation/Control description
1	May 2018	Bandwidth/latency at Hub site is not suitable to support video conferencing	High	Med	Sites to be surveyed for suitability based on connectivity early in project. Sites with adequate connectivity to be prioritised for equipment delivery while options for improving connectivity for slow sites are investigated.
2	May 2018	Bandwidth/latency at Spoke site is not suitable to support video conferencing	High	High	Sites to be surveyed for suitability based on connectivity early in project.
3	May 2018	Equipment damaged/lost/failure due to fire/flood/theft/damame etc. at Hub or Spoke site	High	Low	Budget provision made for support of devices and replacement where required.
4	May 2018	Learning outcomes are impacted for students studying remotely	Med	Low	Suitable training in online delivery planned for lecturing staff. Staff/student feedback to be collected through project.
5	May 2018	Technology (hardware or services) changes make planned rollout solution obsolete or breaks essential component of delivery	Med	Low	Project progress and technology landscape to be reviewed at regular intervals throughout project by Project Manager.
6	May 2018	Staff at sites do not have required skills to deliver remote learning	Med	Med	Suitable training in online delivery planned for lecturing staff.
7	May 2018	Timeline overruns - solution not in place for start of 19/20 academic year	Low	High	Regular review of project progress against milestones by Project Manager. Contingency planning in event of timeline slippage.

Dumfries & Galloway College

South of Scotland Skills and Learning Network – Risk Register

8	May 2018	Reputational damage to colleges participating due to project difficulties	High	Low	Regular review of project progress against milestones by Project Manager. Staff/student feedback to be collected through project. College marketing departments to be included in project.
9	May 2018	Cyber security incidents impact delivery			Preparation by involved colleges including working towards Cyber Resilience Plus
10	May 2018	Network failures at a site impact delivery			Review of Major Incident procedures at involved sites.
11	May 2018	Impact of logistical issues (late delivery/setup of equipment) on other timeline items e.g. planned staff training			Regular review of project progress against milestones by Project Manager. Assignment of named individuals at each site to maintain reporting on progress.
12	May 2018	Failure to raise student numbers and offer of improved learning within the new developments	High	Med	Extensive marketing of new developments including engagement events. Curriculum teams involved heavily in the development design along with external partners
13	May 2018	Project costs escalating outwith the provided budget	High	Low	Initial outline costs have been gained from Quantity Surveyors along with Architect support. This is to ensure accurate costings have been given. Full project board will manage the spend to ensure budgetary constraints are met
14	May 2018	Failure of quality control during building and development stages	High	Med	Agreed procurement approach by bid team when sourcing design team, project managers and contractors. Ensure all aspects of the project are covered by suitable project managers, independent of Colleges and Contractors. Project Managers to liase between parties to feedback on any issues and completion of works.

DRAFT

SoSEP Status Report

Sponsor: HNC Electrical Engineering Development	**Start**:	**Report date**: 03/01	**Budget**: £(Budget)
PM: (W.McRobert	**End**:	**Last report**:	**Committed**: £(Commitments)

Variance

PROGRESS:

Development has begun on the DC and AC Principles unit with David Paterson working on these units since the first week in January. With difficulies in recruiting electrical staff David has been on one day per week and will continue until the end of block two and will be on one and a half days for all of block two. He is working with Alison White on mapping out what we want to achieve and how it may be done but with no e-learning technologist appointed as yet progress is restricted at this point.

ISSUES:

Still need to recruit additional departmental staff to allow the full three days of development to proceed.

Still no technologist appointed to develop ideas into prospective on-line adaptations.

RISKS:

Development has begun but may stall unless a technologist is available to develop materials into the required format.

MILESTONES/NOTES:

Development is under way with work on the first unit proceeding.

ADDITIONAL NOTES:

DOCUMENT NOTES:

[Title]

Board of Management

Regional Outcome Agreement 2019-20 - Update on submitted draft document.

1   Purpose

The purpose of this document is to report on the submitted draft ROA for 2019-20.

2   The Report

The report was submitted to the Scottish Funding Council (SFC) on 10th December 2018 as a well-developed draft, as requested. The final document will be submitted to the SFC, by 30 April 2019.

3   Key changes from the last ROA measures tables:

- The requirement for a national measure on young students has been moved and replaced with a national measure to cover all ages.
- The student satisfaction measure has been amended to capture overall satisfaction.

4   Interim Feedback from Outcome Agreement Manager

The OA Manager stated that she had really enjoyed reading the document and seeing how much is going on at the college.

5   Areas needing further reporting information are around areas that are new this year:

Some areas for reporting have had further clarification or additions to last year's requirements, some examples are:
Veterans
- College ambition – sign up for Veterans Armed Forces Covenant and aim for Gold Level in 2 years' time. Appoint a Veterans Champion for staff and students.
Support for estranged students:
- This is ongoing with Head of Student Support in collaboration with other colleges and universities in the West of Scotland.
Improved employability outcomes for disabled students
- On going with course such as Project Search and other supported programmes and all the curriculum areas.

6   Areas of positive feedback so far from Outcome Agreement Manager:

"Of particular note is the work to embed sustainability in courses where possible, and wider efforts to educate staff and students on these matters."

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"Healthy Minds Healthy Bodies" award and the "free college wide breakfast club."
These areas were noted as good practice by the college.

There are 154 guidance points and so far, the feedback is that a considerable amount are well covered by work in the college.

Further updates will be available once the ROA manager and HoAQP have discussed this draft document further at the end of March 2019.

7   Recommendation

It is recommended that the information be noted for discussion.

Henrietta Veys
Head of Academic Planning and Quality
January 2019

Board of Management

ROA

Regional Outcome Agreement Dumfries and Galloway College 2018-2021

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 **£10,029,686** core teaching funding, and £184,000 capital and maintenance funding from the Scottish Funding Council (SFC) for academic year 2019-20 to plan and deliver 30,176 credits made up of 1278 credits ring fenced for delivery of HNC childcare qualifications and 29,898 for general provision.

In addition, the college will receive £2,237,151 Student Support funding for AY 2019-20.

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 2019-20

- Design and planning of a range of HE courses in conjunction with HEI institutions for delivery start in 2019/20 and 2020/21.
- Realise and implement SoSEP project which will create a technology enabled network connecting schools and colleges across SoS (July 2019). Commence delivery of project by Dec 2019. Implement Crichton Consolidated Agreement over the next 5 years.
- To work in partnership with local industry, local authority employability and skills teams, SDS and other key stakeholders to contribute to a reduction in the region's unemployment, improving life chances for all learners.
- To ensure provision is delivered efficiently, is 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 2019-20

- Achievement of Activity Target of 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 and national economic priorities.

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Dumfries and Galloway College accept the offer of grant and credit target allocation for AY 2019-20, as set out in SFC Communication SFC/AN/05/2019.

Signed by College Region	Signed by SFC
Date	Date

Scottish Government Priorities

The aim of this document is to respond to the Minister's letter of the 18th October 2018 which highlighted the priority areas for colleges to focus upon. The document will highlight what Dumfries and Galloway College will do to achieve those priorities and the resultant expected outcomes. This document will further set out ambitious targets over the next two years which the college will be focused upon. In responding to the minister's letter, which asked Colleges for "intensified" target, the college has carefully analysed and set stretching, but achievable, targets listed in our key measures table starting on page 26 of this report.

Through the Scottish Funding Council, the Government has highlighted the priorities of colleges for the coming academic year. These priorities are reflected in what we aim to achieve in Dumfries and Galloway. As a result of the intensification of targets the college has reviewed our existing targets and aims to set even more challenging targets as a result of the intensification request from the Scottish Government.

1.   **Increase access from the widest range of backgrounds** - to improve access to further and higher education for people from the widest possible range of backgrounds, this includes ensuring gender balance and Developing our Young Workforce (DYW). This can be seen in Measure 1 of the table on page 26.

2.   **High quality & efficient learning, including improved rates of articulation –** to ensure that learner journeys are as short, efficient and effective as possible and that learners experience the highest quality of learning and teaching and achieve successful outcomes. We aim to stretch ourselves with the targets listed in the measures table specifically to increase attainments levels and articulation rates.

3.   **Improved rates of retention and achievements –** ensuring that all students have the necessary support and guidance to enable them to attend college and to achieve their qualifications. The college is aware that students have various barriers to successful study and students with combinations of barriers (where the effect is greater than the sum of the individual parts) is something we recognise and our targets listed in our key measures table will be a challenge for the college to achieve.

4.   **Innovation in Partnership with Industry –** We will work closely with industry to support innovation. This will result in custom designed courses for local industries thereby ensuring those companies have staff trained to provide creative and pragmatic solutions to local problems. We successfully made a bid to the newly formed South of Scotland Economic Partnership and with this funding we will create the facilities to support industry further and upskill employees of local firms, particularly in key sectors of Care, Renewables and Engineering.

5.   **Gender –** We are committed to addressing gender balance in partnership with other organisations as part of our overarching Equality and Diversity planning.

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

Dumfries & Galloway College

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College Strategic Outcomes	SFC priority outcomes				
	1	2	3	4	5
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	✓	✓	✓	✓	

Board of Management

1   **Introduction**

This outcome agreement is for the period academic year 2018/19 - 20/21 and sets out the college's aims and aspiration during this planning period. A number of college strategies and policies support this Outcome Agreement.

As in previous years, the college will remain financially challenged, due to the unique nature of the geography of the region.   In particular, the need to duplicate a wide range of curriculum and services in Stranraer, has a financial effect on course viability. Small learner numbers and demand makes it difficult to sustain some provision and therefore some courses need to be structured differently to those in Dumfries. For example, by combining different levels of learners or using mixed methods of delivery, in order to maintain that area of provision. The college continuously reviews its curriculum plan to ensure the courses offered support the economic development of the region.

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.

Dumfries and Galloway College is the only general further and higher 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 :

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

2   Reporting

We are progressing towards 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 2018-19 the college will implement the new SFC and Education Scotland quality arrangements, which integrate quality arrangements evaluation with outcome agreement evaluation and reporting.

A self-evaluative report, The Evaluative Report and Enhancement Plan was produced for the first time in 2016-17 and will be repeated in subsequent years, which is a requirement of the SFC and Education Scotland. Internal processes (such as Student Evaluation), will continue to be improved over the coming year to enable us to meet the requirements of "How good is our college?" https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/04/evaluative-report-and-enhancement-plan-dumfries-and-galloway-college201617.pdf

3   Key Priority Areas

3.1   *Outcome: 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 background.*

Widening Access

Context:

Dumfries and Galloway College has a good record of widening access. 14% of credits achieved in 2017-18 were by learners who had declared a disability and over 2.8% were care experienced, which exceeded our agreed target by a significant margin.   However, we face a number of challenges, which impedes our ability to realise our full potential to contribute to the Government's ambitions.

Although there are relatively high levels of deprivation across the region, this is masked by the dispersed nature of the population. This means that in any one area there is not the concentration of deprived individuals that would feature in the SIMD. However, the level of rural deprivation is illustrated by the fact that Dumfries and Galloway has one of the lowest average wage economies in Scotland. Feedback from our current students has indicated that on a number of occasions students have lost housing benefit as a result of studying full time at college. By receiving a bursary they have found themselves in

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financial difficulties and the Department of Work and Pensions staff have advised these students to give up their studies, as studying would result in the return of housing benefit. Students studying at college have highlighted significantly lower levels of income whilst studying than if they were unemployed and not studying - this is another barrier facing our students.

What we will do:

- The college strategy is to use technology as an enabler, allowing remote access from home, school, partner learner centres and work. We are continuing to invest in technology to deliver learning remotely but this investment is limited due to budget constraints.
- Through a recent restructure a Head of Curriculum now has a specific responsibility regarding school-college transitions and senior phase pathways to develop strategies and actions for improving and increasing learner pathways from school to college.
- The college will continue to work with partners to identify innovative solutions to overcome barriers of distance and travel time, but these should not be underestimated in terms of limiting choice and opportunity for young people.
- We will continue to support the wellbeing of our students through all the support services and partnership services offered by the college.
- We will continue to implement a number of courses that encourage participation from all groups of learners including those whose situations are compounded by socio-economic disadvantages.
- This broad range of curriculum includes Prince's Trust courses, access courses and Passport to College.
- The college is working in partnership with Community Learning and Development (CLD) and the first joint strategy has been developed in consultation with communities across the region. CLD's partners' joint vision is *' ..... of a strong region where people work together to improve their quality of life, work and wellbeing. Together we will develop best practice in CLD to effectively work with people to realise their aspirations' .* In conjunction with the CLD reporting data and as a result of the work done by the Community Liaison Officer, a report has been generated which will facilitate the following:
    - The Development of the Community Delivery Plan to underpin the working done in partnership with local authorities and their relevant partners and stakeholders.
    - This will result in a well balanced provision across the region that is reflective of different communities' needs.

Care Experienced Learners

Context:

The college has a strong record of identifying, attracting and supporting care experienced young people. These students require support to deal with multiple and complex issues and the issues of access and travel they face in this large rural area exacerbate these. Despite the college providing transport from isolated areas, the distances and infrequency of this often presents an additional challenge to the care-experienced. When motivation and confidence are low, additional barriers arise, for example: the fact

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that one has to rise early to attend college or that if the bus is missed, there is no other accessible way to college.   Despite the significant amount of support the college offers, these barriers can cause learners to leave their course early, impacting on retention and attainment.

The care experienced student bursary has a positive impact on retention and wellbeing. The college to-date has committed £ 303,000 to care experienced student bursaries. The cost will exceed that amount, for example, our Prince's Trust groups are normally all care experienced.

We have a member of our Advice Team whose main remit is to support care experienced students. We have contact information throughout the college and on our website and we are also on PROPEL.

Our free college wide breakfast club ensures that all students can start the day with a meal.

What we will do:

- We are continually working collaboratively with community partners to reach those furthest away from the labour market. This involves ensuring we get the relevant information to support learners to a high standard.
- We have Guidance Coaches in post this academic year to identify those at risk of withdrawing from their courses. Timely interventions and signposting will be given along with any other support the college can offer. We intend to take forward transition work in the form of a summer school.
- To address complex issues we carry out needs assessments for staff to be aware of difficulties and most importantly, strategies to help. A discreet icon on the register alerts staff to the fact that they have a care experienced person in their class.
- The college's Access and Inclusion Strategy gives the details how the college will achieve this and can be found here.

https://www.dumgal.ac.uk/dumgalcontent/uploads/2017/07/Access_and_Inclusion_Strategy.pdf

Carers

Context:

Carers are being supported within the college with more structure and coordination planned. Contact is taking place with the local carers' manager, to arrange drop in sessions for advice and support.

Assistive technology is loaned out on a library basis such as ipads and laptops to enable work to be completed at home. The new funding system based on engagement, supports this group of learners well.

What we will do:
The college does not yet have a strategy around supporting carers in place, and the development of a strategy is taking place now with a completion date of June 2019.

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The college is also part of a working group for Universities and Colleges in the West of Scotland looking at care experienced students. As part of their work they have now started to examine the situation of estranged students. However, this is still in very early stages.

Mental Health

Context:

Positive work is being undertaken to support mental health difficulties across the college, for example, "Healthy Minds Healthy Body" Awards, working with CuThru, CAMHS. Many staff have completed mental health first aid. The Head of Student Support and Guidance on Community participates in the local Justice Team. The Student Association have identified mental health awareness as their main focus in their Strategic Plan this year and have organised additional drop in sessions with local trained advisors.

A Mental Health Strategy is being developed by relevant departments and advisors within the college which will be completed by June 2019.

Equality and Diversity

Context:

We have established a clear Equality and Diversity Framework for the college, based on a continuous improvement model. This is underpinned by a clear policy and structured around equality outcomes to address prioritised issues. Equality and Human Rights impact assessment ensures that the principles of this policy apply to everything we do, and is now an established part of the authorisation route for every strategy, plan, policy or procedure across college and an annual Equality and Diversity Action Plan sets out what we plan to do to meet our outcomes. This is formulated, approved and monitored by the cross-college Equality and Diversity committee.

We report on progress against this action plan each year to the Board in April, supporting our findings with KPI information related to the protected characteristics identified by the Equality Act 2010. This year, a Board Equality and Diversity Champion was appointed to evidence our commitment to these issues. Face to face training is in place for staff and students as required, with over 100 staff and more than 250 students trained in the past year. Key priorities to date have included reviewing our Gender Action Plan and developing our first BSL Plan, both of which form part of our overarching Equality and Diversity Plan. 28 staff are currently undertaking an online BSL beginners' course as a first step in realising our aim to promote BSL across Dumfries and Galloway.

We have increased our disability target, it is noted however that not all students with a disability actually declare their disability.

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What we will do:

- Use the results of our statutory reporting, due for publication in April 2019, to inform and shape our Equality and Diversity Plan 2019/20.
- Extend our Equality and Human Rights Impact Assessment process to include issues for those who are care experienced or who are disadvantaged socio-economically.
- We will appoint a Veterans Champion to work across college identifying Veteran students and staff to disseminate information and identify issues. A specific member of staff will co-ordinate and facilitate the college's aim to obtain Gold Level in 2 years' time for the Veterans Arms Forces Covenant and the associated beneficial impact that will provide.
- Develop and deliver an 'Introduction to BSL and Deaf Awareness' one day course for front line staff within the college, available to local partners and businesses, to promote the use of BSL across the region.
- Identify and prioritise key information on our website for translation into BSL webclips. Our BSL plan can be found:
  https://www.dumgal.ac.uk/dumgalportal/index.php?pageid=D
- Historically there has been no demand for Gaelic translations or speakers, however the college can provide a translation service, if required.
- Continue to actively engage with and support the Scottish Race equality Network Forum, as we have for the past year.
- Expand the face to face training options for staff and students on equality law, bullying and harassment and transgender issues. This will include: hate crime through partnerships with Police Scotland and Gender Based Violence through partnerships with local support groups.

The college will remain an active member of the local Diversity Working Group, which reports to the Dumfries and Galloway Strategic Partnership (DGSP) and formulates local activities to raise awareness of diversity issues. Members include all local public agencies and community support groups for race: Dumfries and Galloway Multicultural Association (DGMA), religion (D&G Interfaith Group), disability (DGVoice) and LGBT issues (D&G LGBT+ and LGBT Youth). The group has an annual work plan which is approved and scrutinized by DGSP. Projects for the coming year include analysis of a recent community survey to help check progress towards our statutory equality outcomes. We will strengthen links with third sector groups to encourage possible Board applications as vacancies arise.

Our Equality and Diversity documentation is available to view through this link:

https://www.dumgal.ac.uk/dumgalportal/index.php?pageid=equal-opportunities

Gender Equality (including Gender Identity and Gender Based Violence)

Context:

Dumfries and Galloway College is committed to addressing gender balance with our partners as part of our overarching Equality and Diversity planning. This is in recognition that occupational segregation and

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the gender pay gap have their foundations in societal and cultural issues that will require a cross-societal response.

Gender stereotyping is often more embedded in rural employers who are predominately micro businesses and SMEs and tend not to be so focussed on this issue as large companies with established HR resources. The college addresses this on an ongoing basis through marketing and through communications with employers.

Our Board currently has a 50:50 gender split. The College Board of Management comprises a Regional Chair (appointed through public appointments), a Principal, two student members, two staff members and twelve non-executive members. The Board consists of 10 female and 8 male members, giving a 55:45 gender split in favour of female membership for the Board as a whole. Board gender split for official reporting is restricted to non-executive members, with a provision that if there is an odd number of these members the lower even number is used to determine the gender split. Using this reporting model, we demonstrate a 50:50 split.

All approved board and committee agendas, minutes and papers are available on the college website:

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

Our Gender Action plan looks at all areas of the college including working closely with schools and senior cohort. Much of the consultation and involvement work we do involves schools as our key partners. There is evidence within the Gender Action Plan document and within our newsletters of the extensive work to bring schools into College to meet gender role models, thereby extending our influence to local school across the region.

What we will do:

Our plans are detailed in full with our published Gender Action Plan to address occupational segregation, gender equality and gender identity issues, which is updated and reviewed each year:

 https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/08/Gender_Action_Plan_2018.pdf

We will further develop the sections of our Gender Action Plan which touch on Gender Based Violence so that our actions and aims follow the Equally Safe Project model.

- We will extend the reach and effectiveness of our Gender Action Plan through the development of individual action plans for each curriculum area currently recording a gender split greater than 25:75
- We will adopt appropriate elements of the Equally Safe toolkit to suit our college's profile and culture
- We will expand the face to face training options for staff and students, which currently include a session on transgender and intersex issues, to include a session raising awareness of Gender Based Violence (through partnership with local support groups).

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3.2   Outcome: An outstanding system of learning where all students are progressing successfully and benefitting from a world-class learning experience, in the hands of expert lecturers delivered in modern facilities.

Retention and Attainment

Context:

Dumfries and Galloway College is committed to improving retention and attainment and is focussed on this. Retention of some students can be difficult because of the challenges of distance and travel arrangements. Often if a student misses a particular bus then it can be several hours before another connection to the college is available and therefore it is unlikely that a student will attend. This is particularly challenging for the retention of students with lower confidence or motivation. Even where there are well-established transport arrangements, delays and cancellations can cause particular difficulties.

The high percentage of students recruited with protected characteristics eg those with a disability (14% of all full-time learners) and care experienced learners (2.8%) also present a challenge in terms of retention. The college adopts an open access policy and is proud of its track record in attracting learners with different abilities and backgrounds but is aware of the need to improve its retention and attainment rates.

Analysis of the college's KPIs indicates the reasons behind some students leaving their course of study early. This shows that 15% of early leavers in 2017/18 left due to either obtaining a job, progressing to a programme at another educational establishment, or transferring to another college programme. However, under current reporting arrangements, these are considered to be a failure of the college.

In common with all colleges, the college is adversely affected by the classification of students who have left mid-course for employment and are considered to have failed to complete. This is particularly common where students are placed on work experience with potential employers. Similarly, a significant number of students who leave progress onto a Modern Apprenticeship having gained the necessary level of skills and/or experience to access these. These students are classed as having achieved an unsuccessful outcome whereas we believe it is more accurate to identify these as transfers into positive destinations.

What we will do:

- Implementation of actions from Evaluative Report and Enhancement Plan will ensure we provide an excellent education that is reflective of national and regional skill requirements, encompasses students' individual needs and drives improvements.
- Retention and attainment rates are the priority for the college for the coming year. We have introduced a new timetable structure to support learning.
- We have developed in-house tools to support staff to analyse data which in turn will allow more targeted support for students who may be at risk of leaving early. We will balance the challenge

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of increasing access to FE and HE with the support required for students who have barriers to learning.

- The college is aware of the National College Improvement in Retention initiative that is currently ongoing and is keen to learn from this work – however it is unfortunate that a rural college is not included in this initiative as there are unique challenges that may not be applicable to large, urban colleges.

- Detailed analysis of previous leavers' data highlighted some challenges faced by the college and students within the region. This includes the desire to study close to home, transport within the region and financial problems. Financial problems as a reason for students being unable to continue their study appears to be increasing and the college will look at innovative ways to support students who are in financial difficulties. We will review our policies and procedures to ensure students have full information relating to funding prior to their commencement at college.

- We will continue the work we have started, with our "Passport to College" course, which will build skills and confidence of students ensuring they are better equipped for all the challenges of college.

- We aim to be an outstanding college and continue to work with both internal and external partners to improve our attainment levels. Both attainment and retention will be measured through our KPIs and are a key focus of the College Board of Management.

- College staff will continue to work closely with the Student Association and Curriculum Councils to identify and address issues affecting learner retention and attainment.

ESOL

Context:

To meet regional needs we have extended the ESOL provision in the college and created a partnership agreement with D&G Council to help delivery region wide. This partnership ensures that we are maximising the use of regional resources, sharing expertise and planning seamless progression opportunities. The college has appointed an ESOL coordinator who facilitates the smooth running and coordination of these courses.

This partnership is in its first year and it will expand to reflect changing needs and accommodate the requirements of the whole region as required.

Outcomes for disabled learners

Context:

The college currently offers Project Search. This encourages learners with disabilities to identify options for aspirational employment and

supports learners who might not have otherwise entered the workplace. After 2017/18 five students gained full time competitive employment in the workplace. Learners work closely with staff to explore a range of experiences to maximise skills and opportunities.

