

**Date: 5 June 2018**

**Time: 10.15am – 2.30pm**

**Location: Stranraer Campus**

Indicative Time	A G E N D A			Presented by:
<b>10am</b>	1	Tea/Coffee and arrival		
<b>10.15am</b>	2	Welcome and Apologies for Absence		BJ
	3	Declaration of Interest		BJ
<b>10.20am</b>	4	Minute of Meeting of 13 March 2018	(attached)	BJ
	5	Matters Arising		
	5.1	GDPR – Training for Board Members	(verbal)	AW
	5.2	SaveNet for Board Members	(verbal)	CT
	5.3	Access to Key Facts & Key Stakeholder Leaflets	(verbal)	AW
	5.4	Summary of Mainstream Courses	(attached)	SAW
	5.5	Actions from Board Development Event (23/01/18)	(verbal)	BJ/AW
	5.6	Lobbying Act - Clarification	(verbal)	AW
	5.7	Safeguarding Policies	(verbal)	AW
	5.8	AdminControl – session with IS Manager	(verbal)	AW
<b>10.35am</b>	<b>Matters for decision</b>			
	6	Succession Planning, including Board and Committee Appointments	(attached)	BJ
	7	ROA 2018-19 final report	(attached)	CT/BJ
	8	Draft Budget 18/19	(attached)	JH
	9	Arms Length Foundation (ALF)	(verbal)	JH
	10	Corporate Parenting Plan	(attached)	SAW
	11	GDPR Policy	(attached)	AG
	12	Board Links	(attached)	BJ/CT
	13	Outcomes from Vision 2020 session held on 27 April 2018	(attached)	CT/BJ
	14	Strategic Risk Register	(attached)	CT
<b>11.45am</b>	<b>Matters for discussion</b>			
	15	SI: Borderlands - Update	(attached)	CT
	16	SI: South of Scotland Enterprise Agency (SOSEA)		
	16.1	SOSEA Update	(attached)	CT
	16.2	Consultation on New Enterprise Agency for South of Scotland	(verbal)	BJ
	17	Summary of two separate bids to South of Scotland Interim Partnership and bid by CCLG to Scottish Government – Alignment with D&G College Strategy	(attached)	CT
<b>12.15pm</b>	<b>LUNCH</b>			
<b>12.55pm</b>	18	Cyber Security – update report	(attached)	RT
	19	15 to 24 Learner Journey Review	(attached)	CT
	20	Senior Pathways Strategy – Dumfries and Galloway	(verbal)	BG
	21	Regional Chair's Report	(attached)	BJ
	22	Principal's Report	(attached)	CT

	23	President of Student Association Update Report	(attached)	LT
	24	Agenda items for Next Board Meeting	(verbal)	BJ
<b>1.45pm</b>	<b>Matters for attention from Board Committees</b>			
	25	Draft Minutes / Matters for attention from meetings held since the last Board Meeting		
	25.1	Draft Minute - Audit Committee – 18/5/18	(attached)	NJ
	25.2	Draft Minute - Finance & General Purposes – 22/5/18	(attached)	JH
	25.3	Draft Minute - Learning & Teaching Committee 22/5/18	(attached)	NJ
<b>2pm</b>	<b>Matters for information</b>			
	26	Board Effectiveness Review – Feedback from SFC and Updated Board Development Plan 2017/18	(attached)	AW
	27	SFC Ministerial Letter of Guidance 2018-19	(attached)	BJ
	28	Gender Representation on Public Boards (Scotland) Act 2018 - Update	(attached)	BJ
	29	Programme of dates for the Board, Committees and Development Events	(attached)	AW
<b>2.20pm</b>	30	Any Other Business		
<b>2.30pm</b>	31	Date and Time of Next Meeting – Tuesday 9 <sup>th</sup> October 2018 (1-5pm)		
		<u>Stranraer Graduation Ceremony:</u> - Thursday 14 <sup>th</sup> June 2018		
		<u>Dumfries Graduation Ceremonies:</u> - Wednesday 22 <sup>nd</sup> August 2018		
		* Dates of Celebration of Learning Events (refer to paper for item 31)		

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

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

32.1	•	Approved Minute of Human Resources Committee Meeting of 10/10/17	(circulated with agenda)
32.2	•	Approved Minute of Audit Committee Meeting of 21/02/18	(circulated with agenda)
32.3	•	Approved Minute of Finance & General Purposes Committee Meeting of 27/02/18	(circulated with agenda)
32.4	•	Approved Minute of Learning & Teaching Committee Meeting of 27/02/18	(circulated with agenda)
32.5	•	Approved Minute of Remuneration Committee Meeting of 25/9/17	(circulated with agenda)

## Board of Management

**Minute of meeting of the Board of Management of Dumfries and Galloway College held on Tuesday 5 June 2018 at 10:15 in room G31 in the Stranraer Campus**

**Present:**

Brian Johnstone (Chair)	John Henderson
Carol Turnbull	Delia Holland
Naomi Johnson	Robbie Thomas
Janet Brennan	Ros Francis

**In attendance:**

Ann Walsh, Board Secretary
Heather Tinning, Executive Team Assistant

### **1 Welcome**

The Chair welcomed all to the meeting.

### **2 Apologies**

Apologies for absence were intimated on behalf of Kenny Henry, Hugh Carr, Barry Graham, Rob Orr, Stuart Martin, Pat Kirby, Karen McGahan, Ian White, Leah Thomas, Tony Conlon, Andy Wright and Andy Glen. The Board Secretary confirmed the meeting was quorate.

### **3 Declaration of Interest**

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

### **4 Minute of Meeting of 13 March 2018**

The Minute of the Board of Management meeting held on 13<sup>th</sup> March 2018 was approved.

### **5 Matters Arising**

#### **5.1 GDPR – Training for Board Members**

The Chair confirmed that only one Board Member had still to complete the online training for the new Data Protection Regulations, and asked for thanks to be recorded to those who had facilitated the training.

#### **5.2 SaveNet for Board Members**

The Principal confirmed that SaveNet can be made available for Board Members. Naomi Johnson advised that she had received a link from the HR Officer and was able to access the website externally. This was a pilot to see if she could connect, before connecting the rest of the Board. Questions were asked regarding whether there were any tax implications of accessing this discount site.

#### **Actions:**

- The Executive Team Assistant to confirm with the HR Officer that the pilot has been successful and to allow all Board Members access to the website
- The Board Secretary to check and confirm with Board Members in terms of tax implications and requirements to record the use of the site

#### **5.3 Access to Key Facts & Key Stakeholders Leaflets**

The Board Secretary confirmed that the leaflets can be accessed from the Useful Information Folder in Admincontrol. The Chair encouraged members to use the information as Ambassadors of the

college. The Principal advised that the Key Facts leaflet would be updated twice a year as the statistics used become available at different times of the year.

**Action:** The Principal to ask the Marketing Manager to update the leaflets twice a year

#### **5.4 Summary of Mainstream Courses**

The Executive Team Assistant tabled an A3 version of Mainstream Curriculum Courses 2018-19, which was welcomed by members, in particular the progression routes and articulation.

**Action:** The Executive Team Assistant to upload the document on Admincontrol

#### **5.5 Actions from Board Development Event (23/1/18)**

The Chair reported on progress regarding the developments identified at the Board Development Event, highlighting:

- A CDN Finance Workshop attended by some members had taken place on 23<sup>rd</sup> April
- The Board Secretary had circulated dates to members for 'Meet the Scottish Charity Regulator' sessions provided by OSCR
- CDN Training continues to be accessed. Members have attended/accessed training in the following:
  - Attended: Induction, Learning & Teaching, Finance, Staff Board Member
  - On-line: Audit, Remuneration
- A joint Board session with Borders College is being arranged, proposed for early November 2018
- Ayrshire College has been approached for a reciprocal arrangement of attending each other's board meetings to enable networking and learning from each other
- Board links proposal has been developed – see item 12

The Chair also welcomed the weekly Leadership Team Blogs which commenced following this event. They are very informative and useful for members.

#### **5.6 Lobbying Act - Clarification**

The Board Secretary confirmed that the college is not subject to the Lobbying Act.

#### **5.7 Safeguarding Policies**

The Board Secretary confirmed that the Policies were available for members to access on Admincontrol. These are due for review over the summer.

**Action:** The Principal to review the Prevent and Safeguarding Policies for the Board meeting in October 2018

#### **5.8 Admincontrol Session – with IS Manager**

The Board Secretary advised that further dates would be circulated to members to allow for a session to be arranged with the IS Manager to attend for discussion of issues with members.

**Action:** Board Members to forward queries in advance of the session with the IS Manager to the Board Secretary

### **6 Succession Planning, including Board and Committee Appointments**

The Chair spoke to the report, highlighting recruitment of Members and review of Board Committee Chairs. The Board Secretary advised that the election of the Support Staff Board member is currently underway. A Stranraer student has been elected as the new Student Association President, Nikki Vjatshslav. The SA Vice President has also been confirmed, a student from the Dumfries Campus, Ailsa Paton.

The Chair proposed that Delia Holland remains as Vice Chair and Senior Independent Member (SIM). The Vice Chair proposed that Ros Francis is appointed as a new member on the Remuneration Committee, following John Henderson's retiral from the Remuneration Committee.



Two committees will have new Chairs. Ros Francis will be Chair of the Finance and General Purposes Committee from 1 September 2018 and Pat Kirby will be the Chair of the Learning and Teaching Committee from 1 September 2018.

The Chair thanked the retiring Chairs Delia Holland and John Henderson for their hard work and dedication in the Learning and Teaching Committee and Finance and General Purposes Committee. Both members will remain as members the committee they chaired.

**Decision:** The Board approved the Succession Plan, with the addition of Ros Francis replacing John Henderson on the Remuneration Committee

## **7 ROA 2018-19 Final Report**

The Principal identified two areas of concern within the ROA and explained these to the Board. A formal note of these concerns are within the ROA that has been circulated.

The first concern noted is the child care credit target that, due to the way the credits had been calculated would not be achievable. Since this was written, through the Chair and Principal's negotiations the calculation has now been revised and the Principal feels the target is achievable if the enrolment target is reached. Therefore, the note of concern will be removed from the ROA before the Chair and Principal sign it.

The second concern regarding Student Support Funding will remain in the ROA. This being that the indicative offer of £1,787,151 for 2018-18 is a reduction of £323,996 from the current year projected spend. This may not be sufficient to meet the demand for student support as there is no guarantee that we will receive any additional funding through in-year distribution.

The Chair informed the Board that he had contacted Michael Cross, Director of Outcome Agreements at SFC. Both had agreed that the ROA is developed by the and that it is for SFC to agree it. They also agreed that the note referred to above should be removed.

The Principal highlighted, with further explanation, three of the priority outcomes from the ROA Scope content and delivery of *enhanced* HNCs at Dumfries & Galloway College in partnership with University of Glasgow to enable advanced standing progression to University of Glasgow as per project brief funded through SFC Strategic Funds. By June 2019.

- Identify and scope a suite of marine related programmes in the West of the SoS region in partnership with SRUC. By March 2019.
  - 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.
- Robbie Thomas will provide a contact detail to the Principal that may be helpful when developing the scope of marine related programmes.

Progress on the Priority Outcomes will be included in reports to the L&T Committee

**Decision:** The Board Approved the ROA, with removal of the Child Care Credit target note of concern

**Actions:** The note of concern regarding the Child Care Credit target to be removed and the Chair and Principal to sign the ROA 2018-19.

Robbie Thomas will provide a contact detail to the Principal regarding marine related programmes  
Progress on the Priority Outcomes will be included in reports to the L&T Committee

## **8 Draft Budget 2018-19**

The Chair of the Finance & General Purposes Committee (F&GP), John Henderson, recommended the draft budget to the Board. He explained the uncertainties and assumptions included within the budget, and highlighted that there are no funds currently available for operational planning or contingency.

The F&GP committee will monitor progress over the year, with amendments being made in line with changing projections, these are likely to be:

- Payroll costs include top increment for lecturer recruitment, these costs may not be this high
- The impact of Job Evaluation for Support Staff, estimated at approximately 6%, will be met by the SFC. As the cost has not been confirmed and no funds are allocated yet from SFC, this is currently included at £262k in our expenditure. Draw down of funding will release this for alternate use, but is dependent on final outcomes and timing of implementation of job evaluation.

It was noted that the bid on the SOSEA for Capital Expenses will have no impact on the core budget

**Decision:** The Board approved the budget for 2018-19, noting the uncertainty, but agreeing that assumptions made are appropriate at this moment

## **9 Arms Length Foundation (ALF)**

The Chair of the F&GP Committee recommended to the Board to wind down the college ALF, while retaining use of the Scottish Colleges Foundation ALF. This recommendation is based on:

- The response to a letter asking if members wanted to remain Trustees of the college ALF, only two confirmed that they were willing to continue, including the Principal
- The college ALF has not been used
- The Scottish Colleges Foundation ALF has a ring-fenced section for Dumfries & Galloway
- The conclusion that the college ALF is not required

During discussion it was noted that a college ALF could be set up again in the future if required

**Decision:** The Board approved the college ALF to be wound down.

**Action:** The college ALF to be wound down.

## **10 Corporate Parenting Plan**

The Principal advised that the Corporate Parenting Plan is a requirement of the SFC and the plan was approved in 2015. The plan is reviewed and updated annually

The Board noted the updated actions within Corporate Parenting Plan

## **11 GDPR Policy**

The Principal informed the Board that the new Data Protection Officer for the college, Lisa Powell, has been appointed. She is shared with two other colleges and will provide our college with one day a week. She is satisfied that the GDPR Policy is acceptable at the moment, but will review it within her role.

**Decision:** The Board approved the Data Protection Policy in the interim until it has been reviewed and revised by the Data Protection Officer

## **12 Board Links**

The Chair gave an overview of the Learning for Leading scheme, used in Borders College, that has been adapted and is proposed for Dumfries and Galloway College. The Chair advised that he, and the Board Secretary, had reviewed and discussed arrangements in other colleges. The scheme has

been developed as part of the response to the Board Evaluation, to increase Members' knowledge of, and insight into, the core delivery work of the College.

Members discussed the purpose of the scheme, how it may be perceived by the staff, the reporting process, and how long a Member should be linked to a particular curriculum area.

Members supported the scheme with the following amendments

- To revise the wording within the 'Guidance for Curriculum Managers', as discussed, to ensure it fits with the intention of the scheme and would not be mis-interpreted by curriculum managers
- The report template to have two sections removed: 'Positive Impressions' and 'Areas which should be brought to the attention of the College Management' to ensure there is not an 'inspection' feel to visits to curriculum areas
- Anything noted by the Board Member during a visit that should be brought to the attention of the College Management should be reported to the Principal by that Board Member
- Completed reports to go to the Board Secretary only
- The Board Secretary to compile summary reports for Board Meetings
- Reporting will be directly to the Board and not via the L&T Committee
- Board Members to be allocated to Curriculum Areas for 2 years

**Decision:** The Board approved the Learning for Leading scheme, with the suggested amendments

**Actions:** Board Secretary to amend the Learning for Leading paper

Board Members to inform the Board Secretary of any preference regarding the Curriculum Area they wish to be paired with. The scheme to be introduced in September 2018

### **13 Outcomes from Vision 2020 session held on 27 April 2018**

The Principal reported back from the Vision 2020 session that was held with Board Members and the College Management Team. Overall, members considered the Strategic Outcomes still to be relevant, that there was evidence of progress in almost all areas and there were also suggestions of some specific actions for the College staff team to consider which would further improve outcomes. There were 2 specific suggestions:

Objective 5 – "We will support more businesses to start-up, grow and diversify"

The proposal is to change this strategic outcome to "*We will support and encourage enterprise, entrepreneurship, growth and diversification*" as this better reflects the focus and work of the college.

Objective 6 – "We will enable people to build their independence and confidence in a supportive environment"

Two main gaps were highlighted through the discussions. This group propose an additional success criteria should be added to reflect the diverse and challenging backgrounds of some of our young people.

\* Increased awareness and support of students identified as having additional needs (e.g. carers, care experienced, mental health) to improve confidence and independence.

Secondly the success criteria do not mention retention so it was suggested to change one to:

\* Increased student retention/attainment/outcomes.

The level of positive feedback from staff and Board Members regarding this session was also noted by Members

**Decision:** The Board approved the recommendations outlined in the paper

**Action:** The recommendations to be taken to the all staff session in June 2018 and an amended Vision 2020 document will be brought back to Board in October 2018.

## **14 Strategic Risk Register**

The Principal reported that as the Strategic Risk Register is now presented at each committee meeting 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.

In addition, the Principal will be reviewing the risk register with regard to wording, layout and content. The Board Secretary will request information from other Colleges to help with this review. The Chair suggested that when reviewing the content, regard should be given to strategic issues such as government priorities and commercial activity.

**Decision:** The Board approved the Strategic Risk Register

**Action:** The Principal will review the Strategic Risk Register

## **15 Borderlands - Update**

The Principal talked to the paper, identifying that the Borderlands Inclusive Growth Initiative is a long term (20+ year) partnership involving five local authorities working together to submit a proposal to the UK and Scottish Government to establish a new cross-border mechanism that will deliver sustainable and inclusive growth and redistribute economic and social opportunity across the region's communities.

There has been some progress in terms of the proposal and an emerging view that it should be based on the 'Newton Rooms' concept. Newton Rooms are very well equipped science rooms and will encourage primary, high school and tertiary students to study STEM/D subjects: science, technology, engineering, maths and digital. They also allow connectivity between the rooms and to and from other external locations.

**Next Steps** The lead officers are currently developing this proposal and further meetings will be held to finalise and approve the proposal which will then be incorporated into an overall bid. Timescales are believed to be September for the final proposal, followed by a statement in the UK Government's November budget.

Members noted the Update

## **16 South of Scotland Enterprise Agency (SOSEA)**

### **16.1 SOSEA Update**

The Principal advised that the bid to SOSEA had been circulated to the Board for information. This has not yet been approved.

In addition to this, work is underway to develop a Regional Skills Investment Plan (RSIP) that will identify the big skills issues in the region that partners need to move forward.

Members noted the Update

### **16.2 Consultation on New Enterprise Agency for South of Scotland**

The Consultation closing date is 7 June 2018. The Chair had requested input from the Board before he responded. His response is as an individual, so the Principal has the option of responding on behalf of the college. The Chair talked through his response

The Board noted the Chair's response and that they, and the Principal, are able to provide a consultation response directly if they wish

**17 Summary of two separate bids to South of Scotland Interim Partnership (SOSIP) and bid by CCLG to Scottish Government – Alignment with D&G College Strategy**

This paper provided members with an outline of how the development proposals currently taking place within the South of Scotland Enterprise Agency (SOSEP) and Borderlands deal align with and to the College Strategy and also with the Crichton Campus Leadership Group Rural Innovation Centre proposal presented referred to the paper.

The proposals are all working towards improving and creating connectivity, the bids are for the capital required to achieve this.

Should all of these proposals be approved a networked infrastructure will be created - across Dumfries and Galloway, across the South of Scotland, across the Borderlands area and beyond – to other schools, colleges, universities, institutions such as Innovation centres and Centres of Excellence, across the UK and the Globe.

The Principal gave a very helpful presentation that diagrammatically explained the proposals, their links and also that they could stand alone should not all proposals be supported. The Principal confirmed that sufficient infrastructure was either in place or included in the bid to SOSIP to enable connectivity, sufficient for the various hubs and spokes to operate.

Members noted the update

**18 Cyber Security – update report**

The Chair thanked Robbie Thomas for his update report and members welcomed the content of it. The Principal and Robbie Thomas were asked to bring back a joint report to the Board

**Action:** The Principal and Robbie Thomas to bring a joint report to the Board

**19 15 to 24 Learner Journey Review**

The Principal spoke to the report informing Members that the 15 to 24 Learner Journey Review was set up in 2016 to consider the journey from the senior years of school leading to employment, including further and higher education, vocational training and apprenticeships.

A final report was published in May 2018 setting out priorities for further improvements to ensure all young people get as much as possible from that system. The full report will be considered by the College Leadership Team and specific actions identified. It is envisaged that many of these actions will be addressed through the Senior Pathway Strategy currently being developed for the region.

Members noted the update and that actions for the college will be identified in response to the review

**20 Senior Pathways Strategy – Dumfries and Galloway**

Barry Graham was not able to attend today, but an update report will be provided for the next Board Meeting

**Action:** Barry Graham will provide an update report to the Board at the meeting in October 2018

## **21 Regional Chair's Report**

The Chair spoke to the report which had been issued, providing an update to members on recent developments in the Sector and in the Region.

Members noted the Regional Chair's Report.

## **22 Principal's Report**

The Principal spoke to the report which had been issued, providing a note of key activities for information and included an update on the College Management Team Restructure. At the last Board meeting some Members requested EMT re-consider use of the title of "Director" and this has been removed.

In addition to the content of the report:

- The Vice President of the Student Association has been elected, she is Ailsa Paton, a student at Dumfries Campus, she will join the Board on 1 August 2018
- Stranraer Campus are hosting the Scottish Youth Parliament, 9<sup>th</sup> and 10<sup>th</sup> June
- Stranraer Campus are hosting the Scottish Rural Parliament, 14 – 16th November
- Chef tutor Tony Budde won Hospitality Educator of the Year at the CIS Excellence Awards ceremony last week in Glasgow

Members noted the Principal's Report and asked for congratulations to be passed to Tony Budde and thanks to June Holland for her excellent input over the years and wish her well in her retirement.

**Actions:** The Principal to pass the Board's congratulations to Tony Budde and their thanks to June Holland for her excellent input over the years and to wish her well in her retirement.

## **23 The President of Student Association Update Report**

The President of the Student Association, Leah Thomas had given apologies for today's meeting. Members noted her report, update on the SA annual operational and strategic plan and the proposed plan for 2018-19.

The Chair extended thanks to Leah Thomas and Tony Conlon for their enthusiasm and work over the last year, and wished Leah well with her continued studies.

## **24 Agenda items for Next Board Meeting**

The Chair welcomed agenda items for the next Board Meeting, Tuesday 9<sup>th</sup> October 2018.

**Action:** Board Members to forward agenda items for consideration to the Chair

### **Matters for attention from Board Committees:**

## **25 Draft Minutes and/or Matters for attention from meetings held since last Board Meeting**

### **25.1 Draft Minute – Audit Committee of 18 May 2018**

Naomi Johnson, member of the Audit Committee, reported on the meeting in the absence of the Chair, Hugh Carr, who is on holiday. She highlighted the following from the meeting:

- Welcome to Robbie Thomas, who has joined the committee, filling the vacancy
- Internal Audit Contract has been extended for a year
- The reported internal audits had positive feedback
- The last audit for 2017-18, value for money, has been replaced with a GDPR audit. The value for money opinion will be taken from the Procurement audit
- External Audit Plan for 2018-19 agreed

- Contents of the Risk Register are considered when developing the internal audit plan for the year, this has been agreed for 2018-19

## **25.2 Draft Minute – Finance and General Purposes Committee of 22 May 2018**

The Chair, John Henderson, reported on the meeting. The budget and winding up of the ALF had been previously covered. He added some clarification regarding the significant increase in staff costs within the 2018-19 budget, informing members that the increase is a combination of pension increases and costs of national bargaining including the anticipated cost impact of job evaluation and is not as a result of increases in staffing.

## **25.3 Draft Minute – Learning and Teaching Committee of 22 May 2018**

Naomi Johnson chaired the Learning and Teaching Committee on 22 May 2018 in the absence of Delia Holland, who was on holiday. She highlighted the following from the meeting:

- A further visit to the Bridge is to be organised for those who were unable to attend
- The feedback is that the college is forecasting achievement of the credit target
- There has been an excellent response rate of 97% to the Learner Destinations Questionnaire
- Retention rates have improved slightly
- To help improve retention and achievement the academic year has been re-structured for 2018/19 into three blocks, with the aim of early achievements for the students and opportunity for catch up should this be required
- A learning and predictive analytic tool is being progressed for implementation next session. The IT team at the college have made enhancements to this predictive tool and these updates have been shared back with Ayrshire College. It's good to see the sharing and learning between colleges. This may be a presentation at a future L&T Committee meeting.

Delia Holland extended her thanks to Naomi Johnson for chairing the committee in her absence.

### **Matters for Information:**

## **26 Board Effectiveness Review – Feedback from SFC and Updated Board Development Plan 2017/18**

The secretary to the Board highlighted the positive feedback from the SFC regarding the External Board Effectiveness Review that was undertaken in Jan/Feb 2017. The Board's 2017-18 Development Plan with updates was emailed to the SFC as requested in the letter.

It is expected that External Reviews will be undertaken every three years, with the Board undertaking a review annually, the focus of which is decided by the Board.

Members noted the content of the letter

## **27 SFC Ministerial Letter of Guidance 2018-19**

The Chair invited discussion regarding the content of the Ministerial Letter of Guidance 2018-19

Members noted the content of the letter

## **28 Gender Representation on Public Boards (Scotland) Act 2018 - Update**

The Chair spoke to the letter received from the Gender Equality Team at the Scottish Government giving an update regarding the implementation of the Gender Representation on Public Boards (Scotland) Act 2018. There is a timetable for the development of guidance and reporting regulation, leading to an implementation date of April 2019

Members noted the content of the letter

## **29 Programmes of dates for the Board, Committees and Development Events**

Members noted the schedule of dates for the Board, Committee meetings and Development events for session 2018-19.

### **30 Any other business**

#### **30.1 Lions Club Bowl**

The Principal displayed a new Dumfries Lions Club Bowl will be presented at the Dumfries HN Graduation Ceremonies in August 2018. This had been received from the Lions Club following their 100 years Anniversary, to be awarded to the student who has:

- Demonstrated Significant Skills in Citizenship Award

#### **30.2 Thanks**

The Chair thanked Board Members for their continued commitment and hard work over the year and wished them a good summer

### **31 Date and Time of Next Meeting**

The next meeting of the Board of Management will take place on Tuesday 9<sup>th</sup> October 2018, 1 pm at Dumfries Campus.

### **Events**

- Stranraer Graduation Ceremony – Thursday 14<sup>th</sup> June 2018
  - Dumfries Graduation Ceremonies – Wednesday 22<sup>nd</sup> August 2018
- \*Dates of Celebration of Learning Events can be found in paper no. 31

## **32 Approved Minutes**

### **32.1 Approved Minute of Human Resources Committee Meeting of 10<sup>th</sup> October 2017**

Members noted the approved minute of the Human Resources Committee Meeting of 10<sup>th</sup> October 2017.

### **32.2 Approved Minute of Audit Committee Meeting of 21<sup>st</sup> February 2018**

Members noted the approved minute of the Audit Committee of 21<sup>st</sup> February 2018.

### **32.3 Approved Minute of Finance and General Purposes Committee Meeting of 27<sup>th</sup> February 2018**

Members noted the approved minute of the Finance and General Purposes Committee Meeting of 27<sup>th</sup> February 2018.

### **32.4 Approved Minute of Learning and Teaching Committee Meeting of 27<sup>th</sup> February 2018**

Members noted the approved minute of the Learning & Teaching Committee of Meeting of 27<sup>th</sup> February 2018.



## Board of Management

Minute of meeting of the Board of Management of Dumfries and Galloway College held on Tuesday 13 March 2018 at 1 pm in Room 2097 of the Dumfries campus

**Present:**

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

**In attendance:** Andy Wright, Vice Principal Learning and Skills  
Andy Glen, Vice Principal Performance and Planning  
Ann Walsh, Board Secretary

**Item 2 only:**

John Bowditch – HMI Lead Inspector, Education Scotland  
Juliet McAlpine – HM Inspector, Education Scotland

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

### **1 Welcome and Apologies**

The Chair welcomed all to the meeting, including John Bowditch and Juliet McAlpine from Education Scotland.

Apologies for absence were intimated on behalf of Tony Conlon. The Board Secretary confirmed the meeting was quorate.

### **2 Dumfries and Galloway College's Evaluative Report and Enhancement Plan**

John Bowditch reminded members of the new Quality arrangements introduced in 2017-18. John Bowditch spoke to the college Evaluative report, advising that the college had produced a very accurate report, noting the high quality of provision in the classroom. Following discussion on retention, John advised that a tool for more accurate data management will help moving forward. The resulting action plan will be monitored by the Learning and Teaching Committee. Education Scotland are in the process of producing an overview report to be published next month in terms of sector messages and are also in the process of carrying out a review of arrangements from this transition year. There are currently no plans to undertake an external review.

Following a review of the current HMI allocation to colleges, Juliet McAlpine has been appointed as the college's new Regional Link. Juliet provided a brief introduction of her background and spoke of her plan moving forward, including the Learner Journey and DYW, and the Annual Engagement Plan.

The Chair thanked John on behalf of the Board for his work with the college over the last few years and welcomed Juliet to her new position as the college's new Regional Link.  
(Hugh Carr arrived)

### **3 Declaration of Interest**

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

### **4 Minute of Meeting of 12 December 2017**

The Minute of the Board of Management meeting held on 12<sup>th</sup> December 2017 was approved.

### **5 Matters Arising**

#### **5.1 Arm's Length Foundation**

Following discussion at the Finance and General Purposes Committee on 27<sup>th</sup> February 2018, Finance & General Purposes Committee members agreed to retain the College Arm's Length Foundation.

**Action:** The Principal to notify the Trustees:

- Carol Turnbull
- John Henderson
- Brian Pattinson
- Fraser Sanderson
- Liz McIntyre
- Jannette Brown is the Company Secretary

#### **5.2 Letter to Paul Smart following joint meeting with Borders**

The Principal confirmed that the letter to Paul Smart had been circulated to Board Members for information. To date no formal response had been received.

#### **5.3 General Data Protection Regulation (GDPR) and Cyber Resilience Update**

##### **a) GDPR**

The Vice Principal Performance and Planning provided an update on the work-in-progress leading up to the Implementation date for GDPR compliancy of 25<sup>th</sup> of May. Mandatory training will be arranged for all staff in the form of an e-learning package. The training will also be rolled out to Board members. Meantime, Board members have been asked to consider privacy settings/access on their iPads, also any documentation held at home in terms of Board Papers.

**Action:** Board Secretary to inform members when the online training is available

##### **b) Cyber Resilience**

The Principal has senior responsibility for overseeing the Plan and Board Member, Robbie Thomas has declared an interest from the Board. They will provide a joint report for the next Audit Committee meeting and the next Board Meeting.

**Action:** A Cyber Resilience update report will be presented at the next Audit Committee meeting and the next Board Meeting jointly by the Principal and Board Member Robbie Thomas

#### **5.4 Credit Targets**

The Principal advised of a shortfall of approximately 300 credits from the credit target, but is confident that the target will be achieved for this year (excluding additional childcare targets which haven't been achieved).

### **5.5 SaveNet for Board Members**

The Principal advised that the college pay a licence for the college discount website SaveNet for employees, and she would check to see if this could be extended to Board Members

**Action:** The Principal to check and confirm if the current licence can be extended to Board Members

### **5.6 Access to Key Facts and Key Stakeholders Leaflets**

The Chair advised that these are useful documents for meeting with stakeholders and others interested in the college.

**Action:** The Board Secretary to include the Key Facts and Key Stakeholder leaflets in the Key documents folder in Admincontrol

### **5.7 More User-Friendly Summary of Mainstream Courses**

Following on from previous discussions, the Vice Principal Learning and Skills tabled Career Pathway leaflets for each Curriculum Area. Delia Holland reported that examples of these were also discussed and welcomed at the Learning and Teaching Committee meeting in February 2018.

**Action:** A summary document is to be produced

### **5.8 Financial Statements to go onto the college website**

The Principal confirmed that the 2015-16 Financial Statements are now included on the college website.

## **6 Matters for Discussion: Borderlands Update**

The Principal reported that discussions are ongoing with regard to Borderlands and that various meetings have been arranged with different groups looking at themes. Chris Travis from Dumfries and Galloway Council has been seconded to work on Borderlands. The Principal reported on a meeting arranged for Principals to explore rural innovation for Borderlands areas and explore Education and Skills options.

**Action:** The Principal to provide a report for the next Board meeting

## **7 South of Scotland Enterprise Agency (SOSEA) Update**

The Principal reported that she and the Chair had attended a recent meeting, with the Scottish Funding Council. Dumfries and Galloway College and Borders College have been asked to submit a Full Business Case by 16<sup>th</sup> March 2018, following submission of a joint proposal on a significant investment in the college. A Project Team has been put together to discuss the proposal and the key project areas, in terms of connectivity and use of digital technology, including:

- STEM Hub at Dumfries Campus
- Mini Hub at Stranraer Campus and Engineering Workshop
- Develop a STEM Hub in Hawick
- Use of Energy Centre
- Upgrading of some classrooms with up-to-date technology in terms of Care Sector
- Interactive classrooms in schools as part of a pilot process

The bid is focusing on key sectors including Engineering, Construction and Care. The Principal reported that the purpose of the proposal is to widen access, including learning for both Employers and Students, in recognition of the rurality of both colleges.

**Action:** The Principal to circulate her SOSEA report to Board Members

## **8 Chair's Annual Performance Review – (Confidential, Board Members only)**

Members congratulated the Chair on his re-appointment for the next two years as Regional College Chair, Dumfries and Galloway. Following a very positive annual performance review, the Vice Chair reported on key action points, including the following developments for the coming year:

- Looking at Board Links
- Looking at Succession Planning within Board Committees
- Continue the work to achieve the optimum length of Board Meetings and Board Agendas

The Vice Chair thanked the Chair on behalf of the Board for all his hard work.

**Action:**

- The Chair and the Principal to take forward Board Links
- Discussion on succession planning to continue, initially with the current Committee Chairs

## **9 Feedback from the Board Development Event – 23 January 2018**

The Chair spoke to the report which had been issued, the following areas for development have been identified:

- One-to-one performance discussions with Board Members
- As part of Board Members' development, look to include:
  - Training sessions, following session from OSCR
  - Training/briefing on Finance
  - Continue attending CDN Training on offer
  - Networking opportunities with other colleges
  - Improve organisational knowledge
  - Opportunity to further understand staff views, culture and college business
- From the overall Board Performance – Self Evaluation
  - Board Links
  - Board Meetings (agenda length)
  - Strategic knowledge/priorities in the sector
  - Review and improve induction packs, check list
  - Stakeholders (ongoing engagement)

Board Members encouraged to attend the National Board Members Conference on 15<sup>th</sup> May

**Action:** Developments will be taken forward by the Chair and the Board Secretary

## **10 Strategic Risk Register**

The Principal advised that the Strategic Risk Register had been presented to previous Board Committee meetings, allowing for each Committee to discuss individual areas relevant to the Committee.

**Decision:** The Board approved the Strategic Risk Register

## **11 Regional Chair's Report**

The Chair spoke to the report which had been issued, providing an update to members on recent developments in the Sector.

Members noted the Regional Chair's Report.

## **12 Principal's Report**

The Principal spoke to the report which had been issued, providing a note of key activities for information and the proposed College Management Team Restructure (see 12.1):

- Appointment as Chair of the Colleges Principals Group
- A recent visit by the Academic Management Team to the Bridge. Ongoing challenges of school pathways, more positive looking forward in terms of the Bridge. A D&G wide Senior Phase Pathways Strategy to identify schools and colleges working together is required. Barry Graham advised the Board that he has been asked to chair a group in terms of looking at the schools

Members noted the Principal's Report.

### **12.1 College Management Team Proposed Structure**

The Principal spoke to the College Management Team proposed Structure, which had been presented at today's HR Committee, endorsed by the Committee and recommended to the Board:

- Re-focus on role of Vice Principal Performance and Planning (VP P&P) to focus more on Business Development
- New posts include:
  - Director of Planning and Quality – directly reporting to the VP P&P, undertaking operational aspects of work on behalf of the Executive Team
  - Head of Corporate Services – to manage Facilities, ICT and IS
  - Central Administration Support Manager

The Principal reported of an increase of approximately £46,000 on the annual salary budget and confirmed that the college has funding for the proposed new structure. There are no proposals for redundancy. Discussions have taken place with relevant staff and further discussions will take place with the Unions and other staff members.

**Decision:** The Chair confirmed the support of the Board to the Principal and her Team, but some Members requested EMT re-consider use of the title of "Director"

## **13 President of Student Association Report**

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

- Sports Relief Activities taking place next week in College, including staff v students football match and rowing challenges. Board Members are invited to attend.
- Dumfries and Stranraer students will attend a football match tomorrow (14<sup>th</sup> March 2018) at Palmerston Arena
- Board Members welcome to attend Class Rep and Curriculum Rep meetings
- Student Association Election process taking place soon
- Attended a World of Work Day at Wallace Hall with college students

The Chair thanked the President of the Student Association and her team for all their hard work.

**Action:** The President of the Student Association to confirm dates of the next class rep/curriculum rep meetings. The Board Secretary to confirm with Members

#### **14 Agenda items of Next Board Meeting**

The Chair welcomed agenda items for the next Board Meeting, arranged for 5<sup>th</sup> June 2018, at the Stranraer Campus

**Action:** Board Members to forward agenda items for consideration to the Chair

#### **15 Matters for attention from Board Committees: Draft Minutes and/or Matters for attention from meetings held since last Board Meeting**

##### **15.1 Draft Minute – Audit Committee of 21<sup>st</sup> February 2018**

The Chair, Hugh Carr, reported on the meeting, highlighting discussions on General Data Protection Regulations (GDPR) and Cyber Resilience. The Chair advised that Delia Holland had resigned from the Audit Committee, and welcomed interest from Board Members to join the committee. The Chair advised that members cannot be a member of both the Finance and General Purposes and Audit Committee.

**Action:** Board Members interested in joining the Audit Committee to contact the Chair of the Committee, or Chair of the Board to discuss further

##### **15.2 Draft Minute – Finance and General Purposes Committee of 27<sup>th</sup> February 2018**

The Chair, John Henderson, reported on the meeting, including discussions on Scotland's College Estate Condition Report which highlighted the findings at Dumfries and Stranraer Campuses.

##### **15.3 Feedback – Learning and Teaching Committee of 27<sup>th</sup> February 2018**

The Chair, Delia Holland, reported on the meeting of 27<sup>th</sup> February 2018, reporting on key discussions:

- Curriculum Pathways
- Retention
- The Bridge
- Breakfast Club, which is the only and first initiative in Colleges across Scotland. The VP Performance and Planning tabled People Tackling Poverty Budgeting leaflets, inviting Board Members to 'vote' for funding

The Chair reported that the vacant position of Teaching Representative from Stranraer had now been filled by Lecturer Gillian Pearce.

#### **15.4 Draft Minute – Board Development Committee of 6<sup>th</sup> March 2018**

Delia Holland, on behalf of the Chair of the Board Development Committee, reported on the meeting including a discussion on Succession Planning. The Chair advised that it was Good Practice, generally, to have a refreshment of Committee Chairs to foster development of Board Members and to have a succession plan. He welcomes notes of interest and comments from colleagues.

##### **Action:**

- Board Members to forward notes of interest to stand as Committee Chairs to the Chair, and any other thoughts and comments
- Board Members to advise the Chair of their intention to retain their position as their term is due to expire

#### **15.5 Draft Minute - Remuneration Committee of 6<sup>th</sup> March 2018**

The Chair, Delia Holland, reported on discussions at the meeting including timing of reviews and internal reports in terms of measuring progress regarding achievement of objectives for the Principal's review.

#### **15.6 Feedback from HR Committee of 13<sup>th</sup> March 2018**

The Chair, Stuart Martin, reported on discussions at the meeting held this morning, including:

- SaveNet, also reported under 5.5 of these minutes
- National Bargaining Update – issues including Harmonisation of costs for 2018/19, included in an Indicative letter of Funding received from the Scottish Funding Council. Costs are now embedded as part of the college's core teaching grant. The Finance Manager and HR Manager will present a detailed budget at the next Finance and General Purposes Committee meeting

The Equality and Diversity Officer provided an update on Equality and Diversity to the Committee. Board Member Janet Brennan has volunteered to carry out the role as Equality and Diversity Champion on behalf of the Board. HR Committee members have been invited to attend an Interactive Workshop at the end of November

#### **16 Matters for Information:**

##### **National Bargaining Update**

The Principal reported on discussions including:

- Lecturing Staff Pay Awards, 2016/17
- Lecturing Staff Pay Awards to be progressed for 2018/19
- Job Evaluation Process for Support Staff, which will include significant resource input from the HR Team over the next few months

#### **17 Lobbying**

The Board Secretary reported on the new Act, which came into force from 12<sup>th</sup> March 2018.

**Action:** The Board Secretary to provide further clarity on the Lobbying Act and whether non-executive Board Members are exempt

## **18 Office of the Scottish Charity Regulator (OSCR) email re: Safeguarding and Notifiable Events**

The Board Secretary spoke to the report which had been issued, reporting on an e-mail received from the Office of the Scottish Charity Regulator (OSCR) reminding Board members of two key points, including:

- Safeguarding
- Notifiable Events

With regard to PREVENT, the Principal advised that the Vice Principal Performance and Planning has been nominated as the senior member of staff and attends meetings across the region, for example National Counter Terrorism.

### **Actions:**

- The Board Secretary to confirm if Policies are available on the college website for Board Members
- The Board Secretary to add Policies to the Key Documents folder in Admincontrol

## **19 Any other business**

### **19.1 Leadership Team Blogs**

The Principal sought Members' views on the weekly College Leadership Team Blogs. Members advised that they found the information in the Blogs very informative and welcomed the communication.

### **19.2 Admincontrol**

Following individual concerns regarding Admincontrol and iPad usage, it was suggested to invite Board Members to meet collectively with the IS Manager.

**Action:** The Board Secretary to arrange

## **20 Date and Time of Next Meeting**

The next meeting of the Board of Management will take place on Tuesday 5<sup>th</sup> June 2018, at Stranraer Campus. Time to be confirmed

### **20.1 Events**

- Joint Board/College Leadership Team Session on V2020 – Friday 27<sup>th</sup> April 2018, 9 – 11am
- Stranraer Celebration of Learning – Monday 28<sup>th</sup> May 2018
- Stranraer Graduation Ceremony – Thursday 14<sup>th</sup> June 2018
- Dumfries Graduation Ceremonies – Wednesday 22<sup>nd</sup> August 2018

### **NOTE 1**

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

### **NOTE 2**

**The Following minutes have been approved since the last Board meeting**



## **21 Approved Minutes**

### **21.1 Approved Minute of Audit Committee of 21<sup>st</sup> November 2017**

Members noted the approved minute of the Audit Committee of 21<sup>st</sup> November 2017.

### **21.2 Approved Minute of Finance and General Purposes Committee of 28<sup>th</sup> November 2017**

Members noted the approved minute of the Finance and General Purposes Committee of 28<sup>th</sup> November 2017.

### **21.3 Approved Minute of Learning & Teaching Committee of 5<sup>th</sup> December 2017**

Members noted the approved minute of the Learning & Teaching Committee of 5<sup>th</sup> December 2017.

### **21.4 Approved Minute of Remuneration Committee of 25<sup>th</sup> September 2017**

Members noted the approved minute of the Remuneration Committee of 25<sup>th</sup> September 2017.

DRAFT



		Mainstream Curriculum Courses - 2018-19												Key	Schools
															Dumfries
															Stranraer
Curriculum Area	SCQF 1	SCQF 2	SCQF 3	SCQF 4	SCQF 5	SCQF 6	SCQF 7	SCQF 8	Articulation						
									UWS	UOG	Glasgow Caledonian	Other	Open University		
Education					Prince's Trust Programme - SPRI							College Courses			
					Prince's Trust Programme - JSPRI										
			Project Search - SPRO									College Courses			
	Personal Achievement Skills - NKEY	Life Skills - NSK1	Life Skills - NSK2									College Courses			
	Personal Development Skills - NLST		Life Skills - JNSK2												
Engineering					Fabrication & Welding Engineering NC - NEFW							Articulation arrangements being discussed with University of Strathclyde, Edinburgh Napier University and			
						Electrical Power Engineering Wind Turbines - CWTT	Electrical Installation SVQ - CELI								
					Electrical Engineering NC - NEEL	Electrical Engineering NC - NEE6	Electrical Engineering HNC - HELE								
				Transport Maintenance IMI - CCVM	Light Vehicle Maintenance & Repair Principles - CDLV										
				Transport Maintenance IMI - JCCVM	Light Vehicle Maintenance & Repair Principles - JCDLV										
			IMI Award Introduction to Motor Vehicle & Industry Technologies - CAMT	Introduction to Motor Vehicle & Industry Technologies - CIMT			Electrical Engineering HNC								
Hair & Beauty					Beauty Care & Make Up - N2MA	Beauty Care NC - NBEC	Beauty Therapy HNC - HBEA	Beauty Therapy HND - DBEA						BA or BSC (Hons) Open	
				Hair & Beauty NPA - S1HB	Hairdressing NC - S2HR	Hairdressing NC - SHHR									
					Beauty Care & Make Up - JN2MA	Beauty Care & Make Up - JNBEC									
				Hair & Beauty NPA - JS1HB	Hairdressing NC - JS2HR	Hairdressing NC - JSHHR									
					Introduction to Hairdressing - S2HA										
Hospitality					Hospitality NC C&G - NHOS		Hospitality HNC C&G - HHOS							BA or BSC (Hons) Open	
				Professional Cookery C&G - C1PC	Professional Cookery C&G - C2PC										
				Professional Cookery C&G - JC1PC	Professional Cookery C&G - JC2PC										
				Hospitality Practical Cookery Nat 4 - S4HO	Hospitality Practical Cookery Nat 5 - S5HO										
Sport & Fitness							Fitness, Health & Exercise HNC - HSPO	Fitness, Health & Exercise HND - DSPO	BSc Sports Coaching					BA or BSc (Hons) Sports, Fitness and Coaching	
			SFW Passport to College - S2HA	Sport & Fitness NA - NSFA	Sport & Fitness NA - NSF1	Sport & Fitness NA - NSFH	Coaching & Developing Sport HNC - HSCD	Coaching & Developing Sport HND - DSCD	BSc Sports Development						
			SFW Passport to College - S2HA						BSc Sport & Exercise						

## Board of Management

### **SUCCESSION PLANNING FOR THE BOARD OF MANAGEMENT**

#### **1. Introduction**

Initial discussions regarding succession planning for the Board have taken place over the last few months, in the Chair's annual performance review, with the Chairs of Committees individually and within the Board Development Committee, at the March 2018 Board Meeting and with individual Board members.

