

Board of Management Learning and Teaching Committee

Date: 20 November 2018

Time: 2pm

Room: 2097

A G E N D A

			Presented by
1	Welcome and Apologies		PK
2	Declaration of Interest		PK
2.05pm	Update: PRINCES Trust		SAW/AM
3			
2.20pm	Minute of Meeting of 4 September 2018	(attached)	PK
4			
5	Matters Arising		
5.1	Employer Engagement, Measuring Effectiveness & Updates	(verbal)	SAW
5.2	A further visit to be arranged to The Bridge + Update	(verbal)	SAW
5.3	Class/Curriculum Rep functions - discussion	(verbal)	AG
5.4	Process for complaints not closed within 20 days	(verbal)	AG
5.5	Risks proposed for the Strategic Risk Register	(verbal)	AG
5.6	Colleges Scotland Parliamentary Reception	(verbal)	PK
2.35pm	Part A: For Discussion, decision and approval		
6	Curriculum Development Plan 2019/20 Update	(verbal)	SAW
7	Evaluative Report and Enhancement Plan (EREP), 2018-19	(attached)	AG
2.50pm	Part B: Risk Management		
8	Strategic Risk Register	(attached)	AG
3pm	Part C: Regular Reporting/Monitoring		
9	Student Association		
9.1	Student Association Update Report	(attached)	NV
9.2	SA Strategic and Operational Plan 2018-19	(attached)	NV
10	SI – How Good is our College		
10.1	Student Satisfaction and Engagement Survey	(attached)	AG
10.2	Learner ‘How Did We Do’? Survey 2018-19	(attached)	AG
11	Developing the Young Workforce (DYW) Update	(attached)	SAW
12	5 Year Curriculum Plan	(attached)	SAW
13	SI - Regional Outcome Agreement		
13.1	College Regional Outcome Agreement 2018-19 Update	(attached)	SAW
13.2	Outcome Agreement Measures Table	(attached)	SAW
13.3	Key Performance Indicators (KPIs) Update	(attached)	AG
3.30pm	13.4 Articulation	(attached)	JW
	13.5 Senior Phase Work with the Schools	(attached)	SAW

Part D: For Information

14	SI - Learning and Skills		
	14.1	SI: Heads of Curriculum Updates	(attached) JW & SAW
	14.2	Curriculum Update	(attached) SAW
	14.3	Learner Support and Guidance Procedure – final document	(attached) SAW
3.45pm		SI SOSEP Project - L&T Specific Update	(verbal) SAW
15			
16		Any Other Business	
4pm		Date and Time of Next Meeting – 26 February 2019 at 2pm	
17			

Board of Management Learning and Teaching Committee

Minute of meeting of the Learning and Teaching Committee of the Board of Management held at the Dumfries Campus on Tuesday 20 November 2018 from 2.00 pm in Room 2097

Members present: Pat Kirby (Chair) Delia Holland
John Henderson Sue Livermore
Naomi Johnson
Ian White Nikki Vjatschslav

Curriculum representatives:

In attendance: Andy Wright, Vice Principal (VP) Learning and Skills
Andy Glen, Vice Principal (VP) Business Development & Corporate Services
Janet Weir, Head of Curriculum (Items 13.4 and 14.1)
Brian Johnstone, Regional Chair
Ann Walsh, Board Secretary

Minute Taker Heather Tinning, Executive Assistant

1 Welcome and Apologies

The Chair welcomed all to the meeting.

Apologies for absence were intimated on behalf of Barry Graham, Rob Orr, Carol Turnbull, Ailsa Paton, Gillian Pearce, Laura Webster and Peter Woods.

The Chair advised that Curriculum Representative David Denholm had changed position in the college and was no longer an Academic member of staff. The Chair asked to formally note thanks and appreciation to David for his commitment to the Learning and Teaching Committee.

Action: VP Learning & Skills to organise a replacement curriculum representative.

➤ **Awards**

The Vice Principals presented the recent Awards that the college had received including:

- Herald HE Awards – Widening Access Award for the Breakfast Club (Commendation)
- CDN College Colleague of the Year Award 2018 (Winner) – Alison Martin, Prince's Trust
- CDN Sustainability Award 2018 (Highly Commended)
 - In recognition of whole college sustainability ethos

Members congratulated all involved in achieving the awards.