What we will do:

We will continue to develop an employability programme by working with schools as part of our Schools Academy provision. This will identify learners who wish to progress through the education system and consequently out to employment. The college aims to help these learners achieve their potential and overcome any barriers.

Articulation

Context:

Dumfries and Galloway College is a partner in a unique and successful collaboration between universities and colleges on the Crichton Campus. The partnership comprises University of Glasgow, University of the West of Scotland, SRUC, Dumfries and Galloway College and the Open University.

The presence of universities within the region has been welcomed and Dumfries and Galloway College was the first college to be awarded direct articulation into the 2nd year of a University of Glasgow degree programme. However the university offering on campus does not match college programmes in all areas and there are only limited opportunities for articulation and progression.

One of the most significant challenges facing the college is the lack of advanced standing articulation opportunities in Dumfries and Galloway. It can be difficult to reach articulation agreements with universities because of the low numbers involved in each curriculum area. Understandably, it is far easier for universities outwith the region to concentrate on larger and closer colleges. This is supported by the recently published annual report from Professor Scott where he states universities should commit to substantially increasing the number of transferring HN students they admit.

It is challenging for the college to sustain HE provision to HND level given the small numbers involved in some curriculum areas. However, this provision is threatened by the preference of universities for students to articulate from HNC to their degree programmes. This undermines the college's ability to maintain local HE progression routes and sustain viable group sizes.

What we will do:

- We believe that the most effective solution would be to allocate the articulation funding to the college on a ring fenced basis. This would support widening access in a number of ways. Firstly, it would greatly enhance the ability of the college to negotiate articulation arrangements with universities and, secondly, it would also enable the college to establish innovative solutions to building local capacity.
- The college is working closely with the Open University (OU) to develop an Academy of Care. This maps out all provision available across the region and will be used to engage with

stakeholders to identify and address gaps in provision, introduce new programmes as required and provide clear progression and articulation routes.

- The college is exploring offering degree level provision in our Stranraer campus with the OU under the "on campus" delivery model, in Care and ELC.

- "Get That Degree" provides the opportunity for the two colleges in the South of Scotland to work in partnership and one such solution could be the creation of local HE academies, established in partnership with universities, focussing on key sectors for the regional economy. Delivery would be in college using a combination of college and university resources. Both colleges have identified STEM as a key sector for development in their regions, and for the nation. The awarding of articulation funding to the college would enable us to negotiate with appropriate partners, eg the Open University, to establish locally delivered articulation routes. A scoping exercise is being undertaken and the results will be available in January 2019.

- An example of this is the proposed articulation route within creative industries into Glasgow School of Arts (GSA) degree courses and both institutions have signed a Memorandum of Intent for this development with delivery starting in 2020. We have proposed to GSA instead of articulation of Dumfries and Galloway students from HNC course to study in Glasgow at GSA, that GSA consider taking students from the HND course and delivering the degree element at the college. The reason for this is:

1. This would allow all creative art students equality of opportunity, and not just those who are able to move to Glasgow to complete their degree.
2. Offering 10 funded places to students directly from the HNC course would reduce the number progressing to HND level, perhaps making it no longer viable and again having an impact upon the opportunity for students within our region.
3. By offering a final year in art at degree level in Dumfries that we may attract students from out-with the region who will benefit from the region that many artists choose to live and work in, for example, Kirkcudbright being renown as "The artists' town". We feel this would be beneficial to both our region and those who may wish to consider studying for part of their degree course here.
4. This demonstrates the college has recognised the contribution the Creative Industries makes to the local and national economy.

In summary, our strategy is to negotiate for increased regional delivery of university study in sectors of key economic importance and, where funded places are the appropriate route, for these to be from HND directly into year 2/3 of University.

Estates

Context:

We have a number of areas within the college estate that we would like to improve, these will require capital funding to enable the college to meet the needs of our students and local industry alike.

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Strategic Capital Project Proposals:

The following proposals support the ambitions of Scottish Government, namely inclusive growth, increase in STEM provision and participation, widening access, increased employer engagement and support, innovation and enterprise and DYW. They will also assist in delivering Vision 2020, the college's strategic plan and support Dumfries and Galloway Economic Strategy.

Digital and STEM hub

The following is part of the successful joint bid, with Borders College, to the newly formed South of Scotland Economic Partnership.

1. STEM Hub - Care – based in Dumfries and Galashiels – which will complement each other by focusing on different aspects of care.   It will include an academy located in Galashiels, which has been developed in conjunction with NHS Borders, Borders Council and SB Cares (the biggest local care provider). This will consist of a simulated hospital ward and a technology/digital classroom which will expose students to the technologies which are supporting patients to stay at home. NHS Dumfries and Galloway, Dumfries and Galloway Council have also been in partnership in the development of this Hub.

   In Dumfries, the Care Hub will be housed on reconfigured existing college estate and will have a simulated 'care home' equipped with the latest digital health equipment.

2. STEM Hub – Renewable Energy and Engineering – will be hosted in the Dumfries centre. The Energy Skills Partnership and a range of local businesses have been involved in the development of this Hub. CITB are also very supportive of this Hub development. There will be full connectivity to the Stranraer, Hawick and Galashiels Centres. There is a synergy with the Care Hub. The 'care home' element of the Care Hub will be used to demonstrate good practice in use of renewable technologies to power and heat the care home. The equipment in the new build Energy Centre will be used to provide power and heating to the whole innovation centre building.   The Dumfries STEM Hub will hold various engineering equipment and technology, for example, virtual welding units. For construction, a flexible space would be used for teaching on the latest technology including thermal imaging camera to teach around energy efficiency. It will incorporate British Plumbers Employers Council (BPEC) centre, taking advantage of the latest technology to provide training in both gas fitting and plumbing. One specific engineering project that could be introduced quickly is the training and upskilling of students on the use of hybrid and electric cars.

3. STEM Hub - Construction - will be hosted by Borders College in the Hawick Centre with full connectivity to the Dumfries, Stranraer and Galashiels Centres. It has been developed with local employers, SDS, Construction Innovation Centre and ESP. Giving businesses access to state-of-the-art technology, including 3D printing, virtual reality and Business Information Modelling (BIM) software, as well as a focus on sustainable energy provision.

The Spokes

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A series of Digital Spokes will enhance the network through the development of local delivery options. Initially the plan is to base these in schools, due to existing network connections. This will enable pupils, communities and business to access learning and training developed by the Hubs, within their local communities. In the long term, the aim is to develop the network in partnership to increase its reach and areas of provision. For example, developing more specialist hubs provided in partnership with universities, and extending the spokes involving schools, and potentially businesses, across the south to create a network reaching from Eyemouth to Stranraer.

This element of the project will benefit schools and the local authorities in the first instance. In this sense, it is likely to benefit other delivery partners in the South of Scotland Economic Partnership. It is also likely to support school attainment improvements.

Extension of Stranraer campus to facilitate the development of engineering facilities and Mini Hub.

Engineering provision is currently not available through our Stranraer campus, but employer engagement activity has demonstrated that there is a need for engineering skills in the west of the region. A windfarm company has been in discussion with the college and has committed to providing £200,000 of equipment. From some initial feasibility studies, it would be possible to extend the footprint of the campus to incorporate an engineering workshop. As well as addressing the engineering skills shortage, this project will allow us the opportunity to create more flexible teaching space allowing the college to deliver courses based on trends and needs in the local area.

This is also part of the successful joint bid, with Border College to the newly formed South of Scotland Economic Partnership.

Reconfiguration of Stranraer campus to develop a 'Mall'

Facilities that support client engagement – for example, hairdressing and beauty salons together with the training restaurant are grouped on the bottom floor of the campus building in order to create a more realistic commercial feel which will enhance both the learners' and client experience. Along with the creation of enhanced salons, the college would use the space created to bring in more multi-purpose classes on the first floor, providing potential to offer more/different programmes of learning. Initial costs, excluding equipment, furniture, fittings and VAT are estimated at £420,000.

This element is not part of the joint bid to South of Scotland Economic Partnership and additional sources of funding will need to be identified to progress this.

- The college has a full plan in place to address the areas of backlog maintenance as highlighted in the report issued by the Scottish Funding Council in November 2017.
- Currently the Estates teams are carrying out works to address the high priority areas with a view to completing by the end of March 2019.

3.3. *Outcome: 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.*

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Student Engagement

Context:

Whilst student engagement is implicit within all college activities, the college has explicitly addressed learner engagement by employing a Student Engagement Officer to work closely with the Students' Association. Student engagement is actively encouraged through the Class Representative system, and currently over 90% of courses are represented. Where classes choose not to have representation we work closely with them to encourage them to reconsider.

Student representatives, from both DGSA and the Student Council and Class Rep system are provided with training and aided by Quality staff to conduct the annual Learner Voices review in the college. This is a peer-to-peer evaluation process, which is central to learner engagement within the college.

What we will do:

- The college will continue to develop the relationship between the Students' Association, Student Council and the Class Representative system to ensure learner engagement is considered and embedded within all core college business.
- We will endeavour to strengthen the role of the Student Council in the college to provide more opportunities for council members to be involved on college working groups and committees to ensure they are part of the decision-making processes within the college.

Student Association

Context:

Dumfries and Galloway College Students' Association (DGSA) has a full time sabbatical President and a part-time Vice President. The college has committed to the strategic development of DGSA by employing a Student Engagement Officer to work closely with DGSA officers to provide training and support, a link between the Students' Association and Student Partnerships in Quality Scotland (sparqs) and help progress strategic documentation. DGSA also has a part-time dedicated staff member at the college's Stranraer campus.

The Students' Association has an operational and strategic plan developed using the *Framework for the Development of Strong and Effective College Student Associations* and produces an annual partnership agreement. The college actively encourages DGSA to engage with key sector agencies such as NUS, sparqs and Education Scotland, who have provided training and/or met with current DGSA officers. Recently, DGSA has undergone a change of management structure from reporting through Quality to being line managed by the Marketing Manager.

What we will do:

- The college will continue to support DGSA in terms of capacity building to ensure the long-term sustainability by allocating appropriate staffing and other resources.
- As a result of the new reporting structure of DGSA, the college will investigate a marketing strategy to further raise the profile of DGSA around all college campuses.
- The Student Engagement Officer will continue to work closely with DGSA officers to ensure the strategic plan is fit for purpose to achieve meaningful self-evaluation of learner engagement for The Evaluative Report and Enhancement Plan.

Developing the Young Workforce

Context:

The college continues to examine the "learner journey" in full, from the transition from school into FE or HE and further academic progression, whilst taking into account the desires and needs of the people within our region. We aim to work closely with all 16 secondary and many primary schools in our region, but the remote and rural nature of our region can present difficulties, however regular meetings between the Heads of Curriculum and DYW regional programme director take place.

The college plays a key and very proactive role within our regional groups and commits significant time and resources to supporting these. Given the size of the college, it is particularly challenging to find the capacity to maintain this, particularly as all of the DYW funding is allocated to the regional group and college funding is for teaching. For example - the college meets with each secondary school or 'cluster' of schools on an annual basis to agree appropriate pathways and curriculum offerings. However, many of the schools request in-school delivery – quoting transport and access as a barrier – and this increases the costs to the college for staff travel and delivery to low numbers. Currently the college bears all of these costs and this is not a sustainable model going forward. Discussions are ongoing with DGC Education Services regarding a sustainable, flexible model for DYW provision.

Some schools in the region have formed 'clusters' e.g. the North East Cluster that comprises, Annan, Lockerbie and Moffat secondary schools where vocational options and delivery are common across the schools. Some college delivery takes place in Annan Academy and pupils from Moffat and Lockerbie travel to the school. This means that numbers tend to be more sustainable, pupils have the opportunity to mix with pupils from different schools and the college is then able to offer progression into full-time college programmes. However, this is not possible across the whole region. Distance and travel time are often quoted as a significant barrier – particularly for schools in the west and north of the region.

What we will do:

- 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 college, in partnership with colleagues from Education Services, has identified an

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'offering' to be delivered in the Bridge and this will be provided to school pupils as part of their option choice.

- 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.

- Through a recent restructure, a Head of Curriculum now has a specific responsibility regarding school-college transitions and senior phase pathways and is developing strategies and actions for improving and increasing learner pathways from school to college.

- The college will continue to work with partners to identify innovative solutions to overcome barriers of distance and travel time, but they should not be underestimated in terms of preventing choice and opportunity for young people.

- Head of Education Services, College Principal and the head of curriculum are working to develop a stronger school-college link in the west.

- Local Industry forums are being initiated in various sectors including Engineering, Construction and Hospitality. The college is involved by informing the forums of appropriate qualifications available. It is anticipated that these forums will participate in curriculum design.

- Industry links are being developed between a potential new five star hotel on the Crichton Campus, and the college. This will provide work placements, work based learning and other employment related opportunities. An increasing number of employment opportunities will be created and the college is responding to this need.

- At a national level a head of curriculum is attending DYW Leads meetings in which schools, local authorities and colleges come together to discuss opportunities and challenges currently being faced. A strong focus currently is Foundation Apprenticeships. This will enable partners to work together to achieve the Scottish Government target of 5000 FAs in Scotland by 2020. Other key areas discussed at recent meetings were Parental Engagement, Labour Market Intelligence and Rural Challenges.

- The Vice Principal L & S is a key strategic lead and attends national DYW event, giving regular reports to the Board on progress.

Employability

Context:

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Dumfries and Galloway College works with a range of partners across the region in terms of the development of employability opportunities and skills across the region. This partnership arrangement includes Dumfries and Galloway Employability and Skills team, Community Learning and Development teams, Skills Development Scotland, the Open University, the Local Chamber of Commerce DYW team, schools across the region including the Youth Guarantee Partnership group.

The Local Employability Partnership is reflecting on new remits and refreshed memberships to ensure that the most effective way forward for the region can be achieved around employability.

The college plans its curriculum in terms of sector needs skills for the region using a range of national documents and strategies. These include the Labour Market Profile information and the recent Dumfries and Galloway Regional Skills Assessments produced by Skills Development Scotland.

The challenges to the college remain difficult so it is essential all partners contribute their resources in a collective effort to support employability skills and development across the region. Some of these challenges are: delivering low levels of GDP for the region, lower levels of pay than National Scottish averages, ageing workforce population, reducing numbers of school leavers to support employability, pipeline development, over 90% of employers classed as small business and one of the biggest regions in Scotland with low populations throughout.

What we will do:

- The college has now developed a Work Experience/Placement Action. It is the college aim that all provision comprises of significant, relevant work related learning, work placement and work experience. There has been a significant increase in the numbers of students having work experience/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, it is hoped that approximately 45 of these placements will lead to guaranteed interviews for employment.

- The college has a range of work related learning, work experience and placement 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 Employability and Skills team to develop a programme for hard to engage learners furthest from the job market – a passport to education/ employment is currently being delivered as a pilot programme to also address retention and attainment issues at SCQF Level 4.

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- The college is piloting with a school for 18/19, value added learning for S4 learners to support them in terms of skills to support employability skills development. If successful, these will then be offered to other schools across the region.

STEM

Context:

With a few exceptions, the nature of the businesses in Dumfries and Galloway do not have a particular demand for high-level STEM qualifications. Where there are, the college is active in working partnership with industry to deliver the qualifications they require eg in renewable industries. However, many of the businesses are not fully utilising or exploiting digital technologies because of a lack of awareness or basic digital skills. It is important to recognise the relative importance of this in considering the contribution of the college.

What we will do:

- The college continues to work with key partners such as Scottish Power Energy Network and their contractors to deliver overhead linesman technician training to ensure a continuation of a skills pipeline in the region. In addition, a wind turbine technician programme is offered providing entry into a key business sector with employment opportunities.   The college supports small business diversity in the micro renewable sector through the Energy Centre where businesses are able to access information, advice and training relating to installation of renewable technologies and products such as biomass heating, air and ground source heating pumps.

- The college currently delivers on a range of energy, engineering and computing courses. It is offering HND Electrical Engineering programme in 2018-19 ensuring that high level skills education and training is available in the region. The college is seeking a university partner that would consider some on-campus delivery in the future (perhaps using college premises) to enable degree level provision to be available for full-time, and part-time study. This is on-going and further information will become available once the SoSEP scoping exercise is completed in June 2019.

- All courses from Computing and Digital media have been mapped to the STEM framework and the college has and will introduce new qualifications, such as CISCO, to its portfolio in 2018-19 and subsequent years. The college has already started to include life skills mathematics (SCQF level 1-5) in some of its social care and healthcare programmes. Biology is also embedded in a range of other subjects including Reablement and Skills for Work Healthcare.   The new HNC Childhood Practice now includes a numeracy unit. As part of the Care Academy (partnership between the college and Open University) digi-health will be explored and introduced as part of upskilling and course provision.

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- The college is an accredited BPEC assessment centre and will continue to support local employers to grow and diversify in respect of STEM related products.

- The college 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 Hubs referred to earlier in this document will play a major role in supporting, encouraging and inspiring participation in STEM by learners, employers and other partners.

Apprenticeships

Context:

Context: Dumfries and Galloway College is a key partner in delivering Modern Apprenticeships in the South of Scotland as the major providers of off the job training as well as contracting in their own right. However, the procurement framework is particularly challenging in a rural area. This requires the college to identify the numbers and employment areas well in advance of the contract. However, the typical business in the region tends not to engage in workforce planning and rather tends to respond to changing circumstances. It is often the case that companies will approach the college once the contract period has commenced seeking an apprentice. Along with a foundation apprenticeship pathway in Engineering, a further pathway is being offered for Social Services with Children and Young People.

The college does not currently offer graduate level apprenticeships.

What we will do:

- It would be helpful if there were greater flexibility to the needs of regional employers. Given the scale and distribution of schools in the region, delivering Foundation Apprenticeships programme is difficult with insufficient funding to run small cohort programmes. Despite this, the college continues to increase the number of Foundation Apprenticeship pathways. Engineering, Child Care and Social Care pathways are planned for 2019-20.

- 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 discussions with SECTT for the potential demand in the region for adult apprenticeship routes on a day release basis.

Early Learning and Childcare

Context:

Dumfries and Galloway College staff are working closely with a team from Dumfries and Galloway Council to continue to identify demand and delivery models to achieve the increase in childcare practitioners at HNC level for the region. It is a challenge to supply enough childcare placement

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opportunities to meet the high demands. The college is part of a discussion group with other colleges and councils regarding achieving childcare numbers.

What we will do:

Further meetings have taken place, and joint promotional materials, publicity arrangements, open events etc, have been arranged to further highlight the job opportunities and generate applications. The promotional material has been circulated electronically to all council establishments and private sector employers highlighting the open events and inviting them and their staff to attend. The college has implemented and will continue to offer a range of delivery models – full-time, part-time day and evening blended and online – in order to offer maximum flexibility for attendance. Dumfries and Galloway Council will work with the college to ensure work placements are available to learners as this is a core requirement of the qualification.

3.4   *Outcome: High-performing institutions – a coherent system of high performing, sustainable institutions with modern, transparent and accountable governance arrangements.*

Leadership in Environmental and Social Sustainability

Context: The college considers the terms of the Climate Change (Scotland) 2009 Act by the obligations of our five year Climate Change Action Plan (CCAP).   The College has already exceeded the target of reducing our greenhouse gas emissions (carbon dioxide equivalent) by 20% over the period 2015-2019 against our 2014 baseline year. Current emission reductions are at 23%, from the end of 2017. Some of the actions that have helped achieve this have been changing the boilers at both campuses and changing to LED lighting in large parts of the college buildings and the Dumfries campus carpark. The college reports progress of our carbon reduction through Scottish Government mandatory climate change reporting for public bodies.

Furthermore, we also have a strong sustainability ethos throughout the college to inform and educate students and staff wherever possible to give them the knowledge, skills and values to live more sustainable lives, which includes energy reduction. This is in line with the Scottish Government aim for Scotland to be an example of Sustainable Development Goals. Our sustainability ethos and work was recently recognised by the college being 'highly commended' by the College Development Network in the sustainability category at their annual awards.

The college's Climate Change Officer works closely with the Environmental Association for Universities and Colleges and is a Topic Support Network (TSN) Convenor for the Education for Sustainable Development (ESD) TSN. The Climate Change Officer also produces learning and teaching materials for embedding ESD within the curriculum in the Scottish college sector.

What we will do:

- The College will continue to implement our five year CCAP (2014 – 2019) which aims to reduce our carbon emissions by 20% by the end of 2019, against our 2014 baseline. The College will produce a CCAP for the next five year period and implement new internal reduction targets.
- The college and the Students' Association are working in partnership on the NUS Responsible Futures project, which is a whole-institution approach to embedding social responsibility and sustainability across the formal and informal curriculum. We are aiming to be audited this academic year to gain accreditation under the programme.
- The college will further develop our ESD programme to ensure sustainability is embedded within the curriculum wherever possible, in order to remain sector leading in pushing learning for sustainability.

3.5   Outcome: Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy

Innovation

Context:

Although the college is proactive in seeking to engage with the innovation agenda, it faces a number of challenges in trying to progress this. It is important that the pivotal role that colleges can play in reaching into companies to try and support greater innovation – particularly in rural economies – is recognised. There is a real danger, that because of the lack of critical mass and demand, and the nature of the economy, there is not the same focus on the south as will be apparent in city regions. The college plays a key role in addressing this and it is essential that it is enabled to act as true partner and agent of Innovation Centres. The STEM hubs proposed will support this.

The college is helping to develop and advise on various projects around the region in order to support the economy. The implementation of hospitality venues with training opportunities are being developed. Digital skills advice on community digital hubs throughout the region is being offered in connection with the college digital and Stem agenda: this encourages access and inclusiveness for various businesses. Micro businesses have benefited from the college running innovative courses to upskill business owners to enhance their business reach and this is planned to be rolled out over the region as a model to those businesses who might require this education.

As in previous years, the college remains committed to developing the innovation agenda. The barriers that were highlighted in the previous ROA remain challenging. However good progress has been made over the past 12 months with detailed plans to develop our hub and spoke model in partnership with Borders College. This £6.6m investment will allow us to develop new methods for delivery of courses.

What we will do:

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- Innovation is relative. The leading edge technologies supported by Innovation Centres are often well beyond the reach and ambition of the SMEs and rural micro businesses. Nevertheless, it is essential for the economy that these businesses are encouraged and supported to innovate. We believe that the solution is to create hubs in Dumfries and Galloway that link into the Innovation Centres with the technologies and expertise relevant to the majority of the region's businesses but with the ability to support and signpost to Innovation Centres as required.

- We will design and deliver, for next academic year, a course in HNC engineering, 12 week renewable courses and NPA SCQF level 6 course in enablement. These courses will be developed over the coming year to be delivered via our hub and spoke model.

- We will seek out more partnerships with local industry and community groups to develop innovative solutions to up-skilling and developing staff. We will deliver this in a way where the customer will access at a time and place that suits them.

- Through CTS we will seek out further opportunities to develop and innovate our offerings, whilst supporting local companies to implement innovative solutions themselves.

- The successful SoSEP bid is a new approach to innovative learning. It supports local and national economic priorities. It will provide and encourage a culture of enterprise and innovation and this is underpinned by the college's new Digital Skills Strategy which will be finalised by June 2019.

- The college aims to play a leading role in the recently announced South of Scotland Economic Partnership. We will work innovatively with partners to ensure that appropriate skills development are in place to enable business to develop under the umbrella of South of Scotland Economic Partnership. This will include developments in social media and transferrable skills via CTS for companies, accessing the College Innovation Fund to support business development and developing tailored solutions such as through our Energy Centre.

Alignment with Community Planning Partnership

Context:

The College is working with the Community Learning and Development Strategic Partnership Group to ensure outcome plans for the region and its communities are fully supported by the college. This is an integral strategic role within the Community Learning and Development Partnership Group.

What we will do:

A new 3 year Community Learning and Development strategic plan has been agreed. This covers integrating learning, for example, using schools as community hubs. This strategy will be implemented across the region.

Flexible Workforce Development

Context:

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During the initial pilot year Dumfries & Galloway College worked with 12 local eligible employers to identify, develop and deliver training through the FWDF. Training delivered ranged from ECDL courses to Group Training Certificates and IOSH.