This proposal takes account of these discussions and brings together plans for the following elements of succession planning:

- Maintaining and developing the skills and diversity of the Board
- Developing the skills and experience of individual Board Members
- Recruitment into upcoming Board Member vacancies
- Vice Chair and Senior Independent Member (SIM)
- Succession Planning for Chairs of Board Committees
- Changes to Board Committee Membership

#### **2. Maintaining and Developing the Skills and Diversity of the Board and Developing the Skills and Experience of Individual Board Members**

Inclusive and diverse Boards are more likely to be effective, to be better able to understand their stakeholders and benefit from fresh perspectives, new ideas, vigorous challenge and broad experience.

The current individual and board reviews help to identify development needs. These are implemented through Board Development events and individual development opportunities. A skills assessment was undertaken in October 2016 and will be repeated in October 2018.

When vacancies come up for advertisement, any gap in skills or diversity will be taken into account during recruitment.

As part of developing the skills and diversity of the Board and how that might influence and enhance the way it contributes to the college provides leadership, it is proposed that Chairs of committees become appointments of a fixed term – this proposal is in more detail at section 5 of this paper.

#### **3. Recruitment update re: 2018 Upcoming Board Member Vacancies**

There are five Board Member vacancies coming up during June and July 2018. Two Non-Executive Members, one Staff Board Member and two Student Board Members.

The non-executive board members, Hugh Carr and Pat Kirby, were eligible for re-appointment and this has been approved by the Development Committee, the Chair and Scottish Ministers for a further four years, taking their terms of appointment to 31 July 2022.

The staff board member's election process is underway, with three staff member nominations, one based in Stranraer and two based in Dumfries. The result of the vote will be announced on 12 June 2018. The Staff Board Member will join the Board on 1 August 2018.

## Board of Management

The student board members are recruited via election of the President and Vice President of the Students' Association. The President has been elected, Nikki Vjatschslav and therefore becomes a member of the Board when she takes up her post on 1 August 2018. Nikki currently studies at the Stranraer Campus. The Vice President's election process is underway and once elected will join the Board also on 1 August 2018.

### 4. Vice Chair and Senior Independent Member (SIM)

The Senior Independent Member is appointed by the Board as a whole to provide advice and guidance to the Board Chair, as required and on its members' behalf, in order to support good standards of corporate governance and the maintenance of collective responsibility. The role of the SIM is set out in the Code of Good Governance and is therefore a condition of grant.

The role of Vice Chair of the Board and the SIM can be the undertaken by the same Member and the length of appointment for each role is determined by the Board. This role remains with Delia Holland.

At the Board Meeting held in March 2017, it was agreed that Delia Holland undertake the role of SIM for a further year. It is proposed that Delia Holland continue in this role, to be reviewed in June 2019.

### 5. Succession Planning for Chairs of Board Committees

It is Good Practice, generally, to have a succession plan for the Board that develops Board Members, harnessing the great range of talent that we have. One element of this will be to have a term of tenure for Committee Chairs, enabling a number of Board Members to undertake these roles.

The length of tenure will be for three years. This will not prevent a Committee Chair from undertaking a second tenure should the skills, experience and availability of Board members dictate this. The second tenure could be from 1 -3 years.

Not all committee chairs will change in 2018/19, the proposal is as follows:

Committee	Current Chair	New Chair	Effective From:
Audit	Hugh Carr	Hugh Carr <i>Review-June 2019</i>	*
Finance & General Purposes	John Henderson	Ros Francis	1 Sep 2018
Human Resources	Stuart Martin	Stuart Martin <i>Review-June 2019</i>	*
Learning & Teaching	Delia Holland	Pat Kirby	1 Sep 2018
Remuneration	Delia Holland	Delia Holland	N/A
Board Development	Brian Johnstone	Brian Johnstone	N/A
Grievance / Appeals	Brian Johnstone	Brian Johnstone	N/A

\*Second Term as Chair

## Board of Management

### 6. Changes to Board Committee Membership

The proposed changes leave vacancies within Committees, the following summarises the changes and the attached draft membership sheet for the Board and Committees includes these changes highlighted in red.

Committee	Current	Change Effective From 1 September 2018
Audit	Vacancy	Robbie Thomas
Finance & General Purposes	Chair John Henderson	Chair Ros Francis
	Ros Francis, Committee member	John Henderson, Committee Member
Human Resources	No change	No change
Learning & Teaching	Chair Delia Holland	Chair, Pat Kirby
	Committee Member	Delia Holland, Committee Member
Board Development	Delia Holland would remain on this committee as Vice Chair & SIM	
	John Henderson	Ros Francis
	Chair of L&T	Pat Kirby
Remuneration	No change	No change

### 7. Recommendations

Board Members are asked to note and approve the proposed changes regarding the Vice Chair, Senior Independent Member, Committee Chairs and Committee Membership.

Brian Johnstone  
Board Chair  
March 2018

## Board of Management

### 2017-20 REGIONAL OUTCOME AGREEMENT – updated for 2018-19

#### 1. Introduction

The purpose of this paper is to provide the Board of Management with an opportunity to consider the 2017-20 Regional Outcome Agreement updated for 2018-19.

#### 2. Background

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

The attached agreement has been developed through consultation with staff, Board members, Scottish Funding Council and other key stakeholders.

#### 3. Funding allocation and Credit Targets

The final offer of grant and credit targets as per SFC communication SFC/AN/09/2018 states that:

##### Funding Allocation

College region Dumfries and Galloway (Dumfries and Galloway College) will receive £9,733,992 core teaching funding, and £381,214 capital and maintenance funding from the Scottish Funding Council (SFC) for academic year 2018-19 to plan and deliver 30,176 credits made up of:

- 1,278 credits ring fenced for delivery of HN Childcare qualifications
- 28,898 for general provision

##### Childcare Credit Targets

Prior to ELC expansion Dumfries and Galloway College achieved 602 HNC childcare credits. 676 additional childcare credits are allocated for 2018-19, giving a total target of 1,278 HNC childcare credits.

However, based on need and capacity identified for Dumfries and Galloway for 2018-19, this is how we plan to deliver the HN childcare credits, as agreed with the Local Authority.

75 (full-time) x 12 credits = 900 credits

30 (day release) x 6 credits = 180 (delivered over 2 years)

20 (flexible/evening) = 3 credits = 60 (could take up to 3/4 years to completed)

Total credits for HNC places = 1,140 – a shortfall of 138 credits against SFC target.

This equates to 125 enrolments which is more than double our previous number of enrolments and which SFC have agreed exceeds SG targets for Dumfries and Galloway Region. However,

## Board of Management

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the calculation used to identify the appropriate number of credits is flawed in that SFC have assumed 15 credits per HNC where we deliver 12.

Despite repeated explanations and requests to transfer the 138 credits from childcare into our general credit total – ie 29,036 general credits, 1,140 childcare credits – which would still provide an overall total target of 30,176, the SFC announcement on final funding allocations and credit targets has remained unchanged.

Even if we are able to recruit our planned HNC Childcare enrolment numbers (which is a significant challenge in itself) we would not achieve our childcare credit target which could result in a clawback of approximately £30,000.

### **Student Support Funding**

Our main grant for 2017-18 included student support funding of £2,039,147. We also applied for additional funding of £72,000 through the in-year re-distribution, and we expect to spend our total funding of £2,111,147 before the end of the year.

The indicative offer of £1,787,151 for 2018-18 is a reduction of £323,996 from the current year projected spend. I am extremely concerned that we will not have sufficient funds to meet the demand for student support as there is no guarantee that we will receive any additional funding through in-year distribution.

Again, we highlighted this to SFC with a request to revisit the student support funding allocation but note that no changes have been made in the final allocation.

## **4. Recommendation**

The attached ROA includes a section detailing our concerns as described in this paper. The Board of Management is asked to consider and, if so minded, approve the Regional Outcome Agreement, including the formal note of our concerns, for final sign off by the Chair and Principal.

**Carol Turnbull**  
**Principal**  
**May 2018**



## **Regional Outcome Agreement Dumfries and Galloway College 2018-2021**

**College region: Dumfries and Galloway College**

**College regional grouping: Dumfries and Galloway College**

### **Funding**

College region **Dumfries and Galloway (Dumfries and Galloway College)** will receive **£9,733,992** core teaching funding, and £381,214 capital and maintenance funding from the Scottish Funding Council (SFC) for academic year 2018-19 to plan and deliver 30,176 credits made up of 1,278 credits ring fenced for delivery of HNC childcare qualifications and 28,898 for general provision.

In addition, the College will receive £1,787,151 Student Support funding for AY 2018-19.

This funding is on the condition that the College Board signs and commits to deliver the outcomes detailed below.

### **Priority Outcomes** to be delivered by end of AY 2018-19

- Scope content and delivery of *enhanced* HNCs at Dumfries & Galloway College in partnership with University of Glasgow to enable advanced standing progression to University of Glasgow as per project brief funded through SFC Strategic Funds. By June 2019.
- Identify and scope a suite of marine related programmes in the West of the SoS region in partnership with SRUC. By March 2019.
- 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.
- To work in partnership with Local Industry and to contribute to a reduction in youth unemployment and improving life chances
- To ensure provision is efficiently delivered, accessible and meets national, regional and local employer needs
- To support learners to complete their study and achieve successful outcomes.

### **Priority Outputs** to be delivered in AY 2018-19

- Achievement of Activity Target of credits
- Improvement in student retention and attainment
- An increase in the number of students entering positive destinations
- A curriculum which reflects the skills requirements and meets the needs of the region

**Dumfries and Galloway College accept the offer of grant and credit target allocation for AY 2018-19, as set out in SFC Communication SFC/AN/09/2018 but wish to highlight the following concerns:**

Based on need and capacity identified for Dumfries & Galloway for 2018-19, the College (in partnership with and, as agreed by, Dumfries & Galloway Council) plan to deliver:

75 (full-time total) x 12 credits = 900 credits

30 (day release) x 6 credits = 180 (delivered over 2 years)

20 (flexible/evening) x 3 credits = 60 (could take up to 3 / 4 years to complete)

Total credits for HNC = 1,140 – a shortfall of 138 credits against SFC target.

This equates to 125 enrolments (although not all will complete in 2018-19) which SFC have agreed exceeds Scottish Government targets for Dumfries and Galloway Region. The calculation used to identify the appropriate number of credits is flawed in that SFC have assumed 15 credits per HNC where the college delivers 12.

Despite repeated explanations and requests to transfer the 138 credits from childcare into our general credit total – ie 29,036 general credits, 1,140 childcare credits – which would still provide the same overall total target of 30,176 credits, the SFC announcement on final funding allocations and credit targets remains unchanged.

Even if we are able to recruit our planned HNC Childcare enrolment numbers (which is a significant challenge in itself) and achieve/exceed our overall credit target, we are unlikely to achieve our childcare credit target which could result in a clawback of funding.

Core Student support funding for 2018/19 is **£1,787,151**. This is a reduction of £323,996 from the current year projected spend, and the college is concerned that we will have insufficient funds to meet demand. Again, this has been brought to the attention of SFC but no changes have been made in the final allocation.

Signed by College Region	Signed by SFC
Date	Date

### Scottish Government Priorities

The aim of this document is to respond to the Ministers letter of the 18<sup>th</sup> October 2017 which highlighted the priority areas for colleges to focus upon. The document will highlight what Dumfries and Galloway College will do to achieve those priorities and the resultant expected outcomes. This document will further set out ambitious targets over the next three years which the college will be focused upon. In responding to the minister's letter, which asked Colleges for "intensified" target, the college has carefully analysed and set stretching, but achievable, targets listed in our key measures table on page 17 of this report.

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

1. **Higher rates of access for people from widest range of backgrounds** - to improve access to further and higher education for people from the widest possible range of backgrounds, this includes ensuring gender balance and Developing our Young Workforce (DYW). This can be seen in measure 1 of the targets table on page 17 of this report.
2. **High quality & efficient learning, including improved rates of articulation** – to ensure that learner journeys are as short, efficient and effective as possible and that learners experience the highest quality of learning and teaching and achieve successful outcomes. We aim to stretch ourselves with the targets listed in the measures table around increase attainments levels and articulation rates.
3. **Improved rates of retention and achievements**– ensuring that all students have the necessary support and guidance to enable them to attend college and to achieve their qualifications. The college is aware that students have various barriers to successful study and students with combinations of barriers (where the effect is greater than the sum of the individual parts) is something we recognise and our targets listed in our key measures table will be stretch for the College to achieve.
4. **Innovation in Partnership with Industry** – We will work closely with industry to develop innovation and other core skills to maximize the impact of the College Innovation Fund (CIF). This will result in custom designed courses for local industries thereby ensuring those companies have well trained staff enabled to provide creative and pragmatic solutions to local problems. We have made a bid to the newly formed South of Scotland Economic Partnership, if successful with this bid we hope to have the facilities to support industry more and upskill employees of local firms.

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

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

## 1 Introduction

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

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

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

Dumfries and Galloway College is the only general Further Education College in the region and provides a wide range of education and training opportunities across the region to meet the needs of individuals, communities and employers. The College's main campus is located in Dumfries with a smaller campus located in Stranraer.

In 2015, the College developed a five-year strategic plan, Vision 2020, which sets out our vision, aspirations and priorities for that timescale. Through this strategy, we aim to meet the further and higher education needs of Dumfries and Galloway, deliver the highest quality learning for our students, to make a positive contribution to the local and national economies and to utilise the expertise of our staff to deliver continuous improvements.

### **Our vision is:**

Inspiring our People, Businesses and Communities to be successful.

### **Mission**

One College, one Team where:

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

Through delivery of our six key outcomes, we will:

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

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

[https://www.dumgal.ac.uk/dumgalcontent/uploads/2016/03/Vision\\_2020\\_-\\_Summary\\_Report.pdf](https://www.dumgal.ac.uk/dumgalcontent/uploads/2016/03/Vision_2020_-_Summary_Report.pdf)

## 2 Reporting

We are progressing towards achieving our vision, but it is also essential that we are able to demonstrate its relevance and contribution to the achievement of both Scottish Government and the Scottish Funding Council priorities. We are committed to regularly monitoring progress towards the delivery of the outcomes set out in this agreement. From 2018-19 the College will implement the new SFC and Education Scotland quality arrangements, which integrates quality arrangements evaluation with outcome agreement evaluation and reporting.

A self-evaluative report (How good is our College?) was produced for the first time in 2016-17 and will be repeated in the coming years, which is a requirement of the SFC and Education Scotland. Internal processes (such as Student Evaluation), will continue to be improved over the coming year to enable us to meet the requirements of "How good is our College?"

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

## 3 Key Priority Areas

**3.1 Outcome: A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and background.**

### Widening Access

#### **Context:**

Dumfries and Galloway College has a good record of widening access as evidenced by our Outcome Agreement. 14.5% of credits achieved in 2016-17 were by learners who had declared a disability and over 2.8% were care experienced, which exceeded our agreed target by a significant margin. However, we face a number of challenges, which impedes our ability to realise our full potential to contribute to the Government's ambitions.

Although there are relatively high levels of deprivation across the region, this is masked by the dispersed nature of the population. This means that in any one area there is not the concentration of deprived individuals that would feature in the SIMD. However, the level of rural deprivation is illustrated by the fact that Dumfries and Galloway has one of the lowest average wage economies in Scotland. Feedback from our current students have indicated that on a number of occasions students who have lost housing benefit as a result of studying full time at College and receiving a bursary have found themselves in financial difficulties and department of Work and Pensions staff have advised these students to give up their studies as this would result in the return of housing benefit. Students studying at College have

highlighted significantly lower levels of income whilst studying than if they were unemployed and not studying - this is another barrier our students are faced with.

***What we will do:***

- In order to achieve these outcomes, the College has recently introduced an overarching Equality and Diversity Framework. This is underpinned by an updated Equality and Diversity Policy, a streamlined Equality (and Human Rights) Impact Assessment system, an annual Equality and Diversity Plan (which includes actions related to our Gender Action Plan, BSL Plan and the Scottish Government's Race Equality Framework) for which quarterly and annual Equality and Diversity Performance Reports will be produced. The Plan and Report will be approved by our cross-service Equality and Diversity Committee and by the Board.
- Simplified systems to evidence the inclusion of equality and diversity content across the curriculum are being piloted. In addition, a range of training package options are now available on demand to address emergent issues. For example, training on Transgender/Intersex issues was presented at the Stranraer Campus to Hair and Beauty and Care classes and to a range of staff in recent months. In terms of our priorities, despite the low percentage of people locally from BAME ethnicities there is a clear problem district-wide with hate crime related to race and ethnicity. We will help to address this as a Third Party Reporting Centre for hate crime and through direct equality and diversity training inputs for our students which challenge prejudice.
- The College is an active member of the local Diversity Working Group, which reports to the Dumfries and Galloway Strategic Partnership and formulates local activities to raise awareness of diversity issues. Members include all local public agencies and community support groups for race (DGMA), religion (D&G Interfaith Group), disability (DGVoice) and LGBT issues (D&G LGBT+ and LGBT Youth). The group has an annual work plan which is approved and scrutinized by DGSP. Projects for the coming year include a community survey.
- We have increased our Disability target by 200%, it is however noted that not all students with a disability actually declare their disability.

***Care Experienced Learners***

The College has a strong record of identifying, attracting and supporting care experienced young people. These students require support to deal with multiple and complex issues and the issues of access and travel they face in this large rural area exacerbate these. Despite the college providing transport from isolated areas, the distances and infrequency of this often presents an additional challenge to the care experienced. When motivation and confidence is low, the fact that one has to rise early to attend college, or that if the bus is missed there is no other accessible way to college, presents an additional barrier. Despite the significant amount of support the college offers, these barriers can cause learners to leave their course early, impacting on retention and attainment. The College does not yet have a policy around supporting carers in place, and the development of a policy is currently being discussed.

***What we will do:***

- The College will continue to widen access to education for a range of society that have historically had difficulties in accessing FE and HE this includes care experienced students, people who have caring responsibilities, those from postcode areas with high levels of deprivation and people who are disabled. The College's Access and Inclusion Strategy gives the details how the college will achieve this and can be found here.

[https://www.dumgal.ac.uk/dumgalcontent/uploads/2017/07/Access\\_and\\_Inclusion\\_Strategy.pdf](https://www.dumgal.ac.uk/dumgalcontent/uploads/2017/07/Access_and_Inclusion_Strategy.pdf)

- The success of various initiatives will be monitored through the table at the end of this report.
- 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.
- The College is working in partnership with Community Learning and Development and the first joint strategy has been developed in consultation with communities across the region. CLD's partners' joint vision is '**..... of a strong region where people work together to improve their quality of life, work and wellbeing. Together we will develop best practice in CLD to effectively work with people to realise their aspirations**'. The College secured funding on behalf of the partnership to employ a Community Liaison Officer who will work with community groups to identify learning opportunities and developments within local communities.
- Through a recent restructure a Head of Curriculum now has a specific responsibility regarding School-college transitions and senior phase pathways and is developing strategies and actions for improving and increasing learner pathways from school to college.
- The College will continue to work with partners to identify innovative solutions to overcome barriers of distance and travel time, but these should not be underestimated in terms of limiting choice and opportunity for young people.

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

### **Retention and Attainment**

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

The high percentage of students recruited with protected characteristics e.g. those with a disability (15% of all full-time learners) and care experienced learners (2.8%) also present a challenge in terms of retention. The College adopts an open access policy and is proud of its track record in attracting learners with different abilities and backgrounds but is aware of the need to improve its retention and attainment rates.

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



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

***What we will do:***

- Retention rates are the priority for the College for the coming year. We have introduced a new structure, and have developed in house tools to support staff to analyse data which in turn will allow more targeted support for students who may be at risk of leaving early. We will balance the challenge of increasing access to FE and HE with the support required to give to support students who have barriers to learning.
- The College is aware of the National College Improvement in retention initiative that is currently ongoing and is keen to learn from this work – however it is unfortunate that a rural college is not included in this initiative as there are unique challenges that may not be applicable to large, urban colleges.
- Detailed analysis of previous leavers data highlighted some challenges faced by the College, and students within the region. This includes the desire to study close to home, transport within the region and financial problems. Financial problems as a reason for students being unable to continue their study appears to be increasing and the college will look at innovative ways to support students who are in financial difficulties. The College is currently exploring the introduction of a 'breakfast club' to provide free breakfast for students and we will review our policies and procedures to ensure students have full information relating to funding etc prior to their commencement at college.
- We will continue the work we have started, with our "Passport to College" course, which will build skills and confidence of students ensuring they are better equipped for all the challenges of College.
- We aim to be an outstanding College and continue to work with both internal and external partners to improve our attainment levels. Both attainment and retention will be measured through our KPI's and are a key focus of the College Board of Management.
- College staff will continue to work closely with the Student Association and Curriculum Councils to identify and address issues affecting learner retention and attainment.

**Articulation**

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

The presence of Universities within the region has been welcomed and Dumfries and Galloway College was the first College to be awarded direct articulation into the 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.

***What we will do:***

- We believe that the most effective solution would be to allocate the articulation funding to the college on a ring fenced basis. This would support widening access in a number of ways. Firstly, it would greatly enhance the ability of the college to negotiate articulation arrangements with universities and, secondly, it would also enable the college to establish innovative solutions to building local capacity.
- The college is working closely with the Open University 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, to establish locally delivered articulation routes.
- An example of this is the proposed articulation route within creative industries into Glasgow School of Arts (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 that we may attract students from out with the region who will benefit from the region that many artists choose to live and work in.

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 study 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.

### **Estates**

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

### **Strategic Capital Project Proposals**

#### **Dumfries and Galloway College**

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

**Digital and STEM hub** The following is part of a joint bid, with Borders College to the newly formed South of Scotland Economic Partnership.

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

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

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

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

### **The Spokes**

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

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

### **Extension of Stranraer Campus to facilitate the development of engineering facilities and Mini Hub.**

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

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

### **Reconfiguration of Stranraer Campus to develop a 'Mall'**

Facilities that support client engagement – ie hairdressing and beauty salons, and training restaurant are grouped on the bottom floor of the campus building in order to create a more realistic commercial feel which will enhance both the learners and client experience. Along with the creation of enhanced salons, the College would use the space created to bring in more multi-purpose classes on the 1<sup>st</sup> floor, providing potential to offer more/different programmes of learning. Initial costs, excluding equipment, furniture and fittings and VAT are estimated at £420,000.

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

**3.3. Outcome: A more successful economy and society with well prepared and skilled students progressing into jobs with the ability, ideas, and ambition to make a difference.**

### **Developing the Young Workforce**

**Context:** The College continues to examine the “learner journey” in full, from the transition from school into FE or HE and further academic progression, whilst taking into account the desires and needs of the people within our region. We work aim to work closely with all 16 secondary and many primary schools in our region, but the remote and rural nature of our region can present difficulties.

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

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

#### ***What we will do:***

- The College is working closely with Dumfries and Galloway Council on the Dumfries Learning Town initiative where the Council is taking forward the review of Dumfries schools, in conjunction with the wider regeneration for Dumfries. Dumfries Learning Town is an innovative approach to provide a new model of 3 to 18 education delivery. This new approach will provide a greater range of subjects and learning environments to better meet the needs of all learners through refurbishing existing Burgh schools and building a new purpose built facility, known as the Bridge. The college, in partnership with colleagues from Education Services, has identified an ‘offering’ to be delivered in the Bridge and this will be provided to school pupils as part of their option choice.
- The College is also working in partnership with Dumfries and Galloway Council to deliver Youth Guarantee Scheme. The scheme builds on foundations already in place as part of Curriculum for Excellence. The Youth guarantee scheme is an extension of the Scottish Government’s commitment that every single 16-19-year-old in Scotland will be offered a learning or training place if they are not already in a job, modern apprenticeship or education.
- Through a recent restructure a Head of Curriculum now has a specific responsibility regarding School-college transitions and senior phase pathways and is developing strategies and actions for improving and increasing learner pathways from school to college.

- The College will continue to work with partners to identify innovative solutions to overcome barriers of distance and travel time, but they should not be underestimated in terms of preventing choice and opportunity for young people.
- A piece of research work was recently undertaken on behalf of DGC and Dumfries and Galloway college to identify future education and training needs linked to employment prospects in the West of the Region. The Head of Education Services and College Principal then visited Head Teachers from Douglas Ewart Secondary School and Stranraer Academy to discuss the findings and explore opportunities to increase joint working. As a result, opportunities to deliver Foundation Apprenticeships in Engineering in Stranraer Academy are currently being explored with a view to delivery in 2019-20. There are currently no engineering facilities at Dumfries and Galloway College Stranraer campus but it is hoped that a metal workshop at Stranraer Academy may be suitable for conversion into an engineering workshop. Legal and practical implications are currently being explored.
- Head of Education Services and College Principal are working together to develop a stronger school-college link in the West.

### **Gender Balance**

**Context:** Dumfries and Galloway College is committed to addressing this issue whilst accepting that the situation results largely from societal and cultural issues that will require a much broader response. Gender stereotyping is often more embedded in rural employers who are predominately micro businesses and SMEs and tend not to be so focussed on this issue as large companies with established HR resources and common cause with union partners.

The College has a relatively small work force, with low turnover, and in many curriculum areas there are only 1 or 2 staff. It is therefore difficult to achieve the change in staff in areas of stereotyping that would provide the role models needed.

The College Board of Management is well established and comprises of a Regional Chair (appointed through public appointments), a Principal, two student members, two staff members and twelve non-executive members. Of the board, 8 members are female, and 10 members are male, an even spread in terms of gender and members have a wide range of backgrounds and experience. All approved board and committee agendas, minutes and papers are available on the college website <https://www.dumgal.ac.uk/dumgalportal/index.php?pageid=BOM-Governance>

### ***What we will do:***

The college has developed a detailed Gender Action Plan outlining how it plans to address gender balance [https://www.dumgal.ac.uk/dumgalcontent/uploads/2017/09/Gender\\_Action\\_Plan\\_2017.pdf](https://www.dumgal.ac.uk/dumgalcontent/uploads/2017/09/Gender_Action_Plan_2017.pdf)

The key aims are:

- Enhance strategic oversight of tackling gender imbalances at a national, regional and institutional level

- Engage with schools to tackle gender imbalance earlier and to tackle gender stereotypes
- Ensure equitable admissions by gender
- Enhance support for those involved in student educational choice processes to enable them to impact on gender imbalances
- Enhance student involvement to tackle gender imbalances
- Enhance retention and completion at a subject level where there is a gap by gender
- Evidence our progress in achieving the vision for 2030

### **Employability**

#### **Context:**

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

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

The college plans its curriculum in terms of sector needs and skills for the region with a range of National Documents and the recent Dumfries and Galloway skills assessment for the region produced by Skills Development Scotland and Local Skills needs and Knowledge.

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

#### **What we will do:**

- The College has now developed a Work Experience/Placement Action Plan (See link at the end of this section). It is the College aim that all provision comprises of significant, relevant work related learning, work placement and work experience.
- The local National Health Service (NHS), Dumfries and Galloway Council (DGC) and care providers offers approx. 180 placement opportunities to College students per year. Building on the NHS and DGC partnership, for 2017-18, it is hoped approx. 45 of these placements will lead to guaranteed interviews for employment.
- The College has a range of work related learning, work experience and placements opportunities depending on the SCQF level of the course. Access (SCQF 1-4) programmes contain work related learning and or enterprise activities; SCQF 5 & 6 have work experience and or work placements, Access to HE programmes include volunteering opportunities as well as placement and HE programmes contain mandatory work experience units.



- The College aims to build a stronger relationship with the local Job Centre to raise awareness of the content of our courses, which are designed in partnership with employer and sector bodies, and are a route to employment.
- The College is also in discussion with the Region Employability and Skills team to develop a programme for hard to engage learners furthest from the job market – a passport to education/ employment is currently being delivered as a pilot programmes to also address retention and attainment issues at SCQF Level 4.
- The College is piloting with a schools for 18/19 value added learning for S4 learners to support them in terms of skills to support employability skills development. If successful these will then be offered to other schools across the region.

### **STEM**

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

### ***What we will do:***

- The College continues to work with key partners such as Scottish Power Energy Network and their contractors to deliver overhead linesman technician training to ensure a continuation of a skills pipeline in the region. In addition, a wind turbine technician programme is offered providing entry into a key business sector with employment opportunities. The College supports small business diversity in the micro renewable sector through the Energy Centre where businesses are able to access information, advice and training relating to installation of renewable technologies and products such as bio-mass heating, air and ground source heating pumps.
- The College currently delivers on a range of energy, engineering and computing courses. It is planned to introduce a HND Electrical Engineering programme in 2018-19 ensuring that high level skills education and training is available in the region. The College is seeking a university partner that would consider some on campus delivery in the future (perhaps using College premises) to enable degree level provision to be available for full-time, and part-time study.
- All courses from Computing and Digital media have been mapped to the STEM framework and the College is planning to introduce a new vendor qualification, such as CISCO, to its portfolio in 2018-19. The college has already started to include life skills mathematics (SCQF level 1-5) in some of its social care and healthcare programmes. Biology is also embedded in a range of other subjects includes Reablement and Skills for Work Healthcare. The new HNC Childhood Practice now includes a numeracy unit. As part of the Care Academy (partnership between the



College and Open University) digi-health will be explored and introduced as part of upskilling and course provision.

- The College is an accredited BPEC assessment centre and will continue to support local employers to grow and diversify in respect of STEM related products.
- The College now chairs the Dumfries and Galloway Renewable Energy Partnership Group. The group focuses on looking at the economic opportunities in Dumfries and Galloway with the College looking at development of skills and training.

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

### **Innovation**

#### ***Context:***

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

#### ***What we will do:***

- Innovation is relative. The leading edge technologies supported by Innovation Centres are often well beyond the reach and ambition of the SMEs and rural micro businesses. Nevertheless, it is essential for the economy that these businesses are encouraged and supported to innovate. We believe that the solution is to create hubs in Dumfries and Galloway that link into the Innovation Centres with the technologies and expertise relevant to the majority of the regions businesses but with the ability to support and signpost to Innovation Centres as required.
- The College aims to play a leading role in the recently announced South of Scotland Economic Partnership. We will work innovatively with partners to ensure that appropriate skills development are in place to enable business to develop under the umbrella of South of Scotland Economic Partnership. This will include developments in Social media and transferrable skills via CTS for companies, accessing the College Innovation fund to support business development and developing tailored solutions such as through our Energy Centre.

### **Apprenticeships**

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

#### ***What we will do:***

- It would be helpful if there were greater flexibility to respond in year to the needs of regional employers. Given the scale and distribution of schools in the region, delivering Foundation Apprenticeships programme is difficult with insufficient funding to run programmes with small cohort. Despite this the College continues to increase the number of Foundation Apprenticeship pathways. In 2017-18, we have offered a foundation apprenticeship pathway in Engineering. A further two pathways are being offered in 2018-19 for Business Skills and Social Services with Children and Young People. Construction, Computing, Healthcare and Food Manufacturing pathways are planned to be offered in 2019-20.
- Modern Apprenticeships - The College is committed to the development and delivery of modern apprenticeships for effective workforce development. In line with Scottish Government, the College aims to increase activity over the planning period and is working with CITB, SECTT, SNIPEF and SDS to achieve this. The College is in early discussions with SECTT on the likely demand in the Region for adult apprenticeship routes on a day release basis.

### **Early Learning and Childcare**

#### ***Context:***

Dumfries and Galloway College staff have been working closely with a team from Dumfries and Galloway Council to identify demand and delivery models to achieve the increase in childcare practitioners at HNC level for the region.

#### ***What we will do:***

Several meetings have taken place, and joint promotional materials, publicity arrangements, open events etc have been arranged to highlight the job opportunities and generate applications. The promotional material has been circulated electronically to all council establishments and private sector employers highlighting the open events and inviting them and their staff to attend. It is recognised however, that achieving 109 enrolments for HNC programmes for 2018-19 will be a significant challenge. The college will implement a range of delivery models – full-time, part-time day and evening, blended and online – in order to offer maximum flexibility for attendance. It is unfortunate that SVQ level 3 is not recognised as an equivalent of an HNC for the purposes of achieving the credit targets as Dumfries and Galloway Council are keen that this is used for upskilling the current workforce. Dumfries

and Galloway Council will work with the college to ensure work placements are available to learners as this is a core requirement of the qualification.

[https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/04/CDP\\_2018\\_-19\\_Version\\_2.pdf](https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/04/CDP_2018_-19_Version_2.pdf)

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

[https://www.dumgal.ac.uk/dumgalcontent/uploads/2016/03/Estates\\_Strategy\\_BoM\\_Dec15.pdf](https://www.dumgal.ac.uk/dumgalcontent/uploads/2016/03/Estates_Strategy_BoM_Dec15.pdf)

[https://www.dumgal.ac.uk/dumgalcontent/uploads/2016/04/HR\\_Strategy\\_Document\\_April\\_2016.pdf](https://www.dumgal.ac.uk/dumgalcontent/uploads/2016/04/HR_Strategy_Document_April_2016.pdf)

[https://www.dumgal.ac.uk/dumgalcontent/uploads/2017/09/Gender\\_Action\\_Plan\\_2017.pdf](https://www.dumgal.ac.uk/dumgalcontent/uploads/2017/09/Gender_Action_Plan_2017.pdf)

[https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/04/Work\\_Placement\\_Standards\\_for\\_Colleges\\_5\\_\(2\).pdf](https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/04/Work_Placement_Standards_for_Colleges_5_(2).pdf)

[https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/04/Cyber\\_Essentials\\_Certificate.pdf](https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/04/Cyber_Essentials_Certificate.pdf)

[https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/04/11\\_Equality\\_and\\_Diversity.pdf](https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/04/11_Equality_and_Diversity.pdf)

[https://www.dumgal.ac.uk/dumgalcontent/uploads/2015/11/Code\\_of\\_Good\\_Governance\\_for\\_Scotland's\\_Colleges.pdf](https://www.dumgal.ac.uk/dumgalcontent/uploads/2015/11/Code_of_Good_Governance_for_Scotland's_Colleges.pdf)

[https://www.dumgal.ac.uk/dumgalcontent/uploads/2016/03/Corporate\\_Parenting\\_Action\\_Plan.pdf](https://www.dumgal.ac.uk/dumgalcontent/uploads/2016/03/Corporate_Parenting_Action_Plan.pdf)

**Table showing targets and results for National Priorities**

Measure		Actuals	Target	Actuals	Target	Target	Target	Target	Target	Note
		2015-16	2015-16	2016-17	2016-17	2017-18	2018-19	2019-20	2020-21	
<b>1 (a)</b>	Credits delivered (Core)	29,799	30,371	30,337	30,067	30,067	30,176	30,176	31,000	
<b>1 (b) i</b>	Volume and proportion of Credits delivered to learners aged 16-19	15,131	15,793	15,314	16,236	16,236	16,295	16,295	16,740	
		50.78%	52.00%	50.48%	54.00%	54.00%	54.00%	54.00%	54.00%	
	Volume and proportion of Credits delivered to learners aged 20-24	5,282	6,985	4,945	6,915	6,915	6,940	6,940	6,820	
		17.72%	23.00%	16.30%	23.00%	23.00%	23.00%	23.00%	22.00%	
	Volume and proportion of Credits delivered to learners aged 16-19 and 20-24	20,412	22,778	20,259	23,152	23,152	23,236	23,236	22,320	
		68.50%	75.00%	66.78%	77.00%	77.00%	77.00%	77.00%	72.00%	
<b>1 (b) ii</b>	Volume and proportion of Credits delivered to full-time learners aged 16-19	12,665		12,604		12,929	12,976	13,277	13,640	
		42.50%		41.55%		43.00%	43.00%	44.00%	44.00%	
	Volume and proportion of Credits delivered to full-time learners aged 20-24	4,081		3,864		4,209	4,225	4,526	4,650	
		13.69%		12.74%		14.00%	14.00%	15.00%	15.00%	
	Volume and proportion of Credits delivered to full-time learners aged 16-19 and 20-24	16,746		16,468		17,138	17,200	17,200	17,980	
		56.20%		54.28%		57.00%	57.00%	57.00%	58.00%	
<b>1 (c)</b>	Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas in Scotland	3,531	3,250	3,432	3,217	3,608	3,772	3,923	4,030	
		11.85%	10.70%	11.31%	10.70%	12.00%	12.50%	13.00%	13.00%	

Measure		Actuals	Target	Actuals	Target	Target	Target	Target	Target	Note
		2015-16	2015-16	2016-17	2016-17	2017-18	2018-19	2019-20	2020-21	
1 (d)	Volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers									
	Ethnicity									
	White	29,102	30,122	29,214	29,820	29,820	29,929	29,929	30,746	
		97.66%	99.18%	96.30%	99.18%	99.18%	99.18%	99.18%	99.18%	
	Any mixed background	63	43	111	42	42	42	42	43	
		0.21%	0.14%	0.37%	0.14%	0.14%	0.14%	0.14%	0.14%	
	Asian, Asian Scottish or Asian British	236	112	265	111	111	112	112	115	
		0.79%	0.37%	0.87%	0.37%	0.37%	0.37%	0.37%	0.37%	
	Black, Black Scottish or Black British	285	46	592	45	45	45	45	47	
		0.96%	0.15%	1.95%	0.15%	0.15%	0.15%	0.15%	0.15%	
	Other ethnic background	97	49	155	48	48	48	48	50	
		0.33%	0.16%	0.51%	0.16%	0.16%	0.16%	0.16%	0.16%	
	Disability									
	No know disability	25,747	28,549	26,125	28,263	25,858	25,951	25,951	26,660	
		86.40%	94.00%	86.11%	94.00%	86.00%	86.00%	86.00%	86.00%	
	Disabled	4,035	1,822	4,180	1,804	4,209	4,225	4,225	4,340	
		13.54%	6.00%	13.78%	6.00%	14.00%	14.00%	14.00%	14.00%	
	Sex									
	Male	14,627	15,186	15,362	15,034	15,034	15,088	15,088	15,500	
		49.08%	50.00%	50.64%	50.00%	50.00%	50.00%	50.00%	50.00%	
	Female	15,149	15,186	14,966	15,034	15,034	15,088	15,088	15,500	
		50.84%	50.00%	49.33%	50.00%	50.00%	50.00%	50.00%	50.00%	
	Other	24	0	8	0	0	0	0	0	
		0.08%	0%	0.03%	0%	0%	0%	0%	0%	
	Care Experienced									
	Care-Experienced	384	364	522	361	361	362	362	372	
		1.29%	1.20%	1.72%	1.20%	1.20%	1.20%	1.20%	1.20%	

Measure		Actuals	Target	Actuals	Target	Target	Target	Target	Target	Note
		2015-16	2015-16	2016-17	2016-17	2017-18	2018-19	2019-20	2020-21	
2 (a)	Number of senior phase age pupils studying vocational qualifications delivered by the College	260		157		224	248	260	272	
2 (b)	Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	1044		710		872	966	1,026	1,116	
		3.50%		2.34%		2.90%	3.20%	3.40%	3.60%	
2 (c)	Volume and proportion of Credits delivered to S3 and above as part of 'school-college' provision	988	1,215	1,364	1,503	1,503	1,509	1,509	1,550	
		3.32%	4.00%	4.50%	5.00%	5.00%	5.00%	5.00%	5.00%	
2 (d)	Volume and proportion of Credits delivered at HE level to learners from SHEP schools	493		533		601	604	604	620	
		1.65%		1.76%		2.00%	2.00%	2.00%	2.00%	
3	Volume and Proportion of Credits delivered to learners enrolled on STEM courses	6,041		7,951		5412	5733	6035	6200	
		20.27%		26.21%		18.00%	19.00%	20.00%	20.00%	

Measure		Actuals	Target	Actuals	Target	Target	Target	Target	Target	Note
		2015-16	2015-16	2016-17	2016-17	2017-18	2018-19	2019-20	2020-21	
4 (a)	Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)									
	No. of FT FE students achieved	662	735	626	766	759	805	816	828	
	No. of FT FE students	1,101	1050	1,016	1050	1100	1150	1150	1150	
	Percentage of FT FE students	60.13%	70.00%	61.61%	73.00%	69.00%	70.00%	71.00%	72.00%	
	No. of PT FE students achieved	1,067	1160	1,072	1200	1230	1260	1333	1333	
	No. of PT FE students	1,418	1450	1,517	1500	1500	1550	1550	1550	
	Percentage of PT FE students	75.25%	80.00%	70.67%	80.00%	82.00%	84.00%	86.00%	86.00%	
	No. of FT HE students achieved	356	380	385	429	396	444	456	468	
	No. of FT HE students	497	500	541	550	550	600	600	600	
	Percentage of FT HE students	71.63%	76.00%	71.16%	78.00%	72.00%	74.00%	76.00%	78.00%	
	No. of PT HE students achieved	298	312	302	316	320	344	360	369	
	No. of PT HE students	378	400	403	400	400	410	410	410	
	Percentage of PT HE students	78.84%	78.00%	74.94%	79.00%	80.00%	84.00%	88.00%	90.00%	

Measure		Actuals	Target	Actuals	Target	Target	Target	Target	Target	Note
		2015-16	2015-16	2016-17	2016-17	2017-18	2018-19	2019-20	2020-21	
4 (b)	Proportion of enrolled MD10 students successfully achieving a recognised qualification achieving a recognised qualification (FT & PT)									
	No. of FT FE students achieved	95		93		114	115	120	117	
	No. of FT FE students	160		153		150	150	155	155	
	Percentage of FT FE students	59.38%		60.78%		76.00%	77.00%	78.00%	76.00%	
	No. of PT FE students achieved	78		94		102	105	111	111	
	No. of PT FE students	116		128		125	125	130	130	
	Percentage of PT FE students	67.24%		73.44%		82.00%	84.00%	86.00%	86.00%	
	No. of FT HE students achieved	31		31		36	37	39	39	
	No. of FT HE students	46		47		50	50	52	52	
	Percentage of FT HE students	67.39%		65.96%		72.00%	74.00%	76.00%	76.00%	
	No. of PT HE students achieved	12		10		12	13	15	13	
	No. of PT HE students	17		13		15	15	17	17	
	Percentage of PT HE students	70.59%		76.92%		80.00%	84.00%	88.00%	76.00%	



Measure		Actuals	Target	Actuals	Target	Target	Target	Target	Target	Note
		2015-16	2015-16	2016-17	2016-17	2017-18	2018-19	2019-20	2020-21	
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	
	No. of FT FE students	0		0		0	0	0	0	
	Percentage of FT FE students	0.00%		0.00%		0.00%	0.00%	0.00%	0.00%	
	No. of PT FE students achieved	12		26		28	29	34	34	
	No. of PT FE students	19		36		35	35	40	40	
	Percentage of PT FE students	63.16%		72.22%		82.00%	84.00%	86.00%	86.00%	
	No. of FT HE students achieved	0		0		0	0	0	0	
	No. of FT HE students	0		0		0	0	0	0	
	Percentage of FT HE students	0.00%		0.00%		0.00%	0.00%	0.00%	0.00%	
	No. of PT HE students achieved	5		3		8	9	10	10	
	No. of PT HE students	6		6		10	10	12	12	
	Percentage of PT HE students	83.33%		50.00%		80.00%	84.00%	88.00%	88.00%	

Measure		Actuals	Target	Actuals	Target	Target	Target	Target	Target	Note
		2015-16	2015-16	2016-17	2016-17	2017-18	2018-19	2019-20	2020-21	
4 (d)	Proportion of enrolled care experienced students successfully achieving a recognised qualification									
	No. of FT FE students achieved	14		13		12	13	15	16	
	No. of FT FE students	21		37		35	35	40	40	
	Percentage of FT FE students	66.67%		35.14%		35.00%	37.00%	39.00%	40.00%	
	No. of FT HE students achieved	2		1		2	2	3	3	
	No. of FT HE students	2		2		4	4	5	5	
	Percentage of FT HE students	100.00%		50.00%		50.00%	50.00%	55.00%	55.00%	
4 (e)	Proportion of enrolled students Full Time FE students aged 16-19 successfully achieving a recognised qualification									
	No. of FT FE students achieved	392		386		409	409	432	432	
	No. of FT FE students	682		622		650	650	675	675	
	Percentage of FT FE students	57.48%		62.06%		63.00%	63.00%	64.00%	64.00%	

Measure		Actuals	Target	Actuals	Target	Target	Target	Target	Target	Note
		2015-16	2015-16	2016-17	2016-17	2017-18	2018-19	2019-20	2020-21	
5	The number of starts for direct contracted apprenticeships (including industry bodies such as SDS, CITB and SECTT)	158	94	124	100	100	110	120	125	
6	Number and proportion of full-time learners with "work placement experience" as part of their programme of study	407	94	161	100	200	250	300	350	
		25.47%	6.00%	10.33%	6.50%	13.0%	17.0%	20.00%	23.00%	
7	The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	27	82	Not yet Available	87	55	63	73	75	
		6.00%	31.00%	Not yet Available	32.00%	10.00%	12.00%	14.00%	16.00%	
8	Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	859	952	Not yet Available	978	966	976	987	987	
		86.00%	91.00%	Not yet Available	92.00%	92.00%	93.00%	94.00%	94.00%	
9	SSES Survey - The percentage of students Overall, satisfied with their college experience									
	Percentage of full-time FE students	90.00%		88.00%		92.00%	93.00%	95.00%	95.00%	
	Percentage of full-time HE students			81.00%		92.00%	93.00%	95.00%	95.00%	
	Percentage of part-time FE students	93.00%		89.00%		92.00%	93.00%	95.00%	95.00%	
	Percentage of part-time HE students			95.00%		92.00%	93.00%	95.00%	95.00%	

Measure		Actuals	Target	Actuals	Target	Target	Target	Target	Target	Note
		2015-16	2015-16	2016-17	2016-17	2017-18	2018-19	2019-20	2020-21	
	Percentage of Distance Learning Students	100.00%		91.00%		92.00%	93.00%	94.00%	95.00%	
10	Gross Carbon Footprint Tonnes (3 year period)	1,201	1,313		1,185	1,117	1,087	TBC	TBC	

## Board of Management

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## **Regional Outcome Agreement Dumfries and Galloway College 2018-2021**

**College region: Dumfries and Galloway College**

**College regional grouping: Dumfries and Galloway College**

### **Funding**

College region **Dumfries and Galloway (Dumfries and Galloway College)** will receive **£9,733,992** core teaching funding, and £381,214 capital and maintenance funding from the Scottish Funding Council (SFC) for academic year 2018-19 to plan and deliver 30,176 credits made up of 1,278 credits ring fenced for delivery of HNC childcare qualifications and 28,898 for general provision.

In addition, the College will receive £1,787,151 Student Support funding for AY 2018-19.