2 Declaration of Interest

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

3 Prince's Trust Update

The Prince's Trust Team Leader Alison Martin gave a presentation to members on the work and achievements of the Prince's Trust, including:

- The Prince's Trust team helps young people to rebuild their self-esteem.
- They run 12 week programmes of personal development and training.

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- It aims to re-engage young people, helping them to think about their future and prepare a post-programme development plan.
- Each Team undertake Community Projects.
- The Prince's Trust work with over 60 Partner Agencies for recruitment, placements and next steps
- Following a 12-week programme a celebration is held to allow learners to celebrate their achievements
- Programmes will also be offered at the Stranraer Campus next year
- Over the last 10 years, 308 students have graduated from the programme
- In 2018/19, 32 learners returned to full-time college courses
- Some of the Princes Trust learners have progressed this year to University courses
- The Prince's Trust programme now receives approximately 100 annual referrals – maximum of 15 per programme

Alison tabled invitations to the Team 32 Prince's Trust Final Presentation to be held on Thursday 6th December, 6 pm, at Dumfries and Galloway College

The Chair thanked Alison for the presentation on the Prince's Trust programme, and the video clip on Team Building.

4 Minute of Meeting of 4 September 2018

The Minute of the Meeting of 4 September 2018 was approved.

5 Matters Arising

5.1 Employer Engagement, Measuring Effectiveness and Updates

The VP Learning and Skills advised that following discussions at the College Leadership Team meetings, the Head of Curriculum Janet Weir is working on a strategy on Employer Engagement. A paper will be presented to the College Leadership Team and also to the Learning and Teaching Committee at a future meeting for further endorsement.

Action: Strategy to be completed and presented to the Learning & Teaching Committee

5.2 The Bridge Update

The VP Learning and Skills, a Trustee for the Bridge, advised that the handover to Dumfries and Galloway Council had now taken place, however no official opening date had been agreed. The Trustees are responsible for the Strategic direction of the Bridge, with another meeting arranged for December. The VP advised that the college had agreed to pilot bite sized learning sessions. There will be no delivery to students until a risk assessment and formal inductions have taken place. The VP advised that meantime no visits were being arranged for the Bridge, and confirmed that the Board would be kept informed of any progress.

Jeff Lever is Chair of the Trustees and the operational team for the Bridge is being employed by the Council.

Members asked that the VP Learning and Skills ask them for any support they may require

5.3 Class/Curriculum Rep Functions

The VP Business Development and Corporate Services spoke to the report which had been issued, defining the roles of the Student Association and Student Engagement:

- The Student Association consider events to help enhance the Student life on campus

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- The Student Association is a point of contact at college
- The Student Association is the voice of the student at the Board and Learning and Teaching Committee meetings
- Student Engagement is a Quality function in college and is responsible for class and curriculum reps
- Student Engagement contribute to the college Self Evaluation, providing feedback through Quality

The Student Association President advised of curriculum rep meetings moving forward and also a social media platform for communication.

5.4 Process for Complaints not closed within 28 days

The VP Business Development and Corporate Services advised that if a complaint is unlikely to be completed within the 28-day deadline, the college will inform the person of a revised date as per the policy.

5.5 Risks Proposed for the Strategic Risk Register

The VP Business Development and Corporate Services advised that since the last L&T Committee meeting, a new risk had been added in relation to the SOSEP Project.

5.6 Colleges Scotland Parliamentary Reception

The Regional Chair advised that the Parliamentary Reception was very successful and was well attended by MSPs, staff and students. He advised that MSPs were well engaged and were aware of what was happening in the college sector. The VP Learning and Skills reported that HN Photography students from Dumfries and Galloway College had taken the photos at the Parliamentary Reception.