With the 2018/9 year of funding underway, particular emphasis is put on training and supporting the employers' infrastructure. For example, management training, but also addressing specific skills gaps, such as digital skills and communication skills. In conjunction with this, the college is now offering ILM Management & Leadership training (Level 2 & 3) and has been working closely with People1st, delivering a number of their accredited courses. These range from Customer Services, Sales Powered By Service, Group Training Certificate and Introduction to Effective Training. These courses vary from one to three day training skills courses and can be tailor made to employer need.

What we will do:

The college is in discussion with over 20 employers assessing their training needs which may lead to them accessing training via the Flexible Workforce Development Fund.   This has allowed the college to explore and develop working relationships with employers that the college had never worked with before and strengthen and broaden the college's educational reach. FWDF has also provided a basis on which to explore and develop courses and training methods, which support and serve the local economy and the needs to the employers based here. With that in mind, the college is looking to expand and drive other training areas that will support the local economy.

Table 1 Strategies and Documents:

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

https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/04/CDP_2018_-19__Version_2.pdf

https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/04/evaluative-report-and-enhancement-plan-dumfries-and-galloway-college201617.pdf

https://www.dumgal.ac.uk/dumgalportal/index.php?pageid=D

https://www.dumgal.ac.uk/dumgalcontent/uploads/2017/07/Access_and_Inclusion_Strategy.pdf

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

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

https://www.dumgal.ac.uk/dumgalcontent/uploads/2017/09/Gender_Action_Plan_2017.pdf

https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/04/Work_Placement_Standards_for_Colleges_5_(2).pdf

https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/04/Cyber_Essentials_Certificate.pdf

https://www.dumgal.ac.uk/dumgalportal/index.php?pageid=equal-opportunities

https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/04/11_Equality_and_Diversity.pdf

https://www.dumgal.ac.uk/dumgalcontent/uploads/2015/11/Code_of_Good_Governance_for_Scotland's_Colleges.pdf

https://www.dumgal.ac.uk/dumgalcontent/uploads/2016/03/Corporate_Parenting_Action_Plan.pdf

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OA National Measure	Actual		Ambition		
	2016-17	2017-18	2019-20	2020-21	2021-22
1(a) The volume of Credits delivered					
The volume of Credits delivered (core)	30,338	30,696	30,176	31,000	31,000
info. Core Credits target (region)					
info. % towards core Credits target (region)					
The volume of Credits delivered (ESF)					
The volume of Credits delivered (core + ESF)					
1(b) Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas					
Volume of Credits delivered to learners in the most deprived 10% postcode areas	3,557	3,121	3,923	4,030	4,030
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	11.7%	10.2%	13%	13%	13%
1(c) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced					
Gender -					
Volume of Credits delivered to Male learners	15,364	14,470	15,067	15,476	15,476
Proportion of Credits delivered to Male learners	50.6%	47.1%	49%	49.9%	49.9%
Volume of Credits delivered to Female learners	14,964	16,186	15,067	15,476	15,476
Proportion of Credits delivered to Female learners	49.3%	52.7%	49%	49.9%	49.9%
Volume of Credits delivered to Other learners	8	41	42	48	48
Proportion of Credits delivered to Other learners	0.03%	0.13%	0.14%	0.15%	0.15%
Ethnicity -					
Volume of Credits delivered to BME learners	1,123	1,223	1,247	1,395	1,395
Proportion of Credits delivered to BME learners	3.7%	4.%	4%	4.5%	4.5%
Disability -					
Volume of Credits delivered to students with a known disability	3,933	4,276	4,225	4,340	4,340
Proportion of Credits delivered to students with a known disability	13.0%	13.9%	14%	14%	14%
Age -					
Volume of Credits delivered to learners aged under 16	633	671	675	680	680
Volume of Credits delivered to learners aged under 16	2.1%	2.2%	.	.	.
Volume of Credits delivered to learners aged 16-19	15,594	15,510	15,051	15,470	15,470
Proportion of Credits delivered to learners aged 16-19	51.4%	50.5%	.	.	.
Volume of Credits delivered to learners aged 20-24	5,223	5,433	54,00.	5,600	5,609.
Proportion of Credits delivered to learners aged 20-24	17.2%	17.7%	.	.	.
Volume of Credits delivered to learners age 25 and over	8,887	9,083	9,050.	9,250.	9,250.
Proportion of Credits delivered to learners age 25 and over	29.3%	29.6%	.	.	.
Care Experienced -					
Volume of Credits delivered to care experienced students	633	998	1056	1085	1085

Board of Management

Proportion of Credits delivered to care experienced students*	2.1%	3.25%	3.5%	3.5%	3.5%
2(a) The number of senior phase pupils studying vocational qualifications delivered by colleges	157	101	240	250	250
2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges					
Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	710	378	933	972	972
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	2.3%	1.2%	3.4%	3.6%	3.6%
2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision					
The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	1,774	1,510	1,509	1,550	1,600
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	5.8%	4.9%	5%	5%	8.75%
2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)					
Volume of Credits delivered at HE level	7,794	7,134			
Volume of Credits delivered at HE level to learners from SHEP schools	99	60	604	620	620
Proportion of Credits delivered at HE level to learners from SHEP schools	1.3%	0.8%	2%	2%	2%
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses					
Volume of Credits delivered to learners enrolled on STEM courses	7,951	8,804	8,147	8,680	8,680
Proportion of Credits delivered to learners enrolled on STEM courses	26.2%	28.7%	27%	28%	28%
4(a) Proportion of enrolled students successfully achieving a recognised qualification					
The number of FT FE enrolled students achieving a recognised qualification	646	629	816	828	828
The total number of FT FE enrolled students	1,034	1,056	1,150	1,150	1,150
The percentage of FT FE enrolled students achieving a recognised qualification	62.5%	59.6%	71%	72%	72%
The number of PT FE enrolled students achieving a recognised qualification	1,232	1,300	1,333	1,333	1,333
The total number of PT FE enrolled students	1,754	1,862	1,550	1,550	1,550
The percentage of PT FE enrolled students achieving a recognised qualification	70.2%	69.8%	75%	80%	85%
The number of FT HE enrolled students achieving a recognised qualification	366	329	456	468	468
The total number of FT HE enrolled students	521	479	600	600	600
The percentage of FT HE enrolled students achieving a recognised qualification	70.2%	68.7%	76%	78%	78%
The number of PT HE enrolled students achieving a recognised qualification	137	157	360	369	369
The total number of PT HE enrolled students	218	217	410	410	410
The percentage of PT HE enrolled students achieving a recognised qualification	62.8%	72.4%	84%	86%	86%
4(b) Proportion of enrolled MD10 students successfully achieving a recognised qualification					

Board of Management

The number of MD10 FT FE enrolled students achieving a recognised qualification	98	77	120	120	120
The total number of MD10 FT FE enrolled students	159	139	155	155	155
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	61.6%	55.4%	77.4%	77.4%	77.4%
The number of MD10 PT FE enrolled students achieving a recognised qualification	104	80	111	111	111
The total number of MD10 PT FE enrolled students	139	122	130	130	130
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	74.8%	65.6%	85.4%	85.4%	85.4%
The number of MD10 FT HE enrolled students achieving a recognised qualification	31	24	39	39	39
The total number of MD10 FT HE enrolled students	46	38	52	52	52
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	67.4%	63.2%	76%	76%	76%
The number of MD10 PT HE enrolled students achieving a recognised qualification	3	10	11	14	14
The total number of MD10 PT HE enrolled students	12	13	14	17	17
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	25.0%	76.9%	78%	82.3%	82.3%
4(c) Proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges					
The number of senior phase FT FE pupils achieving a vocational qualification	6	3			
The total number of senior phase FT FE pupils	7	7			
The percentage of senior phase FT FE pupils achieving a vocational qualification	85.7%	42.9%			
The number of senior phase PT FE pupils achieving a vocational qualification	82	48	34	34	34
The total number of senior phase PT FE pupils	122	88	40	40	40
The percentage of senior phase PT FE pupils achieving a vocational qualification	67.2%	54.5%	85%	85%	85%
The number of senior phase FT HE pupils achieving a vocational qualification	0	0			
The total number of senior phase FT HE pupils	0	0			
The percentage of senior phase FT HE pupils achieving a vocational qualification	-	-			
The number of senior phase PT HE pupils achieving a vocational qualification	10	2	10	10	10
The total number of senior phase PT HE pupils	13	4	12	12	12
The percentage of senior phase PT HE pupils achieving a vocational qualification	76.9%	50.0%	83.3%	83.3%	83.3%
4(d) Proportion of enrolled Care Experienced students successfully achieving a recognised qualification					
The number of CE FT FE enrolled students achieving a recognised qualification	25	23	24	26	28
The total number of CE FT FE enrolled students	30	56	40	40	40
The percentage of CE FT FE enrolled students achieving a recognised qualification	83.3%	41.1%	60%	65%	70%
The number of CE FT HE enrolled students achieving a recognised qualification	6	1	3	3	3
The total number of CE FT HE enrolled students	6	2	5	5	5
The percentage of CE FT HE enrolled students achieving a recognised qualification	100%	50%	60%	60%	60%

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4(e) Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification					
The number of FT FE enrolled students aged 16-19 achieving a recognised qualification	401	384	446	452	459
The total number of FT FE enrolled students aged 16-19	638	658	675	675	675
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	62.9%	58.4%	66.1%	67%	68%
5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)	124	73	120	125	125
6. Number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study					
Total number of full-time learners	1,560	1,540			
Number of full-time learners with substantial 'work placement experience' as part of their programme of study	161	265	200	220	220
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	10.3%	17.2%			
7. The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing					
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses					
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing			73	75	75
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing			14%	16%	16%
8. The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying					
The total number of full-time FE college qualifiers (confirmed destinations)	575				
The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	520				
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	90.4%				
The total number of full-time HE college qualifiers (confirmed destinations)	352				
The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	336				
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	95.5%				
9. The percentage of students overall, satisfied with their college experience (SSES survey)	97.2%				
10 Gross carbon footprint (tCO2e)	1,205.8				

Board of Management

Report to the Board by the Regional Chair

1. **Introduction**

The purpose of this report is to update the Board of Management on recent developments in the Further Education sector and the Region, to feedback from various meetings and to encourage further discussion.

2. **Colleges Scotland (CS)/National/Sector**

   2.1. I attended a CDN Board meeting in January. Main topics of discussion were:
   - Preparations for EXPO 19 which is being held in Perth in June this year. This annual event has now been publicised. I recommend it to colleagues.
   - Professional standards for lecturers. CDN takes the role of professional development here. GTCS is the registration authority.
   - Various internal and governance matters were discussed and agreed.

   2.2. As chair of the Colleges Scotland Audit Committee I chaired a Meeting to appoint new auditors

   2.3. I attended a meeting of college chairs to discuss the inclusion of principals and senior staff in national bargaining and additional matters regarding their representation.

   2.4. I attended a meeting with the Institute of Directors to discuss closer working with colleges locally and nationally

3. **Regional Business**

   3.1. Members will appreciate that a significant amount of my time has been taken up in our recent Principal recruitment.

   3.2. I have also attended interesting and full committee meetings, met with the Student Association during mental health awareness

   3.3. I have also attended 2 DYW board meetings where I have heard of positive and active involvement of the college. Various industry sector groups have held events with us here.

   3.4. At the time of writing I am about to attend both CCLG and CPP meetings and will report on these.

   3.5. I have reported separately on discussions regarding Borders College.

Board of Management

4. Recommendation

It is recommended that the Board note the contents of this report, and members are invited to comment and discuss.

Brian Johnstone
Regional Chair
12 March 2019

Board of Management

1   Introduction

This paper aims to give the Board some key policy and college highlights since the last Board meeting.

2. Report

SoSEP project - There has been a number of positive press articles in recent weeks. The Head of Corporate Services has been tasked with producing regular short update bulletins specifically for Board members as it is likely that members will be asked about the project and it is essential that a consistent message is conveyed. Detailed information will be produced by the marketing department in their newsletters.

Project Manager - A project manager (Kerry Martin) has been employed to oversee the project following a recruitment campaign. Kerry will work 3 days per week on a fixed term contract.

Benefits Realisation Workshop – Taking place in Langholm (11th March) and key output will be an updated risk register.

Student Association – Nikki and Ailsa have been nominated as "office bearers of the year" for the NUS national awards. This is a superb achievement just to be nominated, and we send our best wishes to them for this award.

Student Association Elections – We have commenced the preparation for the election for the President and Vice President for academic year 2019/20.

Education Scotland – workshops have been held by Juliet McAlpine to assist curriculum managers understand their role in the Evaluative report and Enhancement Plan. All the reports for 2017/18 have been published on the education Scotland Website.

CITB innovation fund – Meetings have taken place with CITB around putting in a bid for funding to support the construction industry with ICT, this fits in well with the colleges hub and spoke model.

DYW event Ayrshire College - The College recently attended the Developing the Young Workforce (DYW) event School College Collaboration meeting.

This was hosted by Scottish Government and lead by Michael Cross it was hosted at Ayrshire College. The event was also attended by Ayrshire College Senior Management Team, plus Forth Valley, South Lanarkshire and a variety of observers from other colleges. All outcome managers where also present for each region along with full time Education Scotland reviewers.

The key issue discussed was increasing the pace of change related to DYW.

Board of Management

Analysis of trends and National data

Discussion of key issues from the national data, identification of what is working and what is not and ideas on increasing the pace of change.

A variety of actions where agreed for continued progress with a key theme of the local education authority and colleges strategically planning together to support this pace change.

Recommendation

The Committee is asked to note the paper.

Andy Glen
Acting Principal
March 2019

Board of Management

Report to the Board by the President of the Students' Association

1   Introduction
The purpose of this report is to update the Board of Management on recent developments in the Students' Association.

2   Events/Training/Partnerships

We are incredibly proud to announce that we have been nominated at the upcoming NUS Scotland Awards for 'Best Officer Team of the Year'!!

We want to thank you all for the support and engagement we have had from staff, students and the Board of Management this year.

Christmas Market and Open Doors – Thursday 22nd November
There were 2 fundraising competitions for Support in Mind, the first 'Guess the Birthday' and the second ' Lucky Squares. The Vice President attended as support and advice at the event, giving potential new students an insight into college life.

Equality & Diversity SWOT Workshop – Tuesday 27th November
Strengths and weakness of the college were examined which were relevant to Equality & Diversity, by members of the committee. This was followed by a meeting with students in the SA, giving a student perspective.

Christmas Activities – over 2 weeks, w/c Monday 10th December.
Activities over the festive run up included Christmas Card making / Christmas Jumper Day / VR Activity (Dumfries) / Jingle Jam (Stranraer) / School Choir Visit (Stranraer).

Apex Christmas Food Appeal – Throughout December.
We were so truly happy with the college response from both staff and students! Well done! You all done us so very proud, and the donations all went directly to our local community. 😊

Student Officers Launch – Both campuses. Monday 21st January
Student Officers on both campuses. These include; Equality Officer, Environmental & Sustainability Officer, Health & Wellbeing Officer, and Events Officer. This will strengthen the SA student engagement, and build a stronger relationship between campuses as officers work together.

NUS Mental Health First Aid – Tuesday 22nd& Wednesday 23rd January
The President and the Vice President both attended the course as we felt it was essential to better understand the scope of Mental Health. The intensive course encompassed Anxiety, Depression, Psychosis, Self-Harm, identifying the signs, and how to help and guide them towards getting professional help. It was a brilliant and hard-hitting course that has boosted our knowledge and confidence in supporting students It will assist us in pushing Mental Health awareness and reducing the stigma that still surrounds it.

Burn's Activities – 24th and 25th January
IrnBru, shortbread, a=Scottish poem, and an address the haggis with translation give aways. Burns Supper by Business students attended by President (Stranraer).

New SA Facebook Launch – Both Campuses. Monday 28th January
To Encourage student engagement using our social media platform, We want to get student views and feedback at the touch of a button via polls, and keep staff and students updated on SA projects, events, and campaigns.

Board of Management

Health Week – Dumfries w/c 28th January / Stranraer w/c 25th February
Focus on Mental Health, Physical Health, and Sexual Health. Various stalls, information, activities, sports and workshops. These included; Soul Soup / Friendz / Samaritans / Police Scotland / Support in Mind / Smoking Matters / Dg Council / NHS Sexual Health / PiYo Live Session / LGBT Youth / Rape Crisis / Volleyball Session / Yoga / Addaction. We also had Care students work with us in 5 groups as part of their course. They had information, skipping, a smoothie bike, and highlighted Alcohol, Drugs, Smoking, Nutrition, Physical Activity and Mental Health. That class brought a joy to the SA that Wednesday. They couldn't have been more engaging with students, and did their course and lecturer's proud!

Parliament Visit – Tuesday 29th January
I received an invite from the Minister of Higher Education, Further Education, and Science, to attend a President's round table with NUS. There were a number of President's present from different institutions, the NUS President , and 3 MSP's. The issues that we could raise questions on were; Student Support & Living Costs, Mental Health, and Equality. Equality was broken down into; Gender Based Violence, the NUS Trans Committee, and the black attainment gap. I am currently awaiting on a full list of the questions and answered raised from NUS, and will forward them all to you with a my own write up at the nearest opportunity.

TIMETOTALK / Geez a Break Launch – Thursday 7th February,
Using TIMETOTALK, an awareness day for talking about mental health, we launched our new informal Mental Health drop in. This awareness day included mental health personal pledges, stress free colouring, and fortune tellers. In addition, we joined the online campaign #TIMETOTALK. Members of staff and students took selfies giving ideas on how to start a conversation about mental health.
We hope that you will all get involved and help spread the word of our new drop ins at the SA, on both campuses. There will be weekly drop ins starting on different days to spread across the timetable. This will encourage awareness, and help eliminate any stigma on campus on the crisis of Mental Health. The drop ins will be very informal, with the occasional guest speaker and activities. Information and support will be available to staff and students on every aspect of mental health we can cover. There will also be 6 block weekly activity sheets to do, collect the stickers, sponge up some information and earn a wee prize. We really hope that students can hear personal experiences of both staff and students, as it is something that affects us all.

Grow Your Own course and student garden area – w/c 11th February.
We will be starting a course to get students and staff outdoors, get some fresh air and Vitamin D = improve your Mental Health and Wellbeing. We hope that giving the students a garden area will enrich their college experience and hopefully assist with retention as the weather warms up. This new outdoor venture will encourage healthier eating habits, sustainability, an increased awareness of fresh fruit and vegetables (how to grow and how to use them). Let's give students some vitamin C at their finger tips.

This space will be strictly No Smoking, to encourage less use of the smoking shelter, currently the only student used outdoor space.
We are very pleased to announce that we will be getting some advice and assistance from a local gardener David Livermore.
This SA venture will be something that we hope to bring into our new Footprints Re-Use shop that have really helped students in need since we have started it.
There will also be future produce and seasonal items for sale that we hope will make it self-sufficient.

PAW (Partnership of Activities in Wigtownshire) Committee meeting – Wednesday 13th February
The future plans are an upcoming taster sports event, free to students, we are just putting together the marketing material. There will also be walking groups, including night 'moon walk' with hor chocolate. These walks will incorporate beach and country cleans. In addition, there will be 16 free

Board of Management

places for students and staff on Leadership and Coaching courses through the council. Participants will only need to give up 5 hours time for volunteering with events and activities. These courses will be a stepping stone to future qualifications in specific sports.

New Student Association Space – Stranraer
We are very happy that we have commandeered the top of the mezzanine for extra SA space. We currently have table tennis in this space, and will be adding an Air Hockey table and a tv, with xbox and wii consoles. This space will be a bright space for activities and events, as well as a much needed student communal space.
We have put in a proposal for a new SA space in Dumfries, including garden. We are currently in discussion for the go ahead. The proposed space will have the addition of a pool table, air hockey and a tv, with xbox and wii consoles.

New Principal Recruitment Process – Thursday 7th March
It was fantastic to be involved in this, and have students be part of the process. The 4 students involved were Bronwyn Brown – Student Association Equality Officer (Stranraer), Amy Farley – Student Association Health & Wellbeing Officer (Stranraer) , Liam Rogerson – Student Association Events Officer (Dumfries), and Stephanie (Dumfries). All 4 of them were a credit to the college. They gave a professional and welcoming impression to all candidates, showing how important our students are at all levels in the college.

Re-vamped CoH Sync Partnership – w/c 18th March
The new style of perntership will be trialed in Stranraer first, helping keep the Student Association open for longer through the week for student access. Trained NHS staff will be having introductions throughout the campus to make their faces known, and make the communication as informal as possible. They will be working from our campuses to provide drop ins for Nutrition, Physical Activity, Smoking, Alcohol and Mental Health. The support will be to provide long term changes for students that will encourage self management.This will start from 2 days a week, hopefully leading up to 4 days a week. We will incorporate mindfulness and activities to increase student awareness and decrease stigma.

Learners Journey Review, Young Scot – Monday 4th March
Young Scot members were there to address what changes they think should be introduced or made regarding the Learner's Journey Review for 15-24 year olds. The three mains themes discussed were Advice, Provision, and Alignment. Various Eductaional Organisations including SQA, and SCQF Partnership and Representatives from the Scottish Government. Organisations were able to attain feedback which could possibly help with retention, and how to work on other routes to employment to coincide with the school to University route. The Vice President attended as a member.

The above new partnerships and activities are going to really help us as a college to gain higher accreditation for the NUS Healthy Bodies Healthy Minds Campaign. We currently have one out of 5 available stars!

3.   Meetings
The President and Vice President have attended various meetings since the last Board of Management meeting, including:
- Community Sports & Activities Manager / Disability Sports / Community Sports & Clubs Meeting follow-up. –Stranraer Campus.
- NHS CoH Sync Mental Health and wellbeing Partnership.
- Sports Development Training and Coaching.
- NUS – Healthy Bodies Healthy Minds.
- NUS – Responsible Futures.
- NUS – Student Mental Health Agreement meeting with Katie Gowing
- Kaleidoscope – Sue Livermore, Equality & Diversity Officer

Board of Management

- DYW – included tour of the bridge.
- NUS – Dougie Smith and Gemma Jones, with Sandra Norris to give advice, information and answer questions since our department move.
- CUCSA – To establish a relationship between institutions.
- Pat Kirby – Catch up Meeting and proposal to join a conference and provide a presentation.
- Karen O'Rouke - To establish a contact for setting up a debate team.
- Vanessa Johnson Funding & Disability Officer UWS/Glasgow Uni – To establish a relationship to help articulating students, and prospective students.
- Curriculum Managers – Give information and get feedback on proposed end of year event.
- Fiona Herron – Stranraer Campus Manager, regular updates
- Stranraer Campus meetings – updates, ongoing.
- Lynn Davis – Fyfe College, chat about the breakfast club and Footprints.
- Carol Turnbull – Catch up
- EIS-FILA meeting – Strike Action. Addressed concerns for students.
- Ian White – Strike Action. Updates and advice on the affects to students
- PECOS training – Dawn Tait
- Let's get Sporty – Craig Ferguson, regarding sport introduction in Stranraer
- Health & Safety Committee
- SA Budget – Karen Hunter

4.   Moving forward

Upcoming activities for the next month and onwards include;

- Campaign for Smoke Free Campus! Dumfries and Stranraer.
- Health & Wellbeing Plan with the new NHS Mental Health Partnership, Dumfries and Stranraer.
- Expand upon Student Association Clubs & Societies starting.
- Volunteering Award to be offered to Student Executive, Student Council and Class Reps who work in partnership with the Student Association.
- Continue working in partnership with SPARQS, NUS and Education Scotland to access training, campaigns and events
- Promote our key focuses this year; Mental Health & Sustainability.
- Raise funds and awareness for our chosen charity – 'Support in Mind'.
- NUS – Work towards higher accreditation for Healthy Body Healthy Minds
- NUS – Work towards accreditation for Responsible Futures
- NUS – Mini Environmental Projects; on campus and in the community.
- NUS – Student eats; including setting up 'grow your own course'..
- Upcoming – Sustainability push, single use plastics. Ongoing, awaiting water bottles.
- Red Nose Day – Week of activities, both campuses. w/c 11th March
- NUS Scotland Awards & Conference – Thursday 21st & Friday 22nd March.
- **SA move – potential to move the SA to increase student engagement and enrich college life.**
- LGBT Event – Early April.
- Upcoming – Details of our amazing end of year event! Get your teams ready!