This funding is on the condition that the College Board signs and commits to deliver the outcomes detailed below.

### **Priority Outcomes** to be delivered by end of AY 2018-19

- Scope content and delivery of *enhanced* HNCs at Dumfries & Galloway College in partnership with University of Glasgow to enable advanced standing progression to University of Glasgow as per project brief funded through SFC Strategic Funds. By June 2019.
- Identify and scope a suite of marine related programmes in the West of the SoS region in partnership with SRUC. By March 2019.
- 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.
- To work in partnership with Local Industry and to contribute to a reduction in youth unemployment and improving life chances
- To ensure provision is efficiently delivered, accessible and meets national, regional and local employer needs
- To support learners to complete their study and achieve successful outcomes.

### **Priority Outputs** to be delivered in AY 2018-19

- Achievement of Activity Target of credits
- Improvement in student retention and attainment
- An increase in the number of students entering positive destinations
- A curriculum which reflects the skills requirements and meets the needs of the region

**Dumfries and Galloway College accept the offer of grant and credit target allocation for AY 2018-19, as set out in SFC Communication SFC/AN/09/2018 but wish to highlight the following concerns:**

Based on need and capacity identified for Dumfries & Galloway for 2018-19, the College (in partnership with and, as agreed by, Dumfries & Galloway Council) plan to deliver:

75 (full-time total) x 12 credits = 900 credits

30 (day release) x 6 credits = 180 (delivered over 2 years)

20 (flexible/evening) x 3 credits = 60 (could take up to 3 / 4 years to complete)

Total credits for HNC = 1,140 – a shortfall of 138 credits against SFC target.

This equates to 125 enrolments (although not all will complete in 2018-19) which SFC have agreed exceeds Scottish Government targets for Dumfries and Galloway Region. The calculation used to identify the appropriate number of credits is flawed in that SFC have assumed 15 credits per HNC where the college delivers 12.

Despite repeated explanations and requests to transfer the 138 credits from childcare into our general credit total – ie 29,036 general credits, 1,140 childcare credits – which would still provide the same overall total target of 30,176 credits, the SFC announcement on final funding allocations and credit targets remains unchanged.

Even if we are able to recruit our planned HNC Childcare enrolment numbers (which is a significant challenge in itself) and achieve/exceed our overall credit target, we are unlikely to achieve our childcare credit target which could result in a clawback of funding.

Core Student support funding for 2018/19 is **£1,787,151**. This is a reduction of £323,996 from the current year projected spend, and the college is concerned that we will have insufficient funds to meet demand. Again, this has been brought to the attention of SFC but no changes have been made in the final allocation.

Signed by College Region	Signed by SFC
Date	Date

### Scottish Government Priorities

The aim of this document is to respond to the Ministers letter of the 18<sup>th</sup> October 2017 which highlighted the priority areas for colleges to focus upon. The document will highlight what Dumfries and Galloway College will do to achieve those priorities and the resultant expected outcomes. This document will further set out ambitious targets over the next three years which the college will be focused upon. In responding to the minister's letter, which asked Colleges for "intensified" target, the college has carefully analysed and set stretching, but achievable, targets listed in our key measures table on page 17 of this report.

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

1. **Higher rates of access for people from widest range of backgrounds** - to improve access to further and higher education for people from the widest possible range of backgrounds, this includes ensuring gender balance and Developing our Young Workforce (DYW). This can be seen in measure 1 of the targets table on page 17 of this report.
2. **High quality & efficient learning, including improved rates of articulation** – to ensure that learner journeys are as short, efficient and effective as possible and that learners experience the highest quality of learning and teaching and achieve successful outcomes. We aim to stretch ourselves with the targets listed in the measures table around increase attainments levels and articulation rates.
3. **Improved rates of retention and achievements**– ensuring that all students have the necessary support and guidance to enable them to attend college and to achieve their qualifications. The college is aware that students have various barriers to successful study and students with combinations of barriers (where the effect is greater than the sum of the individual parts) is something we recognise and our targets listed in our key measures table will be stretch for the College to achieve.
4. **Innovation in Partnership with Industry** – We will work closely with industry to develop innovation and other core skills to maximize the impact of the College Innovation Fund (CIF). This will result in custom designed courses for local industries thereby ensuring those companies have well trained staff enabled to provide creative and pragmatic solutions to local problems. We have made a bid to the newly formed South of Scotland Economic Partnership, if successful with this bid we hope to have the facilities to support industry more and upskill employees of local firms.

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



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

## 1 Introduction

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

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

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

Dumfries and Galloway College is the only general Further Education College in the region and provides a wide range of education and training opportunities across the region to meet the needs of individuals, communities and employers. The College's main campus is located in Dumfries with a smaller campus located in Stranraer.

In 2015, the College developed a five-year strategic plan, Vision 2020, which sets out our vision, aspirations and priorities for that timescale. Through this strategy, we aim to meet the further and higher education needs of Dumfries and Galloway, deliver the highest quality learning for our students, to make a positive contribution to the local and national economies and to utilise the expertise of our staff to deliver continuous improvements.

### **Our vision is:**

Inspiring our People, Businesses and Communities to be successful.

### **Mission**

One College, one Team where:

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

Through delivery of our six key outcomes, we will:

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

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

[https://www.dumgal.ac.uk/dumgalcontent/uploads/2016/03/Vision\\_2020\\_-\\_Summary\\_Report.pdf](https://www.dumgal.ac.uk/dumgalcontent/uploads/2016/03/Vision_2020_-_Summary_Report.pdf)

## 2 Reporting

We are progressing towards achieving our vision, but it is also essential that we are able to demonstrate its relevance and contribution to the achievement of both Scottish Government and the Scottish Funding Council priorities. We are committed to regularly monitoring progress towards the delivery of the outcomes set out in this agreement. From 2018-19 the College will implement the new SFC and Education Scotland quality arrangements, which integrates quality arrangements evaluation with outcome agreement evaluation and reporting.

A self-evaluative report (How good is our College?) was produced for the first time in 2016-17 and will be repeated in the coming years, which is a requirement of the SFC and Education Scotland. Internal processes (such as Student Evaluation), will continue to be improved over the coming year to enable us to meet the requirements of "How good is our College?"

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

## 3 Key Priority Areas

**3.1 Outcome: A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and background.**

### Widening Access

#### **Context:**

Dumfries and Galloway College has a good record of widening access as evidenced by our Outcome Agreement. 14.5% of credits achieved in 2016-17 were by learners who had declared a disability and over 2.8% were care experienced, which exceeded our agreed target by a significant margin. However, we face a number of challenges, which impedes our ability to realise our full potential to contribute to the Government's ambitions.

Although there are relatively high levels of deprivation across the region, this is masked by the dispersed nature of the population. This means that in any one area there is not the concentration of deprived individuals that would feature in the SIMD. However, the level of rural deprivation is illustrated by the fact that Dumfries and Galloway has one of the lowest average wage economies in Scotland. Feedback from our current students have indicated that on a number of occasions students who have lost housing benefit as a result of studying full time at College and receiving a bursary have found themselves in financial difficulties and department of Work and Pensions staff have advised these students to give up their studies as this would result in the return of housing benefit. Students studying at College have

highlighted significantly lower levels of income whilst studying than if they were unemployed and not studying - this is another barrier our students are faced with.

***What we will do:***

- In order to achieve these outcomes, the College has recently introduced an overarching Equality and Diversity Framework. This is underpinned by an updated Equality and Diversity Policy, a streamlined Equality (and Human Rights) Impact Assessment system, an annual Equality and Diversity Plan (which includes actions related to our Gender Action Plan, BSL Plan and the Scottish Government's Race Equality Framework) for which quarterly and annual Equality and Diversity Performance Reports will be produced. The Plan and Report will be approved by our cross-service Equality and Diversity Committee and by the Board.
- Simplified systems to evidence the inclusion of equality and diversity content across the curriculum are being piloted. In addition, a range of training package options are now available on demand to address emergent issues. For example, training on Transgender/Intersex issues was presented at the Stranraer Campus to Hair and Beauty and Care classes and to a range of staff in recent months. In terms of our priorities, despite the low percentage of people locally from BAME ethnicities there is a clear problem district-wide with hate crime related to race and ethnicity. We will help to address this as a Third Party Reporting Centre for hate crime and through direct equality and diversity training inputs for our students which challenge prejudice.
- The College is an active member of the local Diversity Working Group, which reports to the Dumfries and Galloway Strategic Partnership and formulates local activities to raise awareness of diversity issues. Members include all local public agencies and community support groups for race (DGMA), religion (D&G Interfaith Group), disability (DGVoice) and LGBT issues (D&G LGBT+ and LGBT Youth). The group has an annual work plan which is approved and scrutinized by DGSP. Projects for the coming year include a community survey.
- We have increased our Disability target by 200%, it is however noted that not all students with a disability actually declare their disability.

***Care Experienced Learners***

The College has a strong record of identifying, attracting and supporting care experienced young people. These students require support to deal with multiple and complex issues and the issues of access and travel they face in this large rural area exacerbate these. Despite the college providing transport from isolated areas, the distances and infrequency of this often presents an additional challenge to the care experienced. When motivation and confidence is low, the fact that one has to rise early to attend college, or that if the bus is missed there is no other accessible way to college, presents an additional barrier. Despite the significant amount of support the college offers, these barriers can cause learners to leave their course early, impacting on retention and attainment. The College does not yet have a policy around supporting carers in place, and the development of a policy is currently being discussed.

***What we will do:***

- The College will continue to widen access to education for a range of society that have historically had difficulties in accessing FE and HE this includes care experienced students, people who have caring responsibilities, those from postcode areas with high levels of deprivation and people who are disabled. The College's Access and Inclusion Strategy gives the details how the college will achieve this and can be found here.

[https://www.dumgal.ac.uk/dumgalcontent/uploads/2017/07/Access\\_and\\_Inclusion\\_Strategy.pdf](https://www.dumgal.ac.uk/dumgalcontent/uploads/2017/07/Access_and_Inclusion_Strategy.pdf)

- The success of various initiatives will be monitored through the table at the end of this report.
- 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.
- The College is working in partnership with Community Learning and Development and the first joint strategy has been developed in consultation with communities across the region. CLD's partners' joint vision is '**..... of a strong region where people work together to improve their quality of life, work and wellbeing. Together we will develop best practice in CLD to effectively work with people to realise their aspirations**'. The College secured funding on behalf of the partnership to employ a Community Liaison Officer who will work with community groups to identify learning opportunities and developments within local communities.
- Through a recent restructure a Head of Curriculum now has a specific responsibility regarding School-college transitions and senior phase pathways and is developing strategies and actions for improving and increasing learner pathways from school to college.
- The College will continue to work with partners to identify innovative solutions to overcome barriers of distance and travel time, but these should not be underestimated in terms of limiting choice and opportunity for young people.

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

### **Retention and Attainment**

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

The high percentage of students recruited with protected characteristics e.g. those with a disability (15% of all full-time learners) and care experienced learners (2.8%) also present a challenge in terms of retention. The College adopts an open access policy and is proud of its track record in attracting learners with different abilities and backgrounds but is aware of the need to improve its retention and attainment rates.

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

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

***What we will do:***

- Retention rates are the priority for the College for the coming year. We have introduced a new structure, and have developed in house tools to support staff to analyse data which in turn will allow more targeted support for students who may be at risk of leaving early. We will balance the challenge of increasing access to FE and HE with the support required to give to support students who have barriers to learning.
- The College is aware of the National College Improvement in retention initiative that is currently ongoing and is keen to learn from this work – however it is unfortunate that a rural college is not included in this initiative as there are unique challenges that may not be applicable to large, urban colleges.
- Detailed analysis of previous leavers data highlighted some challenges faced by the College, and students within the region. This includes the desire to study close to home, transport within the region and financial problems. Financial problems as a reason for students being unable to continue their study appears to be increasing and the college will look at innovative ways to support students who are in financial difficulties. The College is currently exploring the introduction of a 'breakfast club' to provide free breakfast for students and we will review our policies and procedures to ensure students have full information relating to funding etc prior to their commencement at college.
- We will continue the work we have started, with our "Passport to College" course, which will build skills and confidence of students ensuring they are better equipped for all the challenges of College.
- We aim to be an outstanding College and continue to work with both internal and external partners to improve our attainment levels. Both attainment and retention will be measured through our KPI's and are a key focus of the College Board of Management.
- College staff will continue to work closely with the Student Association and Curriculum Councils to identify and address issues affecting learner retention and attainment.

**Articulation**

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

The presence of Universities within the region has been welcomed and Dumfries and Galloway College was the first College to be awarded direct articulation into the 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.

***What we will do:***

- We believe that the most effective solution would be to allocate the articulation funding to the college on a ring fenced basis. This would support widening access in a number of ways. Firstly, it would greatly enhance the ability of the college to negotiate articulation arrangements with universities and, secondly, it would also enable the college to establish innovative solutions to building local capacity.
- The college is working closely with the Open University 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, to establish locally delivered articulation routes.
- An example of this is the proposed articulation route within creative industries into Glasgow School of Arts (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 that we may attract students from out with the region who will benefit from the region that many artists choose to live and work in.



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 study 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.

### **Estates**

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

### **Strategic Capital Project Proposals**

#### **Dumfries and Galloway College**

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

**Digital and STEM hub** The following is part of a joint bid, with Borders College to the newly formed South of Scotland Economic Partnership.

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

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

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



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

### **The Spokes**

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

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

### **Extension of Stranraer Campus to facilitate the development of engineering facilities and Mini Hub.**

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

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

### **Reconfiguration of Stranraer Campus to develop a 'Mall'**

Facilities that support client engagement – ie hairdressing and beauty salons, and training restaurant are grouped on the bottom floor of the campus building in order to create a more realistic commercial feel which will enhance both the learners and client experience. Along with the creation of enhanced salons, the College would use the space created to bring in more multi-purpose classes on the 1<sup>st</sup> floor, providing potential to offer more/different programmes of learning. Initial costs, excluding equipment, furniture and fittings and VAT are estimated at £420,000.

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

**3.3. Outcome: A more successful economy and society with well prepared and skilled students progressing into jobs with the ability, ideas, and ambition to make a difference.**

### **Developing the Young Workforce**

**Context:** The College continues to examine the “learner journey” in full, from the transition from school into FE or HE and further academic progression, whilst taking into account the desires and needs of the people within our region. We work aim to work closely with all 16 secondary and many primary schools in our region, but the remote and rural nature of our region can present difficulties.

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

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

#### ***What we will do:***

- The College is working closely with Dumfries and Galloway Council on the Dumfries Learning Town initiative where the Council is taking forward the review of Dumfries schools, in conjunction with the wider regeneration for Dumfries. Dumfries Learning Town is an innovative approach to provide a new model of 3 to 18 education delivery. This new approach will provide a greater range of subjects and learning environments to better meet the needs of all learners through refurbishing existing Burgh schools and building a new purpose built facility, known as the Bridge. The college, in partnership with colleagues from Education Services, has identified an ‘offering’ to be delivered in the Bridge and this will be provided to school pupils as part of their option choice.
- The College is also working in partnership with Dumfries and Galloway Council to deliver Youth Guarantee Scheme. The scheme builds on foundations already in place as part of Curriculum for Excellence. The Youth guarantee scheme is an extension of the Scottish Government’s commitment that every single 16-19-year-old in Scotland will be offered a learning or training place if they are not already in a job, modern apprenticeship or education.
- Through a recent restructure a Head of Curriculum now has a specific responsibility regarding School-college transitions and senior phase pathways and is developing strategies and actions for improving and increasing learner pathways from school to college.

- The College will continue to work with partners to identify innovative solutions to overcome barriers of distance and travel time, but they should not be underestimated in terms of preventing choice and opportunity for young people.
- A piece of research work was recently undertaken on behalf of DGC and Dumfries and Galloway college to identify future education and training needs linked to employment prospects in the West of the Region. The Head of Education Services and College Principal then visited Head Teachers from Douglas Ewart Secondary School and Stranraer Academy to discuss the findings and explore opportunities to increase joint working. As a result, opportunities to deliver Foundation Apprenticeships in Engineering in Stranraer Academy are currently being explored with a view to delivery in 2019-20. There are currently no engineering facilities at Dumfries and Galloway College Stranraer campus but it is hoped that a metal workshop at Stranraer Academy may be suitable for conversion into an engineering workshop. Legal and practical implications are currently being explored.
- Head of Education Services and College Principal are working together to develop a stronger school-college link in the West.

### **Gender Balance**

**Context:** Dumfries and Galloway College is committed to addressing this issue whilst accepting that the situation results largely from societal and cultural issues that will require a much broader response. Gender stereotyping is often more embedded in rural employers who are predominately micro businesses and SMEs and tend not to be so focussed on this issue as large companies with established HR resources and common cause with union partners.

The College has a relatively small work force, with low turnover, and in many curriculum areas there are only 1 or 2 staff. It is therefore difficult to achieve the change in staff in areas of stereotyping that would provide the role models needed.

The College Board of Management is well established and comprises of a Regional Chair (appointed through public appointments), a Principal, two student members, two staff members and twelve non-executive members. Of the board, 8 members are female, and 10 members are male, an even spread in terms of gender and members have a wide range of backgrounds and experience. All approved board and committee agendas, minutes and papers are available on the college website <https://www.dumgal.ac.uk/dumgalportal/index.php?pageid=BOM-Governance>

### ***What we will do:***

The college has developed a detailed Gender Action Plan outlining how it plans to address gender balance [https://www.dumgal.ac.uk/dumgalcontent/uploads/2017/09/Gender\\_Action\\_Plan\\_2017.pdf](https://www.dumgal.ac.uk/dumgalcontent/uploads/2017/09/Gender_Action_Plan_2017.pdf)

The key aims are:

- Enhance strategic oversight of tackling gender imbalances at a national, regional and institutional level

- Engage with schools to tackle gender imbalance earlier and to tackle gender stereotypes
- Ensure equitable admissions by gender
- Enhance support for those involved in student educational choice processes to enable them to impact on gender imbalances
- Enhance student involvement to tackle gender imbalances
- Enhance retention and completion at a subject level where there is a gap by gender
- Evidence our progress in achieving the vision for 2030

### **Employability**

#### **Context:**

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

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

The college plans its curriculum in terms of sector needs and skills for the region with a range of National Documents and the recent Dumfries and Galloway skills assessment for the region produced by Skills Development Scotland and Local Skills needs and Knowledge.

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

#### **What we will do:**

- The College has now developed a Work Experience/Placement Action Plan (See link at the end of this section). It is the College aim that all provision comprises of significant, relevant work related learning, work placement and work experience.
- The local National Health Service (NHS), Dumfries and Galloway Council (DGC) and care providers offers approx. 180 placement opportunities to College students per year. Building on the NHS and DGC partnership, for 2017-18, it is hoped approx. 45 of these placements will lead to guaranteed interviews for employment.
- The College has a range of work related learning, work experience and placements opportunities depending on the SCQF level of the course. Access (SCQF 1-4) programmes contain work related learning and or enterprise activities; SCQF 5 & 6 have work experience and or work placements, Access to HE programmes include volunteering opportunities as well as placement and HE programmes contain mandatory work experience units.

- The College aims to build a stronger relationship with the local Job Centre to raise awareness of the content of our courses, which are designed in partnership with employer and sector bodies, and are a route to employment.
- The College is also in discussion with the Region Employability and Skills team to develop a programme for hard to engage learners furthest from the job market – a passport to education/ employment is currently being delivered as a pilot programme to also address retention and attainment issues at SCQF Level 4.
- The College is piloting with a schools for 18/19 value added learning for S4 learners to support them in terms of skills to support employability skills development. If successful these will then be offered to other schools across the region.

### **STEM**

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

### ***What we will do:***

- The College continues to work with key partners such as Scottish Power Energy Network and their contractors to deliver overhead linesman technician training to ensure a continuation of a skills pipeline in the region. In addition, a wind turbine technician programme is offered providing entry into a key business sector with employment opportunities. The College supports small business diversity in the micro renewable sector through the Energy Centre where businesses are able to access information, advice and training relating to installation of renewable technologies and products such as bio-mass heating, air and ground source heating pumps.
- The College currently delivers on a range of energy, engineering and computing courses. It is planned to introduce a HND Electrical Engineering programme in 2018-19 ensuring that high level skills education and training is available in the region. The College is seeking a university partner that would consider some on campus delivery in the future (perhaps using College premises) to enable degree level provision to be available for full-time, and part-time study.
- All courses from Computing and Digital media have been mapped to the STEM framework and the College is planning to introduce a new vendor qualification, such as CISCO, to its portfolio in 2018-19. The college has already started to include life skills mathematics (SCQF level 1-5) in some of its social care and healthcare programmes. Biology is also embedded in a range of other subjects includes Reablement and Skills for Work Healthcare. The new HNC Childhood Practice now includes a numeracy unit. As part of the Care Academy (partnership between the

College and Open University) digi-health will be explored and introduced as part of upskilling and course provision.

- The College is an accredited BPEC assessment centre and will continue to support local employers to grow and diversify in respect of STEM related products.
- The College now chairs the Dumfries and Galloway Renewable Energy Partnership Group. The group focuses on looking at the economic opportunities in Dumfries and Galloway with the College looking at development of skills and training.

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

### **Innovation**

#### ***Context:***

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

#### ***What we will do:***

- Innovation is relative. The leading edge technologies supported by Innovation Centres are often well beyond the reach and ambition of the SMEs and rural micro businesses. Nevertheless, it is essential for the economy that these businesses are encouraged and supported to innovate. We believe that the solution is to create hubs in Dumfries and Galloway that link into the Innovation Centres with the technologies and expertise relevant to the majority of the regions businesses but with the ability to support and signpost to Innovation Centres as required.
- The College aims to play a leading role in the recently announced South of Scotland Economic Partnership. We will work innovatively with partners to ensure that appropriate skills development are in place to enable business to develop under the umbrella of South of Scotland Economic Partnership. This will include developments in Social media and transferrable skills via CTS for companies, accessing the College Innovation fund to support business development and developing tailored solutions such as through our Energy Centre.

### **Apprenticeships**

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

#### ***What we will do:***

- It would be helpful if there were greater flexibility to respond in year to the needs of regional employers. Given the scale and distribution of schools in the region, delivering Foundation Apprenticeships programme is difficult with insufficient funding to run programmes with small cohort. Despite this the College continues to increase the number of Foundation Apprenticeship pathways. In 2017-18, we have offered a foundation apprenticeship pathway in Engineering. A further two pathways are being offered in 2018-19 for Business Skills and Social Services with Children and Young People. Construction, Computing, Healthcare and Food Manufacturing pathways are planned to be offered in 2019-20.
- Modern Apprenticeships - The College is committed to the development and delivery of modern apprenticeships for effective workforce development. In line with Scottish Government, the College aims to increase activity over the planning period and is working with CITB, SECTT, SNIPEF and SDS to achieve this. The College is in early discussions with SECTT on the likely demand in the Region for adult apprenticeship routes on a day release basis.

### **Early Learning and Childcare**

#### ***Context:***

Dumfries and Galloway College staff have been working closely with a team from Dumfries and Galloway Council to identify demand and delivery models to achieve the increase in childcare practitioners at HNC level for the region.

#### ***What we will do:***

Several meetings have taken place, and joint promotional materials, publicity arrangements, open events etc have been arranged to highlight the job opportunities and generate applications. The promotional material has been circulated electronically to all council establishments and private sector employers highlighting the open events and inviting them and their staff to attend. It is recognised however, that achieving 109 enrolments for HNC programmes for 2018-19 will be a significant challenge. The college will implement a range of delivery models – full-time, part-time day and evening, blended and online – in order to offer maximum flexibility for attendance. It is unfortunate that SVQ level 3 is not recognised as an equivalent of an HNC for the purposes of achieving the credit targets as Dumfries and Galloway Council are keen that this is used for upskilling the current workforce. Dumfries

and Galloway Council will work with the college to ensure work placements are available to learners as this is a core requirement of the qualification.

[https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/04/CDP\\_2018\\_-19\\_Version\\_2.pdf](https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/04/CDP_2018_-19_Version_2.pdf)

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

[https://www.dumgal.ac.uk/dumgalcontent/uploads/2016/03/Estates\\_Strategy\\_BoM\\_Dec15.pdf](https://www.dumgal.ac.uk/dumgalcontent/uploads/2016/03/Estates_Strategy_BoM_Dec15.pdf)

[https://www.dumgal.ac.uk/dumgalcontent/uploads/2016/04/HR\\_Strategy\\_Document\\_April\\_2016.pdf](https://www.dumgal.ac.uk/dumgalcontent/uploads/2016/04/HR_Strategy_Document_April_2016.pdf)

[https://www.dumgal.ac.uk/dumgalcontent/uploads/2017/09/Gender\\_Action\\_Plan\\_2017.pdf](https://www.dumgal.ac.uk/dumgalcontent/uploads/2017/09/Gender_Action_Plan_2017.pdf)

[https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/04/Work\\_Placement\\_Standards\\_for\\_Colleges\\_5\\_\(2\).pdf](https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/04/Work_Placement_Standards_for_Colleges_5_(2).pdf)

[https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/04/Cyber\\_Essentials\\_Certificate.pdf](https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/04/Cyber_Essentials_Certificate.pdf)

[https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/04/11\\_Equality\\_and\\_Diversity.pdf](https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/04/11_Equality_and_Diversity.pdf)

[https://www.dumgal.ac.uk/dumgalcontent/uploads/2015/11/Code\\_of\\_Good\\_Governance\\_for\\_Scotland's\\_Colleges.pdf](https://www.dumgal.ac.uk/dumgalcontent/uploads/2015/11/Code_of_Good_Governance_for_Scotland's_Colleges.pdf)

[https://www.dumgal.ac.uk/dumgalcontent/uploads/2016/03/Corporate\\_Parenting\\_Action\\_Plan.pdf](https://www.dumgal.ac.uk/dumgalcontent/uploads/2016/03/Corporate_Parenting_Action_Plan.pdf)



**Table showing targets and results for National Priorities**

Measure		Actuals	Target	Actuals	Target	Target	Target	Target	Target	Note
		2015-16	2015-16	2016-17	2016-17	2017-18	2018-19	2019-20	2020-21	
<b>1 (a)</b>	Credits delivered (Core)	29,799	30,371	30,337	30,067	30,067	30,176	30,176	31,000	
<b>1 (b) i</b>	Volume and proportion of Credits delivered to learners aged 16-19	15,131	15,793	15,314	16,236	16,236	16,295	16,295	16,740	
		50.78%	52.00%	50.48%	54.00%	54.00%	54.00%	54.00%	54.00%	
	Volume and proportion of Credits delivered to learners aged 20-24	5,282	6,985	4,945	6,915	6,915	6,940	6,940	6,820	
		17.72%	23.00%	16.30%	23.00%	23.00%	23.00%	23.00%	22.00%	
	Volume and proportion of Credits delivered to learners aged 16-19 and 20-24	20,412	22,778	20,259	23,152	23,152	23,236	23,236	22,320	
		68.50%	75.00%	66.78%	77.00%	77.00%	77.00%	77.00%	72.00%	
<b>1 (b) ii</b>	Volume and proportion of Credits delivered to full-time learners aged 16-19	12,665		12,604		12,929	12,976	13,277	13,640	
		42.50%		41.55%		43.00%	43.00%	44.00%	44.00%	
	Volume and proportion of Credits delivered to full-time learners aged 20-24	4,081		3,864		4,209	4,225	4,526	4,650	
		13.69%		12.74%		14.00%	14.00%	15.00%	15.00%	
	Volume and proportion of Credits delivered to full-time learners aged 16-19 and 20-24	16,746		16,468		17,138	17,200	17,200	17,980	
		56.20%		54.28%		57.00%	57.00%	57.00%	58.00%	
<b>1 (c)</b>	Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas in Scotland	3,531	3,250	3,432	3,217	3,608	3,772	3,923	4,030	
		11.85%	10.70%	11.31%	10.70%	12.00%	12.50%	13.00%	13.00%	

Measure		Actuals	Target	Actuals	Target	Target	Target	Target	Target	Note
		2015-16	2015-16	2016-17	2016-17	2017-18	2018-19	2019-20	2020-21	
1 (d)	Volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers									
	Ethnicity									
	White	29,102	30,122	29,214	29,820	29,820	29,929	29,929	30,746	
		97.66%	99.18%	96.30%	99.18%	99.18%	99.18%	99.18%	99.18%	
	Any mixed background	63	43	111	42	42	42	42	43	
		0.21%	0.14%	0.37%	0.14%	0.14%	0.14%	0.14%	0.14%	
	Asian, Asian Scottish or Asian British	236	112	265	111	111	112	112	115	
		0.79%	0.37%	0.87%	0.37%	0.37%	0.37%	0.37%	0.37%	
	Black, Black Scottish or Black British	285	46	592	45	45	45	45	47	
		0.96%	0.15%	1.95%	0.15%	0.15%	0.15%	0.15%	0.15%	
	Other ethnic background	97	49	155	48	48	48	48	50	
		0.33%	0.16%	0.51%	0.16%	0.16%	0.16%	0.16%	0.16%	
	Disability									
	No know disability	25,747	28,549	26,125	28,263	25,858	25,951	25,951	26,660	
		86.40%	94.00%	86.11%	94.00%	86.00%	86.00%	86.00%	86.00%	
	Disabled	4,035	1,822	4,180	1,804	4,209	4,225	4,225	4,340	
		13.54%	6.00%	13.78%	6.00%	14.00%	14.00%	14.00%	14.00%	
	Sex									
	Male	14,627	15,186	15,362	15,034	15,034	15,088	15,088	15,500	
		49.08%	50.00%	50.64%	50.00%	50.00%	50.00%	50.00%	50.00%	
	Female	15,149	15,186	14,966	15,034	15,034	15,088	15,088	15,500	
		50.84%	50.00%	49.33%	50.00%	50.00%	50.00%	50.00%	50.00%	
	Other	24	0	8	0	0	0	0	0	
		0.08%	0%	0.03%	0%	0%	0%	0%	0%	
	Care Experienced									
	Care-Experienced	384	364	522	361	361	362	362	372	
		1.29%	1.20%	1.72%	1.20%	1.20%	1.20%	1.20%	1.20%	

Measure		Actuals	Target	Actuals	Target	Target	Target	Target	Target	Note
		2015-16	2015-16	2016-17	2016-17	2017-18	2018-19	2019-20	2020-21	
2 (a)	Number of senior phase age pupils studying vocational qualifications delivered by the College	260		157		224	248	260	272	
2 (b)	Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	1044		710		872	966	1,026	1,116	
		3.50%		2.34%		2.90%	3.20%	3.40%	3.60%	
2 (c)	Volume and proportion of Credits delivered to S3 and above as part of 'school-college' provision	988	1,215	1,364	1,503	1,503	1,509	1,509	1,550	
		3.32%	4.00%	4.50%	5.00%	5.00%	5.00%	5.00%	5.00%	
2 (d)	Volume and proportion of Credits delivered at HE level to learners from SHEP schools	493		533		601	604	604	620	
		1.65%		1.76%		2.00%	2.00%	2.00%	2.00%	
3	Volume and Proportion of Credits delivered to learners enrolled on STEM courses	6,041		7,951		5412	5733	6035	6200	
		20.27%		26.21%		18.00%	19.00%	20.00%	20.00%	

Measure		Actuals	Target	Actuals	Target	Target	Target	Target	Target	Note
		2015-16	2015-16	2016-17	2016-17	2017-18	2018-19	2019-20	2020-21	
4 (a)	Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)									
	No. of FT FE students achieved	662	735	626	766	759	805	816	828	
	No. of FT FE students	1,101	1050	1,016	1050	1100	1150	1150	1150	
	Percentage of FT FE students	60.13%	70.00%	61.61%	73.00%	69.00%	70.00%	71.00%	72.00%	
	No. of PT FE students achieved	1,067	1160	1,072	1200	1230	1260	1333	1333	
	No. of PT FE students	1,418	1450	1,517	1500	1500	1550	1550	1550	
	Percentage of PT FE students	75.25%	80.00%	70.67%	80.00%	82.00%	84.00%	86.00%	86.00%	
	No. of FT HE students achieved	356	380	385	429	396	444	456	468	
	No. of FT HE students	497	500	541	550	550	600	600	600	
	Percentage of FT HE students	71.63%	76.00%	71.16%	78.00%	72.00%	74.00%	76.00%	78.00%	
	No. of PT HE students achieved	298	312	302	316	320	344	360	369	
	No. of PT HE students	378	400	403	400	400	410	410	410	
	Percentage of PT HE students	78.84%	78.00%	74.94%	79.00%	80.00%	84.00%	88.00%	90.00%	

Measure		Actuals	Target	Actuals	Target	Target	Target	Target	Target	Note
		2015-16	2015-16	2016-17	2016-17	2017-18	2018-19	2019-20	2020-21	
4 (b)	Proportion of enrolled MD10 students successfully achieving a recognised qualification achieving a recognised qualification (FT & PT)									
	No. of FT FE students achieved	95		93		114	115	120	117	
	No. of FT FE students	160		153		150	150	155	155	
	Percentage of FT FE students	59.38%		60.78%		76.00%	77.00%	78.00%	76.00%	
	No. of PT FE students achieved	78		94		102	105	111	111	
	No. of PT FE students	116		128		125	125	130	130	
	Percentage of PT FE students	67.24%		73.44%		82.00%	84.00%	86.00%	86.00%	
	No. of FT HE students achieved	31		31		36	37	39	39	
	No. of FT HE students	46		47		50	50	52	52	
	Percentage of FT HE students	67.39%		65.96%		72.00%	74.00%	76.00%	76.00%	
	No. of PT HE students achieved	12		10		12	13	15	13	
	No. of PT HE students	17		13		15	15	17	17	
	Percentage of PT HE students	70.59%		76.92%		80.00%	84.00%	88.00%	76.00%	

Measure		Actuals	Target	Actuals	Target	Target	Target	Target	Target	Note
		2015-16	2015-16	2016-17	2016-17	2017-18	2018-19	2019-20	2020-21	
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	
	No. of FT FE students	0		0		0	0	0	0	
	Percentage of FT FE students	0.00%		0.00%		0.00%	0.00%	0.00%	0.00%	
	No. of PT FE students achieved	12		26		28	29	34	34	
	No. of PT FE students	19		36		35	35	40	40	
	Percentage of PT FE students	63.16%		72.22%		82.00%	84.00%	86.00%	86.00%	
	No. of FT HE students achieved	0		0		0	0	0	0	
	No. of FT HE students	0		0		0	0	0	0	
	Percentage of FT HE students	0.00%		0.00%		0.00%	0.00%	0.00%	0.00%	
	No. of PT HE students achieved	5		3		8	9	10	10	
	No. of PT HE students	6		6		10	10	12	12	
	Percentage of PT HE students	83.33%		50.00%		80.00%	84.00%	88.00%	88.00%	

Measure		Actuals	Target	Actuals	Target	Target	Target	Target	Target	Note
		2015-16	2015-16	2016-17	2016-17	2017-18	2018-19	2019-20	2020-21	
4 (d)	Proportion of enrolled care experienced students successfully achieving a recognised qualification									
	No. of FT FE students achieved	14		13		12	13	15	16	
	No. of FT FE students	21		37		35	35	40	40	
	Percentage of FT FE students	66.67%		35.14%		35.00%	37.00%	39.00%	40.00%	
	No. of FT HE students achieved	2		1		2	2	3	3	
	No. of FT HE students	2		2		4	4	5	5	
	Percentage of FT HE students	100.00%		50.00%		50.00%	50.00%	55.00%	55.00%	
4 (e)	Proportion of enrolled students Full Time FE students aged 16-19 successfully achieving a recognised qualification									
	No. of FT FE students achieved	392		386		409	409	432	432	
	No. of FT FE students	682		622		650	650	675	675	
	Percentage of FT FE students	57.48%		62.06%		63.00%	63.00%	64.00%	64.00%	

Measure		Actuals	Target	Actuals	Target	Target	Target	Target	Target	Note
		2015-16	2015-16	2016-17	2016-17	2017-18	2018-19	2019-20	2020-21	
5	The number of starts for direct contracted apprenticeships (including industry bodies such as SDS, CITB and SECTT)	158	94	124	100	100	110	120	125	
6	Number and proportion of full-time learners with "work placement experience" as part of their programme of study	407	94	161	100	200	250	300	350	
		25.47%	6.00%	10.33%	6.50%	13.0%	17.0%	20.00%	23.00%	
7	The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	27	82	Not yet Available	87	55	63	73	75	
		6.00%	31.00%	Not yet Available	32.00%	10.00%	12.00%	14.00%	16.00%	
8	Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	859	952	Not yet Available	978	966	976	987	987	
		86.00%	91.00%	Not yet Available	92.00%	92.00%	93.00%	94.00%	94.00%	
9	SSES Survey - The percentage of students Overall, satisfied with their college experience									
	Percentage of full-time FE students	90.00%		88.00%		92.00%	93.00%	95.00%	95.00%	
	Percentage of full-time HE students			81.00%		92.00%	93.00%	95.00%	95.00%	
	Percentage of part-time FE students	93.00%		89.00%		92.00%	93.00%	95.00%	95.00%	
	Percentage of part-time HE students			95.00%		92.00%	93.00%	95.00%	95.00%	



Measure		Actuals	Target	Actuals	Target	Target	Target	Target	Target	Note
		2015-16	2015-16	2016-17	2016-17	2017-18	2018-19	2019-20	2020-21	
	Percentage of Distance Learning Students	100.00%		91.00%		92.00%	93.00%	94.00%	95.00%	
10	Gross Carbon Footprint Tonnes (3 year period)	1,201	1,313		1,185	1,117	1,087	TBC	TBC	

## **Board of Management**

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### **BUDGET FOR 2018/19**

#### **1. PURPOSE OF REPORT**

The purpose of this report is to approve the budget for the 2018/19 financial year.

#### **2. REPORT**

The Scottish Funding Council provided the indicative allocations of grant funding for 2018/19 on 27<sup>th</sup> February, which was finalised on 18<sup>th</sup> May 2018. The funding allocation provided by SFC includes core grant, capital maintenance grant and student support funding, and has been based on a target activity of 30,176 credits.

The target activity for 2018/19 includes an allocation of 676 credits (equivalent to 56 full time students) which have been ring-fenced for delivery of childcare activity. If the target childcare activity is not achieved during the year then SFC will claw back this portion of funding. Discussions are still ongoing regarding the childcare activity plans for 2018/19 and this will determine how likely the College is to achieve the target of 676 credits.

The grant offer letter has set out funding to meet pay harmonisation costs for 2018/19, and the overall increase in core funding includes some additional funds for rural and remoteness. However, the funding offer for student support is lower than the current year projected costs.

The budget has been prepared with the aim of achieving an underlying break-even position. Prudent assumptions have been used in preparing the report, and includes an assessment of non-SFC income, costs for staff required to deliver the planned curriculum, and materials required for the curriculum and overheads.

In preparing these figures, the forecast out-turn for the current academic year has been assessed and adjustments made for planned developments and other changes. A summary Income and Expenditure report is attached which shows the forecasts for the current year and the budget for 2018/19. The budget has been based on the assumption that the activity and childcare activity targets set by SFC will be achieved, and this will be closely monitored.

Student support income and expenditure is shown separately, as those funds are ring-fenced, and can only be used in accordance with rules set by SFC and the Student Awards Agency for Scotland. Any changes in demand for student support funds will be highlighted and reported to the Executive Management Team and this Committee.

## Board of Management

### Key Assumptions

The key assumptions made for the budget are set out below.

### Income

#### SFC Grant Allocation

The table below shows a comparison of the indicative allocation of core grant and credit target for 2018/19 compared to the current year:

	2017-18	2018-19	Difference
Credit Target	30,067	29,500	
Additional Childcare	268	676	
	<b>30,335</b>	<b>30,176</b>	(159)
Core Funding	8,745,960	8,760,259	14,299
Additional Childcare funding	37,947		(37,947)
National Bargaining Funding	68,349	660,475	592,126
Other:			
- additional financial pressures	-	88,067	88,067
- Rural & Remoteness	-	200,000	200,000
- ESOL	37,631	25,191	(12,440)
	<b>8,889,887</b>	<b>9,733,992</b>	844,105

**Core funding** – the allocation of core funding includes a fixed element which relates specifically to the increased childcare targets.

**National Bargaining** - the allocation of funding for National Bargaining has been based on the pay modelling work carried out by Colleges Scotland, and uses data on staffing levels at September 2017. The indicative budget allocation includes a contribution to fund costs for changes to annual leave and contact hours as well as the changes to pay scales. In addition, the

## Board of Management

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figures above also include an allocation of grant to cover a 6% increase in the costs of the support staff job evaluation exercise. SFC have indicated that the final grant award may not include the element of grant for support staff job evaluation, and instead they may allocate those funds when actual costs of support staff job evaluation are known. This will be highlighted when the grant award letter is received from SFC.

Based on our current understanding of the impact of National Bargaining, the indicative funding appears to be sufficient to cover the incremental costs for 2018/19 for transition to the new pay scales for lecturers' salaries. However SFC have indicated that any increased costs resulting from cost of living pay awards will not be funded, and this could have a significant impact on the out-turn for the year.

**Capital maintenance** - the grant for capital maintenance has increased by £7,296 from 2017/18 levels. The total funding of £381,214 includes funds of £155,301 which have been ring-fenced for very high priority backlog maintenance highlighted in the review of College estates. A separate report has been prepared for this Committee which sets out the action plan to address the areas highlighted.

**Flexible Workforce Development Fund** – the budget does not include any grant income from the Flexible Workforce Development Fund (FWDF). SFC have indicated that the FWDF will continue in 2018/19, but the allocations to individual colleges is not yet known.

### **Other Income**

Other income includes SAAS fee income been based on planned activity for 2018/19, and also includes a modest increase in CTS income, SVQ fees, SVQ numbers, an increase in part-time fees, and assumes that some external project income will also be received.

### **Expenditure**

#### **Salaries**

Salary costs are expected to remain a significant portion of total expenditure during 2018/19.

The staffing budget forecasts reflect our current understanding of the impact of national bargaining. The impact of the support staff job evaluation exercise in September 2018 may be subject to change, but costs have been estimated at this time.

## Board of Management

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The salary budget has been drafted based on the curriculum plans for 2018/19, and includes the costs for staff required to deliver the curriculum. Prudent assumptions have been made regarding the current support management re-structure as well as some positions which are currently vacant.

The pay model reflects the transition to the agreed pay scales for lecturing staff, and the increased staffing required as a result of the decrease in contact time.

Assumptions for cost of living pay awards for support staff at 3% and 2% have been included in the projections, in line with Public Sector Pay Policy.

Overall staffing costs show an increase of 10% on the current year forecasts due to the impact of National Bargaining.

### **Property costs**

The budget is expected to cover core costs for ongoing estates maintenance and repairs, and well as the very high priority areas identified in SFC's report. In addition, funds of £60,000 have been set aside to cover other estates developments.

Any future developments will require to be costed and assessed against budget available.

### **Operational Plan**

No funds have been included in the budget at this time to fund operational plan developments. Total requests for resources and staffing developments in 2018/19 amount to £457,000 and this will be reviewed again if any further budget funding is identified, and expenditure will be prioritised based on current plans.

### **Other expenditure**

Supplies and services forecasts are based on 2017/18 budget levels, with minimal changes to overall budget allocations made following budget holder meetings.

Some funds have been set aside to cover requests including continuing to provide a Breakfast Club to students, and some additional budget for staff development.

### **Cash Budget for Priorities (Depreciation Cash Grant)**

Expenditure from the Cash Budget for Priorities is based on the priority areas proposed by SFC, and the amount of budget has been fixed as £390,000.

## **Board of Management**

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Costs have been allocated to these funds as follows:

Consolidated pay award for 2015/16 -	£85,000
Estates developments -	£305,000

Those costs have been shown separately in the budget summary as 'depreciation cash expenditure'.

### **Arm's Length Foundation**

The budget for 2018/19 includes the second instalment of grant for engineering equipment which has previously been approved by the Scottish Colleges Foundation, and related expenditure, which amounts to £55,000.

Estimated funds of £25,000 are still available to draw down from the Scottish Colleges Foundation for Dumfries and Galloway College.

### **Student Support Funding**

Student support grant funding reflects the SFC allocation which was £1,787,000. EMA expenditure and related income has been estimated as £250,000 and SAAS funding for HE Discretionary funds is estimated to be £76,000 in line with the current year. The projections are based on nil overspend for the year.

The proposed allocation of student support funds from SFC represents a decrease of £326,000 from the current year forecast expenditure, and will require to be closely monitored throughout the year. SFC have indicated that they have retained some budget to meet requests for additional student support funding during the year.

### **Assets and depreciation**

Depreciation and the corresponding release of deferred capital grants have been calculated based on the fixed assets at 31 March 2018, and includes an adjustment for planned changes up to August 2018. The College buildings are subject to revaluation at 31 July 2018 for the financial statements disclosures, which may have an impact on depreciation charges.

### **Contingency**

No general contingency has been included in the budget at this time.

## Board of Management

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### **Out-turn for the period**

The budget shows an underlying break-even out-turn, which is subject to achieving the childcare target set out in the indicative grant letter.

The staffing budget will also require to be reviewed and updated for changes arising, including the support staff job evaluation exercise.

Due to the number of unknown factors which will impact on the budget, the forecasts for income and expenditure will be monitored and reported back to the Executive Management Team and this Committee in order to make adjustments to meet targets and re-align plans where necessary.

### **3. RECOMMENDATION**

The Finance and General Purposed Committee reviewed and approved the 2018/19 budget at its meeting on the 22<sup>nd</sup> May 2018. Members are asked to accept the Finance and General Purposes Committee recommendation to approve the budget for 2018/19.

