

## Board of Management Learning and Teaching Committee

**Date: 26 February 2019**
**Time: 2pm**
**Room: 2097**

### A G E N D A

**Presented by**

1	Welcome and Apologies		PK
2	Declaration of Interest		PK
<b>2.05pm Presentation &amp; Papers</b>			
3	- College Academy	(attached)	LW
	- New Policies, including New Admissions Policy	(attached)	SAW/LW
<b>2.20pm</b>			
4	Senior Phase Work with the Schools	(verbal)	BG
5	SI: Head of Curriculum Updates		
	5.1 SI: Head of Curriculum Update – Janet Weir	(attached)	JW
	5.2 SI: Head of Curriculum Update – Laura Webster	(attached)	LW
6	Employer Engagement Strategy	(attached)	JW
<b>2.40pm</b>			
7	Minute of Meeting held on 20 November 2018	(attached)	PK
8	Matters Arising not on the Agenda		
	8.1 Replacement Curriculum Representative	(verbal)	SAW
	8.2 Circulate to members of some of the photographs taken by the college students at the Parliamentary Reception	(verbal)	SAW
	8.3 Colleges Scotland Learning and Teaching Committee Chair's Forum – dates of future meetings	(attached)	PK/AW
	8.4 Evaluative Report and Enhancement Plan (EREP), 2018-19 - endorsement	(verbal)	AG
	8.5 Procedure to provide support to the SA and students when concerns about students are raised or presented to them.	(attached)	AG
	8.6 Circulation of Partnership Agreement	(verbal)	AG
	8.7 Student Association links with other Student Associations on the Campus/Strengthening the Student Voice.	(verbal)	NV
<b>2.50pm Part A: For Discussion, decision and approval</b>			
9	Curriculum Development Plan 2019-20 - for Approval	(attached)	SAW
10	Student Association Budget and Benefits Report	(attached)	AG
11	Digital Skills Strategy	(attached)	SAW
12	Digital Skills Staff Development Plan (for Information)	(attached)	SAW
13	Staff Development Update (Including Professional Standards)	(verbal)	SAW
14	CTS Branding Change	(verbal)	AG
<b>3.10pm Part B: Risk Management</b>			
15	Strategic Risk Register	(attached)	CT
16	Industrial Action – impact and mitigating actions	(verbal)	CT

## Board of Management Learning and Teaching Committee

### 3.15pm Part C: Regular Reporting/Monitoring

17	Student Association		
17.1	Student Association Update Report	(attached)	NV
17.2	SA Strategic and Operational Plan 2018-19 – Progress Report	(attached)	NV
17.3	Costed Operational Plan for the Year	(attached)	NV

### 3.30pm

18	SI “How Good is our College” Enhancement Plan 2018-19 – Progress Report	(attached)	AG
19	SI - 5 Year Curriculum Plan – update report 2018-19	(verbal)	SAW
20	SI - Regional Outcome Agreement		
20.1	College Regional Outcome Agreement 2018-19 Update	(attached)	SAW
20.2	Outcome Agreement Measures Table	(attached)	SAW
20.3	Key Performance Indicators (KPIs) Update	(attached)	AG
20.4	College Leaver Destinations 17-18	(attached)	SAW

### 3.45pm Part D: For Information

21	SI - Learning and Skills		
21.1	Curriculum Update	(attached)	SAW
21.2	Joint Academic Strategic Group Consolidated Outcome Agreement for the Crichton Partners	(attached)	SAW
22	SI SOSEP Project - L&T Specific Update	(verbal)	SAW
23	Any Other Business		

### 4pm

24	Date and Time of Next Meeting – 14 May 2019 at 2pm		
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## Learning and Teaching Committee

### College Academy

#### 1 Introduction

The purpose of this report is to provide the Learning and Teaching Committee with an overview to the rebranded School Link courses.

#### 2 The Report

School Link courses are imperative to introducing vocational qualifications to learner's experience during their senior phase at school. At a recent senior phase operational group meeting it was outlined that 94% of senior phase curriculum offered is 'traditional' subjects and there is a drive to introduce more vocational offers to expand options and provide equity to learners in Dumfries and Galloway. This can introduce career pathways, enhance skills, showcase further education and shorten the learner journey to employment. In order to continue to grow senior phase numbers and educate pupils, parents and teachers on the benefit of vocational qualifications the decision has been made to rebrand our senior phase provision using the name 'College Academy'. The purpose being, it gives the College a platform to relaunch the curriculum offer and build momentum around our courses. The branding will generate discussion in the schools and community and therefore strengthen our image and encourage pupils to consider this option. A competition is underway for school pupils to design the logo, and the winning logo will be used to branding going forward.

Our ambition is to ensure our offer on a pupils option form has equal standing to traditional subject choices and we would like to make pupils aspire to become part of College Academy. To achieve this we have:

- strengthened our working relationship with the local authority which is evident through the partnership approach in our Foundation Apprenticeship (FA's) offer
- created an area on the College a website where pupils, parents, teachers and stakeholders can learn about our offer,
- began the process of linking all school websites to our website
- had several information sessions to all depute head teachers, pupil support teachers, SDS career advisors and representatives from the parent/teacher council
- created a College Academy prospectus which links back to previous branding of 'School Link' to bridge the gap whilst we are changing – appendix 1
- created a dedicated FA brochure which is a joint marketing campaign with the local authority – appendix 2

College Academy has a range of courses from SCQF 4-7 across all curriculum areas including three FA's (SCQF 6), we have streamlined our offer to ensure there is no duplication of courses at the same level and to ensure there are pathways into full time course, modern apprenticeships or distance learning.

Going forward in line with Scottish Government objectives we will continue to grow FA's and SCQF 7 provision to increase the number of school pupils working at this level in S6. By relaunching our provision it is hoped to increase the number of pupils on College Academy courses and achieve targets outlined in our Regional Outcome Agreement.

### **3 Recommendation**

The Learning and Teaching Committee are asked to consider this report and pose any questions.

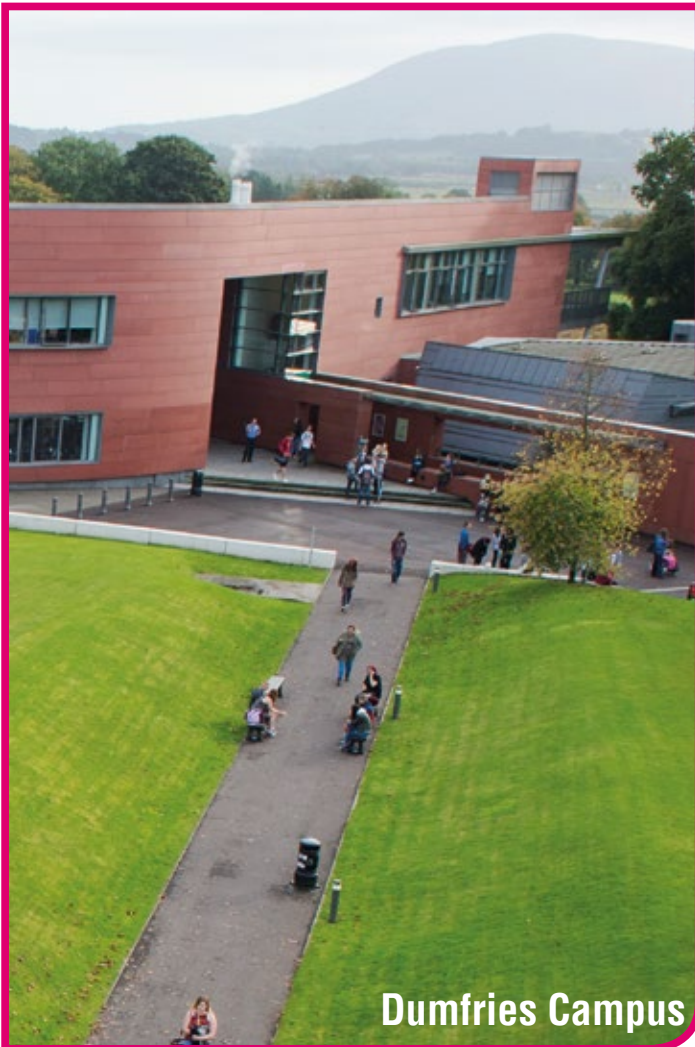
Laura Webster  
Head of Curriculum  
14 February 2019



# College Academy

Your school link course

2019/20



**Dumfries Campus**

# WELCOME

**Planning for the future is essential in a world of new technologies and changing employment opportunities.**

**In this new College Academy brochure we at Dumfries and Galloway College are presenting our most ambitious and varied set of qualifications to date.**

## **Our College Academy Programmes**

Did you know that at College Academy there are a number of qualifications that you can study while you are at school?

The programmes on offer are based on the growing skills requirements and employment training needs of the Dumfries and Galloway Regional economy.

Our programmes on offer extend across a range of academic and vocational opportunities, ensuring that there is something to suit each young person that starts on a learning journey with us.

This brochure is designed to help pupils, parents and stakeholders discover the choice and content of available courses, as well as showing students in action.

We feel this will help pupils make the correct subject choice and give parents a better understanding and options available for their children.



**Stranraer Campus**

## Entry Requirements

The specific entry requirements are listed with each course on the following pages. For entry on all courses though, the following will apply:

- Recommendation from school
- Parent or guardian approval
- Information and Interview Session
- A genuine interest in the subject
- Students should be self-motivated
- Students should be able to work independently
- Full attendance

An allocation of option places are given to each school, normally around the end of March with confirmation of acceptance/decline of places to be with the schools liaison officer by close of Easter break.

## What You Can Expect From College Staff

As a College student, we will treat you as an individual and with respect. We will offer you a safe, supportive environment to allow you to prosper and benefit from your studies.

You will be provided with ongoing feedback on how you are progressing with your course work.

Throughout the College our staff are professional, dedicated and approachable, if you need additional support at any stage please let your course tutor (or teacher) know.

## What We Expect From You

- Be prepared to participate fully in the course
- Be prepared to abide by College Academy policies and code of conduct
- Be interested in the course and have the entry requirements stated

### Personal Protective Equipment:

Some of the vocational options will require young people to operate equipment under supervision and use tools in certain specialist areas. Personal Protective Equipment will be issued to learners.

Learners must bring the PPE on each College day and wear as instructed.

## Attendance

Full attendance is expected for all College Academy students. A poor attendance record may result in students being unable to complete their qualification.

Above all, we expect you to have the desire to learn and benefit from your studies. We want you to enjoy your experience at the College.

**Please note programmes will only run subject to numbers.**

If you have any further enquiries please contact:

Michelle Hodgson, Schools Liaison Officer

T: 01387 734194

E: [Hodgsonm@dumgal.ac.uk](mailto:Hodgsonm@dumgal.ac.uk)

**We look forward to welcoming you to Dumfries and Galloway College.**

### IMPORTANT

Courses may be subject to change; as such we are unable to guarantee the running of every course published. If applications have already been made or accepted, you will be notified of any changes or cancellations at the earliest opportunity and every effort will be made to offer you an alternative option.

# CONTENTS

## ACCOUNTING & BUSINESS

Higher Accounts @ SCQF Level 5	7
Higher National Certificate in Business @ SCQF Level 7	8

## BUILT ENVIRONMENT

Skills for Work: Construction Crafts @ SCQF Level 4	9
Crest Programme Bronze Award	10
National Progression Award: The Built Environment @ SCQF Level 5	11

## COMPUTING

Cyber Security @ SCQF Level 4/5	13
Higher National Certificate Computing: Computer Science @ SCQF Level 7	14

## CREATIVE INDUSTRIES

National Progression Award: Photography @ SCQF Level 5	15
--	----

## EDUCATION & CHILDCARE

Skills for Work: Early Education & Childcare National 4 @ SCQF Level 4	17
Skills for Work: Early Education & Childcare National 5 @ SCQF Level 5	18
Foundation Apprenticeship: Social Services, Children & Young People @ SCQF Level 6	19
Higher National Certificate: Childhood Practice @ SCQF Level 7	20

## ENGINEERING & AUTOMOTIVE

IMI Award: Introduction to Motor Vehicle (1st & 2nd Year Programme) @ SCQF Level 4	21
National 5 Energy - @ SCQF Level 5	22
Foundation Apprenticeship: Engineering @ SCQF Level 6	23
Higher National Certificate: Electrical Engineering SCQF Level 7	24

## HAIRDRESSING & BEAUTY

National Progression Award: Long Hair Design with Make-Up @ SCQF Level 5	25
--	----

## HEALTH & SOCIAL CARE

Skills for Work: Health Sector @ SCQF Level 4	27
Foundation Apprenticeship Social Services & Healthcare @ SCQF Level 6	28

## HOSPITALITY

Hospitality: National 4 Practical Cookery @ SCQF Level 4	29
Hospitality: Practical Cookery @ SCQF Level 5	30
Hospitality @ SCQF Level 5	31

## PSYCHOLOGY

Higher Level: Psychology @ SCQF Level 5	33
National 6: Psychology @ SCQF Level 6	34

## SPORT

Skills for Work: Sport & Recreation National 5 @ SCQF Level 5	37
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## MATHS

National 5 Applications of Mathematics @ SCQF Level 5	39
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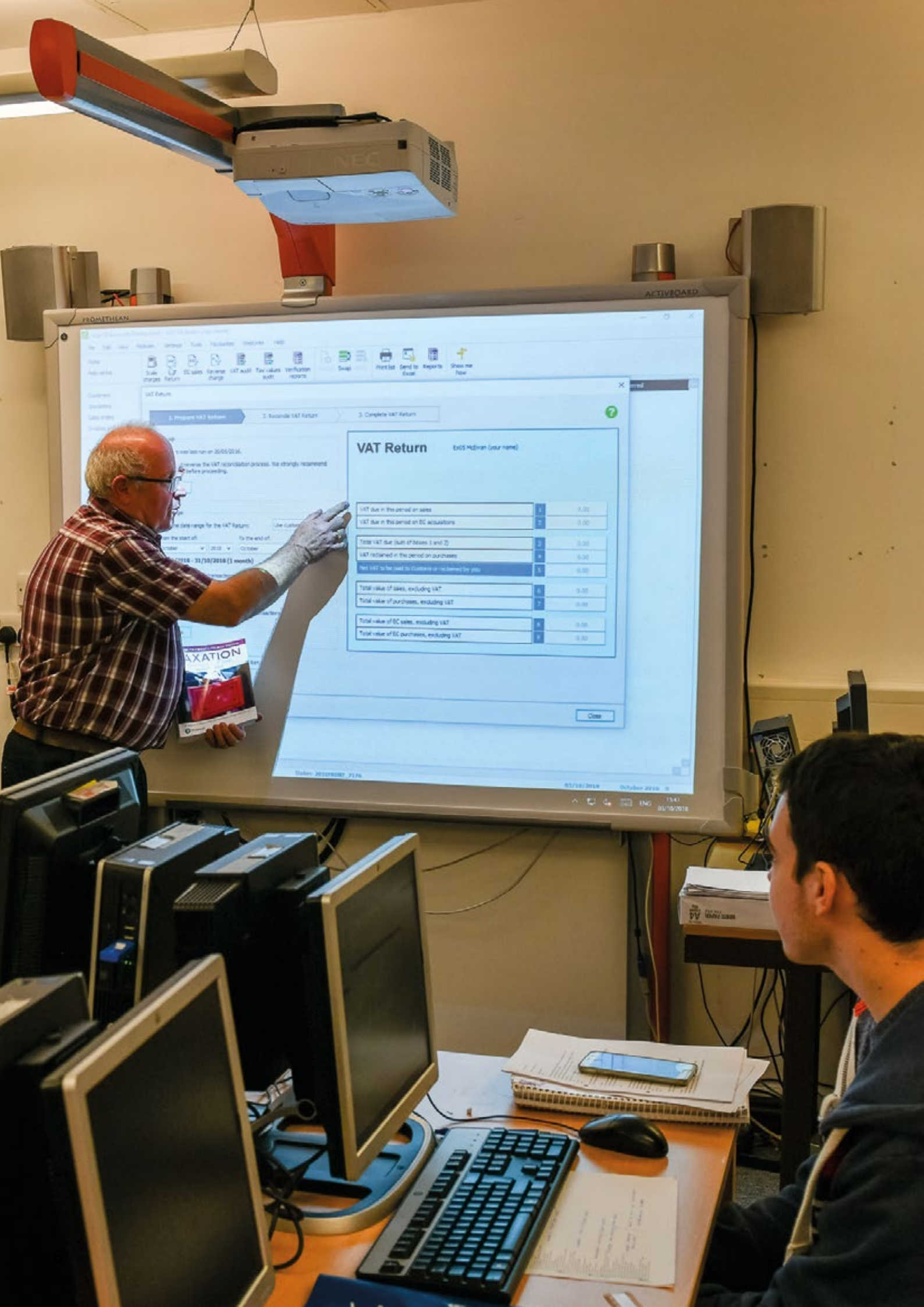
## OPEN LEARNING

Higher Human Biology (CFE) @ SCQF Level 6	41
National 5 Psychology @ SCQF Level 5	42
Higher Level: Psychology @ SCQF Level 6	43
Higher Sociology @ SCQF Level 6	44

## STUDENT SUPPORT

Learning Resources at Dumfries & Stranraer Campuses	46
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## VAT Return

Ex05 McEvran (your name)

VAT due in the period on sales	1	0.00
VAT due in this period on EC acquisitions	2	0.00
Total VAT due (sum of boxes 1 and 2)	3	0.00
VAT reclaimed in the period on purchases	4	0.00
Net VAT to be paid to Customs or reclaimed by you	5	0.00
Total value of sales, excluding VAT	6	0.00
Total value of purchases, excluding VAT	7	0.00
Total value of EC sales, excluding VAT	8	0.00
Total value of EC purchases, excluding VAT	9	0.00

# Higher Accounting @ SCQF Level 6



## Course Duration:

1 Year - 3 hours of direct contact and additional study will be required.

## Location:

This course is delivered at the College's Dumfries Campus.

## What do I need?

Candidates should have achieved the National 5 Accounting course or equivalent qualifications and/or experience prior to starting this course.

## What is the course about?

The course helps learners understand and make use of financial information. They prepare accounting statements, and analyse, interpret and report on an organisation's financial performance. A main feature of the course is developing numeracy and thinking skills.

The course is suitable for learners who are interested in numeracy-based learning opportunities, who pay attention to detail, and who like to apply logical and analytical thinking

## What will I learn?

The course consists of two areas of study:

Financial accounting:

Learners develop their understanding of how to prepare routine and complex financial accounting information. They learn about current financial accounting regulations and apply them to a range of business structures. Stakeholders use this information to assess an organisation's current financial position.

Management accounting:

Learners develop their understanding of internal accounting procedures. They learn how to prepare information using a range of routine and complex accounting techniques. Management use this information when making decisions about the planning, control and future direction of an organisation.

## Next steps

Further study, employment and/or training. Learners will be able to apply for HNC Accounting, AAT programme or gain entry level with an accounting organisation.



# Higher National Certificate Business @ SCQF Level 7



## Course Duration:

1 day per week (over 2 years) for 12 credits. 2 1/2 days per week for 15 credits.  
1 Year - 2 Years

## Location:

This course will be delivered at our Dumfries  
OR Stranraer Campus

## What do I need?

2 Highers at C or above.

## What is the course about?

This is a broad, general qualification giving learners scope to develop and progress in a variety of ways within organisations of all sizes, including ones which learners may set up themselves.

The HNC builds on developing an administrative, commercial or managerial career. Introducing skills such as: customer handling skills, meeting deadlines, attention to detail, personal target setting, enterprise and effectively dealing with clients is required so you can study 15 credits in total.

## What will I learn?

The subjects included in the HNC may include:

- Economics
- Marketing
- Business Accounting
- Human Resource Management
- Customer Care
- Managing People and Organisations
- Business Law
- Starting up a Business
- Behavioural Studies

## Next steps

Potential opportunities include:

- Administration Officer
- Administration Supervisor
- Assistant Manager
- Business Development Assistant
- Customer Service Coordinator
- Finance Assistant
- Purchasing Officer
- Planning Officer
- Sales Coordinator
- Team Leader
- Trainee Manager

The above positions are just some examples of a wider range of suitable posts.

The programme is also ideal for learners who want to pursue a career in business but do not wish to commit themselves initially to a particular specialist area or to those who want to start their own business and require a broad grounding in business topics.

Successful completion of the 15 credits at HNC level will allow direct entry into HND Business. Holders of an HNC may gain entry to first or second year at university depending on which university and the course concerned. The Chartered Institute of Bankers for Scotland will accept holders of the HNC Business directly into their higher level qualification. This is now called Chartered Banker and leads to MCIBS (Member of the Chartered Institute of Bankers in Scotland).

Articulation to University of West of Scotland.

# Skills for Work: Construction Crafts @ SCQF Level 4



## Course Duration:

3 hours of direct contact and additional study.

## Location:

This course will be delivered at the College's Dumfries Campus.

## What do I need?

Working towards SCQF Level 4 Skills.

## What is the course about?

If you are interested in a career in the construction industry then this is the course for you, this is an exciting opportunity to take that first step to a career that is both satisfying and rewarding.

The Course provides an insight into several important construction trades (bricklaying, decorative painting, carpentry and joinery, and plumbing) and covers a variety of skills in trades-specific Units — helping learners to make informed choices regarding a career in construction.

Learners will also develop skills and attitudes that enhance employability, not just for the construction industry, but employment generally (e.g setting goals, reflecting, and learning from experience, time-keeping).

## What will I learn?

Content will include employability plus 3 trades at the discretion of the College:

- Brick Walling
- Decorative Painting
- Site Carpentry & Bench Joinery
- Plumbing
- Plastering
- Roof Tiling
- Employability Skills

## Next steps

This course is specifically designed to feed into full time college courses or entry into employment as a Modern Apprentice.



# Crest Programme Bronze Award

## Course Duration:

3 hours of direct contact and additional study.

## Location:

This course will be delivered at the College's Dumfries Campus.

## What do I need?

Pupils who are experiencing success in maths at school. Recommendation from a year teacher.

What is the course about?

For over three decades, the British Science Association's CREST Awards have been providing successful Science, Technology, Engineering and Math (STEM) enrichment activities for young people. It is used by around a third of all UK secondary schools each year and last year, over 33,000 students achieved a CREST Award.

Your school is working with Dumfries & Galloway College to offer you to the CREST award this year at your school.

Bronze entries can be for teams or individual students. Students working on team projects can either each fill in a CREST Bronze Award student workbook or produce a joint team report. If submitting a joint team report each team member should complete an individual Bronze Award student profile.

## What will I learn?

Students need to:

- Develop a project using their own ideas, taking decisions about how to progress through it
- Complete a minimum of 10 hours of project work

- Write about their findings and evaluate their project in their workbook.

## Next steps

Students gain transferable skills that will benefit them in school, work and further education.

Transferable Skills:

- Creativity
- Time management
- Project management
- Communication
- Teamwork
- Problem solving
- Independent learning
- Confidence

To find out more about the award go to the Web Link:

<http://www.crestawards.org/run-crest-awards/>

### IMPORTANT

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# National Progression Award The Built Environment @ SCQF Level 5



## Course Duration:

1 Year - 3 hours of direct contact.

## Location:

This course will be delivered at the College's Dumfries Campus.

## What do I need?

The aptitude to work at SCQF level 4 or above for English, Maths and other related Technical, Graphical & Science subjects.

## What is the course about?

The purpose of the course is to develop the general skills, technical knowledge, understanding and employability skills needed within the sector. Learners will develop a sustainable building project design, through a complementary workshop and have face-to-face engagement with industry professionals. There are many opportunities for cross-curricular learning and to gain knowledge in practical skills, which would be needed to embark on an exciting career in the Construction and Built Environment sector of the industry. This provides qualification routes that will raise achievement in Science, Technology, Engineering and Maths (STEM) subjects as well as other aspects of the wider curriculum such as digital literacy, problem solving, team working, Citizenship and Personal, Social, Health and Economic (PHSE) education.

## What will I learn?

Topics covered:

- The Construction Industry and Principles of Building Design.
- The Built Environment Design Project
- 3D Modelling for the Built Environment Interior and Exterior Finishes

## Next steps

Progression onto higher level study or a career in one of the following:

The Built Environment including:

- Architecture
- Civil Engineering
- Other associated Design and Sustainability subjects

Construction Industry:

- Modern Apprenticeships



Deloitte.

## Project

- ▼ Coding
  - ▼ 100-days-of-code
    - > .git
    - FAQ.md
    - log.md
    - r1-log.md
    - README.md
    - resources.md
    - rules.md
  - > atom-packages
  - > browser\_persistence
  - > c01
  - > FlashcardsExpress
  - > freecodecamp\_tribute
  - ▼ JavaScript-Authentication
    - > .git
    - > models
    - > public
    - ▼ routes
      - index.js
    - > views
    - .gitignore
    - app.js
    - package.json
    - README.md
  - > LocalWeatherFCC
  - > node-weather-zipcode
  - > nodeschool
  - > NodeWeather
  - > portfolio
  - > authnmTest

log.md

index.js

```
1 var express = require('express');
2 var router = express.Router();
3 var User = require('../models/user');
4
5 // GET /register
6 router.get('/register', function(req, res, next) {
7   return res.render('register', { title: 'Sign Up' });
8 });
9
10 // POST /register
11 router.post('/register', function(req, res, next) {
12   if (req.body.email &&
13       req.body.name &&
14       req.body.favoriteBook &&
15       req.body.password &&
16       req.body.confirmPassword) {
17
18     // confirm that user typed same password twice
19     if (req.body.password !== req.body.confirmPassword) {
20       var err = new Error('Passwords do not match.');
```

I

```
21       err.status = 400;
22       return next(err);
23     }
24
25     // create object with form input
26     var userData = {
27       email: req.body.email,
28       name: req.body.name,
29       favoriteBook: req.body.favoriteBook,
30       password: req.body.password
31     };
32
33     // use schema's 'create' method to insert document into Mongo
34     User.create(userData, function (error, user) {
35       if (error) {
36         return next(error);
37       }
38     });
39   }
40 });
```

JavaScript-Authentication-Mongo-Express/routes/index.js 1:1

# National Progression Award Cyber Security @ SCQF Level 4/5



## Course Duration:

1 Year - 3 hours of direct contact and additional study will be required.

## Location:

This course is delivered the College's Dumfries Campus.

## What do I need?

No formal entry requirements are required but learners must show that they are have a Core skills profile at Level 3/4.

## What is the course about?

The NPA in Cyber Security is for learners wishing to develop and enhance Cyber skills to support their learning across a wide range of curricular areas.

## What will I learn?

The course consists of three areas of study:

**Data Security:** Learners will be able to describe how personal data can be stored, used and shared by social media, along with identifying the risks associated.

**Digital Forensics:** Learners will gain a basic knowledge of data acquisition, analysis, and reporting of simple forensic examinations.

**Ethical Hacking:** Learners will gain basic knowledge of the current legislation in place relating to computer crime, and be able to distinguish between basic methods used by ethical and malicious hackers to compromise computer systems, as well as applying these skills in a controlled environment.

## Next steps

Further study, employment and/or training. Learners will be able to apply for appropriate computer programme depending on their qualifications.



# Higher National Certificate Computing: Computer Science @ SCQF Level 7



## Course Duration:

This programme requires 1 day per week, 6 hours of direct contact and additional study. Over 2 Years.

## Location:

This course will be delivered at the College's Dumfries Campus.

## What do I need?

2 Highers at C or above, plus minimum Nat 5 Maths at C or above. All applicants will be invited for an Interview and Information session.

## What is the course about?

This programme is a software design and systems oriented computing course which has been developed and introduced to reflect contemporary technologies and methodologies. The award introduces traditional underpinning concepts of problem solving whilst developing these within a number of technological advancements including: growth of Web 2.0 technologies, increase in social media, increase in mobile technology and the increase in focus on software development.

## What will I learn?

Study will include 15 Higher National credits such as:

- Computer Systems Fundamentals
- Developing Software: Introduction
- Professionalism and Ethics in Computing
- Team Working in Computing and Troubleshooting Computing Problems.

One Computing graded unit exam is also included in the programme. Other credits that may be included in the programme are:

- Mobile Technology
- Using Software Applications Packages
- Multimedia: Developing Multimedia Applications
- Software Development: Applications Development
- SQL: Introduction
- E-Commerce: Publishing Web Sites
- Managing a Webserver

## Next steps

On completion of the course, you could apply for a range of jobs, including: Applications Development; Web Developer; e-Commerce; Software Developer or Web/Applications Support.

Completion of the full course may lead to progression to HND Computer Science and then the following year to a relevant degree programme offered by a number of universities. The HNC can also be used as a qualification to gain direct entry into the second year of a related BSc Computing degree course at university.

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# National Progression Award Photography @ SCQF Level 5



## Course Duration:

1 Year - 3 hours direct contact.

## Location:

This course will be delivered at the College's Dumfries Campus.

## What do I need?

- Successful interview
- A general interest in photography and film
- Bring some examples of work to interview (these can be images or video taken on your phone)

## What is the course about?

You will learn a range of photography skills and digital editing processes in order to develop your creativity and technical skills. The course also enables you to understand digital work to a more in-depth level, to evaluate your own work and the work of others.

## What will I learn?

You will have the opportunity to plan and to take photographs/film in a variety of different locations, developing both creative and technical skills. You will need to develop your understanding of photography through evaluating your own and the work of others. The course has a digital focus and you will learn how to edit film and photography.

## Next steps

The course includes an NPA award. There will be progression opportunities into creative industries subjects such as Photography and Visual Communication (Graphic Design with Moving Image).



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SCQE  
4  
Level

This Course may provide progression to:  
Nat 5 Child care plus 4 passes at Nat 4 or  
Skills for Work School



# Skills for Work: Early Education & Childcare National 5 @ SCQF Level 5



## Course Duration:

3 hours of direct contact and additional study.

## Location:

This course will be delivered at the College's Dumfries or Stranraer Campuses / School

## What do I need?

Core skills minimum level 4 or Skills for Work 4.

Early Education and Childcare National 4 Course or its Unit(s) and must be capable of working at a national 5 level

## What is the course about?

The Early Education and Childcare National 5 has been designed to link closely to the proposed National Occupational Standards for Children's Care, Learning and Development, and also for Play work. The Courses provide some of the underpinning knowledge that is required for the Occupational Standards and also experience of the practical skills required to work at this level in the sector.

This is particularly evident in areas such as 'Help to keep children safe', 'Support children's development', 'Use support to develop own practice in children's care, learning and development'.

## What will I learn?

This programme comprises units in:

- Child Development and Health
- Working in Early Education and Childcare
- Play in Early Education
- Care and Feeding of Children.

## Next steps

This course or its units may provide progression to Full time courses in Childcare at National 5 or SCQF



# Foundation Apprenticeship: Social Services, Children & Young People @ SCQF Level 6



## Course Duration:

You can take this course over a one or two year period. Speak to your pupil support teacher for further details.

## Location:

This course will be delivered at the College's Dumfries Campus with the work placement element being delivered at the employer's premises.

## What do I need?

Potential applicants will require to have achieved or working towards four National 5 to include English and preferably Maths at B grade or above. You will also need to take part in a semi-formal interview as part of the entry selection process.

## What is the course about?

The Early Education and Childcare National 5 has been designed to link closely to the proposed National Occupational Standards for Children's Care, Learning and Development, and also for Play work.

The Courses provide some of the underpinning knowledge that is required for the Occupational Standards and also experience of the practical skills required to work at this level in the sector.

This is particularly evident in areas such as 'Help to keep children safe', 'Support children's development', 'Use support to develop own practice in children's care, learning and development'.

## What will I learn?

This qualification is at SCQF6 and includes:

- A National Progression Award (NPA) in Social Services, Children and Young People SCQF level 6
- Core units of an SVQ in Social Services and Healthcare at SCQF level 6
- A work placement
- Foundation Apprenticeship certification

Whether you are undertaking this course over a one or two year period, 50% of your study will be towards the NPA and 50% towards the work based qualification. This is equivalent to one choice over two years or two subject choices over one year.

## Next steps

With this Foundation Apprenticeship, you will be prepared for a wide range of different childcare roles. Look after young children as a nanny, nursery worker or childminder. Organise fun activities, which help young people build their self-esteem as a playworker. Give children and their families vital support as a social worker.

In Scotland, over 203,000 people work in social services. The number of jobs are still growing, and there are great opportunities for progression, too.

# Higher National Certificate in Childhood Practice @ SCQF Level 7



## Course Duration:

This programme requires 6 hours of direct contact and additional study.

This course also requires a placement of 60 days, which the College will source.

## Location:

This course will be delivered at the College's Dumfries Campus.

## What do I need?

Learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- Working towards appropriate groupings of National Units at Level 6
- Working towards any two National Qualifications at Higher (it is desirable, but not essential, that one should be English)

## What is the course about?

The HNC Award in Childhood Practice at SCQF level 7 will equip students to work effectively in a range of care settings with a variety of service users. Learners will gain an understanding of the values and principles of social care and will learn how to integrate those values with the necessary skills and knowledge.

Through academic study and practical work experience, this programme aims to prepare students for a rewarding career, understanding the demands and responsibilities of working with children and young people.

The programme will be delivered on a part time basis over a two-year period.. There are also 60 days placement to be completed over the 2 years.

## What will I learn?

Areas covered include:

- Care in contemporary society
- Leadership
- Health wellbeing and safeguarding
- Lifespan development theoretical approaches
- Promoting effective communication
- Promoting health, safety and security in the work setting
- Developing a professional practice through reflection and learning.

## Next steps

Learners who achieve an HNC Childhood Practice at SCQF level 7 can progress to the PDA in Childcare and Education at SCQF level 8, the PDA Childhood Practice at level 9 or could gain access to year two of the current BA Early Years Childhood Studies.

Many students who have also obtained other relevant NQs at Higher level in conjunction with a good pass in their HNC Childhood Practice Graded Unit may also apply to primary teacher training.

This qualification can also lead directly to a range of employment opportunities within the early education and childcare and care sectors.

### IMPORTANT

Courses may be subject to change; as such we are unable to guarantee the running of every course published. If applications have already been made or accepted, you will be notified of any changes or cancellations at the earliest opportunity and every effort will be made to offer you an alternative option.

# IMI Award: Introduction to Motor Vehicle (1st & 2nd Year Programme) @ SCQF Level 4



## Course Duration:

This programme requires 3 hours of direct contact and additional study.

## Location:

This course will be delivered at the College's Dumfries or Stranraer Campus

## What do I need?

Pupils working toward maths at level 4.  
Demonstrate an interest in the motor vehicle industry.

## What is the course about?

This qualifications is designed to engage and motivate pupils who are interested in learning about the motor vehicle industry. It is aimed at learners who prefer and respond to 'hands-on' learning. Therefore, the course has a practical approach to assessment and include many problem solving techniques which will stimulate and interest learners. Learners could choose to do year 1 only or could progress to year 2 studies if they were interested while still at school to develop their skills and knowledge.

## What will I learn?

- Year 1: 6 units
- Year 2: An additional 5 units

Units include:

- Introduction to Health & Safety
- Careers in Transportation, Maintenance and Repair
- Introduction to Hand Tools
- Communication in the Motor Vehicle Environment
- Introduction to Workshop Cleaning and

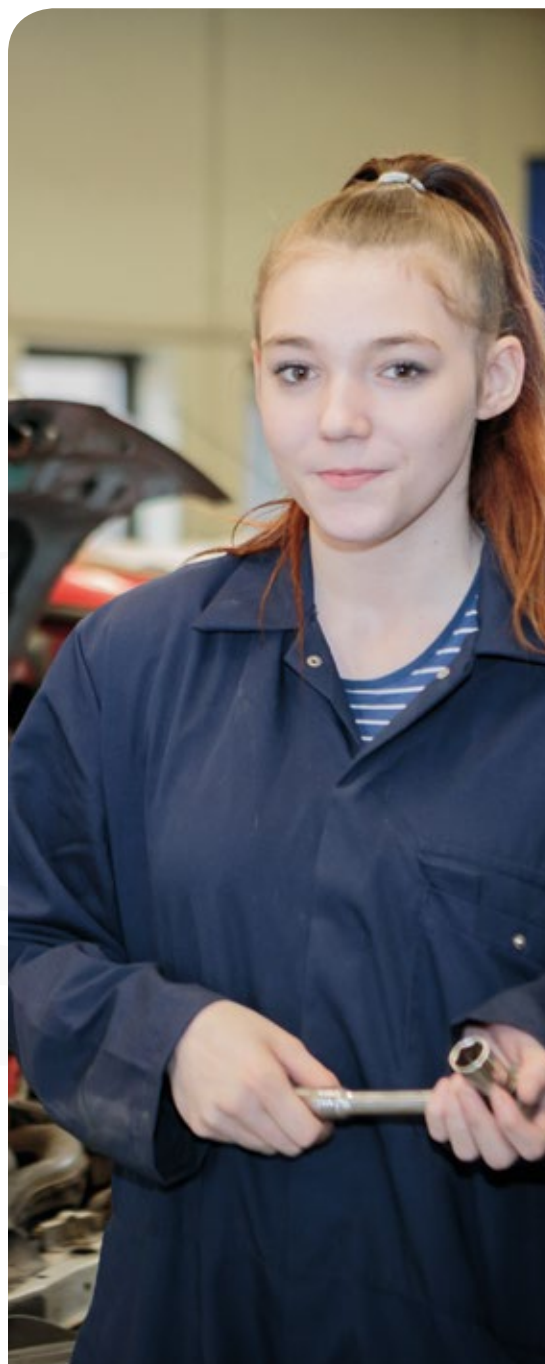
Maintenance

- Routine Braking System Checks

## Next steps

Progression to Level 4.

Progression onto apprenticeship programme with an employer which includes working in college at diploma level (Nat 5).



# National 5 Energy - How to generate energy from both traditional/conventional & renewable systems.

## @ SCQF Level 5



### Course Duration:

1 year – 3 hours direct contact

### Location:

This course will be delivered at the College's Dumfries Campus.

### What do I need?

Candidates require an interest in conventional and renewable energy generation as well as a desire to learn about the benefits of renewable technologies.

The primary target group for this course is school learners in S3 and S4. However, the course is also suitable for S5/S6 learners and adult learners who are seeking to enhance their employability and vocational skills in the energy sector.

### What is the course about?

This course provides an overview of where we get our energy from as well as a broad overview of traditional and renewable energy systems, energy conservation and includes an evaluation of an industrial or domestic energy generation facility.

There are many technologies used in the production of energy and this course has been designed to contain both an electrical generation practical/skills element using wind turbines and a heat generation practical/skills element using solar panels.

Other systems used to generate energy from both the traditional/conventional and renewable systems will be discussed and evaluated during the course.

### What will I learn?

How to build and evaluate a wind turbine generator and a hot water solar panel as well as develop an awareness of the role of conventional and renewable energy systems in the UK.

This course will provide learners with a broad introduction to the energy sector allowing them the opportunity to develop skills relevant to the microgeneration energy sector as well as develop the learners' engineering skills.

### Next steps

Successful completion of this course may provide progression onto:

- Level 5 Electrical Engineering
- Level 6 Electrical Engineering
- Wind Turbine Technician
- Level 6 Fabrication & Welding



# Foundation Apprenticeship: Engineering @ SCQF Level 6



## Course Duration:

You will take this course over a two year period, one day (or two half days) in S5 and two full days in S6

## Location:

This course will be delivered at the College's Dumfries Campus with the work placement element being delivered at the employer's premises.

## What do I need?

Potential applicants will require to have achieved a National 5 in Maths, a Science and English at C grade or above. You will also need to take an engineering comprehension and aptitude test as well as a semi-formal interview as part of the entry selection process.

Potential applicants should have an understanding and appreciation of the diverse range of roles within Engineering, as well as the capacity to work efficiently on their own and equally in teams. A motivation to succeed within industry, a willingness to work with due regard to engineering and health & safety and communication and team working skills are all beneficial.

## What is the course about?

Engineers bring ideas to life. They design, create, test and improve all sorts of products and processes. From James Watt's steam engine to Andy Scott's Kelpies, Scotland is great at engineering.

It's an industry offering careers in range of sectors including space, aviation, transport, medicine, technology and fashion.

## What will I learn?

This qualification is at SCQF6 and includes:

- A National Certificate (NC) in an Engineering Discipline at SCQF level 6, for example: Engineering Systems, Mechanical Engineering, Electrical Engineering.
- Core units of an SVQ in Performing Engineering Operations at SCQF level 5
- Work placement experience/industry challenge
- Foundation Apprenticeship certification

## Next steps

You could become an aerospace engineer, chemical engineer, electrical engineer, mechanical engineer or naval architect. You won't always be sitting at a desk and could be working in a laboratory, at sea, underground or a recording studio. And, there's a huge demand for new engineers.

Companies are projected to need 182,000 people with engineering skills each year to 2022 in the UK. There's never been a better time to start your engineering

### IMPORTANT

Courses may be subject to change; as such we are unable to guarantee the running of every course published. If applications have already been made or accepted, you will be notified of any changes or cancellations at the earliest opportunity and every effort will be made to offer you an alternative option.

# Higher National Certificate: Electrical Engineering @ SCQF Level 7



## Course Duration:

This programme requires 6-9 hours of direct contact and additional study plus 3 hours self study.

The HNC requires successful candidates to attend College for a full day on a Friday (9.30-16.30) for the 12 units.

## Location:

This course will be delivered at the College's Dumfries Campus.

## What do I need?

Higher Physics, Higher Mathematics and at least three National 5 A-C passes including Mathematics, Physics/ Sciences Studies and English.

## What is the course about?

Designed for S6 students, this industry recognised Electrical Engineering HNC will enhance employment prospects in the field of Engineering or enable a University route. Gain entry into Year 2 at Dumfries & Galloway College which would shorten the learner journey.

## What will I learn?

- 15 SQA units to cover which include:
- Communications
- Engineering Mathematics 1
- Three Phase Systems
- Electricity Power Systems
- Electrical Machine Principles
- Electrical Safety
- DC and AC Principles
- Application of Electrical and Electronic Instruments
- IT Applications

- Application of Programmable Logic Controllers
- Graded Unit 1
- Electrical Networks and Resonance
- Engineering Mathematics 2
- Electrical Installation Skills

## Next steps

Employment in the Engineering Sector, Technical Apprenticeship, University or an Electrical Apprenticeship



# National Progression Award: Long Hair Design with Make-Up @ SCQF Level 5



## Course Duration:

This programme requires 3 hours of direct contact over 1 year.

## Location:

This course is delivered at our Dumfries Campus.

## What do I need?

- Communication Access 3
- Numeracy Access 3
- ICT Access 3
- Working with Others Access 3
- Problem Solving Access 3

## What is the course about?

This qualification introduces candidates to aspects of long hair and make-up application which with further training could lead to a range of employment opportunities in the hairdressing or beauty industry.

This award is suitable for a wide range of candidates who wish to gain entry into the Hairdressing or Beauty industry.

The main objectives of the qualification are to develop understanding and basic skills in Hairdressing and Beauty.

## What will I learn?

The course content will give you an insight into the industry and help inspire you to make more informed career choices.

- Bridal and Evening Make-Up
- Current Techniques in Long Hair: Basic
- Added hair and styling: an introduction.

## Next steps

This qualification provides clear progression routes to other Hairdressing and Beauty qualifications and provides relevant exit skills.

On successful completion you can apply for NC 5 or suitable modern apprenticeship Hairdressing

- Junior Hairdresser
- Trainee Assistant in a Beauty Salon





# Skills for Work: Health Sector @ SCQF Level 4



## Course Duration:

1 Year - Learners must be 16 at the start of the course.

## Location:

This course will be delivered at the College's Dumfries or Stranraer Campuses / School

## What do I need?

You must have a interest in Health & Social Care and have the ability to write at a National 4 Level, with good communication skills.

## What is the course about?

The Skills for Work Health Care award is designed for you if you are thinking about a career in the Health Care Sector.

The course will help you investigate a wide range of employment opportunities in Health, and will also help you start to develop an understanding of the skills needed to work in care.

Much of the course will involve researching areas of Health which interest you. You will create case studies where you can study a particular health issue which may be of interest to you and follow the pathway that person may take from health to ill health and recovery and/or treatment.

You will look at care services available locally and develop knowledge of how people gain access to these services.

You will be doing group work, individual work and some role play and practical. There is a little biology, some customer service skills, employment skills and so much more.

At SCQF level 4, there will be written work similar to the same level of subjects you would be doing in school.

## What will I learn?

You're choosing to study something you have an interest in already. It's more than just a recognised qualification. You will be aware of a wide range of possibilities of a career in the health service and know what you need to do to be employed in the health sector. You will be aware of all the local care services that may meet the needs of people you know. You'll get the opportunity to talk to a range of guest speakers all of whom work in Health. You will also develop a range of transferable skills through research on the computer, communication, customer service, and practical caring skills.

## Next steps

Care SCQF Level 5 (Skills for Work plus 3 national 4s).

Employment opportunities in the sector.

### IMPORTANT

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# Foundation Apprenticeship: Social Services & Health Care @ SCQF Level 6



## Course Duration:

You can take this course over a one or two year period. Speak to your pupil support teacher for further details.

## Location:

This course will be delivered at the College's Dumfries Campus with the work placement element being delivered at the employer's premises.

## What do I need?

Potential applicants will require to have achieved or working towards four National 5 to include English and preferably Maths at B grade or above. You will also need to take part in a semi-formal interview as part of the entry selection process.

You must be 18 years old by the second year of this course for placement purposes.

## What is the course about?

People are at the heart of healthcare and social services. If you have a passion for improving lives and helping others, a career in this rewarding field could be for you.