6. Recommendation

6.1   It is recommended that the Board note the contents of this report

Nikki-Marie Vjatschslav
President
Students' Association

March 2019

Background

The Board Links scheme was implemented in September 2018, with the first 'paired' visits to be initiated by the linked Board Member. The link is designed to create a dialogue between the staff and students in Curriculum Areas and the members of the Board of Management. It is intended to allow all parties to gain a better understanding of the roles played by each in the delivery of the College's business. The link should begin with a visit to the College by the Board Member, but may develop into a regular dialogue and relationship if desirable.

It was agreed that the Board Secretary would collate the summary reports and provide an update to the Board at each Board Meeting, from December 2018, with the content of the visit remaining confidential to those involved. The purpose of the report being to confirm that the linked visits are taking place and to enable the Board to share the experiences of their colleagues and to learn more about the work of the college.

Visits Reported to the Board Secretary

First meetings happened for six of the Curriculum Areas between October and November 2018. Since then one Link Meeting has happened, and two areas hope to have their first meeting soon. Initial feedback was that Members have found the college staff they have met to be enthusiastic and welcoming and the meetings informative. The Curriculum Managers are giving the same positive feedback and are looking forward to future meetings.

Curriculum Area	Board Member	First Meeting			Second Meeting		
		Meeting Held	**Report Received**	**Being organised**	**Meeting Held**	**Report Received**	**Being organised**
Building Environment	Brian Johnstone	√					
Business, Accounting & Computing	Naomi Johnson	√					
Care (& Princes Trust)	Janet Brennan	√	√				√
Childcare	Barry Graham			√			
Creative Industries	Pat Kirby	√	√		√		
Hair & Beauty	John Henderson			√			
Hospitality & Sport (Passport to FE)	Delia Holland	√	√		√		
Engineering & Automotive	Rob Orr	√	√				
Business Development Unit	New link Required						

New Board Link Required

As Stuart Martin has retired from the Board, as new link is required for the Business Development Unit. The Board Secretary is organising this .

Recommendation

Members are invited to note the report and share any learning or experiences with colleagues that will help with learning more about the work of the college

Ann Walsh
Secretary to the Board of Management
March 2019

Board of Management

SFC INDICATIVE GRANT ALLOCATION BUDGET FOR 2019-20

1. PURPOSE OF REPORT

The purpose of this report is to provide a summary of the Indicative Grant Allocation for 2019-20.

2. REPORT

The Scottish Funding Council provided the indicative allocations of grant funding for 2019-20 on 28th February 2019. The final funding allocations are not expected to be announced until May, but the announcement of indicative allocations have been provided to help colleges plan their provision and for SFC to move towards finalised Outcome Agreements for 2019-20.

The key aspects of the indicative grant allocations are set out below.

	2018-19	2019-20	change from 2018-19
Credit Target	30,176	30,176	-
Core Funding	9,073,517	9,820,471	
National Bargaining Funding	771,126	209,215	
	9,844,643	10,029,686	185,043
Capital Maintenance	381,214	184,000	(197,214)
Student Support - Initial allocation	1,787,151	2,237,151	
- In-Year Redistribution	450,000		
	2,237,151	2,237,151	-

Core funding – the additional core funding of £185,043 represents the additional costs for national bargaining harmonisation requirements, and effectively represents a 'flat cash' settlement.

1

Board of Management

Capital maintenance – this has decreased by 52% from the current year allocation. SFC 's circular notes that the grant provides a contribution towards backlog and life cycle maintenance, but the backlog and life cycle maintenance needs far exceed the level of funding available.

Student Support Funding – the indicative grant would provide the same cash grant as the current year, but the maintenance grant to students will increase by 5.9% and the increased bursary will continue for Care Experienced students.

3. RECOMMENDATION

The Board are asked to note the key aspects of the Indicative Grant Allocation for 2019-20.

Karen Hunter

Head of Finance

Ministear airson Foghlam Leantainneach, Foghlam
Àrd-ìre agus Saidheans
Minister for Further Education, Higher Education and
Science

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Ms Clare Adamson MSP
Convenor – Education and Skills Committee
The Scottish Parliament
EDINBURGH
EH99 1SP

18 February 2019

Dear Convenor,

Colleges make a vital contribution to this Government's commitment to improving the lives and employability of all Scotland's people. Their effective governance is fundamental in securing public value; and in supporting colleges to improve the life chances of their students and the performance of businesses.

In 2016, the then Education Secretary's Good Governance Task Group reported back on the lessons learned at Glasgow Clyde, North Glasgow and Coatbridge Colleges. The Task Group also made a series of recommendations to improve governance in Scotland's colleges around four strategic themes of prevention; self-assessment; external assurance; and sanctions. These recommendations have been taken forward in conjunction with the Good Governance Steering Group which is a cross-sector body with a remit to support ongoing good governance across the college sector.

Two of the specific recommendations suggested that the Scottish Ministers consult on the introduction of a number of new provisions, either legislatively or administratively, to the college governance framework. The Scottish Government consulted on these recommendations in April and May 2017. The Scottish Government received 39 responses to this consultation – 28 from organisations, including 10 colleges, and 11 from individuals. The majority of the questions consulted on are complex and have required lengthy consideration.

The Scottish Government proposes to take forward a number of proposals where it has been clearly demonstrated that undertaking such an action would improve governance in Scotland's colleges and would not alter the chain of accountability in the sector as introduced by the Post-16 Education (Scotland) Act 2013.

As a result, I am proposing to undertake the following actions as a consequence of this consultation:

- **Partnership working:** introduce two trade union nominees to the boards of incorporated colleges, the Lanarkshire Board and the Glasgow Colleges' Regional Board *in addition* to the existing staff representatives, bringing the college sector into line with changes made in universities by the Higher Education Governance Act 2016.
- **Board appointments:** amend ministerial guidance for college board appointments to:
  - strengthen the guidance on succession planning and multiple candidate appointments, and;
  - require all board vacancies to be advertised on the Colleges Development Network Website.
- **Training:** ask the Colleges Development Network to embed teamwork within the induction training of board members.
- **Enhanced guidance:** develop guidance for the SFC and colleges to follow in relation to any specific reviews undertaken by SFC of colleges under section 7C(7) of the Act (which relate to reviewing statutory criteria for a body to remain eligible for funding).
- **Board meetings:** introducing the ability of SFC to attend the board meetings of assigned colleges.
- **Auditor General reviews:** we will further investigate allowing the Auditor-General for Scotland the ability to conduct economy, efficiency and effectiveness reviews with the non-incorporated colleges that are not part of a local authority.
- **Alignment:** bring colleges into line with other Scottish public bodies where appointing bodies may suspend board members.
- **Remuneration:** remunerate the incorporated, assigned college chairs (bringing them into line with their regional strategic body and regional college colleagues), at a rate to be determined by the Scottish Ministers.

I hope the Committee finds this information useful. Officials will work closely with the Good Governance Steering Group to take forward the implementation of these actions.

I also attach the responses to the public consultation, which will be shortly published on the Scottish Government website.

RICHARD LOCHHEAD

Good College Governance Consultation

Report on Respondents Feedback

Scottish Government
Riaghaltas na h-Alba
gov.scot

CONTENTS

SECTION 1: EXECUTIVE SUMMARY

1.1 The effective governance of Scotland's colleges is fundamental in supporting them to improve the life chances of their students and the performances of businesses. The Good College Governance Task Group undertook a broad review of college governance and reported in 2016.

1.2 The Scottish Government published a consultation paper on Good College Governance on 18 April 2017 to take forward commitments given in the Task Group report to consult on issues arising from their consideration. In particular, views were sought on issues concerning better arrangements to improve board member recruitment, and a wider range of sanctions.

1.3 The consultation closed on 17 May 2017. 39 responses were received, 28 from organisations, and 11 from individuals. The largest category of organisational response was from colleges, with 10 colleges submitting a response. A summary of views follows.

Views on better arrangements to improve board member recruitment

1.4 28 (90%) of the 31 respondents who provided a view agreed that Scottish Ministers should have powers to determine a rate of remuneration for the chairs of assigned, incorporated colleges. The main reason given in support was that this provides parity and consistency across the sector.

1.5 Of the 30 respondents who provided a view, 17 (57%) did not agree that legislation should require two trade union nominees, for teaching and non-teaching staff respectively, to be members of a board of an incorporated college and regional board. The most common argument against such legislation was that this would create conflicts of interest due to trade unions existing primarily to represent their members' interests rather than the college interests. The main contrasting view was that trade unions had much to offer in terms of strengthening decision-making and ensuring transparency on boards.

1.6 10 (62%) of the 16 respondents who provided a view considered that should the proposal for trade union nominees on incorporated college boards proceed, then the nominees should be in addition to elected staff members, without any change to student member numbers.

1.7 32 respondents provided a view on whether provision should be made for highly regarded candidates, for which there is no immediate position, to be appointed without further open recruitment. 27 (84%) agreed with the proposal. The benefit most commonly identified was that this would avoid a further recruitment process, thereby saving time and money for both recruiters and candidates. The proposal was also viewed as having the potential to widen access to under-represented groups on boards.

1.8 21 (72%) of the 29 respondents who provided a view agreed that provision should be made in relation to a proven ability to work well as a team. However, a

concern amongst many was that this criterion should not stifle independent thinking, by resulting only in the recruitment of "group thinkers".

1.9 Of the 31 respondents who addressed the issue, 24 (77%) considered that appointment bodies should advertise all board vacancies on the College Development Network. The key benefits of this were identified as ensuring transparency and encouraging applicants from the college sector. Several respondents, however, emphasised their view that this should not preclude advertising in other places too.

Views on more sanctions being considered so that a wider range of measures is available, if necessary

1.10 21 (75%) of the 28 respondents who provided a view considered that Ministers should have powers to suspend any or all board members, except the principal, where they consider this appropriate in order to carry out further consideration as to whether a removal order is warranted. However, many of those supporting the proposal did so on the proviso that the powers apply only in exceptional circumstances, and that very clear criteria set out when the powers should be used.

1.11 Of the 29 respondents who commented, 21 (72%) considered that Ministers should have power, when making a removal order, to include someone who has left the board but was a member during the period during which board failure was found, with the effect that the person is disqualified from any other boards. A common view was that individuals should not be able to abdicate their responsibilities by resigning ahead of the outcome of considerations, and should continue to be held accountable along with the remaining members of the board. One prominent concern was that the proposal does not allow for valid reasons for a person to resign from the board, for example, disagreement over the board's decisions.

1.12 27 respondents provided a view on whether Ministers should have powers to direct incorporated colleges and regional boards. Of these, 18 (67%) were in support; 8 (30%) considered that Ministers should have neither of these powers; and one individual supported Ministers having such powers in relation to regional boards only. Most (18 of the 23 respondents providing a view) considered that if Ministers were to have such powers, they should be limited to circumstances where they consider a board is not governing appropriately. 16 (84%) of the 19 respondents who gave a response considered that if Ministers had such powers, these should be in addition to the current power of direction that vests with regional strategic boards.

1.13 Of the 27 respondents who provided a view, 21 (78%) agreed that assigned colleges should be required by legislation to co-operate with a Scottish Funding Council (SFC) review under section 7C(7) of the Further and Higher Education (Scotland) Act 2005 (the 2005 Act). A few of the college boards expressed concern that colleges should not have two "masters", namely the SFC and regional strategic boards.

1.14 23 (79%) of the 29 respondents who addressed the issue agreed that the SFC should have powers to attend and address meetings if it has concerns about an assigned college's ability to meet the criteria set out in section 7(2) of the 2005 Act. This was viewed generally as reasonable and to be expected, with benefits of transparency and openness. The most common view in opposition was that attendance at, and addressing meetings where there are concerns over assigned colleges, should be a responsibility of the regional strategic boards and not the SFC.

1.15 Views were divided on whether the existing powers of the SFC and regional strategic bodies to attend and address meetings of a governing body should be extended to include relevant committee meetings. 17 (52%) of the 33 respondents who provided a view agreed. However, key arguments in opposition were that any matter warranting the intervention of the funding body should be dealt with at full board level; and committees have operational functions, whereas boards have powers over strategy, and this risked the SFC straying into operational matters.

1.16 Of the 33 respondents who provided a view, 31 (94%) considered that the powers of the Auditor General for Scotland (AGS) to conduct economy, efficiency and effectiveness examinations should be extended to include all relevant non-incorporated colleges. Common views were that AGS should oversee how public funds are used; and all colleges should be treated the same, with the AGS having the same powers over all.

1.17 23 (82%) of the 28 respondents who addressed the issue considered that legislation should make clear that the power of a person or body to appoint college board members includes a power to suspend any board member that they have appointed. This was viewed as consistent with other public sector appointments made under Scottish legislation.

Views on the equality impact of the matters covered in the consultation paper

1.18 An overarching message was that there is room for improvement in terms of addressing equalities issues in relation to the matters covered in the consultation paper, and that frameworks should be put in place to ensure sustained effort to promote diversity and equality in appointments.

1.19 Suggestions for future promotion of equalities included: regular review of processes and procedures to assess their inclusiveness; mainstreaming equalities duties into everyday practices; perceiving equalities issues to be integral and not an "add on"; focusing on diversity planning; and underpinning current legal requirements of colleges with equality impact assessments.

SECTION 2: INTRODUCTION

2.1 The effective governance of Scotland's colleges is fundamental in supporting them to improve the life chances of their students and the performance of businesses. A broad review of college governance in Scotland was undertaken by the Good College Governance Task Group, led by the Cabinet Secretary for Education and Lifelong Learning. The Group reported in 2016[1] with a series of recommendations.

2.2 A consultation paper[2] on Good College Governance was published by the Scottish Government on 18 April 2017, to take forward commitments given in the Task Group report to consult on issues arising from their consideration. In particular, the consultation sought wider views on:

- The Task Group's Recommendation 1 on better arrangements to be put in place to improve board member recruitment; and
- The Task Group's Recommendation 9 on consideration of more sanctions so that a wider range of measures is available.

2.3 The consultation remained open for views until 17 May 2017, although the deadline was extended for some respondents past this date.

2.4 Responses to the consultation were encouraged via Citizen Space, which most respondents used.

Consultation responses

2.5 The Scottish Government received 39 responses to the consultation. Table 2.1 overleaf shows the distribution of responses by category of respondent. A full list of respondents is in Annex 1. The respondent category applied to each response was agreed with the Scottish Government policy team.

2.6 72% of responses were submitted by organisations; 28% were from individual respondents. The largest category of respondent amongst the organisations was colleges, comprising 26% of all responses.

Analysis of responses

2.7 The analysis of responses is presented in the following 3 chapters, which follow the order of topics raised in the consultation document. The consultation posed 16 key questions, all but one containing both closed and open elements.

2.8 The analysis is based on the views of those who responded to the consultation and are not necessarily representative of the wider population.

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[1]http://www.gov.scot/Topics/Education/UniversitiesColleges/17135/CollegeGovernance/collegegoodgovernancetaskgroup

[2] http://www.gov.scot/Publications/2017/04/1785/340662

Table 2.1 Distribution of responses by category of respondent

Category	No. of respondents	% of all respondents*
Colleges	10	26
College Boards	6	15
Unions and Student Associations	4	10
Local Authorities	2	5
Non-Ministerial Government Departments	2	5
Representative Body	1	3
Other	3	7
Total Organisations	**28**	**72**
Total Individuals	**11**	**28**
Grand total	**39**	**100**

*Percentages may not add to totals exactly due to rounding.

SECTION 3: GOOD GOVERNANCE TASK GROUP RECOMMENDATION 1: better arrangements are put in place to improve board member recruitment

Remuneration of assigned college chairs

Recommendation 1(b) of Task Group report

Scottish Ministers will consult on:

i) whether assigned college chairs should be remunerated.

Background

Regional college chairs are remunerated; however, the chairs of assigned colleges are not. This results in the chairs of some of Scotland's largest colleges not being remunerated. The time commitment required of all college chairs is significant. There are 20 incorporated colleges, of which 11 are regional colleges.

Legislation provides that the Scottish Ministers set the rate of remuneration of regional college chairs.

Question 1: Should the Scottish Ministers have powers to determine a rate of remuneration for the chairs of assigned, incorporated colleges?

3.1 31 respondents answered the closed aspect of this question. A majority of 28 respondents (90%) agreed that Scottish Ministers should have powers to determine a rate of remuneration for the chairs of assigned, incorporated colleges. Three respondents, all individuals, disagreed.

3.2 35 respondents provided commentary on the proposal and their views are summarised below.

Views in support of the proposal

3.3 Five reasons were provided in support:

- Provides parity, consistency and transparency across the sector. (12 mentions)
- Reflects the considerable time commitment and responsibilities of chairs of assigned, incorporated colleges. (7 mentions)
- To attract suitably qualified and experienced people and to open up the post of chair to under-represented groups. (4 mentions)

- To address the current anomaly whereby the chair of a small, regional college is remunerated whereas the chair of an assigned, larger college is not. (3 mentions)
- To provide a clear line of accountability to Scottish Ministers and better control over the size of remuneration. (1 mention)

Concerns about the proposal

3.4 Opposition emerged largely from concerns over college finances. Individuals suggested that the decision on whether to remunerate chairs should be left to college boards, and based on their ability to pay. The representative body considered that remunerating chairs of assigned, incorporated bodies might lead to further inconsistencies, whereby chairs of non-incorporated colleges which sit within regional strategic body structures, may not be entitled to remuneration.

Other comments

3.5 There were mixed views on whether there should be different rates of remuneration based on size of college, and time commitment, or whether rates should be the same across all institutions.

3.6 Three respondents called for the Scottish Government to fund the additional remuneration, or provide more funding to colleges to cover this. One respondent recommended regular review of remuneration, a strong business case, and due diligence to be shown in rate of pay.

Trade union nominees on incorporated college boards

Recommendation 1(b) of Task Group report

Scottish Ministers will consult on:

ii) whether trade union nominees should join incorporated college boards and the future of elected staff members.

Background

Requiring two trade union nominees to join college boards would mean the minimum size of a board must increase. At present, a regional college board must have between 15 – 18 members and an incorporated assigned college board between 13 – 18 members. The provisions ensure that the chair and non-executives always form a majority of the members of the board. Simply adding two trade union nominees would breach this.

At present, there generally is parity in the number of staff members (two) and student members (two). Requiring two further staff members nominated by trade unions would remove this parity. One way to avoid increasing the size of the board would be to replace the elected staff members by trade union nominees who would be required to act in the best interests of the college, as opposed to any individual constituency which nominated or elected them.

Question 2: Should legislation require two trade union nominees from recognised main unions for (1) teaching, and (2) non-teaching staff to be members of a board of an incorporated college and regional board?

3.7 30 respondents answered the closed aspect of this question. A majority of 17 respondents (57%) did not agree that legislation should require two trade union nominees, for teaching and non-teaching staff respectively, to be members of such boards. Whereas most of the individuals who responded were in favour of the proposal, most of the organisations who provided a view were against. Table 3.1 shows views by respondent category.

Table 3.1 Views on whether legislation should require two trade union nominees for teaching and non-teaching staff to be members of boards

Category	Yes	No	Total responding
Colleges	1	8	9
College Boards	0	4	4
Unions and Student Associations	3	0	3
Local Authorities	1	0	1
Non-Ministerial Government Departments	0	0	0
Representative Body	0	1	1
Other	1	0	1
Total Organisations	**6**	**13**	**19**
Total Individuals	**7**	**4**	**11**
Grand total	**13**	**17**	**30**

3.8 31 respondents provided commentary on the proposal and their views are summarised below.

Views in support of the proposal

3.9 Those providing explicit support for the proposal were individuals and unions and student associations. An overarching view was that trade unions had much to offer in terms of strengthening decision-making and ensuring transparency on boards. They were considered to be informed, and representative of the workforce, and would ensure that staff views are heard at board level. A few respondents

commented that the forthcoming higher education model[3] could be usefully followed by colleges.

Concerns about the proposal

3.10 Four main arguments were made repeatedly.

- Would create conflicts of interest due to trade unions existing primarily to represent their members' interests rather than the college interests. (The case of Laverie vs Scottish Ministers (2016) was referred to in which the Lord Clerk set out clearly the absolute principle of collective responsibility on all board members.) (18 mentions)

- The status quo works well and there has not been a case made to change this. (8 mentions)

- The priority is to give a voice to staff and they already have this through the current nomination and voting system. Union members can already put themselves forward in this process. (8 mentions)

- The proposal would create an imbalance between executive and non-executive members on boards, and also staff and student representatives. (8 mentions)

3.11 A few other arguments were put forward by a small number of respondents:

- Could disenfranchise non-trade union members. (4 mentions)

- Boards could end up becoming too big, inefficient and cumbersome. (3 mentions)

- Will have cost implications with more paid staff on the board. (2 mentions)

- Complicated where there are multi trade unions, and exacerbated where regional boards have several colleges in their region. (2 mentions)

- Could result in other special interest groups seeking representation on boards as of right. (1 mention)

Question 3: If so, should the nominees (1) be in addition to elected staff members (without any change to student member numbers); (2) be in addition to elected staff members (with an increase in student member numbers); or (3) replace elected staff members.

3.12 16 respondents answered the closed aspect of this question. A majority of 10 respondents (62%) considered that the nominees should be in addition to elected staff members, without any change to student member numbers. Table 3.2 overleaf shows views by respondent category.

Table 3.2 Views on whether nominees should be in addition to elected staff (no change to student numbers); in addition to elected staff (with increase to student numbers); or should replace elected staff members

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[3] Section 10(1) of the Higher Education Governance (Scotland) Act 2016

Category	In addition – no change to student member numbers	In addition – with increase in student member numbers	Replace elected staff members	Total responding
Colleges	3	0	1	4
College Boards	0	0	1	1
Unions and Student Associations	2	0	1	3
Local Authorities	1	0	0	1
Non-Ministerial Government Departments	0	0	0	0
Representative Body	0	0	0	0
Other	0	0	0	0
Total Organisations	**6**	**0**	**3**	**9**
Total Individuals	**4**	**3**	**0**	**7**
Grand total	**10**	**3**	**3**	**16**

3.13 11 respondents provided commentary to support their view (many other respondents referred to their previous comments in relation to question 2).

3.14 Most of the commentary focused on what were perceived to be the benefits of option 1: namely trade union nominees, in addition to elected staff members, with no change to student member numbers. This was viewed as the fairest option, enabling staff views to be heard from a range of perspectives, including those at the front line of delivery, and inclusive of both union and non-union staff members.

3.15 A key disadvantage of option 1 and option 2 was identified as an increase in the size of the board. Option 3 was supported as avoiding increasing the numbers and make-up of the board. The view of one college was that there would not be any need for existing staff members, as trade union nominees would provide the voice of staff.

Ministers' powers to issue guidance on appointments

Recommendation 1(b) of Task Group report

Scottish Ministers will consult on:

iii) amending appointments guidance to make provision for highly regarded candidates for which there is no immediate position.

Background

It has been put to the Scottish Government that guidance should be more flexible by recognising that an open recruitment process may identify otherwise suitable candidates for which there is no immediate position, and that there should be a mechanism by which they can join a board without necessarily going through a further open recruitment process for non-executive board members. The consultation paper outlined proposals for additions to the Ministerial guidance to facilitate this.

Question 4: Should provision be made for highly regarded candidates for which there is no immediate position to be appointed without further open recruitment, along the lines proposed?

3.16 32 respondents answered the closed aspect of this question. A majority of 27 respondents (84%) considered that provision should be made for highly regarded candidates, for which there is no immediate position to be appointed without further open recruitment. Seven respondents disagreed, five of them individuals, one college and one respondent from the "other" category.

3.17 33 respondents provided commentary on the proposal and their views are summarised below.

Views in support of the proposal

3.18 The most commonly identified benefit (8 specific mentions) was that avoiding a further recruitment process when suitable candidates have already been identified, will save time and money for both recruiters and candidates.

3.19 Other benefits of the proposal were identified:

- Has the potential to widen access to under-represented groups on boards; could form part of positive action to balance board membership; could provide would-be board members with the opportunity to become involved in associated positions, such as membership of board committees, prior to stepping up to full board membership. (5 mentions)

- Fits with current informal recruitment processes; will formalise efficient operations. (4 mentions)

- Provides flexibility in recruitment. (4 mentions)

- Less likely to "lose" talented people. (2 mentions)

Concerns about the proposal

3.20 Three key reasons were provided to oppose the proposal. Four respondents, including three individuals, expressed concern that the proposal could be viewed as lacking transparency, could be open to misuse, and amounted to a "jobs for the boys" approach.