## Board of Management

### APPENDIX

	AY 2017/18	AY 2018/19	
<b>Budget Summary:</b>	<b>Forecast August 2017 to July 2018</b>	<b>August 2018 to July 2019</b>	<b>Change from 2017/18 forecast</b>
<b>Income</b>	<b>£'000</b>	<b>£'000</b>	<b>£'000</b>
Grant Income	(9,046)	(9,808)	(762)
ALF grants	(255)	(55)	200
Capital maintenance grant	(334)	(381)	(47)
Release of deferred capital grant	(760)	(762)	(2)
Fee Income	(1,620)	(1,577)	43
Other Income	(52)	(57)	(5)
<b>Total Income</b>	<b>(12,067)</b>	<b>(12,640)</b>	<b>(573)</b>
<b>Expenditure</b>			
<b>Total Pay Costs</b>	<b>8,249</b>	<b>9,044</b>	<b>795</b>
Property Costs	496	549	53
Supplies and Services	741	708	(33)
Other Employee Costs	176	182	6
Telephones and Computing	437	419	(18)
Transport	58	62	4
Refectory	17	4	(13)
Other	219	213	(6)
Registration costs	202	210	8
Marketing	70	76	6
Depreciation	1,204	1,173	(31)
Contingency	198	-	(198)
<b>Total Other Costs</b>	<b>3,818</b>	<b>3,596</b>	<b>(222)</b>
<b>Total Expenditure</b>	<b>12,067</b>	<b>12,640</b>	<b>573</b>
<b>Underlying Operating Surplus/ (Deficit)</b>	<b>(0)</b>	<b>0</b>	<b>(0)</b>



## Board of Management

		AY 2017/18	AY 2018/19	
<b>Budget Summary:</b>		Forecast August 2017 to July 2018	August 2018 to July 2019	<i>Change from 2017/18 forecast</i>
Depreciation cash expenditure		390	390	0
Overall Operating Surplus/ (Deficit)		(390)	(390)	0

		AY 2017/18	AY 2018/19	
<b>Student Support:</b>		Forecast August 2017 to July 2018	August 2018 to July 2019	<i>Change from 2017/18 forecast</i>
Income		(2,438)	(2,112)	326
Expenditure		2,438	2,112	(326)
Net costs		0	0	0

## Board of Management

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### 1 Introduction

On the 1<sup>st</sup> April 2015, parts of the [Children and Young People \(Scotland\) Act 2014](#), came into effect. Part 9, relating to Corporate Parenting, was one of the parts of the Act which came into effect. Under the Act the College is now a Corporate Parent and as such must prepare, keep under review and publish a 'Corporate Parenting Plan'.

### 2 What is corporate parenting?

The definition from statutory guidance on corporate parenting is:

*"An organisation's performance of actions necessary to uphold the rights and safeguard the wellbeing of a looked after child or care leaver, and through which physical, emotional, spiritual, social and educational development is promoted".*

Section 96(2) of the Act describes the term wellbeing in terms of eight indicators.

- |             |               |
|-------------|---------------|
| ▪ Safe      | ▪ Active      |
| ▪ Healthy   | ▪ Respected   |
| ▪ Achieving | ▪ Responsible |
| ▪ Nurtured  | ▪ Included    |

### 3 Who does corporate parenting apply to?

3.1 In the Act corporate parenting applies to:

- a. Every child who is looked after by a local authority (this may be in Foster Care; Kinship Placement; at home; Residential Unit or School; and Secure Unit.)
- b. Every 'care leaver' under the age of 26

#### 3.2 Post Education

Looked after children and care leavers can often lack the skills and self-esteem necessary to impress employers, and as a result many find themselves trapped in long term unemployment.

### 4 What does it mean to be a corporate parent?

4.1 The Act states that corporate parenting for the College is about secure nurturing, positive childhoods, from which vulnerable young people can develop into successful learners, confident individuals, responsible citizens and effective contributors. The Act states:

*"It's about listening to the wishes, needs and fears of the children and young people we work with, and proactive and determined in our effort to meet them."*

The corporate parenting plan follows the model developed by The Centre for Excellence for looked after Children in Scotland (CELCIS):

### **5 Collaboration**

It is also a requirement that corporate parents must work in collaboration with other corporate parents, sharing information, providing advice or assistance, co-ordinating activities, and funding activities jointly. The College will collaborate with Dumfries and Galloway Council, local schools, Skills Development Scotland, and local Universities. **In addition to the six areas above the Plan includes activities and actions in relation to collaboration.**

### **Review**

The action plan will be reviewed every 3 years or whenever legislation changes affect any part of it.

**This plan was adopted by the Board of Management at its meeting on the 15<sup>th</sup> December 2015 and has been reviewed and changed as appropriate. It is also impact assessed.**

## Dumfries and Galloway College Corporate Parenting Action Plan

### The Plan

The plan covers each of the six areas and follows the model developed by The Centre for Excellence for looked after Children in Scotland (CELCIS). The six areas are:

Area:	Current relevant activities	Actions needed to progress work in this area	Expected outcomes
<b>1 Alert</b>	1.1 Care Leavers and Looked After Young People (LAYP) have a specific contact in the Student Support and Guidance Team, but all staff will support at any given time.	All staff in department (student advisers, education support workers and Learning Zone staff) to be aware of issues which may affect Care Leaver/LAYP students.	Monitor attendance and behaviour. Liaise with social workers, residential care providers etc. Having a specific adviser dedicated to this role means information does not get lost in the system, and is passed to relevant staff in the College.
	1.2 When at school transitional meetings be proactive re. asking about Care Leavers and LAYP who may apply. Particular attention to be paid to winter leavers.	Contacting Pupil Support staff in relevant year groups.	Fewer students arriving about whose needs we are not aware. Continue with the close collaboration with feeder schools to identify prospective students.
	1.3 Contacting residential care homes to ensure we are aware of all young people in care who are attending College.	Phone calls/visits	Fewer students arriving about whose needs we are not aware especially if the student is from another region in Britain. Identify all Care Leaver/LAYP students.
	1.4 Advice sessions for students to include general Care Leaver info. Mentioning relevant staff by name.	Teaching staff aware of where to signpost the students (obviously not asking directly, but making whole group aware of facilities).	Care Leaver/LAYP students going to student advisers in The Point for information, and knowing there is a support system. Give advice and information to make sure they are fully supported and aware of support available.

## Dumfries and Galloway College Corporate Parenting Action Plan

Area:	Current relevant activities	Actions needed to progress work in this area	Expected outcomes
	1.5 Application forms/enrolment forms more user friendly for this group, to allow them to alert us to their circumstances.	Forms are adjusted.	Greater awareness, to allow us to support the group of relevant students.
	1.6 Ensure we have named contact for the young person in the community.	This is on the new assessment form.	Quicker communication in case of a crisis.
	1.7 Listen 2Us group.	Arrange meetings regularly.	Awareness of issues/difficulties from the young people themselves. Opportunity to develop useful systems.
	1.8 Staff development/suitable events.	CDN/ Safeguarding events/ regional events.	Raising awareness of the difficulties to make sure the Care Leaver/LAYP students are not disadvantaged, and are supported to a high standard.
	1.9 Education Support Workers can scan classes for students struggling.	Identify struggling students and refer for Needs Assessment.	Education support put in place or other support systems as appropriate.
	1.10 All new staff made aware of possible issues/difficulties.	At induction.	Awareness of responsibilities and risks.
	1.11 Through care team.	Keep in contact.	Multi-agency support.
	1.12 Member of Regional Council's Corporate Parenting team .	Communication	Relevant Information sharing regarding local and national provision. Opportunity to discuss issues .
	1.13 Changes in student behaviour.	Be proactive.	Support internally/ signpost to relevant agencies for help
	1.14 Student Association and Class Reps made aware of whom to liaise with if they are	Training for class reps and Student Association.	All relevant staff aware of possible issues surrounding Care Leaver/LAYP students.

## Dumfries and Galloway College Corporate Parenting Action Plan

Area:	Current relevant activities	Actions needed to progress work in this area	Expected outcomes
	dealing with an issue regarding a Care Leaver/LAYP student. They must signpost.		
	1.15 Residential Care Homes, Kinship Placements, Foster Carers and Secure Units all have contact details of the member of staff responsible for Care Leaver/LAYP students in College.	Ensure that agencies involved have the contact details at the earliest opportunity.	Information is shared effectively to ensure the best possible outcomes in all situations.
	1.16 Being alert to mental health issues Care Leaver/LAYP students may face whilst attending college.	Identifying these at the start of course to help with transition into College life. Create time to speak with college safeguarders. Signpost to self-help apps such as Flowy, Headspace, In Hand. Direct students to online resources such as <a href="http://www.mind.org.uk">www.mind.org.uk</a> <a href="http://www.studentsagainstdepression.org">www.studentsagainstdepression.org</a> <a href="http://www.ayemind.com">www.ayemind.com</a>	Improving mental wellbeing and giving Care Leavers and LAYP tools that help them to identify when to seek further assistance or distraction techniques to help with anxiety etc.
	1.17 Being alert to significant life events.	Send out card to acknowledge birthday.	Care Leaver/LAYP students feel less lonely, and they feel supported and connected. Helps with communication.
	1.18 Being alert to students' hardships	Use the breakfast club to monitor/identify any Care Leaver/LAYP students in need by how often they use the breakfast club	If there are any Care Leaver/LAYP students with hardship issues that we weren't aware of they can be offered hardship money e.g. Hollywood Trust/Crichton Foundation if appropriate.

## Dumfries and Galloway College Corporate Parenting Action Plan

Area:	Current relevant activities	Actions needed to progress work in this area	Expected outcomes
<b>2 To assess the needs:</b>	2.1 Consult and engage with Care Leaver/LAYP students to identify needs and potential barriers to participation. Not every student will disclose this to adviser, but may to their Personal Tutor.	Individual or group meetings as the group see fit.	Improving provision. To ensure staff understand barriers faced by that student group.
	2.2 Information sheet developed (mini needs assessment)	Form developed. Awareness of SHANARRI principles.	Useful information relevant to individual students, to ensure we effectively teach and support the student.
	2.3 Transitional meetings with Care providers and the prospective student. Collaboration with other agencies. Data sharing.	Awareness of provision in the community.	Awareness of issues to ensure the best possible start at college. Early intervention. Effective partnership with care providers to ensure any additional needs are identified and the process of providing specific support put in place i.e. needs assessment carried out. Ensure care providers have sufficient info on relevant college paper work.
	2.4 Application form allows students to alert us to the fact they are Care Leavers and/or LAYP.	Emphasise this at meetings and advice sessions to social workers and other relevant staff.	Their needs are met as soon as possible, to ensure they do not get lost in system.
	2.5 Assess the needs of Care Leaver/LAYP students who do not have enough money for basic needs. Application to Crichton Foundation for higher award.	Provide lunch vouchers for most struggling Care Leaver/LAYP students, so that they are never without a lunch, but cause of lack of money also to be explored. We will be able support students with	Lunch voucher to be used in canteen - Care Leaver/LAYP students gets at least 2/3 square meals a week whilst attending College. Supports Care Leaver/LAYP students who are in supported accommodation or have own tenancy agreement. Support Care Leaver/LAYP

## Dumfries and Galloway College Corporate Parenting Action Plan

Area:	Current relevant activities	Actions needed to progress work in this area	Expected outcomes
		any financial difficulties that may unexpectedly arise.	students with most outgoings.
<b>3 To promote the interests</b>	3.1 Liaise with The Prince's Trust	Meetings with Team leaders.	Information on Care Leaver/LAYP students who have taken part, and any problems of which we need to be aware/address to fully support.
	3.2 Liaise with Student Association [SA]	Introduce Care Leaver/LAYP students to students involved in association. SA Manager to email monthly updates on what is coming up, what activities/events are going to running. Email/Text to be sent out by Student Adviser to Care Leaver/LAYP students informing them of these activities/events.	Awareness/ inclusion in events.
	3.3 Get-together with the Care Leaver/LAYP students who feel comfortable with meeting as a group.	2 lunches per academic year, but also handled delicately , as some Care Leavers and LAYP guard their privacy.	Friendships.
	3.4 Peer mentoring. Previous year students (Care Leavers and LAYP) to mentor new Care Leaver and LAYP students.	Similar to "Just Ask" but more on a relatable level. Support/Friendships. Meeting/training with potential mentors to pass on the strict guidelines for the peer mentoring.	Security. Friendships for new Care Leaver and LAYP students.
	3.5 Student adviser for Care Leavers and LAYP organises additional funding if appropriate.	Keep fully informed through student referral system of concerns/ absence by teaching staff.	Improve retention.



## Dumfries and Galloway College Corporate Parenting Action Plan

Area:	Current relevant activities	Actions needed to progress work in this area	Expected outcomes
	3.6 Student contact details	Ensure we have relevant email /contact details of Care Leaver and LAYP students, and not just of their care providers.	Ensure students have all relevant info/ empowerment.
	3.7 Free breakfast club	Ensure that students get at least one meal a day.	This will help with concentration and promote health and wellbeing.
<b>4 To seek to provide opportunities:</b>	4.1 Pre-course meetings as necessary	Dates/times arranged in advance. Transitional information passed on.	Smooth transition and awareness of possible barriers to learning/inclusion.
	4.2 DG Access entry forms	Targeting all students to make them aware.	Develop social skills. Increase activity. Healthy options.
	4.3 Work closely with Skills Development Scotland to promote opportunities.	Contact and meeting.	Help with positive destinations/ awareness of career paths.
	4.4 Promote Lunchtime Sports Activities/Gardening Club	Information to be circulated to students.	Confidence/Inclusion.
	4.5 Involvement in Citizenship week/info days.	Students aware of opportunities.	Confidence/Inclusion.
	4.6 Thorough pre-exit meeting.	One to one meetings arranged.	Positive destination after college course.
	4.7 Provide funding to pay for graduation costs, gown/cap, photos etc.	Fund this through The Holywood Trust.	Feeling of achievement, and positive outcome for future prospects.
	4.8 Introduce Care Leaver/LAYP students to the Student Association when they start College.	Develop links with the SA, to find out what current activities are running. Let the Care Leaver/LAYP student know.	Keep active with sports activities. Promoting mental wellbeing. Feel included and develop confidence, meet new people.

## Dumfries and Galloway College Corporate Parenting Action Plan

Area:	Current relevant activities	Actions needed to progress work in this area	Expected outcomes
<b>5 To take action to help these children access opportunities and make use of services:</b>	5.1 Specific leaflet explaining what Care Leaver/LAYP students can access at college and how they will be supported.	Leaflet distributed as necessary.	Greater security/ awareness for Care Leaver/LAYP students. Have a college contact.
	5.2 Information on smoking cessation , pregnancy health, sexual health, drugs and alcohol etc.	Information sessions, leaflets, sign posting. Citizenship.	Improved health and well-being.
	5.3 Promote use of College Fitness suite.	Students shown around and induction arranged.	Feel good factor/healthy living/inclusion.
	5.4 Make use of College “Just Ask” scheme.	Make students aware that they can “ just ask”.	Information acquired as needed re. college/directions. Care Leaver/LAYP students will be signposted to a member of Student Support and Guidance Team if the “just ask” student cannot help.
	5.5 Introduce Care Leaver/LAYP students to the Team Leader in Educational Support.	Meeting to promote confidence.	Awareness of the role of Education Support, and confidence to ask if struggling academically.
	5.6 Information on College website and LearnNet (College VLE) for Care Leaver/LAYP student where services, opportunities and contact details of relevant support staff are featured.	Meeting with Information Services to move this forward.	Information communicated effectively to students.
	5.7 Pre-exit one to one meetings	Via PLSP system.	Positive destinations.
	5.8 SAAS bursary available £7625 Vacation grant from SAAS	Make students aware.	Encourage to progress in their education and provide financial help.

## Dumfries and Galloway College Corporate Parenting Action Plan

Area:	Current relevant activities	Actions needed to progress work in this area	Expected outcomes
	5.9 Support with UCAS applications	Liaise with Admissions department.	Less stress and anxiety about putting their UCAS applications in.
	6.0 Leaflet that explains what Care Leaver/LAYP students can access and how they can be supported to be constantly updated.	Keep simple user friendly language.	Easier to understand from a Care Leaver/LAYP student's point of view.
<b>6 To take actions to improve as a corporate parent:</b>	6.1 Crichton Foundation money to help with financial difficulties	Advisers explaining benefits.	Relieve some monetary stress.
	6.2 Awareness of current provision and associated services for young people leaving care.	Contact with social work/ housing partnerships.	Awareness of difficulties and provision available when advising young people.
	6.3 Liaise with Care Hub ( Police Scotland) for safeguarding issues.	Continue to liaise.	Awareness of issues and steps which may need to be taken.
	6.4 Holywood Trust applications considered for appropriate students.	Advisers or Personal Tutors identifying appropriate students.	Students making application to assist in a crisis or to help academically.
	6.5 Continue to provide a good quality and effective service.	Get feedback from Care Leaver/LAYP students.	Change processes as needed to ensure we continue to provide an effective, high quality service.
	6.6 To improve as a Corporate Parent by making all College staff aware of issues.	Discussed at induction with Safeguarding and Student Support and Guidance Manager.	All lecturers and academic staff are made aware of what we need to do as a Corporate Parent. All lecturing staff have read and fully understood the content of CPP. Improved communication between all departments where information can be shared that is relevant to Care Leaver/LAYP student.

## Dumfries and Galloway College Corporate Parenting Action Plan

Area:	Current relevant activities	Actions needed to progress work in this area	Expected outcomes
	6.7 Closer monitoring by personal tutors with regards to progress, identifying any additional learning needs and attendance issues. Earlier intervention needed from Personal Tutor.	Students can be signposted to student advisers.	Increased retention. Sense of feeling more supported. Removal of any barriers that might be preventing Care Leaver/LAYP students from attending and learning at same rate as other students.
	6.8 Improved communication between Student Support and Guidance team and academic teams. Student support and Guidance and Academic departments working more closely due to restructure.	Currently work with the referrals for early intervention if needed. Continue to work closely with Academic teams.	Better retention and Care Leaver/LAYP students feel more supported with any difficulties and barriers that may arise.
<b>7 To collaborate with other corporate parents</b>	7.1 Schools.	Contacting schools who have changed staff/have become remiss about asking College to transitional meetings.	Young people's needs flagged up to College before they enrol at College.
	7.2 Children's Hearings/Reporter/Child's Plan Meetings	Attend when invited	More relevant support in College
	7.3 Skills Development Scotland	Session to raise awareness	Positive signposting for college and SDS
	7.4 Lead "Named person" for council	Continue to meet to progress systems.	System for referral from College
	7.5 Police	Continue to liaise, and maintain links	Support and information, holistically.
	7.6 Social work	Continue to liaise	Support and information
	7.7 Local authority care homes and private care homes	Making them aware of our facilities/support systems.	Working in partnership to ensure the best possible outcomes for students in residential care.

## Dumfries and Galloway College Corporate Parenting Action Plan

Area:	Current relevant activities	Actions needed to progress work in this area	Expected outcomes
	7.8 The College is committed to attending external training events on Looked after Children, Young People and Care Leavers	Being aware / alert to training opportunities. Staff members share info to relevant staff group.	Constantly improve skills for working with this group of students.

## DATA PROTECTION POLICY

<b>Responsibility</b>	<b>Vice Principal Business Development and Corporate Services</b>	<b>Andy Glen</b>
<b>Issue Date</b>	<b>May 2018</b>	
<b>Revision Date</b>	<b>May 2021</b>	

Reference No.	SA7/POL/017/003
Document Title	Data Protection Policy
Page	1 of 10
<b>PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED</b>	

## DATA PROTECTION POLICY

### 1 Introduction

This policy outlines how the College will fulfil its obligations in accordance with the General Data Protection Regulations (GDPR)

- 1.1. In undertaking the business of Dumfries and Galloway College (College), the College creates, gathers, stores and processes large amounts of data on a variety of data subjects such as on students (both potential, current and former), staff, customers/suppliers and members of the public. The College's use of personal data ranges from CCTV footage, financial transactions with commercial customers through to the processing of a student's details throughout their journey, from application through to graduation.
- 1.2. Some of the data the College creates/collects and processes will be other people's personal and/or sensitive data, i.e. data concerning a data subject's racial or ethnic origin, political opinions, religious beliefs, trade union activities, physical or mental health or sexual life
- 1.3. As the College's recording and use of data continues to increase, it is more important than ever that every member of College staff understands the law that exists in relation to data protection and staff responsibilities in ensuring that data is secured and protected in line with the law.
- 1.4. Data protection is an important part of the College's overall information security arrangements. All information must be handled safely and securely according to agreed policy. In addition to good practice, some data sets are subject to external legislation and it is vital that staff recognise both categories in their handling of College information and data.
- 1.5. Data protection legislation has existed in the UK for many years with the Data Protection Act (1998) being the current iteration. In May 2018, new legislation will come into force - the General Data Protection Regulations (GDPR).
- 1.6. As the College processes 'personal data' of staff, students and other individuals, it is defined as a Data Controller for the purposes of the GDPR. The College currently processes personal data strictly in accordance with Data Protection legislation and this will continue to be the case in relation to the GDPR.
- 1.7. The GDPR applies to all data relating to, and descriptive of, living individuals defined in the Regulations as 'personal data'. Individuals are referred to as 'data subjects'.
- 1.8. The GDPR places obligations on the College and the way it handles personal data. In turn the staff and students of the College have responsibilities to ensure personal data is processed fairly, lawfully and securely. This means that personal data should only be processed if we have a valid condition of processing (e.g. public interest/task, consent obtained from the data subject, or a contract with them) and we have provided information to the individuals concerned about how and why we are processing their information (i.e. a privacy notice). There are restrictions on what the College is allowed to do with personal data such as passing personal information on to third parties, transferring information outside the EU or using it for direct marketing.

Reference No.	SA7/POL/017/003
Document Title	Data Protection Policy
Page	2 of 10
<b>PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED</b>	

1.9. The College is committed to a policy of protecting the rights and freedoms of individuals with respect to the processing of their personal data.

## 2. Background

### 2.1. Data Protection principles

2.1.1. The College is required to adhere to the six principles of data protection as laid down in the GDPR, which means that information must be collected and used fairly, stored safely and not disclosed to any other person unlawfully. The six principles are:

- Personal data shall be processed lawfully, fairly and in a transparent manner ('lawfulness, fairness and transparency').
- Personal data shall be collected for specified, explicit and legitimate purposes and not further processed in any manner incompatible with those purposes. Further processing for archiving, scientific or historical research or statistical purposes is permissible ('purpose limitation').
- Personal data shall be adequate, relevant and limited to what is necessary in relation to the purpose for which it is processed ('data minimisation').
- Personal data shall be accurate and where necessary kept up to date ('accuracy').
- Personal data processed for any purpose shall not be kept for longer than is necessary for that purpose ('storage limitation').
- Personal data shall be processed in a manner that ensures appropriate security including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures ('integrity and confidentiality').

### 2.2. Personal Data

2.2.1. Personal data is information about a living individual, who is identifiable from that information or who could be identified from that information when combined with other data which the College either holds or is likely to obtain. GDPR also refers separately to 'special categories' of personal data which includes particularly sensitive personal information such as health details, racial or ethnic origin or religious beliefs. Further information and guidance on personal data, including a full list of 'special categories' of personal data, is available on the ICO website [<https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/lawful-basis-for-processing/special-category-data/>]

2.3. The definition of 'processing data' includes obtaining/collecting, recording, holding, storing, organising, adapting, aligning, copying, transferring, combining, blocking, erasing and destroying the information or data. It also includes carrying out any operation or set of operations on the information or data, including retrieval, consultation, use and disclosure.

2.4. The College, as data controller, remains responsible for the control of personal data it collects even if that data is later passed onto another organisation or is stored on systems or devices owned by other organisations or individuals (including devices personally owned by members of staff)

Reference No.	SA7/POL/017/003
Document Title	Data Protection Policy
Page	3 of 10
<b>PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED</b>	



### 3. General

- 3.1. The College is responsible for demonstrating compliance with the six data protection principles (see paragraph 2.1.1).
- 3.2. Compliance with the GDPR, and adhering to these principles is the responsibility of all members of the College. Any deliberate breach of this policy may lead to disciplinary action being taken, access to College facilities being withdrawn, or even criminal prosecution.
- 3.3. The College is required to keep a record of its data processing activities as a summary of the processing and sharing of personal information and the retention and security measures that are in place. For more information about these records (see section 4 Records of Processing Activities)
- 3.4. All College users of personal data must ensure that all personal data they hold is kept securely. They must ensure that it is not disclosed to any unauthorised third party in any form either accidentally or otherwise. Data Security should be undertaken in line with the ICT Security Policy and the ICT Acceptable Use Policy.
- 3.5. It is the responsibility of individuals to ensure that any data held by the College is accurate and up-to-date. Completion of an appropriate form will be taken as an indication that the data contained therein is accurate. Similarly, it is the responsibility of individuals to notify the College of any relevant change of circumstances e.g. address, emergency contact, to enable the College to maintain accurate files. It is also the responsibility of the College to ensure that any notification received regarding changed circumstances e.g. change of address or course is recorded and acted upon.

### 4. Records of Processing Activities

- 4.1. As a data controller the College is required to maintain a record of processing activities which covers all the processing of personal data carried out by the College. Amongst other things this record contains details of why the personal data is being processed, the types of individuals about which information is held, who the personal information is shared with and when personal information is transferred to countries outside the EU. The College will create a Record of Processing for each process which collects personal data, as defined under GDPR.
- 4.2. Copies of these records are published on the College website and held by the Data Protection Officer.
- 4.3. Staff embarking on new activities involving the use of personal data that is not covered by one of the existing records of processing activities should inform the Data Protection Officer before starting the new activity.

Reference No.	SA7/POL/017/003
Document Title	Data Protection Policy
Page	4 of 10
<b>PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED</b>	

## 5. Security and Data Sharing

- 5.1. All personal data held by the College will be kept in accordance with the ICT Security Policy and associated procedures

## 6. Conditions of Processing and Consent

- 6.1. In order for it to be legal and appropriate for the College to process personal data at least one of the following conditions must be met:
- a) The data subject has given his or her consent
  - b) The processing is required due to a contract
  - c) It is necessary due to a legal obligation
  - d) It is necessary to protect someone's vital interests (i.e. life or death situation)
  - e) It is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller.
  - f) It is necessary for the legitimate interests of the controller or a third party and does not interfere with the rights and freedoms of the data subject (this condition cannot be used by public authorities in performance of their public).
- 6.2. All processing of personal data carried out by the College must meet one or more of the conditions above. In addition the processing of 'special categories' of personal data requires extra, more stringent, conditions to be met in accordance with Article 9 of the GDPR.
- 6.3. Under GDPR colleges are classified as public authorities and therefore the use of the 'legitimate interests' justification is not possible in terms of the Colleges core activities (public tasks). It may be possible to use legitimate interests for processing that is undertaken outwith the College's public task.
- 6.4. Public authorities are not encouraged to use consent for core activities due to the imbalance in the relationship between the controller and data subject. In these cases it is unlikely that consent could be deemed to be freely given. Therefore where possible the College should identify alternative justifications for processing which would normally be 'official authority vested in the controller' or 'contract', in these cases the official authority or relevant part of the contract should be identified.
- 6.5. Consent is defined as "any freely given, specific, informed and unambiguous indication of the data subject's wishes by which he or she by statement or other clear affirmative action, signifies agreement to the processing of personal data relating to him or her". The GDPR clarifies that silence, pre-ticked boxes or inactivity does not constitute consent.
- 6.6. Anyone who has provided consent has the right to revoke their consent at any time.

Reference No.	SA7/POL/017/003
Document Title	Data Protection Policy
Page	5 of 10
<b>PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED</b>	

## 7. Data Subject Rights

- 7.1. The GDPR gives data subjects the right to access personal information held about them by the College. The purpose of a subject access request is to allow individuals to confirm the accuracy of personal data and check the lawfulness of processing to allow them to exercise rights of correction or objection if necessary. However, individuals can request to see any information that the College holds about them which includes copies of email correspondence referring to them or opinions expressed about them.
- 7.2. The College must respond to all requests for personal information and information will normally be provided free of charge.
- 7.3. References are disclosable to the person about whom they are written under the subject access provisions of the GDPR. This includes references received by the College from external sources and confidential references given and received internally e.g. as part of advancement and promotions procedures. There is an exemption from disclosure for references written by College staff and sent externally, however these references would still be accessible to the applicant from the organisation to which the reference was sent. In order to maintain confidentiality and to prevent the unauthorised disclosure of information, staff should not provide references without a prior request from the student concerned.
- 7.4. The College is not required to disclose examinations scripts, however students are entitled to access any marks or comments annotated on the script. Students are entitled to their marks for both coursework and examinations. Unpublished marks must be disclosed within 5 months of a subject access request.
- 7.5. For information about making a subject access request see the ICO website <https://ico.org.uk/for-the-public/personal-information/>
- 7.6. Further information and guidance about handling subject access requests can be found in the Data Protection Procedure.
- 7.7. Data subjects have a number of other rights under the GDPR. These include:
- Right to Object – Data subjects have the right to object to specific types of processing which includes processing for direct marketing, research or statistical purposes. The data subject needs to demonstrate grounds for objecting to the processing relating to their particular situation except in the case of direct marketing where it is an absolute. Online services must offer an automated method of objecting.
  - Right to be forgotten (erasure) – Individuals have the right to have their data erased in certain situations such as where the data are no longer required for the purpose for which they were collected, the individual withdraws consent or the information is being processed unlawfully. There is an exemption to this for scientific or historical research purposes or statistical purposes if the erasure would render impossible or seriously impair the achievement of the objectives of the research. Individuals can ask the controller to 'restrict' processing of the data whilst complaints (for example, about accuracy) are resolved or the processing is unlawful.

Reference No.	SA7/POL/017/003
Document Title	Data Protection Policy
Page	6 of 10
<b>PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED</b>	

- Rights in relation to automated decision making and profiling – The right relates to automated decisions or profiling that could result in significant affects to an individual. Profiling is the processing of data to evaluate, analyse or predict behaviour or any feature of their behaviour, preferences or identity. Individuals have the right not to be subject to decisions based solely on automated processing. When profiling is used, measures must be put in place to ensure security and reliability of services. Automated decision-taking based on sensitive data can only be done with explicit consent.
- Right to Rectification - The right to require a controller to rectify inaccuracies in personal data held about them. In some circumstances, if personal data are incomplete, an individual can require the controller to complete the data, or to record a supplementary statement.
- Right to Portability – the data subject has the right to request information about them is provided in a structured, commonly used and machine readable form so it can be sent to another data controller. This only applies to personal data that is processed by automated means (not paper records); to personal data which the data subject has provided to the controller, and only when it is being processed on the basis of consent or a contract.

7.8. Any requests made to invoke any of the rights above must be dealt with promptly and in any case within one month of receiving the request.

7.9. Not all of the rights above are applicable to every instance where personal data is collected. The rights that apply should be noted in the relevant Privacy Notice for the information of the data subjects. Staff should also be aware of which rights apply and when.

7.10. Further information on data subject rights and dealing with requests to invoke these rights can be found in the Data Protection Procedure.

## 8. Retention of Data

8.1. Individual areas within the College are responsible for ensuring the appropriate retention periods for the information they hold and manage. Retention periods will be set based on legal and regulatory requirements, sector and good practice guidance. To ensure consistency of data retention periods, individual areas are responsible for ensuring retention periods are notified to the DPO and documented in the Colleges data audit documentation.

8.2. Personal data must only be kept for the specified retention period. Ad hoc personal data should only be kept for as long as is necessary to carry out the intended processing of the information. Once information is no longer needed it should be disposed of securely. Paper records should be shredded or disposed of in confidential waste and electronic records should be permanently deleted or anonymized if the data holds analytical value. Individual areas are responsible for ensuring the decision to delete or anonymize has been discussed and agreed with the head of the appropriate technical department and DPO.

8.3. If data is fully anonymised then there are no time limits on storage from a data protection point of view

8.4. Guidance on setting retention periods, based on the JISC Further Education Business Classification documents, for personal data can be found in the Data Protection Procedure.

Reference No.	SA7/POL/017/003
Document Title	Data Protection Policy
Page	7 of 10
<b>PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED</b>	

## 9. Personal Data Breach

9.1. The College is responsible for ensuring appropriate and proportionate security for the personal data that we hold. This includes protecting the data against unauthorised or unlawful processing and against accidental loss, destruction or damage of the data. The College makes every effort to avoid personal data breaches, however, it is possible that mistakes will occur on occasions.

Examples of personal data breaches include:

- Loss or theft of data or equipment
- Inappropriate access controls allowing unauthorised use
- Equipment failure
- Unauthorised disclosure (e.g. email sent to the incorrect recipient)
- Human error
- Hacking attack

9.2. If a data protection breach occurs the College is **required** in some circumstances to report this as soon as possible to the Information Commissioner's Office, and not later than 72 hours after becoming aware of it.

9.3. If you become aware of a data protection breach you must report it immediately. Details of how to report a breach and the information that will be required are included in the Data Protection Procedure

## 10. Privacy Notices

10.1. Under the 'fair and transparent' requirements of the first data protection principle, the College is required to provide data subjects with a 'privacy notice' to let them know what it does with their personal data (the main privacy notices for the College can be viewed at: [<https://www.dumgal.ac.uk/GDPR>]).

10.2. Privacy notices are published on the College website and are therefore available to staff and students from their first point of contact with the College. Summary information and links to the relevant privacy policy will be displayed prominently at any point of data collection (e.g. application and enrolment forms) as part of a layered approach, as recommended as best practice by the ICO.

10.3. Any processing of staff or student data beyond the scope of the standard privacy notice, or processing of the personal information of any other individuals will mean that a separate, specific, privacy notice will need to be provided.

## 11. Data Protection Impact Assessments and Data Protection by Design

11.1. Under the GDPR the College has an obligation to consider the impact on data privacy during all processing activities. This includes implementing appropriate technical and organisational measures to minimise the risk to personal data.

Reference No.	SA7/POL/017/003
Document Title	Data Protection Policy
Page	8 of 10
<b>PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED</b>	

- 11.2. It is particularly important to consider privacy issues when considering new processing activities or setting up new procedures or systems that involve personal data. GDPR imposes a specify 'privacy by design' requirement emphasising the need to implement appropriate technical and organisational measures during the design stages of a process and throughout the lifecycle of the relevant data processing to ensure that privacy and protection of data is not an after-thought.
- 11.3. Further information about techniques that can be used to reduce the risks associated with handling personal data including Anonymisation and Pseudonymisation see section 12 of the Data Protection Guidance Handbook on Data Protection by Design and Default.
- 11.4. For some projects the GDPR requires that a Data Protection Impact Assessment (DPIA) is carried out. The types of circumstances when this is required include: those involving processing of large amounts of personal data, where there is automatic processing/profiling, processing of special categories of personal data, or monitoring of publicly assessable areas (i.e. CCTV). The DPIA is a mechanism for identifying and examining the impact of new initiatives and putting in place measures to minimise or reduce risks. Information about when and how to carry out a DPIA can be found in the Data Protection Policy.

## 12. Direct Marketing

- 12.1. Direct marketing relates to communication (regardless of media) with respect to advertising or marketing material that is directed to individuals e.g. mail shots for fund raising, advertising courses etc. Individuals must be given the opportunity to remove themselves from lists or databases used for direct marketing purposes. The College must cease direct marketing activity if an individual requests the marketing to stop.
- 12.2. Direct marketing must also comply with the Privacy and Electronic Communications (EC Directive) Regulations 2003 (PECR) which covers marketing via telephone, text and email. For more information about direct marketing and PECR can be found in the Data Protection Policy.

## 13. Children

- 13.1. Under GDPR the following restrictions apply to the processing of personal information relating to children:
- a) Online services offered directly to children require parental consent.
  - b) Any information provided to a child in relation to their rights as a data subject has to be concise, transparent, intelligible and easily accessible, using clear and plain language.
  - c) The use of child data for marketing or for profiling requires specific protection.
- 13.2. The UK has still to determine the age of consent for the purposes of GDPR but it is expected to be 13 years of age. Under this assumption, the College does not conduct any activity which would fall under these restrictions. This policy should be reviewed should the age of consent be set above 13 years of age.

Reference No.	SA7/POL/017/003
Document Title	Data Protection Policy
Page	9 of 10
<b>PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED</b>	

13.3. The Data Protection Officer should be informed if any of the above activities are being contemplated.

#### 14. Conclusion

14.1. All staff and students of the College are required to comply with this Data Protection Policy, its supporting guidance and the requirements specified in the GDPR. Any member of staff or student who is found to have made an unauthorised disclosure of personal information or breached the terms of this Policy may be subject to disciplinary action. Staff may also incur criminal liability if they knowingly or recklessly obtain and/or disclose personal information without the consent of the College i.e. for their own purposes, which are outside the legitimate purposes of the College

14.2. The College could be fined for non-compliance with the GDPR. There are two tiers of fines depending on the type of infringement.

#### 15. Review

15.1. This Policy will be reviewed every 3 years or more regularly as circumstances dictate.

#### 16. Linked Policies/Related Documents

ICT Security Policy  
ICT Acceptable Use Policy  
Marketing Policy  
Data Protection Procedure

#### 17. DISTRIBUTION

All Staff  
Quality Manual

Reference No.	SA7/POL/017/003
Document Title	Data Protection Policy
Page	10 of 10
PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED	

## Board of Management



### Board/Curriculum Links

#### Learning for Leading Scheme – September 2018

#### Background

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.

In addition, the College would like to make best use of the skills and experience that the Board Members bring with them.

As a result the College has developed the “**Learning for Leading**” scheme to enable Board members to establish a link and a relationship with curricular departments.

Board Members who have expressed a preference have been allocated faculties as follows. Board Members who have not expressed a preference have been allocated to a faculty. However, this is only a proposal and can be amended if necessary.

Curriculum Area	Board Member	Curriculum Manager
Building Environment		
Business, Accounting & Computing		
Care (& Princes Trust)		
Childcare		
Creative Industries		
Hair & Beauty		
Hospitality & Sport (Passport to FE)		
Engineering & Automotive		
Business Development Unit		

#### Purpose of the Link

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



## Board of Management

### Guidance for Board Members

- You should endeavour to arrange two visits to your linked Curriculum Area in the first year of your link and a minimum of one visit each following year.
- You may find it helpful to ask the Curriculum Manager to provide you with a summary of the area's work and an indication of the key operational objectives of the Curriculum area. The Curriculum Area's self-evaluation and development plan is also a very informative document.
- Your initial visit should include a tour of the facilities, an opportunity to see students at work and perhaps an opportunity to meet with staff within the Curriculum Area. However, the content of a visit can vary and can be mutually agreed.
- Following your visits you should compile a short report, using the template provided, which should be forwarded to the Board Secretary. A copy of this report will be made available to the Chair of the Board, College Principal and the Curriculum Manager
- You should remember that you have a role within the College of Governance and Leadership. However, management is a responsibility delegated to the executive of the College. Therefore your visit is not a management review, more an opportunity to learn, and to offer advice and support.
- If, at any time, you are unclear as to the nature of the link please do not hesitate to contact the Principal, Chair of the Board or Board Secretary for further guidance.

### Guidance for Curriculum Managers

- You should, in consultation with your link Board Member, arrange visits to your area in each academic year as detailed above.
- You may be asked to provide; your most recent self-evaluation report and development plan, a summary of your area's activities, and an indication of the key operational objectives you are aiming to achieve.
- The content of visits can vary and can be mutually agreed. The initial visit should include a tour of the facilities, and may give an opportunity to see students working and to meet staff within the Curriculum area. Following a visit, the Board Member will be asked to compile a short report a copy of which will be sent to the Board Secretary, and made available to Chair of the Board, the College Principal and the Curriculum Manager.
- You should remember that Board Members have a responsibility for Leadership and Governance within the College, however, management is a delegated responsibility, therefore this visit is not a management review, simply an opportunity for you to benefit from the expertise and interest of the Board Member
- Likewise, it is an opportunity for the Board Member to increase their knowledge and insight
- If, at any time, you are unclear as to the nature of the link, please do not hesitate to contact the Principal for further guidance.

### Review

Following the visits and receipt of the completed reports, they will be reviewed by the Learning and Teaching Committee of the Board, and reported on to the full Board. This will enable the Board to share in the experiences of their colleagues and to identify common issues and themes.

## Board of Management

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The success of the scheme will be evaluated annually by the Learning and Teaching Committee of the Board and revised as required.

### **Next Steps**

The next steps will be to 'pair' Board Members and Curriculum Areas over the summer of 2018, with Learning for Leading commencing in September 2018

### **Recommendation:**

The board is asked to approve the proposal to introduce the Board Links, Learning for Leading Scheme, to commence in September 2018

Ann Walsh  
Secretary to the Board of Management  
May 2018

## Board of Management

### DUMFRIES AND GALLOWAY COLLEGE BOARD OF MANAGEMENT LEADING AND LEARNING REPORT



<b>Board Member:</b>
<b>Curriculum Area:</b>
<b>Date of Visit:</b>
<b>Summary of activities undertaken during visit:</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>
<b>Positive Impressions:</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>
<b>Areas which should be brought to the attention of the College Management:</b> <ul style="list-style-type: none"><li>•</li><li>•</li></ul>
<b>Further information required or requested:</b> <ul style="list-style-type: none"><li>•</li><li>•</li></ul>

## Board of Management

### Vision 2020 Review

#### Outcomes of Joint College Leadership Team/Board workshop on 27 April 2018

### 1 Purpose of the Report

To provide members with a summary of the outcomes from the Vision 2020 review workshop.

### 2 The Report

Overall, members considered the Strategic Outcomes still to be relevant, that there was evidence of progress in almost all areas and there were also suggestions of some specific actions for the College staff team to consider which would further improve outcomes.

There were 2 specific suggestions:

#### Objective 5 – 'We will support more businesses to start-up, grow and diversify'

The proposal is to change this strategic outcome to ***"We will support and encourage enterprise, entrepreneurship, growth and diversification"*** as this better reflects the focus and work of the college.

#### Objective 6 - We will enable people to build their independence and confidence in a supportive environment

Two main gaps were highlighted through the discussions. This group propose an additional success criteria should be added to reflect the diverse and challenging backgrounds of some of our young people.

\* Increased awareness and support of students identified as having additional needs (e.g. carers, care experienced, mental health) to improve confidence and independence.

Secondly the success criteria do not mention retention so it was suggested to change one to:

\* Increased student retention/attainment/outcomes.

An annexe containing the full feedback notes from the session are attached for information.

### 3 Recommendation

Members are asked to consider and, if so minded, approve the recommendations outlined in this paper. The next steps will be to take the proposed revisions to the all staff session in June and an amended Vision 2020 document back to Board in October 2018.

**Carol Turnbull**  
**Principal**  
**May 2018**

## Board of Management

### Vision 2020 Review

27 April 2018

#### Table/Objective 1 – We will provide opportunities to access and progress through education and training at all levels

*June Holland - facilitator*

- We promise opportunities to access and progress through education and training at all levels, although very aspirational we moving in a positive direction.
- Overall we provide courses which are fit for purpose and of high quality.
- Conflict with regional and national requirements due to national funding. The Regional Outcome Agreement can set agendas which cannot always be met, the rural difficulties faced are not reflected.
- Learning experience is high and it is important for the P.I's to be aspirational, however, Aspirational and P.I targets are sometimes set too high and difficult to meet. Systems to be put into place, for instance new analytics tool to ensure support is focused at the correct individuals. Staff and Resources are required as well as the strategic outcome to ensure achievement.
- Excellent at access and inclusion, The Breakfast Club, Do we have enough articulation routes to employment for those with barriers, the 3P's, Passport to College, Project Search, and Princes Trust.
- The successful model for positive destinations could be implemented else were in the college.
- DYW proves Challenging.
- Life Long Learning if very effective.
- Further marketing and branding required to grow the image of the college in the community and overcome assumptions. New posters by marketing and pathway leaflets, also ensuring there is a pathway for all. E.g. construction.
- Restriction in funding and the impact of small business.

#### Table/Objective 2 – We will deliver education and training that is a route to employment and career development and is aligned to local and national economic needs

*Janet Weir - facilitator*

Are these objectives still relevant – do we need to add/change/remove any

- The group agreed that the objectives are still relevant.

How well do we think we're doing so far? What evidence do we have?

- Very good progress has been made on this objective.
  - Local and national economic needs set the basis for curriculum planning.
  - There has been an increase in childcare places being available due to the increase in childcare hours being offered for young children.
  - The CTS portfolio is revised and developed to meet the needs for employment.

## Board of Management

- Course design is reviewed through self-evaluation and changes are made as appropriate. This can be in response to employer needs and for articulation to degree courses.
- There has been increase in school provision across the region with new curriculum being offered eg Accounting and FA in Engineering, as well as increased numbers for some curriculum areas such as Motor Vehicle.
- There are links with employers for courses such as the Overhead Linesman and Wind Turbine Programmes, which develop job opportunities for students when they successfully complete their course.
- There is quantifiable evidence from the final-destination statistics, which is gathered for full-time students, of students gaining employment or continuing to study. Figures show this to be above 80% positive outcomes over the past two years.
- Success stories are available on the College website of students moving into employment.

Are there gaps? Is there anything else (strategically) we think we should be doing?

- Need to introduce careers relevant to local and economic needs from pre-school and continue this throughout education to create suitably qualified students for the future.
- Need to include employers at self-evaluation to keep a check that qualifications meet what employers are looking for.
- Record evidence for all students to include part-time, to allow measurement of progression to employment and/or further study.
- Extend the period of time that destination is monitored for 3 – 6 months is quite a short period, although this is what is required by SFC.
- Include becoming self-employed in the data to be measured.
- Develop further the Stranraer Campus provision (Foundation Apprenticeships now being introduced).