## What will I learn?

This qualification is at SCQF6 and includes:

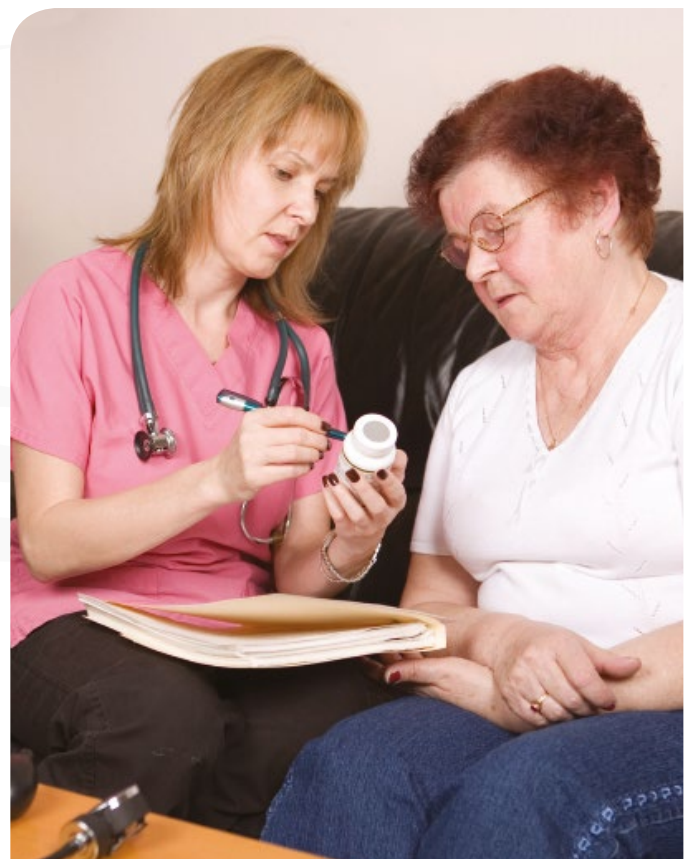
- A National Progression Award (NPA) in Social Services and Healthcare at SCQF level 6
- Core units of an SVQ in Social Services and Healthcare at SCQF level 6
- A work placement
- Foundation Apprenticeship certification

Whether you are undertaking this course over a one or two year period, 50% of your study will be towards the NPA and 50% towards the work based qualification. This is equivalent to one choice over two years or two subject choices over one year.

## Next steps

Provide support for those in need as an adult nurse or children's nurse. Look after people at home or in residential homes as a care home manager, care assistant or residential support worker. Give advice and support to families to help them improve their lives as a social worker. A Foundation Apprenticeship in Social Services and Healthcare helps you prepare for this wide range of different care roles.

Over 161,000 people are currently employed by NHS Scotland. The number of jobs are still growing, and there are great opportunities for progression, too.



# Hospitality: National 4 Practical Cookery @ SCQF Level 4



## Course Duration:

3 hours contact over 1 year.

## Location:

This course will be delivered at School.

## What do I need?

Entry is at the discretion of the school/college, however, candidates should demonstrate the ability to work at SCQF level 4.

## What is the course about?

You will develop the skills to:

- use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- select and use ingredients to produce and garnish or decorate dishes
- develop an understanding of ingredients and their uses and an awareness of responsible sourcing
- develop an awareness of current dietary advice relating to the use of ingredients
- work safely and hygienically

## What will I learn?

The course includes 3 units plus an externally set assessment:

- H20H 74 Cookery Skills, Techniques and Processes
- H20L 74 Understanding and Using Ingredients
- H20M 74 Organisational Skills for Cooking
- H20 P 74 Producing a Meal (Added Value Unit)

## Next steps

This course may provide progression to further study in Hospitality or related areas or employment.



### IMPORTANT

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# Hospitality: Practical Cookery @ SCQF Level 5



## Course Duration:

3 hours of direct contact and additional study.

## Location:

This course will be delivered at the College's Dumfries Campus.

## What do I need?

Entry is at the discretion of the school/college, however, learners should be able to demonstrate the ability to work at SCQF level 5.

## What is the course about?

You will develop the skills to:

- use a range of cookery skills, food preparation techniques and cookery processes when following recipe
- select and use ingredients to produce and garnish or decorate dishes
- develop an understanding of the characteristics of ingredients and an awareness of their sustainability
- develop an understanding of current dietary advice relating to the use of ingredients
- plan and produce meals and present them appropriately
- work safely and hygienically

## What will I learn?

The course includes 3 units plus an externally set assessment:

- H20H 75 Cookery Skills, Techniques and Processes

- H20L 75 Understanding and Using Ingredients
- H20M 75 Organisational Skills for Cooking
- X739 75 Externally set assessment, undertaken in school

## Next steps

The course will provide opportunities for further study in Professional Cookery and Hospitality or for candidates to gain employment.



# Hospitality @ SCQF Level 5



## Course Duration:

3 hours of direct contact and additional study.

## Location:

This course will be delivered at the College's Dumfries Campus.

## What do I need?

Entry is at the discretion of the school/college, however, candidates should be able to demonstrate the ability to work at SCQF level 5.

## What is the course about?

The two units in the programme provide an introduction to the different commercial and non-commercial sectors of the hospitality industry and the types of provision they offer. You will also learn about the organisational aims of hospitality establishments and the products and services they provide. You will develop vocational skills and knowledge and gain practical experience in menu planning; preparing, cooking and presenting a range of foods, serving food and drinks and planning, organising and running a small hospitality event. You will also have the opportunity to prepare for, and take part in, a job interview.

## What will I learn?

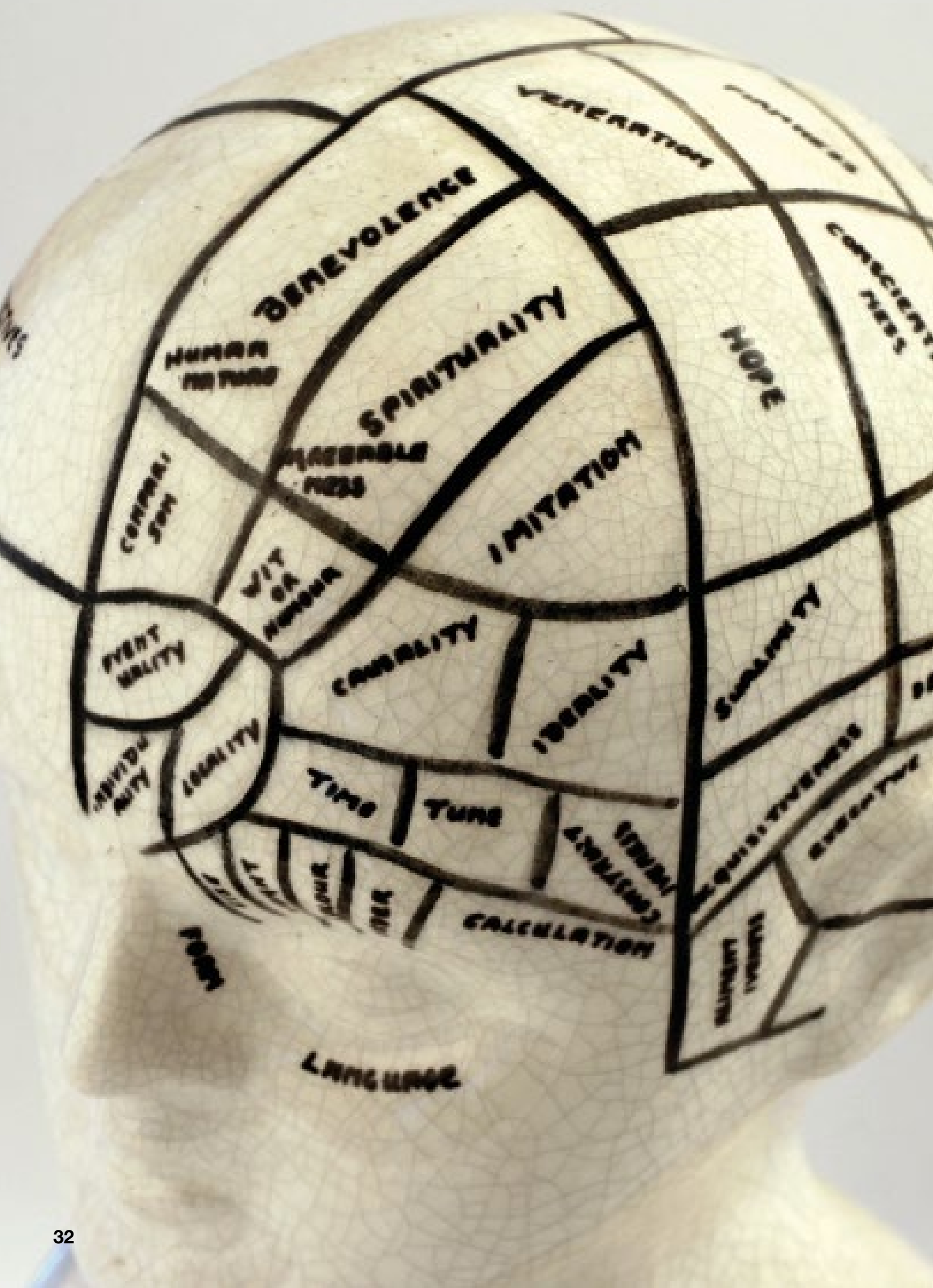
The course includes two units:

- F3J0 11 Hospitality: Developing Skills for Working in Hospitality
- F3J3 11 Hospitality Events.
- The units are delivered alongside the National 5 Practical Cookery course in school.

## Next steps

The course will provide opportunities for further study in Catering and Hospitality or for candidates to gain employment.





# National 5: Psychology @SCQF Level 5



## Course Duration:

3 hours contact with additional study supported by the school over 1 year.

## Location:

This course will be delivered at the College's Dumfries Campus / School

## What do I need?

- Core Skills at N4
- English at N5
- Science subjects at N4
- Social Science at N4 e.g. People in Society or RME
- Good level of Literacy

## What is the course about?

This Course develops learners' ability to explain and evaluate psychological explanations for individual and social behaviour. Psychology provides learners with opportunities to find out about some of the ways that thoughts and emotions can affect how we feel and behave. Psychological knowledge of individual and social behaviour can support learners to understand some of the factors that influence behaviour.

Learning in psychology therefore offers a suitable context for finding out about factors that are important to being a confident individual and a successful learner. As learners develop research skills in psychology, they will learn about ethical implications of research and what this means for them as responsible citizens.

## What will I learn?

This programme comprises of studying the following topics:

- Sleep and Dreams
- Personality
- Conformity
- Research
- Non-verbal Communication

The National 5 Psychology Course assessment has two components: a question paper and an assignment comprising of an assignment and an exam. Candidates must pass both components to attain the award of National 5 psychology.

## Next steps

This course may provide progression to Higher Psychology course. Other SQA qualifications in social studies, social science or related areas at SCQF level 6.

### IMPORTANT

Courses may be subject to change; as such we are unable to guarantee the running of every course published. If applications have already been made or accepted, you will be notified of any changes or cancellations at the earliest opportunity and every effort will be made to offer you an alternative option.

# Higher Level: Psychology @SCQF Level 6



## Course Duration:

4 hours contact with additional study supported by the school.

## Location:

This will be delivered at the College's Dumfries Campus / School

## What do I need?

Applicants, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- National 5 Psychology Course units
- National 5 Science
- Social studies or social sciences Courses at SCQF level 5 or relevant component Units
- A minimum A Pass for N5 English or a pass in Higher English.

## What is the course about?

This Course develops learners' ability to analyse psychological explanations for individual and social behaviour. Psychology provides learners with opportunities to find out about some of the ways that thoughts and emotions can affect how we feel and behave. Psychological knowledge of individual and social behaviour can support learners in personal and professional relationships, and can enable them to understand some of the factors that influence behaviour. Learning in psychology therefore offers a suitable context for finding out about factors that are important to being a confident individual and a successful learner. As learners develop research skills in psychology, they will learn about the ethical implications of research and what this means for them as responsible citizens.

## What will I learn?

This course covers the study of the following topics:

- Sleep and Dreams
- Memory
- Conformity and Obedience
- Social Relationships
- Research

The course has two components which are examined by SQA. Both components must be passed to attain the award:

- A research project submitted to SQA.
- An end of year exam.

## Next steps

This Course may provide progression to: other qualifications in psychology, social sciences, social studies or related areas. Other progression pathways are possible including progression to other qualifications at the same or different levels. These include Access to Higher education and HNC Social Science at Dumfries and Galloway College.

### IMPORTANT

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# Skills for Work: Sport & Recreation National 5 @ SCQF Level 5



## Course Duration:

This programme requires 3 hours of direct contact over 1 year.

## Location:

This course will be delivered at School

## What do I need?

Entry is at the discretion of the school/ college but candidates should be able to demonstrate the ability to work at SCQF level 5.

## What is the course about?

This course is designed to develop a candidate's skills and knowledge for working in the sport and fitness industry. would be doing in school.

## What will I learn?

The course consists of 4 Sport and Recreation Units:

- Assist with a Component of Activity Sessions
- Employment Opportunities in the Sport and Recreation Industry
- Assist with Fitness Programming
- Assist with Daily Centre Duties

## Next steps

The course will provide candidates with practical experience in sports activity delivery, fitness activity delivery and leisure facility duties and could therefore lead to employment in any of these areas.

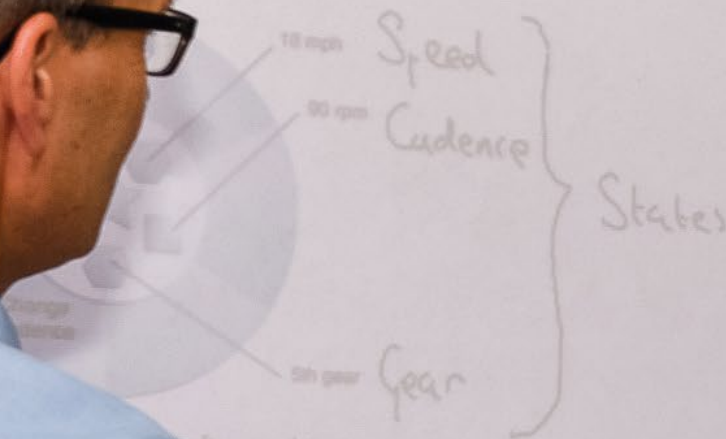


### IMPORTANT

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Software objects are conceptually similar to real-world objects: they too consist of state and related behaviour. An object stores its state in fields (variables in some programming languages) and exposes its state through methods (functions in some programming languages). Methods operate on the state and serve as the primary mechanism for object-to-object communication. Most interactions between objects are performed through an object's methods. This is a fundamental principle of object-oriented programming.

example:



software object.

```
bicycle.py - C:/Users/burns/Downloads/bicycle.py
File Edit Format Run Options Window Help

class ConvertBicycle:

    # Method 1 - standard method definition
    # when an instance of the class is created
    # The 'self' label must now be present
    def __init__(self):
        # the value of the attribute 'bicycle'
        self._bicycle = 0

    # Method 2 - method named 'convertbicyclespeed'
    # any program that is using the class
    def convertbicyclespeed(self, bicycle):
        # The value of the 'bicycle' parameter
        # assigned to the attribute 'bicycle'
        self._bicycle = bicycle
        # Convert speed value.
        self._bicycle = (self._bicycle * 1.60934) / 1000
        # Return the 'bicycle' value to the caller
        return self._bicycle

# End of ConvertBicycle class definitions
```



# National 5

## Applications of Mathematics

### @ SCQF Level 5



#### Course Duration:

1 Year - Learners must be 16 at the start of the course.

#### Location:

This course will be delivered at the College's Dumfries or Stranraer Campuses / School

#### What do I need?

Learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- National 4 Mathematics or Applications of Mathematics

#### What is the course about?

The purpose of the National 5 applications of Mathematics course is to motivate and challenge candidates by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic. The mathematical skills within this course are underpinned by numeracy and designed to develop candidates' mathematical reasoning skills in areas relevant to learning, life and work.

#### What will I learn?

This course comprises units in Numeracy, Finance and Statistics and Geometry. The entire course is exam based typically in early May.

#### Next steps

This course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities, as well as skills for learning,

skills for life and skills for work. SQA currently offer students a choice in the mathematics subject that they study. Students who plan to go on to complete a Higher in mathematics are advised to complete the 'Pure' National 5 Mathematics course that is offered in all schools.

However, students who do not plan to have a career that involves complex numerical calculations may benefit from studying the other maths offering known as Applications of Mathematics.

This qualification is currently being accepted by the majority of universities as a valid alternative to National 5 to progress onto courses in nursing, primary teaching, social work etc.



#### IMPORTANT

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# Open Learning Higher Human Biology (CFE) @ SCQF Level 6



## Course Duration:

1 Year

## Location:

As allocated by school.

## What do I need?

While entry is at the discretion of the centre, candidates would normally be expected to have attained a Biology National Qualification at SCQF Level 5 or it's equivalent.

## What is the course about?

The Higher Human Biology course provides a broad based integrated study of a selected range of biological topics which build on previous study. The course content is set in contexts that are of particular significance and relevance to the human species.

The course provides the opportunity for candidates to acquire a deeper understanding of cellular processes, physiological mechanisms, communication between organisms and the biology of populations as they apply to the human species.

By setting these in human contexts relevant to candidates, opportunities arise naturally to develop capabilities associated with becoming successful candidates, confident individuals, responsible citizens and effective contributors.

## What will I learn?

The course contains:

- Human Cells
- Physiology and Health
- Neurobiology and Communication
- Immunology and Public Health

## Next steps

This course may provide progression to social sciences, social services, nursing & veterinary nursing.



# Open Learning National 5 Psychology @ SCQF Level 5



## Course Duration:

1 Year

## Location:

As allocated by school.

## What do I need?

- Core Skills at N4
- English at N5
- Science subjects at N4
- Social Science at N4 e.g. People in Society or RME
- Good level of Literacy

## What is the course about?

This Course develops learners' ability to explain and evaluate psychological explanations for individual and social behaviour. Psychology provides learners with opportunities to find out about some of the ways that thoughts and emotions can affect how we feel and behave. Psychological knowledge of individual and social behaviour can support learners to understand some of the factors that influence behaviour.

Learning in psychology therefore offers a suitable context for finding out about factors that are important to being a confident individual and a successful learner. As learners develop research skills in psychology, they will learn about ethical implications of research and what this means for them as responsible citizens.

## What will I learn?

This programme comprises of studying the following topics:

- Sleep and Dreams
- Personality
- Conformity
- Research
- Non-verbal Communication

The National 5 Psychology Course assessment has two components: a question paper and an assignment comprising of an assignment and an exam. Candidates must pass both components to attain the award of National 5 psychology.

## Next steps

This course may provide progression to Higher Psychology course. Other SQA qualifications in social studies, social science or related areas at SCQF level 6.



# Open Learning Higher Psychology @ SCQF Level 6



## Course Duration:

1 Year

## Location:

As allocated by school.

## What do I need?

Applicants, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- National 5 Psychology Course units
- National 5 Science
- Social studies or social sciences Courses at SCQF level 5 or relevant component Units
- A minimum A Pass for N5 English or a pass in Higher English.

## What is the course about?

This Course develops learners' ability to analyse psychological explanations for individual and social behaviour. Psychology provides learners with opportunities to find out about some of the ways that thoughts and emotions can affect how we feel and behave.

Psychological knowledge of individual and social behaviour can support learners in personal and professional relationships, and can enable them to understand some of the factors that influence behaviour.

Learning in psychology therefore offers a suitable context for finding out about factors that are important to being a confident individual and a successful learner. As learners develop research skills in psychology, they will learn about the ethical implications of research and what this means for them as responsible citizens.

## What will I learn?

This course covers the study of the following topics:

- Sleep and Dreams
- Memory
- Conformity and Obedience
- Social Relationships
- Research

The course has two components which are examined by SQA. Both components must be passed to attain the award:

- A research project submitted to SQA.
- An end of year exam.

## Next steps

This Course may provide progression to: other qualifications in psychology, social sciences, social studies or related areas. Other progression pathways are possible including progression to other qualifications at the same or different levels. These include Access to Higher education and HNC Social Science at Dumfries and Galloway College.

### IMPORTANT

Courses may be subject to change; as such we are unable to guarantee the running of every course published. If applications have already been made or accepted, you will be notified of any changes or cancellations at the earliest opportunity and every effort will be made to offer you an alternative option.

# Open Learning Higher Sociology @ SCQF Level 6



## Course Duration:

1 Year

## Location:

As allocated by school.

Whatever your circumstances may be, our Open Learning courses offer you the flexibility to choose. You set the pace of your study and you can enrol for single modules or work towards a recognised qualification.

## What do I need?

Entry to this course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and / or experience:

- National 5 Sociology course or relevant component units
- National 5 Modern Studies course or relevant component units.

## What is the course about?

This course develops the learners' sense of themselves as part of society. It uses a sociological approach, which encourages learner to ask questions about the social world in which we live and to use evidence to support explanations for human social behaviour. The course will therefore enable learners to become familiar with research methods and the use of evidence in sociology.

Learners will be equipped with the knowledge and understanding of the sociological perspectives, theories and concepts used to investigate and explain aspects of the social world. The sociological understanding that develops from learning

in this course is used to question commonly-held assumptions about society and to consider sociological explanations.

## What will I learn?

Learners apply sociological perspectives, theories, concepts and research evidence to analyse society.

Units:

- Sociology: Human Society
- Sociology: Culture and Identity
- Sociology: Social Issues

## Next steps

This course may provide progression to other qualifications such as social services, social sciences politics and many more.

### IMPORTANT

Courses may be subject to change; as such we are unable to guarantee the running of every course published. If applications have already been made or accepted, you will be notified of any changes or cancellations at the earliest opportunity and every effort will be made to offer you an alternative option.



# Student Support Learning Resources Dumfries & Stranraer Campus

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## The Library

The Library staff at Dumfries and Stranraer Campuses can help you to find your way around the Library with confidence and access online information in support of your course work.

The Library at Dumfries Campus provides a wide range of services to support your studies including:

- Books, magazines and newspapers
- Quiet study rooms and research spaces
- Access to computers
- Electronic databases
- Photocopying facilities

Access is provided to a collection of books and magazines held on site at Stranraer Campus.

Due to the partnership between Dumfries and Galloway College and the University of the West of Scotland (UWS), staff and students also have access to the UWS book stock at the Ayr, Hamilton and Paisley sites.

## The Crichton Library Charter

The Crichton Library exists to provide library services to all staff and students on the Crichton Campus. We aim to:

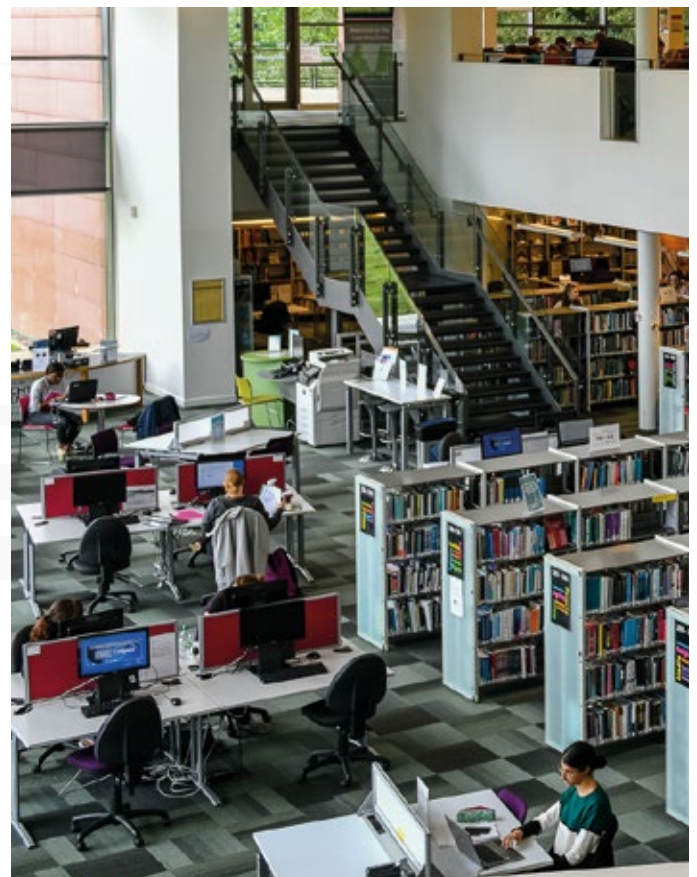
- Provide the resources needed to support all courses and modes of study.
- Provide help to research and locate information.
- Create a friendly and welcoming atmosphere.
- Be helpful and courteous towards all.
- Provide a range of study accommodation suitable for different learning styles.
- Deal with complaints promptly and thoroughly.

In order to do these things we need your help. We ask you to:

- Have your Library card with you when you want to borrow items.
- Be responsible for all items borrowed on your account.
- Treat other students and staff with courtesy and respect.
- Eat and drink in designated areas of the Library.
- Show respect for the surroundings by leaving study areas clean and tidy and putting litter in the bins provided.
- Observe the noise restrictions in designated areas of the Library.

Provide feedback on our services by:

- Email [librarydumfries@uws.ac.uk](mailto:librarydumfries@uws.ac.uk)
- Phone: 01387 734323
- Quality Unit comment card



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## The Independent Learning Centre

Specialist staff are available in the Independent Learning Centres (ILCs) at our Dumfries and Stranraer Campus sites, to assist students with their numeracy and communication skills. We have several methods available to assess student needs and focus support on the essential skills of reading, writing and numeracy.

The ILCs have been developed to assist students in all aspects of their studies, supporting them throughout their course. No one is good at everything, but the staff in the ILCs have the experience to help you improve your study skills through practical advice and support. You can choose how you learn using either paper-based material or on-line learning materials. The help available includes many areas such as: Study Skills, Numeracy and Communication. Support is offered either by appointment or by drop in, please make the most of this facility - it can make a big difference to your achievements. To discuss your particular needs contact the ILC staff.

## The Learning Zone

It provides a welcoming but structured environment where, with support from our staff, you can use computers as part of your studies or in your own time.

Making this successful depends on your cooperation when using the facility, and on your feedback in helping us to improve the service we provide.

In the Learning Zone we have 100 PC's and Macs with printing facilities, which can also be used in your own time for personal use. We can also provide basic stationery items such as stapler, hole punch, scissors, Sellotape ect.. We also facilitate a proofreading service where you can leave coursework to be checked before final submission.

Learning Zone staff maintain an atmosphere conducive to learning, and will assist learners in any way we can, including use of IT equipment and computer applications, formatting of coursework, completing absence forms and online applications, and we can request the reset of forgotten passwords.

## The Flexible Access Centre

At Stranraer Campus there is a multi PC Flexible Access Centre, including library facilities, which allows you to use computers and learning materials on a drop-in / book-in basis. The centre staff are available to support you with using the computers, accessing learning resources and using the internet for research. The staff are also trained in identifying customised learning courses to enable you to improve your IT and internet skills.



## Dumfries & Galloway College

Dumfries Campus  
Bankend Road  
College Gate  
Dumfries  
DG1 4FD

**Tel:** 01387 734000

**Email:** [Info@dumgal.ac.uk](mailto:Info@dumgal.ac.uk)

Stranraer Campus  
Lewis Street  
Stranraer  
DG9 7AL

**Tel:** 01776 706633

**Email:** [Info@dumgal.ac.uk](mailto:Info@dumgal.ac.uk)

Scottish Charity No. SCO21189



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



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# Foundation Apprenticeships in Dumfries & Galloway

2019



# Contents

Your Questions Answered	3
Creative & Digital Media	4
Food & Drink Technologies	6
Engineering	8
Social Services & Healthcare	10
Social Services, Children & Young People	12
Pathway to Colleges	14
Pathway to Universities	15
Our Case Study - Fergus Lambert	16
Contact Information	17

# Your Questions Answered

## What are Foundation Apprenticeships?

Foundation Apprenticeships are a work-based learning opportunity for senior-phase secondary school pupils. Lasting one or two years, pupils typically, but not exclusively begin their Foundation Apprenticeship in S5. Young people spend time out of school at college and with a local employer, completing a Foundation Apprenticeship alongside other subjects that are part of their school curriculum, like National Qualifications.

## What is Involved in the Course?

Your Foundation Apprenticeship course will combine hands-on learning with essential knowledge, which you will get the chance to test out on your work placement. It fits alongside your other subjects in your senior timetable.

You will complete a qualification at school or college, which will develop the skills and knowledge for a particular industry. There may be a project set by employers and visits to industry. In addition, you will complete an SVQ qualification in a work placement away from school.

The course is the same level of learning as a Higher (SCQF6) but you are assessed as you go along, so there is no final exam.

## Who is eligible?

S5 & S6 students attending school.

## Where Can I Get More Information?

Visit [www.apprenticeships.scot/foundation](http://www.apprenticeships.scot/foundation) to find out more. You can hear from Apprentices

and find out more about the types of apprenticeships, the benefits and what is available in your area.

## Which Courses Are Available?

Available in Dumfries & Galloway in 2019



Creative & Digital Media



Food and Drink Technologies



Engineering



Social Services & Health Care



Social Services, Children & Young People

## What Are The Benefits?

You can use your Foundation Apprenticeship to get into a Modern Apprenticeship, Graduate Apprenticeship, College or University, or straight into employment.

You gain technical workplace knowledge, plus confidence, communication and teamwork skills.

It also counts as one of your entry qualifications into all colleges and universities across Scotland.

## How Do I Apply?

Select the framework you are interested in on your options form and complete the application form available from the following websites:

- [www.dgtap.co.uk/](http://www.dgtap.co.uk/)
- [www.dumgal.ac.uk](http://www.dumgal.ac.uk)
- [www.dywdg.co.uk](http://www.dywdg.co.uk)
- School websites



# Creative & Digital Media

## Course Duration:

You can take this course over a one or two year period. Speak to your pupil support teacher for further details.

## Location:

Joint delivery between schools, training provider and employer. Details to be confirmed. Please speak to your pupil support teacher.

## Course overview:

This qualification is at SCQF level 6 and includes:

- A National Progression Award (NPA) in Creative and Digital Media at SCQF level 6
- Part of the Diploma on Creative Digital Media at SCQF level 7
- A media project unit at SCQF level 6
- A substantial work placement

Whether you are undertaking this course over a one or two-year period, 50% of your study will be towards the NPA and 50% the 'work based' part of the qualification. This is equivalent to one choice over two years or two subject choices over one year.

## What do I need?

There are no specific qualifications for this course, but applicants will go through a semi-formal recruitment process and should be able to demonstrate their ability to work at SCQF level 6. Your application will be reviewed by people who know the industry well. You may be able to demonstrate this through National

Qualifications, part-time employment or be able to demonstrate a genuine passion for this area of work – or a combination of.

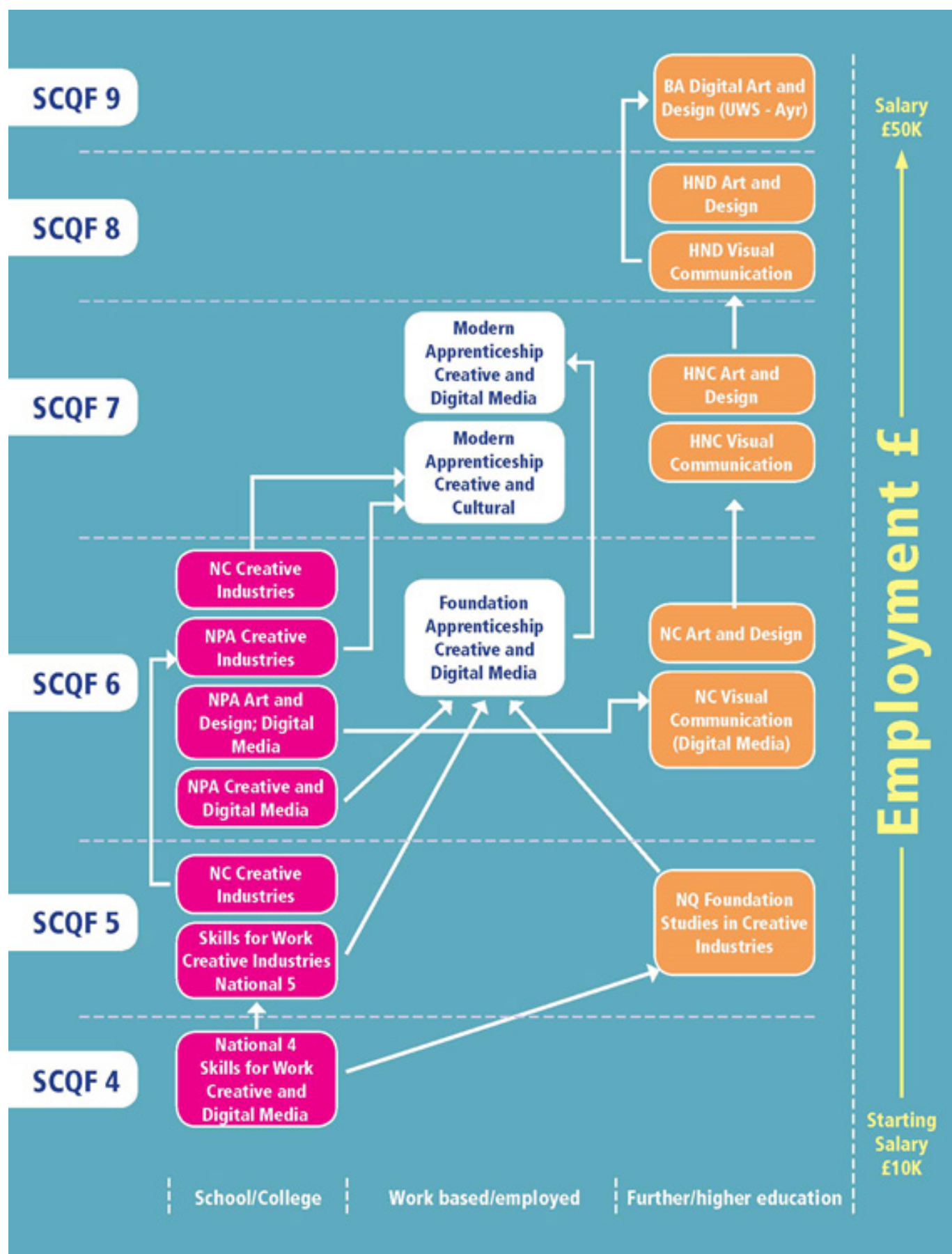
## Why Should I Pick This Course?

If you have an interest in the Creative Sector and enjoy working in a hands on, practical manner, this qualification will suit you. Creative Digital Media (CDM) encompasses the range of creative roles where interactive media storytelling and commerce come together.

Creative digital content support services such as marketing, advertising or information gathering, offers a vast array of job roles ranging from pure creative to more technical and data-driven responsibilities.

More importantly, this growing sector needs people! One third of tech companies cite talent shortages as an inhibitor to expansion and there are significant opportunities for young creative people whose interest in digital media extends beyond consuming content and into creating it and getting it out to audiences.

This is an illustration of what could be a pathway for Creative and Digital Media. It is not definitive. This has been created to show the curricular 'fit' of Foundation Apprenticeships as well as the different ways of attaining for future employment in this sector.





# Food & Drink Technology

## Course Duration:

You can take this course over a one or two year period. Speak to your pupil support teacher for further details.

## Location:

Joint delivery between schools, training provider and employer. Details to be confirmed. Please speak to your pupil support teacher.

## Course overview:

This qualification is at SCQF level 6 and includes:

- A National Progression Award (NPA) in Food Manufacturing at SCQF level 6
- REHIS Unit Elementary Food Hygiene
- REHIS Elementary Health and Safety Certificate
- SVQ in Food and Drink Operations at SCQF level 6 (part of)
- Foundation Apprenticeship Certification Unit

This provides exemption from the SVQ units towards the SVQ in Food and Drink Operations at SCQF Level 6 and Modern Apprenticeship in Food and Drink Operations at SCQF Level 6.

Whether you are undertaking this course over a one or two year period, 50% of your study will be towards the NPA and 50% towards the work based qualification. This is equivalent to one choice over two years or two subject choices over one year.

## What do I need?

There are no specific qualifications for this course, but applicants will go through a semi-

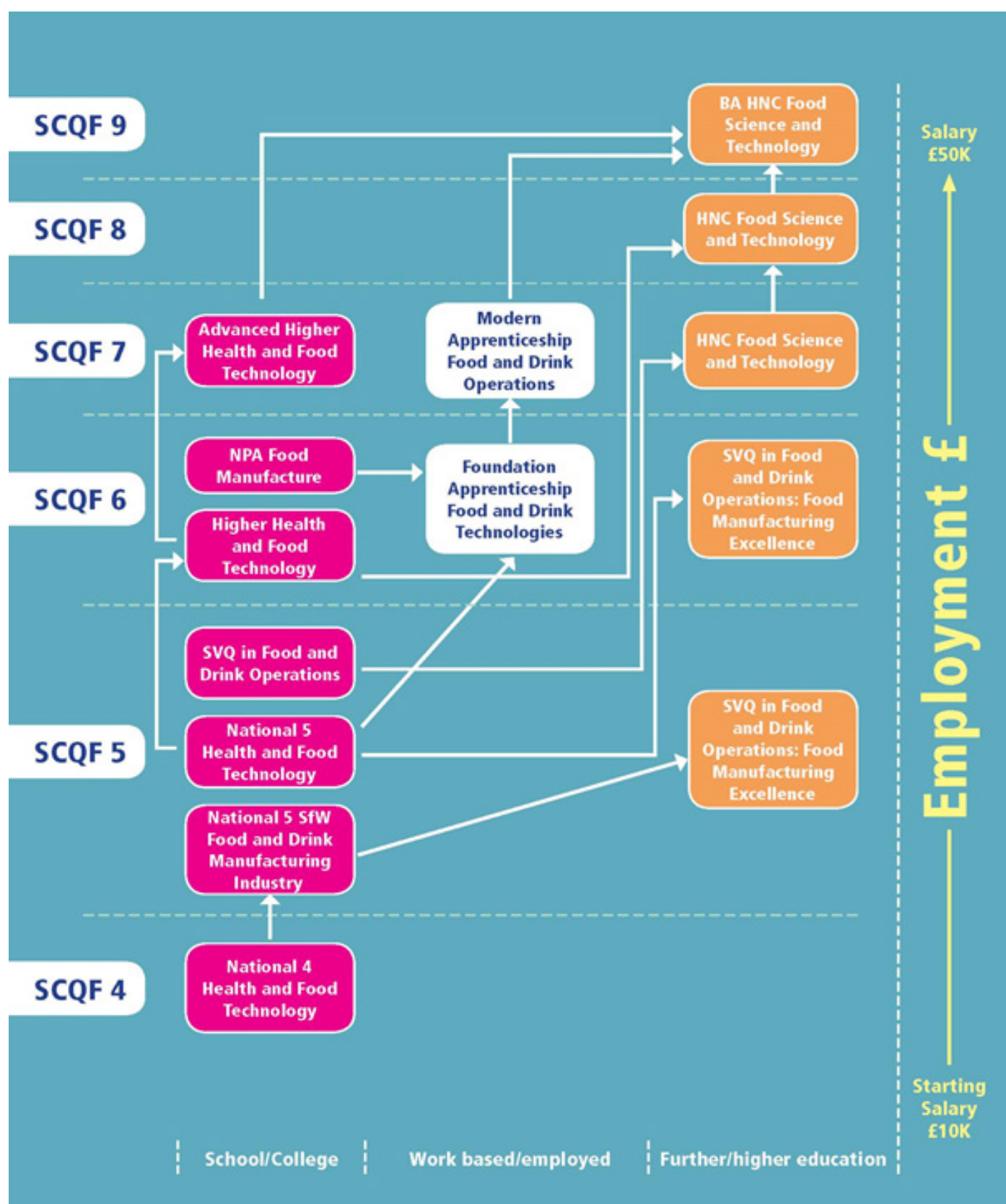
formal recruitment process and should be able to demonstrate their ability to work at SCQF level 6. Your application will be reviewed by people who know the industry well. You may be able to demonstrate this through National Qualifications, part-time employment or be able to demonstrate a genuine passion for this area of work – or a combination of. Potential applicants should have an understanding and appreciation of the diverse range of roles within the Food sector in general (Field to Fork), as well as the capacity to work efficiently on their own and equally in teams. A good level of written and spoken English, Numeracy skills, a motivation to succeed within industry, a willingness to work with due regard to food safety and health & safety and communication and team working skills are all beneficial.

## Why Should I Pick This Course:

The food and drink sector offers a range of challenging and rewarding careers, covering a whole range of areas including food science, product development, marketing and communications, nutrition and well-being, HER, packaging, research and design – with a particular demand for engineers.

There will continue to be significant job opportunities across all occupations within the food and drink sector in Scotland – taking account of the changing occupational demand for skills and to replace those who retire, change occupations or move away. Food and drink offers excellent and exciting career prospects. We'll always need food so there will always be jobs!

This is an illustration of what could be a pathway for Food and Drink Technologies. It is not definitive. This has been created to show the curricular 'fit' of Foundation Apprenticeships as well as the different ways of attaining for future employment in this sector.





# Engineering

## Course Duration:

You will take this course over a two year period, one day (or two half days) in S5 and two full days in S6

## Location:

This course will be delivered at the College's Dumfries Campus with the work placement element being delivered at the employer's premises.

## Course overview:

This qualification is at SCQF6 and includes:

- A National Certificate (NC) in an Engineering Discipline at SCQF level 6, for example: Engineering Systems, Mechanical Engineering, Electrical Engineering.
- Core units of an SVQ in Performing Engineering Operations at SCQF level 5
- Work placement experience/industry challenge
- Foundation Apprenticeship certification

## What do I need?

Potential applicants will require to have achieved a National 5 in Maths, a Science and English at C grade or above. You will also need to take an engineering comprehension and aptitude test as well as a semi-formal interview as part of the entry selection process.

Potential applicants should have an understanding and appreciation of the diverse range of roles within Engineering, as well as the capacity to work efficiently on their

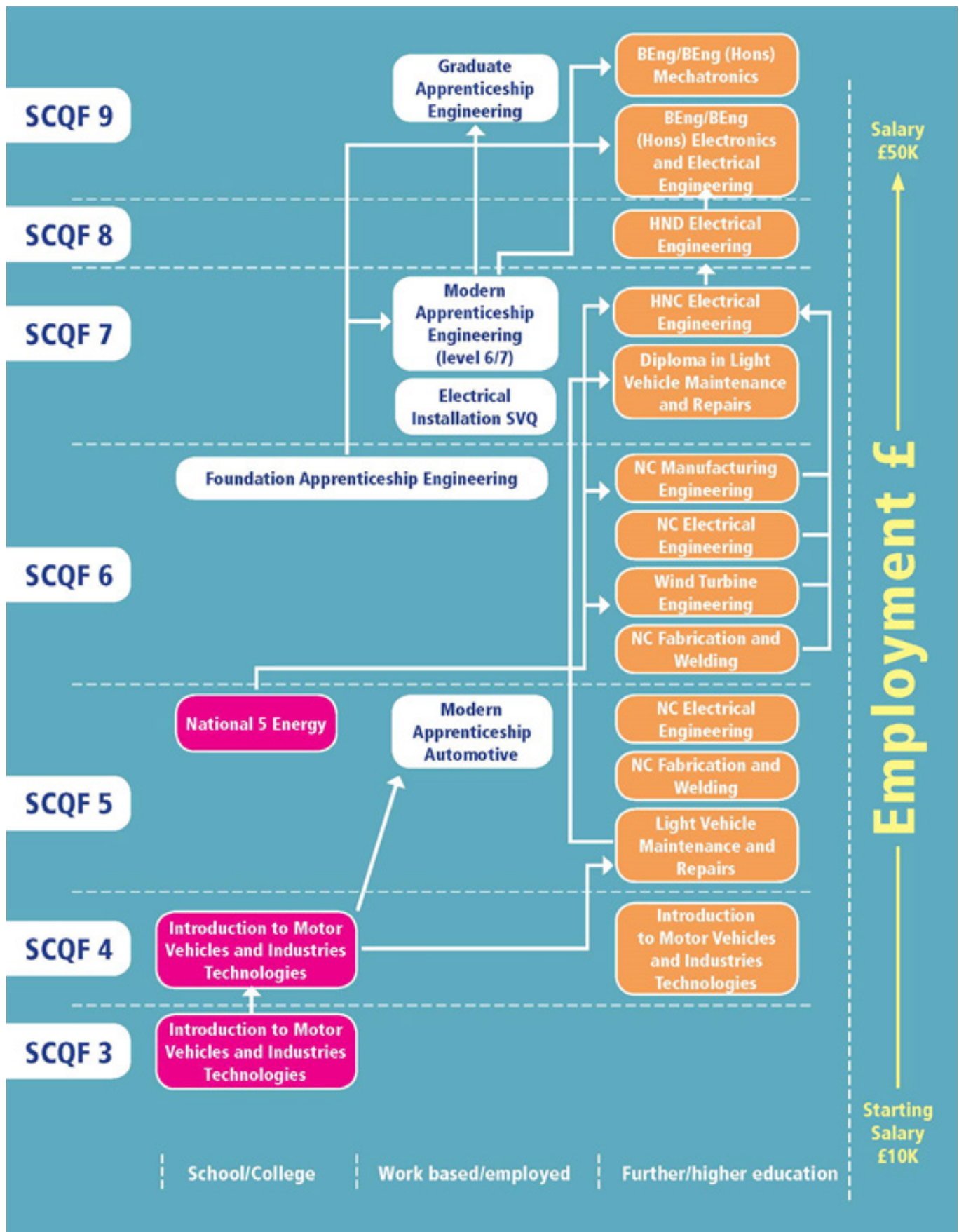
own and equally in teams. A motivation to succeed within industry, a willingness to work with due regard to engineering and health & safety and communication and team working skills are all beneficial.

## Why Should I Pick This Course?

Engineers bring ideas to life. They design, create, test and improve all sorts of products and processes. From James Watt's steam engine to Andy Scott's Kelpies, Scotland is great at engineering. It's an industry offering careers in range of sectors including space, aviation, transport, medicine, technology and fashion. You could become an aerospace engineer, chemical engineer, electrical engineer, mechanical engineer or naval architect. You won't always be sitting at a desk and could be working in a laboratory, at sea, underground or a recording studio.

And, there's a huge demand for new engineers. Companies are projected to need 182,000 people with engineering skills each year to 2022 in the UK. There's never been a better time to start your engineering

This is an illustration of what could be a pathway for Engineering. It is not definitive. This has been created to show the curricular 'fit' of Foundation Apprenticeships as well as the different ways of attaining for future employment in this sector.