3.21 Three respondents across different sectors considered that the phrase "highly regarded" was too subjective to be part of a rigorous selection procedure.

3.22 One individual and a respondent from the "other" category suggested that other highly suitable candidates may emerge during the proposed 12 months holding time, and could be denied an opportunity to apply for board membership.

3.23 One individual commented that the proposed practice is not the norm in other sectors, and therefore should not be adopted.

Other comments

3.24 Several respondents suggested that should the proposal be put into practice, a framework of checks and balances should also be put in place including:

- "Highly regarded" should be clearly defined.
- The period of time during which such candidates are considered for postings should be clearly defined.
- The impact on diversity of selection should be closely monitored.
- The practice should operate only in exceptional circumstances, which are fully explained.
- Highly suitable candidates need not necessarily be offered a permanent position on the board – this could be temporary, or they could utilised in an associated role, such as providing expertise on a board committee.

3.25 The 12 month period suggested in the consultation was welcomed specifically by five respondents. Two respondents called for this to be shortened to 6 months; one requested a period longer than 12 months.

Recruitment of board members with demonstrable ability to work well as a team

Recommendation 1(b) of Task Group report

Scottish Ministers will consult on:

iii) amending appointments guidance to make provision….to encourage the recruitment of board members with demonstrable ability to work well as a team.

Question 5: Should provision be made in relation to a proven ability to work well as a team?

3.26 29 respondents answered the closed aspect of this question. A majority of 21 respondents (72%) considered that provision should be made in relation to proven ability to work well as a team. Eight respondents disagreed, six individuals and two colleges.

3.27 33 respondents provided commentary on the proposal and their views are summarised below.

3.28 Several of the colleges and college boards reported that consideration of ability to work well in a team is already part of their selection processes. Many respondents acknowledged what they perceived to be the benefits of team working at board level. Two respondents suggested that it may be difficult to demonstrate objectively the ability to work well in a team.

3.29 One concern which emerged in responses of those both for and against the proposal, was that of stifling independent thinking by recruiting only "group thinkers". Several respondents supported including people who would challenge others on the board, and cautioned against recruiting only those who "are like" the other board members. One respondent from the "Other" category suggested adding to the guidance, "ability to work within a diverse team" in order to send out the message that diversity is valued, in addition to team work.

3.30 The other key reasons for opposing the proposal were:

- This is too prescriptive and recruitment should be left to the appointments panel. (5 mentions)
- Team working is just one of the criteria for selection and should not be singled out over others. (3 mentions)
- Team working should be a "given" and does not need guidance to emphasise it. (2 mentions)

Advertising

Recommendation 1(a) (ii) of Task Group report
Appointment bodies should advertise all board vacancies on CDN[4] website (this may encourage more from college sector to consider applying).

Question 6: Should appointing bodies advertise all board vacancies on CDN website?

3.31 31 respondents answered the closed aspect of this question. A majority of 24 respondents (77%) considered that appointment bodies should advertise all board

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[4] College Development Network

vacancies on the CDN website. Seven respondents disagreed, four individuals and three colleges.

3.32 29 respondents provided commentary on the proposal and their views are summarised below.

3.33 The benefits of advertising on the CDN website were highlighted by a few respondents as ensuring transparency and encouraging applicants from the college sector. Two colleges commented that this was already their standard practice.

3.34 Ten respondents from across a range of sectors gave their support for advertising on the CDN website, but emphasised that this should not be at the exclusion of other places where vacancies could be advertised, particularly if under-represented groups are to be targeted. A few of the respondents who did not answer the closed part of the question, commented that recruitment should follow good practice in terms of fairness, transparency and equality.

3.35 The timeframe of two weeks, suggested by the Task Group, between date of advertising and closing date for applications, was welcomed by four respondents. However, two of these (both colleges) commented that this should not be prescribed, as on occasions such operational issues are out of their hands.

3.36 The main reason given by the colleges and individuals opposing the proposal was that there should not be prescription to this level of operational detail. They emphasised that boards would use the most effective routes to advertising available to them, which may include two weeks of publicity on the CDN website, but this should not be set in stone.

3.37 One college argued that, for consistency, appointments should be through the Public Appointment Scotland website. They considered that websites such as the CDN website could then highlight these opportunities, but should not be involved in the appointment application process.

SECTION 4: GOOD GOVERNANCE TASK GROUP RECOMMENDATION 9: more sanctions are considered so that a wider range of measures is available, if necessary

Possible sanctions

Recommendation 9(a) of Task Group report

Scottish Ministers will consult on:

i) Ministerial powers

i. to suspend any or all board members (except the principal) when considering a removal order.

ii. bar people from college boards, even if they have since left the board.

iii. to direct colleges in the face of a board not governing appropriately.

ii) requiring co-operation of assigned colleges in SFC reviews. Meantime, this should be given effect through the Financial Memorandum mechanisms.

iii) SFC's powers to attend and address meetings in failing to meet criteria to be publicly funded.

iv) SFC and regional strategic body powers to attend and address relevant to committee meetings.

v) extending the powers of the Auditor General for Scotland to conduct economy, efficiency and effectiveness examinations so that all publicly funded colleges can be subject to such examinations.

vi) clarifying that the powers of an appointing body's powers include a power to suspend, in line with other appointments.

Question 7: Should Ministers have powers to suspend any or all board members (except the principal) in circumstances where they consider this appropriate while they carry out further consideration as to whether a removal order is warranted?

4.1 28 respondents answered the closed aspect of this question. A majority of 21 respondents (75%) considered that Ministers should have powers to suspend any or all board members, except the principal, where they consider this appropriate in order to carry out further consideration as to whether a removal order is warranted.

Seven respondents disagreed, five individuals, one college and one college board.

4.2 29 respondents provided commentary on the proposal and their views are summarised below.

4.3 Many of those supporting the proposal did so on the proviso that:

- The powers should apply only in exceptional circumstances, as a last resort. (6 mentions)
- There are very clear criteria setting out when the powers should be used. (5 mentions)
- There is a time limit set in order to ensure consideration is undertaken in a timely manner. (2 mentions)
- Interim arrangements are set up so as to ensure the efficient operation of the college during the investigation. (2 mentions)
- There is a right of appeal against suspension. (2 mentions)
- The process is transparent. (1 mention)
- If the investigation subsequently shows no failings, then this is publicised. (1 mention)
- Suspension should not be portrayed as a punishment or a pre-judgement of outcome. (1 mention)

Views on the benefits of the proposal

4.4 The most frequently identified benefit was that the proposal will make boards more accountable for their actions (7 mentions across three respondent categories). Other potential benefits identified by only a few respondents were: provides Ministers with clout; makes for more effective governance; protects colleges; protects the person involved; and helps maintain high standards.

Views against supporting the proposal as it stands

4.5 A few respondents considered that more clarification is required on the circumstances in which suspension would take place and how the board would operate in the interim. Another view held by a few individuals and a college board was that suspending voluntary, unremunerated, non-executive members is very different from suspension of other board members, with the former unlikely to return to the post whether or not they are found to have warranted their suspension.

4.6 A few individuals questioned the legitimacy of Ministers suspending without robust evidence, in order for further consideration to take place, pointing out the serious impact that a suspension will have on the reputation of the individual involved.

4.7 One individual questioned whether Ministers should have jurisdiction over the two elected staff members.

Question 8: Should Ministers have power, when making a removal order, to include someone who has since left the board but was a member during the period for which Ministers consider there was board failure with the effect that the person is disqualified from any other boards?

4.8 29 respondents answered the closed aspect of this question. A majority of 21 respondents (72%) considered that Ministers should have power, when making a removal order, to include someone who has since left the board but was a member during the period during which board failure was found, with the effect that the person is disqualified from any other boards. Eight respondents disagreed, four colleges, three individuals and one college board.

4.9 29 respondents provided commentary on the proposal and their views are summarised below.

Views in support of the proposal

4.10 A recurring view across a range of sectors was that individuals should not be able to abdicate their responsibilities by resigning ahead of the outcome of considerations, and should remain accountable along with the remaining members of the board.

4.11 An individual commented that the proposal will ensure that the principle of the board being collectively responsible and accountable for decisions will be upheld by the proposal; a local authority remarked that the proposal will maintain the integrity of the process.

4.12 A few colleges expressed their support, but emphasised that Ministers will need to be totally satisfied that the person was implicated in the failure of the board, and that failings occurred during their period in office.

4.13 Two respondents supported the proposal so long as a right to appeal is established. One respondent from the "Other" category suggested that just as in criminal cases, the principles of rehabilitation should be considered to counter-balance the powers of Ministers to suspend.

Concerns about the proposal

4.14 A prominent view was that the proposal does not allow for valid reasons for a person to resign from the board, for example, if they are concerned about the board's decisions and conduct. To be held responsible for board failings, over which a member has resigned on principle, was viewed by a few respondents as overly punitive, particularly given the voluntary nature of some board positions.

4.15 A few colleges suggested that the arrangements for ensuring that a person does not become a member of a board subsequently, could be complex and may require a new, centralised register. The question was posed over whether disqualification would apply to all public body boards or just college boards.

Question 9: Should Ministers have powers to direct (a) incorporated colleges and (b) Regional Boards?

4.16 27 respondents answered this question. A majority of 18 respondents (67%) considered that Ministers should have the powers to direct both incorporated colleges and regional boards; eight respondents considered that Ministers should have neither of these powers; one individual supported Ministers having these powers in relation to regional boards only. The majority of colleges who responded opposed Ministers having powers to direct incorporated colleges and regional boards. Table 4.1 shows views by respondent category.

Table 4.1 Views on whether Ministers should have powers to direct incorporated colleges and regional boards

Category	Powers to direct both	No such powers	Powers to direct regional boards only	Total responding
Colleges	3	5	0	8
College Boards	3	1	0	4
Unions and Student Associations	3	0	0	3
Local Authorities	1	0	0	1
Non-Ministerial Government Departments	0	0	0	0
Representative Body	0	1	0	1
Other	0	0	0	0
Total Organisations	**10**	**7**	**0**	**17**
Total Individuals	**8**	**1**	**1**	**10**
Grand total	**18**	**8**	**1**	**27**

Question 10 (1): If Ministers were to have such powers, should they be limited to circumstances where they consider a board is not governing appropriately?

4.17 23 respondents answered this question. A majority of 18 respondents (78%) considered that if Ministers were to have such powers, they should be limited to circumstances where they consider a board is not governing appropriately. Amongst the organisations, two unions and student associations and Colleges

Scotland (the Representative Body) disagreed. Table 4.2 shows views by respondent category.

Table 4.2 Views on whether such powers should be limited to circumstances where Ministers consider a board is not governing appropriately.

Category	Agree	Disagree	Total responding
Colleges	5	0	5
College Boards	5	0	5
Unions and Student Associations	0	2	2
Local Authorities	1	0	1
Non-Ministerial Government Departments	0	0	0
Representative Body	0	1	1
Other	0	0	0
Total Organisations	**11**	**3**	**14**
Total Individuals	**7**	**2**	**9**
Grand total	**18**	**5**	**23**

Question 10 (2): If Ministers were to have such powers, should these be in addition to, or instead of, the current power of direction that vests with regional strategic bodies?

4.18 19 respondents answered this question. A majority of 16 respondents (84%) considered that if Ministers were to have such powers, these should be in addition to the current power of direction that vests with regional strategic bodies. Two individuals and one college board considered Ministerial powers should be instead of regional strategic body powers.

Question 11: Should assigned colleges be required by legislation to co-operate with a SFC review under section 7C(7) of the 2005 Act?

4.19 27 respondents answered the closed aspect of this question. A majority of 21 respondents (78%) agreed that assigned colleges should be required by legislation to co-operate with a SFC review under section 7C(7) of the 2005 Act. Six respondents disagreed: three individuals, two colleges and one college board.

4.20 27 respondents provided commentary on the proposal and their views are summarised below.

Views in support of the proposal

4.21 Six reasons to support the proposal were given, each by only one or two respondents:

- For the removal of all doubt; clear lines of responsibility.
- It is reasonable to expect assigned colleges to co-operate in a bona fide investigation.
- Will promote consistency and standardisation across the sector.
- In-line with other arrangements.
- For the sake of accountability.
- Provides a legislative basis for SFC to take forward appropriate action, as required.

Concerns about the proposal

4.22 A few college boards suggested colleges should not have two "masters", namely the SFC and regional strategic boards. One college advocated an entirely independent body to conduct any such reviews.

4.23 Four respondents across a range of sectors held the view that as the SFC already has sufficient powers currently, it is unnecessary to formalise these in legislation.

4.24 One individual's view was that instead of legislation, co-operating in any such review by the SFC should be a condition of grant.

Question 12: Should SFC have powers to attend and address meetings if it has concerns about an assigned college's ability to meet the criteria set out in section 7(2) of the 2005 Act?

4.25 29 respondents answered the closed aspect of this question. A majority of 23 respondents (79%) agreed that SFC should have powers to attend and address meetings if it has concerns about an assigned college's ability to meet the criteria set out in section 7(2) of the 2005 Act. Six respondents disagreed: four individuals one college and one college board.

4.26 24 respondents provided commentary on the proposal and their views are summarised below.

Views in support of the proposal

4.27 SFC's attendance at meetings, where it has concerns about the relevant assigned college, was viewed as reasonable and to be expected. Benefits of transparency and openness were identified. A few individuals commented that this

provided an opportunity for the SFC to gain insight and clarification on a situation to help in damage limitation.

4.28 A local authority and two unions and student associations supported the proposal as enabling the SFC to take on a greater monitoring and regulatory role.

4.29 One individual considered the proposal acceptable only where the SFC had legitimate and proven concerns. Others suggested that boards would need to be informed in advance of the SFC attendance (college board view); and this should occur only with the agreement of the regional strategic board (college view).

Concerns about the proposal

4.30 The most common view was that attendance at and addressing meetings where there are concerns over assigned colleges should be a responsibility of the regional strategic boards and not the SFC. One college considered that attendance at meetings by the SFC was not required, as they would already be in dialogue with the chair and board if there were any concerning issues, and if colleges wished, they could invite the board to a meeting, rather than boards deciding themselves whether to attend.

Question 13: Should the existing powers of the SFC and regional strategic bodies to attend and address meetings of a governing body be extended to include relevant committee meetings?

4.31 33 respondents answered the closed aspect of this question. A majority of 17 respondents (52%) did not agree that the existing powers of the SFC and regional strategic bodies to attend and address meetings of a governing body should be extended to include relevant committee meetings. Table 4.3 overleaf shows views by respondent category, with most sectors divided in view, a notable exception being unions and staff associations who supported the proposal.

4.32 22 respondents provided commentary on the proposal and their views are summarised overleaf.

Table 4.3 Views on whether existing powers of the SFC and regional strategic bodies should be extended to include relevant committee meetings

Category	Agree	Disagree	Total responding
Colleges	5	5	10
College Boards	2	4	6
Unions and Student Associations	3	0	3
Local Authorities	1	1	2
Non-Ministerial Government Departments	0	0	0
Representative Body	0	1	1
Other	0	0	0
Total Organisations	**11**	**11**	**22**
Total Individuals	**5**	**6**	**11**
Grand total	**16**	**17**	**33**

Views in support of the proposal

4.33 A few respondents supported the proposal as they could not identify any reason to disagree with what appeared to them to be reasonable, albeit in exceptional circumstances and with advanced notice to college boards.

4.34 There were two substantive reasons provided by others in support:

- A union and staff association respondent and a local authority considered the proposal to be in keeping with a greater, and what they perceived as welcome, regulatory/monitoring role for the SFC. The local authority also envisaged this as an opportunity for common challenges to be identified and good practice shared across the sector.

- A college suggested that as all committee meetings are open to the public anyway, funders should be able to attend too, so long as advanced warning is given.

Concerns about the proposal

4.35 Two main concerns were raised:

- Any matter warranting the intervention of the funding body should be dealt with at full board level. It was considered that boards may invite funders to

attend committee meetings, but funders should not have the powers to attend uninvited. (5 mentions)

- Committees have operational functions, whereas boards have powers over strategy. The proposal was perceived as risking the SFC straying into operational rather than strategic matters. (5 mentions)

4.36 Other concerns were raised. Two respondents, one college and one respondent from the "Other" category, considered that the proposal could undermine the role and responsibilities of boards. An individual suggested that the result could be too much external influence over college affairs; another individual commented that funding bodies have contractual arrangements with boards and not with their committees.

Role of Auditor General for Scotland: economy, efficiency and effectiveness examinations

Background

The Auditor General for Scotland (AGS) is responsible for auditing the accounts of incorporated colleges and regional boards. It also has powers to conduct economy, efficiency and effectiveness examinations of incorporated colleges, higher education institutions and the three regional strategic bodies. However, it has no such power in relation to three non-incorporated colleges, Newbattle Abbey College, Sabhal Mòr Ostaig and West Highland College UHI, which all receive public funds direction from either the Scottish Funding Council or a regional strategic body.

Question 14: Should the powers of the Auditor General for Scotland to conduct economy, efficiency and effectiveness examinations be extended to include all relevant non-incorporated colleges?

4.37 33 respondents answered the closed aspect of this question. A majority of 31 respondents (94%) considered that the powers of the AGS to conduct economy, efficiency and effectiveness examinations should be extended to include all relevant non-incorporated colleges. Two colleges disagreed.

4.38 24 respondents provided commentary on the proposal and their views are summarised below.

Views in support of the proposal

4.39 Two reasons to support the proposal dominated responses:

- Where public funds are used, the AGS should oversee how this is spent. (13 mentions)

- All colleges should be treated the same; incongruous that the AGS has powers over some and not others. (8 mentions)

4.40 One respondent commented that two of the three non-incorporated colleges mentioned in the consultation are now funded by UHI, rather than the SFC. As a university, UHI is responsible for appointing its own external auditor, and as a charity, is also accountable to OSCR. Because the AGS does not conduct the annual audit of UHI, the new regional arrangements could make access to colleges in the UHI region more difficult. This, they suggested, provided a case for statutory powers to be formally extended as proposed.

Concerns about the proposal

4.41 Two colleges raised the following concerns about the proposal:

- These colleges will already be covered by internal and external audit and reporting to the SFC.

- It is not reasonable to attempt to remove all inconsistencies between colleges.

- These colleges are governed differently to others. To be accountable to the AGS could blur lines of accountability.

- Could lead to a change in governance and an undermining of the unincorporated status of these colleges.

Question 15: Should legislation be clear that the power of a person or body to appoint college board members includes a power to suspend any board member that they have appointed?

4.42 28 respondents answered the closed aspect of this question. A majority of 23 respondents (82%) considered that legislation should make clear that the power of a person or body to appoint college board members includes a power to suspend any board member that they have appointed. Three individuals, one college and one college board disagreed.

4.43 24 respondents provided commentary on the proposal and their views are summarised below.

Views in support of the proposal

4.44 The proposal attracted very little substantive comment. Two key reasons to support it emerged:

- To be consistent with other public sector appointments made under Scottish legislation. (8 mentions)

- Logical/reasonable. (5 mentions)

4.45 A few respondents qualified their support, stating that this was subject to a right of reply and appeal being in place.

Concerns about the proposal

4.46 The key concern was that the case for change was not clear, and further assurances and clarifications are required before accepting the proposal.

4.47 One respondent from the "other" category perceived it to be beneficial for the independence of boards if they are able to decide whether to suspend an individual, in accordance with their college's constitution and internal regulations and policies. The proposal was seen as a back-up if balanced with a right of reply and appeal system.

SECTION 5: EQUALITY IMPACT

Question 16: We should welcome comments on whether the matters covered in the consultation paper raise any equalities issues that require to be addressed with respect to age, disability, gender reassignment, pregnancy and maternity, ethnicity, religion or belief, sex or sexual orientation.

5.1 17 respondents answered this question. The overarching message to emerge from the majority of these was that there is room for improvement in terms of addressing equalities issues, and frameworks should be put in place to ensure sustained effort to promote diversity and equality in appointments.

5.2 Suggestions for future promotion of equalities included:

- Regular review of processes and procedures to assess their inclusiveness.
- Mainstreaming equalities duties into everyday practices, not perceiving them to be an "add on".
- Focusing on diversity planning.
- Underpinning current legal requirements of colleges with equality impact assessments.
- Assessing the appointments systems, including where posts are advertised, diversity balance of appointment boards.
- Ensuring women, in particular, have access to training and mentoring, on taking up posts.
- Ensuring the new Code of Good Governance for Scotland's colleges contains targets for improving the diversity of board membership, and it is clear who is responsible for equalities monitoring.

5.3 One college cautioned against focusing on gender over other characteristics. A college board expressed concern that one-third of their board comprises elected members and ex officio and appointed individuals, which makes it challenging to ensure equality issues are taken into account in all appointments.

5.4 One individual argued against "positive discrimination", emphasising their view that boards need to recruit the best person for the job, irrespective of any protected characteristic. A respondent from the "other" category provided their view that the best person for the job cannot be recruited if they are not given the opportunity to apply, and the entire application process should be assessed for its equality impact.

5.5 An individual and a college considered that the consultation raised no equalities issues. A few respondents referred broadly to previous comments, particularly those provided in response to question 4.

Annex 1: Respondents

Total Respondents = 39

Individuals = 11

Local Authorities = 2
Aberdeenshire Council
East Ayrshire Council

Colleges = 10
Ayrshire College
Dundee and Angus College
Edinburgh College
Fife College
Forth Valley College
Glasgow Kelvin College
Orkney College UHI
West College Scotland
West Highland Colleges UHI
West Lothian College

College Boards = 6
Board of Management of North East Scotland College
City of Glasgow College Board of Management
Dumfries and Galloway College Board
Glasgow Colleges Regional Board
Lanarkshire Board
Regional Board of Borders College

Unions and Student Associations= 4
EIS Further Education Lecturers' Association
Scottish Trades Union Congress
UNITE
UNISON

Non Ministerial Government Departments = 2
Auditor General for Scotland and Audit Scotland
Scottish Charity Regulator

Representative Bodies = 1
Colleges Scotland

Others = 3
Equality Challenge Unit
Institute of Chartered Secretaries and Administrators: The Governance Institute
Scottish Women's Convention

Consolidated Outcome Agreement for the Crichton Campus

2018-19

Consolidated Crichton Outcome Agreement

The *consolidated* Crichton Campus Outcome Agreement is a unique collaborative arrangement between college and university partners 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 in the region 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 and supported by the wider CCLG partners of The Crichton Trust, Crichton Foundation, Crichton Carbon Centre, Dumfries & Galloway Council, NHS Dumfries & Galloway, Scottish Enterprise and Skills Development Scotland.

SFC recognises that not all of the aspects of the Framework for the *consolidated* Outcome Agreement for Crichton will be relevant to every institution. In recognition of the diversity of the partners and the partnership approach to delivery in and for the South West of Scotland, SFC encourages institutions to interpret and apply the Crichton Campus OA Framework in a way that is appropriate to their particular context and mission and in a way that best reflects their contribution to the Crichton partnership.

A collaborative approach
Higher and further education provision in Dumfries and 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. Higher education 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. Membership of the CCLG is detailed at Annex 2.

The Joint Academic Strategy Group (JASG) facilitates interaction between the CCLG, the academic and non-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 higher, and further, education have to make to the economic development and future sustainability of the region is fundamental.

As the third largest "business" after the Local Authority and NHS, 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 and 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.

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 2016/17, over 8,400 students were enrolled to study at the Crichton and across the region. This represents a year on year increase in student numbers of over 1,300 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 2016/17.

Institution	Number of Students 2016-17
Dumfries & Galloway College	6,750 (1,170 HE)
SRUC Barony Campus	276 (FE and HE) 5 (PG)
Open University	446
University of Glasgow	347
University of the West of Scotland	645
Total Number of Students Enrolled to Study across the Crichton academic partners	**8,469**

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 EU INTERREG VA funding for a cross border partnership between UWS, Dundalk Institute of Technology and Queen's University Belfast to research the causes, treatment and potential prevention of COPD. The Crichton Carbon Centre has also attracted major European grant funding and the Scottish Funding Council has supported the research element of the National Centre for 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 South of Scotland Enterprise and Skills Agency to meet the needs of the South of Scotland. Through its model of supported distance learning, The Open University is well suited to service remote and rural environments and has identified significant opportunities to work across both Dumfries and Galloway and the Scottish Borders.