### **Table/Objective 3 – We will be first choice for recruitment, training and development of the workforce**

*Alison Jardine – facilitator*

Increase Commercial and external income/ increase delivery of bespoke courses

- Mechanisms are in place through CTS to be able to report on income
- Employers are committed to working with their local college and have confirmed we are their first choice, as long as we are able to deliver
- Employer Engagement Strategy is key to success and needs to be revisited and revised
- Systems need to be developed for recording activity and communication to ensure opportunities are maximised
- Employer Advisory Groups need to be re-visited, focus, purpose and agenda need to be considered to ensure they are productive. If forums are already in place ensure the College is included, such as DYW
- Resources are required to generate additional income, both for the engagement and to deliver the solutions whether bespoke or certificated

Increase the number of learners progressing to employment

## Board of Management

- Full time students moving into employment recorded as a leaver and become a negative destination when it should be positive
- Need to develop part time solutions to allow those leaving early to continue with their education
- Need to develop part time options to create more flexibility for learners
- Increase the links with employers so that connections can be made with student during their time in college, probably through work placements
- Develop pathways between academic and vocational pathways
- OHL Model – are there opportunities to develop other courses following this model. Probably but close links with industry are required and a clear focus on the job opportunities

### Increase Engagement with Schools

- Lots of good work happening and can be reported on
- Specialist knowledge from the faculties would support the promotional work in schools
- Taster sessions could be offered to both primary and secondary schools to develop their knowledge of vocational opportunities and change perceptions of the college
- Could previous successful students be used to promote vocational opportunities in schools and as part of marketing campaigns

### Increase the number of SVQ/MA Candidates

- Number of MA and SVQ candidates are increasing, can be demonstrated through college systems and SDS contract
- Develop pathways between vocational and academic routes
- School engagement should help develop interest in this route to qualifications
- Develop recruitment days to connect students and employers
- Work with partners, such as schools and DYW, to promote vocational pathways to parents

### Table/Objective 4 – We will enable communities to grow and develop through local education and training

#### *Andy Wright – facilitator*

- The objectives are still relevant, this was agreed by all
- Making positive progress on all success criteria. Some great examples given by both Curriculum Managers to support this in Creative Industries and Sport
- Nothing recommended to change in terms of success criteria, the aim should be to continue to support the established success criteria and may establish clear targets for each SC

The college is making progress in terms of engagement with communities across the region with a wider range of evidence available

The college is making real progress through the Community Learning and Development partnership to support delivery arrangements for the region

## Board of Management

There are new ways of delivering across the community and CLD Partners now have access to some of these new learning materials that will continue to be rolled out across the region

There is also a new model being piloted in Langholm to support self-employment and development of business skills for small employers in a rural context, if successful this will be rolled out across the region

There was clear evidence of collective partnership bids and funding the recent post for a community liaison post to SSE, which was successful, was based on partnership working

There is clear evidence as part of partnership working through the CLD forum that the college is involved in supporting underrepresented groups across the region with a clear focus on health and well being

### **Table/Objective 5 – We will support more businesses to start-up, grow and diversify**

*Andy Glen - facilitator*

#### **Are these objectives still relevant – do we need to add/change/remove any**

Yes, we wish to change the objective to “We will support and encourage enterprise, entrepreneurship, growth and diversification.”

#### **How well do we think we’re doing so far? What evidence do we have?**

With large organisations we believe we engage well, with medium sized organisation we think we do reasonable well with good personal links within the college from a variety of staff.

Currently offer lots of short courses in line with industry demands, some industries have very good relationship with college (wind turbine, Overheads lines). Good attendances and feedback from industry. Although we felt like we did a good job there was a desire to do more.

Students and Industry value work placements and site visits. (evidence in Self evaluation by CMS)

Courses offered now appear relevant for upskilling. Industry that engages appear happy...but not all industries engage (see next section for gaps)

Industry involved in design of course (HND Computing Studies)...not as many companies as we would have liked but there was engagement....continue to do this.

#### **Are there gaps? Is there anything else (strategically) we think we should be doing?**



## Board of Management

Closer liaison between CTS staff and Curriculum staff the combination of both links with industry will be great.

Small businesses don't have time or resources to visit college and engage, therefore engagement with all industry is difficult, start ups and small / micro business especially so. Employer engagement strategy could be worth considering.

Desire to use more college premises for industry breakfast meetings, evening etc. If successful new STEM hub would be a great focus. Board members felt that the local chamber of commerce was improving.

Consider Focus on industry specific courses and sell open learning to the specific industry rather than to geographical areas

Ideas for college to visit industry and for college to source services locally and this in turn will build relationships with local industry.

Specific budget for industry linked courses (to overcome operational issues that were briefly mentioned in the discussion)

Full cost recovery courses. Less reliant on SFC funding. Good place to start.

### **Table/Objective 6 – We will enable people to build their independence and confidence in a supportive environment**

*Shona Scott - facilitator*

#### **Are these objectives still relevant – do we need to add/change/remove any?**

As a group we felt that the objective is still relevant, nothing in the wording should be removed, however under the success criteria, a change of wording to reflect not just attainment and qualification, but also retention which may impact positively on both attainment and achievement of qualifications.

#### **How well do we think we're doing so far? What evidence do we have?**

In terms of the success criteria, attainment and qualifications can be measured quantitatively; however, the others are qualitative in their measurement.

In terms of how well we are doing so far, it was felt that there are pockets of individual evidence to suggest that we are a caring college, with curriculum staff and student support staff able to evidence individual cases which show that we have provided a supportive environment for our young people. Examples in a wider sense would be that the College has a corporate parenting plan and has taken on a staff member to work with Care experienced young people. The College also works closely with the Champions Board, and is leading the sector in this regard.

## Board of Management

In terms of student support, a range of awareness days covering many topics e.g diabetes awareness, alcohol awareness, mental health, carers awareness, bullying, epilepsy have taken place and the College breakfast club has been a success and appears to be one element helping with retention figures for this session.

Again, an example from a specific area, The Princes trust team continue to work to develop independence and confidence and there is evidence of young people progressing and achieving beyond the programme to further their employment opportunities and meeting the success criteria in terms of being active citizens. The College has also developed the services on offer through Independent Learning Centre to allow students further opportunity to improve literacy and therefore confidence.

The group was however concerned when examining the more quantitative measure of attainment and qualification. It was recognised that out challenging retention figures made achievement of increased attainment and qualification much more difficult.

### **Are there gaps? Is there anything else (strategically) we think we should be doing?**

Two main gaps were highlighted through the discussions we had. Firstly we felt an additional success criteria should be added to reflect the diverse and challenging backgrounds of some of our young people.

- Increased awareness and support of students identified as having additional needs (e.g. carers, care experienced, mental health) to improve confidence and independence.

Secondly the success criteria do not mention retention so it was suggested to change one to:

- Increased student retention/attainment/qualifications

We further identified that students can only apply for one course but are not provided with all relevant course info until the advice session which could result in wrong subject and level decisions being made leading to reduced retention and lower success rates. It is recognised that some subject areas are taking more time through the information sessions for next academic year to ensure that potential students have more information to make a fully informed decision?

The final area we discusses centred around the meaning of independence and confidence and that it could mean something quite different at different levels throughout the college. It was recognised that transitioning to HNC in some areas meant that there was no tutorial time impacting on small group support and that adult returners could find larger classes with little direct lecturer contact more challenging.

## Board of Management

### Strategic Risk Register

#### 1 Introduction

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

#### 2 The Report

- 2.1 In accordance with the College's Risk Management Policy any risk with an inherent rating of 12 or above must have mitigating controls in place and where the residual rating remains above 12 should be reviewed at least quarterly in order to identify if any further actions could be taken to reduce the residual rating to below 12. For completeness all risks are included in the attached register.
- 2.2 The Principal and Executive Management Team routinely review the Strategic Risk Register to reflect the risks the College is facing and the mitigation that will be applied to each risk. There are currently 9 strategic risks, two of which are rated 12 or above.
- 2.3 Committee Reporting
- As the Strategic Risk Register is now presented at each committee and members asked to pay particular attention to risks pertaining to the work of that committee, the end column on the risk register has been amended to include the name of the Committee who would have 'oversight' of that risk so that members can focus on these in their discussions. There is still the opportunity to discuss other risks at full Board meetings.

#### Changes have been made to the following:

- **Risk No 1 – 'National Pay Bargaining'**. Likelihood reduced to 2 as indicative offer of grant indicates that costs of harmonisation for lecturers' salary will be included
- **Risk No 3 – 'Flexibility of the college to manage financial and estates issues'**. Impact has been reduced to 3 as indicative offer of grant indicates there will be sufficient funding to deal with planned estates maintenance but does not allow for capital investment
- **Risk No 4 – 'Unable to achieve credit (activity) target'**. It is recommended to reduce the Risk factor to 6 to reflect current position
- **Risk No 13 – 'Cyber Attack'**. No change to the risk factor, however updated to reflect current position
- **Risk No 14 – 'Non-compliance with GDPR'**. No change to figures but updated to reflect current position

#### 3 Recommendation

- 3.1 It is recommended that members consider and, if so minded, approve the Strategic Risk Register.

Carol Turnbull  
Principal  
May 2018

## Strategic Plan 2017-2018 Risk Register

Risk No.	Risk Description	Inherent Risk			Controls in Place	Assurances	Internal/ External	Residual risk			Further Action	Committee Risk Owner
		Likelihood	Impact	Total				Likelihood	Impact	Total		
1	National Pay Bargaining	4	4	16	1. Detailed financial planning undertaken and approved by Finance and General Purposes Committee to ensure "affordability" of any offer. 2. National negotiation processes in place with recognised unions. 3. Government public sector pay guidance for 2017-18 is for maximum 1%, College budget will reflect this.	1. Feedback to EMT and the Board 2. Included in budget which is monitored and reported through F&GP and Board 3. Sound internal planning and monitoring to ensure service continuity in event of industrial action 4. College adopts a pragmatic approach to budget and scenario planning.	Internal/ External	2	4	8	December 2017 - EIS have declared a formal dispute in respect of 2017/18 Cost-of-Living Pay Award.  May 2018 Indicative offer of grant indicates that costs of harmonization for lecturers' salary have been included.	F&GP
2	Public sector funding cuts – forecast for session 2017-18	1	4	4	1. Scenario planning undertaken and measures to offset reduction identified which is then used to inform curriculum planning. 2. Annual review of provision undertaken through planning and budgetary process to ensure match of income and expenditure.	1. Curriculum plans approved by EMT and L&T 2. Budget approved by the Board	Internal	1	4	4	November 2017 - Current Budget for 2017-18 forecast break-even position. December 2017 - Recent budget announcement forecast flat cash settlement for colleges, however details unknown at this stage. February 2018 - Break-even position forecast for 2017-18.	F&GP
3	Flexibility of the college to manage financial and estates issues and meet targets in the Outcome Agreement	4	4	16	1. Executive Management Team and Finance Manager representation at relevant briefings and ongoing monitoring of changes 2. External audit advice	1. Appropriate and robust internal planning and monitoring arrangements 2. Regular liaison with Scottish Funding Council	Internal/ External	3	3	9	The Board of Management and EMT continue to monitor the situation. December 17 - Capital Funding remains a concern. May 2018 Indicative offer of grant indicates sufficient funding to deal with estates maintenance but does not allow for capital investment.	

## Strategic Plan 2017-2018 Risk Register

4	Unable to achieve credit (activity) target	2	4	8	1. Real time monitoring system. 2. Contingency plans in place to offer additional provision as required. 3. Annual review of staffing and provision to rebalance areas of growth with areas of decline. 4. Annual review carried out by internal	1. Reviewed by EMT on a weekly basis 2. Curriculum areas looking to run additional courses to address shortfall. 3. KPI reported and discussed at each board meeting 4. Provision made in accounts for clawback 5. Marketing strategies for 18/19 recruitment	Internal/ External	2	3	6	May 2018 – We were unable to achieve childcare credit target of 268 additional credits but are currently 500+ over our core target	F&GP
6	Failure to achieve attainment targets	4	4	16	1. Real time monitoring systems in place 2. Strategies in place to improve retention. 2. Strategies in place to improve student success 3. Poorly performing programmes removed from the curriculum.	1. Monitored at course level and review by Vice Principal (Learning and Skills) 2. Monitored through self-evaluation process and reported to ET and L&T committee	Internal/ External	3	4	12	Moving forward achieving attainment targets agreed with the SFC in the Regional Outcome may be a condition of grant. Low attainment can also be detrimental to college reputation. For 2017-18 changes been made to Induction, ongoing monitoring of KPIs and data analysis. New Academic structure allows for closer monitoring. Moving towards pro-active flagging of vulnerable students for close monitoring.	L&T
9	Prevent Duty – disruption due to threat of extremism / risk of external influences	3	4	12	1. Vice Principal attendance at local multi-agency CONTEST group 2. Regular reporting of Prevent issues at EMT. 3. Constant scanning to identify new potential threats.	1. College Prevent Action Plan 2. CONTEST meetings/minutes 3. EMT meetings/minutes 4. 80% staff trained by Sept '17	External/ Internal	1	2	2	Vice Principal leading on Prevent Action Plan, any issues would be identified through regular reporting at EMT. Immediate concerns to be raised with contact within Police Scotland. Review of evacuation procedures in relation to 'stay safe' has taken place. The College is kept updated through SOCCT Group and appropriate action taken	Audit
10	Imbalance between demand for student support funds/bursaries and funds available	3	3	9	1. Detailed analysis and monitoring of spend undertaken on an ongoing basis by Finance Manager, discussed regularly with Principal 2. Allocation and amounts reviewed on an annual basis to ensure funding constrained within amount available. 3. Annual review carried out by internal audit	1. EMT Meetings/Minutes 2. Internal Audit Report presented to Audit Committee	Internal/ External	1	3	3	December 2017 - Requested additional funding for 2017/18 that has been provided. February 2018 - College received additional student support grant that will meet demand.	F&GP

## Strategic Plan 2017-2018 Risk Register

13	Cyber attack	3	4	12	<p>1. Janet network (via JISC) provides secure connectivity.</p> <p>2. Regular reporting at ET.</p> <p>3. Constant scanning to identify potential attacks/network vulnerabilities.</p> <p>4. VP CS&amp;G and IT Manager meets regularly with JISC account Manager</p>	<p>1. Janet secure network provides a high speed, highly reliable and secure, world-class network, enabling national and international communication and collaboration to the UK research and education community.</p> <p>2. Regular updates from JISC on potential attacks/network vulnerabilities</p> <p>3. EMT meetings/minutes</p> <p>4. Internal Audit 2016/17</p>	External/ Internal	1	4	4	<p>Jisc's Security Operations centre is responsible for monitoring and resolving any security incidents (detect, report, investigate) that occur on the network. They also provide an enhanced service for the detection and mitigation of Denial of Service (DoS) attacks that occur across the network.</p> <p>May 2018 College received Cyber Essentials Compliance certificate in April 2018.</p>	Audit
14	Non-compliance with GDPR	3	4	12	<p>1. Recruitment of specialist, 1 day per week in partnership with Ayrshire College and Conservatoire in Glasgow.</p> <p>2. JISC undertaking audit of college current processes.</p> <p>3. Internal check on systems and Processes.</p> <p>4. Online training of staff.</p>	<p>1. Standing agenda item on Audit Committee agenda.</p> <p>2. Senior College Manager leading on development.</p>	External/ Internal	3	4	12	<p>College is well placed in terms of data protection but work is ongoing to measure gap and take appropriate actions.</p> <p>May 2018 – All staff to undertake online training by end of May 2018.</p> <p>DPO Officer appointed.</p>	Audit

## Strategic Plan 2017-2018 Risk Register

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**Strategic Plan 2017-2018 Risk Register**

# Board of Management

## Borderlands

### 1 Purpose of the Report

To provide members with an update on progress with Borderlands Growth Deal.

### 2. The Report

#### 2.1 Background

The Borderlands Inclusive Growth Initiative is a long term (20+ year) partnership involving five local authorities working together to submit a proposal to the UK and Scottish Government to establish a new cross-border mechanism that will deliver sustainable and inclusive growth and redistribute economic and social opportunity across the region's communities.

The Borderlands cover a large geographic area across the south of Scotland and north of England, Dumfries and Galloway Council Scottish Borders Council Carlisle City Council Cumbria County Council and Northumberland County Council.

The rationale for exploring a new partnership approach to delivering economic sustainability and inclusive growth came from three initial drivers: a changing political landscape; a number of shared challenges relating to economic sustainability and growth; and recognition of the added value that could be driven by developing an innovative cross-border partnership.

Changing political landscape – the initial driver for a Borderlands Initiative came forward in the run up to the Scottish independence referendum in June 2014 (considering the opportunities for regional devolution – both within the Scottish and English local authorities). Since this period, negotiations for establishing a North East and Cumbria Mayoral Combined Authority have been underway, with devolved responsibility likely to include: transport; employability and inclusion; economic development and regeneration; and skills.

Shared challenges – there is recognition that, given their largely rural base and socio-economic make-up, that the cross-border local authorities face a number of shared challenges and there is a widening gap with the rest of Scotland and England, summarised as:

- low levels of productivity;
- low levels of income;
- low population retention (particularly working age and young people); and
- an economic base dependent on traditional, rural sectors, that is vulnerable to external pressures.

Opportunity through collaboration – there is also an acknowledged opportunity that collaboration between the partners can build on regional strengths such as:

- good quality of life/ high quality natural environment (National Parks, Areas of Outstanding Natural Beauty etc);

## Board of Management

- establishing a 'functional economic geography' that is based on opportunity and shared aspirations rather than on administrative boundaries;
- shared strategic priorities; and The Borderlands Inclusive Growth Initiative: A Framework for Unlocking our Potential 3
- emerging opportunities such as the development of the Moorside nuclear power station which could deliver high value employment and attract private investment.

### **2.2 Current Position**

A series of 'themed' working groups were established, led by Council employees and colleagues from the Colleges in the Borderlands area and the University of Cumbria were invited to form a skills working group to support the development of the bid to UK and Scottish Governments. We were also invited to participate in a 'rural innovation' themed group and, following an initial meeting of each, it was decided to merge these into one group as there was overlap between them. There is general agreement that technology is the key to widening access to skills, education and research, both across the Borderlands area but, crucially, on a national and global scale, providing access and opportunity in its widest sense.

There has been some progress in terms of what the 'ask' should be and an emerging view that these should be based on the 'Newton Rooms' concept. Newton Rooms are very well equipped science rooms and will encourage primary, high school and tertiary students to study STEM/D subjects: science, technology, engineering, maths and digital. They also allow connectivity between the rooms and to and from other external locations.

### **2.3 Next Steps**

The lead officers are currently developing this proposal and further meetings will be held to finalise and approve the proposal which will then be incorporated into an overall bid. Timescales are believed to be September for the final proposal, followed by a statement in the UK Government's November budget.

## **4 Recommendation**

Members are invited to discuss the current position regarding the Borderlands Inclusive Growth Deal.

**Carol Turnbull**

**Principal**

**May 2018**

# Board of Management

## South of Scotland Enterprise Agency

### 1 Purpose of the Report

To provide members with an update on progress with the South of Scotland Enterprise Agency.

### 2. The Report

#### 2.1 Current Position

As previously noted, Dumfries and Galloway and Borders College were invited to develop a proposal (at very short notice) for consideration by the SOSEP Board. The proposal (latest version previously circulated to Board members) has now been discussed at both the March and April Board meetings. It was due to be discussed again at the May meeting but the Chair of SOSEP proposed this was delayed until the meeting on June 14<sup>th</sup> to provide the relevant parties with time to gather further information.

A meeting has been scheduled for Tuesday 29 May with representatives from Scottish Government, Scottish Funding Council, and Borders and Dumfries and Galloway College. My understanding is that further work is required on the strategic case, economic impact and more detailed costings.

I hope to provide a verbal update on the outcome of this meeting at the Board meeting on 5 June 2018.

A copy of the bid and annexes were previously sent to members.

#### 2.2 Education & Skills Theme Group

A sub-group of the Board has been established and it has been agreed that the development and implementation of a Regional Skills Investment Plan (RSIP) will help provide focus, offering the opportunity to home in on the big skills issues in the region that partners need to move forward to deliver step change.

SDS will resource the initial development of the RSIP (circa £30k) and manage the process and consultants on behalf of partners.

A tender process was undertaken and Ekos have been awarded the contract.

Progress and findings from the RSIP will be reported back into this group (i.e. the Education and Skills workstream of the SOSEP Executive).

Critically the RSIP needs to:

- Outline current activity (including showing good practice)
- Identify activity that should be done differently (e.g in approach and/or volume)
- Highlight any gaps in activity that could make a difference.

Considerations:

- Must be an iterative process.
- Need a clear strategy for engaging employers.

## Board of Management

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- Need a clear understanding of what the barriers are for employers in employing young people.
- Should incorporate research on the challenges faced by SMEs – including issues around HR, employment law etc. Recognise this might be a national picture.
- Will be important to get feedback on what partners can do collectively.

Representatives from EKOS will attend the next meeting of the Education and Skills Theme Group (scheduled for Thursday 31 May 2018).

### **4 Recommendation**

Members are asked to note the update on South of Scotland Enterprise Agency.

***Carol Turnbull***  
***Principal***  
***May 2018***

## Board of Management

### SOSEP and Borderlands Inclusive Growth Deal - How do these align to our College Strategy?

#### 1 Purpose of the Report

To provide members with an outline of how the developments currently taking place within SOSEP and Borderlands deal align with and to our College Strategy and the Crichton Campus Leadership Group Rural Innovation Centre proposal.

#### 2. The Report

##### 2.1 Introduction – *Why the focus on Information and Communications Technology and Digital Skills?*

A key goal in achieving equity and social justice is the elimination of disadvantage. An ICT connected network removes geographical barriers to education and skills development. Furthermore, it also enhances, encourages, supports and stimulates connectivity between individuals, communities, regions, nationally and globally.

A study\* by UNESCO finds that the benefits to education of technologies such as smart phones and tablet computers include:

- Expanding the equality of educational opportunities
- Facilitating personalised learning, anywhere and at any time
- Offering immediate feedback and assessment
- Ensuring the productive use of time spent in classrooms
- Building new communities of learners
- Bridging formal and informal learning
- Minimizing educational disruption in conflict and disaster areas
- Assisting learners with disabilities
- Improving administration, and communication with teachers and parents
- Maximizing cost efficiency.

\* *Working Paper Series on Mobile Learning. Paris, UNESCO, 2012*

The ongoing mobile and internet revolution can provide all countries with unprecedented opportunities.

A student in a remote, rural location will be able to access the library of a prestigious university anywhere in the world; an unemployed person can retrain and improve their job prospects in other fields; lecturers can gain inspiration and advice from the resources and experiences of others. With each of these achievements, the online world brings about another real-world victory for education, dialogue, and better understanding between peoples. In short it can broaden the horizon of opportunity for learners, and allows colleges and universities to reach the more difficult to reach students.

Participation in the global economy is increasingly dependent on the 21st-century skill of navigating the digital world. Expanding access to, and proper use of, Information and Communication Technologies (ICTs) will solve this challenge, while at the same time driving the efficiency of educational systems. This in turn will improve teacher/lecturer training and resources, and extend learning opportunities beyond the classroom and widening access to disadvantaged groups.

## Board of Management

### 2.2 What is/are the Proposal(s)?

#### 2.2.1 Creation of a Skills and Learning Network

Members have previously received copies of the bid to SOSEP which can be summarised as:

##### **A digital and physical hub and spoke network**

The South of Scotland's two regional colleges are seeking to create a Skills and Learning Network. The Network will be based on a digital and physical hub and spoke model. Two elements make up the Network – the Centres and specialist Hubs; and the Digital Spokes.

- **The Centres**

The Network will be established on assets already existing, including buildings, at four locations chosen to provide a physical / geographical framework. These four points are referred to as *the Centres* (because they are where the buildings exist to anchor the Network across the region - Stranraer, Dumfries, Hawick and Galashiels). The Centres will be connected digitally to each other to enable learners to access conferencing and on-line learning methods across the region whilst also providing future facing technologies to support business development. The aim is to develop the use of the Centres to include emerging industries within the region and to reflect local economy and industry needs.

- **The Hubs**

These four Centres will house 3 *Hubs*. The Hubs are centres of excellence (virtual and physical) for sectors identified as priority for the SoS region – Energy and Engineering (including engineering with food and drink industry); Care; and Construction. They are referred to as *STEM Hubs* as they will all have a strong focus on the technical and innovative aspects of the sectors they address. They are the vehicle for content, development and provision of learning and skills. They will connect learners, the colleges and industry more effectively by being able to provide a mutual benefit to all – training and innovation, product design for industry; curriculum development support and placements for the colleges; and relevant industry-based learning for students. The Hubs will allow for increased capacity to deliver a wider range of training to businesses. The shared access could be extended further geographically, attracting income to the region for commercially available training.

- **The Digital Spokes**

A series of Digital Spokes will enhance the Network through the development of local delivery options. Initially these will be based in schools, due to existing network connections, enabling pupils, communities and business to access learning and training developed by the Hubs, within their local communities. In the long term the aim is to further develop the network in partnership to increase its reach and areas of provision. For example, developing more specialist Hubs provided in partnership with universities, and extending the spokes involving schools, and potentially businesses, across the South to create a network reaching from Eyemouth to Stranraer. The Spokes will benefit schools and the Local Authorities in the first instance and is likely to support school attainment improvements.



## Board of Management

### **2.2.2 Borderlands Inclusive Growth Project Proposal**

Members will note from the paper for agenda item 13 that the proposal being developed for Borderlands is very similar in that it is focussed on providing the ICT infrastructure which will be the vehicle for content, development and provision of learning and skills. They will connect learners, the colleges and industry more effectively by being able to provide a mutual benefit to all – training and innovation, product design for industry; curriculum development support; and relevant industry-based learning for students. This proposal aligns to and would extend the proposal to develop a Skills and Learning Network described in 2.2.1 above.

### **2.2.3 Crichton Campus Leadership Group – Statement of Ambition**

The recently completed Statement of Ambition for the Crichton developed on behalf of CCLG at the request of John Swinney (Deputy First Minister and Cabinet Secretary for Education and Skills), again focusses on the use of Technology to develop a Centre for Rural Innovation which will facilitate learning, research, business support and social enterprise, linking with other institutions at a local, national and global level.

### **2.3 How do these proposals link together?**

Should all of these proposals be approved a networked infrastructure will be created - across Dumfries and Galloway, across the South of Scotland, across the Borderlands area and beyond – to other schools, colleges, universities, institutions such as Innovation centres and Centres of Excellence, across the UK and the Globe. This will allow the South of Scotland to both receive education, and also importantly to transmit education to these establishments too.

### **2.4 How do these align/support our College Strategy?**

Our vision is to 'Inspire our People, Businesses and Communities to be Successful'. Our 6 strategic objectives 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 aligned to local and national economic needs
- Be the first choice for recruitment, training and development of the workforce
- Enable communities to grow and develop through local education and training
- Support businesses to start up, grow and diversify
- Enable people to build their independence and confidence in a supportive environment

An ICT connected network removes geographical barriers to education and skills development and enhances, encourages, supports and stimulates connectivity between individuals, communities, regions, nationally and globally. The proposals described above would absolutely support the achievement of all of our Strategic Objectives, would reinforce our role as an economic driver for the region and enable the College to be connected on a local, national and global scale.

## **3 Recommendation**

Members are invited to discuss the project proposals and alignment with the College Strategy.

**Carol Turnbull**

**Principal**

**May 2018**

## Board of Management

### **Cyber Security Related Feedback**

#### **What is the topic Cyber security ?**

Protection of our information technology, devices and data,  
Digital security and Online security,  
It is a Business Issue (not IT department responsibility alone),  
(note - also don't confuse with cyber crime)

#### **Key Consideration at Board Level**

Topic should be given board level priority,  
Five Principles from NACD report - see Appendix B,  
Six questions the board should ask - see Appendix C,  
Who is the law and What does the Law require ?  
General Data Protection Regulation GDPR (from May 2018),  
Just 72 hours to notify the regulator if a breach has occurred,  
Companies Act 2006 breach,  
Fines through failure to comply with GDPR

#### **Common Dangers and Concerns that have been well reported (also see Appendix A)**

Phishing - Social communications,  
Malware,  
Virus,  
Breach through suppliers and supply chain,  
Lose or damage data through human error,  
Misuse of computing equipment and unauthorised access,  
Fraud,  
Physical threats, lost, misplaced or broken devices, fire and flood,  
online data breach,  
Victim of malicious actions,  
Storing data (note - central storage is usually most secure),  
Risks posed by portable or removable media,  
Access levels to cloud storage,  
Not backing up data,  
Not securing data ie., not using encryption,  
Not using software and hardware firewalls,  
Physical security of servers,  
Use of locks to keep laptops secure,  
Consider disposal very carefully (eg., phones, hard drive on computer, printer),  
Lack of communication of policies and procedures covering storing and using data  
Lack of training and lack of appraisals

Breach occurring due to  
Upto 2/3rds - employee (user) error, negligence or social engineering (getting conned to  
giving away sensitive information such as passwords, bank details),  
(Hiscox study from a sample of 4000 companies in EU & USA)

#### **Preparedness**

Establish what data you store and how valuable it is, its use and access levels.  
High level of cyber security training and awareness for employees,  
Equipping employees to recognise threats,  
Backing up,  
Secure portals for transferring data,  
Communication

## Board of Management

### Scottish Incidents (major ones in the Public sector)

Each one of the below resulted in leaking of personal info of members of the public.

Disclosure Scotland (using cc when bcc was necessary);  
Scottish Public Pensions Agency (wrong recipient);  
An agricultural department (using cc );  
Scottish Government (sensitive internal info mailed to an external email address);  
Scottish councils (UK average of incoming cyber attacks is something like 37 a minute)  
NHS (updates not being the latest)

### Opportunities

Certifications and Qualifications,  
Demand for qualifications,  
Build on National Progression Awards (NPA) Cyber Security at SCQF levels 4, 5 and 6,  
Employment opportunities (and self - employment),  
See Appendix D for selective UK institutions,  
Evolution: IT (normal programming) to Biometrics, Artificial intelligence (machine language and automation), Crypto currencies (bitcoin), Blockchain (network of users managing a database or digital ledger of digital currencies and associated transactions), Healthcare  
New types of personal and organisational dependencies,

### Top Checks

Strong passwords, change periodically and if possible Two-factor authentication (pin number, together with Username and Password),  
Update software to latest versions and hardware as per recommendations,  
(unlike doors & windows, the time period before obsolescence kicks in of IT products are unfortunately not very long),  
Check statements and credit file,  
Shred documents that may have sensitive information,  
Use of CC and BCC functions while emailing (CC - carbon copy, BCC - blind carbon copy),

Organisations - all above, plus effective training on IT security and appraisals,  
create protection and user access policies (eg., clicking attachments,  
use of personal email ids for accessing social media,  
isolate data from malware spreading across network,  
New concepts - isolate applications from critical  
systems resources (*sand boxing*),  
light module to prevent SPAM, etc (*antibot*)

**Reference:** I referred and used material from the following in preparing this feedback note:

Institute of Directors (IOD) - Docs - *Practical Steps for your business and Cyber Security for your business*  
Information Systems Audit and Control Association (ISACA USA, note - there is a Scottish Chapter)  
Scottish Government document - *A Cyber Resilience Strategy for Scotland: Public sector action plan 2017-2018*  
[www.gov.scot/cyberresilience](http://www.gov.scot/cyberresilience)  
*Presentations from a recent Scottish Government Cyber Security event*  
The Institute of Internal Auditors Research Foundation (IIARF) - *Cybersecurity - What the Board of Directors needs to ask*

## Board of Management

### **Appendix A**

Forms of key information technology and data : Hardware and Data points. Data saved or stored in Digital storage - Mobiles, iPads, Tablets, Laptops, Computers, Servers, Cloud computing, CDs, Floppy disks, USB 'sticks' or 'keys', debit & credit cards, IoT devices (building sensors, IT enabled vending machines, CCTVs, Lights, payment terminals...), soon home based healthcare devices,

### **Appendix B** (Reference - The Institute of Internal Auditors Research Foundation (IIARF) - Cybersecurity - *What the Board of Directors needs to ask*)

#### **The five principles are:**

1. Directors need to understand and approach cybersecurity as an enterprise-wide risk management issue, not just an IT issue.
2. Directors should understand the legal implications of cyber risks as they relate to their company's specific circumstances.
3. Boards should have adequate access to cybersecurity expertise, and discussions about cyber-risk management should be given regular and adequate time on the board meeting agenda.
4. Directors should set the expectation that management will establish an enterprise-wide risk management framework with adequate staffing and budget.
5. Board-management discussion of cyber risk should include identification of which risks to avoid, accept, mitigate, or transfer through insurance, as well as specific plans associated with each approach.

### **Appendix C** (The Institute of Internal Auditors Research Foundation (IIARF) - Cybersecurity - *What the Board of Directors needs to ask*)

#### **The six questions the board should ask are:**

1. *Does the organisation use a security framework?*
2. *What are the top five risks the organisation has related to cybersecurity?*
3. *How are employees made aware of their role related to cybersecurity?*
4. *Are external and internal threats considered when planning cybersecurity program activities?*
5. *How is security governance managed within the organisation?*
6. *In the event of a serious breach, has management developed a robust response protocol?*

### **Appendix D**

Selective Key Scottish & UK Institutions, Organisations for further information :

SICSA - *The Scottish Informatics & Computer Science Alliance*  
NCRLB - *National Cyber Resilience Leaders Board*  
CiSP - *Cyber Security Information Sharing Partnership* (  
NCSC - *The National Cyber Security Centre*  
NCA - *National Crime Agency*  
Cyber Security Nexus  
CPNI - *Centre for the Protection of National Infrastructure*

**Report by Robbie Thomas**  
**Non Executive Member of the Board**

# Board of Management

## 15 to 24 Learner Journey Review

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

To provide members with a summary of the Scottish Government 15 to 24 Learner Journey Review report which was published in May 2018 and to highlight implications for the College and College sector.

### **2 The Report**

The 15 to 24 Learner Journey Review was set up in 2016 to consider the journey from the senior years of school leading to employment, including further and higher education, vocational training and apprenticeships.

A final report was published in May 2018 which acknowledges the strengths of the Scottish education and skills system, and sets out priorities for further improvements to ensure all young people get as much as possible from that system. The publication of the report starts a new phase of further engagement, as we take the Review recommendations forward.

#### **2.1 Review background**

The Review covered the 15 to 24 stage of learning, in recognition that this is a critical point for young people in their learning journey, being the point of greatest choice - and potentially, therefore, overlap - in provision. It focused on five key areas:

1. Improving information, advice and application processes
2. Improving understanding and connectivity of the careers service in colleges and universities
3. Improving the ease and equity with which young people can apply to college
4. Improving the design, alignment and coherence of the 15 to 24 learner journey and the ease with which all young people move through learning, regardless of where they are studying
5. Reviewing funding across the education and training system with a view to removing unnecessary duplication.

#### **2.2 Key recommendations**

Key Recommendations for the college sector can be summarised as:

##### **Information Advice and Support**

- Development of an online regional prospectus for the senior phase which gives an overview of the courses available to young people in schools in their area – linking to the promotion of DYW.
- Ensure greater consistency in CIAG service delivery to learners, including better access to specific career practitioners in the college sector.
- Improve the ease in which learners can apply to college, moving to the use of common information on all college applications and a standardised timetable for college applications and the offer of places.

## Board of Management

### Provision

- A national communication strategy will be developed to explain and promote the breadth of choices in the 15-24 learner journey.
- Foundation Apprenticeships and other vocational qualifications to be embedded ensuring a range of options is available for all learners in the senior phase by 2021.
- Colleges will be supported to maximise the vocational routes learners and employers need.
- Graduate Apprenticeships will be expanded to provide new higher level technical skills.

### Alignment

- Colleges and universities will be supported to ensure more learners progress from college to all universities without unnecessary duplication of SCQF credit.

### 3 Next Steps

The full report will be considered by the College Leadership Team and specific actions identified. It is envisaged that many of these actions will be addressed through the Senior Pathway Strategy currently being developed for the region.

A copy of the Learner Journey Review Summary is attached for information and the full report can be found at:

<http://www.gov.scot/Resource/0053/00535273.pdf>

### 4 Recommendation

Members are invited to discuss the 15 to 24 Learner Journey Review report and note the action that will be taken by the College.

**Carol Turnbull**

**Principal**

**May 2018**



## The 15-24 Learner Journey Review: Summary

Key Priority	Our ambition	Recommendation
<b>1. Information Advice &amp; Support</b>  <i>Making it easier for young people to understand their learning and career choices at the earliest stage and providing long-term person-centred support for the young people who need this most</i>	<p>We want young people to have access to greater levels of personal support particularly in terms of how they use the information available to them. As a step toward this, we want to support a greatly improved digital experience, building on and extending My World of Work (MWOW). Our aim is for a <i>one-stop shop</i> approach to better signpost all qualifications, pathways and support to learners in Scotland. This would be a digital hub to which all young people have access through an online account when they start school. The hub would be where their attributes and skills are collated and where they can: link their skills to the planning of career opportunities; explore more about those opportunities; and link to making applications.</p> <p>We want to make improvements to the existing services and adapt them to meet this demand for a <i>one-stop shop</i> approach. To create the hub we will work with Skills Development Scotland (SDS) to build on My World of Work, developing this over time so that it continues to better signpost existing information available on other websites, and promote this better to practitioners, parents, carers and learners. <b>In taking forward this work we are absolutely clear on the importance of more personal support.</b> As learners progress from school to college we also want much greater consistency in the experience of CIAG (Career Information Advice &amp; Guidance) within college and there was clear support from college practitioners for this to happen.</p>	<ol style="list-style-type: none"> <li><b>1</b> We will ensure every learner in Scotland has an online learner account to link their skills and attributes to better course choices. This work will start in 2018. We will work with SDS to develop My World of Work to link fully with existing digital services in school to deliver an online learner account that enables learners to record their attributes, skills and qualifications in a way that follows them beyond school and helps them plan their learner journey into work.</li> <li><b>2</b> We will support practitioners, parents, carers and learners to have access to an online prospectus setting out the learning choices available in their region, building toward a one-stop shop approach. This work will start in 2018. We will develop a clear local offer and work with local authorities, colleges, Regional Improvement Collaboratives, universities and SDS to support the development of an online regional prospectus for the senior phase which gives an overview of the courses available to young people in schools in their area – linking to the promotion of DYW.</li> <li><b>3</b> We will ensure learners in schools, colleges and universities receive a joined-up approach to careers, information, advice and guidance. This work will start in 2018. We will work in partnership with colleges to ensure greater consistency in CIAG service delivery to learners. This will include better access to specific career practitioners in the college sector. We will work with QAA (Quality Assurance Agency for Higher Education) and Universities to ensure their quality processes align with Scottish Government aspirations for learner access to CIAG support.</li> <li><b>4</b> We will take account of the outcomes of the PSE (Personal Social Education) Review, due to be published later this year, and consider what further improvement is needed on wider personal support for young people in schools.</li> <li><b>5</b> We will work with the college sector to improve the ease with which learners can apply to college. We will work with colleges, SFC and SDS to further improve the way learners can search and access course applications. We will move to the use of common information on all college applications to make it easier for learners who make multiple applications. We will move toward a more standardised timetable for college applications and the presentation of offers of places, taking into account UCAS deadlines for offers.</li> </ol>
<b>2. Provision</b>  <i>Broadening our approach to education and reframing our offer, doing more for those who get less out of the system and ensuring all young people access the high level work-based skills Scotland's economy needs</i>	<p>We want a school curriculum that works for all young people. This is made possible through the full realisation of the Developing Young Workforce Programme (DYW), within the wider context of CfE. Aligned to this we also want a college curriculum with clear and purposeful pathways to work and higher level study. In doing both of these things, we want to do much more for those who get the least out of the system.</p> <p>As part of the improved offer in school, we want to see greater co-creation of the curriculum by colleges, third sector organisations and business to deliver a more diverse and richer learning experience for all young people. Over time we would expect a planned and connected curriculum to start within the Broad General Curriculum for all learners. This work has started and we need to build on existing initiatives, including approaches emerging through the Pupil Equity Fund and the work of the Children and Young People Improvement Collaboratives.</p> <p>Critically, we want to support schools to work more closely and earlier with other professionals, existing out-with the school environment, so that the curriculum offer is planned as part of a wider child support plan.</p> <p><b>Although this review focussed on 15-24 year olds, we want to meet our commitments on lifelong learning</b></p> <p>A commitment to lifelong learning should be at the heart of any credible education &amp; skills strategy. It is important to ensure there is the right balance between undergraduate degrees and other forms of post-secondary education, including shorter tertiary qualifications and work based learning. This balance should be informed by evidence of the benefits of each. Therefore, we will want to continue to review the volume of employment-based training, including Graduate Apprenticeships, as part of a joined up skills investment strategy to maintain the standards of technical education and ensure that our skills investment is in response to and in anticipation of future skills shortages and emerging opportunities.</p>	<ol style="list-style-type: none"> <li><b>6</b> We will develop a national communication strategy to explain and promote the breadth of choices in the 15-24 learner journey. This will build on the promotional activity undertaken during Scotland's Year of Young People and be ready by the end of AY19-20.</li> <li><b>7</b> We will raise our aspiration and improve the offer and support for statutory leavers and looked after young people. We will want improvements to be in place from AY19-20. We will support schools to have in place an expanded offer from the start of S4 – involving early identification, a planned curriculum with the necessary support in place - devised in partnership with either the third sector, colleges or an employer, for all young people at risk of disengagement.</li> <li><b>8</b> We will better align financial incentives to encourage continued participation in school for young people at risk of disengagement and we will ask Young Scot to assist us with this. This work will start in 2018. We will review how our entitlements align to maximise their impact irrespective of whether learning takes place in the third sector or college whilst a learner is still at school. We will align this effort as part of taking forward the recommendations of the Student Support Review(2017) and will ensure this work has maximum impact on care experienced young people.</li> <li><b>9</b> We will embed DYW in the school curriculum by 2021, having achieved the headline target for DYW four years early. We will work with the new Regional Improvement Collaboratives, schools, local authorities, colleges, third sector, CLD, employers and national bodies to embed DYW as the expected approach to curriculum, planning design and delivery.</li> <li><b>10</b> We will support and enable the Foundation Apprenticeship and other vocational qualifications to be embedded, providing a range of options for all learners in the senior phase by 2021. As a starting point we will continue with our commitment to 5,000 FAs by 2019.</li> <li><b>11</b> We will support colleges to maximise the vocational routes learners and employers need. From 2018, we will build on the college sector's pivotal role in the education and skills system: in access; in enabling routes to work; in delivering higher technical skills; and in providing routes to university. This will include ensuring we have the right provision, the right modes of study and the right measures of success to support the best learner outcomes and make the biggest impact. This will build on the work already started by colleges and support our wider effort to develop a shared narrative about the purpose of post 15 education.</li> <li><b>12</b> We will improve choice through the expansion of Graduate Apprenticeships to provide new higher level technical skills as part of a better balanced education and skills system. This work will start with impetus in 2018.</li> </ol>



## The 15-24 Learner Journey Review: Summary

Key Priority	Our ambition	Recommendation
<b>3. Alignment</b>  <i>Making the best use of our four year degree to give greater learner flexibility for more learners to move from S5 to year one of a degree, more from S6 to year 2, and more from college into years 2 and 3 of a degree where appropriate</i>	<p>We want to see a better aligned system which provides genuine choice and enables smooth progression for learners. DYW is already in place to ensure the senior phase and S6 can be best utilised to support a greater range of options. S6 enables many learners to gain their full complement of Highers, and others to build their qualifications to secure the best positive destination to college and employment. However, a question arises over the value added by S6 to improve the progression for our highest achievers - those with sufficient academic credit to progress to university at the end of S5; or to progress from S6 to university with advanced standing. The review has identified the overlap between S5/S6 and year one of university. For some learners this is necessary and desirable; for others it impacts on the pace of their academic progression and can result in duplicate investment and delivery of SCQF level 7 credit. In the recent past, much higher numbers of young people progressed from S5 to year one of university. Despite a four year degree with multi-entry points and a high proportion of S6 pupils achieving at least one level 7 qualification, of those now staying on into S6 just over 1% of school leavers enter year 2. (Scottish Government analysis of HESA Student Data).</p> <p>In recognising that the Senior Phase is a three-year programme of learning – a key entitlement under Curriculum for Excellence - we need greater collaboration across the system to fully support progression. This is to overcome learner maturity issues and ensure more of our most able young people can enter y1 from S5 where appropriate. This establishes a challenge to our colleges and universities to collaborate with each other and with schools at a new level and in new ways. They need to do more to meet learner expectation and schools need to reciprocate their efforts. This requires a step-change in culture and expectation, in university engagement with schools, in curriculum alignment, transition planning and learner support. This is part of our ambition under Priority 2, to ensure greater collaboration across the 15-24 education and skills system.</p> <p>We want to support and build on the recent college improvement effort on retention and attainment; so college courses enable more learners to move into work and others to complete higher education and progress to university. Since many learners now see college as a stepping stone to a degree, we want more articulation to be possible in all universities.</p>	<p><b>13</b> We will minimise unnecessary duplication at SCQF level 7. We will make maximum use of the flexibility of the four year degree to enable learners to move, where appropriate, from S5 to year 1 and, through greater recognition of Advanced Highers, from S6 to year 2 of a university degree programme.</p> <p>This will help support delivery of Recommendation 6 of the report of the Commission on Widening Access ("The Scottish Government, working with key stakeholders, should ensure the key transitions phases around SCQF levels 6 to 8 are better used to provide students from disadvantaged backgrounds with the qualifications and experiences required to support fair access.").</p> <p><b>14</b> We will support colleges and universities to ensure more learners progress from college to all our universities without unnecessary duplication of SCQF credit.</p> <p>We will more fully align our college and university higher education system to meet learner expectation, to ensure full recognition of prior college learning where appropriate.</p> <p>We expect all universities to actively support this to happen and to commit to substantially increasing the proportion of HN learners they admit with full credit to at least the 75-per-cent benchmark identified by SFC. We will ask universities to set out the reasons why articulation is not possible for any learners transferring within the same broad subject areas, and the steps being taken to enable it.</p> <p>We expect the universities who traditionally have low numbers of articulating students to also commit to substantially increasing the number of HN learners they admit.</p>
<b>4. Leadership</b>  <i>Building collective leadership across the education and skills system</i>	<p>We want a shared vision to enable a single system approach. Our starting point is to understand why the system needs to change to be better for the learner, accept this and then establish the conditions for this to be realised. This raises questions as to how we support the system to do this. In terms of governance we will need greater alignment in decision making. Aligning key stakeholders within a single vision, will be the beginning of establishing a shared culture, which then creates the conditions to address the capacity issues the system faces together.</p> <p>The leadership challenge will need to address and make clear our expectations of the three year senior phase and maximise its value; our expectations of the four year degree and maximise its entry points; and the role of colleges in ensuring direct routes to employment, delivering high level skills, and routes to degree level study. This requires strong governance, capable of making whole system decisions and of looking ahead to make plans for Scotland's future education and skills needs.</p>	<p><b>15</b> We will provide system leadership to ensure there is a shared vision about the purposes of post 15 education.</p>
<b>5. Performance</b>  <i>Knowing how well our education and skills system is performing</i>	<p>It is important that funding across the system helps young people make decisions based on what works for them and for the economy. Therefore, we need to act on the information we create and use that information to support learners to make more informed choices. We want to maximise the value of existing governance structures, such as the new Enterprise and Skills Strategic Board and the Scottish Education Council; and support a connection between the new Regional Improvement Collaboratives and regional colleges and with universities as well as the respective quality arrangements of the different parts of the system.</p> <p>Acting on evidence of outcomes and return on investment, should redress the inconsistencies of investment in different qualifications and different types of learning. This will start with the commencement of the LEO project (Longitudinal Educational Outcomes). We will ensure a more co-ordinated use of data across national organisations, to better understand the impact of different learner journeys: This will include developing a consistent set of performance measures and to consider how the National Improvement Framework could be developed to support the learner 12 journey 15-24.</p>	<p><b>16</b> We will support greater alignment and collaboration across the education and skills system making best use of the Scottish Candidate Number to help support effective transitions.</p> <p><b>17</b> We will develop better data and improve how existing data is used to support learners make the right choices for them. We will also develop a performance framework to drive improvements across the system as a whole.</p>



## Board of Management

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### Report to the Board by the Regional Chair

#### 1 Introduction

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

#### 2 Colleges Scotland/CDN/Sector/Regional Chair's Group

**2.1.** The CDN Board Meeting on 28 March was held at West College Scotland's Paisley Campus. James Boyce, Head of FE Strategy at Scottish Government attended the meeting and gave a summary of the main issues of focus in recent months. These included; the Learner Journey review, the role of the college sector, and the importance of the sector itself talking publicly about positives, National Bargaining, Student Support Review, Importance of evidencing employer engagement with colleges, Equality and Diversity.