# Social Services & Healthcare

## Course Duration:

You can take this course over a one or two year period. Speak to your pupil support teacher for further details.

## Location:

This course will be delivered at the College's Dumfries Campus with the work placement element being delivered at the employer's premises.

## Course overview:

This qualification is at SCQF6 and includes:

- A National Progression Award (NPA) in Social Services and Healthcare at SCQF level 6
- Core units of an SVQ in Social Services and Healthcare at SCQF level 6
- A work placement
- Foundation Apprenticeship certification

Whether you are undertaking this course over a one or two year period, 50% of your study will be towards the NPA and 50% towards the work based qualification. This is equivalent to one choice over two years or two subject choices over one year.

## What do I need?

Potential applicants will require to have achieved or working towards four National 5 to include English and preferably Maths at B grade or above. You will also need to take part in a semi-formal interview as part of the entry selection process. You must be 18 years old by the second year of this course for placement purposes.

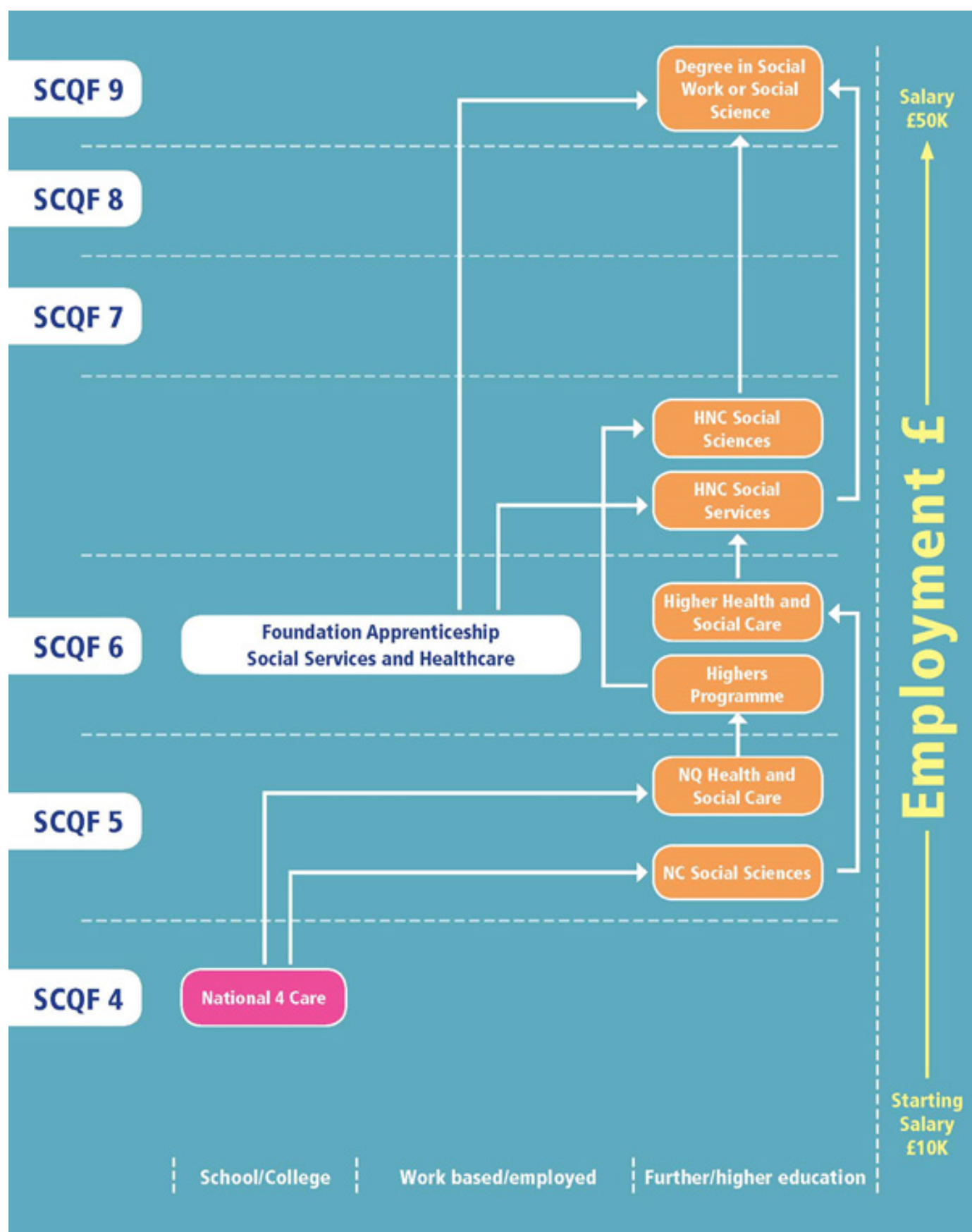
## Why Should I Pick This Course?

People are at the heart of healthcare and social services. If you have a passion for improving lives and helping others, a career in this rewarding field could be for you.

Provide support for those in need as an adult nurse or children's nurse. Look after people at home or in residential homes as a care home manager, care assistant or residential support worker. Give advice and support to families to help them improve their lives as a social worker. A Foundation Apprenticeship in Social Services and Healthcare helps you prepare for this wide range of different care roles.

Over 161,000 people are currently employed by NHS Scotland. The number of jobs are still growing, and there are great opportunities for progression, too.

This is an illustration of what could be a pathway for Social Services and Healthcare. It is not definitive. This has been created to show the curricular 'fit' of Foundation Apprenticeships as well as the different ways of attaining for future employment in this sector.





# Social Services, Children & Young People

## Course Duration:

You can take this course over a one or two year period. Speak to your pupil support teacher for further details.

## Location:

This course will be delivered at the College's Dumfries Campus with the work placement element being delivered at the employer's premises.

## Course overview:

This qualification is at SCQF6 and includes:

- A National Progression Award (NPA) in Social Services, Children and Young People SCQF level 6
- Core units of an SVQ in Social Services and Healthcare at SCQF level 6
- A work placement
- Foundation Apprenticeship certification

Whether you are undertaking this course over a one or two year period, 50% of your study will be towards the NPA and 50% towards the work based qualification. This is equivalent to one choice over two years or two subject choices over one year.

## What do I need?

Potential applicants will require to have achieved or working towards four National 5 to include English and preferably Maths at B grade or above. You will also need to take part in a semi-formal interview as part of the entry selection process.

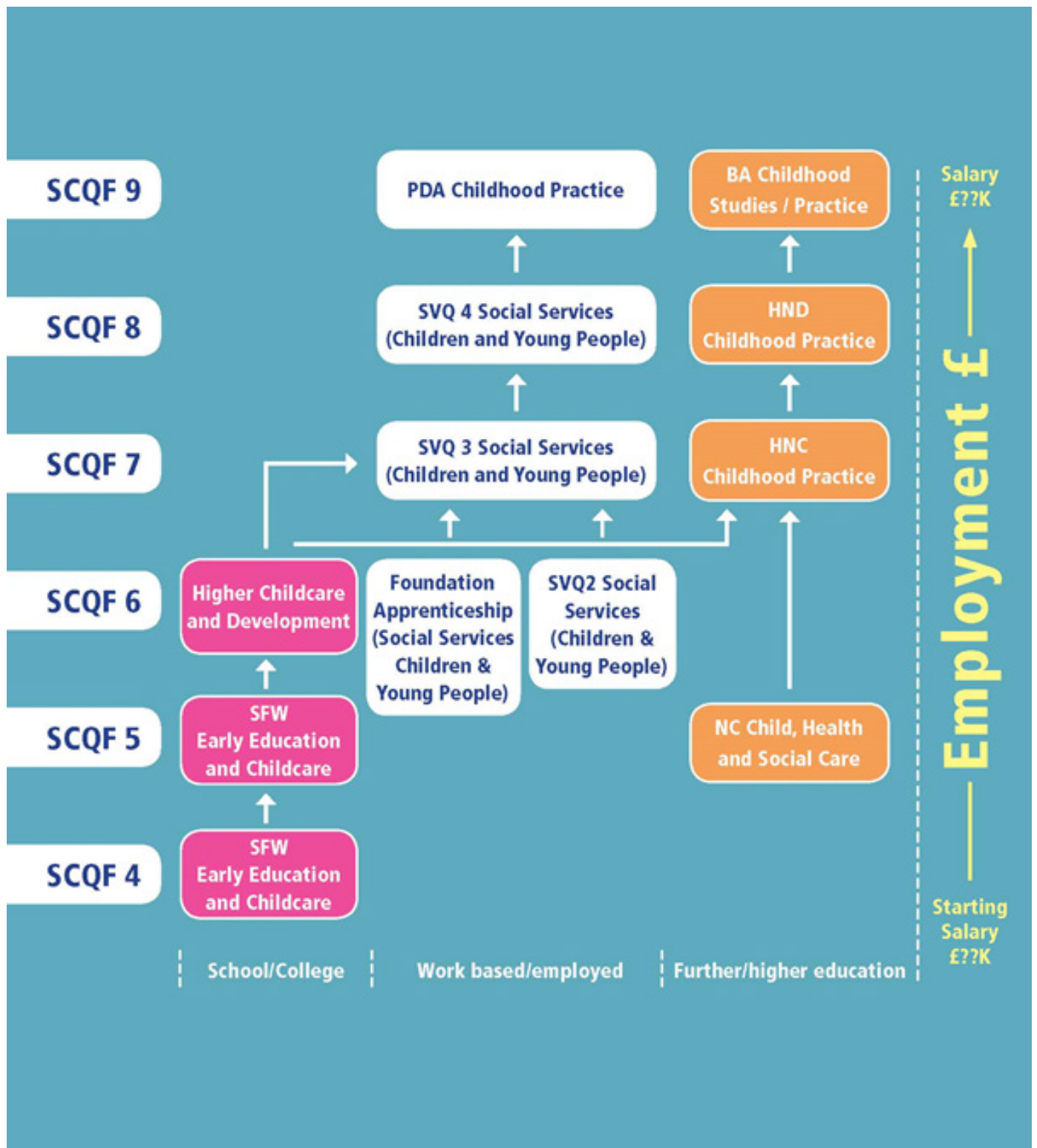
## Why Should I Pick This Course?

Every child deserves the best start in life to grow up happy, healthy and confident. You can help make sure this happens.

With this Foundation Apprenticeship, you will be prepared for a wide range of different childcare roles. Look after young children as a nanny, nursery worker or childminder. Organise fun activities, which help young people build their self-esteem as a playworker. Give children and their families vital support as a social worker.

In Scotland, over 203,000 people work in social services. The number of jobs are still growing, and there are great opportunities for progression, too.

This is an illustration of what could be a pathway for Social Services, Children and Young People. It is not definitive. This has been created to show the curricular 'fit' of Foundation Apprenticeships as well as the different ways of attaining for employment in this sector.



# College Opportunities

## FOUNDATION APPRENTICESHIP TO COLLEGE OPPORTUNITY

### How to read this table:

#### Same subject area applications (e.g. FA Accounting to HNC Accounting)

- ✓ Direct entry with FA, no additional qualifications required
- ✓<sup>1</sup> Entry with FA plus unspecified qualifications (e.g. FA plus additional Higher and/or Nat 5s)
- ✓<sup>2</sup> Entry with FA plus specified qualifications (e.g. FA plus Higher English and/or Nat 5 Maths)

#### Different subject area applications (e.g. FA Accounting to HNC Healthcare)

FA recognised as a Higher

- No HNC/D provision for this FA (e.g. FA will be recognised as a Higher)

please  
check with  
colleges  
for specific  
details

College	Accountancy	Business Skills	Civil Engineering	Creative & Digital Media	Engineering	Financial Services	Food & Drink Technologies	ICT Hardware	ICT Software	Scientific Technologies	Children & Young People	Healthcare
Ayrshire College	●	✓	✓	●	✓	●	●	●	✓ <sup>2</sup>	✓ <sup>2</sup>	✓ <sup>2</sup>	●
Borders College	●	✓	✓	✓ <sup>2</sup>	✓ <sup>2</sup>	●	●	✓	✓	✓	✓ <sup>2</sup>	✓ <sup>2</sup>
City of Glasgow College	✓	✓	✓	✓ <sup>2</sup>	✓	●	●	✓ <sup>2</sup>	✓ <sup>2</sup>	✓	✓ <sup>2</sup>	✓ <sup>2</sup>
Dumfries & Galloway College	✓	✓	✓	✓	✓	●	●	●	✓	✓	✓	✓
Dundee & Angus College	✓	✓	✓	✓	✓	●	●	✓	✓	✓	✓	✓
Edinburgh College	✓	✓	✓	✓	✓	●	●	✓ <sup>1</sup>	✓ <sup>1</sup>	●	●	✓ <sup>1</sup>
Fife College	✓ <sup>1</sup>	✓ <sup>2</sup>	✓ <sup>2</sup>	✓	✓	●	●	✓ <sup>1</sup>	✓ <sup>2</sup>	✓ <sup>2</sup>	✓ <sup>2</sup>	✓ <sup>2</sup>
Forth Valley College	✓	✓	✓	✓ <sup>2</sup>	✓	●	●	✓ <sup>2</sup>	✓ <sup>2</sup>	✓ <sup>1</sup>	✓	✓ <sup>2</sup>
Glasgow Clyde College	✓	✓	✓	✓	✓	●	●	✓	✓	✓ <sup>2</sup>	✓ <sup>2</sup>	✓ <sup>2</sup>
Glasgow Kelvin College	●	✓	✓	✓	✓	●	●	✓	✓	●	✓ <sup>2</sup>	✓ <sup>2</sup>
New College Lanarkshire	✓	✓	✓	✓ <sup>2</sup>	✓	✓ <sup>2</sup>	✓ <sup>2</sup>	✓ <sup>2</sup>	✓ <sup>2</sup>	✓ <sup>2</sup>	✓ <sup>2</sup>	✓ <sup>2</sup>
North East Scotland College	✓	✓ <sup>1</sup>	✓	✓ <sup>1</sup>	✓	●	●	✓ <sup>2</sup>	✓ <sup>2</sup>	✓ <sup>2</sup>	✓ <sup>2</sup>	✓ <sup>2</sup>
South Lanarkshire College	✓	✓	✓	✓	✓	●	●	✓	✓	✓ <sup>2</sup>	✓ <sup>2</sup>	✓ <sup>2</sup>
University of Highlands and Islands	✓	✓	✓	✓	✓	✓ <sup>2</sup>	✓ <sup>2</sup>	✓	✓	✓ <sup>2</sup>	✓	✓
West College Scotland	✓	✓	✓	✓	✓	●	●	✓	✓	✓ <sup>2</sup>	✓ <sup>2</sup>	✓ <sup>2</sup>
West Lothian College	✓ <sup>2</sup>	✓ <sup>2</sup>	✓	✓ <sup>2</sup>	✓	●	●	✓ <sup>2</sup>	✓ <sup>2</sup>	✓ <sup>2</sup>	✓ <sup>2</sup>	✓ <sup>2</sup>

# University Opportunities

## FOUNDATION APPRENTICESHIP TO DEGREE OPPORTUNITY

### How to read this table:

- ✓ The university offers a degree in this subject area
- ★ The university offers enhanced recognition if applying for a degree in the same subject area (e.g. FA Accountancy into Degree Accountancy)
- The university doesn't offer a degree in this subject area, FA recognised as a Higher towards other subjects (e.g. FA Accountancy into Degree Engineering)
- ✗ The university does not recognise FA frameworks in this subject area (FA in this subject area is not recognised as a Higher towards same/other subjects)



### University Recognition

University	Accountancy	Business Skills	Civil Engineering	Creative & Digital Media	Engineering	Financial Services	Food & Drink Technologies	ICT Hardware	ICT Software	Scientific Technologies	Children & Young People	Healthcare
Abertay University	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★
Edinburgh Napier University	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Glasgow Caledonian University	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Glasgow School of Art	●	●	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Heriot Watt University	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Open University	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Queen Margaret University Edinburgh	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Robert Gordon University	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★
Royal Conservatoire of Scotland	●	●	●	●	●	●	●	●	●	●	●	●
Scotland's Rural College	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
University of Aberdeen <sup>3</sup>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
University of Dundee <sup>1</sup>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
University of Edinburgh	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
University of Glasgow <sup>2</sup>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
University of St Andrews <sup>3</sup>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
University of Stirling	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
University of Strathclyde <sup>4</sup>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
University of Highlands and Islands <sup>5</sup>	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★	✓★
University of the West of Scotland	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

<sup>1</sup>Excludes Medicine and Dentistry <sup>2</sup>Excludes Law, Medicine, Dentistry, Vet Medicine <sup>3</sup>Excludes Medicine <sup>4</sup>Excludes Law, If applying for Engineering, only FA in Civil or Engineering will be recognised <sup>5</sup>Enhanced recognition varies per framework, equivalent to 2 Highers for most frameworks

# Case Study - Fergus Lambert

SPONSORED CONTENT

## Foundation Apprenticeships providing skills for the future



The chance to try engineering through a Foundation Apprenticeship has led to a job for the future for Fergus Lambert.

The 17-year-old, (left) from Annan wasn't sure what career he wanted to pursue before he took up his Foundation Apprenticeship as a fifth year pupil at Lockerbie Academy.

Fergus said: "I hadn't thought about a career in engineering so, when I found out about the option to take an Engineering Foundation Apprenticeship as a subject at school, I thought I'd give it a try."

Alongside Higher and National 5s, Fergus took his Foundation Apprenticeship through Dumfries & Galloway College, getting out of the classroom one day a week.

He gained experience in a workshop environment as well as learning office-based aspects such as technical drawing. Fergus said: "Gaining experience of the job and gaining the skills through college was fantastic."

"It put me in a new, work-based environment where I could gain more experience and skills compared to being in the classroom."

Now in the second year of his Foundation Apprenticeship, Fergus has completed work-based learning with local employer Cochran UK, which produces industrial hot water and steam boilers for a range of businesses, including the main whisky distilleries in Scotland.

The manufacturer already employs Modern Apprentices and believes Foundation Apprenticeships are another crucial way of ensuring it can maintain a skilled workforce.

Fergus' new found love of the industry impressed the employer and now he's been offered a Modern Apprenticeship with the firm.

Graham Smith, Cochran UK HR Manager, explained: "Many of our staff are older, and the business needs to attract the right type of people who can take on the specialist skills needed within our industry."

"Foundation Apprenticeships are great because we can introduce our business to young people early on."

During his time at Cochran UK, Fergus experienced the manufacturing process first-hand. He explained: "I made a couple of material parts for boilers using lathes."

Graham Smith said: "Fergus really impressed us. The man he was working alongside was a turner, which is a specialist role. He is 60 years old, so to have Fergus learn from him is ideal, to ensure we keep the skills in the business."

# PUPILS LAYING A FOUNDATION FOR CAREERS

Staff Reporter

Young people from across Dumfries and Galloway have become some of the first in Scotland to gain a new, industry-led qualification while at school.

Schools in the area have teamed up with learning providers such as colleges to offer senior pupils Foundation Apprenticeships as a subject choice - so they can get out of the classroom and get work-based learning.

The Foundation Apprenticeships offer a new way for young people to get a head-start on their careers. The apprenticeships are open to pupils in S5 and S6 to choose alongside their other subjects.

They usually take two years to complete and provide a qualification at the same level as a Higher, which is accepted by all of Scotland's universities and colleges.

There are 12 different types of Foundation Apprenticeship, all based on demand for skills from employers and jobs for the future.

Pupils combine time out of the classroom with a learning provider -

## School students benefit from work-based apprenticeships

usually a college - and in a workplace. It's a way to gain a foothold in the working world, while getting a worthwhile qualification to help boost your CV credentials.

This means pupils completing Foundation Apprenticeships have got a head-start on moving on to a job, a Modern or Graduate Apprenticeship or going to university or college.

Foundation Apprenticeships are developed by Skills Development Scotland with support from the European Social Fund.

Of the pupils who have taken Foundation Apprenticeships, 94 per cent reported improved communication, 90 per cent had gained confidence, 67 per cent reported improved team-working skills and 76 per cent had improved problem solving.

Here, one young person describes his own experiences.



There are 12 types of Foundation Apprenticeships, covering in-demand skills and improving the job prospects - and earning potential - for young students:

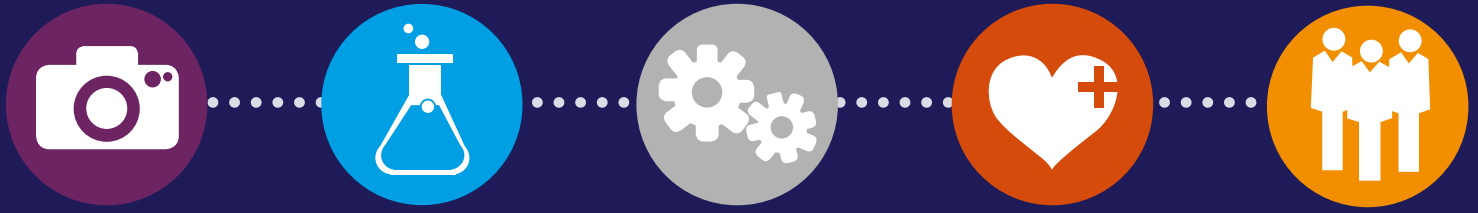
- Accountancy
- Business Skills
- Civil Engineering
- Creative and Digital Media
- Engineering
- Financial Services
- Food and Drink Technologies
- Hardware and System Support
- Scientific Technologies
- Social Services: Children and Young People
- Social Services and Healthcare
- Software Development

Skills  
Development  
Scotland

To find out which Foundation Apprenticeships are available in your area, go to [apprenticeships.scot/foundation](https://apprenticeships.scot/foundation)

# Foundation Apprenticeships in Dumfries & Galloway

2019



## How Do I Apply?

Select the framework you are interested in on your options form and complete the application form available from the following websites:

- [www.dgtap.co.uk/](http://www.dgtap.co.uk/)
- [www.dumgal.ac.uk](http://www.dumgal.ac.uk)
- [www.dywdg.co.uk](http://www.dywdg.co.uk)
- School websites

## Contacts

### **Caroline Davidson**

Foundation Apprenticeship Coordinator

**Tel:** 01387 734219

**Email:** [davidsonc@dumgal.ac.uk](mailto:davidsonc@dumgal.ac.uk)

### **Dumfries and Galloway College**

Bankend Road, Dumfries DG1, 4FD

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

### **Lesley Sloan**

Curriculum Support Officer,  
Children, Young People & Lifelong Learning  
(CYPLL)

**Tel:** 01387 260092

**Email:** [Lesley.Sloan@dumgal.gov.uk](mailto:Lesley.Sloan@dumgal.gov.uk)

### **Dumfries and Galloway Council**

122-124 Irish Street, Dumfries, DG1 2PB

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

### **Helen Allison**

South West Regional Partnership and  
Delivery Manager Foundation and Graduate  
Apprenticeships

**Tel:** 0300 013 4522

**Email:** [Helen.Allison@sds.co.uk](mailto:Helen.Allison@sds.co.uk)

### **Skills Development Scotland**

The Adelphi, 12 Commercial Road, Glasgow,  
G5 0PQ

[www.skillsdevelopmentscotland.co.uk](http://www.skillsdevelopmentscotland.co.uk)

[www.apprenticeships.scot](http://www.apprenticeships.scot)

## Learning and Teaching Committee

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### 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 30<sup>th</sup> 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 31<sup>st</sup> 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

The Learning and Teaching Committee are asked to consider this report and pose any questions.

**Laura Webster**  
Head of Curriculum  
12 February 2019

## Learning and Teaching Committee

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### Head of Curriculum STEM Update: Cross-College Roles

#### 1.0 Purpose of the Report

The purpose of this report is to provide the Learning and Teaching Committee with details of the progress on the cross-college roles listed below, as Head of Curriculum STEM (HoC).

- Articulation
- STEM
- Employer Engagement
- Work Placement
- Entrepreneurship

#### 2.0 The Report

The report will provide an update on progress made from the Learning and Teaching Committee meeting held on 20.11.18.

#### 2.1 Articulation

Articulation routes continue to be agreed with potential partners.

The articulation route with Glasgow School of Art for the delivery of a degree programme on Campus in Academic Year 2020/2021 is progressing well since the signing of the Memorandum of Intent in October. The programme content is being prepared for validation and costings for delivery explored, to include the sourcing of a 'studio space' for learners to use during their studies.

A meeting took place with the University of Glasgow (UoG) prior to the Christmas break, to discuss further the 'Widening Access to University through Enhanced HNCs' paper which was initially presented to the College late July 2017. After some delay regarding funding between SFC and UoG, this project will be taken forward. Currently, Glasgow Kelvin have a cohort of students undertaking the HNC Applied Science with progression to any Science degree at UoG, see link below, and City of Glasgow are mapping their HNC Electrical Engineering programme to the Engineering degree programmes.

<https://www.glasgowkelvin.ac.uk/courses/hnc-applied-science-glasgow/>

The final report for the SoSEP 'Get that Degree' report is ready for signing by Carol and Angela Cox, Borders College. The findings of the report will be considered and an action plan agreed in partnership with Borders College. Following a meeting with Forth Valley College and Stirling University, facilitated by the SFC, to discuss their Partnership Degree model, a key message appears to be that we should consider a niche programme with a unique selling point to attract learners.

#### 2.2 STEM

The SoSEP STEM Hub build continues to progress well, with opportunities being identified for its use.

## Learning and Teaching Committee

The draft Regional STEM Strategy was presented to the College Leadership Team (CLT) and an action plan is being finalised with members of the STEM Hub; please see separate documents.

Further STEM events are being hosted by the College such as Primary Engineer training for school teachers, First Lego League and potentially SmartSTEMs.

<https://www.primaryengineer.com/>

<http://www.firstlegoleague.org/>

<https://www.smartstems.org/>

### 2.3 Employer Engagement

A revised Employer Engagement Strategy has been prepared; see separate document. The themes continue to relate to the College Vision and the detail has taken account of recent publications to include the Regional Skills Assessment 2018.

Employer Engagement continues to take place across all Curriculum Areas with opportunities for learners to gain employment from connections that are made. During Apprenticeship week (5<sup>th</sup> – 9<sup>th</sup> March) employers, College staff and learners will host an event to promote job vacancies and opportunities available for apprenticeships. The DYW Employer Forums continue to advance with Construction, Engineering and Hospitality.

### 2.4 Work Placement

Almost all learners at the College experience work place engagement. The College PI data measures work experience according to the SFC requirements, with the experiences outwith this being recorded in self-evaluation. A cross-college approach to work placement is being rolled out with Placement Co-ordinators.

### 2.5 Entrepreneurship

The Crichton Campus Entrepreneurial Event at Easterbrook Hall on Wednesday 5 December went well. Four local entrepreneurs hosted workshops with learners from the Campus Partners and Dumfries Burgh Secondary schools, when they shared their experiences of business set-up and development. The next step is to consider how this event will be delivered annually.

Conversations are currently taking place with 'Bridge to Business' (B2B) to consider how a partnership could be developed with B2B, SRUC (Barony College) and potentially Borders College. This resource will develop Entrepreneurship with learners by providing resources and support to take business ideas forward. Business Gateway continue to give presentations to learners on business set-up.

### 3.0 Recommendation

The Learning and Teaching Committee members are asked to note the report.

Name: Janet Weir

Title: Head of Curriculum

Date: 14.02.19

## Learning and Teaching Committee

### Employer Engagement Strategy

#### 1. Introduction

This strategy sets out the College's vision with regard to meeting the needs of the business community in Dumfries and Galloway (and beyond) and to enhance the employability skills of our learners through guest speakers, industry visits, work placement and direct recruitment. To achieve this, all staff need to create a positive culture, which can respond to the changing needs of the local, national and world economy.

*Using the South of Scotland Regional Skills Assessment, provided by Skills Development Scotland, we ensure that our curriculum aligns to local and national economic needs.*

#### 2. Vision

The College strives to inspire our people, businesses and communities to be successful and through its Mission Statement, aspires to be a college where:

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

#### 3. Objectives

The Employer Engagement Strategy supports the College's Vision and Outcome Agreement by:

- Recognising the important role employers, businesses and industry have in developing College curriculum and services.
- Highlighting how the College will strengthen relationships with employers and businesses in the region and beyond.
- Setting out how the College can identify and respond to any skills gaps and shortages.
- Demonstrating how the College can ensure that the curriculum is fit for purpose.

#### Context

Dumfries and Galloway College is a single college within the local authority region of Dumfries and Galloway. The region is very rural, with many people living in remote areas with poor transport and broadband connections. The local economy is dominated by micro-businesses, low average wages and an ageing population. The region's population also has a higher than average employment in skilled trades, care, leisure and other service occupations but lower than average employment in professional and associated roles.

The most recent Skills Development Scotland Regional Skills Assessment (2018) identifies sectors for employment growth in Dumfries and Galloway as:

- Construction
- Administration and Professional Services
- Scientific and Technical Services

## Learning and Teaching Committee

The Dumfries and Galloway Economic Strategy identifies that the following sectors are of particular economic importance to our rural and coastal areas:

- Agriculture
- Creative Industries (cultural business)
- Food and drink
- Health and social care
- Tourism/leisure/hospitality

The College has two campuses, the main campus in Dumfries and a smaller campus in Stranraer. The College has developed strong relationships with other academic institutions (i.e. Open University in Scotland, SRUC, University of Glasgow, University of the West of Scotland and Borders College) which facilitates close collaboration, shared services and development of curriculum options and deliveries that meet local and national needs.

The College's Strategic Objectives relating to Employer Engagement are to:

- 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 workforce.
- Support more businesses to start-up, grow and diversify. e. Enable people to build their independence and confidence in a supportive environment.
- Enable people to build their independence and confidence in a supportive environment.

The College has a key role in supporting the Developing Young Workforce (DYW), Dumfries and Galloway group, and through the sector sub-groups, employers are able to play a key role in driving the future agenda for Dumfries and Galloway. Partnering with DYW has enabled the College to strengthen links with schools and we will continue to work with them to develop vocational pathways that offer alternative but meaningful routes to employment, with clear progression opportunities linked where possible directly to industry and employers.

The recent investment in the Engineering facilities and the signing of a 'Memorandum of Intent' with Glasgow School of Art are examples of how the College responds to regional needs.

The College is benefiting from the formation of the South of Scotland Learning and Skills Network through the South of Scotland Economic Partnership (SoSEP), established in July 2018. This network will provide exciting career opportunities and meet the fast-pace changing needs of the world's economy.

Through the building of a physical and digital hub network, better access will be provided to training in health and social care, renewable energy, engineering and construction across the South of Scotland.

### 4. Goals and Outcomes

The College will adopt a flexible approach to employer engagement by developing and extending Employer Engagement Partnerships between the College, stakeholders and businesses ensuring the

## Learning and Teaching Committee

College can adjust and adapt to the changing economic, social and cultural landscape of the region and further afield.

In order for the College to deliver its Vision and associated objectives these goals and outcomes will be achieved by:

- **Extending and strengthening relationships with key stakeholders**, i.e. Scottish Government, Scottish Funding Council, Dumfries and Galloway Council, NHS Dumfries and Galloway, Skills Development Scotland, Chambers of Commerce, Federation of Small Businesses, Developing the Young Workforce, Dumfries and Galloway etc. in order to contribute to and influence policies and other decisions that will affect College operations and in turn the relationship with employers and businesses. (The College is already represented on a number of influential regional groups and bodies, i.e. Dumfries and Galloway Employability Partnership, Community Planning Executive, Creative Industries Strategy Group etc.)
- **Liaising closely with industry bodies** to ensure curriculum development and employer engagement meets industry standards. The College works closely with Skills Development Scotland and Developing the Young Workforce Dumfries and Galloway as well as sector skills bodies such as Institute of Motor Industry (IMI), Construction Industry Training Board (CITB), Scottish and Northern Ireland Plumbing Employers' Federation, (SNIPEF), Scottish Electrical Charitable Training Trust (SECTT) and Scotland's Electrical Trade Association (SELECT).
- **Working with local and national employers** to develop robust niche courses and offerings to support the local economy, including renewable industries, Science, Technology, Engineering and Maths (STEM) programmes, Global Wind Organisation (GWO) and Immersive Hybrid Reality (iHR).
- **Continuing to build on, expand and strengthen existing relationships with local businesses and employers to:**
  - review and identify workforce development requirements and associated course offerings;
  - increase the number of work placements and Modern Apprenticeships;
  - increase the number of students and graduates directly recruited by businesses;
  - identify and respond to skills needs to support the local economy;
  - support College staff to improve their vocational expertise and to gain knowledge of the latest operational developments in the sectors relevant to their curriculum areas;
  - facilitate with the identification and organisation of events to showcase good practice and skills, career fairs, presentations and competitions;
  - develop further key progression routes and articulation opportunities for all learners with direct relevance to the local economy needs and requirements;
  - work closely with local schools to offer a path from secondary provision to local further and higher education opportunities in line with Curriculum for Excellence.

### 5. Responsibilities

## Learning and Teaching Committee

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The leadership, implementation, monitoring and evaluation of this strategy is the responsibility of the Executive Management Team of Dumfries and Galloway College. However, the strategy will be shared with all College staff and the College Board of Management, ensuring they are aware of how each individual is able to contribute to the successful achievement of the strategy.

### 6. Monitoring and Review

All staff will be asked to monitor and review the execution and progression of this strategy through regular self-evaluation. Additionally, an annual update to the Executive Management Team will be provided by Curriculum and Business Development Teams and the Board of Management will be kept informed of progress.

### 7. Related Documents

- a. Regional Outcome Agreement
- b. Dumfries and Galloway College Vision 2020
- c. Skills Development Scotland Regional Skills Assessment 2018
- d. Dumfries and Galloway Economic Strategy 2016 - 2020.

## Learning and Teaching Committee

### Head of Curriculum update: Transition, Equality and Access and Inclusion

#### 1 Introduction

The purpose of this paper is to provide the Learning and Teaching Committee with an update on Curriculum Activity and Current HoC projects.

#### 2 The Report

Recently there has been a change from the Scottish Funding Council guidance for bursary payments, guidance now is to pay students based on engagement rather than attendance. Working closely with student funding and IS, a new system has been devised where lecturers can mark the register on students engagement and a Curriculum Manager (CM) will then review before the payment cycle and make a decision on whether students who have been marked as non-engaged will receive payments. Learners will receive a text on each absence informing them their payment may be stopped if they have not been in contact with their tutor and the CM will have dialogue with learners before any payments are stopped.

This period of the year is busy as we begin to gather student options for College Academy courses, we have approached this in a different manner this year by approaching the schools in clusters to try to ensure we have viable groups. By working in clusters for example Dumfries Learning Town Schools which includes the four burgh schools, we can join up timetabling to increase the pupils who can be released at the same time. One pressure we do continue to face is the cost of travel for pupils coming to the College, this was previously funded by the Local Authority however the cost lies with the Schools which they are finding increasingly difficult to manage. This year will see the introduction of a Service Level Agreement which is hoped to strengthen the partnership as it will outline responsibilities from both partners, this is following the review which was completed which highlighted several inconsistencies. We are continuing to have input into the strategic and operational working groups with the local authority and key stakeholders. This will ensure the College continues to expand its offer in the senior phase going forward.

Foundation Apprenticeships continue to be a focus, as the Local Authority have been successful in their bid to deliver two frameworks that brings five frameworks to Dumfries and Galloway with 94 places being available. The joint marketing campaign is adding momentum to this and there has been a series of awareness raising events across the region. DYW are playing a role as a key partner by financially contributing to the marketing materials and sharing information through their channels. Following a review of the success it would be hoped to build on this and introduce more frameworks in following academic years.

Curriculum Development is underway to progress teaching and learning materials to ensure they are suitable for digital delivery via VSCENE for the units selected for the pilot. VSCENE is the intended platform to deliver courses digitally, we have our new E-Learning

Technologist in place who will help the teaching team embed technologies into delivery. Following visits to e-Sgoil in the Western Isles and University of the Highlands, we have learned and shared best practice and areas of caution which has been hugely beneficial for this process. Working closely with Borders College is also proving very positive as we are sharing teaching materials across both colleges to ensure the courses delivered are being streamlined which will help with our digital delivery materials.

Gender Imbalance continues to be a focus and the CM's are completing action plans for their individual area which contributes to the College action plan. Working with Sue Livermore, each area will implement strategies which will have a longer term impact in sustaining the opposite gender applying for courses year on year. This will allow the College to work towards government targets.

### **3 Recommendation**

The Learning and Teaching Committee is asked to consider this report and ask any relevant questions.

Laura Webster  
Head of Curriculum  
February 2019

## Learning and Teaching Committee

### 1 Introduction

The purpose of this report is to give a summary of the progress made on the writing of the Dumfries and Galloway Regional STEM Strategy (Science, Technology, Engineering and Maths).

### 2 The Report

The STEM Education and Training Strategy was published by Scottish Government in October 2017. In February 2018, the SFC wrote to College Principals to bring to their attention two main action points for STEM. They were:

- the development of Regional STEM Hubs
- the development of a Regional STEM Strategy.

Following this communication, both action points have been addressed. The Regional STEM Hub is now formed; see membership criteria below and the Regional details in the draft Strategy.

At a national level, the SFC have hosted STEM Hub workshops at various venues to support the development of the Regional STEM Strategies, the latest of these being held late October 2018. At this event, they presented the findings of the benchmarking exercise that had been carried out to establish STEM activity in Scotland. The SFC are preparing a report on their findings and will share this with Colleges. This report will highlight where there is further work to be done to meet the National Strategy. Concurrently, the Dumfries and Galloway Regional STEM Hub have been meeting to prepare the Regional STEM Strategy; see attached document. The group are now working on the action plan for STEM in the region.

The SFC have a copy of the draft Strategy and Regional STEM Hub are now awaiting a date and time for them to meet with us to discuss the Strategy further.

The first annual report, following the publication of the STEM Education and Training Strategy, was released this month, see link below. Data indicates that STEM is featuring more highly across a range of areas.

<https://www2.gov.scot/Publications/2019/02/1085>

The Scottish Funding Council have used the First Lego League Junior, which ran in Dumfries and Galloway for the first time in June last year, as the first of their case studies to demonstrate joint learning opportunities to target the four key challenges of the Strategy.

<http://www.sfc.ac.uk/news/2019/news-70411.aspx>

## Learning and Teaching Committee

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### 3 Recommendation

The Learning and Teaching Committee is asked to consider and approve the direction of the Strategy.

Janet Weir  
Head of Curriculum  
15.2.19

#### **Regional STEM Hub members**

STEM Hub Lead  
College STEM leads  
University Representative  
DYW Group Member  
Regional STEM Advisors (Education Scotland)  
SSERC (Science School Education Research Centre)  
Science Centres and Festivals (where appropriate)  
Schools and Early Learning Centre Providers  
Employers  
SDS (Skills Development Scotland)  
Key STEM Partners at local level

## Learning and Teaching Committee

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### Dumfries & Galloway Regional STEM Partnership

#### Introduction

The STEM Education and Training Strategy for Scotland was published in October 2017. STEM is an integral part of Scotland's future economic and social development. Change is happening all around us and the pace of that change in the workplace, the economy and our everyday lives is relentless. It is driven largely by developments in STEM and, in particular, technology. We know that STEM-related sectors of the economy have been growing faster than Scotland's economy as a whole and this trend is set to continue. To realise this future of opportunity for Scotland to have an innovative, growing economy, we must support the development of a skilled and adaptable workforce that can take advantage of the growing number and evolving range of STEM jobs.

Developing our wider STEM knowledge and literacy is also important to us all as active citizens within the communities in which we live. It helps us to understand the increasingly connected world we live in. It helps us with the complex questions we face, from mitigating climate change to dealing with the impact of an ageing population and it gives us the tools and knowledge to make informed lifestyle choices on issues that may affect us as individuals. Above all, STEM ignites our curiosity and helps us enjoy and understand the natural and physical world around us, enriching our lives.

Education, training and lifelong learning have a key role to play in responding to these economic and societal imperatives by building a strong base of STEM skills and knowledge for everyone and by enthusing and encouraging people to develop more specialised STEM skills and capabilities.

However, for that response to be effective, there are a number of challenges we need to address:

- We need to ensure children, young people and adults are encouraged to develop an interest in, and enthusiasm for, STEM that is reinforced throughout their lives.
- We need to ensure our education system has the right number of practitioners, including teachers, with the appropriate STEM capability, delivering excellent learning and teaching.
- We need to ensure that our education and training system is equipping people with the skills that employers need and that it has the flexibility to respond to the inevitable changes in labour market demand.
- We need to tackle the gender imbalances and other inequities that exist across STEM education and training including in relation to race, disability, deprivation and geography.

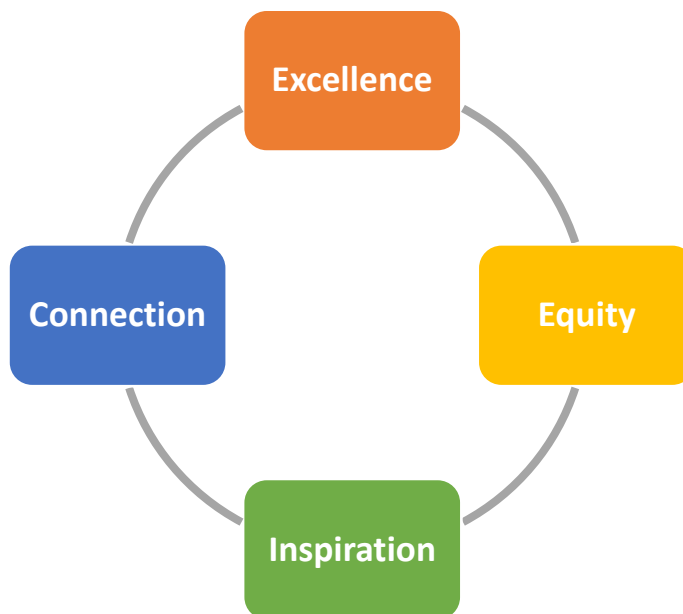
These are unfair and undermine our ability to deliver inclusive economic growth in Scotland. There also needs to be more joined-up action within and between the different sectors that make up the whole system of STEM education and training. It also includes working together so that there are clear and co-ordinated STEM education and training pathways for people to follow from the early years and on into school, work, college or university.

The national strategy sets out the actions for the education and training system, the science engagement sector, and for Community Learning and Development (CLD) which will help address these issues over the next five years. Collaboration and strong partnership working by all those with an interest will be critical if we are able to deliver fully on our ambitions.

The actions are outlined under the four broad themes of Excellence, Equity, Inspiration and Connection.

## Learning and Teaching Committee

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### Excellence

To build the capacity of the education and training system to deliver **excellent** STEM learning so that employers have access to the workforce they need.

### Equity

To close **equity** gaps in participation and attainment in STEM so that everyone has the opportunity to fulfil their potential and contribute to Scotland's economic prosperity.

### Inspiration

To **inspire** children, young people and adults to study STEM and to continue their studies to obtain more specialist skills.

### Connection

To **connect** the STEM education and training offer with labour market need – both now and in the future – to support improved productivity and inclusive economic growth.

### What is STEM?

STEM stands for Science, Technology, Engineering and Mathematics. We include numeracy and digital skills within our definition of STEM. Both of these are vital to enable everyone to participate successfully in society as well as across all jobs, careers and occupations.

STEM education and training seeks not only to develop expertise and capability in each individual field but also to develop the ability and skills to work across disciplines through interdisciplinary learning. STEM education and training helps us acquire the following skills and capabilities:

- growing our understanding and appreciation of the natural and physical world and the broader universe around us;
- interpreting and analysing data and information;
- research and critical enquiry – to develop and test ideas;
- problem solving and risk assessment;
- experimentation, exploration and discovery of new knowledge, ideas and products;
- collaboration and working across fields and disciplines; and

## Learning and Teaching Committee

- creativity and innovation – to develop new products and approaches;

All of these are increasingly important to success in a changing and technologically-driven world. They are also important for helping us to develop as active citizens, making informed decisions for ourselves and for society.

We recognise, in particular, the importance of **creativity and innovation** for economic growth and the strong synergies that exist between STEM and creativity.

Annex A sets out details of what we understand by the terms Science, Technology, Engineering, and Mathematics.

### Vision, Aims and Objectives

**Our vision for Dumfries and Galloway is of a region where everyone is encouraged and supported to develop their STEM skills throughout their lives, enabling them to be inquiring, productive and innovative, in order to grow STEM literacy in society and drive inclusive economic growth in our rural area.**

Using local and national labour market information our local Economic Strategy identifies ten growth sectors across our economy in Dumfries & Galloway:



Early Education & Childcare  
Health & Social Care  
Engineering  
Construction  
Land Based Agriculture, Forest & Timber  
Hospitality, Leisure and Tourism  
Creative and Entrepreneurial  
Business and Information Technology  
Energy (Renewables)  
Food & Drink Manufacture

To deliver this vision, and the aspirations of economic growth, everyone needs to have an opportunity to develop the STEM skills and the capabilities they need for life and across all jobs and careers. There is also a need for more people to develop the more specialist STEM skills required to gain employment in the growing STEM sectors of our economy, particularly related to digital and IT; engineering; energy and renewable technologies; food and drink; health and social care; manufacturing and added value to primary products.

In Dumfries and Galloway we have some of the highest educational attainment in the country but we continue to have the lowest average wage economy; our median hourly rate is £10 per hour, over two pounds per hour less than the Scottish Average. The average annual wage in Dumfries and Galloway is £20,000, compared to the Scottish average of £28,500. It has been said that our greatest export is our young people.

Annex B sets out our Evidence Base and highlights current data trends across our schools, colleges and universities.

## Learning and Teaching Committee

### Key functions and activities of Regional STEM Partnership (STEM Hub)

The STEM Hub network will be a partnerships, bringing together ELC, schools, colleges, universities, CLD and industry with a focus on joint CLPL activities for staff and practitioners in the different sectors, co-ordinating existing STEM outreach activity, developing new programmes of STEM engagement and enabling joint curriculum development across schools and colleges.