Action: The VP Learning and Skills to circulate to members some of the photographs taken by the college students

Colleges Scotland Learning and Teaching Committee Chair's Forum

The Chair attended a Colleges Scotland Learning and Teaching Committee Chair's Forum on 13th November, which looked at the Learning and Teaching Committee's Strategic role. The forum discussed expanding the meetings to include Learning and Teaching Committee Members

Action: The Board Secretary to advise members of future meeting dates

PART A (For Discussion, Decision and Approval)

6 Curriculum Development Plan 2019/20 – (Update)

The VP Learning and Skills advised that meetings had taken place with the Curriculum staff in terms of the Curriculum Development Plan. Following further discussions by the Executive Leadership Team and College Leadership Team, a summary will be presented at the next Learning and Teaching Committee meeting for information. The VP explained the reasoning behind the timing of the CDP this year, it is slightly later, thus allowing for more ownership and responsibilities from the Curriculum Mangers and the Heads of Curriculums, as per guidance and advice from Juliet McAlpine. Juliet McAlpine and John Bowditch had given positive feedback regarding the Curriculum Planning process, linking to the college's strategic objectives, making it strategically focused and planned in a methodical manner.

Action: Curriculum Development Plan 2019/20 to be presented at the next Learning and Teaching Committee meeting

7 Evaluative Report and Enhancement Plan (EREP) 2018-19

The VP Business Development and Corporate Services spoke to the report which had been issued, advising that at this stage the Evaluation Plan has not been through the formal endorsement with Education Scotland and (SFC) Scottish Funding Council. In terms of the Satisfactory Grade, the VP advised that the Executive Leadership Team agreed on the grade based on retention and attainment. The VP Learning and Skills advised that in terms of retention for FE FT programmes retention is 2% higher than this time last year.

The VP Business Development and Corporate Services advised that the committee will be kept updated regarding the Enhancement Plan going forward.

PART B (Risk Management)

8 Strategic Risk Register

The VP Business Development and Corporate Services spoke to the Strategic Risk Register, on behalf of the Principal. Recent changes include:

- Risk No 3.5 – Industrial Relations Problems Likelihood increased to 5
- Risk No 3.11 – Failure to meet the SOSEP funded project deadlines Risk added following discussion at Board meeting
- Risk No 3.12 – Failure to reach contractual agreement with CITB regarding delivery of Construction related Apprenticeships New Risk

PART C (Regular Reporting and Monitoring)

9 Student Association Update Report

9.1 Student Association Strategic and Operational Plan 2018-19

The Student Association President spoke to the report, summarising key points:

- The COH Sync Mental Health Partnership, which is EU funded, are offering drop in sessions and workshops in college
- As part of the Student Association campaign, promoting Healthy Body/Healthy Minds – there was discussion around responsibility for safeguarding and the link between the SA and college staff, including accessibility to help for students
- Next year the Scottish Government are providing funding for Mental Health support across colleges for a 4-year period. The Equality & Diversity Officer advised that the college will have a Mental health strategy in place next year. The VP Learning and Skills suggested discussions with the Head of Student Support and Guidance and her team to look at the processes

Action: Following discussion, the Regional Chair asked for assurance at the next Board meeting that there is a procedure in place to provide support to the SA and students when concerns about students are raised or presented to them.

The Chair was pleased to learn of the strong and regular lines of communication and support between the Student Association Officers and the Curriculum and Class Representatives, even though they are now supported by different college staff.

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In terms of placements, the VP Learning and Skills confirmed with the Student Association President that she should contact the Head of Curriculum Janet Weir who has cross college responsibility for the Work Placement Strategy.

In terms of connections with other Student Associations on the Crichton campus, the Student Association President reported to the Chair that the link with other Student Associations on the campus was still to be taken forward.

Actions:

- The VP Business Development and Corporate Services to circulate a copy of the Partnership Agreement between the Student Association and the college to Committee Members.
- Student Association links with other Student Associations on the Campus to be explored.

Members noted the SA Operational Plan 2018-19 and commended the Student Association President for her work in the Student Association.

10 SI – How Good is Our College

10.1 Student Satisfaction and Engagement Survey

The VP Business Development and Corporate Services spoke to the report, which had been issued advising overall a positive report. Similar performance to last year with performance above the national average. The VP highlighted the comparison between the college and the college sector for the percentage of students satisfied with their college experience:

FE FT

- D&G College 96%
- College Sector 93.1%

HE FT

- D&G College 93%
- College Sector 86.3%

Members noted the report.