**2.2** The Colleges Scotland All Chair's and Principals Event took place in Edinburgh on 28/29 March. This included a CS board meeting and AGM. There was discussion on sector and CS strategy with further work to be done on this.

The Minister for FE HE and Science addressed the event, as did the SG Director, and new chair of SFC. Focus again was on 15/24 Learner Journey, the importance of increasing the 'visibility' of individual Colleges and the sector. A Statement of Ambition is being worked on for intended publishing in June.

SFC Board is currently working on a ten year vision.

**2.3** I had a positive annual chair's review meeting with Paul Smart in April.

**2.4** As a member of CDN Development Committee, I attended the recent meeting at Kilmarnock College. There was discussion to which Andy Wright contributed on formal partnership agreements with local authorities and schools links. There was also a very interesting presentation on Digital Health and Skills which identifies the top 10 skills that Scottish Companies have identified for their workforce.

**2.5** The CDN College Board Members Conference was held in Stirling on 15 May. Naomi Johnson from our board attended with me.

Areas of interest from speakers (not covered elsewhere in this report), included an overview of Audit Scotland 2018 report with a re-emphasis on the requirement to develop long term financial plans using assumptions. It was stated that SFC funding might be stable for the next 2 years, and thereafter there will be greater focus on equipping learners with the necessary flexible skills to progress.

**2.6** I attended the National Economic Forum with Andy Glen, which took place in Dumfries on 16 May, and joined the workshop on DYW.

## Board of Management

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- 2.7** I attended the DYW National Advisory Group Meeting in Edinburgh on 24 May. This was led and jointly chaired by the Deputy First Minister. The importance of 'parity of esteem' between college and university as part of the routes from school was discussed in the context of the Learner Journey and further evidence will be brought to the group in this area.

### **3 Regional Business**

- 3.1** The Community Planning Partnership Board met in Kirkcudbright in March. A presentation by the team running the D&G Year of Young People took place. This was impressive and I was particularly pleased to hear mention of the college engagement.
- 3.2** I attended a Crichton Campus Leadership Group (CCLG) meeting which included presentations by the chair and executive lead of the SOSEA Interim Partnership, as well as information on a locally focused Regional Skills Investment Plan which is underway with initial research to be contracted out.
- 3.3** At short notice, I was delighted to welcome Scotland's First Minister to the college on 16 May. Nicola Sturgeon met with some senior staff and students in Zest where Leah Thomas gave an excellent overview on the Healthy Minds Healthy Bodies project.
- 3.4** I held a working lunch with Juliet McAlpine of Education Scotland along with Delia Holland on 29 May.
- 3.5** There has been ongoing work with the DYW Regional Group and I have been pleased to hear of positive progress from within the college and from DYW staff reports to the board of working together. It is great to hear of the college inputting directly to the new industry sector groups.
- 3.6** I have enjoyed very useful meetings and visits with board colleagues and others on Vision 2020, succession planning, The Bridge, and on other matters which are covered elsewhere in our agenda.

### **4 Recommendation**

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

**Brian Johnstone**  
Regional Chair  
29 May 2018

## Board of Management

### Principal and Chief Executive Report - May 2018

#### 1 Purpose of the Report

To provide members with an update on key college and Policy initiatives.

#### 2 The Report

##### 2.1 College Management Structure

Subsequent to the HR Committee and Board meetings on 13 March, following a staff consultation period, a final structure diagram and details of vacancies were issued for internal applicants (copy attached). June Holland, Head of Curriculum, informed the college of her intention to retire at the end of June 2018 and this (replacement) post was also advertised internally, alongside the other posts. Multiple applications were received for all posts followed by a shortlisting and interview process. It is envisaged that all internal interviews will be concluded by Friday 1 June. Where vacancies still exist or new vacancies occur as a result of appointments, these will be advertised externally (although internal applicants will still be able to apply). Members will note that EMT took on board comments regarding the various 'management' titles and removed the title of 'Director'.

Appointments confirmed thus far:

**Head of Corporate Services** – Billy Currie. Billy is currently the Facilities Manager and the intention is to remove this post from the structure but to create a new post of Facilities Team Leader.

**Head of Curriculum** – Laura Webster. Laura is currently Curriculum Manager for Hospitality and Sport and the intention is to continue with this post and recruit through internal and external channels.

**ICT Team Leader** – no appointment was made so alternative arrangements are being considered.

**Stranraer Campus Manager** – Interviews scheduled for Wednesday 30 May 2018.

**Central Administration Manager** – Interviews scheduled for Friday 1 June 2018.

**Head of Planning & Quality** – no candidates were shortlisted for interview so this post will be advertised externally.

##### 2.2 Flexible Workforce Development Fund

At the cut-off date for applications for 2017-18, Dumfries and Galloway College had agreed training programmes to the (indicative) value of £93,000 with 16 organisations across the region. This represents 46.5% of the original allocation of £200,000 which is a significantly higher proportion than achieved in many other regions. Dialogue with the Scottish Funding Council and Scottish Government regarding the challenges surrounding this initiative have been ongoing but the Minister for Employment, Jamie Hepburn MSP, has publicly acknowledged the efforts the college sector has put in to delivering this initiative. Indications are that this funding will continue to be managed and delivered through the college sector in 2018-19, although no formal announcement has yet been made.

## Board of Management

### **2.3 Visit to UHI**

The Principal, along with the Principal from Borders College and Development Officer for Crichton Campus Leadership Group, recently visited Inverness College and met with colleagues from University of Highlands and Islands and Highlands and Islands Enterprise. Discussion took place regarding the positive impact a University in the region had on retention of young people, inward migration of people to study at the University and on supporting the development of the economy. Key to the success was the recognition of the importance of Further and Higher Education by the Enterprise Agency who, over the years have made significant investment in the University. A follow up meeting between the Principals from Dumfries and Galloway and Borders College and CCLG Development Officer has been arranged to discuss what lessons we can learn from this in terms of further development of our own articulation links.

### **2.4 Dumfries Lions Club Student Award**

As part of the centenary year of the Lions Club, Dumfries Lions Club have donated a prize to the College as part of our annual awards ceremony. The beautiful bowl will be awarded to the student 'Demonstrating significant skills in Citizenship'. The first presentation will be made at the HN Graduation Ceremony in Dumfries in August.

### **2.5 Business Insurance**

Members will be aware that, following reclassification of colleges as public bodies, a review of the derogation of business insurance in the College sector and whether this should be continued was undertaken. The current extension is due to end in July 2018. After considering the business case College Scotland provided, colleagues in Scottish Government are content for this to continue with a further review due prior to July 2021 to ensure that this process still provides best value for public funds in accordance with the Scottish Public Finance Manual.

### **2.6 College Sector Contractual Arrangements with Construction Industry Training Board**

A series of meetings have been held between college sector representatives, Colleges Scotland, Energy Skills Partnership and CITB to discuss contractual changes in relation to Scottish Vocational Qualification element of the Modern Apprenticeship (MA) and Skills tests with the aim of developing a delivery and costing model acceptable to both parties.

The exiting contractual model is 32.5 hours per week at £2.36 per hour. Modelling shows that colleges are running at a net loss of an average £6,639 per group of 12. It is worth noting that Skills Development Scotland (SDS) contribution rate to CITB has increased over the last 15 years, with no subsequent increase to colleges.

The construction qualification has now moved to a work based evidence model with assessors undertaking a much higher workload than previously. This has not been taken into consideration by CITB, as assessors are now assessing a direct observation on a 1-1 basis.

## Board of Management

The proposal from CITB is to move to an output based structure, which in line with payments from SDS, for new starts from August 2018. A cohort group of 12 CITB students under this proposal would see a reduction in fees payable by CITB – this proposed contract would be weaker than the current contract. There would also be a higher risk to colleges as 25% (£687) of the proposed contribution of £2,749 would only be paid on achievement of the full MA.

To date, no agreement has been reached and it was agreed at the Colleges Principals Groups meeting on Tuesday 8 May to write to CITB outlining key concerns. It was also agreed at this meeting that the ongoing negotiations should have no detrimental impact on MA students currently studying at college.

Further meetings are being arranged in an attempt to resolve the matter before the start of academic session 2018-19.

### **2.7 Regional Improvement Collaboratives**

RICs were established by Scottish Government in late 2018. John Swinney announced:

“This government’s overriding priority is to close the poverty-related attainment gap and raise standards for all. The new Regional Improvement Collaboratives will help achieve this by sharing evidence of what works and providing expert and practical support for teachers and schools’

Schools across Scotland will be able to draw on a range of expertise through six newly established Regional Improvement Collaboratives. Each one will be led by a Regional Improvement Lead and will work with schools, using all available evidence, to provide targeted advice and support to drive improvement.

The leads have been appointed by agreement of Local Authority Chief Executives in each regional collaborative, and the Scottish Government advised by the Interim Chief Inspector of Education and will be responsible for ensuring a detailed Improvement Plan in consultation with their schools and head teachers is in place for each area by 2018.

#### **South West Collaborative – Regional Improvement Lead Douglas Hutchison, Director of Education, South Ayrshire Council**

East Ayrshire Council

North Ayrshire Council

South Ayrshire Council

Dumfries & Galloway Council

Thus far, there is no formal mechanism for colleges to be part of these collaboratives and this has been raised with Scottish Government through Colleges Scotland. However, a senior pathways strategy is currently being developed for Dumfries and Galloway and it is expected that this will be the key link for colleges and schools in the region to further develop appropriate provision and pathways for learners across the region. Reference is also made to the importance of colleges and RICs working together in the 15 to 25 Learner Journey review published by Scottish Government in May 2018.

## Board of Management

### **2.8 Regional STEM Strategy**

Scottish Government recently unveiled a new strategy to create a future of Excellence and Equity for STEM. The strategy spans from 2017 to 2022 and outlines actions intended to “INSPIRE” enthusiasm for STEM across all areas of society. Key measures include strengthening the delivery of STEM through education, addressing unconscious bias and gender stereotyping, and ensuring the skills developed meet the needs of employers regionally and nationally.

The College subsequently received a letter of guidance from Scottish Funding Council which highlighted that there is a requirement to develop Regional STEM hubs and that the National Strategy requires every college region to develop a STEM strategy and associated Action Plan. Regional College strategies will link industry and the curriculum delivered in the region to drive increased productivity and growth.

A more detailed update was provided to the Learning and Teaching Committee at its meeting on Tuesday 22 May 2018 and progress reports will be provided to this Committee on a regular basis.

The full report can be found at:

[www.gov.scot/Resource/0052/00526536.pdf](http://www.gov.scot/Resource/0052/00526536.pdf)

### **2.9 The Herald Higher Education Awards**

The College has been shortlisted for the above awards in the Widening Access category for our Breakfast Club initiative. Winners will be announced at the Awards Ceremony to be held on Thursday 28 June 2018.

### **2.10 Colleges Strategic Futures Group (CSF)**

The Principal attended her first CSF meeting in her capacity as Chair of the College Principals Group. The meeting was attended by representatives from Scottish Government, Scottish Funding Council, and Colleges Scotland. These meetings operate under Chatham House rules in order to facilitate full and frank discussions but topics covered included Ministerial Strategic Priorities which (for the college sector) include a focus on gender balance on Boards of Management, health and well-being with particular emphasis on mental health, learner journey and the next Spending Review. There was significant discussion around the childcare credit target, achievement of 116,000 FTE as per SNP manifesto and national bargaining in relation to the 2018-19 Funding allocation and a general discussion regarding encouraging increased Commercial activity in colleges.

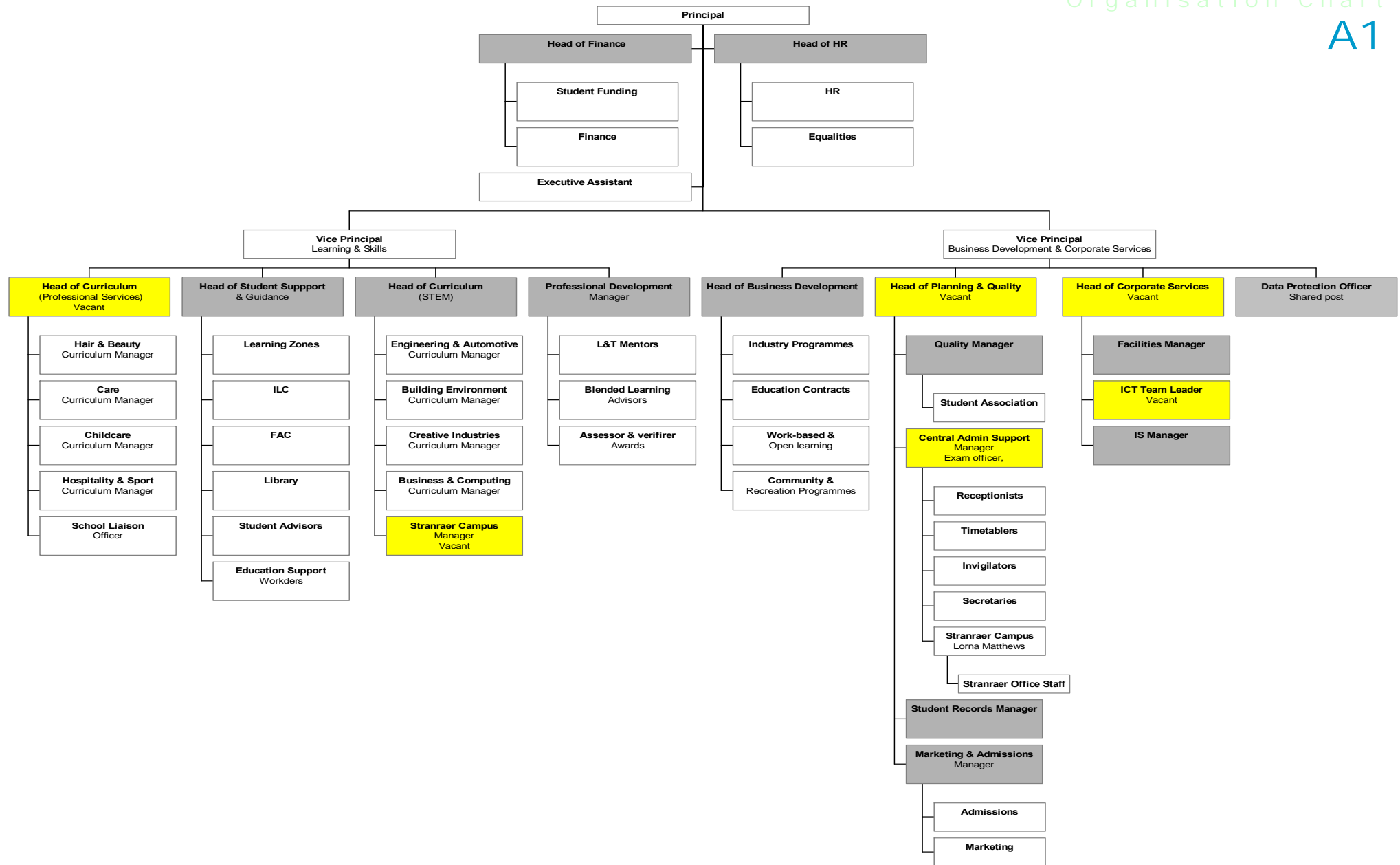
## **3 Recommendation**

Members are asked to note the update.

**Carol Turnbull**

**Principal**

**May 2018**



## College Management Team Structure (Proposed)

## Board of Management

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

#### Introduction

The purpose of this report is to update the Committee on projects and ongoing work in the Students' Association.

#### Student Association Roles

**President** – Three people ran for the role, two from Dumfries and one from Stranraer, they campaigned for two weeks and voting for the President took place between 21/05 – 25/05. It was announced on 28/05 that Nikki Vjatschslav was successful in being elected in as President; this is the first time that the President has come from the Stranraer campus. All of the candidates who stood were previously curriculum reps.

**Vice president** – Voting for the vice president role will take place between 29/05 – 01/06. There are two people standing for the role of vice president, both from the Dumfries campus.

#### Self-Evaluation

A meeting took place on 21/05 to go over the self-evaluation for the student association. Student association and quality staff attended this meeting.

#### NUS Projects

**Healthy Body, Healthy Mind** - The Healthy Body, Healthy Mind (HBHM) project has been ongoing throughout the year, this focuses on the link between physical activity and sports, mental health and smoke prevention. There has been a lot of interaction with the project over the year, with students and some staff getting involved. This is an ongoing project that is designed to be continued and developed within colleges and universities over the years. NUS awards colleges and universities stars over the years in relation to the work that has been accomplished on the project.

As part of the HBHM project thirteen members of staff, including myself completed Scottish Mental Health First Aid training. The training mainly consisted of college first aiders, as a lot of the course was in relation to how to administer first aid to people who are experiencing a range of mental health difficulties. The course was very beneficial and everyone who attended felt that they had a better understanding and knowhow to be able to deal with these kind of things if they came up. Some of the content of the course included how to correctly deal with – psychosis, alcohol and drug addiction, suicide intervention, anxiety, depression, stress and more. Staff from both Dumfries campus and Stranraer campus attended this training.

**Responsible Futures** - is a partnership project between colleges and student associations that focuses on sustainability. The college will be audited in August/September to whether accreditation can be gained under the scheme.

**FE Fair attendance and Budget for Better** - Fair attendance and Budget for Better are both campaigns that set about addressing financial issues that many students face. Both of these campaigns have published student surveys which students at the college have been asked to complete. The student engagement officer also provided a response to NUS regarding the fair attendance campaign after speaking with students to gain their input and experiences. These kind of campaigns also show the need for things such as the breakfast club.



## Board of Management

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### Student Association update on events

- The South-West Trophy rematch took place on 18/04/18 in Stranraer. This event was well attended and the sports included – Football, Basketball and Badminton. Over the afternoon Dumfries pulled ahead, winning the match and defending the trophy.
- Sport Relief week was a success, with the most enjoyable event being the Staff V Student matches. One took place in Dumfries and one in Stranraer. In Dumfries, the students managed to win the match and in Stranraer, the staff managed to win it.
- Lunchtime activities have been ongoing since my last update, with a range of students attending. Some days are sport specific and other days the students who attend can choose what sport they would like to do.
- Due to student request there was another Palmerston Football match put on in March. Students from both campuses attended and Dumfries won the match.
- Smoking matters attended both campuses to promote Stop Smoking day in March. Stalls were set up and they provided interested students with information and resources to help them to cut down and quit smoking.
- There is one more match planned for Palmerston on 06/06, this will be between staff and students.
- The first minister visited the college on 16/05 for a presentation on the Healthy Body, Healthy Mind project and for a chat with students regarding mental health and their involvement with the HBHM project over the year.

### Events over the year that have helped towards achieving the HBHM award

- Since starting there have been approximately 54 lunchtime activities run. Students have varied from sport, hospitality, creative industries, wind turbine technician and construction courses. Various members of staff also attended these over the year.
- Since September, there have been fortnightly Football activities at the Ryan Centre for students in Stranraer. These are over lunchtimes, and include students from – construction, lifeskills, hairdressing, and social sciences courses. Staff members also attend.
- There were two South-West Trophy events over the year. One took place at Dumfries campus and the other took place at the Ryan Centre in Stranraer. Students who took part varied from – sport and construction courses.
- There have been two Palmerston matches over the year, with one more planned. Students who took part varied from – sport, lifeskills, wind turbine technician, construction and social sciences courses.
- Blindfolded Football, staff and students both took part in these events. Students who took part varied from – sport, lifeskills, and construction courses.

## Board of Management

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- Sports Relief – Staff V Students. Sports students and staff took part in this event at Dumfries and in Stranraer staff and students varied from – sport, lifeskills, and construction courses.
- Mental health and stop smoking organisations have visited the college numerous times throughout the year and have all helped in collecting information to go in the HBHM criteria for the award.

### Recommendation

The Board is encouraged to discuss the contents of the report and ask questions.

Leah Thomas  
President Students' Association

Date: 05/18

## Introduction

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

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

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

## Strategic Plan

Objective	Targets	Key Actions	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>• Re-structure of DGSA executive to two full-time sabbatical officers (President and Vice President)</li><li>• The SA President and Vice President are both members of the Board of Management.</li><li>• The President and VP are line managed by the Quality Manager.</li></ul>	Achieved/Board of Management  Achieved  Achieved

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

	1.2 Ensuring the Student Association is fully involved at all levels of the college decision-making process.	<ul style="list-style-type: none"> <li>DGSA executive are members of the Learning and Teaching Committee.</li> <li>DGSA executive to request to be invited to attend all cross college committees.</li> </ul>	President on L&TC
<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>Partnership agreement to be drawn up and signed by the President and College Principal.</li> <li>To achieve the NUS Responsible Futures, which is a partnership programme between College management, the curriculum and the SA.</li> <li>To achieve the NUS Healthy Body, Healthy Mind award.</li> <li>To forward details of external agencies to Curriculum Managers to use within the curriculum.</li> </ul>	<p>Agreement discussed and finalised by DGSA/Quality staff and signed by President and Principal</p> <p>The Student Engagement Officer has delivered sustainability campaigns and projects such as Smalls for All, World AIDS day and sexual abuse awareness, international women's day, Fairtrade awareness, climate change awareness and free refill sign up to save plastic bottle waste. NUS to audit next academic year.</p> <p>This is an ongoing project, the first year of the project has been completed. The award will be decided in June.</p> <p>Details were sent to Curriculum Managers in September by Quality.</p>

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

<p>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.</p>	<ul style="list-style-type: none"> <li>• DGSA executive to attend NUS training.</li> <li>• DGSA to attend and contribute to NUS events.</li> <li>• DGSA executive to attend Sparqs training.</li> <li>• DGSA to attend and engage with Sparqs events.</li> <li>• DGSA to feedback to raise awareness of NUS and Sparqs campaigns with students.</li> <li>• DGSA to review and implement new Curriculum and Class Rep system in 2017/18.</li> <li>• DGSA to looking at student retention through projects such as Erasmus.</li> <li>• DGSA to work with the Quality Team to identify patterns from first requests for service and complaints from students.</li> <li>• DGSA to use 'graffiti boards' around the college to collect and record student opinions anonymously.</li> </ul>	<p>NUS lead and change training attended by President and VP - July 2017.</p> <p>Attended event at beginning of year</p> <p>President and VP attended August 2018.</p> <p>Attended event at beginning of year.</p> <p>Campaigns have been advertised to students by Quality staff and Student Engagement Officer.</p> <p>To be carried over to session 18/19.</p> <p>College made decision not to go ahead.</p> <p>Any complaints the DGSA receives gets passed onto quality staff</p> <p>These have been used throughout the year by the Student Engagement Officer.</p>
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## Dumfries and Galloway College Student Association's Strategic and Operational Plans 2017/18

	<ul style="list-style-type: none"> <li>DGSA to record student queries for self-evaluation.</li> </ul>	System implemented by Student Engagement Officer.
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>DGSA to be aligned with NUS Scotland to be aware of national campaigns.</li> <li>Working with Curriculum and Class Reps to identify the needs of students in relation to learning and teaching.</li> <li>Working with the student body to establish student needs in relation to all aspects of college life.</li> </ul>	<p>DGSA affiliates with NUS Scotland</p> <p>Student President has attended all Class and Curriculum rep meetings. Quality staff and Student Engagement Officer send regular updates to Class/Curriculum Reps to share information and request input where required.</p> <p>DGSA has an open door policy and have visited numerous classes.</p>
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>DGSA executive to meet at least once per term with Class Reps to gather student opinions.</li> <li>DGSA executive to meet monthly with the Curriculum Reps to gather student opinions.</li> </ul>	<p>Two class rep meetings been held and any issues raised have been passed on to college management.</p> <p>It has not been possible to have monthly meetings over the year. However, four meetings have been held.</p>

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

<b>Objective</b>	<b>Targets</b>	<b>Key Actions</b>	<b>Outcome/Impact /Evidence/Achieved by</b>
<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>DGSA executive positions are open to all students and are democratically elected.</li> </ul>	Positions are available to all students and voting takes place on MyDay.
	2.2 The Student Association has appropriate lines of accountability in place.	<ul style="list-style-type: none"> <li>The President and Vice President are line managed by the Quality Manager.</li> </ul>	This arrangement has been in place for a number of years.
	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>DGSA Constitution and Partnership Agreement to be available to all students electronically on MyDay and in paper format by request.</li> <li>Ensuring students are aware of the DGSA tab on MyDay and the documents they can access.</li> </ul>	<p>These have been posted on MyDay.</p> <p>Students are reminded of this and all DGSA events.</p>
	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>DGSA Constitution has been presented to the Board of Management and DGSA executive must report on their activities throughout the session to the Board of Management.</li> </ul>	Constitution has been signed by the Chair of the Board and Student President. Student President submits and presents update reports to the Board.
	2.5 Governance and democratic processes are sustained year on year.	<ul style="list-style-type: none"> <li>DGSA executive to have a Board of Management mentor to work with them on an ongoing basis.</li> <li>The Quality Manager line manages the President and Vice President and works with them and the Student Engagement Officer to ensure adequate training is implemented at the start of each academic year.</li> <li>A handover meeting takes place in May each year between the exiting President and Vice President and the new SA officers.</li> </ul>	<p>Awaiting advice on this.</p> <p>Training was done at the beginning of the year.</p> <p>Will have to be postponed to June</p>

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

<b>Objective</b>	<b>Targets</b>	<b>Key Actions</b>	<b>Outcome/Impact /Evidence/Achieved by</b>
<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>• DGSA to undergo a rebranding process to ensure it is inviting and engaging to students.</li> <li>• DGSA to be present during college open evenings.</li> <li>• DGSA to welcome students into the college during Orientation days and provide lunchtime entertainment.</li> <li>• DGSA to maintain the college radio, which promotes DGSA and other college events.</li> </ul>	<p>New logo and promotional material done.</p> <p>DGSA has been present at both open evenings.</p> <p>Student President did induction speeches, and organisations were invited in by Quality staff.</p> <p>DGSA works with Alive radio. VP has co-ordinated music throughout the year.</p>
	3.2 Students feel able to bring their issues and concerns to the Student Association.	<ul style="list-style-type: none"> <li>• DGSA to have an open door policy where students can drop in.</li> <li>• DGSA to record student drop ins (implemented March 2018).</li> <li>• DGSA executive to visit the Stranraer campus on a regular basis and days and times they are available to be advertised in advance to students.</li> <li>• DGSA to use the Class and Curriculum Rep system to gather student opinions.</li> </ul>	<p>Students are always welcome in.</p> <p>Ongoing. There is now a form for recording the data.</p> <p>Student President and VP visited weekly over the year.</p> <p>There are meetings held with Class and Curriculum Reps.</p>



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

	<p>3.3 The Student Association is able to gather views from all student groups.</p>	<ul style="list-style-type: none"> <li>• DGSA executive to encourage students to use 'Have your say'.</li> <li>• DGSA executive to have input into the Induction Survey and to evaluate and act upon answers relating to the Student Association.</li> <li>• DGSA executive to be involved with the Learner Voices review.</li> </ul>	<p>DGSA advised students to use Have your Say for comments.</p> <p>Student President worked with Quality staff to discuss comments with students.</p> <p>DGSA have been part of the Quality team that carry these out.</p>
	<p>3.4 Student members engage with the Student Associations democratic governance structures enabling them to function effectively.</p>	<ul style="list-style-type: none"> <li>• DGSA executive to encourage students to take part in elections for Class Reps.</li> </ul>	<p>Numerous classes were visited to speak about the Class Rep role</p>
	<p>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.</p>	<ul style="list-style-type: none"> <li>• DGSA executive to raise awareness of Class Rep progression route from Class to Curriculum Rep to DGSA executive officer.</li> <li>• DGSA executive to help identify Curriculum Reps from effective returning Class Reps.</li> <li>• DGSA executive to give Curriculum Reps an insight into the DGSA executive role to help them determine if they wish to stand for a sabbatical position.</li> </ul>	<p>This has been discussed at training and also raised at meetings.</p> <p>This system needs to be reviewed.</p> <p>Current candidates have not approached anyone.</p>

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

<b>Objective</b>	<b>Targets</b>	<b>Key Actions</b>	<b>Outcome/Impact /Evidence/Achieved by</b>
<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>DGSA has two full-time paid sabbatical student officers.</li> <li>DGSA has dedicated staff support at the Stranraer campus.</li> <li>The Quality Manager and Quality Team also work closely with DGSA to support the paid officers.</li> </ul>	<p>VP being reduced to part-time.</p> <p>There is a part time member of staff in Stranraer and the President and VP visit weekly.</p> <p>Quality Manger has meetings with President and VP.</p>
	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>DGSA executive undertake the college induction programme.</li> <li>DGSA executive to attend College Development Network training for new student board members.</li> <li>DGSA executive to attend NUS Scotland training for Student Association officers and staff.</li> <li>DGSA executive to consult with NUS on an ongoing basis to raise awareness of their campaigns with the student body.</li> <li>The Student Engagement Officer and SA officers attend Sparqs events including training and advice sessions.</li> </ul>	<p>Met with key members of staff.</p> <p>VP attended one event.</p> <p>Attended training at beginning of year.</p> <p>NUS has been liaised with throughout the year.</p> <p>Attended an event at the beginning of the year.</p>
	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>Budget requests to be made by the President and authorised by the Quality Manager.</li> </ul>	Ongoing

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

<b>Objective</b>	<b>Targets</b>	<b>Key Actions</b>	<b>Outcome/Impact /Evidence/Achieved by</b>
<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>DGSA executive to advise Class and Curriculum Reps of DGSA aims during training.</li> <li>DGSA executive to work with Class and Curriculum Reps throughout the session to promote DGSA activities.</li> <li>DGSA to use My World of Work Ambassadors Project (SA officers and Curriculum Reps will be Ambassadors).</li> <li>DGSA executive to use the SFC Student Engagement and Satisfaction Survey to identify areas for improvement.</li> <li>DGSA executive to use social media to promote awareness of activities and SA projects.</li> </ul>	<p>This was discussed at training and meetings.</p> <p>DGSA activities were promoted throughout the college.</p> <p>Did not go ahead. Should consider if it is required for next academic year.</p> <p>Survey advertised and conducted by Quality staff.</p> <p>Facebook and MyDay have been used over the year to inform students of upcoming events.</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.	<ul style="list-style-type: none"> <li>DGSA executive to implement fundraising activities, focusing on the chosen local and national charities at both campuses.</li> </ul>	<p>Donations for the Blood Bikes and Foodbanks have been made by students and staff. Projects implemented by Quality Staff and VP.</p>

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

		<ul style="list-style-type: none"> <li>• DGSA executive to co-ordinate and promote volunteering opportunities for students.</li> <li>• DGSA executive to establish and promote community links and partners.</li> <li>• DGSA executive to engage with the NUS Healthy Body, Healthy Mind project.</li> <li>• DGSA executive to engage with the NUS Responsible Futures project.</li> <li>• DGSA executive to ensure there are sporting opportunities open to all students through lunch time activities and inter campus events such as the South-West Trophy.</li> </ul>	<p>These have been promoted through organisations visiting the college and also through posters.</p> <p>Representatives from different organisations visit the college on a regular basis. DGSA also visited a local primary school, and attended a World of Work day.</p> <p>Student President managed this project over the year.</p> <p>Work ongoing towards achieving. NUS will audit next academic year. Project implemented by Student Engagement Officer.</p> <p>Student President has run numerous events over the year, varying from – South-West Trophy matches, Football matches, Blindfolded Football, Staff V Students matches, and ongoing Lunchtime activities.</p>
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# **Dumfries and Galloway College Student Association's Strategic and Operational Plans 2017/18**

		<ul style="list-style-type: none"> <li>• DGSA executive to use the College radio to help create a vibrant and engaging environment.</li> <li>• DGSA to ensure there are fun and social events throughout the session, informed by student input.</li> </ul>	<p>DGSA works with Alive radio. VP maintains college radio.</p> <p>There have been numerous things ranging from – BBQ's and entertainment at the beginning of the year (both campuses), Health Week, Volunteering Week. Organised by Quality staff.</p>
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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.

## **Operational Plan 2017/18**

### **July/August 2017**

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

### **September 2017**

<b>Event</b>	<b>Date</b>	<b>Notes / Supporting Evidence</b>
NUS Meeting – NUS Plan of Work	11 <sup>th</sup> of September 2017	Meeting with Shuwanna Aaron (NUS Scotland Women's Officer) and Dougie Smith (Development Consultant) to discuss NUS Scotland's Plan of Work for 2017/18.

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

Health and Safety Committee	12 <sup>th</sup> of September 2017	Student President attended.
NUS Training – Stranraer campus	27 <sup>th</sup> of September 2017	Dougie Smith from NUS Scotland attended with President, VP, SA Liaison Assistant, Student Engagement Officer and Quality Manager.
Charity announcement to students (both campuses)	Ongoing throughout year	Students advised on FB, MyDay of the Blood Bikes and the Trussell Trust (Dumfriesshire and Wigtownshire Foodbanks). Built into Class Rep training also.  Meeting with Wigtownshire Foodbank, with Stranraer students, SA Liaison Assistant, VP and Student Engagement Officer.  Meeting with Dumfriesshire Foodbank at Apex Dumfries, with VP and Student Engagement Officer.
Class and Curriculum Rep promotion	September 2017	President, Vice President and Student Engagement Officer attended numerous classes where requested to speak about the Student Association and the Class and Curriculum Rep system
Fortnightly Football games – Stranraer campus (Ryan Centre)	September 2017 (ongoing every month)	Students and staff attend these. Students range from – hairdressing, construction, lifeskills, and social sciences.

### October 2017

Event	Date	Notes / Supporting Evidence
Class and Curriculum Rep promotion	1 <sup>st</sup> October – 13 <sup>th</sup> of October 2017	President, Vice President and Student Engagement Officer attended numerous classes where requested to speak about the Student Association and the Class and Curriculum Rep system
Climate change and sustainability awareness (Start of the NUS Responsible Futures Programme)	Week beginning 2 <sup>nd</sup> of October 2017	Ongoing throughout year. First display on Sustainability board in October. Sustainability campaigns and projects, at both campuses, have included Smalls for All, World AIDS day and sexual abuse awareness, democracy awareness, international women's day, Fairtrade awareness and graffiti board, meat free days and equality and (bio)diversity

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

		graffiti boards, climate change awareness and free refill sign up to save plastic bottle waste. There is also work underway to further progress education for sustainable development in the curriculum.
Learning and Teaching Committee	3 <sup>rd</sup> of October 2017	Student President and VP both attended. Student President presented a report and the strategic and operational plan.
Board of Management Meeting	10 <sup>th</sup> of October 2017	Student President and VP both attended. Student President presented a report and the strategic and operational plan.
Start of lunchtime sporting activities	30 <sup>th</sup> of October 2017 (ongoing every month)	Lunchtime activities have been running all year with between 1-4 taking place every week (all depending on availability). A group of students managed these activities until the end of December and then the Student President took over from January. Curriculum areas have varied from sport, hospitality, wind turbine technician, creative industries, and construction.
Start of the Daily Mile (Start of the Healthy Body, Healthy Mind project)	30 <sup>th</sup> of October 2017	This was run once a week by a group of students until December, student president then took over. Students who attended were from sport and construction.
Halloween fun	31 <sup>st</sup> of October 2017	Halloween treats handed out from SA at both campuses. SA space decorated and Blood Bikes in attendance at Dumfries Campus were students dressed in Halloween costumes selling cupcakes to raise money for SANDs.

### November 2017

Event	Date	Notes / Supporting Evidence
Class Rep training	30 <sup>th</sup> October – 17 <sup>th</sup> of November 2017	164 class reps were elected, 122 attended training, there were 20 training sessions, and 20 classes didn't elect a Class Rep
Skills Development Scotland – Ambassadors Project	TBA	Training for Curriculum Reps and promotion to students



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

Palmerston Football match	22 <sup>nd</sup> of November 2017	Twenty-six students attended from both campuses. Curriculum areas varied from sport, wind turbine technician, construction, lifeskills, and social services.
Scottish Student Sport promotion	TBA	NUS advised the quality manager that this wasn't to go ahead and to focus on intercampus activities
Equality and Diversity Kaleidoscope promotion	Week beginning 27 <sup>th</sup> of November 2017	This was a joint initiative between Sue Livermore, Equality and Diversity Officer and the Student Engagement Officer. Equality and Diversity awareness, including biodiversity, using graffiti boards, and interactive where I have been in the world board. Blindfolded Football – see details in December.
Sparqs event (Academic Representation)	29 <sup>th</sup> of November 2017	Attended by Student Engagement Officer
Children in Need	17 <sup>th</sup> of November 2017	Students were invited to donate if they chose to, but no fundraising event went ahead.  Students organised a car wash event at Stranraer which the VP had advertised in the local press.
Book Week	Week beginning 27 <sup>th</sup> of Nov 2017	Successful bid entered by Student Engagement Officer on behalf of the SA to hold an event during this week. The Book Week theme is 'Sustain'. Our events – one at each campus – will include visual displays in line with sustainability, climate change and food ethics (bid of £400 to support). Joint initiative between the Library and Student Engagement Officer.
College open evening	28 <sup>th</sup> of November 2017	Quality staff worked with Marketing. DGSA provided a hamper to be raffled on the evening. Raffle delivered by Quality Staff, £140 raised.
St Andrew's Day	30 <sup>th</sup> of November 2017	Stranraer display by SA Liaison Assistant.
Joint Board meeting with Borders	20 <sup>th</sup> of November 2017	Student President attended.

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

Equality and Diversity Committee	13 <sup>th</sup> of November 2017	President, VP and Quality Manager attended this. These Committees are chaired by the colleges Equality and Diversity Officer and a range of staff are on the Committee.
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### December 2017

Event	Date	Notes / Supporting Evidence
Learning and Teaching Committee	5 <sup>th</sup> of December 2017	Student President attended and presented a report.
Class and Curriculum Rep hamper appeal for The Trussell Trust	December 2017	Organised by Quality staff and supported by Vice President. Student Engagement Officer and SA Liaison Assistant organised collection and delivery of food bank items.
Board of Management Meeting	12 <sup>th</sup> of December 2017	Student President and VP attended. Student President presented a report.
South West Trophy event – Stranraer campus	TBA	Postponed to 2018 due to request from Stranraer
Christmas Event	20 <sup>th</sup> of December 2017	Lunchtime activities done with a Christmas themed prize to win.
Charity Fundraising (ongoing Blood Bikes and Apex)	December	No event for Blood Bikes. Hamper appeal for Apex (both campuses)
Updated self-evaluation meeting	1 <sup>st</sup> of December 2017	Student President and Quality manager attended
Blindfolded Football Match	4 <sup>th</sup> and 5 <sup>th</sup> of December 2017	Two matches took place, one at Dumfries campus and one at Stranraer campus, this included both staff and students. Students were from – sport and construction.
Domestic violence play	6 <sup>th</sup> December 2017	Organised by VP with the Council's Domestic Abuse team. Live play to 47 Health and Social Studies students.

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

### January 2018

Event	Date	Notes / Supporting Evidence
Launch of Breakfast Club	January – June 2018	Student President took numbers of students using the breakfast club each morning, during the month of January.
Health Week	22 <sup>nd</sup> – 26 <sup>th</sup> of January 2018	Organisations at both campuses ranged from – Samaritans, Blood Bikes, LGBT Youth, Police Scotland, NHS Sexual Health, Addaction, S.C. Fitness and more. DGSA also provided smoothies and health quizzes. Student President provided health checks.
Refreshers	28 <sup>th</sup> – 7 <sup>th</sup> of January (both campuses)	Organisations at both campuses ranged from – Police Scotland, Addaction, Skills Development Scotland, Community Safety Wardens, Avon and more.
Burns Night	25 <sup>th</sup> of January 2018	Stranraer display by SA Liaison Assistant.
Learner Voices review	TBA	Will take place in February/March
Holocaust Day	January 2018	Displays and media clips at both campuses organised by Student Engagement Officer and supported by the Library.
Charity Fundraising (ongoing Blood Bikes and Apex)	January 2018	Ongoing
Board Development event	23 <sup>rd</sup> of January 2018	Student President attended

### February 2018

Event	Date	Notes / Supporting Evidence
Valentine's Day	14 <sup>th</sup> of February 2018	Student study days
South-West Trophy event – Dumfries campus	7 <sup>th</sup> of February 2018	Nineteen students attended from both campuses. Curriculum areas were sport and construction.

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

Learning and Teaching Committee	27 <sup>th</sup> of February 2018	Student President attended and presented a report.
Chinese New Year	16 <sup>th</sup> of February 2018	Chinese fortune cookies handed out at both campuses by SA Liaison Assistant and VP.
Student Volunteering Week	Week beginning 19 <sup>th</sup> of February 2018	Organisations at both campuses ranged from – Samaritans, Visibility, Police Scotland, The Hub, Cats Protection and more.
Domestic violence play - Stranraer	26 <sup>th</sup> February 2018	Organised by VP with the Council's Domestic Abuse team. Live play to 61 Health and Social Studies students.
Charity Fundraising (ongoing Blood Bikes and Apex)	February 2018	Ongoing
Equality and Diversity Committee	5 <sup>th</sup> of February 2018	President and Quality Manager attended
Learner Voices Reviews	February 2018	The Learner Voices Review was carried out by Quality Staff, the Student Association President, Vice President, and 4 Curriculum Representatives. A total of 28 groups comprising of 297 learners participated in the review. We were unable to facilitate 2 groups due to lack of information on timetables.

### March 2018

Event	Date	Notes / Supporting Evidence
SFC Student Satisfaction and Engagement Survey	8 <sup>th</sup> of March – 20 <sup>th</sup> of April 2018	Students were advised of the survey through Personal Tutors, LearnNet, Facebook, class reps, text messaging and email.
Palmerston Football match	14 <sup>th</sup> of March 2018	Thirty students attended from both campuses. Curriculum areas varied from sport, lifeskills and construction.
Sport Relief – Staff V Students Football matches	19 <sup>th</sup> – 23 <sup>rd</sup> of March 2018	Twenty students took part in these matches at both campuses and numerous staff also took part. Other activities also took place.

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

No Smoking Day	14 <sup>th</sup> March of 2018	Smoking Matters came to both campuses and offered information and resources for students
Board of Management Meeting	13 <sup>th</sup> March of 2018	Student President attended and presented a report.
Charity Fundraising (ongoing Blood Bikes and Apex)	March 2018	No event for the Blood Bikes.
Learner Voices Reviews	March 2018	The Learner Voices Review was carried out by Quality Staff, the Student Association President, Vice President, and 4 Curriculum Representatives. A total of 28 groups comprising of 297 learners participated in the review. We were unable to facilitate 2 groups due to lack of information on timetables.

#### April 2018

Event	Date	Notes / Supporting Evidence
SFC Student Satisfaction and Engagement Survey	8 <sup>th</sup> of March – 20 <sup>th</sup> of April 2018	Students were advised of the survey through Personal Tutors, LearnNet, Facebook, class reps, text messaging and email.
Sabbatical Officer elections	TBA	Postponed to May due to waiting for a decision to be made on the roles for next year
Easter	April 2018	Easter egg donation for foodbank at Apex, project implemented by Student Engagement Officer, SA Liaison Assistant and VP. Easter Eggs and food bank items delivered to Apex at both campuses.
South-West Trophy event – Stranraer campus	18 <sup>th</sup> of April 2018	Twenty-four students attended from both campuses. Curriculum areas were sport and construction.
Charity Fundraising (ongoing Blood Bikes and Apex)	April	See above for Apex
Vision 2020 – progress review	27 <sup>th</sup> of April 2018	Student President attended.

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

### May 2018

Event	Date	Notes / Supporting Evidence
Learning and Teaching Committee	22 <sup>nd</sup> of May 2018	Student President attended to present report, and VP attended
First Minister visit	16 <sup>th</sup> of May 2018	The First Minister visited the college for a presentation of the Healthy Body, Healthy Mind project by the Student President and a discussion with students who have been involved with the project.
End of year fun day	TBA	Unable to go ahead
Mental Health awareness week	14 <sup>th</sup> – 18 <sup>th</sup> of May 2018	Display by Student Engagement Officer. Soul Soup and Police Scotland invited in by VP with information for students.
Sabbatical Officer elections	May	Currently ongoing
Charity donations handover	TBA	Will be postponed to June
Greenhouse projects	Ongoing	VP working with Construction students to clear area for Lifestart and Prince's Trust students to use.

### June 2018

Event	Date	Notes / Supporting Evidence
Board of Management Meeting – Stranraer campus	5 <sup>th</sup> of June 2018	
Handover meeting from exiting Sabbatical Officers to new Sabbatical Officers	TBA	
Palmerston Football match	6 <sup>th</sup> of June 2018	



Scottish Funding Council

Promoting further and higher education

Our ref: 249016295

Received 27/3/18.

Comhairle Maoineachaidh na h-Alba

A' brosnachadh foghlam adhartach agus àrd-ìre

19 March 2018

Ann Walsh  
Secretary to the Board of Management  
Dumfries & Galloway College  
Bankend Road  
Dumfries  
DG1 4FD

Dear Ann

I am writing to you to provide feedback concerning Dumfries & Galloway College's compliance with the 2016 Code of Good Governance for Scotland's Colleges (the Code) and the Board Effectiveness Review.

### **Compliance with the Code of Good Governance for Scotland's Colleges 2016-17**

It is a condition of the Financial Memorandum with fundable bodies in the college sector that the governing body complies with the principles of good governance set out in the Code. It is expected that colleges will state their adoption of the Code in the Corporate Governance Statement and, where college practice is not consistent with any particular principle of the Code, a clear explanation of this should be clearly provided in that statement.