They will have three core aims:

1. Raise the profile of STEM with young people, families, communities and adult learners and work with partners to provide a coherent range of activities and programmes to build engagement with STEM and STEM skills at local and regional level – building on the Energy Skills Partnership supported work already undertaken and working closely with the regional DYW groups;
2. Facilitate and enable more professional learning, networking and discussion between ELC, school, college, university and CLD STEM practitioners and employers at local and regional level, complementing and linking with practitioner CLPL being offered through other actions in the STEM strategy; and
3. Facilitate and enable more joint curriculum planning for STEM across schools and colleges locally and regionally including helping schools develop a STEM curriculum, connected to labour market need, working closely with the new regional STEM Advisers for schools.

The Regional STEM Partnership will build collaboration and networks across all parts of the STEM education and training system including early learning and community learning providers as well as schools, colleges, universities and science centres and festivals and employers.

Our Regional STEM Partnership strategy reflects the four national aims of **Excellence, Equity, Inspiration** and **Connection**.

As well as the National STEM Education and Training Strategy there are a number of other national and local policy drivers that support the development of a STEM strategy for Dumfries & Galloway. These include; Curriculum for Excellence, Developing the Young Workforce, the Digital Learning and Teaching Strategy and the Learner Journey 15-24.

This Regional STEM Strategy set out the actions that we will take as a Regional STEM Partnership across the education, training and skills landscape to deliver **Excellence, Equity, Inspiration** and **Connection** in STEM education and training. These actions will be taken forward over a four year timeframe, during the period 2018-2022.

## Learning and Teaching Committee

### Excellence

- Continue to support staff to build confidence and understanding in STEM through high quality career long professional learning
- Provide further opportunities to develop professional learning networks across settings, schools, colleges and universities, including the use of Regional STEM Hub.
- Develop work related placements in STEM related industries for our staff
- Deliver an annual D&G STEM Conference to support the ambitions of this strategy

### Equity

- Ensure all learners have access to a high-quality STEM experience
- Enhance the careers advice and support for both young people and staff working with them
- Inform & support the Learner Journey Review 15-24 Group, ensuring STEM is embedded within any actions
- Widen participation programmes to focus on STEM related activities.

### Inspiration

- Develop parent, family and community learning approaches which promote and enhance STEM knowledge and skills.
- Promote and engage in the STEM Ambassador programme
- Produce a calendar of events for STEM related activity
- Development of case studies promoting success and careers attractiveness.

### Connection

- Develop and strengthen our work with partners including ELC, schools, colleges, universities, training partners and business to reflect changing needs within the labour market.
- Continue D&G STEM Partnership Group with regular meeting to monitor progress, review actions and evaluate impact.
- Access to other local, regional and national initiatives to improve STEM provision and to share best practice.

In taking forward the actions set out in this Strategy under the themes of excellence, equity, inspiration and connection, **we will work together on the following long term outcomes in pursuit of the vision of a region, where everyone develops their STEM capability:**

1. All learners experience relevant and engaging STEM learning, in both formal and informal learning settings, which equip them with skills and capability to be scientifically, technologically and mathematically literate citizens, fully involved in our society as it becomes increasingly reliant on science and technology, and informed and empowered to take decisions about their lives and society as a whole.

## Learning and Teaching Committee

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2. There is equality of access, opportunity and outcomes in STEM learning and STEM experiences for everyone, regardless of gender, background or circumstance or geography.
3. People are well equipped to undertake job roles which require STEM knowledge and skills, including the flexibility to move and diversify between roles, jobs and careers to keep pace with scientific and technological change. Employers are confident about the STEM skills, capability and capacity of the current and future workforce.
4. Dumfries and Galloway has a STEM workforce, leadership and research base which supports economic growth, innovation, creativity and increased productivity and which continues to contribute to scientific and technological innovation in the region, nationally and internationally.

### As a result of the actions of this strategy, by 2022 we expect to see:

- Increases in the proportion of people undertaking STEM-related learning, engagement, study and training across all sectors including in school-level qualifications and awards, and participation in apprenticeship programmes (**Excellence and Inspiration**);
- Increased practitioner confidence in STEM learning and teaching in the early years, primary years and in CLD settings and increased practitioner engagement in STEM professional learning opportunities (**Excellence**);
- Significant reductions in the equity gaps in participation and achievement in STEM learning, engagement, study, courses and training across all sectors in relation to gender, deprivation, rurality, race, disability and for care leavers (**Equity**);
- Increased numbers of people who understand the benefits and value of STEM for themselves, their families and their communities (**Inspiration**);
- Increased collaboration between ELC, schools, colleges, universities, training providers and employers (**Connection**); and
- Increased employment in STEM-related occupations and employers are more satisfied with the STEM skills and capability of the people they employ from ELC, schools, colleges, training providers, universities and from apprenticeship programmes (**Connection**).

## Learning and Teaching Committee

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### Annex A – Definition of STEM

The separate disciplines of Science, Technology, Engineering and Mathematics can be defined as follows:

- Science enables us to develop our interest in, and understanding of, the living, material and physical world and develop the skills of collaboration, research, critical enquiry, experimentation, exploration and discovery.
- Engineering is the method of applying scientific and mathematical knowledge to human activity and Technology is what is produced through the application of scientific knowledge to human activity. Together these cover a wide range of fields including business, computing science, chemicals, food, textiles, craft, design, engineering, graphics and applied technologies including those relating to construction, transport, the built environment, biomedical, microbiological and food technology.
- All of STEM is underpinned by Mathematics, which includes numeracy, and equips us with the skills and approaches we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. Mathematics and numeracy develops essential skills and capabilities for life, participation in society and in all jobs, careers and occupations. As well as providing the foundations for STEM, the study and application of mathematics is a vast and critical discipline in itself with far-reaching implications and value.
- Digital skills also play a huge and growing role in society and the economy as well as enabling the other STEM disciplines. Like mathematics, digital skills and digital literacy in particular are essential for participation in society and across the labour market. Digital skills embrace a spectrum of skills in the use and creation of digital material, from basic digital literacy, through data handling and quantitative reasoning, problem solving and computational thinking to the application of more specialist computing science knowledge and skills that are needed in data science, cyber security and coding. Within digital skills, as noted above, computing science is a separate discipline and subject.

## Learning and Teaching Committee

### Annex B – Our Evidence Report

#### Local Area profile

The Dumfries and Galloway area covers over 6,426Km<sup>2</sup> and is the 3rd largest council area by land mass in Scotland. The area is largely rural with Dumfries being the main settlement (pop. 39,240). Other major towns are Stranraer (pop. 10,501) and Annan (pop. 8,820) and the area is characterised by small settlements of 4,000 people or less spread across a large area. Within Dumfries and Galloway 19.6% of the population live in remote rural locations.

The employment landscape in D&G is largely populated by the public sector with D&G Council and NHS being the largest employers in the region. There is also a large number of SME's in the area with 6275 enterprises. The profile of businesses by size remains fairly similar to Scotland, where 88.8% of registered businesses in Dumfries and Galloway are micro firms employing fewer than 10 people.

There are five areas of relative deprivation in the region: Central Dumfries, Northeast Annan, Northwest Dumfries, Upper Nithsdale and Stranraer.

The population of Dumfries and Galloway is 149,700. This makes up 2.8% of the Scottish population total. In 2016, 13% of the 1046 areas considered to be within the 15% most deprived areas in Scotland were within the boundaries of Dumfries and Galloway, three of which are within the 5% most deprived area (two in Stranraer West and one in Lochside and Lincluden).

The population is projected to decline to 141,617 by 2037 – a decrease of 6.1%. Recent trends have shown the gap between in-migration and out-migration to be narrowing, with more people leaving than arriving (NRS). This is particularly true of the region's young people. In addition, almost a quarter of the population (24%) are aged 65 or over (National Records for Scotland (NRS), 2015) and the gap between the older and younger populations is likely to widen over time.

Mid 2016 population estimates				
Area	Age			
	0 to 15	16 to 24	25 to 64	65 +
Annandale & Eskdale	5957	3503	18979	9634
Nithsdale	9600	5868	30426	12951
Stewartry	3583	2024	11661	6783
Wigtownshire	4474	2626	13912	7539
<b>Total</b>	<b>23614</b>	<b>14021</b>	<b>74978</b>	<b>36907</b>

The [Regional Economic Strategy](#) has identified key volume and value sectors for our economy. The following sectors are valuable and although they produce lower levels of productivity there is opportunity to add value given the right support:

- Agriculture
- Creative Industries (cultural business)
- Food and drink
- Health and social care
- Tourism/leisure/hospitality

## Learning and Teaching Committee

Sectors that have been identified as growth potential to provide more highly paid, skilled employment include:

- Creative Industries (digital business)
- Energy - particularly renewables and their supply chain
- Forest and timber technologies

### Our employment profile in D&G:

Currently 70,600 people are in employment, of these 14,200 (14.2%) are classed as self-employed. Total claimant count (number of people claiming benefit principally for the reason of being unemployed) in D&G is 1665 people age 16-64, including 360 people age 18-24.

### School Provision

There are 98 primary schools in Dumfries and Galloway with school rolls ranging from 4 to 385. There are sixteen secondary schools in Dumfries and Galloway with school rolls ranging in size from 52 to 963.

An overview of the children, teachers and schools as taken at Census in 2017 is shown below. More information can be found on the Scottish Government website publications and datasets

Children & Young People	18, 754 Pupils 10,698 Primary 8,042 Secondary
Teachers	1,470 Teacher 690 Primary 688 Secondary
Early Learning & Childcare	88 Centres 2,377 Registrations

### Our SQA STEM data

Reflecting the National STEM Evidence base we have set to establish our own Dumfries and Galloway Evidence base.

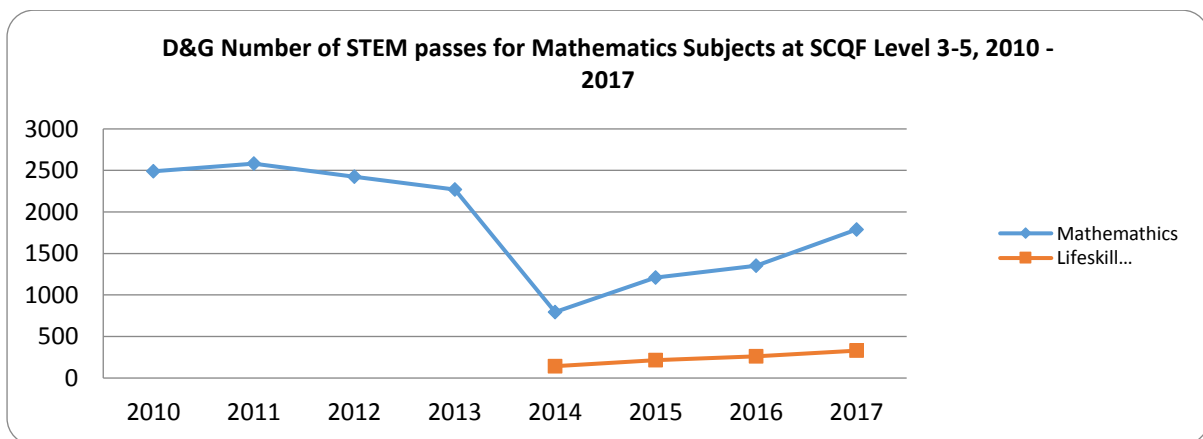
The table below sets out the STEM entries and qualifications of our young people from 2010 to 2016. Between 2010 and 2016, there has been a marked decline in the number of passes at SCQF 3-5.

STEM entries and qualifications for D&G - all Pupils								
	2010	2011	2012	2013	2014	2015	2016	2017
<b>SCQF 3 - 5</b>								
<b>Entries</b>	6868	7221	6849	6528	4152	5206	5398	5015
<b>Passes</b>	6033	6412	6096	5756	3429	4265	4255	4108
<b>Pass Rate</b>	87.8%	88.8%	89.0%	88.2%	82.6%	81.9%	78.8%	81.9%
<b>SCQF 6</b>								
<b>Entries</b>	1752	1766	1740	1762	1760	1749	1718	1576

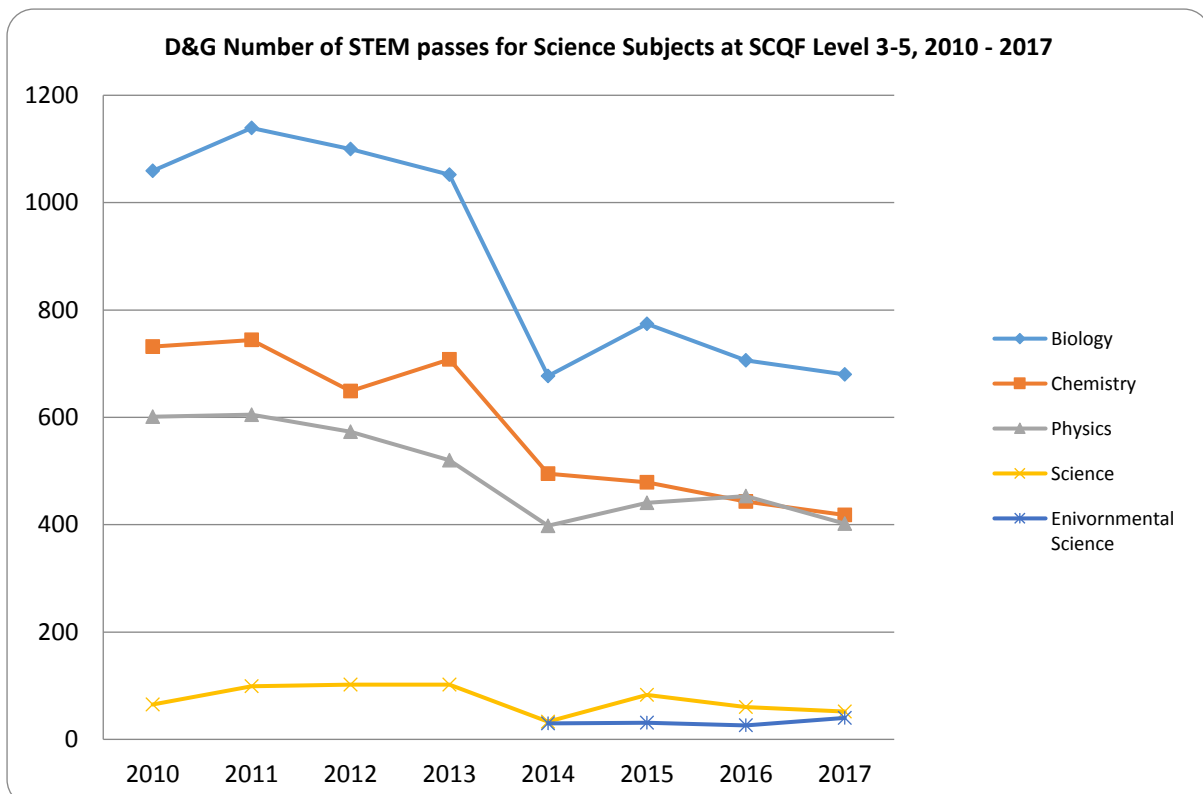
## Learning and Teaching Committee

<b>Passes</b>	1243	1238	1274	1282	1301	1265	1214	1150
<b>Pass Rate</b>	70.9%	70.1%	73.2%	72.8%	73.9%	72.3%	70.7%	73.0%
<b>SCQF 7</b>								
<b>Entries</b>	270	278	259	325	311	333	259	275
<b>Passes</b>	187	207	205	244	232	239	200	213
<b>Pass Rate</b>	69.3%	74.5%	79.2%	75.1%	74.6%	71.8%	77.2%	77.5%

The most significant factor to the decline in STEM passes nationally and locally at SCQF 3-5 has been the decline in passes in Mathematics.

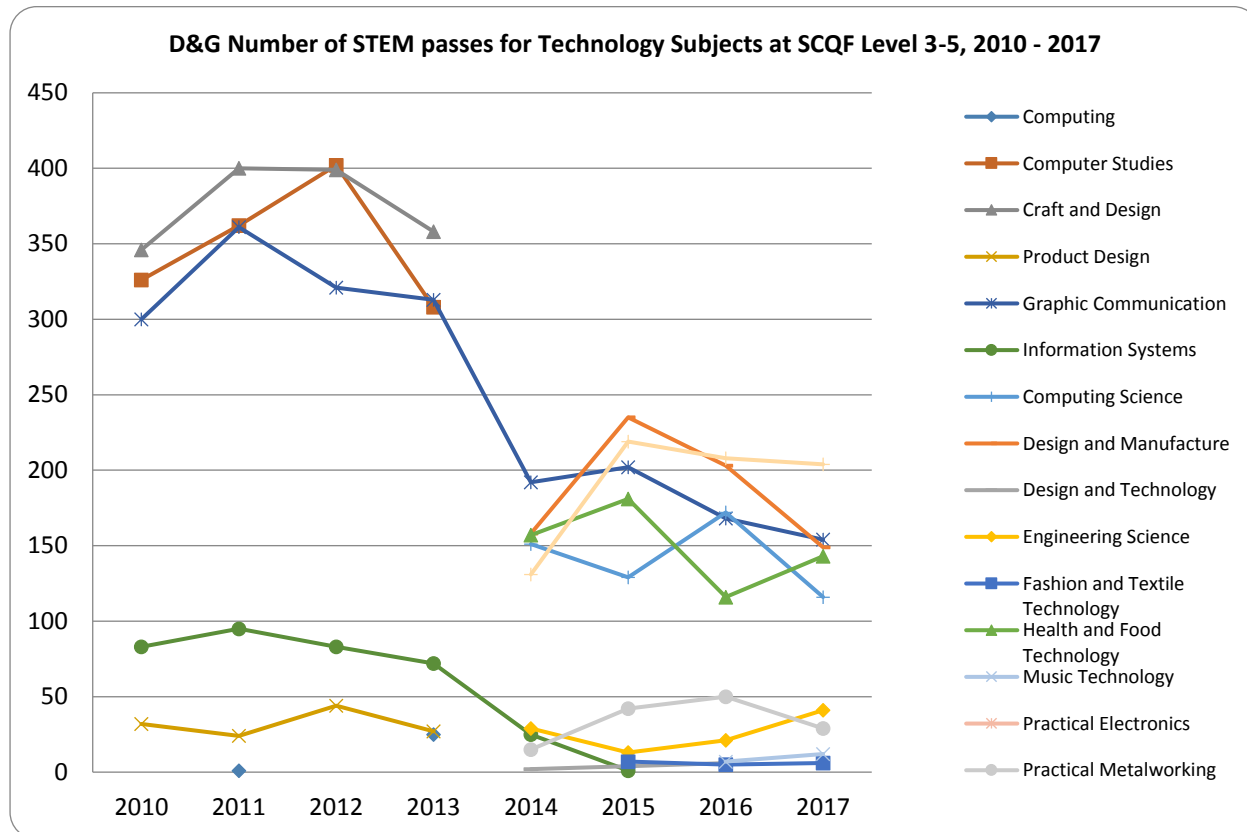


In terms of sciences, locally there has been a significant fall in biology, but also a fall in the number of passes in both chemistry and physics. Nationally the most significant fall would appear to be in chemistry.

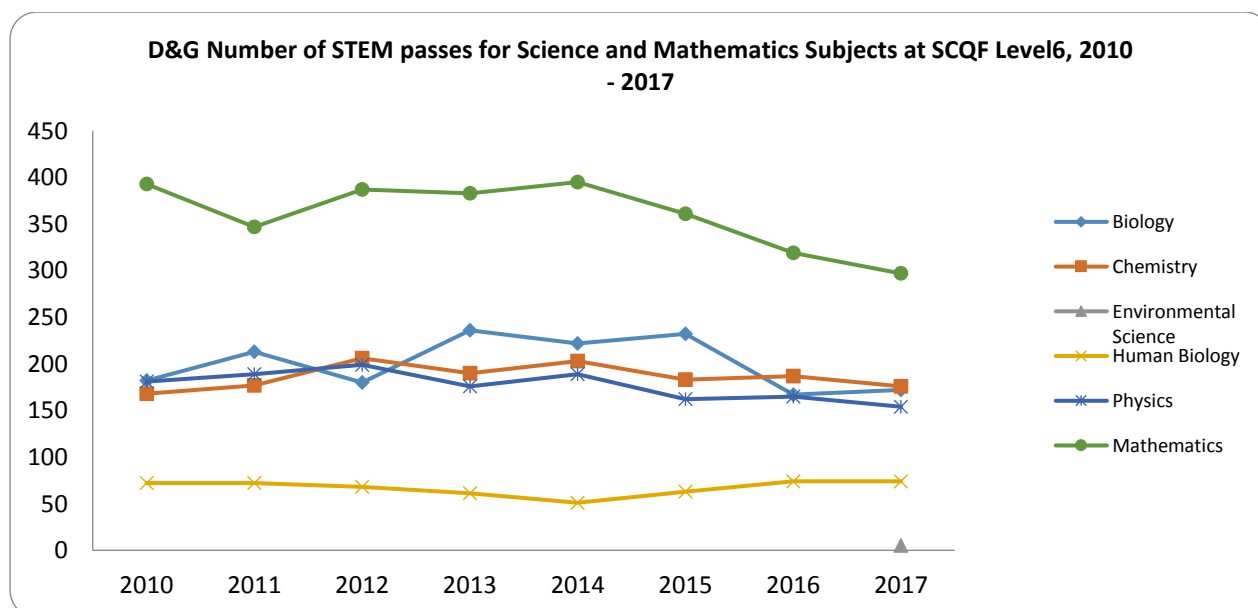


## Learning and Teaching Committee

It is more difficult to draw specific trends in Technology subjects as there have been a number of curriculum changes, including the withdrawal of some subjects and others being newly introduced. However, the overall trend is a decrease in the number of passes in Technology subjects between 2010 and 2016.

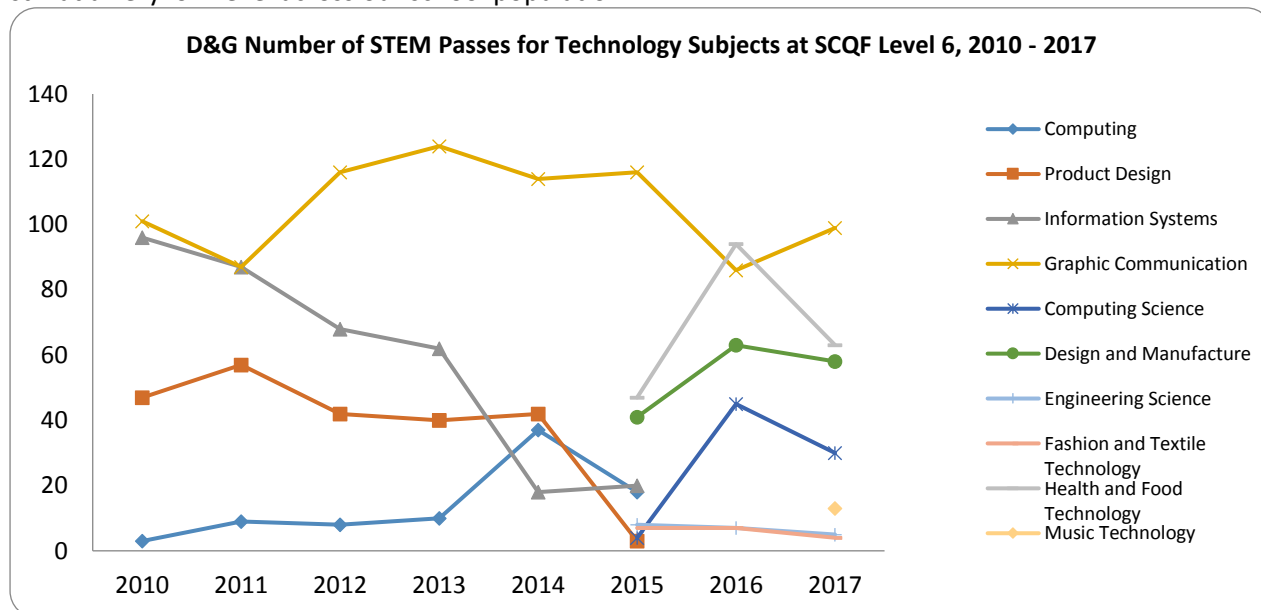


A closer look at the data for Science and Mathematics Higher level subjects indicates a significant decline in passes at Higher Mathematics and a smaller decline in passes in Higher Physics.

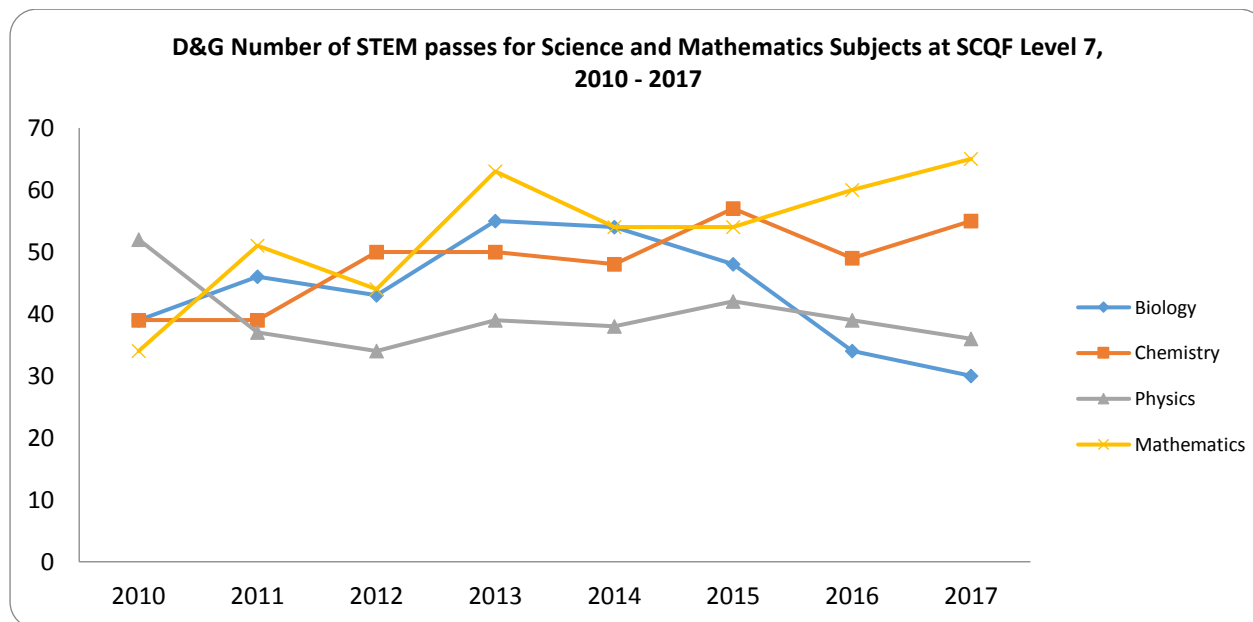


## Learning and Teaching Committee

As with national level it is more difficult to draw out subject level trends with Higher Technology passes due to changes in subject provision, however Technology passes seem to be more stable, but still at a very low level across our school population

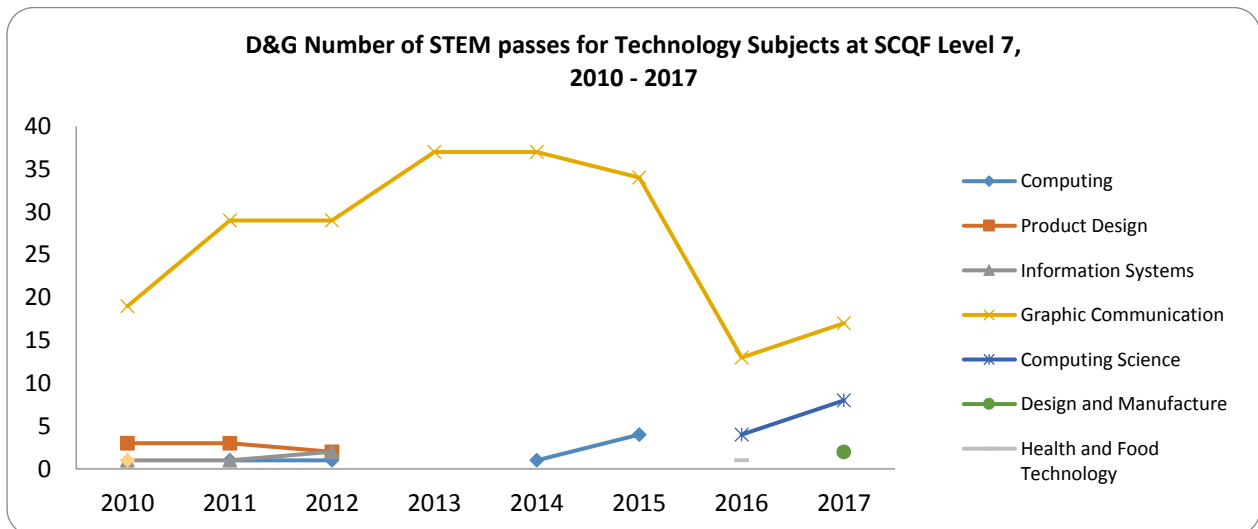


In contrast to Nationals and Highers, the number of STEM passes at Advanced Higher has increased from 2010 to 2016, though as the table below demonstrates there have been significant reductions in the number of Advanced Higher passes in Physics and Biology.



It is more difficult at Advanced Higher Technologies level to draw comparisons due to the small number of young people sitting these qualifications.

## Learning and Teaching Committee



The tables below show that females continue to be underrepresented in STEM- related subjects at school level. In 2017 45.0% of STEM entrants were female at National level, 48.2% were female at higher level, and 37.8% were female at Advanced Higher level, this compare with female entry share for all subjects of 47.2% (+2.2 pp) at National level, 56.3% (+8.1 pp) at Higher level and 54.4% (+16.6 pp) at Advance Higher level.

Level	2017 - STEM Entries		2017 - All subject entries		2017 - STEM passes		2017 - All subject passes	
	Female share	Male share	Female share	Male share	Female share	Male share	Female share	Male share
SCQF 3 -5	45.0%	55.0%	47.2%	52.8%	44.7%	55.3%	47.7%	52.3%
SCQF 6	48.2%	51.8%	56.3%	43.7%	49.7%	50.3%	58.5%	41.5%
SCQF 7	39.3%	60.7%	54.4%	45.6%	38.0%	62.0%	54.1%	45.9%

### The Bridge

The four Dumfries Burgh Schools (Dumfries Academy, Dumfries High School, North West Community Campus, and St Joseph's College) are all linked to Dumfries Learning Town. This project involves all four schools to working with a common timetable in the senior phase allowing all young people access to the same choices and opportunities. Dumfries Learning Town includes a new development: The Bridge, which will provide conceptual, virtual and actual opportunities for education that complement and extend what is already available in schools, college and other institutions. The Bridge will serve the needs of learners of ALL ages, enabling learning in three interconnected areas: skills for learning, skills for life and skills for work.

### Further and Higher Education Provision

#### College Provision

## Learning and Teaching Committee

The College is the only general further and higher education college in the region. The other College in the region delivers land-based curriculum provision. It was formerly known as the Barony College but is now part of Scotland's Rural College (SRUC). Dumfries and Galloway College delivers further and higher education across a broad range of curriculum areas from SCQF level 1 to SCQF level 8, to approximately 1600 full-time and 3,000 part-time learners, to include school learners, through its campus locations in Dumfries and 75 miles away in Stranraer. It has 187 members of teaching staff across the two campuses, 95 full-time and 92 part-time. The College's main campus is located in the outskirts of Dumfries adjacent to the Crichton Campus and the Universities of Glasgow and the West of Scotland, Scotland's Rural College (SRUC) and the Open University. The Crichton Campus is a unique collaboration between the College and these universities that brings a broad range of further and higher education to Dumfries. In particular, the Campus brings the choice of university learning to a region that in the past people have had to leave to attend university. The College is a member of the Crichton Campus Leadership Group (CCLG), which was created to facilitate a shared understanding of the skills, education and training needs of Dumfries and Galloway, through effective engagement with key stakeholders.

<b>Dumfries and Galloway College Data Volume and proportion of credits* delivered to learners enrolled on STEM courses</b>				
	2015/16	2016/17	2017/18	2018/19
Actual	6041	7951	8804	9526
	20.27%	26.21%	28.68%	32.46%
Target	No data	No data	5412	5733
			18%	19%
Difference	No data	No data	10.7%	13.6%

\* Credit – Scottish Funding Council (SFC) provides grants to colleges who undertake to deliver a specified volume of activity measured in credits (1 credit is equivalent to 40 hours of learning)

Source: SFC Credit Guidance: Student Activity Data Guidance for Colleges in AY 2018-19 SFC/GD/10/2018

### Community Learning and Development (CLD)

Scottish Government require local authorities to prepare a plan with partners every 3 years outlining how it will secure the "adequate and efficient" provision of CLD as part of the CLD Scotland Regulations 2013. A new Strategic Plan for CLD 2018-2021 was recently approved at the Community Planning Partnership Board on 21 September 2018 and contains partner commitment to key STEM activities such as digital participation/learning; numeracy; accredited learning.

## Learning and Teaching Committee

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A CLD Partnership for Dumfries and Galloway oversees the implementation of the plan with key partners from Dumfries and Galloway Council, Dumfries and Galloway College, Skills Development Scotland, NHS and Third Sector Dumfries and Galloway all working together to deliver on the outcomes of the plan.

Within the local authority, CLD STEM related activity mainly is delivered through Lifelong learning (Adult learning, Family Learning, Digital Learning), Youth Work and Employability such as digital related courses including coding clubs.

## Learning and Teaching Committee

### Annex C – Group Representation

#### Dumfries & Galloway STEM Partnership Group

Dumfries & Galloway Council, Education Services
University of Glasgow, School of Interdisciplinary Studies
Dumfries & Galloway College, Head of Curriculum
Scotland's Rural College
Science Connects, D&G STEM Advisor
University West of Scotland, Head of Campus
Dumfries & Galloway Council' Employability Services
Developing Young Workforce D&G, Project Manager
Open University Scotland
Dumfries & Galloway Council, Life Long Learning
Skills Development Scotland, Area Manager

## **Learning and Teaching Committee**

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### **Annex D – Key Documents**

## Board of Management Learning and Teaching Committee

**Minute of meeting of the Learning and Teaching Committee of the Board of Management held at the Dumfries Campus on Tuesday 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)
  - 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.

## Board of Management Learning and Teaching Committee

- 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 6<sup>th</sup> 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

## Board of Management Learning and Teaching Committee

- 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 13<sup>th</sup> 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.

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 5<sup>th</sup> 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.

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**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 26<sup>th</sup> February 2019 at 2 pm.

# **College Development Network Policy into Practice**

**Victoria Pyle**

**Head of Leadership and Governance  
College Development Network**

# Supporting high quality learning and teaching

## Key sector agency

- Staff training and development
- Shaping and sharing best practice
- A hub for connecting practitioners
- Intermediary role... making connections
- Celebrating success.....

**Policy into Practice**

# College Development Network

- Three key strategic pillars:
  - Governance and Leadership
  - Curriculum and Teaching
  - Innovation and Partnerships
- Governance and Leadership Development
- Professional Standards
- Innovation and digital
- Supporting 26 development networks

# Supporting Good Governance

- Board Induction Workshops
- Training for student and staff members
- Topical Workshops
- Governance Hub
- Online Training
- Leadership and Governance Summit

## Why are we here?

- Forum requested on the back of CDN's Learning and Teaching Workshop for board members.
- Looking to provide a support mechanism for chairs
- Key questions raised through Education Scotland and HGIOC:

# Learning and Teaching

- How well does the college Board provide strategic support and challenge to secure **positive outcomes** for learners?
- How well does the college Board assure itself that evaluation reports are **accurate and balanced**?
- How well does the college Board **engage with staff, the Students' Association and stakeholders** to improve outcomes for learners?

# LTFC function, priorities and mode of delivery

- Purpose of today is to explore these areas.
- What are the strategic priorities for Learning & Teaching Committees?
- How can this Forum support you?
- What shape can the Forum take?

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## **Chairs of Learning and Teaching Committees of Colleges in Scotland Forum: Summary and Actions DRAFT**

CDN, Airthrey Castle, Stirling

13 November 2018

### **Participants:**

Pat Kirby (Dumfries and Galloway College), Mike Haggerty (West College Scotland), Joe Bodman (Moray College UHI), Shone Cochrane (Fife College), Richard Dockrell (Newbattle Abbey College), Sarah Burton (Inverness College UHI), Fiona Riddoch (Edinburgh College), Anne Mearns (Forth Valley College).

Sue Cook (West Lothian College), Lydia Rohmer (West Highland College), Fiona Ambrose (Inverness College UHI) signed up to join the start of the meeting via video / telephone link but unfortunately the technology failed.

### **Background**

The meeting's objective was to test the interest among the Chair's of Learning and Teaching Committees at Scottish Colleges for a forum in which to exchange views on topics of interest to them. The aim is that through the forum the spread of best practise will be encouraged. The meeting scoped the level of interest by: considering the governance role of L&TCs (presentation from CDN in support), the strategic activities and current focus of L&TCs, and possible agenda items for the proposed Forum.

### **Summary of meeting outcomes**

#### **Governance role of L&TCs:**

CDN Scotland brought the topics of the meeting into focus for the participants through a presentation on how CDN supports current policy of learning and teaching into practice nationally.

#### **The strategic activities and current focus of L&TCs, and possible agenda items for the proposed Forum:**

Meeting participants shared the current practise of their L&TC: the focus of the meetings; make up of the meeting members and their main areas of both day-to-day and strategic focus. The links of these Committees to external entities and internal college staff was discussed and while there was a variety of differences in detailed experience many common themes emerged. The Committees varied in age and some being very new and very much welcoming opportunities of a Forum would bring in their development. Others are very well established with considerable experience. All confirmed the importance given to Learning and Teaching, the curriculum and the quality of the colleges' offering, and that this tended to be reflected in the level of senior college participation on the committees. The emerging range of current priorities for L&TC's mentioned at the meeting are listed below Appendix A.

The participants joined in working groups to discuss where time is currently spent on the agendas of L&TCs, and the new agenda items that are emerging. The discussions

addressed Monitoring and Reviewing/ Strategic planning/ Strategy and Innovation. The general consensus is that most time is being spent on monitoring and reviewing and only a small amount on strategy. Innovation as a topic is very little discussed.

### **Actions and Next Steps**

The concept of the Forum is welcomed by all participants and a light touch approach of maximum four exchanges up to mid 2019 is favoured. CDN has offered that they work jointly with the Forum to set the agenda for their 20<sup>th</sup> March, learning and Teaching event.

With the circulation of the Summary and Actions of the meeting of the 13<sup>th</sup> those colleges that could not join the scoping meeting will be further invited to do so. It was agreed to go ahead with the Forum as a pilot for testing the role and gauging its value. The convening group (Fiona Riddoch, Shona Cochrane, and Vicky Pyle) are willing to continue to organise the Forum in this pilot period, making first drafts of documents jointly with CDN for the Forum to develop. CDN will manage the operational aspects of the Forum.

### **Actions**

1. Summarise the meeting discussion, decisions and actions and send round to the group for comment. (VP/FR/SC)
2. Arrange a webinar (January/February 2019) and invite Education Scotland to update L&T board members and, CDN to update on professional standards. Send around a request to Forum members for questions to be put to both CDN and Education Scotland in advance of the webinar. Webinar to be opened up to all board members. (VP to look at dates and feedback. Once Webinar set up, VP to arrange for members to be circulated with call for questions).
3. Suggested next steps and structure for the Forum will be developed and presented to members for feedback. (FR/SC)
4. Encourage colleges to have one representative on the Forum. This can be whoever is most appropriate at each college board. (To be requested when circulated first meeting summary, along with request to send details to CDN to capture in mailing list).
5. Proposed Events where Forum will participate:

- Webinar with presentation by Education Scotland and CDN (probably January /February)
- CDN Learning and Teaching Event jointly organised by Forum and CDN 20<sup>th</sup> March 2019
- Governance and Leadership Summit: Thinking through change, 2<sup>nd</sup> May 2019, Stirling Court Hotel. To register, please click:  
<https://www.events.cdn.ac.uk/ehome/index.php?eventid=382073&>

Agenda items/ future logistics areas to discuss at Forum:

1. How Colleges Scotland and CDN communicate with L&TCs. CDN to set up JISC mail for members to help support communication.
2. How can we include college staff in Forum and certain key points?

### **Appendix A**

Range of current priorities for L&TC's:

- Most committee time spent on monitoring and reviewing however there is an awareness of a need and desire to introduce strategic issues to the meetings

- The current areas of focus across the participating committees are
  - employer engagement
  - learning and student experience
  - digital delivery and support for students and staff
  - strategic issues and quality assurance
  - mental health and sexual equality/awareness
  - research
  - curriculum planning
  - stakeholder activities
  - links with schools and universities, including a local authority Director of Education on a committee
  - co-opting external members to extend expertise (particularly of business)

## Appendix B

Group Activity discussion of where time is currently spent on the agendas of L&TCs, and the new agenda items that are emerging. The discussion addressed Monitoring and Reviewing, Strategic planning, Strategy and Innovation:

### Monitoring / reviewing –

- Intense activity around Evaluation Report and Enhancement Plan
- Dealing with urgent / emerging issues can impact negatively on strategic planning
- Academic challenges explained for the Board members with limited Learning and Teaching expertise
- Desire for an understanding of Best Practise in employer engagement and proposals on how to monitor and measure engagement for success
- Remit of L&TC tends to emphasise monitoring and performance review rather than encouraging strategic thinking and exchange.
- The interface between SFC/ Education Scotland and the college impacts the L&TC activity
- All L&CTs feel they are in a time of flux and transition
- Delivering the curriculum is more than Learning and Teaching and these aspects and contacts to wider sector actors are needed.

### Strategic Planning –

- Linking curriculum planning with risk management
- Currency in serving the need of the local community
- Sustainable high quality student experience which is not dependant on certain enthusiastic individuals
- Adopting the How Good is Our College and the new Professional Standards to develop self-evaluation and the reflective practitioner

### Strategy -

- How is the college able to respond to the dynamic change agenda?
- Learning and Teaching is at the core of everything the college does but how do we ensure that we link with the other sub-committees?
- Need to integrate the student voice into the strategic planning process
- Developing a role for the L&TC in setting college future plans
- The role of the college sector in delivering the overall education requirements in Scotland should be clarified for the colleges to work effectively

- Colleges need to raise the visibility of the great work that they do and L&TC has a role in supporting that activity

Innovation – (least considered in L&TC overall agendas!)

- Demands from SFC and Education Scotland supported by sharing good practice across colleges
- Linking Learning and Teaching Committee with other Board sub-committees, such as finance and HR
- Economic resources are tightening. How can colleges work together to raise their joint opportunities and efficiency?
- Co-option of externals to the L&TC will raise awareness and expertise in key areas.
- Innovate to raise the quality of the delivery of learning and teaching
- Link to government's research agenda. The research hubs established nationally require that the supply chain and the work force are ready to join in market creation for innovation. This clearly offers a role of colleges.
- In technology innovation within Learning and Teaching more early stage consultation by central agencies with colleges is needed.

## Evaluative Report & Enhancement Plan 2017-2018





**The Region of Dumfries and Galloway is situated in the South West of Scotland. The college has two campuses, Dumfries and Stranraer, which are 75 miles apart. Dumfries campus is 77 miles from Glasgow and 79 miles from Edinburgh. The region has a population of 149,200, spread over 6,426km and is one of the most sparsely populated and the third largest in Scotland in terms of land mass.**

Rurality is a key characteristic of Dumfries and Galloway and while the areas around Stranraer and Dumfries are categorised as ‘accessible’ under the Scottish Government’s Urban/Rural Classification (2021b) the rest of the region is classified as either ‘remote’ or ‘very remote.’ The college’s approach to dealing with the rurality of the area is to provide a good infrastructure of travel to ensure that almost all learners can access either campus using college transport. The Region also has an ageing population with only 14.5% of the population aged 16 to 29 years, less than the Scottish average of 18.2% and persons aged 65 and over make up 25%, larger than the Scottish average of 19%. In 2017, Dumfries and Galloway experienced a population decrease of 0.21%.

The region as a whole has a lower percentage of residents who are qualified to NVQ4 and above,

than the rest of Scotland and the UK. 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. 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 covers a breadth of curriculum for Scottish Credit and Qualifications Framework (SCQF) levels 1 to 9 in the broad areas of:-

- Creative Industries
- Business and Computing
- Care
- Childcare
- Engineering and Motor Vehicle
- Built Environment
- Hair and Beauty
- Hospitality and Sport
- Supported Programmes e.g. Project Search and Princes Trust

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

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

Due to the characteristics of the region, the college will remain financially challenged. In particular, the college is affected financially because of the need to duplicate curriculum and services in Stranraer. Small learner numbers and demand makes it difficult to sustain some provision and some courses require to be structured differently to those in Dumfries. For example, combining different levels of learners or using mixed methods of delivery in order to maintain that area of provision. This is also true for developing new curriculum.

#### Section 2 - Evaluation Methodology

The evaluation process for the preparation of this report involved the whole college, including the Student Association, to ensure that the overall report was fully inclusive of all Internal College Stakeholders. This included workshops with learners, lecturers, first line managers,

support service staff, heads of curriculum, executive managers and Board members. Guidelines from Education Scotland and the Scottish Funding Council have been used to gather this information. Key Stakeholders were identified and focussed discussions resulted in important themes being identified and recorded.

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

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

Outcomes and Impact –  
How good are we at ensuring the best outcome for all our learners?

Quality Indicator 3.1  
Wellbeing, equality and inclusion

What do we do well?

The college prides itself in being accessible to all learners. Academic and support staff are supportive in helping every learner progress. The college has robust policies and procedures in place to promote equality and diversity and is compliant with all current legislation. This ensures the college works effectively to eliminate any barriers for learners and staff who are studying and working within its campuses. Leaders within the college lead by example and promote equality and fairness. To support this:

- The college reviewed its Equality and Diversity Policy and practice early in the academic year, derived from and in conjunction with our Equality and Diversity Framework. The college’s Equality and Diversity Policy sets out the baseline standard we expect to be upheld by students, staff and contractors throughout the college and provides a structure for the various statutory reports we are required to produce. It shows how these contribute to our overall activity. The framework operates as a continuous improvement framework with clear lines of governance from the cross-college Equality and Diversity Committee through to Board level and the Student Association is represented at this committee. As a result, all staff and learners are well supported by the college’s focus on Equality and Diversity.