10.2 Learner ‘How Did We Do’ Survey 2018-19

The VP Business Development and Corporate Services spoke to the report which had been issued, advising that the information from the survey will be used to improve the Induction process. The VP summarised comments including:

- Generally, the key information leaflet was found to be beneficial to the student
- 97.45% were prepared for their course with their college experience to date
- 94.27% were aware of the Student Association
- 98.28% liked the Breakfast Club
- Induction was welcomed

The VP Business Development and Corporate Services confirmed that the Breakfast Club will continue, with a view that the return on investment will be the increase in retention. The VP advised that generally 150-200 students per week, across both campuses, use the Breakfast Club. The college has allocated a budget for the Breakfast Club. Delia Holland advised that the college has a social responsibility to prepare students for life. Members discussed in detail and it was suggested to consider a narrative in How Good is our College report with reference to this.

11 Developing the Young Workforce (DYW) Update

The VP Learning and Skills asked members to note the report which had been issued, on the partnership work between the Curriculum and DYW.

12 Five-Year Curriculum Plan

The VP Learning and Skills spoke to the report which had been issued. The five-year curriculum plan had previously been discussed at the Board in October 2017 and was now remitted to the Learning and Teaching Committee. In terms of Community engagement, the VP Learning and Skills advised that there is a new Community Action Plan for the region. The VP asked that members note that progress is still being made on key issues. The VP Learning and Skills advised that the Heads of Curriculum are now focused on cross college roles.

The chair expressed the Committee's thanks for this helpful report.

13 SI Regional Outcome Agreement**13.1 College Regional Outcome Agreement 2018-19 Update**

The VP Learning and Skills spoke to the report which had been issued, providing an update on the colleges' position against the Outcome Agreements measures table. Key points, in terms of credits, include:

- FT numbers have decreased in terms of HE and FE
 - One example of cause - schools are retaining pupils longer
- The college has a shortfall of credits of 476 at this point in time
- The VP Learning and Skills reported on behalf of the Executive Leadership Team, that they are confident that the college will meet the credit target of 30,176; CTS also to meet their credit activity of around 4,000
- Within the profile of the college ethnicity and students with support issues have grown. The Equality and Diversity Officer suggested that 14% is a good representation, against the benchmark figure of 19%

The VP Learning and Skills asked members to note that having more students with support issue increases the level of funding required and sufficient student support funding is the highest risk in the Strategic Risk Register.

Members noted the progress of this update.

13.2 Outcome Agreement Measures Table

The VP Learning & Skills provided an update to members on the ROA matrix which included:

- In terms of targets - the percentages are built into the ROA
- In terms of credits - credits are over delivered
- In terms of ethnic background – over exceeding targets
- In terms of schools – very positive, although not for Senior Phase engagement

The VP Learning & Skills asked members to note and take comfort that more objectives are being achieved. However retention and attainment in some areas still remain an issue.

13.3 Key Performance Indicators (KPIs) Update

The VP Business Development and Corporate Services spoke to the report which had been issued, providing an update on the retention Key Performance Indicator, in particular:

- 1% improvement than previous year for both FE and HE FT

The VP advised that future updates will include the annual figures for retention and attainment, which are to be published by SFC in December.

Members discussed the progress against targets and noted the report.

13.4 Articulation

The Head of Curriculum Janet Weir spoke to the report which had been issued, providing an update on Articulation, including:

- The college signed a Memorandum of Intent with the Glasgow School of Arts on 30 October
- SOSEP 'Get That Degree' – a model to support widening access to University through articulation

The Head of Curriculum advised that further updates would be provided to the committee.

Members noted the report and thanked Janet Weir for her detailed explanations.

13.5 Senior Phase Work with Schools

The VP Learning and Skills reported that a range of work had been ongoing in terms of timetabling issues with (DLT) Dumfries Learning Town in terms of identifying courses for next year. Following an increase this year on Foundation Apprenticeships, focus is now on reaching a target of approximately 42 on a 2-year programme. The Head of Curriculum Laura Webster has arranged a meeting with the Depute Heads next week in college to discuss Senior Phase.