As a result of our analysis of governance in the college sector annual accounts and supporting documentation for the academic year 2016-17, we note that the College's Corporate Governance Statement clearly states full compliance with the Code.

### **Board Effectiveness Reviews**

Last year was the first year of the requirement to have an external review of board effectiveness. As part of the process, SFC undertook to provide feedback on the review which you will find below.

The review concluded that the College meets its obligations under the Code and in a number of areas promotes highly effective governance. We note that the Board already has in place a system for evaluating its own performance against the

requirements of the Code on an annual basis and keeps the resulting action plan under review.

### **Actions**

I would be grateful if you could provide an update on the Development Plan which should show progress on actions from the Board Effectiveness Review.

Please respond by 3 April 2018, if you have any questions you can contact Claire Taylor, Senior Financial Analyst (Tel: 0131 313 6604; Email: [ctaylor@sfc.ac.uk](mailto:ctaylor@sfc.ac.uk)).

Yours sincerely

A handwritten signature in blue ink, appearing to read 'A Millar', with a stylized flourish at the end.

Andrew Millar  
Assistant Director, Institutional Sustainability and Governance  
Telephone: 0131 313 6538  
Email: [amillar@sfc.ac.uk](mailto:amillar@sfc.ac.uk)

Copy to: Carol Turnbull, Principal & CEO  
Linda McLeod, SFC  
Kathryn O'Loan, SFC



## Board Development Plan 2017-18

Board Development Plan 2017-18			
Code of Good Governance Criteria <i>Governance development actions agreed during the External Governance Effectiveness Review, Jan/Feb 2017</i>	Development required in response to external effectiveness review & Other Developments identified by the Board of Management	Timescale	Progress / Achieved
<b>1. LEADERSHIP &amp; STRATEGY</b> <ul style="list-style-type: none"> <li>Board to ensure it has overarching leadership of performance-monitoring by taking stock of which KPIs and other performance indicators are overseen by which committees, and ensuring it makes clear whether it expects committees to examine performance issues in more detail and report progress back</li> <li>Build on existing partnership and collaboration by identifying and focussing new efforts on a few 'hard to reach' strategic stakeholders, e.g. certain employers or parts of the region</li> </ul>	1.1 Review role and responsibilities of each Board Committee  1.2 Feedback from SLWGs to be fed back to the Board  1.3 Board Engagement <ul style="list-style-type: none"> <li>Chair of the Board to provide a session as part of an All Staff Session</li> <li>Introduce mentoring from Board members to managers within the new management structure</li> </ul> 1.4 Stranraer Strategy to be further developed in association with potential waterfront development, local employer needs and output from the Curriculum Development work (Stranraer and The Rhins) currently being undertaken  1.5 Vision 2020 will be reviewed in February 2018 at a Board/Staff event  1.6 Will, in early 2017/18, arrange meetings with local area committees and relevant council committee chairs <ul style="list-style-type: none"> <li>To 'refresh' relationships and meet new councillors</li> <li>To 'refresh' relationships and meet new MSPs and MPs</li> </ul>	May 2018  October 2017  August 2017  November 2017  December 2017  February 2018  January 2018  July 2018	<b>1.1</b> <ul style="list-style-type: none"> <li>No additional action is required as the self-evaluation (Jan 2018) scored very highly, confirming no change required.</li> </ul> <b>1.2</b> <ul style="list-style-type: none"> <li>Paper to the Board in Oct 2017. Implementation plans approved</li> </ul> <b>1.3</b> <ul style="list-style-type: none"> <li>Chair of the Board provided a session as part of an All Staff Session</li> <li>Mentoring proposal to be reviewed and timescale revised</li> </ul> <b>1.4</b> <ul style="list-style-type: none"> <li>Update to Board in December. Further work on the strategy is required</li> </ul> <b>1.5</b> <ul style="list-style-type: none"> <li>Event booked for 14 Feb 2018, deferred to 27<sup>th</sup> April (to enable additional classes to run to compensate for time lost due to adverse weather conditions)</li> </ul>

## Board Development Plan 2017-18

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

## Board Development Plan 2017-18

Board Development Plan 2017-18			
Code of Good Governance Criteria <i>Governance development actions agreed during the External Governance Effectiveness Review, Jan/Feb 2017</i>	Development required in response to external effectiveness review & Other Developments identified by the Board of Management	Timescale	Progress / Achieved
<p><i>including committee minutes, are not discussed unless members ask the Chair or Secretary beforehand</i></p> <ul style="list-style-type: none"> <li><i>Minutes of committee meetings which meet infrequently to be made available to the Board more quickly, in draft if necessary; more generally ensure all minutes make clear the reasons for decisions</i></li> <li><i>Take stock of the range of sources of evidence on staff views available to the Board and ensure that sources provide a breadth of information; explore mechanisms for more board member engagement with staff, including clarity of its purpose and how findings are fed back to the Board</i></li> <li><i>Ensure all members of the Remuneration Committee complete the obligatory national on-line training and new board members attend the national induction training workshop</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Trial of longer Board Meetings to enable networking and enough time to compete the agenda without being rushed</li> <li>● Review how Committees report into Board Meetings</li> <li>● Reminders for Board Members to contribute to agenda – circulate draft agenda</li> <li>● Chair to invite short feedback at end of meeting</li> <li>● Structure of Board meetings to be reviewed annually</li> </ul> <p>3.2 Board Engagement</p> <ul style="list-style-type: none"> <li>● As 1.3</li> </ul> <p>3.4 Training</p> <ul style="list-style-type: none"> <li>● All members of the remuneration committee have completed the obligatory national on-line training</li> <li>● CDN National Induction Training Workshop – see 5.2</li> </ul>	<p>October 2017</p> <p>October 2017</p> <p>October 2017</p> <p>October 2017</p> <p>March 2018</p> <p>August/ November 2017</p> <p>During 2017/18</p>	<p>meeting</p> <ul style="list-style-type: none"> <li>○ Structure and length of Board meetings reviewed as part of Board Self Evaluation in Jan 18</li> </ul>

## Board Development Plan 2017-18

Board Development Plan 2017-18			
Code of Good Governance Criteria <i>Governance development actions agreed during the External Governance Effectiveness Review, Jan/Feb 2017</i>	Development required in response to external effectiveness review & Other Developments identified by the Board of Management	Timescale	Progress / Achieved
<b>4. BOARD EFFECTIVENESS</b> <ul style="list-style-type: none"> <li>Review the induction programme offered to new board members to ensure it meets their needs, and includes opportunities to meet the Executive Team and other board members</li> </ul>	4.1 Review of Board Member Induction programme completed in 2016/17, in line with recommendations	Completed 2016/17	4.1 <ul style="list-style-type: none"> <li>Completed in 2016/17. Now having structured programme, yet tailored to individuals, includes a 'Buddy' system set up for new Board Members</li> </ul>
	4.2 Continually Review Effectiveness of Board Meetings <ul style="list-style-type: none"> <li>As 3.1</li> </ul>	Oct 17 – May 18	4.2 <ul style="list-style-type: none"> <li>This is continually being reviewed</li> </ul>
	4.3 Provide a Positive Statement about how the Board Operates eg: <ul style="list-style-type: none"> <li>The Board will operate in a collaborative and non-political way. All opinions are welcome but board members will adopt a 'Cabinet Responsibility' attitude to decisions</li> </ul>	October 2017	4.3 <ul style="list-style-type: none"> <li>This action was reviewed. Decision that this statement is not required as is implicit is all of the statements made within college leaflets and within the college's 5 year strategic plan, Vision 2020.</li> </ul>
	4.4 Succession Planning to be considered by Board Development Committee	February 2018	4.5 <ul style="list-style-type: none"> <li>Case Study used at joint Borders/D&amp;G College meeting in November 2017</li> </ul>
	4.5 To consider the use of Case Studies as part of discussion/development at a board development event	October 2017	4.6 <ul style="list-style-type: none"> <li>As 1.2 ie: <ul style="list-style-type: none"> <li>Paper to the Board in Oct 2017. Implementation plans approved</li> </ul> </li> </ul>
	4.6 Feedback from SLWGs to be fed back to the Board	October 2017	4.7 <ul style="list-style-type: none"> <li>Meeting being organised</li> </ul>
	4.7 Arrange a date for the Chair and Secretary of the Multi-cultural Association to visit the college	December 2017	

Page 5



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Mike Cantlay  
Chair  
Scottish Funding Council  
Donaldson House  
97 Haymarket Terrace  
Edinburgh  
EH12 5HD

4 April 2018

Dear Mr Cantlay,

## **SCOTTISH FUNDING COUNCIL – LETTER OF GUIDANCE 2018-19**

### **Introduction**

1. Following the publication of our Programme for Government (PfG), 'A Plan for Scotland' in September 2017 and the agreement of the 2018-19 Scottish Government Budget, I am writing to you to set out my expectations of the Scottish Funding Council and my strategic priorities for the Scottish Government's investment in the further and higher education sectors until the end of March 2019. More detail around this can be found in Annex A.

### **Strategic context**

2. Education remains this Government's defining mission and, as the national strategic body for funding teaching, learning and research in our colleges and universities, the Scottish Funding Council plays a crucial role in supporting our drive to achieve excellence and equity across the education and skills landscape. It is also at the heart of our ambition to align our enterprise and skills agencies behind a common purpose and vision which secures improved outcomes for all our learners, drives inclusive economic growth and improves productivity.

3. It is my intention that the SFC will undertake its operational and strategic planning in line with the Strategic Board's Strategic Plan once it is developed, and in the meantime be attentive to the emerging themes and priorities of the Board as it develops that Plan and to contribute to the staffing resource of the new Analytical Unit. Of considerable significance to that aim is the requirement for SFC to plan and work collaboratively with the other Enterprise and Skills agencies, with the Scottish Government and more widely as required to support the Strategic Board's aims.



4. In 2018-19, I therefore look to the SFC to make decisions that ensure the funds provided to it by the Scottish Government are used to drive sustainable growth, deliver the priorities detailed in this letter and achieve the outcomes set out in its plans for 2018-19.

5. When I wrote to you in October, I set out my expectations and ambitions for the 2018-19 Outcome Agreements, in particular my desire to see that process intensified with the aim of providing a clearer line of sight between SG investment and the delivery of desired outcomes. That intensification must continue and progress further. I welcome the work that has been done with the sectors to date and look to you to build on this in 2018-19 by continuing to set ambitious targets, encouraging engagement; improving transparency and accountability, and driving improvement through the funding you allocate to colleges and universities.

6. For 2018-19, I will be focusing on the key themes of equality and fairness across our further and higher education sectors. The Scottish Government, SFC and colleges and universities must strive to provide leadership on ensuring people are treated fairly, with respect and can access opportunities regardless of background or personal circumstances. Work to drive forward implementation of the recommendations from the Commission on Widening Access (CoWA) is vital to this and I also look to the SFC to demonstrate leadership and drive improvements in key areas such as student welfare, gender equality and the living wage.

7. 2018 is the Year of Young People and is celebrating the very best of Scotland and its young people. The Year has been co-designed with young people themselves and the SFC should actively seek to work in partnership with other partners, including schools, teachers, local authorities, Youth Organisations, Education Scotland and young people themselves to ensure young people have a platform to have their views heard and acted upon, and that they will have a key role in the development and delivery of activities ensuring an inclusive approach is taken throughout the Year and beyond, creating a lasting legacy.

### **Scottish Funding Council Budget 2018-19**

8. In what has been a tight financial settlement for public services across Scotland, I am pleased to have been able to provide cash increases for 2018-19 to both the college and university sectors. This clearly demonstrates our commitment.

9. The Scottish Government's budget for 2018-19 includes the planned funding for colleges and universities and administration funding for the SFC set out in the table below. As normal, transfers in and out of the budget will be detailed in the Spring and Autumn Budget Revisions, published each year and subject to Parliamentary scrutiny.

<b>Financial Year 2018-19</b>	<b>£m</b>
Higher Education Resource	1,024.9
Higher Education Capital	81.3 (including £40m Financial Transactions)
College Resource	588.2
College Capital	76.7
College NPD Expenditure	29.3
SFC Administration	7.5



## **Conclusion**

10. In conclusion, I trust that you will find this letter helpful in carrying forward your planning and activity for 2018-19. I am confident that the SFC will rise to the challenges it faces during the coming year and this Government very much values the important work that the SFC carries out in helping to deliver this Government's purpose. I look forward to that support continuing as the Council drives forward its important work in meeting our priorities to ensure excellence and equity in our education system and playing a key role in Scotland's inclusive economic growth.

Yours sincerely,



**SHIRLEY-ANNE SOMERVILLE**

## **Copies:**

John Kemp, Interim Chief Executive, Scottish Funding Council  
James Dornan MSP, Convener, Scottish Parliament Education and Skills Committee  
Ken Milroy, Chair, Colleges Scotland  
Shona Struthers, Chief Executive, Colleges Scotland  
Liz McIntyre, Chair, College Principals Group  
Professor Andrea Nolan, Convener, Universities Scotland  
Alastair Sim, Director, Universities Scotland  
Sally Loudon, Chief Executive, COSLA  
Gayle Gorman, Chief Executive, Education Scotland  
Damien Yeates, Chief Executive, Skills Development Scotland  
Grahame Smith, General Secretary, Scottish Trades Union Congress  
Mary Senior, Scottish Official, University and College Union  
Larry Flanagan, General Secretary, Educational Institute of Scotland  
Dave Prentis, General Secretary, UNISON  
Pat Rafferty, Regional Secretary, UNITE Scotland  
Gary Smith, Secretary, GMB Scotland  
Luke Humberstone, President, NUS Scotland  
Paul Lewis, Interim Chief Executive, Scottish Enterprise  
Charlotte Wright, Chief Executive, Highlands and Islands Enterprise  
Nora Senior, Chair, Enterprise and Skills Strategic Board  
Russel Griggs, Chair, South of Scotland Economic Partnership  
Gerald McLaughlin, Chief Executive, NHS Health Scotland



## ANNEX A

### SECTION 1: SFC's contribution to Scottish Government priorities

#### SG strategic priority

**SFC's role in contributing to effective delivery of the key aims of the Enterprise and Skills Strategic Board.**

**SFC strategic outcome: High quality teaching and learning**

#### Skills Alignment

1. As reflected in our Economic and Labour Market Strategies, developing the skills of Scotland's current and future workforce is central to improving productivity, supporting the Scottish Government's focus on inclusive and sustainable economic growth. The Enterprise and Skills Review concluded that the impact of our investment in skills would be enhanced by increasing the planning and alignment between the SFC and SDS, so that this investment better reflects the needs of employers and the economy. I want the SFC to continue working with my officials and with SDS to deliver the Skills Alignment workstream as set out in the *Enterprise and Skills Review Report on Phase 2: Skills Alignment*, with a specific focus in 2018-19 on:

- **Working with SDS to establish a single demand and provision planning cycle** that takes into account the planning cycle of colleges, universities and training providers. This supports the expectation, set out in the above report, that the SFC and SDS will jointly develop: an evidence-based skills demand assessment proposal that identifies skills demand at national, regional and sector levels, and where gaps exist in possible priority occupations, qualification levels and skills pathways; and a resultant coherent, provision plan for skills investment at regional, occupational and qualification levels. Both the demand assessment and the provision plan should be developed with industry and institutional engagement, with SFC and SDS working actively with relevant providers to build institutional capacity and capability.
- **Enhancing the use of information on labour market demand and providers' capacity** across SFC and SDS. This on-going improvement from 2018-19 should support the enhanced use of this information to better and more clearly inform Outcome Agreements and SDS contracting processes.
- **Better aligning the work of the relevant parts of SFC and SDS.** This will ensure a seamless approach to developing and implementing skills provision planning, Outcome Agreements and SDS contracting.
- **Joint recruitment of a Director of Skills Alignment** and planning supported by the establishment of a supporting core team and wider virtual team drawn from SFC and SDS. The establishment of this post and the supporting team is a vital enabler to delivery of the above and Skills Alignment more widely given the post's responsibility for progressing Skills Alignment.

2. These actions directly support the implementation and delivery of the Skills Alignment workstream and the 5 step model that underpins it. Implementation of this approach will inform ongoing consideration of the most effective balance of our skills investment to maximise returns in terms of productivity and labour market inclusion and avoid duplication of effort and funding.

## Apprenticeships

3. There is an increasingly important role for colleges and universities in supporting the expansion, enhancement and diversification of the apprenticeship family, as crucial components of Scotland's skills offer.

4. I expect SFC and SDS to work together to ensure that colleges and universities play their vital role in expanding apprenticeships at every level. I expect the SFC and the institutions it funds to work effectively in delivering these ambitions, recognising the value of more diversified work based learning pathways into employment. Our targets for this year are 28,000 Modern Apprenticeships and as part of this 887 Graduate Apprenticeships; and 2,600 Foundation Apprenticeships.

## **SG strategic priority**

**High quality learning in a system which is seamlessly connected for the learner.**

**SFC strategic outcome: High quality teaching and learning – success in and progression from learning**

## STEM

5. Developing Scotland's STEM talent and capability is key to the Government's aim of generating inclusive and sustainable economic growth and to realising our ambitions to place our economy at the forefront of the technological frontier. The STEM Strategy for Education and Training aims to support people to develop their STEM skills throughout their lives, to grow STEM literacy and drive inclusive economic growth. This includes enabling learners to develop specialist STEM skills to gain employment in the growing STEM sectors.

6. The Strategy highlights the SFC as a key partner in delivery of the Strategy, helping to build a high-quality, responsive STEM offering in both the further and higher education sectors and promoting the Strategy's themes of excellence, equity, inspiration and connection. We expect the SFC to deliver designated actions within the Strategy, working with partners and to contribute to the governance arrangements for the Strategy through its representation on the STEM Strategy Implementation Group, and through the official-level Action Group.

## Digital

7. The digital skills gap in Scotland is widening and is a significant challenge across the economy and at all stages of the skills pipeline. Therefore it is now a critical policy priority to improve Scotland's digital skills to enable inclusive growth. I expect the SFC to work with the further and higher education system and public and private partners to emphasise the necessity of improved digital skills development across all subject areas for both students and teaching staff and to greatly enhance industry links, so that the system responds effectively and quickly to the evolving digital skills requirements across all sectors. Furthermore, I would like the SFC, through their representation on the Digital Skills Partnership, to consider opportunities to enhance FE/HE provision of digital skills.

## Screen

8. The screen sector remains a priority sector for Scottish Government. I note and welcome the SFC's funding for – and active support of - the Creative Media Network, alongside a number of other investments designed to meet the emerging needs of the Creative Industries. This will help the screen sector to engage constructively and productively with a wide range of colleges and universities in Scotland in order to fully harness our large and diverse indigenous talent pool. The SFC should continue to collaborate with Creative Scotland and its partner agencies to establish the dedicated Screen Unit, play a full part in its governance and work to fulfil its shared strategy. I expect the establishment of the Screen Unit in 2018-19 to result in closer and stronger collaborative working by the SFC with agency partners so that public sector investment and resources drive growth more effectively in our television and film sectors.

## Veterans

9. I expect you to respond to the recommendations made by the Scottish Veterans Commissioner by working with the Veterans Employability Strategic Group and SCQF, to address how qualifications gained in the Armed Forces can be translated and mapped and might be better utilised and understood.

## **SG strategic priority**

**Access to further and higher education for people from the widest range of backgrounds.**

**SFC strategic outcome: High quality teaching and learning – access to learning**

### Access and Learning

10. Access to university for people of all ages from the widest range of backgrounds remains a key priority of the Scottish Government. Our aim is to build on the recommendations made by the Commission on Widening Access in order to implement the Scottish Government priorities on fair access; including our ambition that every child, no matter their background or circumstances, has an equal chance of going to university by 2030. Therefore ensuring continued progress, at pace, on implementation is very important.

11. The establishment of the Access Delivery Group in August 2017 is an important step forward in helping us to achieve that. Within that Group I expect the SFC to lead by example, clearly demonstrating its own contribution, as a Lead Delivery Partner, to the delivery of the recommendations made by the Commission on Widening Access. More generally I expect the SFC to actively drive forward this agenda, in respect of articulation in particular, demonstrating both leadership and innovation, and working collaboratively with relevant key stakeholders from across the whole education sector to facilitate real change.

12. I welcome the SFC's continued support, through Outcome Agreements, to ensure that the priority for those widening access places added to the system over recent years is given to those living in SIMD20 areas. I expect the SFC to ensure Scotland's colleges and universities make further significant progress towards the targets set by the Commission which should be reflected clearly in Outcome Agreements.

13. I have been clear that our work on access must go beyond entry to higher education to include improved retention and outcomes for students from disadvantaged backgrounds. As set out in my letter to you of 18 October regarding the 2018/19 Outcome Agreement Guidance, I expect these areas to be reflected in the Outcome Agreement Guidance and national measures going forward.

### Review of Student Support

14. The Independent Review of Student Support published its findings in November 2017. As work progresses in considering implementation of the Review's recommendations, the SFC should support the delivery of this work, working closely with Scottish Government and the Student Awards Agency for Scotland (SAAS). At the forefront of all considerations should be the need to ensure students from the poorest backgrounds receive the support they require to succeed in their studies.

15. SFC should support the Government's considerations of the recommendations of the independent review including making improvements to attendance criteria for college students.

### Equally Safe in Higher and Further Education

16. In 2014, and refreshed in 2016, the Scottish Government published the Equally Safe Strategy. This document, co-authored by COSLA, sets out the Scottish Government's commitment to prevent and eradicate all forms of violence against women and girls. (<http://www.gov.scot/Resource/0049/00498256.pdf>)

17. Universities and colleges are well placed to play a pivotal role in supporting efforts to tackle violence against women in Scotland and they have a responsibility for providing a safe environment for students and staff. I welcome the commitment that has been shown by universities and colleges, including their support for and engagement with, the Equally Safe in Further and Higher Education Working Group.

18. I expect institutions to adopt a gendered analysis in their approach to this issue, and working with students and staff, assess their own policies and practices against the forthcoming Equally Safe in Higher Education Toolkit, to create safer places of learning for everyone. Institutions should not delay in considering their own policies and practices, identify where gaps exist, and develop a framework for developing an effective, strategic and collaborative approach to preventing gender based violence on campuses. This includes putting in place reporting systems, and data capture arrangements. Importantly, support arrangements should be developed to meet the needs and diversity of survivors, whilst also supporting their continuing engagement at university or college.

19. I look to the SFC to work in partnership with the sectors to agree an initial plan for how they intend to adopt and work with the Toolkit, including adaptation of the Toolkit for colleges. Thereafter, to report annually on universities and colleges' progress on this, reflecting this in the annual Outcome Agreement process; and to ensure that their work with the Toolkit is reflected in the forthcoming institutional Gender Action Plans.

### Student Mental Health and Wellbeing

20. University and college campuses should be transformative places where students not only achieve academically but flourish and where their well-being is supported and nurtured. Universities and colleges should, in partnership with student associations, other pastoral

care providers and NHS Scotland, have in place a range of support services that are sensitive to the varying needs of all students, that identify mental health difficulties early and provide appropriate support to meet these.

21. I would expect all universities and colleges to develop a strategy for mental health and work with NUS Scotland and their local student association to develop a Student Mental Health Agreement. The SFC, through its reporting mechanisms with universities and colleges, should ensure that these arrangements are in place and are effective.

### English for Speakers of Other Languages (ESOL)

22. With the move to core Outcome Agreement teaching funds of £1.455m of Strategic Funds (previously used to fund ESOL delivery with Community Planning Partnerships), the SFC should ensure colleges continue to involve Community Planning Partnerships in the planning and delivery of ESOL. This will include identifying and agreeing with Partnerships the most appropriate agents in this delivery that reflects the needs and type of demand being identified from ESOL learners within their regions.

23. The SFC should work with Education Scotland to evaluate how well colleges and their respective Community Planning partners are working together to meet the needs of ESOL learners.

### SG strategic priority

**The highest standards of teaching, governance and financial accountability in colleges.**

**SFC strategic outcome: SFC will invest in, and support, the development of high-performing colleges and universities with modern, transparent and accountable governance arrangements.**

### Scotland's colleges

24. Scotland's Colleges are at the heart of our ambitions to deliver inclusive economic growth in Scotland and I am grateful to the SFC and colleges for their efforts in continuing to deliver our commitment to deliver 116,000 full-time equivalent places. Building on the successes of the sector in responding to the needs of young people, to learners of all ages and to the local and national labour markets, I wish the college sector to continue to develop its culture of improvement and for there to be a clear line of sight between your investment in colleges and their contribution to the delivery of our national priorities.

25. Through the national college improvement project, we wish colleges to be supported to deliver local improvements with the aim of improving retention and raising attainment to the benefit of all learners. This approach to improvement should build upon the learning from the pilot year of the revised quality arrangements implemented by the SFC, Education Scotland and colleges themselves. I look to the SFC to play a full part in the ongoing development and wider application of this work, which I am looking to progress with pace in 2018-19.

## Financial reporting and long-term planning

26. The SFC, the Scottish Government and its partners in the sector should continue to work together to create a financially stable national college sector which delivers for all students. The SFC should work with the sector to agree the assumptions for the 2018 Financial Forecast Return Call for Information on key long-term planning assumptions that underpin the forecasts covering the period ending Academic Year 2022-23.

## National bargaining

27. National Bargaining is a key strategic priority for the college sector and we will continue to work closely with you on the associated costs as negotiations progress during 2018/19. We also welcome the enhanced role the SFC will play in national bargaining to improve transparency in relation to the validation of financial and operational information. The SFC should ensure proposals and draft costings from joint secretaries are received at least 2 weeks before any negotiating meeting, to allow time for the data to be validated and agreed in advance of any discussion taking place. The SFC will have the final say on the validation of the data and therefore on the associated financial implications.

28. The SFC should also ensure that colleges include the cost of harmonising staff-pay, terms and conditions in their financial plans as part of the long-term planning described in paragraph 26.

## Arm's Length Foundations

29. I would welcome advice from the SFC on how the sector might best continue to use Arm's Length Foundations to assist with long term financial planning and future investment decisions.

## Regional Strategic Bodies

30. The SFC should continue to support all three Regional Strategic Bodies (RSBs) to support long-term planning for colleges in their region; and ensure that each regional board has robust arrangements in place to discharge its duty to monitor its performance, support high-standards of governance and that of any colleges assigned to it. This should include advice to Ministers on the scope for improving the efficiency and effectiveness of the RSBs.

## Good governance

31. Effective governance is fundamental in supporting colleges in the performance of their day-to-day operations. I expect the SFC to continue to work with the Good Governance Steering Group and the Scottish Government to take forward the recommendations from the Good Governance Task Group and also to ensure colleges continue to comply with the principles detailed in the Code of Good Governance for Scotland's Colleges.

## Gender balance on boards

32. Building on my key themes of equality and fairness, the SFC should take a leading role in supporting board appointments across college regions which reflect the diverse nature of the communities which they serve, and meet the Government's objective set for public boards that 50% of their non-executive members are women by the end of 2022. The SFC should work with Colleges Development Network to develop innovative approaches to chair and board member recruitment which supports succession planning and diversity.

## Senior Level Pay

33. The SFC should encourage senior figures within the college sector to demonstrate restraint in their own pay settlements. While Public Sector Pay Policy does not apply directly to colleges, the SFC's Financial Memorandum state that colleges must have regard to Public Sector Pay Policy. Therefore, setting pay arrangements for senior staff must ensure value for money, affordability and sustainability in the longer term.

## Living Wage

34. The Real Living Wage Initiative is an important part of the Scottish Government fair work agenda and I would ask the SFC to encourage further progress to be made across the college (and university) sector. I expect all colleges to demonstrate progress towards achieving Living Wage Accreditation. Paying the living wage and becoming accredited not only treats people more fairly, it benefits the economy and sends a positive signal about the organisation into the wider community.

## Flexible Workforce Development Fund (FWDF)

35. I expect the SFC to continue to work closely with the Scottish Government in delivering this year's Programme for Government commitment on the Flexible Workforce Development Fund (FWDF) in 2018-19. That will include drawing on the lessons of the FWDF pilot to put in place arrangements for the up-skilling and reskilling of the existing workforce. There will be £10m to support the FWDF in 2018-19, with the SFC continuing to contribute £6m from its existing baseline, and a further £4m being provided by the Scottish Government through in-year transfers.

## Capital investment and estates strategy

36. Further to the completion of the national College Estate Condition Survey, the SFC should use this as a basis to prioritise future capital investment in the college estate, including new build, refurbishment, upgrading and maintenance. Future capital investment requirements in the college estate should be underpinned by fully transparent guidance and engagement with the sector. The SFC should also continue to work closely with the Scottish Government to develop clear guidance on the disposal of assets within the college sector.

37. Capital investment should also consider and support the clear and ambitious targets set in the Climate Change (Scotland) Act 2009 and I expect the SFC to continue to support the sector in reduction of its carbon footprint. Through the development of the Scottish Energy Efficiency Programme and the delivery of the Low Carbon Universities Fund, the SFC has a unique opportunity to share learning across the sectors.

## **SG strategic priority**

### **Colleges working in partnership**

**SFC strategic outcome: SFC will take a leadership role in creating a high-performing system of learning in Scotland, which is strongly connected and coherent for learners**

## Developing the Young Workforce and Employer Engagement

38. Colleges have a central role to play in growing the provision of vocational pathways in the senior phase of Curriculum for Excellence and I look to the SFC to drive acceleration of collaboration and growth in provision. Through active and effective partnership working between school, colleges and employers, the SFC should help to ensure all young people have access to good quality work-related learning and a range of vocational pathways at a range of appropriate SCQF levels (including introductory/ taster courses) in addition to provision at level 5 and above.

## Collective and collaborative leadership in college sector

39. Collaborative leadership (not just between colleges but between colleges and their partners) is needed at all levels to develop a shared vision for change and improvement. The SFC should support this collective approach by working with Colleges Scotland and the Colleges Development Network to embed equity and excellence across the sector.

## Early Learning and Childcare (ELC)

40. The expansion of Early Learning and Childcare (ELC) is a key policy for the Scottish Government. Building on the increase in provision of training places over the previous academic year, a further increase in provision to support the expansion is sought for the 18/19 academic year. Specifically, we are seeking to train an additional 1,813 new starts for HNC college and university (through UHI) courses to train at practitioner level in the sector. We are also seeking an additional 490 places (245 FTEs) at managerial level. Those should be split between 388 BA Childhood Practice places (194 FTE) at universities and 102 PDA places (51 FTE) at colleges. These figures have been adjusted to account for withdrawal rates, as discussed with SFC colleagues. My officials will continue to discuss how best to establish a process through which progress against targets can be monitored throughout the year.

41. The SFC's support in ensuring this crucial evidence is available throughout the year is greatly appreciated. Providing flexibility in how and when courses are delivered for the sector will assist in ensuring those wishing to change career have the ability to train in a way that fits around their lives. Exploring greater flexibility in delivery of courses to widen the training options available, in particular for career changers, will be important in the coming year. I am grateful that you continue to work with colleagues from the Directorate for Children and Families, contributing to a number of cross sector fora to progress this policy and, in particular, with development and implementation of the ELC Workforce Delivery Plan. Finally on ELC, I welcome your on-going support in building a diverse workforce to support the expansion of ELC, including recruitment of more males, those from minority ethnic groups and those with disabilities.

## FE Strategic Futures

42. The FE Strategic Futures Group presents an opportunity for long-term partnership between the SFC, the Scottish Government and the sector as we work together to create a financially stable national college sector which maximises its potential and delivers for students. The SFC should play a full role in the development of this newly established group and should use the group to promote and secure the success of Scotland's colleges and to deliver on the strategic ambitions of the Scottish Government.



## **SG strategic priority**

### **Quality learning and good governance in universities**

**SFC strategic outcome: SFC will invest in, and support, the development of high-performing colleges and universities with modern, transparent and accountable governance arrangements**

#### **HE Capital**

43. Gaining an understanding of the costs of maintaining a fit for purpose higher education estate is vital to the effective use of capital funds. The work that has been undertaken thus far by the SFC to create an evidence base which sets out the sector's year-on-year life-cycle maintenance needs is a key part of this.

44. This information, in conjunction with discussions between the SFC, the university sector and Scottish Government officials, should continue with a view to exploring ways in which the use of Capital funds could be more effectively aligned with strategic priorities both for this year and in the future.

#### **HE Strategic Futures**

45. The SFC has continued to engage with the Scottish Government to develop a positive outcome for the higher education sector in the 2018/19 budget. While funding and efficiencies remain an important element of the Strategic Futures Group, the Scottish Government will continue to work with the SFC and the sector, using this Group as a conduit, to discuss wider issues that affect delivery and service provision. The SFC has a crucial role in the continued development and improvement of this long-term partnership working and in ensuring maximum value for our public investment.

#### **Quality assurance**

46. In the context of the changing regulatory framework in England, the SFC should continue to work to protect, as far as possible, the interests of the Scottish University Sector. In respect of the Teaching Excellence Framework, I would like to reaffirm the view of Scottish Ministers that the existing Quality Enhancement Framework approach to quality assurance in Scotland remains the key determinant of assessing the provision of quality learning in Scottish universities. The SFC should therefore work with the Scottish Government and sector partners to mitigate the impact on quality assurance in Scotland of expected changes to the UK Quality Code.

#### **Higher Education Governance**

47. I look to the SFC to ensure that higher education institutions are taking the action necessary to ensure that their governing instruments are amended as necessary to enable them to meet the requirements of the Higher Education Governance (Scotland) Act 2016 in line with the timescales set out in the commencement regulations. Alongside this, the SFC must give careful consideration to the revised Scottish Code of Good HE Governance in the context of the 2016 Act and its duty under the Post 16 Education (Scotland) Act 2013 to

require institutions to comply with any principles of governance which appear to the Council to constitute good practice in relation to higher education institutions.

And, in line with the approach set out for colleges, and the importance this Government places on the principles of the Public Sector Pay Policy, I welcome the SFC's undertaking to work with the Higher Education sector to support more transparent governance arrangements, particularly in relation to decisions on remuneration at senior levels.

48. I am aware of, and welcome, the progress that many institutions have already made towards gender balance on their boards and, where there are imbalances, of the steps being taken by the institutions to address these. I wish to see rapid progress made by our higher education institutions in addressing imbalances in gender representation on Boards and also in their senior ranks. It is important that institutions reflect the wide diversity within Scotland's society and the student population that they serve.

49. The SFC should work with Scottish Government and the sector to develop arrangements for reporting against the requirements of the Gender Representation on Public Boards (Scotland) Act 2018, in line with guidance which will be consulted on and developed over the coming months. It is intended that these arrangements will avoid duplication as far as possible. The SFC should also ensure that institutions highlight how they are proactively promoting gender balance on their Boards and at senior levels and all activity towards achieving these outcomes through their Outcome Agreement or Gender Action Plan.

## **SG strategic priority**

### **Internationally competitive and impactful research**

#### **SFC strategic outcome: World-leading research**

##### **Europe and International**

50. Relationships with other countries support the quality and diversity of Scotland's further education, higher education and research through the development of collaborative partnerships, the sharing of best practice and the ability to attract students and staff from a wide range of backgrounds and with valuable skills. This includes relationships within the European Union and further afield.

51. The withdrawal of the UK from the EU has the potential to have a significant impact on our colleges and universities and their ability to continue to attract talented students and staff, as well as European programme funding. Scottish Ministers firmly believe that the best outcome is to maintain our existing relationship with the EU and that, if that is not possible, we must stay in the single market and customs union.

52. Scotland as part of the UK remains a member of the European Union and so remains eligible to apply to participate in European programmes. The agreement between the UK Government and the EU (December 2017) suggests that eligibility to participate should continue until 2020.

53. I look to the SFC to continue to work with the sector and partners through Connected Scotland, the emerging 'Scotland is Now' nation branding strategy and other partnerships to identify opportunities to communicate that our colleges and universities remain open to

students and academics from across the world and committed to teaching, research and mobility collaborations with our European and international partners.

### Core Research budget

54. I welcome the increase in the level of Research Excellence Grant (REG), Research Postgraduate Grant (RPG) and University Innovation Fund (UIF) in AY 2018-19. I expect the Funding Council to ensure that this is used to maintain world-leading research and innovation in our universities.

### SG strategic priority

**Effective knowledge exchange and innovation between universities and colleges and industry.**

**SFC strategic outcome: Greater innovation in the economy**

### Innovation and entrepreneurship

55. The Scottish Government published the CAN DO Innovation Action Plan in January 2017. Our universities have a pivotal role in driving up levels of business innovation by making the best use of university knowledge (and as outlined in Objective 4 of the Action Plan). I expect the SFC to work closely with the sector to use the University Innovation Fund to drive increasing engagement with businesses in support of the Action Plan.

56. I welcome the progress that has been made to implement the second phase of the Innovation Centre programme, building on the success of the first phase and the recommendations of the Reid Review. It is important that this is a true partnership endeavour reflecting the ethos of the Enterprise and Skills Review, with SFC working in partnership with Scottish Enterprise and Highlands & Islands Enterprise to ensure the second phase appraisal process is proportional and progressed at pace while ensuring due diligence. I look to the SFC to continue to ensure that the recommendations of the Reid Review are fully reflected in the second phase of the programme to ensure long term economic outcomes are delivered across sectors.

57. The SFC should continue to encourage an enhanced involvement for colleges in the Innovation Centre Programme. This should include the on-going development of the College Innovation Fund through FUTUREquipped and the College Innovation Accelerator Fund (CIAF) providing colleges with resource to release their internal capacity to engage more fully in the innovation support ecosystem for Scotland's businesses.

58. Our universities and colleges play a key role in supporting an entrepreneurial culture in Scotland. It is key to ensuring that students are exposed to entrepreneurial thinking so that they develop an understanding that an entrepreneurial journey is possible and beneficial throughout their life and work. To this end, I look to the SFC to drive acceleration of work between the sector and partners within the framework of the CAN DO Innovation Action Plan.

59. It is important that the UK Industrial Strategy and the emerging UKRI deliver for the whole of the UK including Scotland. I look to the SFC to support universities in collaborations with businesses and other partners across Scotland to maximise the emerging opportunities, including leveraging in additional UK competitive funding for research and innovation in Scotland. I also expect the SFC to collaborate with Research England and the other funding bodies on shared UK-wide projects, such as the research infrastructure roadmap and next Research Excellence Framework.

## **SECTION 2: SFC's operations, governance, collaboration with partners and your role in advising Government on policy and strategy**

**SG strategic priority: SFC operating as a highly effective public body.**

### **A. INVESTMENT DECISIONS AND FINANCIAL ACCOUNTABILITY**

#### Strategic Funds

60. Having funds available to invest in Further and Higher Education projects which contribute to meeting Scottish Government strategic objectives is something that I welcome and would like to see continue. In line with the Audit Scotland commentary, I would stress the importance I attach to ensuring that projects prioritised for funding are clearly linked to Scottish Government strategic objectives. As part of this, I would expect the SFC to continue to examine currently-funded projects with a view to assessing their consistency with Scottish Government strategic objectives. I am also keen for the SFC to adopt an approach to the use of Strategic Funds where funded projects set out a pathway to becoming self-sustaining where appropriate.

#### European Structural Funds

61. In collaboration with Skills Development Scotland and colleges, I expect the SFC to continue to maximise the opportunities available through the current European Funding programme, paying particular attention to your responsibility to comply with regulations and audit procedures.

62. Between April 2018 and March 2019, the SFC will continue to manage its European Structural Fund programmes (ESF). ESF activity is delivered by colleges in addition to SFC core activity. In collaboration with SDS, the SFC will deliver its component of the Developing Scotland's Workforce (DSW) programme. This programme will be delivered pan Scotland and will focus on higher level skills to meet regional demand by providing courses linked to Scotland's Smart Specialisation sectors and key growth sectors in Scotland.

#### Long-term financial planning

63. I look to the SFC to advise Ministers on the long term financial needs of the sectors, taking account of demography, significant financial pressures and options for greater efficiencies and cost savings.

## Financial transactions

64. The SFC has been allocated £40m of financial transactions to support capital activity in the university sector. I expect the SFC to work collaboratively with the sector to determine the most effective way in which these can be used.

## NPD expenditure.

65. The budget allocated to the SFC also includes £29.3m to cover College NPD expenditure. I expect the SFC to use this funding to cover the unitary charge payments required for college NPD projects in 2018-19.

## Financial monitoring and reporting

66. The SFC will submit accurate reports and claims in relation to all programmes which they fund as per agreements established between the SFC and individual Scottish Government policy areas.

67. The SFC should continue to focus on ensuring the quality and robustness of financial reporting from the colleges sector and ensure effective, timely and efficient handling of any challenges which may arise.

## **B. GOVERNANCE AND OPERATIONS**

### Gender balance

68. The Gender Representation on Public Boards (Scotland) Bill has been passed by the Scottish Parliament and I welcome the objective set for public boards, including the SFC, that 50% of their non-executive members are women by the end of 2022, and for steps to be taken to encourage women to apply to become non-executive members of public boards. This is a key priority and I set out earlier in this letter (paragraphs 32 and 49) my expectations and ambitions for the SFC's work with the sectors.

### Building organisational capacity and capability to improve outcomes

69. The SFC Board and its Committees will continue to play a key role in 2018-19 by providing scrutiny, challenge and oversight of the organisation's activities and delivery of the strategic objectives set by Ministers. I am grateful for the significant contribution Board Members make both individually and collectively and look to the SFC to ensure that their induction, talent development and succession planning arrangements continue to support Members, enabling them to contribute fully during their time on the SFC Board.

70. The SFC senior team and board should continue to engage closely with the Scottish Government's Sponsor Team to develop a package of measures aimed at improving collaboration between the two organisations, based upon a shared understanding of respective roles and responsibilities and making the best possible use of your cumulative knowledge, expertise and networks. I would welcome a regular update from the Chair on this activity, which I am keen to support and consider of critical importance.

71. In a time of increasing financial pressures, your Interim Chief Executive's role as Accountable Officer for public funds granted to colleges and universities remains a crucial one. I expect you, and your Board, to (i) make full use of the powers available to you to lever maximum impact from Government investment and (ii) ensure no ambiguity across either

sector about the importance of absolute compliance with the terms and conditions of grant set out in the SFC's Financial Memorandum. In this context, I welcome your engagement with Scottish Government officials to create a Framework Document.

#### Production of statistics, reporting and performance management

72. Statistical reporting on the performance of the HE and FE sectors continues to be an important function. The Office for Statistics Regulation has recently updated the Code of Practice for Statistics which gives new guidance on ensuring trustworthiness, quality and value of the statistics you produce and to ensure they serve the public.

73. To meet the high standards set out in this new code, you should identify and create a range of continuous improvements to your methods, processes and outputs. This should also include a staff development plan where all SFC staff should be aware of the requirements under the new code. Our Chief Statistician, who is responsible for adhering to the Code of Practice for Statistics, will be able to provide advice and guidance to support improvements in the production of statistics.

#### C. ADVISING GOVERNMENT ON POLICY AND STRATEGY COLLABORATION

74. I am grateful to the SFC for the valuable advice and guidance they provide to Government's policy development and for the expertise and challenge that your contribution injects. Your knowledge and input are an essential and influential part of our decision making process and I will look to you to continue and build on this in 2018-19, particularly as we look to progress our thinking in key policy areas including the learner journey and implementation of the student support review.

## SPECIFIC REQUESTS OF PUBLIC BODIES

Issue	Further information	Basis of request
Community Planning	We expect those public bodies that will be subject to statutory community planning duties under Part 2 of the <a href="#">Community Empowerment (Scotland) Act 2015</a> to work with other partner bodies and communities within <b>Community Planning Partnerships</b> to identify, resource and manage effective delivery of shared priority outcomes for their localities. Other public bodies should consider and take reasonable steps to pursue opportunities for partnership working with other bodies, including local authorities, wherever this can support your respective business objectives.	Page 13 of the PfG; the Community Empowerment (Scotland) Act 2015
Digital services	Digital technology is a powerful enabler for improving public services and driving down the costs of delivery. We expect public bodies to deliver against <a href="#">Scotland's Digital Future: Delivery of Public Services</a> by ensuring that digital transformation is embedded within your business strategy and corporate plan. In developing your digital public services, you should consider opportunities to support or benefit from the development of Scotland's national digital ecosystem. If you wish to assess the digital maturity of your organisation, develop business cases/procurements for digital services, or source expert digital staff, please contact the Central Government Digital Transformation Service. Such business change can be challenging and we therefore expect all bodies to make effective use of the <a href="#">Central Government ICT Project and Programme Assurance Framework</a> .	Page 28 of the PfG; Scotland's Digital Future: Delivery of Public Services
Diversity on boards	<p>Most public bodies with boards have signed up to the commitment – <b>50:50 by 2020</b> – to improve diversity on boards including working towards gender balance on boards by 2020. As of April 2017 listed public authorities are required to publish the gender composition of their boards and to produce succession plans to increase the diversity of their boards by virtue of The Equality Act 2010 (Specific Duties) (Scotland) Amendment Regulations 2016. Guidance to support listed public authorities to implement the new duty will be developed by the Equality and Human Rights Commission and the Scottish Government. In addition, the new regulations also amend the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 by lowering the threshold for a listed public authority to report their gender pay gap and publish equal statements etc. from those authorities with more than 150 employees to those with more than 20 employees.</p> <p>You are encouraged to take positive action to support and enable greater diversity of Ministerial appointments, through:</p> <ul style="list-style-type: none"> <li>• taking an active role in succession planning, and providing advice to Ministers about the board's membership needs, both for new and re-appointments;</li> <li>• ensuring that suggested criteria for the selection of new board members meet the needs of the body, are unbiased and are not unnecessarily restrictive;</li> <li>• taking action both during and between board member recruitment exercises to attract the broadest range of candidates to the work of the board;</li> <li>• providing mentoring, shadowing and training opportunities for potential board members; and</li> <li>• considering the role of nominations committees.</li> </ul>	Page 35 of the PfG
Equality	<p>Public bodies are reminded of the Public Sector Equality Duty (PSED) contained within the Equality Act 2010.</p> <p>Those bodies that are listed within the <a href="#">Scottish specific equality duties</a> are legally required to:</p> <ul style="list-style-type: none"> <li>• report on progress in mainstreaming the PSED in to the main business of the organisation;</li> <li>• set, every 4 years, equality outcomes and report on progress every 2 years. We would expect to see within the business plans of the listed body's clear links to their equality outcomes;</li> <li>• impact assess new and revised policies and practices as well as making arrangements for reviewing existing policies and practices;</li> <li>• gather and use and publish employee information;</li> </ul>	Public Sector Equality Duty within the Equality Act 2010 and the Scottish specific equality duties

	<ul style="list-style-type: none"> <li>publish gender gap information (race and disability also from 2017) and an equal pay statement; and</li> <li>consider adding equality award criteria and contract considerations into procurement exercises.</li> </ul>	
Living Wage	Public bodies are encouraged to become <a href="#">Accredited Living Wage Employers</a> , paying the <b>Living Wage</b> to their employees and people involved in delivering public contracts. We published <a href="#">statutory guidance</a> for public bodies on how workforce-related matters, including the Living Wage, may be taken into account in public procurement processes.	Page 37 of the PfG
Young Workforce	You have a vital role to play in working with us to implement the Scottish Government's youth employment strategy, Developing the Young Workforce, for example, by recruiting and training young people, working towards achieving the Investors in Young People gold standard and engaging with the education system to provide development opportunities for young people. Development of procurement policies that encourage more employers to contribute to the development of Scotland's young people.	Cabinet Secretary for Fair Work, Skills and Training's letter to public bodies of 15 December 2014
Fair work	You will know that the Government previously commissioned the <a href="#">Working Together Review</a> to examine progressive workplace policies and published a <a href="#">formal response</a> in August 2015. We asked you to have regard to that report and the recommendation that public bodies should report publicly on their approach to industrial relations and its impact on workplace and workforce matters. A key part of the response was the establishment of the independent <a href="#">Fair Work Convention</a> , who published their blueprint for fair work in Scotland in March 2016.	Page 37 of the PfG; Working Together Review: Progressive Workplace Policies in Scotland
Low Carbon sector and combating climate change	We look to all public bodies to help realise the significant opportunity for growing the <b>low carbon sector</b> both through leadership and directly through reduction of energy demand and integration of low carbon and renewable heat and energy technologies across estates. More generally, we expect our public bodies to lead by example in <b>combating climate change</b> and making a valuable contribution towards achieving our ambitious emission reduction target of 80% by 2050. 2017/18 will mark the third year of mandatory reporting from 180 listed public bodies on compliance with climate change duties. The mandatory reports for 2017/18 are due to be submitted to SG by 30 Nov 2018. Reporting advice, tools, guidance and training are available from the <a href="#">Sustainable Scotland Network (SSN)</a> .	Pages 30-31 of the PfG; policy proposal to bring into force a public body duties reporting requirement under <a href="#">sections 46 and 96 of the Climate Change (Scotland) Act 2009</a>
Efficiency	Although not explicitly mentioned in the Programme for Government, <b>we continue to expect every public body to deliver efficiency savings of at least 3% per annum</b> and to report publicly on the actions undertaken and the results achieved.	<a href="#">Efficient Government section of SG website</a>





## Public Authorities

26 April 2018

### THE GENDER REPRESENTATION ON PUBLIC BOARDS (SCOTLAND) ACT 2018

I am writing to provide you with an update on the implementation of the Gender Representation on Public Boards (Scotland) Act 2018<sup>1</sup> which received Royal Assent on 9 March.