- This is supported further by the appointment this year of an Equality and Diversity Officer to implement and disseminate information to staff and students. In addition, we have appointed a Board Equality and Diversity Champion and the annual plan and report are now part of our college’s annual schedule. The annual report includes an update for our Gender Action Plan, which this year has addressed college-wide issues to identify and remove barriers. This plan was updated this year to ensure that staff gender equality issues and gender identity issues were included. At this point, there is no significant impact but this is an on-going process.
- The college supports learners well in the provision of supportive technology/equipment to ensure that they are able to access learning, for example provision of a specially adapted wheelchair for a sports student, audio and visual digital equipment and adapted office chairs and specific desks for students who require them. The college has a 74% retention of students with a declared disability.
- Core Equality and Diversity Training forms part of the compulsory online induction training package for all staff. The impact of this is that staff are aware of these issues to inform their teaching.

- 250 students (from across the curriculum areas) and 120 staff, from all functions of the college, have been given further face to face training on such issues as individual rights under equality law, how to recognise bullying and harassment, gender identity/ transgender awareness and a specialist package on equality issues in sport. Staff have also received Stonewall and Equate Training. Following this Bullying and Harassment training, areas that had suspected bullying have seen improved class behaviour and class culture has improved.
- The college and the local council have been successfully working on easier progression for the students with English as a Second Language (ESOL) and their requirements. Clear pathways for each individual learner are drawn up and better engagement with the community and the provision of a clear point of contact (the new ESOL Coordinator) for additional guidance and support has been implemented.
- The college has arrangements for helping students with barriers to attain that are both general and specific. For example, buses bring those students who need transport to and from college. This is essential for a rural area for all learners to be able to access education.
- The Point is an area beside the front entrance that contains all the first point of contact

services for student support, admissions and finance. Thoughtful planning of the campus allows accessibility to all areas and the college is continuously evaluating this for maximum effectiveness.

- The college has consistent support for students with mental health difficulties and student advisors signpost students to relevant organisations when required. Points of contact are placed at various clear locations around the college and students can access advice and help readily. This support is important to help students access relevant advice which may help them continue studying during challenging times.
- 146 class reps had training, to gather student feedback for improvement and evaluation within the different curriculum areas. All students have their say and this effectively allows all students to feedback their views online, verbally or in writing about potential curriculum improvements or issues for attention. This works well and enables all staff to address improvements or alterations to services or curriculum, providing the best possible opportunities to help students to progress and achieve.

Outcomes and Impact –  
How good are we at ensuring the best outcome for all our learners?

Quality Indicator 3.1  
Wellbeing, equality and inclusion

- The college met its target to deliver 14% of credits to those students with a known disability. It also exceeded the target of 1.2% for care- experienced students by delivering 2.77% and achieved over the target for ethnic minority groups, therefore, the college is well equipped and responsive to the needs of different learners and has clear and consistent outcomes for learners, irrespective of protected outcomes.
- The college has a gender balance plan in place involving areas that have a significant gender imbalance, for example, Hair & Beauty, Building and Engineering. Places are held open by admissions to allow extra time to recruit onto these courses and reach the target audience. The college continues to monitor these and other areas for significant trends and gender balances.

Gender on specific areas of Engineering and Health & Beauty where enrolments were delayed for gender balance purposes:				
	2016/17		2017/18	
	Male	Female	Male	Female
Building & Engineering FT FE	283	20	270	19
Building & Engineering FT HE	18	0	18	0
Hair & Beauty FT FE	6	134	4	155
Hair & Beauty FT HE	0	29	0	20

At present there has been no significant trend identified, however the college continues to monitor these statistics for any areas for improvement.

Gender success % by level and all courses lasting more than 160 hours:		
	Success 2016/17	Success 2017/18
FE Females	59%	61%
FE Males	65%	63.8%
HE Females	73.6%	67.7%
HE Males	61.4%	72%

At present there has been no significant trend identified, however the college continues to monitor these statistics for any areas for improvement.

- The college has an excellent library of resources (which is shared with other Crichton Campus academic partners). By taking into account the remote and rural nature of our learner population, the library provides an excellent service by operating region wide and allowing learners to access materials in a preferred format. This allows learning to take place in different ways, students to access information that would not be possible without it and provides a professional and conducive place to study.

The college has signed the Social Impact Pledge in order to make a positive impact on our communities and learners. Some of the areas this addresses include:

- A free breakfast, 5 days a week, is offered to all students on both campuses. This is to ensure that all students have a good start to their day, which will assist in learning and remove some of the barriers faced by our students such as distance travelled and financial difficulties. This breakfast club has won a “Highly Commended Award” at the national HE awards.
- Opening up the sports facilities for the use of Boccia (wheelchair) events for disabled sports participants. The college has good facilities for disabled access

including minibuses with hoists, changing rooms and toilets. The result of this is to demonstrate that the college is an inclusive environment wherever possible, without barriers for participation.

- The college allows the community and organisations to use its facilities in the holiday period by negotiation; this also encourages school age learners to see the college as a positive part of their community and a potential destination.

Most staff embrace the culture of celebrating diversity and facilitating a culture of inclusion in the college.

What should we improve?

We want to use the college’s Kaleidoscope project, which will be strategically located on the way to the canteen. It will encourage students from different protected backgrounds to feel even more integrated and valued for their diversity, opening up opportunities for discussion and sharing experiences. This combines our need to communicate with students on issues such as equality, diversity, sustainability, ecology, community and knowledge through one cross college team, including the Student Association President and Vice President. Each month a relevant theme, for example, Black History Month, LGBT History Month and Interfaith Month (to

Outcomes and Impact –  
How good are we at ensuring the best outcome for all our learners?

Quality Indicator 3.1  
Wellbeing, equality and inclusion

include Holocaust Memorial Day) will be set up in a dedicated space in each campus. This will clearly display that the college attracts and benefits from students from all different backgrounds and cultures. This gives a wider perspective to a rural college and encourages the discussion of different cultures and viewpoints to enrich the learning experience.

- The fair and open access policy for potential students will continue but a more appropriate advice and interview procedure will be implemented. Progression opportunities will be more clearly identified on the website and this will allow applying students to fully understand their journey, be more informed from the outset and improve retention figures linked to students applying to incorrect courses.
- We want to improve further on the good retention rate of 73% of FT FE students with a declared disability and improve on the 63% success rate from those students. FT HE students have higher statistics at 79% retention with 65% attainment but this could also improve.
- The college will continue to take measures to improve both mental health awareness and gender issues for students.



Quality Indicator - 3.2  
Equity, attainment and achievement for all learners

What do we do well?

- Dumfries and Galloway College has a good record of widening access as evidenced by our Outcome Agreement. This is further shown by the increase of credits achieved by students with a declared disability and those students who are care experienced. Care experienced students exceeded their target by 488 credits. Students with a declared disability were 67 credits over target overall.
- The college has high expectations of student and staff behaviour and these are displayed around the college on the Learning and Achieving Together statement boards. These expectations include issues that lead to good work ethic such as attending on time, working to deadlines and a culture of mutual respect. In some areas, the learners are prepared for dress code expectations, for example in Hair and Beauty, where a standard professional dress code is implemented. All these skills help to prepare learners for the workplace and underpin skills for learning, life and work.
- The college is committed to challenging barriers and offering an education for those who wish to benefit from learning. This is reflected in our admissions policy and in our advice and interview sessions. This widening access approach sometimes affects retention and can result in students leaving early for a

variety of recorded reasons; the college cannot solve some of these.

- 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 problems 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. Rising very early and travelling long distances presents challenges. When students arrive at college, the Breakfast Club ensures a feeling of welcome and inclusiveness. The gap between care experienced students and their overall credit success is better than our set target. This target was 361 credits and care experienced students achieved 849 credits. The college has a dedicated member of staff for care experienced students and this provides a specific point of contact for any issues arising.
- Passport to College is a diagnostic course that gives students a short experience of different curriculum areas to ensure students then progress on to appropriate courses afterwards. Several students have now progressed onto other courses in the college.

Outcomes and Impact –  
How good are we at ensuring the best outcome for all our learners?

Quality Indicator - 3.2  
Equity, attainment and achievement for all learners

- Essential skills are integrated into most teaching programmes. The Essential Skills procedure and Core Skills policy underpin these areas of learning. Competitions, community participation and college events enhance these in the curriculum. Learners are encouraged to practise skills that go beyond the classroom in order to prepare for future employment.
- Employability skills are embedded into the curriculum through different methods of teaching such as role-play and simulated situations. The student restaurant Zest opens to the public and this provides a safe learning environment that is “live” but monitored by staff where students can improve their work-based skills, for example, communication, customer facing skills and team skills. Other areas use projects to simulate realistic work scenarios, for example, creative industries use live projects that also support the local community, assisted by teaching staff. Many of these opportunities are embedded into the wider curriculum to enhance students’ skills. These life and work skills range from responsibility skills, working in a team, to time management; and significantly enhance the learner experience and opportunities by preparing and guiding students to apply to positive destinations.
- Employers and other higher educational institutions are invited to come in to discuss plans with learners throughout the year. This helps learners to further understand potential career and education opportunities. Alumni are also asked to give presentations to learners, showing first-hand how they achieved their career goals after leaving college. This raises expectations and broadens horizons for all learners, showing achievable destinations and the different journeys that people have taken to arrive in their chosen career. Careers advice is explained to students in their individual subject specialist areas and this works well to inform progressions and destinations.
- Many examples of teamwork are provided to learners, including working across curriculum areas to promote real life work experiences of a wider workforce, increase social skills and confidence and promote levels of client liaison experience. These interpersonal skills can challenge some learners particularly if they are not used to taking the lead on projects. However, these types of learning activities give ownership of project work to learners and builds self-esteem, enabling them to succeed better in the workplace.
- Enterprise skills are embedded in all levels of courses. Level 1 and supported programmes identified a commercial opportunity to create a business plan to put into reality with support from staff. Confidence, social skills, all core skills and working independently and as a group were some of the skills they learnt from this exercise. This raises confidence and consequently creates a positive can-do attitude and enhances personal initiative. Higher level courses also were encouraged to work in an enterprising manner. HNC childcare initiated an international book publishing project with local businesses and primary schools both in Dumfries and in Sri Lanka. Using time management and financial planning, students had to put many life and work skills into this project, such as leadership, team working, communication and enterprise thinking. Project work of this type is encouraged across all areas of the curriculum and many examples of this have helped learners integrate skills for learning, life and work into their studies with positive outcomes.
- The college monitors the progress of students through the extensive data system in place. This is accessible to staff through a comprehensive digital system and is able to pick up different areas and groups of students to see progress. This will be developed further into Learner Analytics with specific staff responsibilities to monitor this data and ensure improvements. This system can highlight students who might have barriers to learning and is based on specific factors such as age, deprivation, care experienced etc. All relevant staff will be required to engage with the new Guidance Coaches and Learner Analytics to maximise its effectiveness. With this information, staff will guide learners to relevant support systems both in and outside of college to try to ensure they are able to complete their studies successfully.
- During the academic year various methods and procedures are implemented which succeeded in retaining some students at risk of leaving. Students who withdraw during the year have their reasons recorded but in some of these instances, these reasons are out of the control of the college. Where issues could be addressed, the processes within the college and the staff offered some solutions, for example, changing or making learning patterns more flexible to accommodate learners’ needs. In addition, the previous March peak of withdrawals was successfully addressed, measures put in place and the college succeeded in stopping this peak.
- The extensive live data systems are used on a regular basis by staff to monitor learners’ progress. Staff CPD and an extensive mentoring system support the staff to try new methods of teaching and learning to engage learners. Engagement with industry and stakeholders is included in decisions to make the curriculum relevant and reflective of the employment market. Extensive data information systems, tutorials, admissions, student support and

Outcomes and Impact –  
How good are we at ensuring the best outcome for all our learners?

Quality Indicator - 3.2  
Equity, attainment and achievement for all learners

- curriculum self-evaluation provide platforms to address retention and attainment, but in some areas have not had the desired effect. Therefore, the college will address these issues as below and further actions will be taken to monitor and improve these statistics. These actions are detailed in the Enhancement Plan.
- The college has supported the Oasis Youth Centres to help facilitate an Urban Art project that aims to engage young people from disadvantaged areas to take part in an empowering Urban Art project to learn techniques such as graffiti, mural making, stencilling etc. from professional artists. The three target areas are upper Nithsdale, Annan and Stranraer.
  - Celebration of learning events are well attended and well received across all sectors, from Princes Trust and Project Search through to FE and HE Graduations with a separate graduation at the Stranraer Campus.
  - Retention for students with a declared disability from FT FE courses is 73% with a success of 63% that is above our total average of FT FE. The FT HE is also above our total college average at 79% for retention and 65% for success.
  - In 2017/18 the college exceeded its target of 30,067 credits, the actual number being 30,696.

- For students with a disability this was an increase of 67 target credits from 4,209 to 4,276. Care experienced learners increased from our credit target of 361 to 849 with a 488 increase, which is a 42% increase on the credit target.
- FT care experienced HE has a retention of 100% and a success of 50%, although the student numbers were low. However, FT FE students who are care experienced have a retention of 52% and a success rate of 39% against a target of 35%. Therefore, we exceeded our target but we would still like to improve.
  - 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.
  - Some learners have appropriate qualifications for a course but not the maturity to be on the course, therefore the new Passport to College course ran this year as a lower level course to provide a taster diagnostic course. This worked well.

What should we improve?

- Admission and interview sessions are being reviewed in order to make sure students are being recruited onto appropriate courses for their level to avoid withdrawals and students transferring to other courses later on. Late starters are also at risk of withdrawing.
- Several local employers are now approaching the college to recruit our students as they have up to date relevant knowledge and training in the Construction and Engineering areas. This affects our retention rate but provides employment opportunities for students. By leaving courses before they have completed their studies, our PI statistics are affected. In response to this, the college is striving to have closer links to employers, to highlight the importance and added value of the specific vocational learning that takes place in college. Staff also try to stress to students the importance of completing their studies. However, this must be offset against the appeal of making money and the financial impact on those students of accepting that employment offer.
- Regular meetings are held to understand if targets are being met in order to monitor attainment and retention. This has not had the desired impact. There are further actions being implemented to monitor and improve these statistics.
- The proportion of FT FE and FT HE students successfully achieving a recognised qualification has decreased from the previous year's figures.
- FT FE Attainment is at 60%, which is below our target of 69% and PT FE has an attainment of 70% that is below our target of 82%. PT FE Attainment has slightly decreased from 71% to 70%, however the college recruited more than the target. This shows increase in popularity in this style of PT learning which the college will address.
- HE PT success is 72%, with target of 80%, but is an increase on last year, and HE FT is 69% with target of 72%. These figures are disappointing as staff and managers worked hard to improve retention and attainment for learners.
- A lesser percentage of learners attained than were retained on courses, as seen in the table below. This will be addressed in the various plans and additional support that are planned and detailed below and in Quality Indicator 3.1. The college is addressing the issues of FE & HE FT & PT attainment through the measures in the Enhancement Plan. There is still more work to be done.

Outcomes and Impact –  
How good are we at ensuring the best outcome for all our learners?

Quality Indicator - 3.2  
Equity, attainment and achievement for all learners

Table 1 - showing Overall Attainment and Retention 2015/16, 2016/17 and 2017/18

	D&G 2015/16		D&G 2016/17		D&G 2017/18		Scotland Colleges 2015/16		Scotland Colleges 2016/17		Scotland Colleges 2017/18	
	Att	Ret	Att	Ret	Att	Ret	Att	Ret	Att	Ret	Att	Ret
FT FE	60.8%	69.1%	62.5%	69.8%	59.6%	70.6%	65.5%	74.5%	65.3%	74.9%	66.1%	74.9%
PT FE	76.3%	83.5%	70.2%	77.7%	69.8%	77.6%	74.3%	91.8%	77.1%	90%	78.2%	89.8%
FT HE	71.2%	81.8%	70.2%	80.2%	68.7%	78.1%	71.7%	82.8%	71.6%	82.8%	71.3%	81.6%
PT HE	76.3%	80.4%	62.8%	77.5%	72.4%	78.3%	78.8%	91%	78.6%	91.9%	80.4%	91.6%

Table 2 - Withdrawals for Full Time Students

	2015/16		2016/17		2017/18	
	Total	%	Total	%	Total	%
Enrolled	2412	N/A	2442	N/A	2445	N/A
Withdrawn	558	23%	594	24%	544	23%
Early Withdrawal	221	39%	212	35%	226	41%

- These figures are disappointing and the college recognises that improvements and adjustments need to be implemented.
- The college has identified a combination of various factors that need to be addressed to ensure improvements for all learners. The issues for low attainment and retention have been identified as:
  - Variation of self-evaluation in the curriculum
  - Admissions encouraged curriculum staff to accept every applicant.

To address these issues please see Enhancement Plan, point 5 and 10.

New procedures that are more comprehensive and robust are being introduced. To address these issues please see Enhancement Plan, points 1,2,3,4,5,8,9,10,13.

Table 3 - Overall annual comparison figures on courses lasting more than 160 hours for protected characteristics

Overall figures on courses lasting more than 160 hours	Success 2015/16 D&G	Success 2016/17 D&G	Success 2017/18 D&G	Success 2015/16 Scotland Colleges	Success 2016/17 Scotland Colleges	Success 2017/18 Scotland Colleges
SIMD10	63.1%	64%	57.2%	65.7%	66.1%	66.3%
Ethnic Minority	N/A	68.8%	55.3%	N/A	71.3%	71.4%
Disability	59.7%	62.8%	63.8%	65.4%	66.5%	67%
Care Experienced	N/A	35%	44.4%	N/a	57.2%	55%
Male Learners	65.5%	63%	67.4%	70.3%	70.2%	70.45%
Female Learners	71.3%	66%	64.4%	70%	70.55%	70.75%

- SIMD10 numbers of FT FE students enrolled was 146, there was a 68% retention with 54% success rate. This was the same retention rate as the last year's or 68%. PT FE success from SIMD10 has achieved 54% which is below the target of 82%. We did not reach our target of delivering 12% of credits to SIMD10 and delivered 10.16%. However in the previous year, we exceeded our target and with new measures in place, we hope to address and improve this figure. Our success rate for this group has decreased from last year.
- FT HE students from SIMD10 had 77% retention and 64% success. This is an improvement from the previous year's retention of 71% but is lower than the previous success rate of 66%. Overall the success rate of SIMD10 learners has decreased and the college is addressing these through the measures in the Enhancement

Plan. Additional work to improve these figures needs to be done.

- For learners with a disability, we very nearly delivered our credit target. We have increased the success rate for those in this protected characteristic.
- For care experienced, we delivered more than our target for credits to these groups. Care experienced success is rising and this is partly due to the measures that have been put in place.
- The Schools programme had 451 students enrol on one year programmes with an 86% success rate, a significant increase on the previous year of 79%. We would like to improve this further.

Outcomes and Impact –  
How good are we at ensuring the best outcome for all our learners?

Quality Indicator - 3.2  
Equity, attainment and achievement for all learners

<https://www.scotlandscensus.gov.uk/ods-web/datavis.jsp?theme=Ethnicity> v3 November+2013

Table 4 - BME Profile of Dumfries and Galloway Region

	Census	2015	2017	2019
White (UK)	96.5%	90.5%	92.3%	91.1
White (Other)	1.7%	6.3%	6%	6%
BME	1.8%	2.9%	1.9%	1.2%
Not Declared	-	0.3%	0%	1.8%

- For all ethnic minorities we met or exceeded in delivering more credits than our target but the success rate decreased. 3.5% of all students in the college are from BME.
  - The BME population of Scotland according to Scotland’s Census is 4% (2011). The BME population of the region of Dumfries and Galloway is 1.8% of the total, according to the Census, which is a very low minority profile. Therefore, the college has widely
- recruited from the lower numbers available in the region at 3.5% of all learners. The college will continue the wide and inclusive policies that attract these groups.



Quality Indicator - 2.2  
Curriculum

What do we do well?

The curriculum planning links well to the needs of employers, the learners, sector skills, internal performance measures, DYW priorities, external factors and drivers. Using strategies and reports such as The Regional Skills Assessment, the Labour Market Profile and alongside national initiatives like Developing the Young Workforce, the College has created a curriculum that responds to the needs of the region as a whole. These priority outputs are identified by the Learning and Teaching Committee for the year. These include credit targets, retention and attainment, positive destinations, along with local and national skill priorities. This planning successfully works well to meet the changes of the region.

There are annual curriculum reviews and curriculum planning days that effectively link learning to industry and college requirements. Heads of Curriculum, Curriculum Managers and other relevant staff, attend these. The Learning and Teaching Strategy underpins the courses we offer and the college aims to provide high quality learning experiences that enable all students, whatever their backgrounds, to reach their full potential and achieve their learning goals. The college is offering a curriculum that reflects employers' needs and is a route to further and higher education or employment. The 8 new Curriculum Managers underpin this process, which allows a full and in-depth understanding of

the curriculum needs and the internal and external drivers.

All curriculum plans are discussed openly, in curriculum clusters and at senior level. This is important for transparency and for colleagues to understand priorities of various curriculum areas and how this might affect or enhance others. This is successful and allows curriculums to work together to synthesise learning across curriculums and share teaching practices, as and when possible.

Learners are involved in successfully personalising their learning in many areas. Students gain autonomy over their delivery of learning and services to support their studies by liaising and discussing this planning with staff. This reinforces important skills such as time keeping and deadlines, robustly ensuring learners practise and understand these work-ready skills in college.

Learners respond well to the different modes of teaching delivery offered. Along with classroom delivery, some curriculum areas invite inspirational speakers and alumni to speak to the students along with workshops, external visitors and relevant industry visits. This enables students to become aware of the wide range of career possibilities while studying in their curriculum areas. Frequently, the college is offered Live Projects from external sources and this allows students to develop in the local and wider

communities. This enhances the students' career management skills by demonstrating alternative pathways within employment areas. The College News, which is on LearnNet Moodle and social media celebrates this wider activity for all staff and learners to see.

There is evidence of good practice with cross-curricular events in learning. This can be a result of external live projects or internal events developed around the curriculum. This provides networking opportunities and enhances the learners' ability to see collaboration as a benefit and aspirational skill, opening up both social and academic skill possibilities for their current and future opportunities.

Following a review of access programmes and their entry criteria, the Passport to College has been created. Students come onto this course with a wide variety of backgrounds. Experiences of different curriculum areas are offered in order for students to make informed decisions for their futures. This course had additional guidance support and as a result, seven out of thirteen learners are progressing on to various courses in the college.

The curriculum team use learner performance data at programmes and unit level in conjunction with college surveys and evaluations to inform and improve the curriculum. By utilising this data,

the teams effectively and smoothly deal with any issues for concern.

Staff advise and work hard to provide a seamless path of learner progression routes. There are clear lines of communication within the college when students are progressing from one course to another. There are routes through the college from level 1 to level 9. Articulation is well established in a few areas and with a number of different universities.

The majority of curriculum teams ensure that employability and Career Management Skills are promoted and embedded in the curriculum to ensure that most learners develop these skills well.

The college engages consistently with schools and the local authorities in the course provision process. This involves senior leaders visiting schools and taking part in community planning partnerships at strategic meetings across the region.

Numerous areas of the college undertake innovative learning and teaching opportunities to enhance the students' experience and reflect industry. The atmosphere in college because of this is very positive and inclusive. For example:

Delivery of learning and services to support learning –  
How good is the quality of the provision and services we deliver?

Quality Indicator - 2.2  
Curriculum

- The food industry labour market in Dumfries and Galloway is higher than the UK average at 8.8 % of the region’s labour market. To give students a more realistic idea of having a career in this, the college has an internal training restaurant (Zest) that is also open on selected days to the public. Students are able to experience social media ratings for our Zest restaurant through its inclusion in TripAdvisor to gauge clients’ responses to their hospitality skills. This gives students commercial real time experience and public evaluation alongside practical customer service.
- Placements for Care students include care homes and day centres.
- Some students join the STARS team with the NHS. Learners are placed with a re-ablement officer from STARS and visit people in their homes. This is important for the curriculum as re-ablement is embedded in the NHS job description and it is necessary for learners to have this when going into the work place.

The college has well developed relations with local employers and industry. Local employers contribute to the curriculum in various ways and value the skills that are taught, for example:

- Labour Market information (LMI) and industry influence is evident in Electrical Engineering and Motor Vehicle Maintenance. Employers

taking on apprentices were asked what they expected and what they looked for in apprentices. The information gathered is used to form the curriculum and therefore produce more work-ready students. In addition, employers regularly contact the college to visit the learners in the workshops and occasionally for employment opportunities for students on completion of their studies. Employers and DYW also have workshops in the college and this familiarises students with external agencies and employers.

- The college hosted the Dumfries and Galloway STEM conference that was attended by staff from primary and secondary schools in the region, as well as some college staff. Through this, the college is demonstrating its commitment to STEM.
- An industry region-wide steering group has worked with the college to shape the provision of a course that reflects creative areas in the region. Local creative industries are bringing up-to-date requirements to the college to help shape a creative workforce for the future.

What should we improve?

- There is a national STEM gender imbalance in some areas and the college is addressing this.
- Level 4 students continue to be disengaged on some courses. This is disappointing and teaching teams are trying to improve this with a variety of methods. The college will review its level 4 offer across the curriculum.
- Level 4 students continue to be disengaged on some courses. This is disappointing and teaching teams are trying to improve this in a variety of methods. The college will review its level 4 offer across the curriculum.
- Another curriculum area for some improvement is the childcare provision, as the college did not reach the childcare targets this year. Therefore, to improve and be more inclusive, for the first time ever we will be running an evening class and day release in Childcare.
- In some occasional cases, the curriculum needs a greater focus on DYW and more employer engagement is required.
- The college needs to develop a consistent approach of incorporating essential skills and career management skills in all curriculum areas, and we are working towards improving

the way this is evidenced and measured this year.

- Although there are many good examples of staff teaching Career Management Skills, it is not widely recorded; this could be captured better in order to share good practice for all teaching staff.
- The college is looking at the retention rates of the Foundation Apprenticeship and will work with industry and schools to address this.



Quality Indicator 2.3  
Learning, teaching and assessment

What do we do well?

- One of the strengths of the college is its dedicated and experienced staff. All lecturers have obtained their Teaching Qualification for Further Education (TQFE), or are working towards gaining one. The college is one of the highest performing colleges in relation to TQFE in Scotland. Staff are well motivated and draw on their extensive industry experience to develop and continually improve the courses for learners.
- Nearly all learners make good progress in their work and almost all learning activities are well planned by staff. They tailor the courses to the abilities and levels of their learners, taking into account the specific needs of each learner. The structure of the courses offered by the college allows learners to make informed choices around progression to the next level with clear progression and articulation routes consistently communicated and they are assisted in this by the experience and knowledge of staff and Curriculum Managers.
- Students have their learning experience measured and monitored through the Quality Academic Process and through the Student Representative Process. The use of self-evaluation and student surveys demonstrates that 92% of FT FE students are satisfied with their experience at college. The cycle and effectiveness of these evaluations and surveys

- are reviewed for effectiveness. The outcomes of this are shared with relevant staff for action to improve learner experience.
- Some students are encouraged to shape their own assessment schedules and formats of their submissions to keep the teaching experience varied and appropriate. This gives the learners confidence, encourages reflection on areas of strength and promotes a collaborative approach from the student cohort.
  - Students have reported through self-evaluation, that they understand core skills have value in their future workplaces. It is clearly explained in advice sessions at the beginning of their college learning journey that these skills are an integral part of the programmes. In addition, students understand that other skills such as team working, time management and negotiation skills are part of their learning experience. This allows students to acquire evidence of wider achievement gained with the support of the college.
  - The college has a dedicated Professional Development Manager (PDM) and she is available for all staff for expert advice with teaching, learning and assessment. This allows staff to approach the team for help when required and for advice if something is not going well, as well as sharing best practice.
  - The college's LearnNet Moodle has been

- improved this year and is now easier to navigate. Students use the updated LearnNet Moodle to access learning material to underpin and enhance learning. Areas across the college use the Moodle platform alongside Google drive and social media for formative and summative assessment strategies, which can be accessed from home. This is useful and works well for both staff and learners, allowing wider opportunities for learning.
- Staff support students to achieve a positive destination and almost all students reported that they felt supported in their journey through college and to the next stage of their progression route. Staff work hard to ensure barriers to learning are removed to provide full participation of potential and current students. This is achieved through social and educational inclusion within the college and in conjunction with relevant external agencies. This enables all learners to reach their potential and progress.
  - Internal Moderation is praised by External Verifiers and is very effective. This means the process is more transparent and provides timely reminders for all staff and team leaders.
  - Nearly all students report making good use of digital equipment and resources. The college has a wide range of different digital platforms for different curriculum areas and these are

- reflective of industry use. Digital and learning technologies are available for learning and teaching specification and there is support for all staff to enhance their own digital skills from the college Blended Learning Advisor. Technologies that reflect real life industry are used and encouraged in all areas with positive results.
- The Professional Learning and Teaching Department continues its Mentor programme throughout the college with three Mentors and one Blended Learning Advisor. It is in its sixth year of operation and is now an accepted part of college Learning and Teaching. This has an impact on successful learning and teaching as it has improved the consistency of the quality of teaching across the college.
  - Staff are encouraged to undertake Continuing Professional Development (CPD). This ensures that staff are up-to-date in their area of expertise and are trained in areas for improvement. The impact for the learning and teaching is evaluated by a three point measurable assessment that illustrates the scope for enhancing the students' experience after the CPD has taken place and for the following year. This has shown positive outcomes in most areas.
  - The college has a detailed data-collating tool for analysing classroom observations

Delivery of learning and services to support learning –  
How good is the quality of the provision and services we deliver?

Quality Indicator 2.3  
Learning, teaching and assessment

with 25 indicators that demonstrate the level of teaching. 49% of all teaching in classes achieved the highest level, 39% the second highest level, with 11% on low and 1% at below standard; therefore 88% of the average of all teaching was at a high or second highest level. This was 63 members of staff over the year being observed on 25 different indicators. During the previous year, it was 2% below standard, 13% low, 33% on good and 53% on the highest level, therefore 86% in the top 2 levels; however only 49 members of staff were observed. The year before that, it was 82% in the top two highest levels. Therefore, the quality of observed teaching practice in college is improving.

What should we improve?

- A Digital Skills Strategy 2018/2023 is being developed in order to upskill all staff in this area. Staff will feel more confident in the college’s commitment to digital upskilling and training. This will also allow students and staff to have more sophisticated and advanced digital skills which are vital for a region that is very rural and sometimes has challenging transport issues. This will support industry and stakeholders to see the college as a driver for change and progress. An effective digital skills approach will pull together teaching, learning and assessment. It will improve all aspects of the college and will make all our processes

- stronger to support our key objectives.
- Sharing best practice between teaching staff has historically sometimes been slow and relied on informal information sharing. To improve this, the Professional Learning and Teaching department have set up “Let’s Talk Teaching” sessions that will run to bring together new and well-established lecturers next academic year. These sessions will cover themes such as:
    - Holistic delivery or combined units into a project
    - SCQF level 4 delivery
    - Graded Unit delivery
    - Core Skills delivery
    - Work Experience
    - Using One Note or Google Drive
    - LearnNet Delivery and Development
  - Areas of CPD will involve developing one minute videos on AdminNet to share amongst staff to help share teaching methods. The effectiveness of this will be evaluated at the end of the year. In addition, staff who had below average development visits will be visited again and a development plan will be worked through with the staff member to ensure improvements in their delivery. The team will also concentrate on new staff and carry out a planned development visit within the first 6 weeks.
  - In order to improve further, the impact of

- significant staff development will be captured and assessed to identify ways to develop.
- Improved assessment schedules for all courses are being collated. Although there is excellent practice already happening in most areas around assessment planning, it is not consistent and needs improvement.
  - Some areas would benefit from additional guidance from tutors and greater use of digital analytical data to address retention issues.



Delivery of learning and services to support learning –  
How good is the quality of the provision and services we deliver?

Quality Indicator 2.4  
Services to support learning

What do we do well?

- The Student Support and Guidance Team works well with the secondary schools throughout the region with the aim of improving the learners’ experience of transition from school to college and allow a broader student body to have a wider experience of college. The team work with social workers, Child and Adolescent Mental Health Services (CAMHS), speech therapists, residential care homes and other local agencies when required to meet the needs of learners.
- Advice and support for all students starts before enrolment and encompasses pre-entry Advice and Open Days, orientation week and transition arrangements. Trial visits are made to acclimatise the learner to the college before they begin their programme to ensure learners are not overwhelmed at the start of their course and benefit from a positive experience.
- In addition to Learner Voices, self evaluation and Have Your Say, which all offer routes of voicing concerns or opinions, the college has an annual induction survey which all students are encouraged to submit. This information is used well for improvement in all departments to help create a better initial experience of college.
- The college has processes for identifying learners’ additional needs and these are robust and work well. This starts as soon as students apply to college. They are informed of how to access any support needs and when and how

this will happen. The college has a good record of supporting students through the application and enrolment processes and encouraging students to access these services before and during their courses. This information is captured in the various methods of feedback available to students and ensures a positive experience in college.

- Student needs assessments take place promptly in order to put any support requirements in place. The teaching team work closely with support staff to ensure a coherent approach is implemented in a smooth and sensitive manner. Identified students are supported, when needed, through one-to-one sessions in classes by student support workers. In addition there are drop in sessions in various locations around college and advice and information is clearly placed around the college including the Student Association. This ensures that all students are aware of support and advice available to them.
- The college has an effective safeguarding procedure and safeguarding officers to ensure that students receive timely support and advice should the need be identified by staff. This process is understood well by staff and it can provide support and help for identified students.
- Student funding provides individual information for any student who needs this and in a confidential manner. Student support teams

direct students to this service if required. General reminders and information are sent to students digitally and on social media to provide prompts for deadlines to access this funding. This ensures that students have every opportunity to access their funding and feel supported during the process. The Student Association is another source of financial information and support and students are encouraged to access support and information via them if needed.

- All full time FE students are offered a termly tutorial. This encourages students to take responsibility for their own learning, reflect on their progress and participate in an on-going review of their own learning and development. Any issues are identified and acted on where necessary by staff.
- Information of all courses available is on a clear and well-organised website. Students applying to college must attend advice sessions to meet staff where they are given up-to-date and relevant information regarding their course and career choices. These are held on a number of evenings and days in order to reach a wide audience. Open evening events are combined with themes and external stakeholders attend to provide further information for career and education opportunities. This provides learners with information to make informed choices.

What should we do better?

- Care-experienced students’ retention remains

low and this is disappointing. The College supports these students with many resources and is continually trying to address this issue.

- Supported students have good retention, however achievement is low. These are complex issues that need continually addressing on a case-by-case basis.
- Additionally, interview and advice sessions are to be enhanced in order to place the student on the most suitable course for their abilities. This could improve attainment. We will be reviewing our advice sessions as a result of low attainment and retention in some curriculum areas.
- To improve well-being amongst students, the new Guidance Coaches will be talking to students about resilience and coping with life stresses as some students may think they have a mental health problem.
- Learner experience could be improved in some areas by use of digital data by support and teaching staff to address any support and academic issues.
- UCAS information could be more coherent throughout the college.
- The sharing of information about learners received from schools, particularly with reference to Christmas leavers, could be improved.

Quality Indicator 1.1  
Governance and leadership of change

What do we do well?

The Regional Board of Management works effectively and collaboratively with the Principal and the Executive Management Team (EMT) to set a clear strategic direction for the college. The Principal provides inclusive leadership and works effectively with her management team to provide a culture where change and innovation to improve is welcomed. The following paragraphs detail the way in which the Board ensures quality of provision and outcomes:

- The Board leadership has a structure and Board performance programme. The Board has an ongoing development programme and an Annual Development Plan of which there are two parts. The first part involves assessing the effectiveness of the Board and the second part assesses the effectiveness of the individual Board members. This ensures that the Board understands its role and fully implements it in the college.
- The Board ensures that all of the college’s business is fully implemented, being informed by Scottish Government priorities including Developing the Young Workforce (DYW), our Regional Outcome Agreement (ROA) and Skills Development Scotland (SDS) Dumfries. This is achieved through specific departments and staff producing reports and information to the Board.

- The Board and its committees review a continually updated risk register.
- The Board contribute to the Evaluative Report and Enhancement Plan. In addition, they challenge and discuss all reports submitted to them.
- A Board short life group has been created to focus specifically on the Student Association. The aim of this group is to enable the Student Association to be more active and effective. The round table meetings between the Board and the Student Association resulted in issues being brought forward directly from the student body to the Board. It provides the Board with an understanding of the role of the curriculum and student reps within the college, as well as creating a link between students and the Board. In addition, there are several other formal Board committees covering various aspects of college business. The 5 year strategic curriculum plan is reviewed at Board level every year to ensure that the college is reflecting the region’s needs.
- The Board keeps a stakeholder focus by asking stakeholders to attend meetings on a regular basis so that the college benefits from their expertise and the stakeholders are informed. This brings a range of knowledge to the meetings to reflect both national and local issues.

- The College Leadership Team meet regularly. Each area in the college is represented and gives detailed reports when requested to inform the team and as a result, any issues from AY 2017/18 are fully addressed. Priorities are agreed in order to respond to strategic aims that are sufficiently stretching and, if targets are not met, planning and action plans are discussed and implemented.
- Industry members and DYW regularly come into college to some areas to advise students and give industry talks about working in specific industries. The college works closely with DYW and attends meetings with regional partners. The Board is informed about developments with DYW including school college partnerships.
- Management changes have been implemented and 8 Curriculum Managers took up posts in August 2017. Each one is an academic subject specialist in their area. This in-depth subject knowledge gives a more detailed understanding of skills required by industry and allows the Curriculum Managers to lead the curriculum effectively. Curriculum Managers are informed of local, regional and national priorities for the workforce through their subject knowledge and work closely with industry in the region.

- Alumni are invited to return to give personal experiences of how they have developed their career after gaining skills by attending college. All of this is disseminated to the students, both in class, on the college intranet and on social media platforms. This demonstrates a journey to the learner through college and out to successful employment.
- All Curriculum Managers have undergone management training and this has enabled them to understand different management strategies for the departments. They understand targets for retention and recruitment which are worked towards, and this information is disseminated through meetings and discussions from Heads of areas and then in turn, to the academic teaching staff.
- Academic and Support Managers together with the Executive Team form the College Leadership Team. Every manager, whether jointly or separately, ensures that they are current and up-to-date within their respective fields. As a collective, they ensure that the College Leadership Team develops appropriate plans and evaluates required changes at a pace and manner which is appropriate and effective.

Quality Indicator 1.1  
Governance and leadership of change

What should we improve?

- In order to evaluate the college’s current progress against the strategic plan of Vision 2020, the Board, the College Leadership team and college staff attended a review to understand successes and areas for improvement. The Student Association also attended. The cross college teams evaluated each strategic outcome. Background evidence was collated to support progress and any actions and suggestions as a result have been collated. These are around issues of enhancing and supporting entrepreneurship, learner confidence for care-experienced students and retention and attainment. To enable continual improvement, these issues will be addressed at Board level during the next academic year with the aim of amending any relevant strategies within Vision 2020.
- Members of the Dumfries & Galloway College Board of Management have identified a need, as part of their ongoing development, to increase their knowledge of and insight into the core delivery work of the college to support their strategic decision-making. In addition, the college will continue to make best use of the skills and experience that the Board members bring with them.
- Members of the Dumfries & Galloway College Board of Management have identified a

need, as part of their ongoing development to increase their knowledge of and insight into the core delivery work of the college to support their strategic decision-making. They will be informed further by Curriculum Managers through various methods. This will allow the college to continue to make best use of the skills and experience that the Board members bring with them.

- Senior phase and DYW is being further supported by key stakeholders coming together to develop a strategy for the region to ensure a consistent approach to curriculum planning with partners.
- A programme for career development and management training will be offered for all staff to allow career enhancement, which will support the new strategic developments in the college.

Quality Indicator 1.4  
Evaluation leading to improvement

What do we do well?

- A revised and improved self-evaluation programme is in place. Student Representatives feedback from the student body to the Curriculum Managers who in turn feedback to staff, senior management, the EMT and the Board. Self-evaluation reports are generated on every course with Action Plans undertaken, reflecting key developments and requirements for local, regional and national priorities in an effective way. Staff, learners, the Student Association and other stakeholders are all involved, ensuring that the process leads to change and improvement of the curriculum and its relevance in industry, student attainment and progression. This process is closely aligned to the targets in the Regional Outcome Agreement and Vision 2020. In industry, student attainment and progression. This process is closely aligned to the targets in the Regional Outcome Agreement and Vision 2020.
- Students also voice their opinions through Induction surveys, Have Your Say, the Students’ Association and Learner Voices. This allows various routes ensuring any issues are dealt with from appropriate departments. Issues have been fed back to management, leadership and the Board through these channels where they have been successfully resolved, if these are issues that the college can resolve. There is a Complaints Handling Procedure to

enable swift action and to resolve issues. This has enabled issues to be resolved quickly to mitigate any impact on any student’s experience of college.

- The Curriculum Managers ensure procedures are in place to have a positive impact on learners’ success and achievement. This is in conjunction with the Professional Development Manager, the Learning & Teaching Mentors and the Blended Learning Advisor who delivered and facilitated the following:
  - Training on Assessor Awards, Verification Awards, Personal Tutor Training, Moderation Training and participation in a number of development visits to encourage professional dialogue. We have 199 recorded training interventions logged on our HR system for the period with most interventions being delivered internally. This demonstrates that learning issues are addressed and supported where necessary.
  - Nearly every member of staff has completed Prevent training in line with Home Office guidelines; with staff in Human Resources and Student Support and Guidance, delivering this training. This shows that the college adheres to national legislation and responds to national issues.

Leadership and quality culture –  
How good is our leadership and approach to improvement?

Quality Indicator 1.4  
Evaluation leading to improvement

- Strategic partnerships such as DYW and Health Care Skills Academy, together with partnerships such as The Prince’s Trust and Dumfries & Galloway Employability ensure that there are cohesive opportunities for learners to commence and exit a variety of learning pathways which best fit their needs.
- The College has excellent information systems that are well-maintained. These contain a large amount of data for staff; much of this in real time, which is essential to support forensic evaluation using critical indicators to review learner progress and support needs. This data is used and interrogated to address areas such as retention, student disciplinarys, progression and classroom observations. Although understood well, it is variably used.
- Curriculum planning meetings are held regularly. Comprehensive curriculum plans are systematically produced and rigorously evaluated through the line management structures in the college. This ensures that the curriculum responds to the needs of the region. The appropriateness of this curriculum impacts directly on learner engagement and industry feedback. Our employer engagement is vital to this process. Curriculum Managers and their teams have invited employers to look at courses with a view to adapting them to suit employer needs. There are examples of bespoke training to

best meet the regional skills requirements. For example, in Motor Vehicle, our region has a 17.5% labour demand in this career, which is higher than the rest of Scotland at 14.5%. The Foundation Apprenticeship has strong links with motor vehicle employers over the region. Employment rate for Motor Vehicle learners from last year’s students going onto apprentices is over 30%, with others going onto further education or university. The result of this evaluative process is a comprehensive curriculum that meets the regional needs as stated in the ROA. It is both flexible and responsive in order to allow updates on an annual basis.

What should we improve?

- Some staff have limited or out of date digital skills. Therefore, we have appointed a Professional Development Officer to ensure a strong focus on enhancing staff digital skills in line with future delivery models and requirements. This responds to regional and national priorities and will enable staff to utilise digital technology and skills to teach students to respond to the labour market needs.
- New Curriculum Representatives from the student body to be in post during this academic year in order to specifically report on any issues arising and identify where change is needed.

- The Leadership team and teaching teams continually address poor PI figures. There is a high withdrawal rate at the beginning of the academic year and then again in February/ March. Meetings with other colleges to discuss this issue have been held, along with feedback from our staff and students. These issues and suggested solutions are discussed at all levels including EMT and the Board. Every student who withdraws has their specific reason for withdrawing recorded on our system to identify patterns and trends. For example, mental health issues have appeared to be one major factor and this is being addressed through the Student Support and Guidance department. All teams, from the Board to teaching teams, are addressing these issues in a systematic way so that a clear and consistent process takes in all factors and facilitates positive change. These changes are evaluated continually and discussed to ensure their effectiveness, from students to Board level. This process is ongoing.
- During the last 2 years, many changes have taken place in the college. These changes need to be evaluated to further ensure their effectiveness and the impact of these changes will be evaluated against the college’s detailed long term strategy. Leadership management have clearly articulated the direction of these changes and their outcomes against areas of retention and attainment where these are average or below average. These will be

reviewed for updates, actions and progress throughout the year.

- The quality of the self-evaluation reports and action plans is variable and the college will implement an intervention to share best practice to ensure a consistent return of high quality self-evaluations. This will enable areas of good practice to be captured along with areas for improvement and therefore improve learners’ experience.



Enhancement Plan – Previous Year
Monitoring of the actions for improvement for 2016 - 2017

What is our capacity to improve?

Dumfries and Galloway College continues to focus on the strategic outcomes and mission statement of Vision 2020: ‘One College, One Team’. The college is consistently striving to be a place where learners come first and the changing needs of the economy are met. The college emphasises that innovation, collaboration and creativity are at the core of our ambition.

In the last year, in order to ensure these statements are consistently being addressed for implementation, changes were made to build on these values and enhance them further to lead to improvement this year. For example, eight new Curriculum Managers took up their posts to steer and move the curriculum forward. They are providing expert and effective leadership in their areas. Curriculums will continue to focus on the wider issues of skills for industry in our region and nationally and how to effectively embed them in the teaching and learning.

Planning for innovative delivery and digital improvements are as a response to our medium term ambition for both campuses to become STEM hubs for Care and Engineering. This ambition is being realised through the SoSEP bid that has awarded us finances in order to fulfil this and to plan in an innovative and creative way. Other areas of the curriculum will benefit from this innovative thinking. The college is a relatively small rural college and is able to respond quickly to new developments due to small teams and cross college actions.