The Crichton Campus will have a significant strategic contribution to make to the new enterprise agency for the South of Scotland, drawing on the strengths of the academic partners to explore new partnerships and innovative practices across the wider region. For example, the Academy of Care proposed development, may have potential to be extended to the Scottish Borders where there are similarities in the demographics around an ageing society.

The academic partners have also identified entrepreneurship and entrepreneurial skills as an area of opportunity for collaboration across the South of Scotland. Each of the academic institutions develop and foster entrepreneurship as a key graduate attribute, deliver skills-based learning and related research, work with business, industry and Third Sector. This is an area where the individual institutions on Crichton Campus can collaborate to co-ordinate a unique offering to benefit learners and the region.

Regional Context

Demographics and Economy

The regional context of Dumfries and Galloway in terms of demographics, economy, and skills base provides distinctive challenges for development and delivery of further and higher education within the region.

Rurality is a key characteristic. With a land mass of 6,426km^2 it is the third largest local authority in Scotland but has a population density of 23/km^2 - compared with the Scottish average of 68/km^2.

The population of Dumfries and Galloway in 2016 was 149,520[1]. The population is older compared to Scotland as a whole and there is a noticeable dip in the proportion of 20-34 year olds compared to the national average which suggests young working aged people are leaving the region to pursue work, training and other opportunities. Based on 2014 population projection data, it is estimated that the population in Dumfries and Galloway will be 142,882 by 2039; a decrease of 7,078 (5%). For comparison, the forecast national rate of change over this period is growth of seven per cent.

The most critical issue is that Dumfries and Galloway is expected to have a 20 per cent reduction in the size of the working age population (16-64). This is four times the anticipated decline of the working age population nationally. It is anticipated that the greatest growth will be in those aged 65 and over.

There are currently 6,290 business operating within Dumfries and Galloway. The business base is dominated by the agriculture, forestry and fishing sector, which accounted for 33% of all businesses in 2016. Other large sectors in the regional business base include construction (10%) and accommodation and food services (95). There is a noticeably lower share of businesses operating within the professional, scientific & technical sector than at the national level (7% in D&G compared to 19% nationally).

The profile of businesses by size is similar to Scotland, where 89% of registered businesses in Dumfries and Galloway are micro firms employing fewer than 10 people. Around 1% employs more than 50. The self-employment rate is significantly higher than the national average.

People and Skills

The proportion of school leavers in Dumfries and Galloway entering Higher Education in 2015/16 was 36% of all school leavers. Nearly a quarter (24%) entered Further Education and 29% entered employment. The proportion unemployed (seeking or otherwise) were 7% in 2015/16, just below the Scottish average of 8%. In 2009/10, this was around 11%.

Of those aged 16-64 years in Dumfries and Galloway (2016), there is a lower level of advanced qualifications (32%) at SCQF 7-12 than the national level (44%). This is the lowest level across all local authorities. The level of intermediate qualifications (SCQF 5 - 6) in the region is 35% - higher than the national level of 28%. The number of people within Dumfries and Galloway with no qualifications is 9%, which is just below the Scotland rate of 10%.

Demand for skills in the region is strongest at the upper skills levels (SCQF 7-10). However, there is still substantial demand for those with intermediate skills and much lower demand for those with lower or no qualifications. This is due to replacement demand, 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.

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[1] Regional Skills Assessment Dumfries and Galloway Insight Report (SDS, December 2017)

Priority - Collaboration		
Outcomes	Commitments	Success indicators (how will we know?)
Scotland's colleges and universities are coherent and well connected, contributing to all aspects of Scotland's educational, social and economic life.

The academic provision at the Crichton Campus supports the economic and business needs across the region.

Learners at the Crichton Campus benefit from an enhanced and vibrant student experience as a result of collaboration between the Crichton academic partners. | Commitment to engage with and contribute to the CCLG and JASG.

Commitment to delivery of a breadth of learning opportunities and range of learner journeys in subject areas that are of importance regionally, nationally and internationally.

Commitment to explore opportunities for collaboration with academic partners across the South of Scotland.

Commitment to improving student experience of the Crichton Campus.

Commitment to promoting opportunities at Crichton Campus.

Commitment to fully utilise and strengthen CC Development Manager role to facilitate collaboration across academic partners and to facilitate employer engagement.

Develop a sense of community for PGR staff and students connected to the Crichton Campus through the different institutions. | Produce refreshed Business, Computing and IT HE offering for D&G region; remove duplication, competition and develop pathways and articulation in Business, digital skills, computing and IT. By June 2019. D&G Col and UWS.

Scope Academy of Care project. Establish potential to extend partnership to Borders region. By Dec 2018. OUiS, D&G Col, UWS, UoG.

Scope content and delivery of *enhanced* HNCs at Dumfries & Galloway College to enable advanced standing progression to University of Glasgow as per project brief funded through SFC Strategic Funds. By June 2019. UoG, D&G Col.

Identify and scope a suite of marine related programmes in the West of the SoS region. By March 2019. D&G Col, SRUC.

Finalise proposal for SoSEP for a technology enabled network connecting schools and colleges across SoS (June 2018). Scope capacity for Crichton and SoS HEIs to use network to widen HE provision across the region (by Jan 2019). If successful with SoSEP, deliver project. By Dec 2019. D&G Col (and Borders College).

Deliver Planning For Your Future programme and residential. June 2018 and June 2019. All institutions.

Review of Shared Services lead by UWS and UoG to be completed. Commitment made in 2017-18 OA. Revised date by June 2019. UWS, UoG.

Further develop Campus facilities taking account of findings from Student Survey (January 2018), including exploring shared promotion of Campus and facilities to entire student population. Academic partners in partnership with Crichton Trust to lead.

Identify a project team and produce a Business Case for the Care Campus, building on the evidence developed through LEADER project. By Mar 2019. All institutions, the Crichton Trust. |

The Crichton Campus academic partners, in partnership with the wider CCLG are developing a strategic Statement of Ambition.

Over the five years (2018-2022), the academic partners are committed to contributing to the economic, social and cultural life of Dumfries and Galloway by

- supporting efficient learner-focused pathways through school, FE and HE – including postgraduate and research degrees;

- attracting people to the region from other parts of Scotland, the wider UK and internationally; and

- increasing research capacity and interdisciplinary collaboration on the Crichton Campus.

Case Study: Planning For Your Future Residential Event

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 are 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 introduced a new programme for Dumfries and Galloway - Planning For Your Future (PFYF). In June 2017, a pilot 3-day residential experience was hosted by SRUC at The Barony, for S3 pupils considering senior phase choices. 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 on widening participation, 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 all collaborated to design the content and delivery of the programme.

Monitoring and evaluation arrangements for the programme are two-fold:

1. capturing immediate impact and evaluating the success of the programme through collating feedback from participants; and
2. a longitudinal study that would provide a more in depth learning from the programme and track longer-term impact.

The University of Glasgow will work with Local Authority officers to develop methodology for the long term study to measure the impact of the programme on destination choices made by pupils and the sustainability of those choices.

Having taken on board learning from the pilot, plans for a 2018 event are being progressed through a Strategic Steering Group, with Dumfries and Galloway Council taking the lead co-ordination role. The academic partners on the Crichton Campus have agreed to support delivery of the programme again in 2018.

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?)
Enhanced opportunities to engage with higher education opportunities in Dumfries and Galloway **Enhanced learner journeys with more and better pathways for learners** **Scotland is a more equal society because learning is accessible for all communities**	Strategic commitment to widen access to HE through the Crichton Campus Strategic commitment to widen participation in HE through the Crichton Campus Strategic commitment to enhance learner journeys with more and better pathways for people in Dumfries and Galloway Strategic commitment through the JASG to identify and address gender imbalances academic partners can collectively have an impact upon	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. Statement on articulation and progression opportunities for learners. Reporting on articulation and progression opportunities for learners in and from D&G. Continue to work in collaboration with partners to review and adapt the Planning for Your Future programme with schools: - deliver second residential event for S3 pupils across D&G in 2018 - support monitoring and evaluation activity. Identify subject areas offered through Crichton Campus that have a gender imbalance - 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. Annex 1 sets out how UoG deliver this across our range of programmes.

University of Glasgow 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 has received the Athena SWAN Bronze Award and is now implementing the action plan. The University Gender Action Plan was submitted in summer 2017 and will seek to address gender issues across all our campuses.

A review of the approach to joint infrastructure and services is being led by University of Glasgow.

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 Government's Regional and Accessibility Agenda.

Table 1

UoG	2017-18	2016-17
Number of entrants with known D&G postcodes to UoG HE programmes	UG 110 PGT 34 PGR 5 Total 149	UG 89 PGT 21 PGR 3 Total 113
Number of entrants to UoG HE programmes delivered at the Dumfries Campus (QV HC)	UG 94 PGT 28 PGR 3 Total 125	UG 93 PGT 18 PGR 5 Total 116
Number of Scotland-domiciled HN entrants progressing to UoG programmes at Dumfries Campus	2	3

University of West of Scotland

UWS is committed to delivering education across four diverse campuses in Scotland: Ayr, Dumfries, Lanarkshire and Paisley. UWS is the biggest provider of higher education in Dumfries and Galloway, serving an area of high priority for the Scottish Government. In 2017-18, UWS will allocate 330 FTE funded student places to support HE provision in Dumfries and Galloway at the Crichton Campus and Annex 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.

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 2017/18 headcount at Crichton Campus, 443 students are Scotland-domiciled. In 2016-17, 20.7% of UWS students on the Dumfries campus were from SIMD40 areas.

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.
- HNC Childhood Practice into Level 8 BA Hons Childhood Studies is a classic '1+3' model delivered in three campuses, with 20 students from Dumfries and Galloway College articulating to this programme in 2017/18.

We will continue to work with the College to identify how we can best support progression needs on a cohort by cohort basis.

In 2017-18, over half of students who articulated to a UWS programme at the Crichton campus did so with advanced standing – a total of 30 students (55.6%). UWS is committed to increasing this to 60 per cent by 2019/20 in line with SFC ambitions.

UWS has been working to establish Progression Agreements for pupils who take part in Routes for All with four partner colleges, including Dumfries and Galloway College who were first to agree to guarantee interviews for pupils who had taken part in the programme.

Table 2

UWS	2018-19 planned FTE	2017-18 FTE	2017-18 H/C	2016-17 H/C
Number of entrants with known D&G postcodes to UWS HE programmes	N/A	New 212 Total 481	New 316 Total 670	361 new 715 total
Number of entrants to UWS HE programmes delivered at the Dumfries Campus	New 149 Total 370	New 135 Total 330	New 198 Total 444	379
Number of Scotland-domiciled HN entrants progressing to UWS programmes at Dumfries Campus	New 40	30	30	37

The Open University in Scotland

The Open University 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 opportunities for learner journeys for people in Dumfries and Galloway. The Open University in Scotland has a formal Articulation and Progression Agreement in place with Dumfries and Galloway College which allows students who have successfully completed any HNC or HND qualification to progress to part time, flexible, degree level study with the University. These arrangements provide the opportunity for any HNC/HND student to progress with full credit transfer to the BA/BSc Open degree programme, or for students from identified degree programmes to progress with credit to a related named OU undergraduate programme.

We will undertake an annual review of this partnership to identify opportunities for additional articulation pathways from HNC/HND qualifications into named degree programmes

We aim to increase the number of students articulating to the Open University in Scotland in 2018/19 and will undertake an agreed programme of activity with Dumfries and Galloway College to achieve this aim.

The Open University 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 build on collaboration with the Dumfries Carers Centre and extend access outreach activity via third sector organisations and other key local stakeholders.

We will undertake a short term piece of consultancy work to explore opportunities with employers, the third sector and other potential partners to enable the OU to broaden and build its profile and reach throughout Dumfries and Galloway.

Table 3

The OU in Scotland	2017-18 planned FTE	2015-16 baseline FTE
Number of UG entrants with known D&G postcodes to OU in Scotland HE programmes	72	70.3
Scotland-domiciled HN entrants from D&G postcode progressing to OU in Scotland 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 2018/19 at the Barony Campus is 125 FTE for higher education and 4,700 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.

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 is engaged with a project in collaboration with the Equality Challenge Unit to investigate the causes and impacts of the gender imbalance in 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. 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.

Table 4

SRUC	2018-19 planned	2017-18	2016-17
Number of entrants with known D&G postcodes to SRUC HE programmes	Not yet available	24	29
Number of entrants to SRUC HE programmes delivered at the Barony Campus, Dumfries		77	77

Dumfries and Galloway College

Dumfries and Galloway College is a partner in a unique and successful collaboration between Universities and Colleges on the Crichton Campus. The partnership comprises University of Glasgow, University of the West of Scotland, SRUC, Dumfries and Galloway College and The Open University in Scotland.

The presence of Universities within the region has been welcomed and Dumfries and Galloway College was the first College to be awarded direct articulation into the 2nd year of a University of Glasgow degree programme. However, the University offering on campus does not match College programmes in all areas and there are only limited opportunities for articulation and progression.

One of the most significant challenges facing the College is the lack of advanced standing articulation opportunities in Dumfries and Galloway. Currently we have 8 associate places with University of Glasgow (to be confirmed for 2017-18). It can be difficult to reach articulation agreements with universities because of the low numbers involved in each curriculum area. Understandably, it is far easier for universities out with the region to concentrate on larger and closer colleges. This is supported by the recently published annual report from Professor Scott where he states "universities should commit to substantially increasing the number of transferring HN students they admit".

It is challenging for the colleges to sustain HE provision to HND level given the small numbers involved in some curriculum areas. However, this provision is threatened by the preference of universities for students to articulate from HNC to their degree programmes. This undermines the college's ability to maintain local HE progression routes and sustain viable group sizes.

Dumfries and Galloway College believes that the most effective solution would be to allocate the articulation funding to the College on a ring fenced basis. This would support widening access in a number of ways. Firstly, it would greatly enhance the ability of the College to negotiate articulation arrangements with universities and, secondly, it would also enable the College to establish innovative solutions to building local capacity.

The College is working closely with The Open University in Scotland to develop an Academy of Care. This maps out all provision available across the region and will be used to engage with stakeholders to identify and address gaps in provision, introduce new programmes as required and provide clear progression and articulation routes.

The establishment of the South of Scotland Economic Partnership provides the opportunity for the two Colleges in the South of Scotland to work in partnership and one such solution could be the creation of local HE academies, established in partnership with universities, focussing on key sectors for the regional economy. Delivery would be in college using a combination of college and university resources. Both Colleges have identified STEM as a key sector for development in their regions, and for the nation. The awarding of articulation funding to the College would enable us to negotiate with appropriate partners, e.g. The Open University in Scotland, to establish locally delivered articulation routes.

An example of this is the proposed articulation route within creative industries into The Glasgow School of Art (GSA) degree courses. We have proposed to GSA instead of articulation of Dumfries and Galloway students from HNC course to study in Glasgow at GSA, that GSA consider taking students from the HND course and delivering the degree element at the College. The reason for this is threefold:

1. This would allow all creative art students equality of opportunity, and not just those who are able to move to Glasgow to complete their degree.
2. Offering 10 funded places to students directly from the HNC course would reduce the number progressing to HND level, perhaps making it no longer viable and again having an impact upon the opportunity for students within our region.
3. By offering a final year in art at degree level in Dumfries, we may attract students from out with the region who will benefit from the region that many artists choose to live and work in. e.g. Kirkcudbright being renown as "The artists' town". We feel this would be beneficial to both our region and those who may wish to consider studying part of their degree course here.

In summary, our strategy is to negotiate for increased regional delivery of University study in sectors of key economic importance and, where funded places are the appropriate route, for these to be from HND directly into year 2/3 of University.

Table 5

D&G College	2018-19	2017-18 (to date)	2015-16	2014-15
Volume of **credits** delivered at HN level		9272	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

Case Study: Curriculum Development in Stranraer and Wigtownshire
In May 2017, a Curriculum Development Advisor was appointed to undertake a study on behalf of Dumfries and Galloway College and Dumfries and Galloway Council (Education Services and Economic Development) to identify the challenges and opportunities for curriculum development in Stranraer and Wigtownshire for the next ten years.

Numerous stakeholders from education, economic development, business and community were consulted as part of the research and a detailed report was provided and presented to the Steering Group.

Key messages and next steps included:

- Any curriculum development has to take account of global changes around skills demand – e.g. requirement for digital and technological skills.
- Stakeholders welcomed this piece of research and there is an interest and willingness to work with the College and Council's education department to develop training and skills that meet the needs of the west of the region.
- The College and Council will jointly develop innovative education and skills delivery solutions that link school and community learning directly into the College, thereby providing clear pathways for all learners, not matter what stage in their learning.
- The College will appoint a Stranraer Campus Development Manager who will have an outward facing role to establish appropriate stakeholder relationships that support business and community development.
- A Curriculum Development Strategy for Stranraer and Wigtownshire will be developed. The strategy will consider an opportunity for the creation of a centre for rural technology and digital entrepreneurship, with particular emphasis on food technology, engineering and tourism related activities. However, this will be dependent on demand, availability of funding and partner support.

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?)**
A more successful economy and society with well prepared and skilled learners progressing with the ability and ideas to make a difference. 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.	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: - 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.	Institutions to monitor student satisfaction. Institutions to individually monitor retention. Increased number of international and UK students' engagements with activity at Crichton.

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 85.4% in 2014-15 to 87.7% in 2016-17 (excluding guaranteed places). Retention at the Crichton campus is slightly higher than the UWS average at 89.3% in 2016-17. However, UWS' retention rate remains below the national average.

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 Dumfries and Galloway 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 has been completed and 2018/19 plan is available.

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?)
Increased profile of the Crichton Campus for research, including research that is regionally and nationally significant as well as internationally significant; **Scotland is a place that nurtures, develops and trains research talent.**	Strategic commitment to maximise the impact of research activity connected with the Crichton Campus; Strategic commitment to enhance research collaboration including research pooling, promotion of multi- and interdisciplinary working; 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.	Develop framework and future strategy for the Crichton Institute; Increase the number of research collaborations connected to the Crichton Campus; Establish a Research Forum to enable interdisciplinary approach to identification of research opportunities. Implement opportunities for sharing PGR training on Campus.

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.

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 strategic 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 s 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 2018/19 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 Open University 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 2017/18 particularly for those working in the health and social care and education fields.

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?)**
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.	In relation to the Crichton Campus, institutions are asked to summarise their approach to innovation;	Identified priorities for employer and business engagement.
	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.	Increased employer engagement.
Businesses in Dumfries and Galloway benefit from the Crichton Campus partners to improve their competitiveness, productivity and growth.		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.
		Progress on Academy of Care concept.
		Define CCLG 'offer' to the new interim South of Scotland Economic Partnership and identify opportunities for engagement with the South of Scotland Enterprise Agency, including responding to the Scottish Government Consultation by June 2018.

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. LEADER and match-funding secured by The Crichton Trust will enable a two-year project to support the next stage of developing the concept further.

University of Glasgow

Through active participation in RKEC /RCDG, UoG is fully engaged in the shaping of UIF outcomes to meet national priorities and deliver against the plans submitted in January 2016. Glasgow is engaged in developing the UIF Evaluation Framework and is participating as lead for National Outcome 1 and contributor in the National Outcomes 2 to 7 in the RCDG led sector collaboration activity.

University of West of Scotland

UWS' goal is to create an environment which is welcoming to business and supports innovation and entrepreneurialism amongst its students and staff, across all campuses. The University is committed to fostering a culture of enterprise that will support economic growth locally and globally. We aim to build partnerships with business that support the development and delivery of our learning programmes, placements for our students and encourage our commitment to our students being work-ready.

At its core, UWS' enterprise strategy is to generate greater demand from business for its services, to make it easier for business to work with us and to help them innovate, internationalise and grow in an a way that has a positive social and cultural impact on Scotland, as well as economic benefits. We will do this by continuing to build strong partnerships in industry that enhance the learning experience of our students and staff and make them ready to make valuable contributions in the workforce.

SRUC

SRUC will implement a comprehensive programme of externally focused KTE for the rural and land based industries to multiple audiences (industry; policy; public) with emphasis on promoting innovation, enterprise and impact during 2018/19 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 Open University in Scotland is committed to supporting innovation in the Dumfries and Galloway region through the Crichton Campus. As a provider across the Dumfries and Galloway region, we have students registered in all the main towns in the region and throughout many of the smaller and more remote localities. The current on-going upgrading to superfast broadband across the region will improve the delivery of learning and support for our students and potentially allows The Open University to reach an even larger audience.

Evolving from the work of the Crichton Institute, The Open University in Scotland has led and delivered a range of knowledge exchange events bringing specialists to the Campus to share thinking in areas related to education, health and social care and management. The events have been well attended by practitioners, policy makers and managers across the public, private and third sectors. Additionally, The Open University in Scotland has also led on collaborative events with the academic partners, cross fertilising institutional expertise and helping to profile the collective efforts of the institutions on the Campus. The Open University in Scotland will deliver further events in partnership including a knowledge exchange event with Dumfries and Galloway College.

The Open University 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 co-ordinate and lead on the development of the concept of an Academy of Care, a multi-institutional partnership involving representatives from all the academic partners. This will involve mapping the collective curriculum offer, and working with partners on the wider consultation of the concept. This development sits alongside the Crichton Care Campus led by the University of Glasgow. Both developments offer significant benefits and opportunities for the region as a whole, and the potential to engage communities, and service providers in the thinking and development.

Dumfries and Galloway College
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.

Although the College is proactive in seeking to engage with the innovation agenda it faces a number of challenges in trying to progress this. It is important that the pivotal role that colleges can play in reaching into companies to try and support greater innovation – particularly in rural economies – is recognised. There is a real danger, that because of the lack of critical mass and demand, and the nature of the economy, there is not the same focus on the South as will be apparent in city regions. The College plays a key role in addressing this and it is essential that it is enabled to act as true partners and agents of Innovation Centres.

Innovation is relative. The leading edge technologies supported by Innovation Centres are often well beyond the reach and ambition of the SMEs and rural micro businesses. Nevertheless, it is essential for the economy that these businesses are encouraged and supported to innovate. We believe that the solution is to create mini hubs in Dumfries and Galloway working in partnership with the Innovation Centres with the technologies and expertise relevant to the majority of the regions businesses but with the ability to support and signpost to Innovation Centres as required. We would hope that some of the £.5m Innovation fund could be used to support such a development.

The College aims to play a leading role in the recently announced South of Scotland Enterprise Agency (SoSEA). We will work innovatively with partners to ensure that appropriate skills development are in place to enable businesses to develop under the umbrella of SoSEA. This will include developments in social media and transferrable skills via CTS for companies, accessing the College Innovation Fund to support business development and developing tailored solutions such as through our Energy Centre.

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). The University has succeeded in achieving this target ahead of schedule – in 2016/17 the University had reduced its carbon footprint to 8,651 tonnes of CO2, a reduction of 21.9 percentage points compared to the 2012/13 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 enhance The Open University in Scotland's work in the Dumfries and Galloway region, we require support with funding for a post physically located on the Crichton Campus. We will work with the SFC to discuss 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 is being progressed and ongoing.