Action: An update to be provided at the next Learning and Teaching Committee meeting.

Members noted the report.

14 SI Learning and Skills

14.1 Head of Curriculum Updates (Janet Weir)

The Head of Curriculum Janet Weir spoke to the report which had been issued, providing an update on cross college roles.

In terms of Enterprise and Entrepreneurship, preparing for a college event on 5th December, to showcase to the region what the college can offer. The Student Association are also helping to gather interest from students across the college

In terms of Work Placements, partnership working and meetings with DYW are taking place on skills gap and upskilling. Employer Engagement will be evidenced and collated in the Self Evaluation.

Members noted the report.

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Head of Curriculum Update (Laura Webster)

The VP Learning and Skills asked members to note the report from the Head of Curriculum Laura Webster.

14.2 Curriculum Update

The VP Learning and Skills spoke to the report which had been issued. In terms of retention for FT FE and HE the VP reported a 1% improvement on this time last year. Members noted some great progression in areas. The VP provided an overview of learners reasons for leaving, with 104 FT learners recorded to date. Members agreed that some of the reasons for students leaving were positive including 'transferred to another course in college'.

Moving forward, the VP Learning and Skills advised that all Lecturers had to sign up to GTCS. Ian White reported that EIS are fully supportive of this decision.

Actions:

- The VP Learning and Skills to provide a paper at a future Learning and Teaching Committee on New Professional Standards
- The VP Learning and Skills to present the Joint Academic Strategic Group Consolidated Outcome Agreement for the Crichton Partners at the February 2019 Learning and Teaching Committee meeting

14.3 Learner Support and Guidance Procedure – final document

The VP Learning and Skills reported that the Procedure had now been approved and is used by Guidance Coaches, and available to all staff under the Quality Tab on the college AdminNet.

Members noted the final approved version of the Learner Support and Guidance Procedure.

The Chair asked that the VP Learning and Skills thank the team involved for the work in completing the procedure.

15 SI SOPEP Project – L&T Specific Update

The VP Learning and Skills reported on visits arranged with Borders colleagues in terms of remote learning, to look at sessions on different schools simultaneously. Borders College and Dumfries and Galloway College will produce a staff development plan for preparing staff to teach using the new technologies.

Action: The VP Learning and Skills to include the staff development plan in the update at the next Learning and Teaching Committee meeting

16 Any other business

None.

17 Date and Time of Next Meeting

The next meeting of the Learning and Teaching Committee will take place on Tuesday 26th February 2019 at 2 pm.

Board of Management Learning and Teaching Committee

Minute of meeting of the Learning and Teaching Committee of the Board of Management held at the Dumfries Campus on Tuesday 4 September 2018 from 2.00 pm in Room 2097

Members present: Pat Kirby (New Chair) Delia Holland (Outgoing Chair)
John Henderson Sue Livermore
Ian White Barry Graham
Ailsa Paton Nikki Vjatschslav

Curriculum representatives: Gillian Pearce (Stranraer) Peter Woods (Dumfries)
David Denholm (Dumfries)

In attendance: Andy Wright, Vice Principal (VP) Learning and Skills
Andy Glen, Vice Principal (VP) Business Development & Corporate Services
Janet Weir, Head of Curriculum
Laura Webster, Head of Curriculum
Brian Johnstone, Regional Chair
Henri Veys-Crocker, Head of Planning and Quality
Ann Walsh, Secretary to the Board

Minute Taker Heather Tinning, Executive Team Assistant

1 Welcome and Apologies

Delia Holland opened and welcomed all to the meeting, including new Board Members and new attendees of the Learning and Teaching Committee and in particular the new Chair, Pat Kirby.

Apologies for absence were intimated on behalf of Carol Turnbull, Rob Orr and Naomi Johnson.