The college continues to address the improvement of its retention and attainment. It is doing this by providing specific improvements and additions. These are the recent additions of the Guidance Coaches, the Learner Analytics system and the change from two to

three teaching blocks with assessment weeks. These will allow staff to support and enhance the learner experience, identify issues earlier and lead to greater attainment and retention.

Delivery of support services is of a consistently high quality but will be supported further by new appointments, now in post. With the addition of new digital technology, the college will continue to focus on retention and attainment. Actions from the previous year’s enhancement plan have been implemented and mostly completed and two have been carried over. Therefore, after a period of change, the college is invigorated and ready for positive outcomes. The College Leadership Team and all the managers are focussed on providing the best possible outcomes for learners.

The Principal, the Board of Management and all the college staff consistently show their commitment to improving all areas of learning and teaching and this is demonstrated through risk management approaches, external partnerships and evaluation systems that are both reflective and pro-active.

Dumfries and Galloway College has made strategic and operational changes that are related to identified improvements and these will continue in conjunction with the college’s quality processes.

The college has the capacity to improve and ensure that the enhancement plan is delivered. It is committed to maintaining and enhancing the learner experience and is now in a strong position to do so. Please see Appendix A – for results against targets listed in our Regional Outcome Agreement.

	Expected Impact	Progress		
		Date	By Whom	Progress
Introduce a new management structure with 8 Curriculum Managers and 2 Heads of Curriculum	With a clear priority of improving retention rates it is hoped that closer monitoring of each course via the Curriculum Manager will result in an improved retention rate.	August 2017	Principal	Completed
Improve learner retention figures across each curriculum area. We will share best practice across the curriculum areas in order to develop tailored solutions for courses with low retention rates	College FT FE retention figures to improve to at least 85% in the year 2020	July 2018	Curriculum Managers with support from Vice Principal Performance & Planning	On-going
Carry out an option appraisal to inform the development of provision of education in the West of the region	Widen Access for learners from a remote and rural background	July 2018	Vice Principal Learning & Skills	Completed
Develop a tool for assessing learners against the known risk factors for early leaving from their course	With a tool which takes into account all risk factors (Including attendance) for learners withdrawing from a course we will aim to improve retention rates of learners and assist in curriculum planning		Vice Principal Performance & Planning	Completed
Introduce a “Passport to College” course	Prepare learners at risk of leaving early if they enrol on full college courses, to experience college and prepare themselves which will ultimately reduce early leavers		Heads of Curriculum	Completed
Introduce a new self-evaluation tool for academic staff, which is simpler to use than the current “Wheel” and is aligned with the “How Good is our College?” Quality indicators	Staff better able to critique themselves and to enhance the learning experience of learners	July 2018	Vice Principal Learning & Skills	Completed and Ongoing
Introduce a new structure for the management of the Student Association class reps system	A structure which mirrors the new management structure where we can have curriculum council meetings which takes on board the learners views, resulting in learner issues being addressed and ultimately improved retention		Vice Principal Performance & Planning	Ongoing

## Enhancement Plan

### Monitoring of the actions for improvement for 2016 - 2018

	Action	Expected Impact	Progress	
			By Whom	
1	To ensure that all academic and support staff understand and are more familiar with the PIs in order to plan for improvement	For staff to take ownership of PIs and to plan for improvement in all areas including retention and attainment	Curriculum Managers, with support from Vice Principals and HoCs & HoPQ	June 2020
2	To appoint 3 Guidance Coaches in Dumfries and 1 in Stranraer to work specifically with students at risk of withdrawing and not successfully completing their studies	To have a positive outcome on improvement of learner attainment and retention	Vice Principal Learning and Skills and Head of Support & Guidance	June 2019
3	To introduce "Learner Analytics" tool as a method for collecting data on students who are at risk of withdrawing. To be used by academic staff and new Guidance Coaches to make early interventions for individual situations	To have a positive outcome on improvement of learner attainment and retention	Curriculum Managers, with support from Vice Principals and HoCs & HoPQ	June 2020
4	To improve learner retention and attainment figures across each curriculum area	College FT FE retention and attainment figures to improve as per Regional Outcome Agreement	Curriculum Managers, with support from Vice Principals and HoCs & HoPQ	June 2019
5	To revise and update our Admission sessions	To ensure students are being selected and recommended for the appropriate course as this impacts on retention and learner experience.	Vice Principal Learning and Skills and HoCs & HOPQ	June 2019
6	To continue to build on our extensive employer engagement and enhance the opportunities for collaboration for curriculum planning	Continued improved curriculum that is reflective of potential and actual changing regional needs	Vice Principal Learning and Skills	June 2021
7	To enhance digital skills reflecting industry practice in the curriculum. This will also support the SoSEP bid	Providing industry skills for engineering in Stranraer and Dumfries, in conjunction with Borders College, and addressing economic growth and new technologies for the area	Vice Principal Learning & Skills, HoCs, PDM	June 2021
8	Curriculum areas that are performing well will share best practice with all areas.	Good practice to have positive effect on curriculum self-evaluation, curriculum improvements and updates.	Heads of Curriculum and Curriculum Managers	June 2019

	Action	Expected Impact	Progress	
			By Whom	
9	To evaluate the college's current progress against Vision 2020	To understand areas for successes and improvements	Principal	December 2020
10	To enhance and improve self-evaluation systems across the college for academic and support staff	More reflective and able to capture areas of good practice along with areas for improvement and therefore provide an improved learner experience	Vice Principal Business Development and Corporate Services and HoPQ	June 2021
11	To investigate and work with partner institutions to enhance articulation in the region commencing with Glasgow School of Art	To collaborate with the writing of the programme that reflects the particular needs of the rural situation	Vice Principal Learning and Skills and HoPQ	June 2021
12	Introduce a Digital Skills Strategy to ensure all staff are conversant with relevant digital skills	Ensure that staff are up to date and knowledgeable about all digital areas and current practices in order to deliver high quality of learning and teaching	Vice Principal Learning and Skills	June 2021
13	To introduce new Curriculum Student Reps	To enhance Curriculum Council Meetings in order to address issues and student views which will impact on attainment and retention	Vice Principal Business Development and Corporate Services	June 2019
14	To enhance entrepreneurship throughout the college and as a learning experience as stated in Vision 2020	Engage students in entrepreneurship activities enhancing these skills, which reflect the region's needs	Vice Principal Learning and Skills	June 2021
15	To reinforce Essential Skills, Career Management Skills and DYW in the curriculum	Enhanced learning experience and to build on current knowledge and teaching practice that ensures more students are work ready	Vice Principal Learning and Skills	June 2021

Grading of the College

Outcomes and impact (QIs 3.1 and 3.2)	Satisfactory
Delivery of learning and services to support learning (QIs 2.2, 2.3 and 2.4)	Good
Leadership and quality culture (QIs 1.1 and 1.4)	Good

The above plan is a high-level plan that is subsequently broken down in key tasks in operational plans. All areas for development identified within the report are also included in various local and operational plans.

I, Carol Turnbull, approve the Dumfries and Galloway College Evaluative Report and Enhancement Plan.

C A Turnbull

Signature: \_\_\_\_\_

Carol Turnbull  
Principal and Chief Executive  
Dumfries and Galloway College

Regional Outcome Agreement  
Results Against Targets

Measure	Actual	Target		Actual	Target		Actual	Target		Actual	Target	Actual	Target
	2016/7	2016/7		2017/8	2017/8		2018/9	2018/9		2019/0	2019/0	2020/1	2020/1

### **Appendix A - Table showing targets and results for National Priorities**

1 (a)	Credits delivered (Core)	30,338	30,067	271	30,696	30,067	731		30,176	-1580		30,176		31,000
1 (b)	Volume and proportion of Credits delivered to learners aged 16-19 and 20-24	20,259	23,152	-2893	20,943	23,152	-2209		23,236	-2952		23,236		22,320
		66.78%	77%	-10.2	68.23%	77%	-9.77		77%	-6.1		77%		72%
	Volume and proportion of Credits delivered to learners aged 16-19	15,314	16,236	-922	15,510	16,236	-726		16,295	-1184		16,295		16,740
		50.48%	54%	-3.5	50.52%	54%	-3.48		54%	-1.2		54%		54%
	Volume and proportion of Credits delivered to learners aged 20-24	4,945	6,915	-1,970	5,433	6,915	-1482		6,940	-1767		6,940		6,820
		16.30%	23%	-6.7	17.70%	23%	-5.3		23%	-4.9		23%		22%

Measure		Actual	Target		Actual	Target		Actual	Target		Actual	Target	Actual	Target
		2016/7	2016/7		2017/8	2017/8		2018/9	2018/9		2019/0	2019/0	2020/1	2020/1
	Volume and proportion of Credits delivered to FULL TIME learners aged 16-19 and 20-24	16,468			17,577	17,138	439	17,572	17,200	372		17,200		17,980
		73.84%			76.60 %	74.50%	2.1	76.35%	74.50 %	1.8		74.50%		76%
	Volume and proportion of Credits delivered to FULL TIME learners aged 16-19	12,604			13,541	12,929	612	13,147	12,975	172		12,975		13,430
		56.51%			59.02 %	56.25%	2.7	57.12%	56.25 %	0.9		56.25%		56.70%
	Volume and proportion of Credits delivered to FULL TIME learners aged 20-24	3,864			4,036	4,209	-173	4,426	4,225	201		4,225		4,550
		17.33%			17.59 %	18.30%	-0.71	19.23%	18.50 %	0.7		18.50%		19.20%
1 (c)	Volume/proportion of Credits delivered to learners in the most deprived 10% postcode areas in Scotland	3,432	3,217	215	3,121	3,608	-487	2,882	3,772	-890		3,923		4,030
		11.31%	10.70 %	0.6	10.16 %	12%	-1.84	10.08%	12.50 %	-2.4		13%		13%

Measure	Actual	Target		Actual	Target		Actual	Target		Actual	Target	Actual	Target
	2016/7	2016/7		2017/8	2017/8		2018/9	2018/9		2019/0	2019/0	2020/1	2020/1

1 (d)	Volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers													
	Ethnicity													
	White	29,214	29,820	-606	29,471	29,820	-264	27,221	29,929	-2708		29,929		30,746
		96.30%	99.18%	-2.9	96.00%	99.18%	-3.2	95.19%	99.18%	-4		99.18%		99.18%
	Any mixed background	111	42	69	48	42	6	83	42	41		42		43
		0.37%	0.14%	0.2	0.16%	0.14%	0	0.29%	0.14%	0.2		0.14%		0.14%
	Asian, Asian Scottish or Asian British	265	111	154	457	111	346	413	112	301		112		115
		0.87%	0.37%	0.5	1.49%	0.37%	1.2	1.44%	0.37%	1.1		0.37%		0.37%
	Black, Black Scottish or Black British	592	45	547	610	45	565	714	45	669		45		47
		1.95%	0.15%	1.8	1.98%	0.15%	1.8	2.50%	0.15%	2.4		0.15%		0.15%
	Other ethnic background	155	48	107	113	48	65	56	48	8		48		50
		0.51%	0.16%	0.4	0.37%	0.16%	0.2	0.20%	0.16%	0		0.16%		0.16%
	Black and minority ethnic	1,123	246	877	1,228	246	982	1,266	247	1019		247		255
		3.70%	0.82%	2.9	4.00%	0.82%	3.18	4.43%	0.82%	3.6		0.82%		0.82%

	Disability
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Measure		Actual	Target		Actual	Target		Actual	Target		Actual	Target	Actual	Target
		2016/7	2016/7		2017/8	2017/8		2018/9	2018/9		2019/0	2019/0	2020/1	2020/1
	No known disability	26,125	28,263	-2138	26,421	25,858	563	24,679	25,951	-1272		25,951		26,660
		86.11%	94%	-7.9	86.07%	86%	-0.7	86.3%	86%	0.3		86%		86%
	Disabled	4,172	1,804	2368	4,276	4,209	67	3,917	4,225	-308		4,225		4,340
		13.78%	6%	7.8	13.93%	14%	0.07	13.7%	14%	-0.3		14%		14%
	Sex													
	Male	15,362	15,034	328	14,470	15,034	-564	14,292	15,088	-796		15,088		15,500
		50.64%	50%	0.6	47.14%	50%	-2.86	49.98%	50%	0.0		50%		50%
	Female	14,966	15,034	-68	16,186	15,034	1152	14,282	15,088	-806		15,088		15,500
		49.33%	50%	-0.7	52.73%	50%	2.73	49.94%	50%	-0.1		50%		50%
	Other	8	0	8	41	0	41	22	0	22		0		0
		0.03%	0%	0	0.13%	0%	0.1	0.08%	0%	0.1		0%		0%
	Care-Experienced													
	Care-Experienced	522	361	161	849	361	488	763	400	363		450		500
		1.72%	1.20%	0.52	2.77%	1.20%	1.27	2.67%	1.30%	1.4		1.5%		1.6%
2 (a)	Number of senior phase age pupils studying vocational qualifications delivered by the College	157			110	224	-114	76	230	-154		240		250
2 (b)	Volume and proportion of Credits delivered to	710			378	872	-494	355	894	-539		933		972

Measure		Actual	Target		Actual	Target		Actual	Target		Actual	Target	Actual	Target
		2016/7	2016/7		2017/8	2017/8		2018/9	2018/9		2019/0	2019/0	2020/1	2020/1
	senior phase age pupils studying vocational qualifications delivered by colleges	2.34%			1.23%	2.90%	-1.67	1.24%	3.20%	-2		3.40%		3.60%
2 (c)	Volume and proportion of Credits delivered to S3 and above as part of 'school-college' provision	1,364	1,503	-139	1602	1,503	99	2,503	1,509	994		1,509		1,550
		4.50%	5%	-0.5	5.21%	5%	0.21	8.75%	5%	3.8		5%		5%
2 (d)	Volume and proportion of Credits delivered at HE level to learners from SHEP schools	533			207	601	-394	289	604	-315		604		620
		1.76%			0.67%	2%	-1.3	1.01%	2%	-0.99		2%		2%
3	Volume and Proportion of Credits delivered to learners enrolled on STEM courses	7,951			8,804	5,412	3,392 6	9,301	5,733	3568		6,035		6,200
		26.21%			28.68%	18%	10.68 9	32.52%	19%	13.52		20%		20%

Measure	Actual	Target		Actual	Target		Actual	Target		Actual	Target	Actual	Target
	2016/7	2016/7		2017/8	2017/8		2018/9	2018/9		2019/0	2019/0	2020/1	2020/1

4 (a)	Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)												
	No. of FT FE students achieved	626	766	-140	629	759	-130	0	805	-805		816	828
	No. of FT FE students	1,016	1,050	-34	1,056	1,100	-44	983	1,150	-167		1,150	1,150
	Percentage of FT FE students	61.61%	73%	-11.4	59.60%	69%	-9.4	0	70%	-70		71%	72%
	No. of PT FE students achieved	1,072	1,200	-128	1300	1,230	70	1	1,260	-1259		1,333	1,333
	No. of PT FE students	1,517	1,500	17	1,862	1,500	362	890	1,550	-660		1,550	1,550
	Percentage of PT FE students	70.67%	80%	-9.33	69.82%	82%	-12.18	0.11%	84%	-83.9		86%	86%
	No. of FT HE students achieved	385	429	-44	329	396	-67	0	444	-444		456	468
	No. of FT HE students	541	550	-9	479	550	-71	437	600	-163		600	600
	Percentage of FT HE students	71.16%	78%	-6.8	68.68%	72%	-3.32	0%	74%	-74		76%	78%
	No. of PT HE students achieved	302	316	-14	157	320	-163	0	344	-344		360	369

Measure		Actual	Target		Actual	Target		Actual	Target		Actual	Target	Actual	Target
		2016/7	2016/7		2017/8	2017/8		2018/9	2018/9		2019/0	2019/0	2020/1	2020/1
	No. of PT HE students	403	400	3	217	400	-183	111	410	-299		410		410
	Percentage of PT HE students	62.8%	79%	-4.1	72.35%	80%	-7.65	0	84%	-84		88%		90%
4 (b)	Proportion of enrolled MD10 students successfully achieving a recognised qualification (FT & PT)													
	No. of FT FE students achieved	93			79	114	-35	0	115	-115		120		117
	No. of FT FE students	153			146	150	-4	123	150	-27		155		155
	Percentage of FT FE students	60.78%			54.11%	76%	-21.89	0	77%	-77		78%		76%
	No. of PT FE students achieved	94			76	102	-26	0	105	-105		111		111
	No. of PT FE students	128			140	125	15	77	125	-48		130		130
	Percentage of PT FE students	73.44%			54.29%	82%	-27.71	0	84%	-84		86%		86%
	No. of FT HE students achieved	31			25	36	-11	0	37	-37		39		39
	No. of FT HE students	47			39	50	-11	29	50	-21		52		52

Measure		Actual	Target		Actual	Target		Actual	Target		Actual	Target	Actual	Target
		2016/7	2016/7		2017/8	2017/8		2018/9	2018/9		2019/0	2019/0	2020/1	2020/1
	Percentage of FT HE students	65.96%			64.10%	72%	-7.9	0	74%	-74		76%		76%
	No. of PT HE students achieved	10			1	12	-11	0	13	-13		15		13
	No. of PT HE students	13			7	15	-8	3	15	-12		17		17
	Percentage of PT HE students	76.92%			14.29%	80%	-65.7	0%	84%	-84		88%		76%
4 (c)	Proportion of senior phase aged pupils successfully achieving a recognised qualification													
	No. of FT FE students achieved	0			0	0	0	0	0	0		0		0
	No. of FT FE students	0			0	0	0	0	0	0		0		0
	Percentage of FT FE students	0			0	0	0	0	0	0		0		0
	No. of PT FE students achieved	26			10	28	-18	0	29	-29		34		34
	No. of PT FE students	36			25	35	-10	67	35	32		40		40
	Percentage of PT FE students	72.22%			40%	82%	-42	0	84%	-84		86%		86%

Measure		Actual	Target		Actual	Target		Actual	Target		Actual	Target	Actual	Target
		2016/7	2016/7		2017/8	2017/8		2018/9	2018/9		2019/0	2019/0	2020/1	2020/1
	No. of FT HE students achieved	0			0	0	0	0	0	0		0		0
	No. of FT HE students	0			0	0	0	0	0	0		0		0
	Percentage of FT HE students	0			0	0	0	0	0	0		0		0
	No. of PT HE students achieved	3			2	8	-6	0	9	-9		10		10
	No. of PT HE students	6			4	10	-6	9	10	-1		12		12
	Percentage of PT HE students	50%			50%	80%	-30	0%	84%	-84		88%		88%
4 (d)	Proportion of full-time enrolled care experienced students successfully achieving a recognised qualification													
	No. of FT FE students achieved	13			19	12	7	0	13	-13		15		16
	No. of FT FE students	37			49	35	14	45	35	10		40		40
	Percentage of FT FE students	35.14%			38.78%	35%	3.78	0	37%	-37		39%		40%
	No. of FT HE students achieved	1			1	2	-1	0	2	-2		3		3

Measure		Actual	Target		Actual	Target		Actual	Target		Actual	Target	Actual	Target
		2016/7	2016/7		2017/8	2017/8		2018/9	2018/9		2019/0	2019/0	2020/1	2020/1
	No. of FT HE students	2			2	4	-2	1	4	-3		5		5
	Percentage of FT HE students	50%			50%	50%	0	0%	50%	-50		55%		55%
4 (e)	Proportion of enrolled students Full Time FE students aged 16-19 successfully achieving a recognised qualification													
	No. of FT FE students achieved	386			383	409	-26	0	409	-409		432		432
	No. of FT FE students	622			656	650	4	6.21	650	-29		675		675
	Percentage of FT FE students	62.06%	62%	0.1	58.38%	63%	-4.62	0%	63%	-63		64%		64%
5	The number of starts for direct contracted apprenticeships (including industry bodies such as SDS, CITB and SECTT)	124	100	24	73	100	-27		110			120		125
6	Number of full-time learners with work placement	161	100	61	265	200	65	476	180	296		200		220

Measure		Actual	Target		Actual	Target		Actual	Target		Actual	Target	Actual	Target
		2016/7	2016/7		2017/8	2017/8		2018/9	2018/9		2019/0	2019/0	2020/1	2020/1
	experience" as part of their programme of study"													
7	The number and proportion of successful students who have achieved HNC or HND qualifications who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing		87			55			63			73		75
			32%			10%			12%			14%		16%
8	Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months		978			966			976			987		987
			92%			92%			93%			94%		94%

Measure		Actual	Target		Actual	Target		Actual	Target		Actual	Target	Actual	Target
		2016/7	2016/7		2017/8	2017/8		2018/9	2018/9		2019/0	2019/0	2020/1	2020/1
	after qualifying													
9	SSES Survey - The percentage of students Overall, satisfied with their college experience													
	Number and percentage of full-time FE students	88%				92%			93%			95%		95%
	Number and percentage of full-time HE students	81%				92%			93%			95%		95%
	Number and percentage of part-time FE	89%				92%			93%			95%		95%
	Number and percentage of part-time HE students	95%				92%			93%			95%		95%
10	Gross carbon footprint (three-year period)		1,185			1,117			1,087			0		0

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## **Learning and Teaching Committee**

### **Report to the Learning and Teaching Committee Regarding Support for Student Concerns**

#### **1 Introduction**

The purpose of this report is to update the Learning and Teaching Committee on the processes in place to ensure students are able to raise concerns. Furthermore, to inform how concerns flagged are then addressed and included in self-evaluation for future improvement.

#### **2 Processes for Raising Student Concerns**

##### **2.1 Have Your Say**

Students can 'Have Your Say' by completing a comment card either on-line or in paper format. Paper copies and collection boxes are available at reception and in the library. Very few paper copies are completed. Most comments received are via the on-line Have Your Say platform. Once received in Quality they are logged and actioned accordingly, as either a positive comment with no further action required, a first request for service or a complaint. First requests for service and complaints are forwarded to the appropriate member of staff to respond to.

##### **2.2 Complaints Procedure**

Complaints made in the College are received in Quality, logged, and dealt with in accordance with the College's Complaints Procedure. The Complaints Procedure is a standard approach across the Scottish college sector, which complies with the Scottish Public Services Ombudsman's guidance on complaints handling.

Class Reps and Students' Association Executive receive training about the College's Complaints Procedure and receive a copy of the College's Complaints Procedure Guide in their training packs. They are also advised it is not their responsibility to deal with complaints – if students approach them because of their role – but to always refer students to Quality.

##### **2.3 Class Representatives**

Class Reps are advised of meetings in advance in order that they can ask their class if there is anything specific that needs raised. However, Class Reps are also advised during training that they do not need to wait for a meeting to raise issues; they can come to Quality or the Students' Association at any time to do so. As a result, Class Reps are a common source of Have your Say comment cards, and often come to Quality to report concerns.

For session 2018/19, a Class Rep Moodle page has been introduced. All issues/comments from Class Rep meetings are logged on the page. All issues raised are passed to appropriate members of staff for comment. We have now had two meetings at both campuses, and all information is available on the Class Rep Moodle. Quality staff are now following up comments that were forwarded to college staff. All responses will also be displayed on the Moodle page. Class Reps are advised by text when information is added to the Moodle page, so they can access it and share it with their class. They are also advised they can come to Quality for a paper copy of any information if required.

## **Learning and Teaching Committee**

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### **2.4 Students' Association**

Students may approach the Students' Association for guidance or with concerns. Students' Association Executive know to refer students to Quality if a student approaches them with a complaint. Student queries are recorded electronically and these comments will be available to inform their input into the course self-evaluation process.

### **2.5 Student Surveys**

There are two College wide surveys conducted each academic session. The first is the Induction Survey which includes a free form area for student comments. All comments are treated according to College procedures if they are first requests for service or complaints.

The second survey is the Student Satisfaction and Engagement Survey (SSES), which is the Scottish Funding Council's (SFC) national survey that is issued to all of Scotland's colleges. The SSES consists of 10 standard questions and there is no free form area for student comments. Completion of the SSES has been historically low in the College. Sparqs recommend that Students' Associations engage with the survey, first by encouraging students to complete it and secondly by evaluating the results for future improvement. There are two reports relating to the College's SSES 2017/18 results, one in-house report and one from the SFC. Both reports were provided to the Students' Association for their preparation prior to course self-evaluation meetings.

## **3 Student Curriculum Council Input and Self-Evaluation**

The Student Curriculum Council are currently preparing for course self-evaluation meetings that will be taking place over the coming months. To prepare, Student Curriculum Council members have attended the Class Rep meetings and been actively involved in note taking and assisting Class Reps throughout the meetings. Student Curriculum Council members are now reviewing all of the issues raised so far. Quality staff are now in the process of following up with college staff comments that were forwarded to them after Class Rep meetings. Responses will be shared with the Student Curriculum Council and the Students' Association for follow up during course self-evaluation meetings to ensure any actions have been implemented.

## **4 Next Steps**

- Further promote the Class Rep Moodle and encourage Class Reps to engage with it weekly.
- Follow up on all concerns raised so far at the Class Rep meetings.
- Provide feedback to Class Reps via Moodle responding to concerns raised to date.
- Confirm date for Sparqs training for Student Curriculum Council members prior to course self-evaluations.
- Review Learner Voices 2017/18 data with Student Curriculum Council and Students' Association prior to course self-evaluations.

Elaine Crawford  
Student Engagement Officer

Date: 13 February 2019



## **Dumfries and Galloway College Student Partnership Agreement**

### **Introduction**

Dumfries and Galloway College and Dumfries and Galloway College Students Association (DGSA) agree to work in partnership to build on existing strengths to enhance the student experience at Dumfries and Galloway College. This agreement sets out the agreed priorities for the academic session 2018.19 and identifies how all students can get involved in shaping their own learning and influencing the life and work of the College.

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

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

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

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

- Strengthening the Student Council as a link between the curriculum, the Student Association and College staff;
- Continue to raise the profile of the Class Representation role to ensure all students and staff are aware of the importance of the role in relation to continuously reviewing learning and teaching;
- Provide support and training to ensure that the Student Council and Class Reps are aware of each other as a means of additional support;

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

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

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

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

### **Part B – The Agreement**

Dumfries and Galloway College and DGSA have agreed to work together on a number of initiatives during 2018.19, including:

#### **Student Views**

Improving the communication between staff, Curriculum Managers and students by further promoting the Student Council across College.

**Action:** Information on the role of the Student Council to be provided to Class Reps, staff and the wider student body. In particular to encourage current and returning Class Reps to stand for election to the Student Council.

### Services for Students

A review of all college internal communication links, including digital communication, between staff and students to ensure there are successful platforms for student interface.

**Action:** Consultation to take place with students and staff to ascertain the most suitable communication channels and ensure they are implemented and promoted to students.

### Agreed Projects

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

### College Outcome Agreement

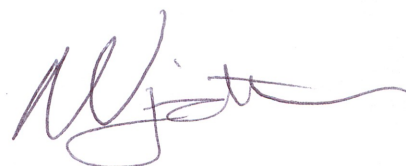
Dumfries and Galloway College will consult with the Student Association on the College's Outcome Agreement with particular emphasis on taking the view points of students into consideration.

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

Signed:

C A Turnbull 19/2/2019.

Dumfries and Galloway College Principal



Student Association President

NIKKI-MARIE  
VATSCHSLAV

## Board of Management Learning and Teaching Committee

**Date: 26 February 2019**
**Time: 2pm**
**Room: 2097**

### A G E N D A

**Presented by**

1	Welcome and Apologies		PK
2	Declaration of Interest		PK
<b>2.05pm Presentation &amp; Papers</b>			
3	- College Academy	(attached)	LW
	- New Policies, including New Admissions Policy	(attached)	SAW/LW
<b>2.20pm</b>			
4	Senior Phase Work with the Schools	(verbal)	BG
5	SI: Head of Curriculum Updates		
	5.1 SI: Head of Curriculum Update – Janet Weir	(attached)	JW
	5.2 SI: Head of Curriculum Update – Laura Webster	(attached)	LW
6	Employer Engagement Strategy	(attached)	JW
<b>2.40pm</b>			
7	Minute of Meeting held on 20 November 2018	(attached)	PK
8	Matters Arising not on the Agenda		
	8.1 Replacement Curriculum Representative	(verbal)	SAW
	8.2 Circulate to members of some of the photographs taken by the college students at the Parliamentary Reception	(verbal)	SAW
	8.3 Colleges Scotland Learning and Teaching Committee Chair's Forum – dates of future meetings	(attached)	PK/AW
	8.4 Evaluative Report and Enhancement Plan (EREP), 2018-19 - endorsement	(verbal)	AG
	8.5 Procedure to provide support to the SA and students when concerns about students are raised or presented to them.	(attached)	AG
	8.6 Circulation of Partnership Agreement	(verbal)	AG
	8.7 Student Association links with other Student Associations on the Campus/Strengthening the Student Voice.	(verbal)	NV
<b>2.50pm Part A: For Discussion, decision and approval</b>			
9	Curriculum Development Plan 2019-20 - for Approval	(attached)	SAW
10	Student Association Budget and Benefits Report	(attached)	AG
11	Digital Skills Strategy	(attached)	SAW
12	Digital Skills Staff Development Plan (for Information)	(attached)	SAW
13	Staff Development Update (Including Professional Standards)	(verbal)	SAW
14	CTS Branding Change	(verbal)	AG
<b>3.10pm Part B: Risk Management</b>			
15	Strategic Risk Register	(attached)	CT
16	Industrial Action – impact and mitigating actions	(verbal)	CT

## Board of Management Learning and Teaching Committee

### 3.15pm Part C: Regular Reporting/Monitoring

17	Student Association		
17.1	Student Association Update Report	(attached)	NV
17.2	SA Strategic and Operational Plan 2018-19 – Progress Report	(attached)	NV
17.3	Costed Operational Plan for the Year	(attached)	NV

### 3.30pm

18	SI “How Good is our College” Enhancement Plan 2018-19 – Progress Report	(attached)	AG
19	SI - 5 Year Curriculum Plan – update report 2018-19	(verbal)	SAW
20	SI - Regional Outcome Agreement		
20.1	College Regional Outcome Agreement 2018-19 Update	(attached)	SAW
20.2	Outcome Agreement Measures Table	(attached)	SAW
20.3	Key Performance Indicators (KPIs) Update	(attached)	AG
20.4	College Leaver Destinations 17-18	(attached)	SAW

### 3.45pm Part D: For Information

21	SI - Learning and Skills		
21.1	Curriculum Update	(attached)	SAW
21.2	Joint Academic Strategic Group Consolidated Outcome Agreement for the Crichton Partners	(attached)	SAW
22	SI SOSEP Project - L&T Specific Update	(verbal)	SAW
23	Any Other Business		

### 4pm

24	Date and Time of Next Meeting – 14 May 2019 at 2pm		
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## Learning and Teaching Committee

### Curriculum Development Plan 2019/20

#### 1 Purpose of the report

The purpose of this report is to advise the Learning 7 Teaching Committee 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.

## Learning and Teaching Committee

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.

## Learning and Teaching Committee

### 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

## **Learning and Teaching Committee**

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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.

## Learning and Teaching Committee

### 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 it 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

## **Learning and Teaching Committee**

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### **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.

## Learning and Teaching Committee

### 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)

## **Learning and Teaching Committee**

### **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

## **Learning and Teaching Committee**

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.

## Learning and Teaching Committee

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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.

### **9 Recommendation**

It is recommended that the Learning and Teaching Committee discuss this plan and note its contents in terms of Curriculum Development for 19/20. The plan will then need to be communicated to key partners throughout the region.

Vice Principal Learning and Skills  
5th February 2019

## Learning and Teaching Committee

### Student Association Budget and Benefits

#### 1 Introduction

This report aims to give the committee an overview of spend over the past few years on the Student Association and gives some of the benefits associated in having an active a vibrant Student Association

#### 2 The Report

This is the fourth year of employing students to take on elected roles within the student association. This year we have a full time President (Nikki Vjatschslav) and a part time Vice President (Ailsa Paton). Both of these positions are temporary for positions for 40 weeks and both positions required the post holders to be current students of the college. This means both students must carry out some levels of study this year.

As can be seen from the budget figures supplied by the Head of Finance (Appendix A), there was initial income from the Scottish Funding Council, to set up these paid appointments, but in recent years the funding for this has ceased. Colleges are expected to now meet these costs themselves. It is difficult to give a quantifiable value on the return on the investment the college puts into the Student Association, however there are a number of benefits. This report will highlight some of the benefits and areas for development worth considering.

#### Benefits

The benefits of having a vibrant and well-functioning student association are many.

- These include supporting students in difficulty, as often students may prefer in the first instance to speak with a fellow student rather than perhaps an authority figure.
- The student association is a key element within How Good is Our College? There is a requirement to have a student voice on the Board.
- Signposting students to the correct areas for help, both within and outwith the college (examples include Samaritans, Citizens Advice etc)
- Giving the voice of students at Board and other committees (Learning and Teaching)
- Arranging events and clubs for all students to benefit from their time at college. (Halloween, sustainability, sporting events etc.)
- Promotion of volunteering opportunities
- Campaigning on matters and issues that important to students, for example Mental Health is a priority this year.
- Promoting the college at various events throughout the region and also nationally. For example Nikki is currently featured in a national TV campaign.

## Challenges

- It can be difficult to have longer term planning on activities. Each year new elected student members will, rightly, have their own manifesto and aims. Therefore, longer term plans are difficult to develop.
- The question of accountability and autonomy is a recurring theme. For example is the student association accountable to the student body that elected the members or is it accountable to the college who funds the positions? It can be a balancing act around agreeing an operational plan for the year forward.
- In the past we have had resignations mid-year, this has an impact on student association activities. This can mean sometimes there may well not be value for the finance spent on the student association, therefore success and value for money is variable.
- Student engagement and student association, although there is close working between the two areas are different functions. This can be confusing at times, as the student association work plan contained both association and engagement tasks (please note that tasks will be differentiated for Board members going forward). This possible confusion is one of the main reasons for changing the line management of the student association earlier this year. Historically both functions have been managed by Quality.

## Budgets, Value for Money and Moving Forward.

One crude measure for value for money is the annual student satisfaction questionnaire which is carried out by the SFC. This year the recently published figures shows D&G College above the national average for each, and every one, of the ten questions asked of every student in the country. This national picture is the student voice of Scotland and our Student Association gives feedback to our college throughout the year, so that we can make the necessary changes to ensure our students do have a great time at college.

There is a requirement for each college to have a Student Association, but there has been variation in college spend on the association over recent years (See appendix A). We reduced the amount of time/funds for office bearers this year (Where we had two full time office bearers) to 1.5 WTE this year. We will allocate a small budget for the President to manage. Ongoing staffing budget for staff to support the student association is managed by the Marketing and Admissions manager.

Moving forward we want the Student Association to both be a point of contact for all students within the college, as well as potential students. There is a desire to promote the college further to the wider community and to highlight to our community the role that students play in D&G.

Regular reviews of student association spend and budget take place. The Head of Planning and Quality and the Marketing and Admissions manager are considering a longer term marketing plan for spend where the student association can raise publicity for both itself and for the college. This is one of the benefits achievable from moving the line management of the student association from Quality to Marketing and will be done within existing resources.

## 3 Recommendation

The Committee is asked to note the paper.

## Learning and Teaching Committee

### Dumfries and Galloway College

#### Student Association Income and Expenditure

#### Budget for 2018/19

	2014-15	2015-16	2016-17	2017-18	Budget for 2018/19
	£	£	£	£	£
<b>Income</b>					
SFC Grant funding	71,000	71,000	-		
<b>Expenditure:</b>					
<b>Staff costs</b>					£
Sabbaticals	10,786	26,861	17,971	31,613	17219 (to date)
Dedicated support staff	30,283	47,921	38,902	46,135	24134 (to date)
	41,069	74,782	56,873	77,748	41,353 (to date)
<b>Non-staff costs</b>					
	2014-15	2015-16	2016-17	2017-18	
	£	£	£	£	
Student engagement	14,004	17,278	5,391	8,226	
Events/ Campaigns	2,857	12,032	6,819	8,232	
Travel and subsistence	1,413	1,722	952	993	
Training and development	1,825	1,219	404		
Other -Radio	240	5,729	2,025	4,000	
	20,339	37,980	15,591	21,451	15,733
<b>Total expenditure</b>	<b>61,408</b>	<b>112,762</b>	<b>72,464</b>	<b>99,199</b>	<b>15,733</b>

## Learning and Teaching Committee

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### 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 Committees

#### **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**

It is recommended that the Learning and Teaching Committee read the report in detail and discuss and share with the committee any issues before it goes for full board approval as a key college strategy moving forward.

**Andy Wright**

Title Vice Principal

Date 6th February 2019



## **Digital Skills Strategy 2018/2023**

DRAFT

## 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 ignore 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 of 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.”**

## 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

## **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.

- 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

DRAFT

**Learning & Teaching Committee****DIGITAL SKILLS AND STAFF DEVELOPMENT****1 Purpose of the Report**

The purpose of the report is to provide an update to members of the work being undertaken with regards to Staff Development and in particular Digital Skills.

**2 Background**

Digital Skills has been major areas of work for the Human Resources and Professional Development Teams over the past 6-9 months resulting in the launch of a digital capabilities programme.

**3. Digital Capabilities**

As a College, we need to look at not only how we improve our service through technology and importantly how we prepare our learners for employment and life in a fast moving digitally developing world.

This programme looks to measure the existing digital capabilities of staff across Dumfries & Galloway College. This process will help us to build a staff development programme ensuring that staff are digitally proficient and confident in the workplace and in their home life (digital wellbeing). To facilitate this process, the College has procured the JISC Discovery Tool which has been designed to allow staff to reflect on their digital capabilities.

**TIMESCALES****Phase 1: Complete**

- College Leadership Team
- Professional Development Manager and Team
- Curriculum Managers
- ICT Team
- Human Resources

**Phase 2: Ongoing**

- Curriculum Areas - Built Environment, Engineering and Automotive, Care, Business and Computing
- Stranraer Campus Manager and Stranraer Administration
- Business Development
- Corporate Services: Business Systems Team and Facilities and Estates Teams
  - Central Administration Support Team

## **Learning & Teaching Committee**

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### **Phase 3: From 1<sup>st</sup> March onwards**

- Curriculum Areas - Hospitality and Sport, Hair and Beauty, Childcare, Creative Industries
- Board Members
- Princes Trust and Project Search
- Planning and Academic Quality
- Student Support and Guidance
- Finance and Student Funding

### **4. Recommendation**

The Learning & Teaching Committee is asked to note the work that has been undertaken to this point and endorse the direction set out above.

**Michael Youd & Mandy Wallace**

Head of HR & Professional Development Manager

February 2019

## Learning and Teaching Committee

### Strategic Risk Register

#### 1 Introduction

- 1.1 The purpose of this paper is to provide the Committee with the opportunity to review the College's Strategic Risk Register.

#### 2 The Report

- 2.1 The Principal and Executive Management Team routinely review the Strategic Risk Register to reflect the risks the College is facing and the mitigation that will be applied to each risk. There are currently 22 strategic risks, 5 of which are rated 9 (Amber = Significant risk) or above.

#### 2.2 Committee Reporting

The Strategic Risk Register is now presented at each Committee and members are 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 2.6 - 'Failure to achieve credit targets'  
The likelihood has been reduced to 1. The College is currently only 400 credits short of its overall target and is confident that these will be achieved prior to the year end. The ring fenced Early Learning and Childcare credit target has been achieved.
- Risk No 2.7 – 'Insufficient Student Support Funding to meet Demand'  
Following confirmation from SFC that the College will receive the full additional funding allocation requested the likelihood of this risk has been reduced to 1.
- Risk No 3.5 – 'Industrial Relations Problems'  
No change to risk factors but updated to highlight that EIS are currently undertaking Industrial Action.
- Risk No 3.9 – 'Failure to reach aspirational standards in learning, teaching and service delivery'  
Latest PI reports indicate that there is no significant improvement in retention rates at either HE or FE level. The likelihood of this risk has been increased to 3 and the impact increased to 4. This risk is now Amber.

#### 3 Recommendation

- 3.1 It is recommended that the Committee consider and, if so minded, approve the Strategic Risk Register.

Carol Turnbull  
Principal  
February 2019

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		

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				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility /Committee Oversight
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	<ul style="list-style-type: none"><li>Robust strategic planning</li><li>Effective environmental scanning</li><li>Strong partnerships</li><li>Clear links between strategy and practice</li><li>Concerted demands for increased activity levels</li></ul>	4	1	4	<ul style="list-style-type: none"><li>Robust monitoring via ROA</li><li>Clear performance metrics</li><li>Amendment of strategic direction/plans</li><li>Rolling curriculum review</li></ul>	Board, ELT  BoM
1.2	College may be disadvantaged by changes to either UK or Scottish Government policies	4	3	12	<ul style="list-style-type: none"><li>Effective environmental scanning</li><li>Negotiation/influence at national level</li></ul>	4	2	8	<ul style="list-style-type: none"><li>Review of changes and amendment of strategic direction/plans</li><li>Financial strategy sensitivities</li></ul>	ELT  BoM
1.3	College disadvantaged by changes arising from UK leaving European Union	3	4	12	<ul style="list-style-type: none"><li>Negotiation/influence at national level</li><li>Review of activities/ projects</li><li>Responsiveness to new opportunities</li></ul>	2	2	4	<ul style="list-style-type: none"><li>Review of changes and amendment of strategic direction/plans/ curriculum</li><li>Financial strategy not ESF dependent</li></ul>	ELT  BoM

Post Holders	Board	Board of Management	HoC	Head of Curriculum	HoSS&G	Head of Student Support & Guidance
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Risk Number	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility/ Committee Oversight
<b>2</b>	<b>Financial</b>									
<b>2.1</b>	Change in SFC Funding Methodology and Allocation – Reduction in Funding	3	3	9	<ul style="list-style-type: none"> <li>Negotiation/influence at national level</li> <li>Contingency plans for reduced funding</li> </ul>	2	3	6	<ul style="list-style-type: none"> <li>Advance modelling of new funding methodologies and allocations</li> <li>Monitoring impact of changes</li> <li>Amendment of strategic or operational direction/plans</li> <li>Financial strategy sensitivities</li> </ul>	ELT F&GP
<b>2.2</b>	Failure to achieve institutional sustainability	5	4	20	<ul style="list-style-type: none"> <li>Protection of funding through dialogue with SFC</li> <li>Robust annual budget-setting and multi-year financial strategic planning (from 2018-19)</li> <li>Effective budgetary control</li> <li>Where required, swift action to implement savings</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Regular monitoring of budgets</li> <li>Regular review of financial strategy and non-core income sensitivity</li> </ul>	CLT F&GP
<b>2.3</b>	Salary and conditions of service pressures outstrip ability to pay	4	4	16	<ul style="list-style-type: none"> <li>Influence within Employers Association</li> <li>Management of staffing expenditures</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Expenditure modelling</li> <li>On-going discussions with staff</li> <li>Financial strategy sensitivities</li> </ul>	ELT HoHR F&GP

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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
<b>2</b>	<b>Financial (cont.)</b>									
<b>2.4</b>	Financial Fraud	4	3	12	<ul style="list-style-type: none"> <li>Strong financial controls: segregation of duties and review of transactions</li> <li>Review of impact of any changes in structure or duties</li> <li>Whistleblowing arrangements</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Continuous review of financial controls</li> <li>Internal Audit programme</li> </ul>	HoF Audit
<b>2.5</b>	Scotland's Colleges Foundation refuses/withholds funding for key College priorities	5	3	15	<ul style="list-style-type: none"> <li>Only £25,000 of unallocated funds remain. Appropriate bid arrangements in place</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Monitor and advise Board of Management</li> </ul>	HoF F&GP
<b>2.6</b>	Failure to achieve credit (activity) target	5	3	15	<ul style="list-style-type: none"> <li>Real time monitoring system</li> <li>Identify &amp; implement additional/alternative provision where required</li> </ul>	4	1	4	<ul style="list-style-type: none"> <li>Continuous review of progress v targets. <b>Current shortfall of approx. 450 credits – expected to achieve target, including ELC target</b></li> </ul>	ELT HoC HoP&Q F&GP
<b>2.7</b>	Insufficient Student Support Funding to meet demand.	4	5	20	<ul style="list-style-type: none"> <li>Strong financial monitoring</li> <li>Possible opportunity to request additional in year funding</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Continuous monitoring of demand v funding allocation</li> <li>Ongoing dialogue with Scottish Funding Council. <b>Confirmation received from SFC that full amount of additional funding requested would be allocated</b></li> </ul>	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		
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5	Critical	Very likely

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	<ul style="list-style-type: none"><li>Adherence to legislative and good practice requirements</li><li>Positive Union relations and staff communication</li><li>Effective management development programmes</li></ul>	3	2	6	<ul style="list-style-type: none"><li>Monitoring and reporting in key areas – eg H&amp;S, equalities, employee engagement</li><li>Continuous professional development</li><li>Internal audit programme</li><li>Staff surveys</li></ul>	ELT  BoM	
3.2	Reputational Risk – Loss of reputation with key stakeholders	4	3	12	<ul style="list-style-type: none"><li>Marketing strategy</li><li>Positive marketing approaches</li></ul>	4	2	8	<ul style="list-style-type: none"><li>Stakeholder engagement</li><li>Social media monitoring arrangements</li></ul>	PRIN VPBD&CS HoP&Q  BoM	
3.3	Disasters – eg Fire, MIS Failure, Failure of Emergency Procedures	5	4	20	<ul style="list-style-type: none"><li>Sound systems of administration</li><li>Clear fire and disaster recovery arrangements</li><li>Staff CPD</li></ul>	5	1	5	<ul style="list-style-type: none"><li>Business Continuity Plan including scenario testing</li></ul>	VPBD&CS VPL&S HoCS  BoM	
3.4	Failure to meet Prevent and related obligations	5	3	15	<ul style="list-style-type: none"><li>Prevent training</li><li>Staff awareness and contingency planning</li><li>Engagement/practice sharing with local agencies</li></ul>	5	1	5	<ul style="list-style-type: none"><li>Business Continuity Plan including scenario testing</li><li>Information sharing with local agencies</li></ul>	VPBD&CS HoCS  BoM	

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		

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				
	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	<ul style="list-style-type: none"><li>Adherence to legislative and good practice requirements</li><li>Positive Union relations and staff communication</li><li>Effective management development programmes</li><li>Industrial action continuity planning</li></ul>		5	20	<ul style="list-style-type: none"><li>Regular union/management dialogue</li><li>Regular employee engagement monitoring</li><li>Open communication with staff</li><li>EIS currently taking industrial (including strike) action.</li></ul>	ELT HoHR  HR
3.6	Failure to achieve ambitions of ICT strategy; strategy and development is ineffective	4	4	12	<ul style="list-style-type: none"><li>Planning, careful phasing of changes to processes and systems</li><li>Effective management of ICT arrangements</li></ul>	4	2	8	<ul style="list-style-type: none"><li>Regular review/reporting on milestones, systems effectiveness etc</li><li>Regular CPD</li></ul>	VPBD&CS HoCS  Audit
3.7	Breach of ICT/Cyber security	4	3	12	<ul style="list-style-type: none"><li>Effective management of ICT arrangements</li><li>Active ICT/data security monitoring and cyber security policy</li></ul>	4	2	8	<ul style="list-style-type: none"><li>Staff CPD on cyber security issues</li><li>Regular security monitoring/testing</li><li>Cyber resilience plan</li></ul>	VPBD&CS HoCS  Audit

Risk Number	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility /Committee Oversight
<b>3</b>	<b>Organisational (cont.)</b>									
<b>3.8</b>	Breach of data security/data protection	5	4	20	<ul style="list-style-type: none"> <li>Effective management of ICT arrangements and GDPR compliance</li> <li>Mandatory staff CPD and awareness raising on data protection (relative to role)</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Active data protection monitoring and auditing</li> <li>Effective information and data security policies in operation</li> <li>Regular data security monitoring/testing</li> <li>GDPR Action Plan</li> </ul>	VPBD&CS, HoCS Data users  Audit
<b>3.9</b>	Failure to reach aspirational standards in learning, teaching and service delivery	4	3	12	<ul style="list-style-type: none"> <li>Clear quality arrangements and priority actions</li> <li>Continuous self-evaluation and action planning</li> <li>Rigorous CPD arrangements in place</li> <li>Regular classroom observation and learner feedback arrangements</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Comprehensive monitoring of key PIs and student/staff feedback</li> <li>Regular Stop and Review events</li> <li>External review and validation findings</li> <li>Current PI report indicates no significant improvement in retention at this moment</li> </ul>	VPL&S, VPBD&CS HoP&Q HoC  L&T
<b>3.10</b>	Failure to achieve/maintain compliance arrangements, eg contracts; awarding bodies; audit	4	3	12	<ul style="list-style-type: none"> <li>Robust strategic planning and monitoring</li> <li>Effective environmental scanning</li> <li>Strong partnerships</li> <li>Clear links between strategy and practice</li> </ul>	2	2	4	<ul style="list-style-type: none"> <li>Effective internal monitoring/review/verification arrangements</li> <li>External review findings</li> </ul>	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
<b>3</b>	<b>Organisational (cont.)</b>									
<b>3.11</b>	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	<ul style="list-style-type: none"> <li>Robust project planning in place and feedback via EMT to Board of Management</li> <li>Clear and consistent approach to the project with Borders College</li> <li>Independent scrutiny through clerk of works (for building works)</li> <li>SFC involvement at all stages of the project</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>Curriculum development planning through L&amp;T Committee</li> <li>Overall project through regular Board of Management updates</li> <li>Further scrutiny through SoSEP Board</li> </ul>	PRIN VP BD&CS  VP L&S  BoM
<b>3.12</b>	Failure to reach contractual agreement with CITB regarding delivery of Construction related Apprenticeships	4	4	16	<ul style="list-style-type: none"> <li>National issue, discussions with CITB, SQA now escalated to include SDS and Scottish Government</li> <li>Request to defer new qualification until 2019/20 being considered by SQA regulatory body</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>Principal actively involved in national discussions</li> <li>Detailed scenario planning regarding costs of delivery and impact on college currently being completed</li> <li>Curriculum Manager involved in national forum exploring options</li> </ul>	PRIN VP L&S CM  BoM

## **Learning and Teaching Committee**

### **Report to the Learning and Teaching Committee from the Students' Association**

#### **1 Introduction**

The purpose of this report is to update the Learning and Teaching Committee on recent developments in the Students' Association.