Annex 2 - Crichton Campus Leadership Group (CCLG) Membership

Organisation	Members
Independent	Chairman Member
Dumfries & Galloway College	Principal Regional Chair
University of the West of Scotland	Chief Operating Officer Campus Director
University of Glasgow	Vice-Principal and Head of College of Social Sciences Head of the School of Interdisciplinary Studies/Director of Campus
Scotland's Rural College	South West Faculty Dean Knowledge Exchange Director
Open University in Scotland	Depute Director (Planning, Resources and Engagement) Learning and Teaching Co-ordinator
Crichton Carbon Centre	Chairman of the Board of Trustees Trustee
Crichton Foundation	Convenor
Crichton Trust	Chief Executive Chairman of the Board
Dumfries & Galloway Council	Chief Executive
NHS Dumfries & Galloway	Chief Executive Chairman of the Board
Scottish Enterprise	Director Rural Operations
Skills Development Scotland	Regional Skills Planning Lead - South West
Scottish Funding Council	Kathryn O'Loan
Third Sector Representative	
Student Representative	
Community Planning Partnership	
Business Representative	
Scottish Government	

Human Resources Committee

Minute of Meeting of the Human Resources Committee of the Board of Management of Dumfries and Galloway College held on Tuesday 13 March 2018 at 11:30 am in Room 2009

Present:	Stuart Martin (Chair)	Janet Brennan
	Carol Turnbull	Ian White
	Rob Orr	Ros Francis

In attendance:	Brian Johnstone, Chair of Board of Management
	Michael Youd, Human Resources Manager
	Heather Tinning, Executive Team Assistant
	Sue Livermore, Equality & Diversity Officer (Agenda item 5)
	Ann Walsh, Secretary to the Board

1   Apologies for Absence

There were no apologies received. The Chair welcomed Michael Youd, Human Resources (HR) Manager to his first Human Resources Committee meeting and also Sue Livermore, Equality & Diversity Officer, attending to provide an update on Equality and Diversity.

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   Minute of Previous Meeting

The Minute of meeting from 10 October 2017 was approved.

3.1 Staff Development 2016-17

The HR Manager gave an update regarding staff development. He advised that work is ongoing with Dundee University in terms of the Teaching Qualification in Further Education (TQFE) training. He reported that 92% of Staff had completed the PREVENT training, advising that Dumfries and Galloway College is the highest performing college across Scotland, in terms of the PREVENT training.

4   Matters Arising
4.1 Board Members' Access to "SaveNet"

The Principal reported that the college pay a licence for the college discount website, allowing all employees access to the website, and advised that she will pursue whether this can be extended to include Board Members.
Action: The Principal to report back on Board Members' Access to SaveNet

4.2 Invitation to Equality and Diversity Committee Meeting

HR Committee Members are invited to attend an Interactive Workshop to be arranged for the end of November 2018. The Board Secretary confirmed that the e-learning Equality Training package had been completed by all Board Members.
Action: The Board Secretary to confirm date of the Equality and Diversity Interactive Workshop with HR Committee Members

5   Equality and Diversity Update

The Equality and Diversity Officer spoke to the report, which included a summary of progress achieved in 2017 and activities planned for 2018.

Progress achieved in 2017 includes:
- Equality and Diversity Framework now in place
- Equality and Diversity Committee established
- Equality & Diversity Policy has been reviewed
- Impact Assessment has been reviewed
- Created a range of development and training packages, some bespoke for specific groups:
  - Uptake to date: 250 students and 130 staff

Plans for 2018 include:
- Data capture and embedding of monitoring procedures that will result in annual production of core key performance indicators
- Effectively raise awareness of the new Equality and Diversity Policy Statement and Policy across the College, including production of a user friendly leaflet making both staff, visitor and student rights and responsibilities clear.
- Introduce an Equality Impact Assessment training package and guidance for managers across all functions

During discussion and on hearing of some of the training being provided, Committee Members suggested that some of this more specific training would be very helpful for Committee and Board Members. The Principal requested that Members direct any interest and questions through the HR Manager.

Board Member Janet Brennan volunteered for the role of Equality and Diversity Champion.

The Principal advised that she had asked the HR Manager to look at an appropriate Award Submission to recognise the work and also the pro-active work from the Equality and Diversity Committee.

Decision: The Committee endorsed Janet Brennan's offer to carry out the role of Equality and Diversity Champion

Action: Board Members to direct any questions relating to Equality and Diversity through the HR Manager in the first instance

The Chair thanked the Equality and Diversity Officer for the report.

6   National Bargaining Update

The HR Manager spoke to the report, which had been issued highlighting key points, including:
- There is currently work under way at a national level to progress the policy areas detailed in the National Recognition Procedure Agreement (NRPA). Discussions are ongoing between both groups of Trade Unions and Employers Association to find agreement regarding these terms and conditions.

Human Resources Committee

- A job evaluation scheme has been selected for support staff. This is the Further Education Role Analysis (FEDRA) scheme. Work is underway to agree the approach to this between the Employers' Association and the Trade Unions.
- At the end of 2017, a tribunal decision against Glasgow City College regarding the status of a £100 payment made to staff as part of an unconsolidated pay award was made. There is a potential impact on Dumfries and Galloway College of this, and a guidance note will be issued with regards to how to settle this matter for affected staff.

The Principal provided an update on delivery of payment, advising that harmonisation costs for 2018/19 are included in an Indicative Letter of Funding received from the Scottish Funding Council (SFC). The Principal advised that it is unclear going forward that the ongoing costs will be met for the Sector. There has been no indication for additional support, in terms of the Cost of Living Pay Awards. Public sector pay policy is currently:
- 3% for those under £36,000
- 2% for those over £36,000

The Principal and her Team are meeting on a regular basis to discuss the Draft Budget for 2018-19.

Members noted the report.

7   Management Structure Update

The Principal spoke to the report, which had been issued. The purpose of the report was to inform members of a proposed organisational restructure. Due to the sensitive nature of this proposal which will impact on current staff it was requested that the paper be kept confidential to allow proper consultation with staff and their union representatives.

The Principal reported that following various discussions, including finding some progression opportunities for support staff, it had been decided not to appoint another Vice Principal, and highlighted proposed changes, including:

- Re-focus of the Vice Principal Performance and Planning's current role, to include Business Development and External Commercial Income
- Appoint new positions, including:
  - Head of Corporate Services
  - Administration Manager
  - Director of Planning and Quality
  - ICT Technician

Following the resignation of the ICT Manager, a new position has been considered to undertake some of the current duties. There is a Senior Network Administrator presently within the ICT team. The new proposal for an ICT Technician would allow for the skill set in the team to be maintained.

The Principal reported on an approximate increase on the salary costs for the proposed structure of £46,000 per annum. The Principal advised that some initial discussions had taken place with relevant staff and will continue with other staff members. A meeting will also be arranged with the Unions prior to issue of the Proposed Structure to staff for consultation.

The Principal advised of a target date for implementation as the end of May 2018. Positions would be advertised internally initially.

The Principal also reported on the requirement to have a Data Protection Officer. The post at Dumfries and Galloway College will be shared with 2 other establishments and will be based here for one day a week. The cost to the College is estimated to be approximately £11k.

Decision: The HR Committee recommend the proposals to the Board of Management

8   Workforce Planning

The HR Manager spoke to the report which had been issued, as an update to the paper issued at the last HR Committee meeting, advising that the college is currently working on data gathering and establishing the future need. The HR Manager and Vice Principal Learning and Skills have been discussing the current workforce in terms of the Lecturing Side and the best model for delivery in terms of Learning and Teaching across the college. This involves reviewing the number of Academic weeks and the impact on support staff on term time contracts, and impact on student support funding.

The HR Manager reported on current work being undertaken, including:
- In terms of HR data, update staff qualifications, experience and skills
- Developing a Staff Engagement Survey
- To review and launch a new Staff Development Policy
- To incorporate Workforce Planning within the HR Strategy

The HR Manager advised that as part of the new General Data Protection Regulations (GDPR) the college require to have an Information Asset Register, and confirmed that the current iTrent system holds a range of personal staff details, including contact information and qualification details. Work will be undertaken to ensure GDPR compliance.

Decision: The HR Committee endorsed the aims of the Workforce Plan within a wider refresh of the HR Strategy and the approach being utilised

Brian Johnstone left the meeting

9   Internal Audit Report – Sickness Absence

The Principal spoke to the Internal Audit Report, advising that the Report had been presented by the Internal Auditor at the last Audit Committee meeting of 21st February 2018. Members noted the conclusion of Reasonable Assurance. Following discussion on the average working days lost owing to sickness absence, the HR Manager advised that following each Academic Year the information in relation to the average working days lost could be included in the Annual Report.

Members noted the report.

10   Strategic Risk Register

The Principal spoke to the report which had been issued, advising that the Strategic Risk Register is now presented at every Board Committee meeting to allow the opportunity for members to look at any relevant risks specific to their Committee.

Members noted the content of the Strategic Risk Register and that no amendments were required.

11   Any other business

None.

12 Date and Time of Next Meeting

The date and time of the next HR Committee meeting has been provisionally arranged for Tuesday 9th October, 2018 at 11:30 am.

Action: The Board Secretary to clarify the date and time of the next meeting, following confirmation of the Board and Committee Schedule for 2018-19

Minute of the Meeting of the Audit Committee of the Board of Management of Dumfries and Galloway College held on 13 November 2018 at 2 pm in Room 1074b

Present:	Hugh Carr (Chair)	Robbie Thomas (via facetime)
	Naomi Johnson	
In attendance:	Carol Turnbull	Andy Glen (Vice Principal)
	Karen Hunter, Head of Finance	Brian Johnstone (Regional Chair)
	Philip Church (RSM)	Claire Gardiner (Scott-Moncrieff)
Minute Taker	Heather Tinning (Executive Assistant)	

1   Welcome and Apologies

The Chair welcomed all to the meeting. Apologies were intimated on behalf of Stuart Martin, Pat Kirby and Ann Walsh (Board Secretary).

The Chair confirmed the meeting was quorate.

The Chair brought the confidential agenda item forward for discussion with the Auditors, asking that the college staff leave the meeting at this point.

2   Good Governance – Confidential discussion (without college staff)

The Chair invited Philip Church to feedback to the committee on any issues or concerns that RSM wished to draw to the committee's attention. Philip spoke positively of the relationship between Internal Audit and Management, and stated there were no issues or concerns to report to the committee. He spoke positively of the standard of controls tested and reviewed by Internal Audit, and of the approach taken to implementing recommendations made, noting that this gave an encouraging view of the overall standard of control and governance in the college.

(The college staff were invited to return to the meeting)
(Claire Gardiner joined the meeting following the Confidential discussion)

3   Internal Audit Report
3.1 Health & Safety

Philip Church spoke to the report, highlighting key points:
- The Head of Corporate Services has now been appointed with overall responsibility for Health & Safety in the college
- There have been 60 Health & Safety incidents reported, between period January 2018 to October 2018
- Detailed findings highlighted two medium priorities, including:
  ➢ A lack of upward reporting of Health and Safety statistics, ie Annual Health & Safety Report to the Board
  ➢ Weaknesses identified in terms of additional training needs with regards to staff using machinery and equipment where there may be additional safety training required
- Two low priority findings include:
  ➢ Concerns with roles and responsibilities for reporting under RIDDOR had not been clearly documented

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➢ There had been no recent Health & Safety Committee meetings owing to recent internal restructures. A new Health & Safety Committee, who are responsible for the monitoring of incidents, to form and meet quarterly, no later than January 2019.

Philip Church reported overall a reasonable assurance opinion.

3.2 Progress Report

Philip Church reported on the Progress Report, advising that this is a standing agenda item, which gives the committee assurance on how the college is performing. Progress against the 2018/19 internal audit plan, approved by the committee on 17 May 2018, highlights 43% of assignments were complete. The KPIs against the internal audit plan have been achieved.

Members noted the report.

Philip Church left the meeting.

4   Declaration of Interest

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

5   Minute of Meeting of 19 September 2018

The Minute of the meeting of 19 September 2018 was approved.

6   Matters Arising

6.1 Revised GDPR Policy Update-latest draft

The Vice Principal Business Development & Corporate Services reported that the Audit Committee approved the Interim Data Protection Policy on 18th May 2018. Lisa Powell, the Data Protection Officer (DPO), is based at Dumfries College campus on a regular basis and has met with key college staff to consider the GDPR Policy. The draft policy, yet to include named personnel, will be brought back to the committee following completion. The DPO reported that the restructured document is in line with that of colleges across the sector, and also reported on other documents including:

- The draft Subject Access Requests Procedure - requests to be responded to within one calendar month
- The Data Breach Procedure - a working document

The DPO reported on her overall role, as an advisory responsibility, rather than an operational responsibility. The DPO advised of the importance of staff training and awareness as key for the college, including demonstrating compliance, records of processing activities and records of consent. Data Security responsibilities and Practices of sharing papers to be brought to the Board for discussion. The Principal advised that Board papers are uploaded to AdminControl, a secure programme, to allow members to access these and reported that sharing of papers/documents through e-mails would be looked at moving forward to ensure the college remains compliant and secure with sending documents externally.

Members thanked the Data Protection Officer for the update.

6.2 Data Breach Procedure - draft

The Data Protection Officer advised that the draft Data Breach Procedure was developed as a template, which is used across the college sector. Any data security incidents have to be highlighted and assessed for risk. The DPO advised the timescale of 72 hours from when the breach has been

identified. Following discussion, the DPO advised that there is no legal requirement to report to the SFC. The college has an appointed person with operational responsibility to notify the DPO immediately should there be a breach.

Members thanked the Data Protection Officer for the update.

7   External Audit Annual Report

Claire Gardiner spoke to the External Audit Annual Report from Scott Moncrieff, which concludes the audit work for 2017/18. Points were discussed at the recent clearance meeting and actions agreed. The annual accounts will be presented for approval at the Board meeting on 11 December 2018. In terms of financial sustainability, the Principal advised that the College Leadership Team are holding a Strategic meeting in December to look at future finances and Curriculum Planning for 2019/20. A number of measures are in place at present. Three risks highlighted, including:

- Documentation of Journal Authorisation – Implementation date 30 November 2018
- UWS Scotland Contract – Implementation date 31 December 2018
- Financial regulations and authorised signatory listing – Implementation date 31 March 2019

Claire Gardiner thanked the Head of Finance and the Finance Team for their help and support.

8   2017-18 Draft Financial Statements

The Head of Finance spoke to the report, highlighting key points to note:

- Scott Moncrieff had provided an unqualified Audit opinion to include in the accounts
- A revised comment has been included in the notes on depreciation cash spend
- Movement between forecast breakeven and underlying deficit has been detailed in the accounts
- There is an approximate deficit of £74,000
- Income and Expenditure not fully known until year end
- In terms of the SOSEP Project, balance to be added to the accounts following formal offer of grant

The Principal reported on the £74,000 deficit, which was owing to matters arising around the year-end, including:

- Timing of drawing down FWDF income
- Technical note received in terms of payment as part of National Bargaining for TQFE
- Single Sick/Holiday pay for member of staff

The Head of Finance reported that a paper will be presented to the Finance & General Purposes Committee on 20 November, to inform of changes made in the processes to the budget scrutiny.

The Chair thanked the Head of Finance and asked for a formal note to be recorded to the Head of Finance and the Finance Team.

9   Internal Audit Contract

The current contract with RSM was extended for one-year, with a view to tendering via the APUC framework for a new contract starting on 2019-20. The framework has been refreshed, and a number of new forms are now on the list of preferred suppliers, including RSM. The college will be able to run a mini-competition using the framework rather than having to go to full tender.

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Action: The Head of Finance to draft a tender paper, and gather input on questions for the evaluation and scoring from the Committee

Members noted the report

10 Action Tracking Sheet/GDPR Actions
The Head of Finance reported that the actions highlighted in the External Audit Report and the Health and Safety Report have been added to the tracker, advising that the College Leadership Team also discuss the action tracking sheet on a monthly basis. Members noted that most actions are on track for completion in terms of GDPR.

11 Scott-Moncrieff's Non-Executive Directors Forum on Risk
Robbie Thomas reported on the Non-Executive Directors Forum that he attended. There were various discussions including Cyber Security, Brexit and Assurance Mapping. Robbie spoke of the Board Toolkit, five questions from the National Cyber Security Centre to be shared with Board Members, including:
- How do we defend our organisation against phishing attacks?
- How does our organisation control the use of privileged IT accounts?
- How do we ensure that our software and devices are up to date?
- How do we make sure our partners and suppliers protect the information we share with them?
- What authentication methods are used to control access to systems and data?

Action: The Board Secretary to take the Toolkit forward with Board Members -
https://www.ncsc.gov.uk/guidance/board-toolkit-five-questions-your-boards-agenda

Members noted the report.

12 Strategic Risk Register
The Principal spoke to the Strategic Risk Register, advising that the Risk Register is presented and discussed at monthly College Leadership Team meetings to allow for wider discussions. Members noted the three changes to the recent Register including:
- Risk No 3.5 – Industrial Relations Problems
  - Likelihood increased to 5
- Risk No 3.11 – Failure to meet the SOSEP funded project deadlines
  - New Risk
- Risk No 3.12 – Failure to reach contractual agreement with CITB regarding delivery of Construction Related Apprenticeship
  - New Risk

The Principal confirmed that all controls are in place.

Members approved the Strategic Risk Register

13 Any other Business
None.

14 Date and time of Next Meeting
The next meeting of the Audit committee is to take place on Tuesday 19 February 2019 at 2 pm.

Finance & General Purposes Committee

Minute of the Meeting of the Finance and General Purposes Committee of the Board of Management of Dumfries and Galloway College, held on Tuesday 20 November 2018 at 12 noon in Room 2009, Dumfries Campus.

Present:	Ros Francis (Chair)	Sue Livermore
	John Henderson	Karen McGahan

In attendance:	Karen Hunter, Head of Finance
	Andy Glen, Vice Principal Business Development & Corporate Services
	Brian Johnstone, Regional Chair
	Ann Walsh, Board Secretary
	Delia Holland, Regional Vice Chair

Minute Taker:	Heather Tinning, Executive Assistant

1   Welcome and Apologies for Absence

The Chair welcomed all to the meeting, including Regional Chair Brian Johnstone. Apologies for absence were received from Carol Turnbull (Principal).

The Committee agreed that there needed to be a minimum of two non-executive members of the Committee present to make the meeting quorate and that the membership of the Committee needed to increase.

Action: Board Secretary to amend the F&GP Committee Terms of Reference

The Board Secretary confirmed the meeting was quorate.

2   Declaration of Interest

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

3   Minute of Meeting of 18 September 2018

The Minute of the Finance and General Purposes Committee meeting held on 18 September 2018 was approved.

4   Matters Arising

The Chair asked members to note the new format of recording Matters Arising, which will be used going forward. The Secretary to the Board talked through the paper, items being either completed, on the agenda, updated on the log or to be brought back to a future meeting.

There were no other Matters Arising not identified in the log.

National Bargaining - Update

The VP Business Development & Corporate Services provided an update on National Bargaining, highlighting key points:

- EIS have rejected their offer for a Cost of Living rise and are balloting for Industrial Action
- The Staff Support Pay Award is being implemented
- Job Evaluation of Support Staff - A terms and conditions working group nationally has been formed. The college will be looking at Job Evaluations in 2019

Finance & General Purposes Committee

(Karen McGahan joined the meeting)

6   Review of Monitoring and Reporting arrangements for Annual Budget Control
The Head of Finance spoke to the report which had been issued, providing information to the committee to address the varied reasons for the deficit, including:
- Flexible Workforce Development Fund (FWDF) – this will be closely monitored. Meetings are to be arranged with staff moving forward
- National Bargaining – There was an issue with the timing in terms of the National Bargaining costs
- Employee Costs – Accrual of holiday pay at the end of the year was paid to a long-term absent member of staff

In terms of going forward and achieving a break-even position for the year:
- The Executive Leadership Team and College Leadership Team will examine budgets more closely
- Consider setting aside £55,000 contingency until June 2019
- Financial Management Training is in place for next year
- Budget Planning and predictions will built from a zero-base for next year

The VP Business Development & Corporate Services reported that budgetholders were being encouraged to be more open about potential unused allocations. K McG stressed the importance of budgetholders feeling involved in the budget setting process. In terms of Income Generation and Awareness, the VP advised of a proposed workshop for Managers.

The Chair requested that, in future, the Chair of F&GP and the Regional Chair be notified as soon as a deficit position is forecast.

The Chair advised that the Board should be made aware of the current situation. Members discussed the Board paper to explain the position, including:

- To note that the College is budgeting for this year on a break-even position but this includes £41,000 of delayed income from 2017/18. The Head of Finance to consider whether any of this can be ringfenced to return a surplus.
- Paper to be updated to include future arrangements for communicating a suspected deficit to Regional and F&GP Chairs.
- Board to be asked to approve use of up to £74,000 of historic reserves to fund any deficit that cannot be recovered by returning a surplus in 2018/19.

Action: The paper to be tweaked as above to go to December Board.

7   Student Association Budget and Benefits
The VP Business Development & Corporate Services spoke to the report which had been issued, reporting on the differences between the Student Association and Student Engagement, including:
- The Student Association is now line managed by the Marketing Manager
- The Student Association budget will move to the Marketing Manager going forward
- The Student Association is responsible for events and campaigns arranged through the SA
- Student Engagement is a Quality Function, that leads into Self Evaluation
- The Student Engagement budget will remain with Quality

Finance & General Purposes Committee

In terms of the non-staff budgets, the VP reported on the 2017-18 budget:
- £8,226 Student Engagement
- £8,232 Events/Campaigns

The Regional Chair spoke of the valuable role with the Student Association engaging with school pupils and employers. The Student Association President attends the DYW meetings. The Student Association President's term of office is for a one-year period, members discussed the challenge of continual change for the college and the role. The Student Association President is to undertake a costed operational plan for the year, once she has received her finance training. The Chair of F&GP considered that in the context of overall College budgetary pressures, the quantum of the Student Association budget did not merit dedicated F&GP attention going forwards.

8   Draft Financial Statements 2017-18

The Head of Finance had circulated the draft financial statements for 2017-18 in advance, as agreed at the last meeting. The Head of Finance summarised key points including:
- The Auditors made an adjustment to the valuation of Stranraer Campus re including costs for the Stranraer heating project
- There are corresponding changes in the Revaluation Reserve
- The Adjusted Operating Position in Note 10 reconciles the Adjusted operating deficit of £74,000 with the FE SORP base deficit of £1,086,000 shown on the face of the Statement of Comprehensive Income.
- The Head of Finance advised that the college has no outstanding debt/PFI Finance (that other colleges have)

Members agreed that the cover paper budget report was very detailed, and although welcomed the detail it was agreed to highlight key messages and figures for the Board meeting on 11th December 2018. The Regional Chair's suggestions included:
- o   The college has good relationships with suppliers
- o   The college pay Creditors on time
- o   Identify the number of staff employed and the number of students in college

The Regional Chair also suggested that committee members read the Governance detail in the report, and feedback any further comments to the Head of Finance.

Actions:
- The Head of Finance and Principal to prepare a one-page summary with key messages and figures to present to the Board in December.
- F&GP to recommend approval of the Financial Statements to the Board

The Head of Finance advised that once the Accounts are approved and signed at the December Board meeting by the Regional Chair and Principal, they are sent to the SFC and Audit Scotland. The accounts are also laid before Scottish Parliament and included on the college website.

9   Financial Update

The Head of Finance spoke to the report which had been issued, highlighting the Income and Expenditure to date:
- Staff costs are lower than the original budget
- Overall the balance sheet has little movement from July

Finance & General Purposes Committee

- The cash flow projection is now appended to the Financial Update
- Student Support commitments show a potential overspend of £0.5m
- The final Lennartz Payment has now been made

Members discussed their concern over the potential £500k overspend in terms of Student Support. It was reported that the College had overspent its Student Support allocation but was hopeful of being allocated more funds from SFC. This had happened in previous years and there was no reason to doubt it would not happen again. The only way the College could exercise control was to restrict the intake of students requiring financial support once the original allocation was exhausted.

The Committee considered this to be a significant risk and the Chair asked that this be brought to the Board's attention. It was noted that this is a red risk on the risk register.

Action: The Chair to provide feedback to the Board under summary of Committee minutes

SOSEP
The Head of Finance reported that there has only been a commitment for the Architects expenditure, a monthly payment profile has been agreed. A meeting has been agreed with the Architects to discuss Procurement for the building going forward. The Head of Finance reported that no cash has been drawn down from the SFC to date. The SOSEP Project will be identified separately in the budget and Financial Update. Allowing for time frames, it is anticipated that there will not be a lot of spend before the end of March.

10 Revised Budget for 2018-19
The Head of Finance spoke to the report which had been issued, highlighting key revisions:
- Budget reflects the total funding allocation for the (FWDF) Flexible Workforce Development Fund
- Income and costs removed from the budget for the Support Staff Job Evaluation, as the costs will not be known until the Evaluation has been completed
- Additional costs owing to Lecturers undertaking their TQFE, which the college now has to fund the qualification and time for staff to undertake this
- Caveat includes increases in Teacher's pension costs, which are to be funded by the SFC for the first year
- Changes to the costs to include other projects

The Chair of F&GP noted that, due to layout changes, it was difficult to relate the proposed revised budget to the budget approved by Board in June and highlighted some inconsistencies. The Committee welcomed the new layout as clearer. The Head of Finance agreed to include the June budget for consistency until the revised budget was approved.