#### Requirements

The purpose of the legislation is to improve the representation of women on the boards of Scottish public authorities. The Gender Representation on Public Boards (Scotland) Act 2018 sets a "gender representation objective" for the non-executive member component of public boards. The objective is that 50% of non-executive members are women.

Only non-executive members appointed to public boards are covered by the Act. Schedule 1 of the Act lists the public authorities covered and specifies where some members are excluded from the Act's provisions.

The Act places duties on public authorities, appointing persons and Scottish Ministers in connection to their role in achieving the gender representation objective.

Appointments must be made on merit. But where there are two or more equally qualified candidates for an appointment, at least one of whom is a woman, the appointing person must appoint a candidate who is a woman if doing so will result in achieving or making progress towards the gender representation objective. There is however scope to consider whether the appointment of a person who is not a woman is justified on the basis of a characteristic or situation particular to that candidate and to give preference to that candidate.

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<sup>1</sup> [Gender Representation on Public Boards \(Scotland\) Act 2018](#)



In addition, public authorities and appointing persons must take such action as they consider appropriate to encourage applications from women. And, where the gender representation objective has not been achieved, must take such additional steps as they consider appropriate.

An important element of the legislation is a requirement to report on progress. The purpose of reporting is to highlight action that is being taken and ensure transparency. Reporting duties are placed on public authorities, appointing persons and Scottish Ministers in relation to their functions under the Act. Scottish Ministers are under an additional duty to lay a report before the Scottish Parliament on the operation of the Act.

To support the implementation of the Act, Scottish Ministers must publish guidance and those with duties under the Act must have regard to the guidance.

### **Proposed Implementation Timetable**

Although the Act has received Royal Assent the new duties in relation to the gender representation objective are not yet in force. They will be brought into force in due course at a date (or dates) to be determined by Scottish Ministers. However, public authorities may wish to take steps now with a view to achieving the Act's objective, for example by taking steps to encourage women to apply for non-executive member positions which are being filled before the Act is brought into force.

The new duties will be brought into force when Scottish Ministers have published guidance and made regulations setting out the reporting arrangements. At this stage, the anticipated timetable is as follows:

Royal Assent	9 March 2018
Development and drafting of guidance and of regulations setting out reporting arrangements.	Spring 2018
Consultation on draft guidance and draft regulations	Summer/Autumn 2018
Publish final guidance	Around the end of 2018
Make the reporting regulations	Around the end of 2018
The duties on public authorities to meet the gender representation objective come into force.	Spring 2019

The proposed period of consultation will allow public authorities subject to the new requirements to comment on draft guidance and on draft regulations setting out the arrangements for reporting.

## Public Sector Equality Duty

The Equality Act 2010 places a duty on public authorities to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. To enable Scottish public authorities to do this more effectively the Scottish Ministers made "specific duties" setting out a framework of activities and reporting obligations. Most, but not all, of the public authorities covered by the Gender Representation on Public Boards (Scotland) Act 2018 are also covered by these specific duties.

It is the intention to avoid duplication as far as possible. The relationship between reporting under the Gender Representation on Public Boards (Scotland) Act 2018 and reporting under the specific duties will be explored further through the proposed consultation.

## Next Steps

Consultation on the guidance and the reporting arrangements will take place later this year. The Scottish Government will write to you again when this happens.

In the meantime, please feel free to contact [Lesley.Cunningham@gov.scot](mailto:Lesley.Cunningham@gov.scot) or [Graeme.Bryce@gov.scot](mailto:Graeme.Bryce@gov.scot) if you require any further information or clarification on any wider aspects of the implementation of the Act.

Yours faithfully

## Gender Equality Team

Equality, Human Rights and Third Sector Division  
Scottish Government



## Board of Management Calendar of Meetings 2018-19

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

		<b>BOARD</b>	<b>Audit Committee</b>	<b>Finance &amp; General Purposes Committee</b>	<b>Learning &amp; Teaching Committee</b>	<b>Human Resources Committee</b>	<b>Board Development Committee</b>	<b>Remuneration Committee</b>
		<b>10.30am-3pm or 1pm-5pm</b>	<b>2:00 pm</b>	<b>12md</b>	<b>2:00 pm</b>	<b>11:30am</b>	<b>2:00pm</b>	<b>2:00pm</b>
<b>2018</b>								
Dumfries Graduation Ceremony		22-Aug						
September			11-Sep	18-Sep	18-Sep		4-Sep (12:45)	
October		09-Oct					30-Oct	30-Oct (tbc)
November		06-Nov (tbc) Joint Meeting with Borders College (10-3)	13-Nov	20-Nov	20-Nov			
December		11-Dec						
<b>2019</b>								
January		22-Jan Development event (10-3)						
February			19-Feb	26-Feb	26-Feb	12-Feb		05-Feb
March		19-Mar					05-Mar	
April								
May			07-May	14-May	14-May			
June		04-Jun Venue (tbc)						
HN Graduation Ceremony		(Tbc) - June (Stranraer)						

# CELEBRATION OF LEARNING EVENTS

## Construction and Engineering

CONSTRUCTION & ENGINEERING AWARD TIMES			
DATE	TIME	ROOM	GROUPS
Friday 25 <sup>th</sup> May 2018	12.30-1.30	1074b	NPLU (8)
Tuesday 29 <sup>th</sup> May 2018	3 – 4 p.m.	0025/0026	CWTT/CFEN/NEFW (28)
Friday 1 <sup>st</sup> June 2018	10 – 11 a.m.	0025/0026	NEEL/NEE6 (28)
Friday 1 <sup>st</sup> June 2018	2 – 3 p.m.	0025/0026	NJOI/NPAI/CPAI (30)
Tuesday 5 <sup>th</sup> June 2018	10-11 a.m.	0025/0026	C1CS/CMUL (20)
Tuesday 5 <sup>th</sup> June 2018	11.30 – 12.30	0025/0026	CCVM/CDLV/SIEP (28)

## Hairdressing and Beauty

### Hairdressing

- Hairdressing Wednesday 6th June at 13-45 for 14-00, Zest

### Beauty

- Beauty Friday 8th June at 13-45 for 14-00, Zest

## Health and Social Services and Princes Trust

- Nursing (SNUR) will have theirs in the classroom on the Wed 6th June, 2 pm Room 2058
- Health and Social Care (SVCA), Thursday 31<sup>st</sup> May, 12:30 Room 2083
- Social Sciences (UHED) have yet to confirm, as have (N5ED)

## **Hospitality and Sport**

### **Hospitality**

- Tuesday 5th June, 2pm in Zest
  - Followed by refreshments made by the students in the area outside the kitchen

### **Sport**

- Thursday 7th June, 2pm in Zest
  - Followed by refreshments served in Costa

## **Computing and Business**

### **Computing**

- The Computing Awards are 29<sup>th</sup> May, 1:30 pm Zest

### **Business**

- The Business are having an away day on 7 June and are incorporating their awards then

## Board of Management

**Minute of Meeting of the Human Resources Committee of the Board of Management of Dumfries and Galloway College held on Tuesday 10 October 2017 at 11:30 am in Room 2009**

**Present:** Stuart Martin (Chair) Janet Brennan  
Carol Turnbull Ian White  
Rob Orr Ros Francis

**In attendance:** Brian Johnstone, Chair of Board of Management  
Helen Pedley, Vice Principal Corporate Services  
Heather Tinning, Executive Team Assistant  
Ann Walsh, Secretary to the Board

### **1 Apologies for Absence**

There were no apologies received.

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

### **2 Declaration of Interest**

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

### **3 Minute of Previous Meeting**

The Minute of meeting from 4 October 2016 was approved.

### **4 Matters Arising**

#### **4.1 Board Members' Access to "SaveNet"**

The Vice Principal Corporate Services reported on the college discount website, a staff discount scheme which offers savings with selected retailers. The Vice Principal advised that she is progressing this further in terms of access for Board Members.

#### **4.2 Training and Development by CDN**

The Vice Principal Corporate Services reported that staff had provided positive feedback in terms of training and development by CDN, with the exception of the Management Development Training undertaken by the new Curriculum Managers where it was advised that the training was not so positive. The Chair of the Board of Management reported that he had recently been appointed as a Board Member of CDN and advised that CDN continue to review their training, and welcomed feedback to report back to CDN. The Vice Principal advised that subsequently in-house training had been undertaken by the Curriculum Managers which was positively received.



## **5 Vice Principal's Annual Update**

The Vice Principal Corporate Services spoke to the report which had been issued, providing an overview of activities during 2016-17. With regard to the Academic Restructure, the new Curriculum Managers are continuing to develop within their new roles. In terms of National Bargaining, an agreement has been reached that by April 2019, Salaries for Teaching Staff will be around £40,000 pro-rata. Following negotiations all Support Staff are entitled to 44 days Annual Leave pro-rata inclusive of statutory days. The Vice Principal advised that in some areas this has made a significant difference with the additional leave days, and Managers within the departments are looking to work more efficiently to maximise cover and accommodate the additional days. The Financial Implication for Term Time Staff amounts to approximately £12,000 across the year. The Vice Principal and the Principal continue to be involved in the Employers Association moving forward.

The Vice Principal asked the Committee to note that the College has been recognised as a Living Wage Accredited Employer, and advised that in terms of National Bargaining all colleges are to be Living Wage Accredited. As a condition of this status, the Living Wage must be met within tenders received. With regard to the Catering Contract, owing to the period of the contract, the Living Wage must be met and will be a condition of the tender for next session.

With regard to staff, the Vice Principal reported that there are approximately 210 full time equivalent staff at present. She advised that the staffing establishment is reviewed at the start of the session, with the teaching staff linked into the Curriculum Plan. The Vice Principal provided assurance to the Committee that all teaching staff are timetabled as per their contracts. The Committee were also reassured that all members of staff receive the same terms and conditions irrespective of the type of contract.

With regard to grievances, the Chair commented on the low number considering the size of the college. The Vice Principal advised that the majority of concerns tend to be addressed informally within the departments.

The Chair commended the HR Department and all staff for working through a difficult year.

## **6 Sickness Absence Report 2016-17**

The Vice Principal Corporate Services spoke to the report which had been issued, providing a summary of the Sickness Absence during Academic Year 2016-17. Members noted a slight increase from the previous Academic session, from 4.37 to 4.9% which the Committee agreed was not a significant sickness absence rate. The Vice Principal also reported on a slight increase in absence owing to stress/anxiety and depression, and advised that a discussion takes place with each member of staff on return to work to determine whether the absence is work-related. The Vice Principal advised that where stress is indicated as a reason for absence a referral is made to occupational health. Discussions regarding the renewal of the NHS Occupational Health Support are due to commence. Occupational Health have been asked to help with Training for Managers with regard to recognising stress before absence occurs. Janet Brennan issued a leaflet from the HES Board based on the Well Being of Staff to the Vice Principal for information.

Members noted the report.

## **7 Staff Development 2016-17**

The Vice Principal Corporate Services spoke to the report which had been issued, providing an update of Staff Development during Academic Session 2016-17. The Vice Principal reported that the amount spent, of £52,541, does not reflect the amount of Staff Development undertaken, as much of the development undertaken by staff does not attract a cost. A strong focus is on Teaching Staff, aiming for 100% having a Teaching Qualifications. The Vice Principal advised that this is not achievable owing to the turnover of staff but Teaching Staff, including Assessors, either possess or are in the process of working towards their qualifications. Overall, the Vice Principal reported that Staff are keen to further develop their skills and undertake Staff Development. The Vice Principal advised that the College was recently a pilot for Dundee University for Induction, with no cost incurred as the college was asked to be a pilot.

PREVENT training (Counter Terrorism) is ongoing for staff, with over 60% having completed the mandatory training and further sessions booked. Staff have provided positive feedback regarding this training.

Members noted the report.

## **8 National Bargaining/Union Engagement**

The Vice Principal Corporate Services reported on the key outstanding priorities for this year including Job Matching for Promoted Lecturer Posts and the outstanding terms regarding class contact time for teaching staff.

Negotiations for Support Staff have been concluded, and focus is now around key factors in terms of Job Evaluation. The Vice Principal advised that a Tender will be issued by Colleges Scotland for a single job evaluation scheme for all colleges, following agreement of the scope and remit through the NJNC. The implementation date of 1<sup>st</sup> August 2018 has been agreed with the Unions.

Members noted the major piece of work at local level and the significant cost to the Sector.

The Chair thanked the Vice Principal Corporate Services for the update.

## **9 HR Strategy Report**

The Vice Principal Corporate Services spoke to the report which had been issued, providing an update on work following the approval of the HR Strategy. She advised that Workforce Planning is a key element, with work ongoing at a National Level.

The Chair of the Board of Management reported that he attended the college's All Staff Session in August, providing an overview of the role of the Board and also a pictorial and summary of Board Members, with a view to raise the profile of the Board.

Following implementation of the new management structure overseeing the Academic Departments, comprising of 8 Curriculum Managers and 2 Heads of Curriculum, the feedback from staff has been positive in relation to communication.

Following the report on the Curriculum Development Project for Wigtownshire, the Principal advised that we will now look to progress an advert for the Stranraer Campus Development Manager.

The Chair thanked the Vice Principal for a Comprehensive report.

#### **10 Workforce Planning**

The Vice Principal Corporate Services spoke to the report which had been issued, providing an overview of the development of the Workforce Plan. The Vice Principal asked the Committee for a further meeting in view of the work ongoing around the workforce plan and the Staff Development Policy, to allow progress to be reviewed. In answer to a question in terms of the age profile of staff aged 51+, the Vice Principal advised that there is an older workforce within Dumfries and Galloway, along with an ageing population.

**Action:** The Board Secretary to advise HR Committee members of the date of the next meeting

#### **11 Equality and Diversity Update**

The Vice Principal Corporate Services spoke to the report which had been issued, providing an update on activity on Equality and Diversity. The Vice Principal advised that an Equality and Diversity Framework has been developed, and explained that other documents and procedures will sit underneath the Framework, to enable the Board to look at the overarching Framework. Following further discussion, the Vice Principal welcomed the opportunity for a Board Member to attend the Equality and Diversity Committee.

**Decision:** The Human Resources Committee approved the Equality Diversity Framework and Policy

**Action:** An invitation to the next Equality and Diversity Committee to be sent to Board Members

#### **12 Any other Business**

The Vice Principal Corporate Services advised the Committee that she has tendered her resignation from her position in the college. The Chair thanked the Vice Principal, on behalf of the Committee, for all her hard work and wished her well in her new post. The Principal advised that recruitment will be progressed in terms of the Vice Principal's position.

#### **13 Date and Time of Next Meeting**

The next meeting date and time will be confirmed.

## Board of Management-Audit Committee

Minute of the Meeting of the Audit Committee of the Board of Management of Dumfries and Galloway College held on 21 February 2018 at 2 pm in Room 1074b

**Present:** Hugh Carr (Chair) Pat Kirby  
Stuart Martin Naomi Johnson

**In attendance:** Carol Turnbull, Principal Karen Hunter, Finance Manager  
Philip Church (RSM) Brian Johnstone (Board Chair)  
Andy Glen (VP Performance & Planning) Ann Walsh (Board Secretary)

**Minute Taker** Heather Tinning, (Executive Team Assistant),

### 1 Welcome and Apologies

The Chair welcomed members to the meeting. The Chair advised that Delia Holland had resigned from the Audit Committee and he extended thanks to her for her years of contribution and commitment to this committee. He will seek for a new member to join the Committee at the next Board meeting.

The Secretary to the Board confirmed the meeting was quorate.

**Action:** Discussion to be taken forward to the Board Meeting on 13<sup>th</sup> March, for a volunteer to join the Audit Committee, following Delia Holland's resignation

### 2 Declaration of Interest

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

### 3 Minute of Meeting of 21<sup>st</sup> November 2017

The Minute of the meeting of 21<sup>st</sup> November 2017 was approved.

### 4 Matters Arising

#### 4.1 Feedback from Recommendations to the Board

- Publication of Individual Internal Audit Reports
- External Audit Report
- Financial Statements for 2016-17
- Audit Committee Annual Report

The Chair confirmed that the Board approved the Committee's recommendation that Individual reports will not be published on the website, with the Annual Summary continuing to be published on the college website.

The Board received the external audit report and approved the financial statements for 2016/17.

The Board received and approved the Audit Committee Annual Report

#### 4.2 Strategic Risk Register – amend inherent risk in risk number 4

The Principal advised that the error in the calculations had now been amended.

## **5 GDPR & Cyber Security**

### **5.1 General Data Protection Regulations (GDPR) Update**

The Vice Principal Performance and Planning (VP (P&P)) spoke to the report which had been issued, highlighting the Action Plan which details the requirements for the new General Data Protection Regulation which comes into effect from 25 May 2018. Moving forward, the VP (P&P) advised:

- New Data Audit Software had been purchased
- Following Interviews in March and a successful recruitment of a Shared Data Protection Officer (DPO), the DPO will be based one day a week at Dumfries and Galloway College
- Currently progressing an additional service from JISC to undertake an audit and report on GDPR
- Staff training comprising of an e-learning package will take place in the new Financial Year. The training will also be rolled out to all Board Members

**Action:** The Board Secretary to liaise with all Board members with regard to the e-learning training

Members noted the report and subsequent actions by the College.

### **5.2 Cyber Security Update**

The VP (P&P) spoke to the report which had been issued, highlighting key points:

- The Cyber Security Information Sharing Partnership (CiSP) Membership is now in place
- Positive reports received from the Cyber Essentials Pre Assessment carried out on 12<sup>th</sup> February 2018
- The VP (P&P) reported on the activity within the IT Department with regard to actions that have been undertaken in terms of moving forward

The Principal asked the committee to note how robust college systems and processes are.

Members noted the report and progress made to date.

## **6 Internal Audit Reports**

### **6.1 Human Resource Management – Sickness Absence**

Philip Church spoke to the report, which had been issued following an Audit of Sickness Absence. The college's iTrent programme was introduced in 2015, which allows Managers to update Sickness Absence, process Return to Work and identify patterns in absence for staff within their area. Training had been arranged for the new Curriculum Managers when they commenced their new posts. Ownership of recording absences lies with Line Managers and not the HR Department. In conclusion the report detailed reasonable assurance that controls are in place, based on one medium and four low actions.

Members noted the report.

### **6.2 Internal Audit Progress Report**

Philip Church spoke to the report, which had been issued advising that the Internal Audit Plan for 2017/18 was approved by the Audit Committee on 16<sup>th</sup> May 2017. Mr Church advised that no negative opinions have been provided within reports to date and that the remaining reports will be presented at the May 2018 Committee meeting.

Members noted the report.

## **7 Audit Scotland Statutory Fees Letter**

The Principal asked members to formally note the Audit Scotland Statutory Fees Letter, as an indication of the fees for the 2017/18 audit of Dumfries and Galloway College.

## **8 Strategic Risk Register**

The Principal spoke to the Strategic Risk Register, highlighting changes to the risks, including:

- Risk No 14 – ‘Non-compliance with GDPR’ (new risk added)
  - Mitigating actions in place with an inherent risk of 12
- Risk No 5 – ‘University of the West of Scotland’ - Propose to remove the risk
  - Dialogue will be kept open and should discussion re-occur would bring back to the table
- Risk No 2 – ‘Public Sector Funding Cuts’ – Propose to amend to ‘Financial Sustainability’
- Risk No 4 – ‘Unable to achieve credit (activity) target’ – Propose to reduce the risk factor from 12 to 8
  - The Principal reported on the improved position of 500 credits short of target, and that it is expected to achieve the credit target. The Principal advised of funding received specifically for HN Childcare places. As we were not able to achieve the amount of places, a potential clawback is expected.

**Decision:** Members approved the changes to the Strategic Risk Register

## **9 Any other Business**

None.

## **10 Date and time of Next Meeting**

The next meeting of the committee is to take place on Tuesday 15 May 2018, at 2 pm.

*Philip Church left the meeting.*

## **11 Internal Audit Contract – Tender Update**

The Finance Manager spoke to the report which had been issued, seeking Members’ views regarding the process and other aspects of the tender. The report highlights the Advanced Procurement for Universities and Colleges (APUC) Framework, identifying eight appointed contractors. The Finance Manager advised of the options identified in the Framework, including a mini-competition for the Companies listed in the Framework, which would allow more influence over choice and appointment of service. The Finance Manager advised that a new APUC Framework will replace the current one at the end of June 2018. Should members choose to wait until the new Framework, which will have an increased focus on Quality, is in place it would mean extending the appointment of the current internal auditor for a further year. Members discussed the options.

**Decision:** Members decided to wait for the new APUC Framework to be in place

**Action:** To extend the contract with the current internal auditor, RSM, for a further year

## **Board of Management Finance and General Purposes Committee**

**Minute of the Meeting of the Finance and General Purposes Committee of the Board of Management of Dumfries and Galloway College, held on Tuesday 27 February 2018 at 12 noon in Room 1074b, Dumfries Campus.**

**Present:** John Henderson (Chair) Ros Francis  
Karen McGahan Kenny Henry

**In attendance:** Karen Hunter, Finance Manager  
Andy Glen, Vice Principal Performance and Planning  
Billy Currie, Facilities Manager (Items 5, 6 and 7 only)  
Delia Holland (attending as an Observer)  
Ann Walsh, Secretary to the Board

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

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

The Chair welcomed members to the meeting, including Board Member Delia Holland attending as an Observer and Billy Currie, Facilities Manager attending to report on specific agenda items. Apologies were intimated on behalf of Carol Turnbull.

The Secretary to the Board confirmed the meeting was quorate.

### **2 Declaration of Interest**

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

### **3 Carbon Management Plan**

The Facilities Manager spoke to the report which had been issued, highlighting key points, including:

- A saving of approximately £8,000 in terms of a reduction in gas consumption
- Early indications are positive on savings following the upgrade to the central heating at the Stranraer Campus
- Working on projects for this year, including lighting at the Car Park at Stranraer Campus and Sports Hall at Dumfries Campus
- Although savings on consumption of electricity use by 78,780kWh, increased prices have hidden this improvement and increased the spend on electricity in 2017.
- The contract for the Electricity Provider to go out to tender – it is hoped that this brings a reduction in price
- Signed up to 'Re-fill Dumfries and Galloway initiative – working with Baxter Storey with regard to plastic bottles, ie requesting Jugs of Water for Meetings, instead of Bottles
- It was reported that we are on target to meet our Scottish Government Climate Change target of 20% reduction in greenhouse gas emissions by the end of the Climate Change Action Plan (CCAP) period which is the end of 2019.

**Action:** The Facilities Manager to ascertain any penalties incurred should the target not be met

Members noted the report.

## Board of Management Finance and General Purposes Committee

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### **4 Scotland's College Estate Condition Report – 2017**

The Facilities Manager spoke to report, which had been issued highlighting the findings on the Dumfries and Stranraer Campuses following a SFC investigation into the condition of Scottish Colleges Estates. Members discussed budget requirements, identified in the report as a guideline. The Estates Department will monitor progress of actions, in order to keep the Estate up-to-date, with an aim to get the best value through Procurement or local suppliers.

**Decision:** The Facilities Manager to bring back a report on an Annual basis on progress

### **5 Cole Report on the Edinburgh School's Infrastructure**

The Facilities Manager spoke to the report, which had been issued. He informed Members that the Scottish Government report identified failings, which resulted in the incident at the School in Edinburgh, with monitoring of the quality standards being the biggest failing. The Facilities Manager assured members that the Estates Department have management procedures and quality assurances in place at the college. The Vice Principal Planning & Performance reported that he responded to correspondence from the Scottish Government with regard to sharing of the Cole report, this included discussion at Executive Management Team and Finance and General Purposes Committee meetings.

Members noted the update against the report.

### **6 Minute of Meeting of 28 November 2017**

The Minute of the Finance and General Purposes Committee meeting held on 28 November 2017 was approved.

### **7 Matters Arising**

#### **7.1 Feedback from recommendations to the Board:**

##### **7.1.1 Winding Down of College Arm's Length Foundation (ALF)**

Following discussion at the last Board meeting on 12<sup>th</sup> December 2017, the Board's view was to retain the ALF. Members discussed further and concurred with this view. The ALF will be retained.

**Decision:** The ALF will be retained

##### **7.1.2 To approve Revised Budget for 2017-18**

Members noted that the Budget was approved at the Board of Management meeting on 12<sup>th</sup> December 2017.

##### **7.1.3 To approve Financial Statements for 2016-17**

Members noted that the Financial Statements for 2016-17 were approved at the Board of Management meeting on 12<sup>th</sup> December 2017.

#### **7.2 Evaluation of Income v Benefits for the Student Association**

Member discussed the Income v Benefits for the Student Association in terms of value for money. The budget totals approximately £50,000 which includes salaries of the Student Association Executive Team.

**Decision:** As an assessment on good value for money cannot be completed until the end of the Academic Year, members agreed to bring discussion back to the table at a future meeting



## **Board of Management Finance and General Purposes Committee**

### **7.3 Additional Credits – HNC Childcare**

Please refer to item no 12 – Strategic Risk Register.

### **7.4 Finance and General Purposes Committee meetings - change of time to 12 Noon**

This has been confirmed since the last F&GP Committee Meeting

### **8 Scottish Government Draft Budget 2018-19**

The Finance Manager reported that the Scottish Draft Budget for 2018/19 has been confirmed as £588.2 million across the sector, with a flat cash allocation for colleges. Of this, £31.7 million is to fund extra pay costs. The Finance Manager advised that the SFC issued an indicative grant today, and key figures indicate more money for colleges, again, this includes National Bargaining costs.

### **9 Financial Update (including Management Accounts)**

The Finance Manager spoke to the report, which had been issued highlight key points to note:

- On course to achieve an underlying break even position
- Projects a lower bank balance at end of March – SFC funding may be required to bring forward the April payment to ensure this is covered
- College share of 2015-16 net depreciation costs amounts to £390,000

Members noted the Financial Update at January 2018

### **10 Aged Debt Report**

The Finance Manager spoke to the report, which had been issued, highlighting:

- The debt has decreased by £52,132 since October 2017
- Debt relates to some students still paying by Instalment Plan, with approximately 10 - 15 HE students using the Instalment Payment method

The Finance Manager sought member's approval to write-off four irrecoverable balances

**Decision:** The Committee agreed to write off the four balances identified in the report

Members noted the aged debt balances at January 2018

### **11 Cash Flow Forecasts**

The Finance Manager spoke to the report, which had been issued reporting on key points including:

- The forecast balance at the end of March is expected to be lower, owing to student support to be claimed in order to meet the forecast spend
- The final payment for the Lennartz agreement is due in September 2018

Members noted the forecast movements and closing bank balances

### **12 Strategic Risk Register**

The Vice Principal Performance and Planning (VP (P&P)) spoke to the report, which had been issued. Members noted that the Strategic Risk Register will now be presented at each Board Committee. The VP (P&P) advised key points, including:

## Board of Management Finance and General Purposes Committee

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- Indicative grant information received earlier today, indicates funding for Academic Staff pay harmonisation
- New risk added in terms of Non-compliance General Data Protection Regulation (GDPR), in concerning a potential difficulty in recruiting Data Protection Officer (DPO). The college will procure the service with Ayrshire College and the Royal Conservatoire of Glasgow, to employ a shared DPO, one day a week will be for this college. The position is out to advert, with potential interviews to take place in March 2018. E-learning training for college staff will take place in April, and will also be rolled out to all Board Members

**Action:** The Board Secretary to liaise with all Board Members in terms of completing the e-training

- In terms of credit activity, the The VP (P&P) reported of a shortfall today of 413, with a target of 30, 336. Additional unused funding received for HN Childcare places will be clawed back.
- The Cyber Audit has been completed. A positive report has been received, with minor issues identified
- The Audit Committee will oversee GPDR and Cyber Resilience

### **13 Any other business**

None.

### **14 Date and time of Next Meeting**

The date and time of the next Finance and General Purposes Committee is Tuesday 22<sup>nd</sup> May, 12 Noon.

## 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 27 February 2018 from 2.00 pm in Room 1074b**

<b>Members present:</b>	Delia Holland (Chair) John Henderson Ian White	Kenny Henry Leah Thomas
<b>Curriculum representatives:</b>	Gillian Pearce (Stranraer)	Peter Woods (Dumfries)
<b>In attendance:</b>	Andy Wright, Vice Principal Learning and Skills Andy Glen, Vice Principal Performance and Planning Janet Weir, Head of Curriculum Sandra Norris, Marketing Manager (Item 3 only) Ann Walsh, Secretary to the Board	
<b>Minute Taker</b>	Heather Tinning, Executive Team Assistant	

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

The Chair welcomed members to the meeting, in particular Gillian Pearce, attending her first meeting as the new Academic Staff Representative from Stranraer. Welcome also to Marketing Manager Sandra Norris, who will provide an update on Curriculum Pathways. Apologies for absence were intimated on behalf of Carol Turnbull, David Denholm, June Holland, Barry Graham, Rob Orr, Naomi Johnson and Tony Conlon

The Secretary to the Board confirmed the meeting was quorate.

### **2 Declaration of interest**

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

### **3 Curriculum Pathways**

The Marketing Manager, Sandra Norris tabled various A3 examples of Curriculum Pathways following discussions with Curriculum Staff on developing learning/career pathways. Digital views of the Pathways will be available on the college website, with a link on each course. The Curriculum Pathways will be distributed to schools and available at college events. Members welcomed the examples as a visual guide for each Curriculum Area.

#### **Actions:**

- The Marketing Manager to collate a pack containing each Curriculum Area for the next Board Meeting, in a leaflet size form
- The Marketing Manager to laminate and add a version number to the examples

The Chair thanked the Marketing Manager.

### **4 Update from Previous Presentations**

#### **Virtual Care Academy**

Following a recent presentation on the Virtual Care Academy the Vice Principal Learning and Skills VP (L&S) provided an update. The VP (L&S) and the Head of Curriculum June Holland are still

progressing ongoing discussions in relation to the Virtual Care Academy, including meetings with Borders College.

## **5 Minute of Meeting of 5 December 2017**

The Minute of the Meeting of 5<sup>th</sup> December 2017 was approved.

## **6 Matters Arising**

### **6.1 L&T Committee – Teaching Representative from Stranraer**

The Chair welcomed Gillian Pearce to her first meeting as the Academic Staff Representative from Stranraer.

### **6.2 The Bridge Update**

The Vice Principal Learning and Skills provided an update on Dumfries Learning Town (DLT) provision and options and choices for next year. Curriculum staff had recently undertaken a site visit to the Bridge to look at physical space and were very positive about the new facility, which opens in October 2018. In response to concerns there may be duplication of some provision, it was explained that this provision will take place at the Bridge instead of the college. This could also enable a positive option for increasing capacity. The VP (L&S) also advised that Credits can be claimed for S4, 5 and 6 pupils. Various meetings are ongoing in terms of timetabling and using the bridge creatively for delivery.

**Action:** A visit to be arranged to the new Bridge Facility for Board Members/Learning and Teaching Committee Members

## **7 Student Association Update**

The President of the Student Association spoke to the report, which had been issued. The Chair encouraged Members to support some of the Student Association activities.

**Action:** The President of the Student Association to produce a timetable for Sporting and other Activities to be shared with the Board

## **8 Breakfast Club**

The Vice Principal Performance and Planning VP (P&P) spoke to the report which had been issued, advising that numbers have increased since the Breakfast Club started in January 2018 at both campuses. Positive feedback had been received from both staff and students, in terms of the social aspect across curriculum areas, and beneficial improvements in students' energy and concentration in class. Following a successful application for external funding, the college will receive £1,000 from the Holywood Trust. The Breakfast Club is incorporated into the new Catering Tender and at present is run in Partnership with Baxter Storey, costing the college £0.75 per student. Members agreed that looking forward, it is hoped the Breakfast Club may help towards retention. Members are invited to vote for further funding at the Participatory budgeting event on 24<sup>th</sup> March, to be held at the Usual Place, Academy Street, between 11 am – 3 pm.

The Chair thanked the Vice Principal Performance and Planning for the report.

## **9 How Good is Our College**

### **Annual Self Evaluation Report 2016/17**

The Vice Principal Performance and Planning advised that the college's Evaluation Report has been published on the Education Scotland website at the end of January. John Bowditch, HMIE Lead

## **Board of Management Learning and Teaching Committee**

Inspector and Juliet McAlpine, HM Inspector from Education Scotland are attending the Board Meeting on 13<sup>th</sup> March to provide an update on How Good is Our College.

### **10 SI – Progress against the Regional Outcome Agreement**

#### **Outcome Agreement Measures Table**

The Vice Principal Learning and Skills spoke to the report and the Outcome Agreement Measures Table which had been issued as an update in terms of progress on key issues. The report includes an overview on Successes and Challenges. Members noted that credits were correct at the time of the report, but are subject to change as the year progresses.

The Chair thanked the Vice Principal Learning and Skills for the report.

### **11 SI Learning and Skills**

#### **11.1 Key Performance Indicators (KPIs)**

The Vice Principal Performance and Planning spoke to the report which had been issued, reporting on the retention percentages including the total FT FE retention figure of 80%, for the college, 1% reduction on last year. In terms of Sector Averages, the college is 2% behind the Sector Average for FT FE. The Chair advised that it was the remit of the Learning & Teaching Committee to monitor retention and whilst it was appreciated that considerable effort had been made across the college, retention figures remained disappointing. However, it was also recognised that the new academic structure and initiatives such as the Passport to FE programme and the Breakfast Club should improve the situation going forward.

#### **11.2 Curriculum Update**

The Vice Principal Learning and Skills spoke to the report which had been issued, reporting on new emerging curriculum developments, including Creative Industries, Performing Arts and Childcare at Stranraer Academy for the West of the Region. The VP (L&S) informed the Committee of a positive meeting with Lockerbie Academy regarding Foundation Apprenticeships. In terms of hospitality, discussions have taken place with the schools on the delivery pattern, although the need for a qualification is not recognised as an important career path. A meeting has been arranged with the Curriculum Managers to discuss application numbers and areas of demand. The VP L&S advised that there were more applications in the system last year at this time.

The Chair thanked the Vice Principal Learning and Skills for the report.

#### **11.3 Head of Curriculum Update – June Holland**

The paper provided by Head of Curriculum June Holland was to provide the Learning and Teaching Committee with an update of the HoC role specifically related to cross-college remit and activity. Within this post, the Cross-College roles are:

- Access and Inclusion
- School college transitions
- Care experienced Young People
- Gender Imbalance

Members noted the report

#### **11.4 Head of Curriculum Update – Janet Weir**

The Head of Curriculum Janet Weir spoke to the report which had been issued, within this post, the Cross-College roles are:

- Retention and Attainment
- Progression and Articulation
- Enterprise
- Employer Engagement

The Head of Curriculum informed members that regular meetings take place between Curriculum Managers and the Heads of Curriculum and reported on key activities, including:

- Curriculum Teams actively progressing Employer Engagement
- Pathways working with DYW
- New articulation routes, including UWS and Glasgow School of Art
- Re-visiting previous Articulation Agreements signed prior to this academic session

The Chair thanked the Head of Curriculum for the report.

#### **12 Strategic Risk Register**

The Strategic Risk Register is presented to the Audit Committee which has responsibility to oversee the process of the management of the register. The Register will now be presented to each Board Committee to allow Committees to comment on their own areas of concern.

The Vice Principal Performance and Planning spoke to the report which had been issued, asking members to note the recent updates highlighted in red, including:

##### **Risk 14 – Non-compliance with General Data Protection Regulations - GDPR (new risk)**

The new Regulations come into force on 25<sup>th</sup> May 2018. The college will share the resource of a Data Protection Officer with Ayrshire College and Conservatoire in Glasgow, to be based at the college one day per week. Interviews are scheduled to take place in March. Consequences of non-compliance with GDPR can be significant, the college has plans in place to ensure compliance including mandatory training to commence in April for all staff, in the form of an e-learning package, which will also be rolled out to Board Members.

##### **Risk 4 – Unable to achieve credit (activity) target**

The Vice Principal Performance and Planning advised of a predicted shortfall of approximately 413 credits. Work is still ongoing to achieve the credit target.

##### **Risk 2 – Public Sector funding cuts – forecast for session 2017-18**

On course to achieve an underlying break-even position.

##### **Risk 13 – Cyber Attack**

The college is committed to compliance with the Cyber Resilience Plan following Scottish Government's requirement, with minor actions to be taken forward.

**Decision:** The Committee discussed and supported the contents of the Strategic Risk Register, taking account of comments noted above

**13 Any other business**

None

**14 Date and Time of Next Meeting**

The next meeting of the Learning and Teaching Committee will take place on Tuesday 22<sup>nd</sup> May 2018 at 2 pm.

## Board of Management-Remuneration Committee

**Minute of the Meeting of the Remuneration Committee of the Board of Management of Dumfries and Galloway College held on Monday 25 September 2017 at 3pm in Room 1074b**

**Present:** Delia Holland (Chair) Brian Johnstone  
Ian White

**In attendance:** Ann Walsh, Secretary to the Board and Minute Taker

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

The Chair of the Remuneration Committee welcomed all to the meeting. Apologies were intimated on behalf of John Henderson and also from Carol Turnbull, Principal who would have attended for item 5.

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

### **2 Declaration of Interest**

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

### **3 Minute of Previous Meeting**

The Minute of the Remuneration Committee meeting held on 21 March 2017 was approved.

### **4 Matters Arising**

All Committee members have now completed the CDN training module for Remuneration Committee members. The training has been informative and worthwhile. This training is available to any member of the Board

**Action:** The Chair of the Board will recommend the training to all Board members

### **5 Executive Team Pay Award**

It was agreed at the last meeting of this committee that any decision regarding a pay award for the Executive Team would be deferred until there was an agreed National Pay Award.

The Chair of the Committee spoke to the paper which had been provided by the Principal. Through the National Joint Negotiation Committee, a pay award of £425 per FTE, (pro rata for part time staff), plus an increase in annual leave to 44 days (pro rata for part time staff), backdated to 1 April 2017 was agreed for all College Support Staff.



## Board of Management-Remuneration Committee

Executive Team members are not part of National Pay negotiations and any changes to salary/annual leave are at the discretion of the College Board of Management (or delegated Committee thereof).

Historically the Executive Team has been awarded the same pay award and annual leave as has been agreed for the staff across the College. The most recent award was made in 2016.

Members agreed to the Principal's proposal to award the Executive Management Team, for the period 1 April 2017 – 31 March 2018, with a financial award plus additional annual leave in line with the offer made to other staff. This would result in an increase in salary (consolidated) of £425 plus 1 additional day annual leave (consolidated). The increase in costs was included in the budget approved by the Board.

**Decision:** The Committee approved the proposal

**Action:** The Committee to recommend to the Board of Management at its meeting on 10 October 2017 to award the Executive Management Team, for the period 1 April 2017 – 31 March 2018, the proposed financial award plus additional annual leave in line with the offer made to other staff.

### 6 Principal's Annual Performance Review

The Chair of the Board spoke to the report that had been issued and confirmed the confidential status of the report, it being issued only to members of this Committee due to it being personal to the Principal.

Objectives and performance measures had been agreed by the Principal and Board Chair in correspondence and meetings in June 2016 and signed on 6 July 2016. There have been regular discussions between the Board Chair and the Principal throughout the year, an interim Review meeting on 4 November 2016 (which was reported to the Board) and the Annual Review meeting was held on 13 June 2017.

The Chair of the Board reported that overall, he is happy with the progress that has been made, being mindful of pressures during the year due to issues such as reduced staff numbers within the executive team, the level of involvement required regarding industrial action and the national pay award negotiations and the implementation of a new management structure within the college, which became operational in August 2017.

Taking this into account, progress has been good, with much work underway. At the time of the annual review, much of the evidence to support this was yet to come, with reports due over the coming weeks and it being too early to see the benefits expected from the revised management structure.

Members of the Committee were comfortable with the progress reported from the Chair of the Board, noting the pressures within year and that some evidence of progress is yet to come. The committee will meet again, following the Principal's interim review, to receive an update.

## Board of Management-Remuneration Committee

The Chair of the Board presented the proposed objectives for the Principal 2017/18, agreed with the Principal ie:

- Objective 1. Vision 2020 – Timely progress
- Objective 2. Achievement of the Regional Outcome Agreement (ROA)
- Objective 3. Outcomes from Academic team restructure - evidence of progress from focus on curriculum area
- Objective 4. Learner Journey – evidence of progress, and full engagement with stakeholders
- Objective 5. Stranraer – finalise strategy with timeframe
- Objective 6. Student Engagement - including evidence of Student Association involvement in college's decision making process.
- Objective 7. Wider commercial opportunities – evidence of increased activity

Members discussed and agreed recommendation of the proposed objectives, stressing that improved retention rates are a priority.

**Action:** The Committee to meet after the Principal's interim review to receive evidence of progress, accepting that due to timing these reports are not yet available. Members approved the proposed objectives for the Principal, to be recommended to the Board of Management at its meeting on the 10 October 2017.

The Chair of the Committee thanked the Chair of the Board for his report and requested he pass on thanks to the Principal for her hard work over the last year.

### 7 Principal's Performance Review Process

The secretary to the board spoke to the paper issued. Members had approved the current process in April 2016, with a review of this to be undertaken at the end of the first year and an agreement that should a sector wide process become available the college would look to adopt this.

The Secretary to the Board confirmed that the process has worked well. The Chair and the Principal have adhered to this process, ensuring ongoing review of progress against objectives, enabling good communication, a mutual understanding of national and local circumstances and priorities, and provision of support and encouragement in order to enhance performance.

It is proposed that the process should remain in place for 2017/18 unless the sector provides a standard approach to be followed by all boards.

The process allows for the Chair of the Board to seek views on the College's (and therefore the Principal's) performance from staff and students. In 2017/18 it is proposed to undertake this by setting up focus groups consisting of staff and students, initially to inform them of

## Board of Management-Remuneration Committee

the performance measures/objectives agreed, and then to gain their views on the progress of these.

Members noted the positive way the process has been implemented during 2016/17.

**Decision:** The Committee approved the proposals for the Principal's Performance Review Process 2017/18.

### 8 Principal's Pay Award

The Chair of the Board spoke to the Committee to recommend a pay award for the Principal.

The pay award approved in June 2016 left the Principal's salary still lower than other colleges of a similar size and it was agreed then to review this again in the future.

Members discussed the Principal's salary in relation to salaries of Principals of colleges of similar size, the current public sector pay policy and practice, and affordability. The Chair of the Finance and General Purposes Committee has been consulted regarding affordability.

Members agreed to work towards achieving alignment of the Principal's salary with that paid in colleges of similar size, but are mindful of challenging public sector finances and restraints, therefore this will be achieved incrementally. This year members agreed to recommend a salary increase of 2%, with 1 extra day annual leave, to bring the leave entitlement in line with that of support staff within the sector. This to be recommended to the Board of Management.

**Action:** The Committee to recommend to the Board of Management at its meeting on 10 October 2017 a pay increase that will move the Principal's salary closer to that paid in colleges of similar size. The recommendation is an increase in salary of 2%, effective from 1<sup>st</sup> April 2017 plus 1 additional day annual leave (consolidated), bringing annual leave in line with that of support staff.

### 9 Any Other Business

For noting/clarity: Following the meeting of the Committee in April 2016, the pay award approved by the Board of Management did not bring the salary up to the sector average for colleges of a similar size.

### 10 Date and Time of Next Meeting

The next meeting is planned to take place on Tuesday 6<sup>th</sup> February 2018.

An additional meeting will be held following the Principal's interim review – Date tbc