#### **2 Events/Training/Partnerships**

##### **Learner's Journey Project –Saturday 19<sup>th</sup> November**

The Vice President attended this event, ran by YoungScot, to bring young people together to influence the current education system in Scotland. This group consists of students between the ages of 15 – 24, coming from school, college, and University.

##### **NUS Rural Mental Health – Wednesday 21<sup>st</sup> November**

This workshop addressed issues that students face when living in remote areas, that could contribute to their Mental Health and Wellbeing. As Dumfries and Galloway has a number of rural communities that have to travel for education this workshop was incredibly useful. The event was really well received and will tie in with our Mental Health campaigns.

##### **NUS Zones – Thursday 22<sup>nd</sup> November**

This was a full day of talks, presentations and workshops. The morning consisted of presentations on Mental Health, Students with Disability, and updates on NUS campaigns and projects. In addition to a Brexit debate, and how different outcomes could affect students.

In the afternoon we all attended different workshops, I attended a workshop on Student Association funding at a National Level, and Campaigns and Activism.

##### **Christmas Market and Open Doors – Thursday 22<sup>nd</sup> 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 27<sup>th</sup> 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 10<sup>th</sup> 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. 😊

## **Learning and Teaching Committee**

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### **Student Officers Launch – Both campuses. Monday 21<sup>st</sup> 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 22<sup>nd</sup> & Wednesday 23<sup>rd</sup> 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 – 24<sup>th</sup> and 25<sup>th</sup> January**

Irish, 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 28<sup>th</sup> 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.

### **Health Week – Dumfries w/c 28<sup>th</sup> January**

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 29<sup>th</sup> 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 answers raised from NUS, and will forward them all to you with my own write up at the nearest opportunity.

### **TIMETOTALK / Geez a Break Launch – Thursday 7<sup>th</sup> 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.

## Learning and Teaching Committee

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### **Grow Your Own course and student garden area – w/c 11<sup>th</sup> 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.

**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 Learning & Teaching Committee meeting, including:

- Board of Management Meeting
- Community Sports & Activities Manager / Disability Sports / Community Sports & Clubs Meeting follow-up. –Stranraer Campus.
- PAW ( Partnership of Activities in Wigtownshire – Stranraer
- Entrepreneurial Event Crichton Campus
- Prince's Trust Graduation, both campuses.
- NHS CoH Sync Mental Health and wellbeing Partnership – Stranraer Campus
- NHS CoH Sync Mental Health and wellbeing Partnership – Dumfries Campus.
- Sports Development Training and Coaching meeting with Olly Driver.
- NUS – Healthy Bodies Healthy Minds.
- Strike Meeting update – with Ian White
- NUS – Dougie Smith Visit , due to changes in SA set up.
- Sparqs – ASV Meeting with Steph Black
- Board member catch up meeting with Pat Kirby.
- NUS - ResponsibleFutures. Teleconference with Quinn Runkle.
- Petition Meeting in Stranraer, to re-open the railway line between Stranraer-Dumfries.
- **CUCSA Meeting.** – Building a relationship between campuses. We are in the process of planning sports activities and a picnic day to encourage staff and student engagement across institutions.
- **Vanessa Johnston, Funding and Disability Officer UWS / Glasgow Uni meeting** – Building a relationship to assist college students articulating to University. Vanessa will now be coming to classes to inform access students on funding before they leave at the end of term, and have one-to-one drop in sessions. We hope this will ease a bit of financial stress if they are aware early.
- NUS – Katie Gowing SMHA ( Student Mental Health Agreement ) meeting and advice session.
- Budget and PECOS Training – Dawn Tait.
- Garden Advice & Assistance – David Livermore.

## **Learning and Teaching Committee**

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### **4 Moving forward**

Upcoming activities for the next month and onwards include;

- Health & Wellbeing Plan with the new NHS Mental Health Partnership, Dumfries and Stranraer.
- Expand upon Student Association Clubs & Societies starting.
- Debate Club, at both campuses. Supported by the SA, but will be student led.
- Work in Partnership with DG Vibes and online platforms to promote Student Association Activities and interests.
- 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.
- Upcoming – Health Week – Stranraer. w/c 25<sup>th</sup> February.
- Upcoming – VR activity, Stranraer.
- Upcoming – NUS – Responsible Futures Catch Up, and future plan layout.
- Upcoming – CoH Sync Meeting, Rhuri Paton, Tuesday 19<sup>th</sup> February
- Upcoming – Music Jam sessions – Both campuses.
- Upcoming – DYW Board Meeting
- Upcoming – Railway Meeting – Stranraer, Petition to re-open the Stranraer-Dumfries line.
- Upcoming – Adult dance classes / yoga. Both campuses
- Upcoming – Grow Your Own course, and create student garden area.
- Upcoming – SA Mural in Stranraer SA office
- Upcoming – SA Games tables, both campuses.
- Upcoming – Updated Student Engagement Plan

Full details of activities for the coming year are available on the Student Association working plan. Any relevant additions and events will be added throughout the year.  
( Appendix 1)

### **5 Recommendation**

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

Nikki-Marie Vjatschslav  
President  
Students' Association

February 2019

## Learning and Teaching Committee

### Dumfries and Galloway College Student Association's Strategic and Operational Plans 2018/19

#### Introduction

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

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

The Operational Plan is a working document, whereby the activities performed will ensure the key actions of the Strategic Plan are met. The Operational Plan will be updated on a monthly basis to include new activities and projects as they develop. For example, details of meetings between Curriculum Reps, Curriculum Managers and DGSA will be added, once the new student representative system is in place. The plan will be monitored throughout the year and updated when key actions have been completed, and to determine what key actions are still outstanding. To date some of the key actions have already been achieved. At the end of session 2018/19, the Operational Plan and key actions of the Strategic Plan will be self-evaluated to ensure the targets have been met.

#### Strategic Plan

Objective	Targets	Key Actions	Outcome/Impact /Evidence/Achieved by
<b>1. Shaping the Life and Work of the College</b>	1.1 Ensuring the Student Association is an integral part of the governance, quality development and decision making process in the college.	<ul style="list-style-type: none"> <li>Ensure that decisions made have student interests and views at their core.</li> <li>Be a critical friend of the college, regarding governance, decision making, and quality development.</li> </ul>	
	1.2 Ensuring the Student Association is fully involved at all levels of the college	<ul style="list-style-type: none"> <li>As a full member of the Board of Management, be the voice of the</li> </ul>	

## Learning and Teaching Committee

	decision-making process.	students, at all levels of the decision making process.	
<b>1. Shaping the Life and Work of the College</b>	1.3 Developing partnership-working relationships between the SA, senior management, board members and teaching and non-teaching staff.	<ul style="list-style-type: none"> <li>Promote and encourage relationships between the SA, senior management, board management, and teaching and non-teaching staff.</li> <li>Have regular meetings, and work together on student engagement projects and campaigns.</li> </ul>	
	1.4 Developing the Student Association into an autonomous partner who is able to identify issues, set the agenda for discussion and act as a critical friend to the college.	<ul style="list-style-type: none"> <li>Have student wellbeing, engagement and views at the core of discussion and progress.</li> <li>The SA to set its own agenda, working for student needs, pushing the college to progress and change to student needs and views.</li> </ul>	
	1.5 Recognising the Student Association is a democratic, representative organisation, which must be able to campaign for the needs and interests of its members.	<ul style="list-style-type: none"> <li>As demographically voted by the students, the SA must voice the views and concerns of students to the highest level.</li> <li>The SA must retain autonomy in all its campaigns and projects.</li> </ul>	
	1.6 Ensuring that the college engages and consults with students through the Student Association and seeks where possible to collaborate with the Student Association on matters of common interest.	<ul style="list-style-type: none"> <li>The SA must be an integral part of student engagement and student discussion.</li> <li>Using all platforms of communication, including social media to include students in projects and discussion.</li> <li>Ensures the college keeps students up to date on discussions, progress and decisions through the SA.</li> </ul>	

## Learning and Teaching Committee

Objective	Targets	Key Actions	Outcome/Impact /Evidence/Achieved by
<b>2. Governance and Democracy</b>	2.1 The Student Association has organisational autonomy and takes autonomous positions.	<ul style="list-style-type: none"> <li>The SA has control over which campaigns and projects it works on, and who is involved.</li> <li>Has a role and voice in all levels in the college.</li> </ul>	
	2.2 The Student Association has appropriate lines of accountability in place.	<ul style="list-style-type: none"> <li>The SA has to be held accountable in its action by the students that voted them into post.</li> <li>The SA must report regularly to its Line Manager, keeping them informed, up to date, and take advice on campaigns and projects.</li> </ul>	
	2.3 All student members have the opportunity to influence the priorities, decisions, and actions of the Student Association and to hold their elected officers to account.	<ul style="list-style-type: none"> <li>Keep students up to date, and keep the line of communication available and open at all times to ensure students voices are heard.</li> <li>Engage students with all projects and campaigns.</li> <li>Students given the opportunity to give regular feedback and can hold elected officers accountable for not voicing their concerns.</li> </ul>	
	2.4 The Student Association and college are able to monitor the governance structures to check they are functioning effectively.	<ul style="list-style-type: none"> <li>Monitor how student views and voices are obtained, heard, and dealt with.</li> <li>Help ensure there are open lines of communication to students, and they are visible.</li> <li>Be a critical friend if the SA do not think that these governance structures are used efficiently, and functioning effectively.</li> </ul>	

## Learning and Teaching Committee

	2.5 Governance and democratic processes are sustained year on year.	<ul style="list-style-type: none"> <li>• Ensure that students are given a voice on governance, and are fully aware of structures that should be in place.</li> <li>• Ensure that students are given a voice to vote democratically for the elected officers.</li> </ul>	
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Objective	Targets	Key Actions	Outcome/Impact /Evidence/Achieved by
<b>3. Aware and active students</b>	3.1 The Student Association is visible to students and that it delivers accessible and relevant services, which meet their needs.	<ul style="list-style-type: none"> <li>• Promote student engagement with the SA with all interests, views, campaigns and projects.</li> <li>• Provide students with guidance and support with concerns affecting their college experience.</li> <li>• Use all available platforms and avenues to encourage student engagement.</li> <li>• Ensure that the SA is as visible, appealing, as relevant as it can be at all times.</li> </ul>	
	3.2 Students feel able to bring their issues and concerns to the Student Association.	<ul style="list-style-type: none"> <li>• Ensure that the SA works in a professional, welcoming and supportive manner at all time.</li> <li>• Keep open lines of communication, with feedback on progress of any issues.</li> </ul>	
	3.3 The Student Association is able to gather views from all student groups.	<ul style="list-style-type: none"> <li>• Be autonomous in gathering student views and concerns, to all students inclusively without discrimination.</li> <li>• The SA is able to ask teaching , and non-</li> </ul>	

## Learning and Teaching Committee

		teaching staff, management, and the board for support in gathering student views.	
	3.4 Student members engage with the Student Associations democratic governance structures enabling them to function effectively.	<ul style="list-style-type: none"> <li>• Ensure that students have a voice and encourage discussion about democratic governance structures.</li> <li>• Ensure students can raise concerns with these structures, leading to change if appropriate.</li> </ul>	
	3.5 Enthusiastic, motivated students take up leadership roles at all levels of the Student Association, from President to Curriculum and Class Reps to event organisers, in order for the Student Association to develop and deliver services and activities effectively.	<ul style="list-style-type: none"> <li>• Maintain an SA that is motivated, enthusiastic, and show respect to staff, students and one another's elected positions.</li> <li>• Encourage student to get involved with processes and campaigns, to ensure that they are carried out effectively with the highest student engagement possible.</li> <li>• Ensure that the SA has its own student officers to help highlight projects, campaigns and views throughout the college.</li> </ul>	

## Learning and Teaching Committee

Objective	Targets	Key Actions	Outcome/Impact /Evidence/Achieved by
<b>4. Sustainable resources</b>	4.1 Ensuring that the Student Association has the resources it needs, particularly funding, paid officers, and Student Association staff.	<ul style="list-style-type: none"> <li>The SA must have access to its budget, including information on its breakdown, usage overseen by the Line Manager.</li> <li>The SA President should have Budget Training.</li> <li>The SA should be able to make decisions on what projects, events, activities, and campaigns it wants to allocate the budget to.</li> <li>Money spent by the SA has to encourage student engagement.</li> <li>The SA needs to provide reasons and determined outcomes that have students views, wellbeing and engagement at their core.</li> <li>There must be regular discussion with the line manager about the budget usage and the student impact it has had.</li> <li>The Line Manager has the overseeing authority in regards to how the budget is spent. The SA can contest a decision if they believe there are grounds to.</li> <li>In relations to any change in SA needs, an annual meeting should be held to see if there should be any changes in paid hours/officers/staff needed for the SA.</li> </ul>	<ul style="list-style-type: none"> <li>SA President has completed Budget Training. 12.02.19</li> <li>SA President and Vice President has completed PECOS Training. 12.02.19</li> </ul>
	4.2 Ensuring that officers and Student Association staff have the skills they need in order to deliver their roles.	<ul style="list-style-type: none"> <li>Encourage SA Officers to go on relevant training to enhance their skills for better student support.</li> <li>To ensure that officers are as up to date as possible for their projects and</li> </ul>	

## Learning and Teaching Committee

		campaigns.	
	4.3 Ensuring that all resources are managed in a way that supports both the Student Associations autonomy and its partnership with the college.	<ul style="list-style-type: none"> <li>To ensure the college is kept up to date with events/ activities/ campaigns and projects.</li> <li>Ensure that the SA is supported in its ventures by the college, and is given advice and assistance where possible.</li> <li>To encourage Co-Creation between curriculums and the SA on anything relevant within the SA Working Plan.</li> <li>To work together to promote the college on and off campus.</li> </ul>	

Objective	Targets	Key Actions	Outcome/Impact /Evidence/Achieved by
<b>5. Value and impact</b>	5.1 Enabling the Student Association to articulate how it is aiming to improve the lives of students and to evidence and evaluate how well it is succeeding.	<ul style="list-style-type: none"> <li>Enable students voices and concerns to be heard at all levels, including the Board, as a full board member.</li> <li>Engage with students and get regular feedback in meetings, social media platforms, Co-Creation, and working together through our working plan.</li> <li>Encourage students via debate, campaigns, and events to voice their views.</li> <li>Give regular feedback on SA outcomes and impact evidence to all levels of the college.</li> </ul>	<ul style="list-style-type: none"> <li>SA launched new Facebookpage to encourage student engagement with the SA and the college. 28.01.19.</li> <li>SA created Student Officer Roles in Equality, Health &amp; Wellbeing, Environmental &amp; Sustainability, and Events. The Officers will help strengthen campaigns and increase awareness of issues and progression on and off campus. 01.02.19.</li> </ul>

## Learning and Teaching Committee

		<ul style="list-style-type: none"> <li>Use our Student Officers to help strengthen our efforts and the effectiveness of student voices.</li> </ul>	
	<p>5.2 Exploring the other forms of beneficial activities Student Associations can deliver, over and above their core representative purpose, and being able to identify the Student Associations own priorities.</p>	<ul style="list-style-type: none"> <li>Endeavour to sign up to affiliated campaigns such as NUS and Sparqs.</li> <li>Keep up to date on national awareness, campaigns, and issues that can/could affect students.</li> <li>Get regular feedback on student Mental Health and Wellbeing, raising any concerns and assisting and supporting as much as possible.</li> <li>Encourage relationships and networking on and off campus, showcasing skills to and from the community.</li> <li>Create Co-Creation where possible to enrich college experience and engagement between the SA and curriculums.</li> </ul>	

As actions are completed on the Operational Plan, the evidence to support the above points will be made available to support the outcomes of the Strategic Plan.

## Learning and Teaching Committee

### Operational Plan 2018/19

#### August 2018

Event	Date	Notes / Supporting Evidence
Welcome Speeches	w/c Monday 13 <sup>th</sup> August	Induction speeches from the President and Vice President.
NUS Training	Wednesday 15 <sup>th</sup> August	NUS lead and change training and NUS plan of work session for 2018/19.
Fresher's Week	w/c Monday 20 <sup>th</sup> August	Both campuses. Various organisations, information and entertainment available. Ran by the President and Vice President, booked by Quality before we were in post.
Graduation ceremony	Wednesday 22 <sup>nd</sup> August	SA Executive helping with Leavers Destination survey.
Strategic and Operational Plan / Partnership agreement planning meeting	Monday 27 <sup>th</sup> August	SA Exec, Quality Manager and Student Engagement Officer
Board of Management training	Monday 27 <sup>th</sup> August	SA Exec meeting with Brian Johnston and Ann Walsh.

#### September 2018

Event	Date	Notes / Supporting Evidence
Student ideas/clubs and societies	W/C Monday 3 <sup>rd</sup> September W/C Monday 10 <sup>th</sup> Tuesday	Sign-up sheets outside the SA, and student engagement.
Learning and Teaching Committee	Tuesday 4 <sup>th</sup> September	Attended by President and Vice President.
HGIOC Student Self Evaluation	Thursday 6 <sup>th</sup> September	Attended by Vice President & a small group of Class Reps.

## Learning and Teaching Committee

World Suicide Prevention week	Tuesday 11 <sup>th</sup> September (Dumfries) Thursday 13 <sup>th</sup> September (Stranraer)	Manned information stands by Police Scotland (Risk Unit) and display by SA.
Lunchtime football& Basketball	Wednesday 19 <sup>th</sup> September (Stranraer) Football only. Monday 24 <sup>th</sup> September (Dumfries)	Overseen by SA Exec. Run by students.
SPARQS Training (in-house)	Friday 21 <sup>st</sup> September	SPARQS attending college to provide That's Quality training for SA Executive.
Equality and Diversity training	Tuesday 4 <sup>th</sup> September	Attended by President and Vice President.
Charity decision	Throughout month	Information provided to Students. <ul style="list-style-type: none"> <li>• Support in Mind Scotland</li> <li>• Apex</li> </ul>
Macmillan Coffee Morning (Stranraer)	Friday 28 September	Organised by SA and Care students. Attended by President. Coffee Morning as well as a fundraiser lunch. Display done outside Zest by President.

### October 2018

Event	Date	Notes / Supporting Evidence
Macmillan Coffee Morning (Dumfries)	Monday 1 October	Attended and organised by President and Vice President. Display done outside SA by President.
Board of Management	Tuesday 9 October	Attended by President and Vice President.
World Mental Health Day	Wednesday 10 October	Interactive display done outside SA by Vice President

## Learning and Teaching Committee

SDS Focus Group	Friday 12 <sup>th</sup> October	Regional Investment Plan Meeting with Nicola Graham to hear from students.
CDN Training	Tuesday 23 <sup>rd</sup> October	Induction to Board Training in Stirling for both President and Vice President.
Halloween	Wednesday 31 October	Display done outside SA by President
Black History Month	Throughout month	Display done outside SA by Vice President

### November 2018

Event	Date	Notes / Supporting Evidence
Joint Board Meeting with Borders	Tuesday 6 <sup>th</sup> November	Borders College joint meeting, attended by President.
LGBT Meeting	Wednesday 7 <sup>th</sup> November	Meeting with Sue Livermore (E&D Officer) and Kerry Riddell (Community LGBT Officer) regarding more inclusive gym inductions in the college.
Anti-bullying week	W/C Monday 12 November	Display done outside SA by Vice President and Princes Trust Students
HBHM Event in Dundee	Monday 12 <sup>th</sup> November	First event for HBHM attended by Vice President.
SDS Focus Group at Stranraer	Tuesday 13 <sup>th</sup> November	Regional Investment Plan Meeting with Nicola Graham to hear from students.
Children in Need	Friday 16 <sup>th</sup> November	Guess the sweets in the jar done at both campuses
Learner's Journey Project	Saturday 17 <sup>th</sup> November	First Meeting for the project, run by Young Scot, attended by SA Vice President.
Learning and Teaching Committee	Tuesday 20 <sup>th</sup> November	Attended by SA President
College open doors and Christmas market	Thursday 22 <sup>nd</sup> November	Attended by SA Vice President with fundraising activities for chosen charity.
NUS Rural Mental Health & Zones	21 <sup>st</sup> & 22 <sup>nd</sup> November	NUS Workshops attended by SA President.
Stranraer PiYo Taster for HBHM	Monday 26 <sup>th</sup> November	Start of the promoting exercise for HBHM at Stranraer, class taken by Vice President & President attended.

## Learning and Teaching Committee

Equality & Diversity SWOT Workshop	Tuesday 27 <sup>th</sup> November	Attended by Vice President & workshop followed with a student workshop on the same topics.
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### December 2018

Event	Date	Notes / Supporting Evidence
Entrepreneurial Event	Wednesday 5 <sup>th</sup> December	Organised by the Crichton Trust attended by business students and Vice President.
Princes Trust Graduation	Thursday 6 <sup>th</sup> December	Attended by both President and Vice President.
Board of Management	Tuesday 11 December	Attended by both SA President & Vice President.
Christmas Hamper Appeal (Trussell Trust and Dumfriesshire and Stranraer Foodbank)	Throughout month	Posters created by SA and posted around college, many donations in from staff and students.
Student Christmas event	w/c 10 <sup>th</sup> December	Organised by SA so students have some fun activities before Christmas. Includes Card making, Christmas Jumper Day & VR Music Activity, and Jingle Jam.

### January 2019

Event	Date	Notes / Supporting Evidence
SA Student Officers	w/c Monday 28 <sup>th</sup> January	Equality Officer, Environmental & Sustainability Officer, Health & Wellbeing Officer, and Events Officer.
Health Week Dumfries Campus	w/c Monday 28 <sup>th</sup> January	Focus on Mental Health, Physical Health, and Sexual Health. Various stalls, information, activities, sports and workshops.
New SA Facebook Launch	w/c Monday 28 <sup>th</sup> January	Encourage student engagement and social relationship across campuses.
Burns Night	Thursday 24 <sup>th</sup> January Friday 25 <sup>th</sup> January	Business students Burns event on Stranraer campus. IrnBru, shortbread, Scottish poems, and address the haggis give outs on Dumfries campus.

## Learning and Teaching Committee

### February 2019

Event	Date	Notes / Supporting Evidence
TIMETOTALK Event	Thursday 7 <sup>th</sup> February	Highlighting Mental Health, with support from students and staff.
Geez a Break Launch	Thursday 7 <sup>th</sup> February	Upcoming Weekly drop in on both campuses for Mental health support and awareness.
Grow Your Own campaign and Launch	Wednesday 13 <sup>th</sup> February	First meeting with gardener David Livermore, for advice to get started. The course will start beginning of March.
Health Week Stranraer	w/c Monday 25 <sup>th</sup> February	Focus on Mental Health, Physical Health, and Sexual Health. Various stalls, information, activities, sports and workshops.

### March 2019

Event	Date	Notes / Supporting Evidence

### April 2019

Event	Date	Notes / Supporting Evidence
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## Learning and Teaching Committee


**May 2019**

Event	Date	Notes / Supporting Evidence

## Learning and Teaching Committee

June 2019

Event	Date	Notes / Supporting Evidence

### Personal Development Targets for SA Executive

- Complete Volunteering Award

## Learning and Teaching Committee

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# Student Association Working Plan 2018-2019

## August 2018

Reference	Activity	Date	Notes	Achieved Y/N	Resources	Budget
<b>TRAINING</b>						
	NUS training (in-house)	Wed 15 Aug	NUS lead and change training and NUS plan of work session for 2018/19.	Y	None for SA Possible Invoice for NUS	
	Board of Management training	Mon 27 Aug	SA Exec meeting with Brian Johnston and Ann Walsh.	Y	None	0
<b>MEETINGS / CONFERENCES / WORKSHOPS</b>						
	Strategic and Operational Plan / Partnership agreement planning meeting	Mon 27 Aug	SA Exec, Quality Manager and Student Engagement Officer	Y	None	0
	Police Scotland meeting	Wed 29 Aug	SA Exec meeting with community police officer.	Y	None	0
	Education Scotland meeting	Fri 31 Aug	SA Exec meeting with Juliet McAlpine.	Y	None	0
	Induction meetings	Various across month	Meetings between SA Executive and key college staff members.	Y	None	0
<b>EVENTS</b>						
	Induction Week	W/C Mon 13 Aug	Input from President and Vice President at student welcome sessions.	Y	None	0
	Fresher's Week	Mon 20 Aug– Fri 24 Aug	Both campuses. Various organisations, information and entertainment. Organised with support from Quality.	Y	Supplies Entertainment	£201.25 £620.00
	Graduation ceremony	Wed 22 Aug	SA Executive helping with Leavers Destination survey.	Y	None	0

## September 2018

Reference	Activity	Date	Notes	Achieved Y/N	Resources	Budget
<b>TRAINING</b>						
	SPARQS Training (in-house)	Fri 21 Sept	SPARQS attending college to provide That's Quality training for SA Executive.	Y	Hospitality for SA and Steph Kirkham - Sparqs	
	Equality and Diversity training	Tue 4 <sup>th</sup> Sept	Attended by President and Vice President.	Y	None	0
<b>MEETINGS / CONFERENCES / WORKSHOPS</b>						
	Learning and Teaching Committee	Tue 4 Sept	Attended by President and Vice President.	Y	None	0

EVENTS						
	Student ideas/clubs and societies	W/C Mon 3 Sept W/C Mon 10 Sept	Sign-up sheets outside the SA.	Y	None	0
	World Suicide Prevention week	Tue 11 Sept (Dum) Thu 13 Sept (Str)	Manned information stands by Police Scotland (Risk Unit) and display by SA.	Y	None	0
	Lunchtime football	Wed 19 Sept (Str) Mon 24 Sept (Dum)	Overseen by SA Exec, SA Liaison Officer and Student Engagement Officer. Run by students.	Y	Hall hire for Stranraer None for Dumfries	
	Macmillan Coffee Morning (Stranraer)	Fri 28 Sept		Y	None ( home baking donations, own tea and coffee)	0
	Charity decision	Throughout month	Information provided to Students. <ul style="list-style-type: none"> <li>Support in Mind Scotland</li> <li>Trussell Trust &amp; Apex</li> </ul>	Y	None	0

## October 2018

Reference	Activity	Date	Notes	Achieved Y/N	Resources	Budget
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### MEETINGS / CONFERENCES / WORKSHOPS

	Macmillan Coffee Morning (Dumfries)	Mon 1 Oct	Attended and organised by President and Vice President.	Y	None (home baking donations, own tea and coffee)	0
	Board of Management	Tue 9 Oct	Attended by President and Vice President.	Y	None	0

### EVENTS

	World Mental Health Day	Wed 10 Oct	Interactive display done outside SA by Vice President	Y	None	0
	Halloween	Wed 31 Oct	Display done outside SA by President	Y	Decorations ( purchased by SA President )	0
	Black History Month	Throughout month	Display done outside SA by Vice President	Y	None	0

## November 2018

Reference	Activity	Date	Notes	Achieved Y/N	Resources	Budget
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### MEETINGS / CONFERENCES / WORKSHOPS

	Learning and Teaching Committee	Tue 20 Nov	Attended by President	Y	None	0
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	NUS Zones Conference - Stirling	Thu 22 Nov	Attended by President	Y	Hotel for SA President Travel for SA President Possible Invoice for NUS	
	Joint Board Meeting with Borders	Tue 6 Nov	Attended by President	Y	Hotel for SA President	0
	LGBT Meeting	Wed 7 Nov	Meeting with Sue Livermore (E&D Officer) and Kerry Riddell (Community LGBT Officer) regarding more inclusive gym inductions in the college.	Y	None	0
	HBHM Event in Dundee	Mon 12 Nov	First event for HBHM attended by Vice President.	Y	Travel for SA Vice President Possible Invoice from NUS	
	SDS Focus Group at Stranraer	Tue 13 Nov	Regional Investment Plan Meeting with Nicola Graham to hear from students.	Y	Hospitality ( purchased by SA President	0
	Learner's Journey Project	Sat 17 Nov	First Meeting for the project, run by Young Scot, attended by SA Vice President.	Y	None	0
	NUS Rural Mental Health & Zones	21 & 22 Nov	Attended by SA Vice President with fundraising activities for chosen charity.	Y	Hotel for SA President Travel for SA President Possible Invoice from NUS	0
	Equality & Diversity SWOT Workshop	Tue 27 Nov	Attended by Vice President & workshop followed with a student workshop on the same topics.	Y	None	0

#### EVENTS

	Anti-bullying week	W/C Mon 12 Nov	Display done outside SA by Vice President and Princes Trust Students	Y	None	0
	Children in Need	Fri 16 Nov	Guess the sweets in the jar done at both campuses	Y	Jo – Stranraer purchased sweets.	£5
	College open doors and Christmas market	Thu 22 Nov	Attended by SA Vice President with fundraising activities for chosen charity.	Y	None	0
	Stranraer PiYo Taster for HBHM	Mon 26 Nov	Start of the promoting exercise for HBHM at Stranraer, class taken by Vice President & President attended.	Y	None	0

## December 2018

Reference	Activity	Date	Notes	Achieved Y/N	Resources	Budget
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MEETINGS / CONFERENCES / WORKSHOPS						
	Board of Management	Tue 11 Dec	Attended by SA Vice President	Y	None	0
	Entrepreneurial Event	Wed 5 Dec	Organised by the Crichton Trust attended by business students and Vice President.	Y	None	0
EVENTS						
	Prince's Trust Graduation	Thu 6 Dec	Invitation to President and Vice President to attend	Y	Overnight Accommodation Required for President	£57.60
	Board of Management Dinner	Thu 6 Dec	President and Vice President to attend	Y		
	Christmas Hamper Appeal (Trussell Trust and Dumfriesshire and Stranraer Foodbank)	All month	Posters created by SA and posted around college, many donations in from staff and students.	Y	None	0
	Student Christmas event	W/c 10 Dec	Organised by SA so students have some fun activities before Christmas. Includes Card making, Christmas Jumper Day & VR Music Activity.	Y	None (Purchased by SA Vice President)	0
	Jingle Jam (Stranraer)	Wed 12 Dec	Festive music jamming session – listen or join in with own instrument. Attended by SA President.	Y	None by SA President (Possible Hospitality by Jo)	0

## January 2019

Reference	Event	Date	Notes	Achieved	Resources	Budget
MEETINGS / CONFERENCES / WORKSHOPS						
EVENTS						
	Burns Night	Fri 25 Jan	Various activities, poems, and addressing the haggis – Dumfries Burns Supper with Scottish Dancing and Piper - Stranraer	Y	Hospitality for shortbread and IrnBru	£12.70
	Health & Social Services Curriculum Day	TBC	Time constraints and other activities has pushed it till later	N	None	0
	Early years and Supported Programmes Curriculum Day	TBC	Time constraints and other activities	N	None	0
	Student Officer Recruitment	Feb	Officers to have a direct activity focus to support the work and time of the President and Vice President in serving the students.	Y	None	0
	New Facebook Launch	Mon 14 Jan	Promotion using all resources.	Y	None	0
	VR (virtual reality) Event, Stranraer	Tue TBC	Following on from our Dumfries VR event. Battlestations LTD	N	None	0

			will be doing this event also, they will need only their fuel, drinks, and possibly lunch covered by the budget. Derry and his business partner Greg will be attending. Has been pushed to a later date - March			
	Health Week - Dumfries	W/C Mon 28 Jan	Organised by SA. The focus will be on Mental Health, Physical Health and Sexual Health.	Y	None	0

## February 2019

Reference	Event	Date	Notes	Achieved	Resources	Budget
<b>MEETINGS / CONFERENCES / WORKSHOPS</b>						
	CUCSA Meeting	Mon 4 Feb	Meeting with Events Officer Di and CUCSA Officer Malcolm Weiring – To build a relationship between our campuses.	Y	None	0
	UWS / Glasgow Uni Funding & Disability Officer Meeting	Thurs 7 Feb	Meeting with Vanessa Johnston – To build a relationship between our campuses, for financial, and disability advice for our articulating students.	Y	None	0
	Student Association Class Rep/Student Council/Student Officers Meeting	W/C Mon 11 Feb	The first of our regular meetings with Class Reps and Student Council. These meetings will give us a strong link into classrooms and give us regular updates on how college life is for our students.			
	Learning and Teaching Committee	Tue 26 Feb				
<b>EVENTS</b>						
	Student Volunteering Week / Saltire Awards / Volunteering Award	W/c Mon 19 Feb	Have a display regarding volunteering opportunities for students & handouts for them to take away. This will include the following.			
	Business Curriculum Day	TBC	2-3 visitor/speakers in to speak to students about the various	N	None	0

			career opportunities & pathways after college. Has been pushed back due to time constraints.			
	Creative Industries Curriculum Day	TBC - This may be pushed due to our Health Week focus.	2-3 visitor/speakers in to speak to students about the various career opportunities & pathways after college. Has been pushed back due to time constraints.	N	None	0
	Geez a Break Mornings	TBA	An informal get together for all students <ul style="list-style-type: none"> <li>• A safe space</li> <li>• Informally give information on mental health</li> <li>• Wellbeing activities</li> </ul>	Y	Launched at TIMETOTALK event	0
	Grow Your Own	W/C Mon 11 Feb	This event will tie into our NUS campaigns. Healthy Bodies Healthy Mind, Student Eats, Mini Environmental Projects, and Responsible Futures - will all be touched upon in this project. Get people outdoors.  David Livermore – Gardener coming to give advice on setting up ( 13 Feb)			
	Health Week - Stranraer	W/C Mon 18 Feb	Organised by SA. The focus will be on Mental Health, Physical Health and Sexual Health. This will include the same range of activities, workshops, taster sessions and information			
<b>SA DEVELOPMENT – POSSIBLE RE-LOCATION</b>						
	Possible Re-location	March				£4,000
<b>SA DEVELOPMENT – EXTERNAL SPACE</b>						
	Greenhouse Project	March / April	Grow your own project. Fruit and vegetables.		Seeds, plants, compost, pots, tools, trays, labels, fruit trees	£300
	External Space – Recreational Projects	March / April	Raised beds, paths, planting, garden creation to start with		Tools, barrow, paving, timber,	£1,500
<b>SA DEVELOPMENT - RECREATIONAL RESOURCES</b>						
	Games Table	March	Graphic wrapping of existing canteen tables to enable / encourage playing of board games (games club etc).		Graphic wraps to 7 tables (approx.)	£800

	Quiz Machine					£600

## March 2019

Reference	Event	Date	Notes	Achieved	Resources	Budget
<b>MEETINGS / CONFERENCES / WORKSHOPS</b>						
	Board of Management	Tue 19 Mar				
<b>EVENTS</b>						
	International Women's Day	Fri 8 Mar	Display with kaleidoscope.			
	Health & Social Services Curriculum Day	TBC	2-3 visitor/speakers in to speak to students about the various career opportunities & pathways after college.			
	Early years and Supported Programmes Curriculum Day		2-3 visitor/speakers in to speak to students about the various career opportunities & pathways after college.			
	National No Smoking Day	TBC	<a href="https://nosmokingday.org.uk/">https://nosmokingday.org.uk/</a> Display outside SA and possible visitor from ASH Scotland to speak to students?			

## April 2019

Reference	Event	Date	Notes	Achieved	Resources	Budget
<b>MEETINGS / CONFERENCES / WORKSHOPS</b>						
<b>EVENTS</b>						
	Engineering Curriculum Day	TBC	2-3 visitor/speakers in to speak to students about the various career opportunities & pathways after college.			

	Built Environment Curriculum Day	TBC	2-3 visitor/speakers in to speak to students about the various career opportunities & pathways after college.			
	Student Association Self-Evaluation	Throughout month	Promote Suggestion boxes on lead up. Have Class reps in for a meeting and Q & A on lead up. This could be in conjunction with a pre-filled out questionnaire. Have a drop in meeting prior to evaluation for all students to talk about anything they feel we can address, campaign for, or pass on to relevant departments. * Do online polls via new Facebook.. Give an anonymous census, as its not via their log in.			

## May 2019

Reference	Event	Date	Notes	Achieved	Resources	Budget
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### MEETINGS / CONFERENCES / WORKSHOPS

	Learning and Teaching Committee	Tue 14 May				
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### EVENTS

	End of year Sports Day	TBC	Both campuses join together for the day! Campus v campus, curriculum v curriculum, staff v students. Let the Games begin			£2,000
	Hair & Beauty Curriculum Day	TBC	2-3 visitor/speakers in to speak to students about the various career opportunities & pathways after college.			
	Sport Curriculum Day	TBC	2-3 visitor/speakers in to speak to students about the various career opportunities & pathways after college.			
	Executive Handover	TBC				

## June 2019

Reference	Event	Date	Notes	Achieved	Resources	Budget
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### MEETINGS / CONFERENCES / WORKSHOPS

	Board of Management Meeting	Tue 4 Jun				
<b>EVENTS</b>						

#### Student Association Projects for academic session 2018/19

- NUS Healthy Bodies, Healthy Minds (emphasis on health and well-being, including mental health, sporting activities and smoking awareness)
- NUS Responsible Futures (incorporating sustainability, climate change and the United Nations Sustainable Development Goals)
- Student communication channels, particularly on-line communication
- Drop in, and pre-booked sessions with CoH Sync for Mental Health, Physical Health, Smoking, Alcohol, and Nutrition. These will hopefully be monthly. In addition, there will be the availability of Mindfulness sessions, and sessions directly to classes on the above subjects. They aim to provide support, advice, and a plan of action to staff and students to have independence in the changes. Therefore, change bad habits in the long run, acting as an early intervention before these areas become a huge problem in their lives. This help, and staff that provide them will be available free of charge, it is EU funded and through the NHS.
- Student Eats: We are signed up to this campaign with NUS to help push our Sustainability focus. We will be starting a grow your own course, and revamping the greenhouse, raised beds and using more ground to plant. When harvesting proceeds from selling cheap home grown tasty produce will be used to put back into the project (seedsetc). Any excess, or garden party fundraising will go to our 'Support in Mind' fundraising. The produce could be sold through our 'Footprints' SA shop. The lack of carbon footprint of buying it from the garden will tie in well to our sustainability too. Carol was happy for us to use more of the land near the greenhouse for growing.
- Mini Environmental Projects: This is also an NUS campaign we have signed up to, it will include doing environmental projects around campus and in the community. Construction are happy to help make bird boxes, bat boxes and possibly some other things. We can use these to create more habitats for wildlife around the campus, encouraging a better environment. We can also give some away to community places, such as retirement homes. Somewhere that would be nice to bring more wildlife too. If there were any left over, they would be sold to raise money for 'Support in Mind'.

#### Student Association Charities for academic session 2018/19

- Support in Mind Scotland
- Trussell Trust & Apex (Foodbanks) - Christmas

\*We should have Student Association Meetings with Class Reps and Curriculum Reps from the New Year. We need to give them a direct voice to us, and let them give us a voice into all classrooms. We are voted for by the students, let's engage! With the launch of our new facebookpage we can get answers from students via polls on mass. Literally with the touch of a button.

## Learning and Teaching Committee

### **“How Good is your College?” Enhancement Plan 2018 – 19 - Progress Report**

The purpose of this report is to give updates on progress of the 15 points of Action in the Enhancement Plan.

#### **1 To ensure that all academic and support staff understand and are more familiar with the PIs in order to plan for improvement**

CMs have discussed PIs with all staff. Plans are being put in place to address courses with low PIs during the year and within the Self Evaluation process. This is ongoing throughout the Academic Year.

#### **2 To appoint three Guidance Coaches in Dumfries and 1 in Stranraer to work specifically with students at risk of withdrawing and not successfully completing their studies**

Guidance Coaches are in post and working with at risk students. The results of this action will be evidenced in the retention and attainment throughout the year. This will be further evaluated at the end of the Academic Year.

#### **3 To introduce “Learner Analytics” tool as a method for collecting data on students who are at risk of withdrawing. To be used by academic staff and new Guidance Coaches to make early interventions for individual situations**

All relevant staff, including CMs and Guidance Coaches, are using this analytic tool. The results of this action will be evidenced in the retention and attainment throughout the year. This will be further evaluated at the end of the Academic Year.

#### **4 To improve learner retention and attainment figures across each curriculum area**

Staff are focused on this issue, which is further re-enforced with Guidance Coaches, Learner Analytics, updated Admissions sessions and improved self-evaluation system. All staff have focused on this issue during an All Staff Day session with feedback going into the ROA in due course.

#### **5 To revise and update our Admission sessions**

Currently underway and ongoing for this session.

#### **6 To continue to build on our extensive employer engagement and enhance the opportunities for collaboration for curriculum planning**

This is on going. All curriculum areas are undertaking extensive employer engagement. Round table discussions with professional industry experts and young people are taking place to inform the new curriculum. DYW industry forums will continue to grow into different areas. Forum groups have already been set up in Engineering and Manufacturing, Construction and Hospitality. The forums provide structure and gives the curriculum area a focused group of employers with whom to engage.

## Learning and Teaching Committee

### **7 To enhance digital skills reflecting industry practice in the curriculum. This will also support the SoSEP bid**

Following a successful bid, the SoSEP project is underway with STEM hubs planned for both campuses, leading to spokes in schools within communities.

### **8 Curriculum areas that are performing well will share best practice with all areas**

CMs work collectively and individually to disseminate and share best practice in an on-going manner using both discrete and general meetings to share this knowledge and expertise and, in turn, to share and implement this with all staff.

### **9 To evaluate the college's current progress against Vision 2020**

On-going and to be evaluated by new Principal.

### **10 To enhance and improve self-evaluation systems across the college for academic and support staff**

Updated self-evaluation system that involves all staff and students, curriculum council reps, and curriculum student reps is in a cycle of continual self-evaluation and is on going.

### **11 To investigate and work with partner institutions to enhance articulation in the region commencing with Glasgow School of Art**

Memorandum of Understanding signed with GSA to write bespoke BA Hons year 3 & 4. The writing of the course is underway with regular academic meetings on going. Get that degree opportunities being explored with various universities/colleges, using digital delivery.