The Finance & General Purposes Committee reviewed the revisions to the budget, and agreed to recommend the revised budget to the Board. The Committee also approved of the proposed changes to the layout of the budget summary

Action: The Finance & General Purposes Committee to recommend the revised budget to the Board.

11 Annual Plan for Papers presented to the Committee

Members discussed the proposed Annual Plan for Papers presented to the Finance & General Purposes Committee to decide what should be included.

Actions:
- The Board Secretary to update the Schedule of planned work following discussion
- The recent Estates report from the Head of Corporate Services to be sent out to committee members – the Board Secretary to arrange to share the report with members

12 Strategic Risk Register

Members discussed the Strategic Risk Register, reviewing the financial risks. The Committee commented as follows:

~~**Decision:**~~
- Risk No 2.1 – Arithmetical error – Post Mitigation score should equal 6
- Risk No 2.5 – Queried whether this was a strategic risk as only £25,000 remained in the Foundation.

Action: The Principal to consider amendments to the Risk Register

13 Any other business

13 Green Economy Funding

The VP Business Development & Corporate Services reported that the Head of Corporate Services had been successful in an award for funding from the SP Energy Networks' Green Economy Fund. The college will receive £200,000 for the teaching and development of renewable technologies. The VP advised that the college was the only educational establishment to successfully receive the funding.

Members congratulated the college on the successful bid.

14 Date and time of Next Meeting

The date and time of the next Finance and General Purposes Committee is Tuesday 26th February 2019, 12 noon.

Dumfries & Galloway College

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 20 November 2018 from 2.00 pm in Room 2097

Members present:	Pat Kirby (Chair)	Delia Holland
	John Henderson	Sue Livermore
	Naomi Johnson	
	Ian White	Nikki Vjatschslav

Curriculum representatives:

In attendance: Andy Wright, Vice Principal (VP) Learning and Skills
Andy Glen, Vice Principal (VP) Business Development & Corporate Services
Janet Weir, Head of Curriculum (Items 13.4 and 14.1)
Brian Johnstone, Regional Chair
Ann Walsh, Board Secretary

Minute Taker Heather Tinning, Executive Assistant

1 Welcome and Apologies

The Chair welcomed all to the meeting.

Apologies for absence were intimated on behalf of Barry Graham, Rob Orr, Carol Turnbull, Ailsa Paton, Gillian Pearce, Laura Webster and Peter Woods.

The Chair advised that Curriculum Representative David Denholm had changed position in the college and was no longer an Academic member of staff. The Chair asked to formally note thanks and appreciation to David for his commitment to the Learning and Teaching Committee.
Action: VP Learning & Skills to organise a replacement curriculum representative.

> ➢ **Awards**

The Vice Principals presented the recent Awards that the college had received including:
  ➢ Herald HE Awards – Widening Access Award for the Breakfast Club (Commendation)
  ➢ CDN College Colleague of the Year Award 2018 (Winner) – Alison Martin, Prince's Trust
  ➢ CDN Sustainability Award 2018 (Highly Commended)
      o In recognition of whole college sustainability ethos

Members congratulated all involved in achieving the awards.

2 Declaration of Interest

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

3 Prince's Trust Update

The Prince's Trust Team Leader Alison Martin gave a presentation to members on the work and achievements of the Prince's Trust, including:
  • The Prince's Trust team helps young people to rebuild their self-esteem.
  • They run 12 week programmes of personal development and training.

- It aims to re-engage young people, helping them to think about their future and prepare a post-programme development plan.
- Each Team undertake Community Projects.
- The Prince's Trust work with over 60 Partner Agencies for recruitment, placements and next steps
- Following a 12-week programme a celebration is held to allow learners to celebrate their achievements
- Programmes will also be offered at the Stranraer Campus next year
- Over the last 10 years, 308 students have graduated from the programme
- In 2018/19, 32 learners returned to full-time college courses
- Some of the Princes Trust learners have progressed this year to University courses
- The Prince's Trust programme now receives approximately 100 annual referrals – maximum of 15 per programme

Alison tabled invitations to the Team 32 Prince's Trust Final Presentation to be held on Thursday 6th December, 6 pm, at Dumfries and Galloway College

The Chair thanked Alison for the presentation on the Prince's Trust programme, and the video clip on Team Building.

4   Minute of Meeting of 4 September 2018
The Minute of the Meeting of 4 September 2018 was approved.

5   Matters Arising
5.1 Employer Engagement, Measuring Effectiveness and Updates
The VP Learning and Skills advised that following discussions at the College Leadership Team meetings, the Head of Curriculum Janet Weir is working on a strategy on Employer Engagement. A paper will be presented to the College Leadership Team and also to the Learning and Teaching Committee at a future meeting for further endorsement.
Action: Strategy to be completed and presented to the Learning & Teaching Committee

5.2 The Bridge Update
The VP Learning and Skills, a Trustee for the Bridge, advised that the handover to Dumfries and Galloway Council had now taken place, however no official opening date had been agreed. The Trustees are responsible for the Strategic direction of the Bridge, with another meeting arranged for December. The VP advised that the college had agreed to pilot bite sized learning sessions. There will be no delivery to students until a risk assessment and formal inductions have taken place. The VP advised that meantime no visits were being arranged for the Bridge, and confirmed that the Board would be kept informed of any progress.
Jeff Lever is Chair of the Trustees and the operational team for the Bridge is being employed by the Council.

Members asked that the VP Learning and Skills ask them for any support they may require

5.3 Class/Curriculum Rep Functions
The VP Business Development and Corporate Services spoke to the report which had been issued, defining the roles of the Student Association and Student Engagement:
- The Student Association consider events to help enhance the Student life on campus

- The Student Association is a point of contact at college
- The Student Association is the voice of the student at the Board and Learning and Teaching Committee meetings
- Student Engagement is a Quality function in college and is responsible for class and curriculum reps
- Student Engagement contribute to the college Self Evaluation, providing feedback through Quality

The Student Association President advised of curriculum rep meetings moving forward and also a social media platform for communication.

5.4 Process for Complaints not closed within 28 days
The VP Business Development and Corporate Services advised that if a complaint is unlikely to be completed within the 28-day deadline, the college will inform the person of a revised date as per the policy.

5.5 Risks Proposed for the Strategic Risk Register
The VP Business Development and Corporate Services advised that since the last L&T Committee meeting, a new risk had been added in relation to the SOSEP Project.

5.6 Colleges Scotland Parliamentary Reception
The Regional Chair advised that the Parliamentary Reception was very successful and was well attended by MSPs, staff and students. He advised that MSPs were well engaged and were aware of what was happening in the college sector. The VP Learning and Skills reported that HN Photography students from Dumfries and Galloway College had taken the photos at the Parliamentary Reception.
Action: The VP Learning and Skills to circulate to members some of the photographs taken by the college students

Colleges Scotland Learning and Teaching Committee Chair's Forum
The Chair attended a Colleges Scotland Learning and Teaching Committee Chair's Forum on 13th November, which looked at the Learning and Teaching Committee's Strategic role. The forum discussed expanding the meetings to include Learning and Teaching Committee Members
Action: The Board Secretary to advise members of future meeting dates

PART A (For Discussion, Decision and Approval)
6   Curriculum Development Plan 2019/20 – (Update)
The VP Learning and Skills advised that meetings had taken place with the Curriculum staff in terms of the Curriculum Development Plan. Following further discussions by the Executive Leadership Team and College Leadership Team, a summary will be presented at the next Learning and Teaching Committee meeting for information. The VP explained the reasoning behind the timing of the CDP this year, it is slightly later, thus allowing for more ownership and responsibilities from the Curriculum Mangers and the Heads of Curriculums, as per guidance and advice from Juliet McAlpine. Juliet McAlpine and John Bowditch had given positive feedback regarding the Curriculum Planning process, linking to the college's strategic objectives, making it strategically focused and planned in a methodical manner.
Action: Curriculum Development Plan 2019/20 to be presented at the next Learning and Teaching Committee meeting

7   Evaluative Report and Enhancement Plan (EREP) 2018-19

The VP Business Development and Corporate Services spoke to the report which had been issued, advising that at this stage the Evaluation Plan has not been through the formal endorsement with Education Scotland and (SFC) Scottish Funding Council. In terms of the Satisfactory Grade, the VP advised that the Executive Leadership Team agreed on the grade based on retention and attainment. The VP Learning and Skills advised that in terms of retention for FE FT programmes retention is 2% higher than this time last year.

The VP Business Development and Corporate Services advised that the committee will be kept updated regarding the Enhancement Plan going forward.

PART B (Risk Management)

8   Strategic Risk Register

The VP Business Development and Corporate Services spoke to the Strategic Risk Register, on behalf of the Principal. Recent changes include:

- Risk No 3.5 – Industrial Relations Problems *Likelihood increased to 5*
- Risk No 3.11 – Failure to meet the SOSEP funded project deadlines *Risk added following discussion at Board meeting*
- Risk No 3.12 – Failure to reach contractual agreement with CITB regarding delivery of Construction related Apprenticeships *New Risk*

PART C (Regular Reporting and Monitoring)

9   Student Association Update Report

9.1 Student Association Strategic and Operational Plan 2018-19

The Student Association President spoke to the report, summarising key points:
- The COH Sync Mental Health Partnership, which is EU funded, are offering drop in sessions and workshops in college
- As part of the Student Association campaign, promoting Healthy Body/Healthy Minds – there was discussion around responsibility for safeguarding and the link between the SA and college staff, including accessibility to help for students
- Next year the Scottish Government are providing funding for Mental Health support across colleges for a 4-year period. The Equality & Diversity Officer advised that the college will have a Mental health strategy in place next year. The VP Learning and Skills suggested discussions with the Head of Student Support and Guidance and her team to look at the processes

Action: Following discussion, the Regional Chair asked for assurance at the next Board meeting that there is a procedure in place to provide support to the SA and students when concerns about students are raised or presented to them.

The Chair was pleased to learn of the strong and regular lines of communication and support between the Student Association Officers and the Curriculum and Class Representatives, even though they are now supported by different college staff.

In terms of placements, the VP Learning and Skills confirmed with the Student Association President that she should contact the Head of Curriculum Janet Weir who has cross college responsibility for the Work Placement Strategy.

Learning and Teaching Committee

In terms of connections with other Student Associations on the Crichton campus, the Student Association President reported to the Chair that the link with other Student Associations on the campus was still to be taken forward.

Actions:
- The VP Business Development and Corporate Services to circulate a copy of the Partnership Agreement between the Student Association and the college to Committee Members.
- Student Association links with other Student Associations on the Campus to be explored.

Members noted the SA Operational Plan 2018-19 and commended the Student Association President for her work in the Student Association.

10   SI – How Good is Our College

10.1   Student Satisfaction and Engagement Survey

The VP Business Development and Corporate Services spoke to the report, which had been issued advising overall a positive report. Similar performance to last year with performance above the national average. The VP highlighted the comparison between the college and the college sector for the percentage of students satisfied with their college experience:

FE FT
- D&G College   96%
- College Sector   93.1%

HE FT
- D&G College   93%
- College Sector   86.3%

Members noted the report.

10.2   Learner 'How Did We Do' Survey 2018-19

The VP Business Development and Corporate Services spoke to the report which had been issued, advising that the information from the survey will be used to improve the Induction process. The VP summarised comments including:
- Generally, the key information leaflet was found to be beneficial to the student
- 97.45% were prepared for their course with their college experience to date
- 94.27% were aware of the Student Association
- 98.28% liked the Breakfast Club
- Induction was welcomed

The VP Business Development and Corporate Services confirmed that the Breakfast Club will continue, with a view that the return on investment will be the increase in retention. The VP advised that generally 150-200 students per week, across both campuses, use the Breakfast Club. The college has allocated a budget for the Breakfast Club. Delia Holland advised that the college has a social responsibility to prepare students for life. Members discussed in detail and it was suggested to consider a narrative in How Good is our College report with reference to this.

11   Developing the Young Workforce (DYW) Update

The VP Learning and Skills asked members to note the report which had been issued, on the partnership work between the Curriculum and DYW.

12 Five-Year Curriculum Plan

The VP Learning and Skills spoke to the report which had been issued. The five-year curriculum plan had previously been discussed at the Board in October 2017 and was now remitted to the Learning and Teaching Committee. In terms of Community engagement, the VP Learning and Skills advised that there is a new Community Action Plan for the region. The VP asked that members note that progress is still being made on key issues. The VP Learning and Skills advised that the Heads of Curriculum are now focused on cross college roles.

The chair expressed the Committee's thanks for this helpful report.

13 SI Regional Outcome Agreement

13.1 College Regional Outcome Agreement 2018-19 Update

The VP Learning and Skills spoke to the report which had been issued, providing an update on the colleges' position against the Outcome Agreements measures table. Key points, in terms of credits, include:

- FT numbers have decreased in terms of HE and FE
  - One example of cause - schools are retaining pupils longer
- The college has a shortfall of credits of 476 at this point in time
- The VP Learning and Skills reported on behalf of the Executive Leadership Team, that they are confident that the college will meet the credit target of 30,176; CTS also to meet their credit activity of around 4,000
- Within the profile of the college ethnicity and students with support issues have grown. The Equality and Diversity Officer suggested that 14% is a good representation, against the benchmark figure of 19%

The VP Learning and Skills asked members to note that having more students with support issue increases the level of funding required and sufficient student support funding is the highest risk in the Strategic Risk Register.

Members noted the progress of this update.

13.2 Outcome Agreement Measures Table

The VP Learning & Skills provided an update to members on the ROA matrix which included:

- In terms of targets - the percentages are built into the ROA
- In terms of credits - credits are over delivered
- In terms of ethnic background – over exceeding targets
- In terms of schools – very positive, although not for Senior Phase engagement

The VP Learning & Skills asked members to note and take comfort that more objectives are being achieved. However retention and attainment in some areas still remain an issue.

13.3 Key Performance Indicators (KPIs) Update

The VP Business Development and Corporate Services spoke to the report which had been issued, providing an update on the retention Key Performance Indicator, in particular:

- 1% improvement than previous year for both FE and HE FT

The VP advised that future updates will include the annual figures for retention and attainment, which are to be published by SFC in December.

Members discussed the progress against targets and noted the report.

13.4 Articulation

The Head of Curriculum Janet Weir spoke to the report which had been issued, providing an update on Articulation, including:

- The college signed a Memorandum of Intent with the Glasgow School of Arts on 30 October
- SOSEP 'Get That Degree' – a model to support widening access to University through articulation

The Head of Curriculum advised that further updates would be provided to the committee.

Members noted the report and thanked Janet Weir for her detailed explanations.

13.5 Senior Phase Work with Schools

The VP Learning and Skills reported that a range of work had been ongoing in terms of timetabling issues with (DLT) Dumfries Learning Town in terms of identifying courses for next year. Following an increase this year on Foundation Apprenticeships, focus is now on reaching a target of approximately 42 on a 2-year programme. The Head of Curriculum Laura Webster has arranged a meeting with the Depute Heads next week in college to discuss Senior Phase.

Action: An update to be provided at the next Learning and Teaching Committee meeting.

Members noted the report.

14 SI Learning and Skills

14.1 Head of Curriculum Updates (Janet Weir)

The Head of Curriculum Janet Weir spoke to the report which had been issued, providing an update on cross college roles.

In terms of Enterprise and Entrepreneurship, preparing for a college event on 5th December, to showcase to the region what the college can offer. The Student Association are also helping to gather interest from students across the college

In terms of Work Placements, partnership working and meetings with DYW are taking place on skills gap and upskilling. Employer Engagement will be evidenced and collated in the Self Evaluation.

Members noted the report.

Head of Curriculum Update (Laura Webster)

The VP Learning and Skills asked members to note the report from the Head of Curriculum Laura Webster.

14.2 Curriculum Update

The VP Learning and Skills spoke to the report which had been issued. In terms of retention for FT FE and HE the VP reported a 1% improvement on this time last year. Members noted some great progression in areas. The VP provided an overview of learners reasons for leaving, with 104 FT

learners recorded to date. Members agreed that some of the reasons for students leaving were positive including 'transferred to another course in college'.

Moving forward, the VP Learning and Skills advised that all Lecturers had to sign up to GTCS. Ian White reported that EIS are fully supportive of this decision.
Actions:
- The VP Learning and Skills to provide a paper at a future Learning and Teaching Committee on New Professional Standards
- The VP Learning and Skills to present the Joint Academic Strategic Group Consolidated Outcome Agreement for the Crichton Partners at the February 2019 Learning and Teaching Committee meeting

14.3   Learner Support and Guidance Procedure – final document
The VP Learning and Skills reported that the Procedure had now been approved and is used by Guidance Coaches, and available to all staff under the Quality Tab on the college AdminNet.

Members noted the final approved version of the Learner Support and Guidance Procedure.

The Chair asked that the VP Learning and Skills thank the team involved for the work in completing the procedure.

15 SI SOPEP Project – L&T Specific Update
The VP Learning and Skills reported on visits arranged with Borders colleagues in terms of remote learning, to look at sessions on different schools simultaneously. Borders College and Dumfries and Galloway College will produce a staff development plan for preparing staff to teach using the new technologies.
Action: The VP Learning and Skills to include the staff development plan in the update at the next Learning and Teaching Committee meeting

16 Any other business
None.

17 Date and Time of Next Meeting
The next meeting of the Learning and Teaching Committee will take place on Tuesday 26th February 2019 at 2 pm.

Remuneration Committee

Minute of the Meeting of the Remuneration Committee of the Board of Management of Dumfries and Galloway College held on Tuesday 20 November 2018 in Room 2009

Present:	Delia Holland (Chair)	Brian Johnstone
	Ian White	Ros Francis
In attendance:	Ann Walsh, Secretary to the Board and Minute Taker	

1   Welcome and Apologies for Absence

The Chair of the Remuneration Committee welcomed all to the meeting, in particular to Ros Francis who joins the committee in her role as Chair of the Finance & General Purposes Committee, taking over from John Henderson. Stuart Martin will be joining the committee subject to approval by the Board, apologies were intimated on behalf of Stuart. Apologies have also been received from Carol Turnbull, Principal who would have attended for item 5.

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

The Chair extended thanks to John Henderson, for all of his input to this committee, which has been very much appreciated.

2   Declaration of Interest

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

3   Minute of Previous Meeting

The Minute of the Remuneration Committee meeting held on 6 March 2018 was approved.

4   Matters Arising

There was some discussion about the Principal's objectives, with there being some difficulty in providing evidence due to the timing of this becoming available. This will be covered under item 7.

5   Vice Principals Grading and Pay Award

The Chair of the Committee spoke to the paper which had been provided by the Principal, who was unable to attend for this item as she was at a national meeting.

The purpose of the paper was to seek approval for a regrading of the Vice Principal posts (2) noting additional responsibilities and accountability; and salaries paid to Vice Principals in a similar college, with a similar structure. Four options were within the proposal, with budgetary provision being made for Option D within the 2018-19 draft budget.

Executive Team members are not part of National Pay negotiations or the college pay and grading structure. Any changes to salary/annual leave are at the discretion of the College Board of Management (or delegated Committee thereof).

Members discussed the paper, the rationale given and the four options within the proposal.

Members were unable to make a decision to re-grade the Vice Principals based on the content of the paper as they felt there was insufficient information to do this, meantime they agreed to a cost of living increase, as per option C of the proposal: "Provide a basic cost of living increase of 2% in line with the support staff pay offer." This being backdated to 1 April 2018.

Decision: The Committee approved Option C of the Proposal
Actions:
- Chair of the Committee to inform the Principal of the outcome of the discussion
- The Committee to recommend to the Board of Management at its meeting on 11 December 2018 to award the Executive Management Team, for the period 1 April 2018 – 31 March 2019, the proposed financial award of 2%, in line with the support staff pay offer.
- The Chair would seek further information and clarification from the Principal regarding re-grading which would be considered by the Committee.   Should a further recommendation be required to be put to the Board, authority would be sought by the Board Secretary to undertake this process by email.

6   Principal's Annual Performance Review 2017-18

The Chair of the Board spoke to the report that had been issued and confirmed the confidential status of the report, it being issued only to members of this Committee due to it being personal to the Principal.

The Chair met with the Principal on 13 June 2017 to discuss and agree objectives for 2017/18. The Chair had an interim review meeting with the Principal on 9 February 2018, where satisfactory progress was noted and the Annual Review meeting was held in August 2018.

The Chair reported that, in discussions, the principal has confirmed that she has a clear understanding of her objectives, and feels adequately supported. The importance of a balanced executive team, and the need identified in Commercial Growth, Innovation and Enterprise was discussed.

The recent restructure should enable the Principal to reallocate executive management responsibilities and one of the VPs now has a specific remit to increase commercial surplus, ensure the college is working with businesses.

Remuneration Committee

The Principal has worked hard to engage with the local authority over the past year and this is starting to show real results. She worked closely with colleagues internally, in Borders College, and at SFC, to contribute to a very significant successful bid to SOSEP. The welcome ongoing implementation of initiatives will hopefully continue to improve student retention.

Members of the Committee were confident with the detail and the progress reported from the Chair of the Board, noting the pressures within year, and the achievements made. There was positive discussion around the developments at the Stranraer Campus and the strong relationship between the two campuses, with a true feeling of being one college.

The Chair of the Committee thanked the Chair of the Board for his report and requested he pass on thanks to the Principal for her hard work over the last year.

The Chair of the Board presented the proposed objectives for the Principal 2018/19, agreed with the Principal i.e.:

Objective 1: Progress Vision 2020 Outcomes

Objective 2: Achieve targets in ROA – with a particular emphasis on retention and attainment

Objective 3: Delivery of SOSEP project, on time and within budget including:
- Implement appropriate staff development and systems review to support the development of the SOSEP project, particularly in the areas of digital skills, use of technology in learning and teaching and online material development.
- Demonstrate consistency with a revised College Digital Strategy.

Objective 4: Ongoing monitoring of new management structure.

Objective 5: Increased employer engagement evidenced by influence on course and curriculum design.

Objective 6: Wider and increased commercial opportunities measured by higher activity

Objective 7: Finance objective (to be developed and agreed)

Decision: Members confirmed approval of objectives 1-6 for the Principal. Objective 7 to be developed by Brian and Carol and circulated to the Committee for approval.

Action: Objective 7 to be developed by the Principal and agreed with the Regional Chair. This to then be circulated to the Committee for approval.

7 Principal's Performance Review Process
The Secretary to the Board confirmed that the process has worked well. The Chair and the Principal have adhered to this process, ensuring ongoing review of progress against objectives.

Remuneration Committee

Members had approved the current process with an agreement that should a sector wide process became available the college would look to adopt this. A sector wide process has not been developed.

Discussion took place regarding the measurability of objectives and Members felt that some clear and measurable outcomes within the objectives would enable them to consider the Principals performance more fully.

Action: Principal's Performance Review and Objective Setting Process will be reviewed for discussion at the next Remuneration Committee meeting.

8   Principal's Pay Award

The Chair of the Board spoke to the Committee to discuss a pay award for the Principal.

The pay award approved in September 2017 left the Principal's salary still lower than other colleges of a similar size and it was agreed then to review this again in the future.

Members discussed the Principal's salary considering achievement, the current public sector pay policy and practice, affordability, salaries of other staff and Principals of colleges of similar size.

Members support working towards achieving alignment of the Principal's salary with that paid in colleges of similar size, but are mindful of challenging public sector finances and restraints, therefore this will be achieved incrementally. This year members agreed to recommend a salary increase of 2%. An additional increase of £1,000 (consolidated) in recognition of additional experience will also be made.

This to be recommended to the Board of Management.

Action: The Committee to recommend to the Board of Management at its meeting on 11 December 2018 an increase in salary of 2%, effective from 1st April 2018 plus an increase of £1,000 (consolidated) in recognition of additional experience.

9   Any Other Business

None

10   Date and Time of Next Meeting

The next meeting is planned to take place on Tuesday 5 February 2019.