### **12 Introduce a Digital Skills Strategy to ensure all staff are conversant with relevant digital skills**

A Digital Skills strategy has been devised. This has provided the starting point for some staff to identify improving their digital skills and in turn improve digital skills in the classroom. Developing digital skills in the curriculum reflecting the workplace is on going and embedded.

### **13 To introduce new Curriculum Student Reps**

Approximately 140 Curriculum reps, over both campuses, have received training to understand how to address issues in the college. Eight Curriculum reps have also received training, ready for their input for self-evaluation.

### **14 To enhance entrepreneurship throughout the college and as a learning experience as stated in Vision 2020**

External live projects are encouraged in every area of the college where appropriate to enhance the curriculum. Passport to college has had an enterprise unit added to the course to allow entrepreneurial events to be encouraged further. The college is currently working with SRUC, Barony Campus, to bring Bridge to Business to the College.

## Learning and Teaching Committee

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### 15 To reinforce Essential Skills, Career Management Skills and DYW in the curriculum

Enhanced learning experience and to build on current knowledge and teaching practice that ensures more students are work ready. Curriculum areas are using My WoW, site visits, employer presentations and live projects to underpin these skills.

#### Recommendation

It is recommended that the information be noted for discussion.

Henri Veys  
Head of Academic Planning & Quality  
14 Feb 2019

## Learning and Teaching Committee

### Outcome Agreement Measures Table

#### 1 Purpose of the Report

The purpose of this report is to provide the College Learning and Teaching Committee with an update on the 2018-19 Outcome Agreement Measures Table.

#### 2 The Report

The report illustrates the progress made to-date on each some of the key measures, both in terms of successes and challenges:

##### Successes

- The number of learners of ethnic background has increased again throughout all areas of the college. All outcome measured areas have already achieved their targets. Largest increase in Black Scottish, Black British at 606 credits.
- The college is already supporting more people with disabilities throughout the college compared to its credit target of 4225 at 4526 credits this equates to 15% of our learners.
- The number of Senior Phase learners studying at the college for S4/S5/S6 Learners is now at 447 against a college target of 230.
- The number of learners with disabilities is significantly higher than the college target of 6%, at 15% an increase of 58%. The college now supports 551 learners with disabilities ranging from dyslexia to profound and complex needs. Retention rates for 188 full time learners with a disability is currently 84%
- The gender balance across the college remains evenly split in terms of numbers. Although in some specific curriculum areas, improvement is still needed to address gender balance, currently 49% of learners are male, and 51% of learners are female. 46 Credits fall into the others Categories measure.
- Currently, 787 credits are delivered to Care Experienced learners within the college, which is significantly above the college target of 400 an increase of 52%. This equates to 55 learners who have enrolled at the college, with a 70% retention rate.
- The number of S3/S4 learners attending on school programmes is above the college target. We are currently delivering 2370 credits to a college target of 1509 credits
- The college is performing strongly in terms of STEM related activity at the college; we are currently delivering 9009 credits compared to ROA target of 5733, with a current retention rate of 89%
- The number of learners who now have work experience /work related units as part of their programme of study is now above the college target of 200 at 440 learners.

## Learning and Teaching Committee

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### Challenges

- There is a gender balance across the college in total of 49% males and 51% females. The challenges still remains to address gender balance issues for some curriculum areas for example, Construction, Engineering are still heavily male dominated and Childcare, Care, Hair and Beauty are still female dominated.
- 
- The number of start-ups for apprenticeships through CITB/SNIPEF/SECTT/SDS is a small amount down on the college target of 110 starts at 106 starts.

### **3 Recommendation**

It is recommended that the College Learning and Teaching Committee note the progress of this update.

**Andy Wright**

Vice Principal Learning and Skills

February 2019

Measure		Actual 2015/6	Target 2015/6	Actual 2016/7	Target 2016/7	Actual 2017/8	Target 2017/8	Actual 2018/9
1 (a)	Credits delivered	29,799	30,371	30,337	30,067	30,696	30,067	29,785
1 (b i)	Volume and proportion of Credits delivered to learners aged							
	16-19 and 20-24	20,412	22,778	20,259	23,152	20,942	23,152	20,194
		68.5	75	66.78	77	68.22	77	67.8
	16-19	15,131	15,793	15,314	16,236	15,510	16,236	14,990
		50.78	52	50.48	54	50.53	54	50.33
	20-24	5,282	6,985	4,945	6,915	5,433	6,915	5,204
		17.72	23	16.3	23	17.7	23	17.47
1 (b ii)	Volume and proportion of Credits delivered to FULL TIME learners aged							
	16-19 and 20-24	16,746		16,468		17,577	17,138	16,545
		74.01		73.84		76.6	74.5	76.72
	16-19	12,665		12,604		13,541	12,929	12,529
		55.97		56.51		59.02	56.25	58.1
	20-24	4,081		3,864		4,036	4,209	4,016
		18.04		17.33		17.59	18.3	18.62
1 (c)	Volume and proportion of Credits relating to learners from different protected characteristics	3,531	3,250	3,432	3,217	3,217	3,608	2,888
		11.85	10.7	11.31	10.7	10.48	12	9.7
1 (d)	Volume and proportion of Credits relating to learners from different protected characteristics							
	Ethnicity							
	White	29,102	30,122	29,214	29,820	29,455	29,820	28,591
		97.66	99.18	96.3	99.18	95.96	99.18	95.99
	Any mixed	63	43	111	42	46	42	80
		0.21	0.14	0.37	0.14	0.15	0.14	0.27
	Asian, Asian British	236	112	265	111	456	111	376
		0.79	0.37	0.87	0.37	1.49	0.37	1.26
	Black, Black British	285	46	592	45	613	45	651
		0.96	0.15	1.95	0.15	2	0.15	2.19
	Other ethnic groups	97	49	155	48	109	48	69
		0.33	0.16	0.51	0.16	0.36	0.16	0.23
	Black and African Caribbean	681	250	1,123	246	1,224	246	1,175
		2.29	0.82	3.7	0.82	3.99	0.82	3.95
Disability								
	No known disability	25,747	28,549	26,125	28,263	26,240	25,858	25,259
		86.4	94	86.11	94	85.48	86	84.8
	Disabled	4,035	1,822	4,180	1,804	4,456	4,209	4,526
		13.54	6	13.78	6	14.52	14	15.2
	Sex							
	Male	14,627	15,186	15,362	15,034	14,470	15,034	14,599
		49.08	50	50.64	50	47.14	50	49.01
	Female	15,149	15,186	14,966	15,034	16,186	15,034	15,140
		50.84	50	49.33	50	52.73	50	50.83
	Other	24	0	8	0	41	0	46
		0.08	0	0.03	0	0.13	0	0.15
	Care-Experienced							
	Care-Experienced	384	364	522	361	849	361	787
		1.29	1.2	1.72	1.2	2.77	1.2	2.64
2 (a)	Number of	260		157		29	224	77
2 (b)	Volume and proportion of Credits relating to learners from different protected characteristics	1,044		710		136	872	306

		3.5		2.34		0.44	2.9	1.03
2 (c)	Volume and value of	988	1,215	1,364	1,503	1,526	1,503	2,370
		3.32	4	4.5	5	4.97	5	7.96
2 (d)	Volume and value of	493		533		207	601	286
		1.65		1.76		0.67	2	0.96
	3 Volume and value of	6,041		7,951		8,804	5,412	9,035
		20.27		26.21		28.68	18	30.33
4 (a)	Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)							
	No. of FT F	662	735	626	766	628	759	0
	No. of FT F	1,101	1,050	1,016	1,050	1,055	1,100	973
	Percentage	60.13	70	61.61	73	59.53	69	0
	No. of PT F	1,067	1,160	1,072	1,200	913	1,230	32
	No. of PT F	1,418	1,450	1,517	1,500	1,640	1,500	1,360
	Percentage	75.25	80	70.67	80	55.67	82	2.35
	No. of FT H	356	380	385	429	329	396	0
	No. of FT H	497	500	541	550	478	550	449
	Percentage	71.63	76	71.16	78	68.83	72	0
	No. of PT H	298	312	302	316	89	320	0
	No. of PT H	378	400	403	400	199	400	184
	Percentage	78.84	78	74.94	79	44.72	80	0
4 (b)	Proportion of enrolled MD10 students successfully achieving a recognised qualification (FT & PT)							
	No. of FT F	95		93		79	114	0
	No. of FT F	160		153		146	150	125
	Percentage	59.38		60.78		54.11	76	0
	No. of PT F	78		94		76	102	5
	No. of PT F	116		128		140	125	116
	Percentage	67.24		73.44		54.29	82	4.31
	No. of FT H	31		31		25	36	0
	No. of FT H	46		47		39	50	32
	Percentage	67.39		65.96		64.1	72	0
	No. of PT H	12		10		1	12	0
	No. of PT H	17		13		7	15	5
	Percentage	70.59		76.92		14.29	80	0
4 (c)	Proportion of senior phase aged pupils successfully achieving a recognised qualification							
	No. of FT F	0		0		0	0	0
	No. of FT F	0		0		0	0	0
	Percentage	0		0		0	0	0
	No. of PT F	12		26		10	28	0
	No. of PT F	19		36		25	35	68
	Percentage	63.16		72.22		40	82	0
	No. of FT H	0		0		0	0	0
	No. of FT H	0		0		0	0	0
	Percentage	0		0		0	0	0
	No. of PT H	5		3		2	8	0
	No. of PT H	6		6		4	10	9
	Percentage	83.33		50		50	80	0
4 (d)	Proportion of full-time enrolled care experienced students successfully achieving a recognised qualification							
	No. of FT F	14		13		19	12	0
	No. of FT F	21		37		49	35	49
	Percentage	66.67		35.14		38.78	35	0

4 (e)	No. of FT H	2		1		1	2	0
	No. of FT H	2		2		2	4	1
	Percentage	100		50		50	50	0
	Proportion of enrolled students Full Time FE students aged 16-19 successfully achieving a re							
	No. of FT FI	392		386		383	409	0
	No. of FT FI	682		622		656	650	621
	Percentage	57.48		62.06	62	58.38	63	0
	5 The numbe	158	94	124	100	73	100	
	6 Number of	407	94	161	100	265	200	440
	7 The numbe	27	82		87		55	
9		6	31		32		10	
	8 Number an	859	952		978		966	
		86	91		92		92	
	SSES Survey - The percentage of students Overall, satisfied with their college expereince							
	Number an	90		88			92	
	Number an	90		81			92	
	Number an	93		89			92	
	Number an	93		95			92	
	10 Gross carb	1,201	1,313		1,185		1,117	

Target 2018/9	Actual 2019/0	Target 2019/0	Actual 2020/1	Target 2020/1
30,176	0	30,176		31,000
23,236		23,236		22,320
77		77		72
16,295		16,295		16,740
54		54		54
6,940		6,940		6,820
23		23		22
17,200		17,200		17,980
74.5		74.5		76
12,975		12,975		13,430
56.25		56.25		56.7
4,225		4,225		4,550
18.5		18.5		19.2
3,772	0	3,923		4,030
12.5		13		13
c groups and care leavers				
29,929		29,929		30,746
99.18		99.18		99.18
42		42		43
0.14		0.14		0.14
112		112		115
0.37		0.37		0.37
45		45		47
0.15		0.15		0.15
48		48		50
0.16		0.16		0.16
247	0	247	0	255
0.82		0.82		0.82
25,951		25,951		26,660
86		86		86
4,225		4,225		4,340
14		14		14
15,088		15,088		15,500
50		50		50
15,088		15,088		15,500
50		50		50
0		0		0
0		0		0
400		450		500
1.3		1.5		1.6
230		240		250
894		933		972

3.2		3.4	3.6
1,509		1,509	1,550
5		5	5
604		604	620
2		2	2
5,733	0	6,035	6,200
19		20	20
805		816	828
1,150		1,150	1,150
70		71	72
1,260		1,333	1,333
1,550		1,550	1,550
84		86	86
444		456	468
600		600	600
74		76	78
344		360	369
410		410	410
84		88	90
& PT) achieving a recognised qualification			
115		120	117
150		155	155
77		78	76
105		111	111
125		130	130
84		86	86
37		39	39
50		52	52
74		76	76
13		15	13
15		17	17
84		88	76
0		0	0
0		0	0
0		0	0
29		34	34
35		40	40
84		86	86
0		0	0
0		0	0
0		0	0
9		10	10
10		12	12
84		88	88
ed qualification			
13		15	16
35		40	40
37		39	40

2		3	3
4		5	5
50		55	55
cognised qualification			
409		432	432
650		675	675
63		64	64
110		120	125
180	0	200	220
63		73	75
12		14	16
976		987	987
93		94	94
93		95	95
93		95	95
93		95	95
93		95	95
1,087		0	0

## Learning and Teaching Committee

### Key Performance Indicator Report

#### 1 Introduction

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

#### 2 The Report

This is an ongoing process and this report gives recent update to previous reports.

##### 2.1 Retention

Retention improved slightly over last academic year, at a 1% improvement for FT FE students, however a 70% rate at the end of the academic year remains low. It is a key area for improvement over this year. However, retention will likely remain challenging as we continue to widen access for students with barriers to education. There have been new approaches adopted this academic year. Guidance coaches have been introduced and this will complement the new learning analytics tool that we developed last year and is now operational. This report will keep members up to date with comparison for retention over the previous two years.

##### Retention rates for Full Time FE

	2018/19 (08/02/2019)				2017/18 (08/02/2018)				2016/17 (08/02/2017)		
	ENR	RET	%	% diff	ENR	RET	%	% diff	ENR	RET	%
Total (All)	976	795	80%	1%	1061	981	80%	-1%	1038	842	81%

##### Retention rate for Full Time HE

	2018/19 (08/02/2019)				2017/18 (08/02/2018)				2016/17 (08/02/2017)		
	ENR	RET	%	% diff	ENR	RET	%	% diff	ENR	RET	%
Total (All)	449	391	87%	-1%	479	420	88%	-1%	523	467	89%

As can be seen from the tables above, we are at the same level for FE full time students as last year at 80%. However, we have now fallen 1% below the comparison percentage for full time HE for this time last year, now at 87%.

Annual figures for retention and attainment will be published by the SFC in January and as they are released members will be informed through updates to this paper.

#### 3. Recommendation The Committee is asked to discuss progress against targets.

## **Learning and Teaching Committee**

### **College Leaver Destinations 2017-18**

The Scottish Funding Council (SFC) issued the College Leaver Destinations (CLD) 2017-18 spreadsheet on 22<sup>nd</sup> January 2019, with a deadline for return of 15<sup>th</sup> March 2019.

The criteria for data collection remains the same – to record first destinations of students successfully completing full time HE and FE courses, collating data on:

- Primary Classification (Destination)
- Employment Details (where applicable)
- Further study details (where applicable)
- Destination source (where applicable)

### **Employment**

Details recorded are:

- Working full time or part time
- In employment / Modern Apprenticeship Self-employed/freelance Voluntary or other unpaid work
- Employer Industry
- Name of employer

### **Further study**

Details recorded are:

- Name of the college/university
- Full or part time study
- Title of course

### **Other classification options are:**

- Unemployed and looking for work
- Taking time out in order to travel
- Not employed but NOT looking for employment, further study or training
- Permanently unable to work/retired
- Temporarily sick/unable to work/looking after family
- Deceased
- Unknown

### **Findings**

A report on College Leavers Data 2017-18 will be published by the SFC in September 2019.

In the interim once all data is collected and returned to the SFC it can then be shared with Heads of Curriculum and Curriculum Managers for internal analysis and reporting purposes and positive/negative outcome comparison.

## **Learning and Teaching Committee**

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# Learning and Teaching Committee

## Vice Principal (Learning & Skills) Update

### 1 Purpose of the Report

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

### 2 The Report

#### 2.1 Retention

Retention for FE full time programmes has improved by 1% to 80%, compared to last year's performance at this point in time. However, HE full time programmes are 1% below this time last year's performance at 87%.

#### Full time Further Education

• Creative Industries	84%	+14%
• Construction	80%	+1%
• Business	86%	+5%
• Computing	79%	+2%
• Hospitality	72%	-4%
• Childcare	82%	- 2%
• Engineering	86%	+6%
• Care	79%	+2%
• Hair and Beauty	76%	-3%
• Sport and Fitness	83%	-3%

#### Full time Higher Education

• Creative Industries	89%	-9%
• Business	87%	-2%
• Computing	98%	+14%
• Childcare	83%	-11%
• Engineering	92%	+9%
• Care	72%	+4%
• Hair and Beauty	84%	-11%
• Sport and Fitness	92%	-6%

## 2.2 Withdrawal Details to Date for Leavers

A total of 254 full time leavers have been recorded in the withdrawal system to date with the following information.

- Obtained a job not relevant to programme of learning ..... 20
- Obtained a job relevant to programme of learning ..... 15
- Progressed to a programme at another educational Est ..... 9
- Self-withdrawal financial reasons ..... 11
- Self-withdrawal health reasons ..... 36
- Self-withdrawal other reasons ..... 85
- Transferred to another course at the college ..... 5
- Withdrawal by the college for specific reason ..... 72

## 2.3 Curriculum Planning 19/20

The focus at this point of the year includes the Curriculum Plan sign off for 2019/2020 as discussed at today's Learning and Teaching Committee.

## 2.4 SOSEP Best Practice Visits

There have been two best practice visits, to the West Highlands of Scotland and the University of Highlands. The visits were to consider approaches in terms of pedagogy and also the technical equipment used to support delivery in remote regions. These visits have proved invaluable to both academic and support teams, ensuring the SOSEP project is developed successfully for Dumfries and Galloway as a region, but also supports our continuing partnership arrangement with colleagues from Borders College. These teams are now developing material jointly, as well as giving access to both colleges to support a range of other issues.

There are now support teams in place to help support staff both digitally and technologically to develop the learning material further for next years roll out pilot.

## 2.5 Crichton Hall Development with FONAB

Academic teams from Hair, Beauty and Hospitality have visited FONAB's accommodation to see how a five star Hotel functions and to look at areas of skills, which potentially could be developed for our learners for employment opportunities, with the new development of the Crichton. Niall Thompson, General Manager with Fonab Castle and Spa has recently visited the college to meet relevant staff and toured our facilities to see how we can work together to support his needs for developing staff skills.

This will prove a fantastic opportunity for the college to work closely with an organisation that is totally committed to developing new opportunities for the region in a high end hotel and spa. Niall has agreed more follow up meetings with the teams to start skill profiling for the hotel for learners in college and in the community.

### 3.0 General College Updates

- St Joseph's College reigned victorious at the school's competition in November. Pupils competed in different curriculum events to get a flavour of the courses on offer at the college, these included a bird box challenge, ceramic tiling, computer gaming programming, block paving, digital photography, dragons den, engine timing exercise, literacy alive, plumbing, visual communication, wallpaper hanging and wiring a household circuit. A cheque for £700, sponsored by Loreburn Housing, was awarded to St Joseph's College.
- Both college campuses held successful Macmillan coffee morning events and between them raised a total of £800.
- Following the success of the story box project, story box sets have now been produced and sold locally in the lead up to Christmas. The story boxes will arrive in Kenya and Sri Lanka soon, so expect some more photos for information at the next Learning and Teaching Committee.
- Stranraer motor vehicle students, along with Stranraer Academy pupils, recently made a joint visit to the Glasgow branch of Audi as part of their learning. Students visited the Hillingdon based showroom and body shop to experience first-hand the type of experience and environment that one day they may well be working in.
- A Crichton Student Entrepreneurship event was recently held, offering students from the college and various schools across Dumfries to join together in an afternoon of inspiration at Easterbrook Hall. The focus was on how to help businesses grow from the initial idea to being fully operational.
- The National 5 Health and Social Care students organised and managed a charity musical fundraiser night at the Troqueer Arms in Dumfries. The students held a raffle during the evening and by the end had raised £500 for Support in Mind and D&G Befriending Project.
- Stranraer hosted the third Scottish Rural Parliament event and college students were involved throughout the event. 300 delegates were treated to a drinks reception by cookery students based at the Stranraer Campus, with Hairdressing students offering delegates the opportunity of appointments before the main event in the evening.

### 3.1 Recommendation

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

Andy Wright  
Vice Principal (Learning & Skills)  
February 2019

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	Black, Black British	285	46	592	45	613	45	651
		0.96	0.15	1.95	0.15	2	0.15	2.19
	Other ethnic groups	97	49	155	48	109	48	69
		0.33	0.16	0.51	0.16	0.36	0.16	0.23
	Black and minority ethnic	681	250	1,123	246	1,224	246	1,175
		2.29	0.82	3.7	0.82	3.99	0.82	3.95
Disability								
	No known disability	25,747	28,549	26,125	28,263	26,240	25,858	25,259
		86.4	94	86.11	94	85.48	86	84.8
	Disabled	4,035	1,822	4,180	1,804	4,456	4,209	4,526
		13.54	6	13.78	6	14.52	14	15.2
	Sex							
	Male	14,627	15,186	15,362	15,034	14,470	15,034	14,599
		49.08	50	50.64	50	47.14	50	49.01
	Female	15,149	15,186	14,966	15,034	16,186	15,034	15,140
		50.84	50	49.33	50	52.73	50	50.83
	Other	24	0	8	0	41	0	46
		0.08	0	0.03	0	0.13	0	0.15
	Care-Experienced							
	Care-Experienced	384	364	522	361	849	361	787
		1.29	1.2	1.72	1.2	2.77	1.2	2.64
2 (a)	Number of	260		157		29	224	77
2 (b)	Volume and proportion of Credits relating to learners from different protected characteristics	1,044		710		136	872	306

		3.5		2.34		0.44	2.9	1.03
2 (c)	Volume and value	988	1,215	1,364	1,503	1,526	1,503	2,370
		3.32	4	4.5	5	4.97	5	7.96
2 (d)	Volume and value	493		533		207	601	286
		1.65		1.76		0.67	2	0.96
	3 Volume and value	6,041		7,951		8,804	5,412	9,035
		20.27		26.21		28.68	18	30.33
4 (a)	Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)							
	No. of FT F	662	735	626	766	628	759	0
	No. of FT F	1,101	1,050	1,016	1,050	1,055	1,100	973
	Percentage	60.13	70	61.61	73	59.53	69	0
	No. of PT F	1,067	1,160	1,072	1,200	913	1,230	32
	No. of PT F	1,418	1,450	1,517	1,500	1,640	1,500	1,360
	Percentage	75.25	80	70.67	80	55.67	82	2.35
	No. of FT H	356	380	385	429	329	396	0
	No. of FT H	497	500	541	550	478	550	449
	Percentage	71.63	76	71.16	78	68.83	72	0
	No. of PT H	298	312	302	316	89	320	0
	No. of PT H	378	400	403	400	199	400	184
	Percentage	78.84	78	74.94	79	44.72	80	0
4 (b)	Proportion of enrolled MD10 students successfully achieving a recognised qualification (FT & PT)							
	No. of FT F	95		93		79	114	0
	No. of FT F	160		153		146	150	125
	Percentage	59.38		60.78		54.11	76	0
	No. of PT F	78		94		76	102	5
	No. of PT F	116		128		140	125	116
	Percentage	67.24		73.44		54.29	82	4.31
	No. of FT H	31		31		25	36	0
	No. of FT H	46		47		39	50	32
	Percentage	67.39		65.96		64.1	72	0
	No. of PT H	12		10		1	12	0
	No. of PT H	17		13		7	15	5
	Percentage	70.59		76.92		14.29	80	0
4 (c)	Proportion of senior phase aged pupils successfully achieving a recognised qualification							
	No. of FT F	0		0		0	0	0
	No. of FT F	0		0		0	0	0
	Percentage	0		0		0	0	0
	No. of PT F	12		26		10	28	0
	No. of PT F	19		36		25	35	68
	Percentage	63.16		72.22		40	82	0
	No. of FT H	0		0		0	0	0
	No. of FT H	0		0		0	0	0
	Percentage	0		0		0	0	0
	No. of PT H	5		3		2	8	0
	No. of PT H	6		6		4	10	9
	Percentage	83.33		50		50	80	0
4 (d)	Proportion of full-time enrolled care experienced students successfully achieving a recognised qualification							
	No. of FT F	14		13		19	12	0
	No. of FT F	21		37		49	35	49
	Percentage	66.67		35.14		38.78	35	0

4 (e)	No. of FT H	2		1		1	2	0
	No. of FT H	2		2		2	4	1
	Percentage	100		50		50	50	0
	Proportion of enrolled students Full Time FE students aged 16-19 successfully achieving a re							
	No. of FT FI	392		386		383	409	0
	No. of FT FI	682		622		656	650	621
	Percentage	57.48		62.06	62	58.38	63	0
	5 The numbe	158	94	124	100	73	100	
	6 Number of	407	94	161	100	265	200	440
	7 The numbe	27	82		87		55	
9		6	31		32		10	
	8 Number an	859	952		978		966	
		86	91		92		92	
	SSES Survey - The percentage of students Overall, satisfied with their college expereince							
	Number an	90		88			92	
	Number an	90		81			92	
	Number an	93		89			92	
	Number an	93		95			92	
	10 Gross carb	1,201	1,313		1,185		1,117	

Target 2018/9	Actual 2019/0	Target 2019/0	Actual 2020/1	Target 2020/1
30,176	0	30,176		31,000
23,236		23,236		22,320
77		77		72
16,295		16,295		16,740
54		54		54
6,940		6,940		6,820
23		23		22
17,200		17,200		17,980
74.5		74.5		76
12,975		12,975		13,430
56.25		56.25		56.7
4,225		4,225		4,550
18.5		18.5		19.2
3,772	0	3,923		4,030
12.5		13		13
c groups and care leavers				
29,929		29,929		30,746
99.18		99.18		99.18
42		42		43
0.14		0.14		0.14
112		112		115
0.37		0.37		0.37
45		45		47
0.15		0.15		0.15
48		48		50
0.16		0.16		0.16
247	0	247	0	255
0.82		0.82		0.82
25,951		25,951		26,660
86		86		86
4,225		4,225		4,340
14		14		14
15,088		15,088		15,500
50		50		50
15,088		15,088		15,500
50		50		50
0		0		0
0		0		0
400		450		500
1.3		1.5		1.6
230		240		250
894		933		972

3.2		3.4	3.6
1,509		1,509	1,550
5		5	5
604		604	620
2		2	2
5,733	0	6,035	6,200
19		20	20
805		816	828
1,150		1,150	1,150
70		71	72
1,260		1,333	1,333
1,550		1,550	1,550
84		86	86
444		456	468
600		600	600
74		76	78
344		360	369
410		410	410
84		88	90
& PT) achieving a recognised qualification			
115		120	117
150		155	155
77		78	76
105		111	111
125		130	130
84		86	86
37		39	39
50		52	52
74		76	76
13		15	13
15		17	17
84		88	76
0		0	0
0		0	0
0		0	0
29		34	34
35		40	40
84		86	86
0		0	0
0		0	0
0		0	0
9		10	10
10		12	12
84		88	88
ed qualification			
13		15	16
35		40	40
37		39	40

2		3	3
4		5	5
50		55	55
cognised qualification			
409		432	432
650		675	675
63		64	64
110		120	125
180	0	200	220
63		73	75
12		14	16
976		987	987
93		94	94
93		95	95
93		95	95
93		95	95
93		95	95
1,087		0	0

## Learning and Teaching Committee

### Key Performance Indicator Report

#### 1 Introduction

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

#### 2 The Report

This is an ongoing process and this report gives recent update to previous reports.

##### 2.1 Retention

Retention improved slightly over last academic year, at a 1% improvement for FT FE students, however a 70% rate at the end of the academic year remains low. It is a key area for improvement over this year. However, retention will likely remain challenging as we continue to widen access for students with barriers to education. There have been new approaches adopted this academic year. Guidance coaches have been introduced and this will complement the new learning analytics tool that we developed last year and is now operational. This report will keep members up to date with comparison for retention over the previous two years.

##### Retention rates for Full Time FE

	2018/19 (08/02/2019)				2017/18 (08/02/2018)				2016/17 (08/02/2017)		
	ENR	RET	%	% diff	ENR	RET	%	% diff	ENR	RET	%
Total (All)	976	795	80%	1%	1061	981	80%	-1%	1038	842	81%

##### Retention rate for Full Time HE

	2018/19 (08/02/2019)				2017/18 (08/02/2018)				2016/17 (08/02/2017)		
	ENR	RET	%	% diff	ENR	RET	%	% diff	ENR	RET	%
Total (All)	449	391	87%	-1%	479	420	88%	-1%	523	467	89%

As can be seen from the tables above, we are at the same level for FE full time students as last year at 80%. However, we have now fallen 1% below the comparison percentage for full time HE for this time last year, now at 87%.

Annual figures for retention and attainment will be published by the SFC in January and as they are released members will be informed through updates to this paper.

#### 3. Recommendation The Committee is asked to discuss progress against targets.

## **Learning and Teaching Committee**

### **College Leaver Destinations 2017-18**

The Scottish Funding Council (SFC) issued the College Leaver Destinations (CLD) 2017-18 spreadsheet on 22<sup>nd</sup> January 2019, with a deadline for return of 15<sup>th</sup> March 2019.

The criteria for data collection remains the same – to record first destinations of students successfully completing full time HE and FE courses, collating data on:

- Primary Classification (Destination)
- Employment Details (where applicable)
- Further study details (where applicable)
- Destination source (where applicable)

### **Employment**

Details recorded are:

- Working full time or part time
- In employment / Modern Apprenticeship Self-employed/freelance Voluntary or other unpaid work
- Employer Industry
- Name of employer

### **Further study**

Details recorded are:

- Name of the college/university
- Full or part time study
- Title of course

### **Other classification options are:**

- Unemployed and looking for work
- Taking time out in order to travel
- Not employed but NOT looking for employment, further study or training
- Permanently unable to work/retired
- Temporarily sick/unable to work/looking after family
- Deceased
- Unknown

### **Findings**

A report on College Leavers Data 2017-18 will be published by the SFC in September 2019.

In the interim once all data is collected and returned to the SFC it can then be shared with Heads of Curriculum and Curriculum Managers for internal analysis and reporting purposes and positive/negative outcome comparison.

## **Learning and Teaching Committee**

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## Learning and Teaching Committee

### Vice Principal (Learning & Skills) Update

#### 1 Purpose of the Report

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

#### 2 The Report

##### 2.1 Retention

Retention for FE full time programmes has improved by 1% to 80%, compared to last year's performance at this point in time. However, HE full time programmes are 1% below this time last year's performance at 87%.

##### Full time Further Education

• Creative Industries	84%	+14%
• Construction	80%	+1%
• Business	86%	+5%
• Computing	79%	+2%
• Hospitality	72%	-4%
• Childcare	82%	- 2%
• Engineering	86%	+6%
• Care	79%	+2%
• Hair and Beauty	76%	-3%
• Sport and Fitness	83%	-3%

##### Full time Higher Education

• Creative Industries	89%	-9%
• Business	87%	-2%
• Computing	98%	+14%
• Childcare	83%	-11%
• Engineering	92%	+9%
• Care	72%	+4%
• Hair and Beauty	84%	-11%
• Sport and Fitness	92%	-6%

## 2.2 Withdrawal Details to Date for Leavers

A total of 254 full time leavers have been recorded in the withdrawal system to date with the following information.

- Obtained a job not relevant to programme of learning ..... 20
- Obtained a job relevant to programme of learning ..... 15
- Progressed to a programme at another educational Est ..... 9
- Self-withdrawal financial reasons ..... 11
- Self-withdrawal health reasons ..... 36
- Self-withdrawal other reasons ..... 85
- Transferred to another course at the college ..... 5
- Withdrawal by the college for specific reason ..... 72

## 2.3 Curriculum Planning 19/20

The focus at this point of the year includes the Curriculum Plan sign off for 2019/2020 as discussed at today's Learning and Teaching Committee.

## 2.4 SOSEP Best Practice Visits

There have been two best practice visits, to the West Highlands of Scotland and the University of Highlands. The visits were to consider approaches in terms of pedagogy and also the technical equipment used to support delivery in remote regions. These visits have proved invaluable to both academic and support teams, ensuring the SOSEP project is developed successfully for Dumfries and Galloway as a region, but also supports our continuing partnership arrangement with colleagues from Borders College. These teams are now developing material jointly, as well as giving access to both colleges to support a range of other issues.

There are now support teams in place to help support staff both digitally and technologically to develop the learning material further for next years roll out pilot.

## 2.5 Crichton Hall Development with FONAB

Academic teams from Hair, Beauty and Hospitality have visited FONAB's accommodation to see how a five star Hotel functions and to look at areas of skills, which potentially could be developed for our learners for employment opportunities, with the new development of the Crichton. Niall Thompson, General Manager with Fonab Castle and Spa has recently visited the college to meet relevant staff and toured our facilities to see how we can work together to support his needs for developing staff skills.

This will prove a fantastic opportunity for the college to work closely with an organisation that is totally committed to developing new opportunities for the region in a high end hotel and spa. Niall has agreed more follow up meetings with the teams to start skill profiling for the hotel for learners in college and in the community.

### 3.0 General College Updates

- St Joseph's College reigned victorious at the school's competition in November. Pupils competed in different curriculum events to get a flavour of the courses on offer at the college, these included a bird box challenge, ceramic tiling, computer gaming programming, block paving, digital photography, dragons den, engine timing exercise, literacy alive, plumbing, visual communication, wallpaper hanging and wiring a household circuit. A cheque for £700, sponsored by Loreburn Housing, was awarded to St Joseph's College.
- Both college campuses held successful Macmillan coffee morning events and between them raised a total of £800.
- Following the success of the story box project, story box sets have now been produced and sold locally in the lead up to Christmas. The story boxes will arrive in Kenya and Sri Lanka soon, so expect some more photos for information at the next Learning and Teaching Committee.
- Stranraer motor vehicle students, along with Stranraer Academy pupils, recently made a joint visit to the Glasgow branch of Audi as part of their learning. Students visited the Hillingdon based showroom and body shop to experience first-hand the type of experience and environment that one day they may well be working in.
- A Crichton Student Entrepreneurship event was recently held, offering students from the college and various schools across Dumfries to join together in an afternoon of inspiration at Easterbrook Hall. The focus was on how to help businesses grow from the initial idea to being fully operational.
- The National 5 Health and Social Care students organised and managed a charity musical fundraiser night at the Troqueer Arms in Dumfries. The students held a raffle during the evening and by the end had raised £500 for Support in Mind and D&G Befriending Project.
- Stranraer hosted the third Scottish Rural Parliament event and college students were involved throughout the event. 300 delegates were treated to a drinks reception by cookery students based at the Stranraer Campus, with Hairdressing students offering delegates the opportunity of appointments before the main event in the evening.

### 3.1 Recommendation

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

Andy Wright  
Vice Principal (Learning & Skills)  
February 2019

# *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.

<b>Institution</b>	<b>Number of Students 2016-17</b>
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
<b>Total Number of Students Enrolled to Study across the Crichton academic partners</b>	<b>8,469</b>

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<sup>2</sup> it is the third largest local authority in Scotland but has a population density of 23/km<sup>2</sup> - compared with the Scottish average of 68/km<sup>2</sup>.

The population of Dumfries and Galloway in 2016 was 149,520<sup>1</sup>. 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 (9%). 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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<sup>1</sup> Regional Skills Assessment Dumfries and Galloway Insight Report (SDS, December 2017)

Priority - Collaboration		
Outcomes	Commitments	Success indicators (how will we know?)
<p>Scotland's colleges and universities are coherent and well connected, contributing to all aspects of Scotland's educational, social and economic life.</p> <p>The academic provision at the Crichton Campus supports the economic and business needs across the region.</p> <p>Learners at the Crichton Campus benefit from an enhanced and vibrant student experience as a result of collaboration between the Crichton academic partners.</p>	<p>Commitment to engage with and contribute to the CCLG and JASG.</p> <p>Commitment to delivery of a breadth of learning opportunities and range of learner journeys in subject areas that are of importance regionally, nationally and internationally.</p> <p>Commitment to explore opportunities for collaboration with academic partners across the South of Scotland.</p> <p>Commitment to improving student experience of the Crichton Campus.</p> <p>Commitment to promoting opportunities at Crichton Campus.</p> <p>Commitment to fully utilise and strengthen CC Development Manager role to facilitate collaboration across academic partners and to facilitate employer engagement.</p> <p>Develop a sense of community for PGR staff and students connected to the Crichton Campus through the different institutions.</p>	<p>Produce refreshed Business, Computing and IT HE offering for D&amp;G region; remove duplication, competition and develop pathways and articulation in Business, digital skills, computing and IT. By June 2019. D&amp;G Col and UWS.</p> <p>Scope Academy of Care project. Establish potential to extend partnership to Borders region. By Dec 2018. OUIS, D&amp;G Col, UWS, UoG.</p> <p>Scope content and delivery of <i>enhanced</i> HNCs at Dumfries &amp; 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&amp;G Col.</p> <p>Identify and scope a suite of marine related programmes in the West of the SoS region. By March 2019. D&amp;G Col, SRUC.</p> <p>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&amp;G Col (and Borders College).</p> <p>Deliver Planning For Your Future programme and residential. June 2018 and June 2019. All institutions.</p> <p>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.</p> <p>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.</p> <p>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.</p>

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?)
<p><b>Enhanced opportunities to engage with higher education opportunities in Dumfries and Galloway</b></p> <p><b>Enhanced learner journeys with more and better pathways for learners</b></p> <p><b>Scotland is a more equal society because learning is accessible for all communities</b></p>	<p>Strategic commitment to widen access to HE through the Crichton Campus</p> <p>Strategic commitment to widen participation in HE through the Crichton Campus</p> <p>Strategic commitment to enhance learner journeys with more and better pathways for people in Dumfries and Galloway</p> <p>Strategic commitment through the JASG to identify and address gender imbalances academic partners can collectively have an impact upon</p>	<p>Institutions in receipt of places should include a commitment to report the funded places for Crichton Campus through the 'Crichton OA' (FTE and headcount) as indicators.</p> <p>Statement on articulation and progression opportunities for learners. Reporting on articulation and progression opportunities for learners in and from D&amp;G.</p> <p>Continue to work in collaboration with partners to review and adapt the Planning for Your Future programme with schools:</p> <ul style="list-style-type: none"> <li>- deliver second residential event for S3 pupils across D&amp;G in 2018</li> <li>- support monitoring and evaluation activity.</li> </ul> <p>Identify subject areas offered through Crichton Campus that have a gender imbalance</p> <ul style="list-style-type: none"> <li>- share recruitment and marketing good practice</li> <li>- give consideration to gender balance in the design and delivery of the Planning for your Future Programme in June 2017</li> <li>- identify in the refreshed Joint Academic Strategy subject areas that offer the best opportunity for partners to work collaboratively.</li> </ul>

### University of Glasgow

The core purpose of the University of Glasgow at Dumfries is to create a world class, research intensive university environment in niche areas matched to the Dumfries and Galloway location, thereby serving regional and national stakeholders whilst working in an international context. Our vision for the Dumfries Campus is for it to be a centre of world-class interdisciplinary teaching, research and lifelong learning. Its areas of specialism include: environment, culture, health, wellbeing, social policy, education and tourism. Our objective is for activity on the Campus to reach the highest academic standards and to support the social and economic needs of the region. We seek to do this from a position of institutional strength that makes it possible for the University to engage with the considerable partnership and collaboration opportunities that are to be found on the Crichton Campus.

In 2017-18, the University of Glasgow is funded to deliver 293.5 undergraduate places and 18 PGT to support HE provision in Dumfries and Galloway at the Crichton Campus. 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 2<sup>nd</sup> 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 renowned 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 <b>credits</b> 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?)
<p><b>A more successful economy and society with well prepared and skilled learners progressing with the ability and ideas to make a difference.</b></p> <p>Scotland has an outstanding system of learning where learners are progressing successfully and benefiting from world-class learning experience in the hands of expert lecturers delivered in modern facilities.</p>	<p>Strategic commitment to ensure that learners at the Crichton Campus have the opportunity to develop the skills and attributes to succeed and contribute to the economy and to society. Where appropriate statements should describe strategies to:</p> <ul style="list-style-type: none"> <li>- develop sustainable, relevant provision at the Crichton Campus;</li> <li>- evidence how your institution meets the current and future skills requirements of Dumfries and Galloway outlined in the Skills Investment Plans and other relevant labour market information;</li> <li>- internationalise the student experience;</li> <li>- support more students to successfully achieve their learning aims on the Crichton Campus.</li> </ul>	<p>Institutions to monitor student satisfaction.</p> <p>Institutions to individually monitor retention.</p> <p>Increased number of international and UK students' engagements with activity at Crichton.</p>

### University of Glasgow

In support of a world-class educational experience, we have institutional and local strategies and action plans to increase overall satisfaction with the student experience as measured by the NSS and as captured in our institutional KPIs. This includes UoG students at the Crichton Campus.

Focusing on entry to years 1 and 2 of the undergraduate degrees, we are developing strategies to enhance transition into, and engagement in, University life especially for Scottish domiciled students, students with caring responsibilities and care leavers. Specific interventions:

- Course-specific buddy schemes;
- School engagement events;
- Partnership working with FE Colleges where Articulation Agreements are in place/are being developed, particularly in Dumfries.

As outlined in our Learning & Teaching Strategy, we are undertaking University-wide activity to enhance interdisciplinary learning and support increased outward mobility.

Development of a graduate attributes strategy and recognition scheme leading to revised use of the HEAR.

We will monitor the impact these strategies have for our students on the Crichton Campus.

### University of West of Scotland

We will maintain established links with umbrella organisations in the locality, building on the strong networks established by the Crichton Campus Leadership Group and the Crichton Campus Development Manager.

The percentage of Scottish-domiciled full-time first year undergraduate UWS students returning to study in year two has increased in recent years from 85.4% 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?)
<p><b>Increased profile of the Crichton Campus for research, including research that is regionally and nationally significant as well as internationally significant;</b></p> <p><b>Scotland is a place that nurtures, develops and trains research talent.</b></p>	<p>Strategic commitment to maximise the impact of research activity connected with the Crichton Campus;</p> <p>Strategic commitment to enhance research collaboration including research pooling, promotion of multi- and interdisciplinary working;</p> <p>Commitment to use SFC strategic investments in research to enhance research collaboration on the Crichton campus and to monitor the impact of collaboration through the OA process.</p>	<p>Develop framework and future strategy for the Crichton Institute;</p> <p>Increase the number of research collaborations connected to the Crichton Campus;</p> <p>Establish a Research Forum to enable interdisciplinary approach to identification of research opportunities.</p> <p>Implement opportunities for sharing PGR training on Campus.</p>

Research is currently being undertaken at the Crichton Campus that is of international standing as assessed by the Research Excellence Framework (REF), as well as of national significance and of local importance.

For example, world class animal and veterinary science research is being conducted through SRUC Dairy Research and Innovation Centre. The University of Glasgow End of Life Studies Group is conducting research into palliative care and end of life issues in Scotland, internationally and worldwide; and the Scottish Government decision to locate and develop the National Centre for Resilience (NCR) on the Crichton Campus, also brings with it the expectation that the Campus will become a nucleus for academic and applied research relating to resilience and risk. The Crichton Carbon Centre (CCC), the well-established independent research, policy and project centre, continues to build a reputation for innovative, applied research, with a current focus in areas of rural resilience, sustainability and adaptation to a changing climate; and carbon farming, natural capital, land-use and ecosystem services.

#### **University of Glasgow**

We will carry out research audits and activities to enhance production of 4\* outputs including, Interim Research Reviews which will appraise REF-readiness to enhance the self-calibration of our quality, and increase the generation of high-quality outputs and impact. We will support an emphasis on 4\*-quality through various activities including 4\* calibration workshops, masterclasses, and revised promotion and recruitment criteria.

We will develop a forum for sharing research expertise and exploring potential collaborations between campus partners. The University of Glasgow, School of Interdisciplinary Studies, is co-ordinating and developing a directory of the research interests based on the campus. In addition, the School has broadened an internal Research Forum to include wider partners, with the aim of identifying potential opportunities for increased collaborative research and knowledge exchange activity.

#### **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 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?)
<p>The economy of Scotland and of Dumfries and Galloway is more productive and resilient with economic growth supported by innovation from our colleges and universities.</p> <p>Businesses in Dumfries and Galloway benefit from the Crichton Campus partners to improve their competitiveness, productivity and growth.</p>	<p>In relation to the Crichton Campus, institutions are asked to summarise their approach to innovation;</p> <p>In relation to engagement with the Crichton Campus, institutions are asked to summarise their approach to working with business, industry and public sector to find innovative solutions to support economic growth and impact on our society.</p>	<p>Identified priorities for employer and business engagement.</p> <p>Increased employer engagement.</p> <p>Progress on Care Campus concept – proof of concept completed. Crichton Campus partners support key sector in Dumfries and Galloway – as identified above through Care Academy approach and increased online education and training.</p> <p>Progress on Academy of Care concept.</p> <p>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.</p>

#### Case Study: Re-imagining Care in Dumfries and Galloway

The idea of the Care Campus was a response to the real need arising from significant demographic changes and their anticipated impact on society, health and the economy, requiring imaginative and sustainable solutions. It is focussed on the unique possibilities that exist within the Crichton Campus and wider Estate to provide housing, social and community support with access to care for older people in Dumfries & Galloway, combined with innovation in education, skills development and research. It provides opportunities for academic, public, third and private sector organisations to collaborate in developing a model that can benefit the region, as well as inspire communities elsewhere.

Through the Crichton Institute, a Research and Development Group, led by The Open University in Scotland and including all the academic partners represented on the Crichton Campus, has assessed key aspects of the Care Campus concept. It

has undertaken a global literature review of similar approaches; a regional study, consulting with a wide range of local stakeholders to seek out views on the viability of the concept; and a review of local economic engagement opportunities and potential benefits for this region. The work was shared successfully through a public dissemination event held at the Crichton on 11 October 2016. The event was able to test out the principles by which the Care Campus could develop.

Community participation/partnership working is fundamental to the approach and this will be a key feature as the project develops and the partners move to a “proof of concept” analysis for the Care Campus, through pilot projects, charrettes and in-depth analysis of local needs and educational, training and investment opportunities. 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 CO<sub>2</sub>, 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	