2 Declaration of Interest

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

3 Presentation: South of Scotland Enterprise Partnership (SOSEP)

The VP Business Development & Corporate Services gave a presentation on the South of Scotland Skills and Learning Network which is a joint project between Dumfries and Galloway and Borders Colleges, funded by South of Scotland Economic Partnership to the value of £6.6m

Alongside this project the college has been asked to submit a Full Business Case for some green energy funding which would include the installation of renewable heating into the new build.

The committee discussed the impact of this project on the capacity of the senior management team and were advised that responsibility for delivery of the project is shared amongst a number of managers, with the VP Business Development and Corporate Services, project managing the building work and the VP Learning & Skills involved in curriculum development and training of staff. There is some funding for additional support. The committee also discussed the requirement for ongoing revenue funding support and, potentially, growth in the form of additional credits.

Delia Holland asked for thanks to be recorded to the Executive Team and to both colleges for their work involved in submitting the bid under strict time constraints.

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It was discussed and agreed that this would be a Standing Agenda Item for this committee, with updates relevant to the Learning & Teaching Committee. The project will report more fully into the Board of Management

Actions: To become a standing agenda item for future Learning and Teaching Committee meetings and Board meetings.

4 Minute of Meeting of 22 May 2018

The Minute of the Meeting of 22 May 2018 was approved. Delia Holland asked for thanks to be recorded to Naomi Johnson for Chairing the last Learning and Teaching Committee meeting.

5 Matters Arising

5.1 Complete a Report on the Actions within the SA Operational Plan for 2017/18 – and provide to the Board

The VP Business Development & Corporate Services reported that the previous Student Association Executive Team submitted a paper to the Board at the meeting on 5 June 2018.

5.2 Employer Engagement – Options to measure effectiveness

The VP Business Development & Corporate Services advised that the college is awaiting guidance from the SFC on a tool which will allow effectiveness to be measured. Meantime, Curriculum Managers continue to include feedback from Employers into the Self-Evaluation process. In terms of developing measures an example was given of Employer Engagement that has helped shape and design the curriculum.

Actions:

- Options to enable effectiveness to be measured are still to be identified. The Principal to be asked to report back on the presentation to College Principals delivered in September on this subject.
- The Heads of Curriculum to include a section on Employer Engagement Forums, and the impact this has made, within their update reports at the next Learning and Teaching Committee meeting.

5.3 Completion of Mainstream Programme Summary, then to Board for approval

The VP L&S confirmed that the Mainstream Programme Summary had been provided to the Board at its meeting on 5th June 2018.

5.4 A further visit to the Bridge to be arranged

The VP L&S advised that the Executive Team Assistant had been progressing arrangements for a further visit to the Bridge and asked that she provide an update. The Executive Team Assistant advised that the original dates offered were not suitable for the majority of members and that she would be pursuing an alternative date.

Action: The Executive Team Assistant to offer members another date to join a tour of the Bridge

5.5 Regional STEM Strategy

Head of Curriculum Janet Weir reported that the development of the STEM Strategy for the region is progressing. A Regional Group had formed with Academic Partners, including Crichton Campus Academic Partners, Dumfries and Galloway Council, Skills Development Scotland and Schools Representation. A Sub Group will look at formulating differing components of the strategy from the Government and how to implement in the region. The next meeting with partners takes place this term, when the Regional Stem Strategy will be finalised.

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Action: The Head of Curriculum Janet Weir to include an update on progress made, within her Update report at the next Learning & Teaching Committee meeting.

5.6 Story Box

John Henderson reported that this item was shown on Border Life. All items have been sent to Kenya and Sri Lanka.

- Delia Holland now handed over to the new Chair of the Learning & Teaching Committee, Pat Kirby. Delia also thanked all who had assisted her in her role, past and present.
- Delia received thanks from the Regional Chair and, the Principal on behalf of the whole college and the committee for her time, enthusiasm and support over the years she has been Chair of this committee.

6 Student Association

6.1 Student Association (SA) Update, and

The VP Business Development & Corporate Services advised that the SA President Nikki Vjatschslav and Vice President Ailsa Paton have recently taken up their new positions. The SA President and Vice President reported on current activities within their new roles including fundraising, clubs and activities moving forward. The SA President reported on introducing monthly department days.

6.2 Operational Plan for 2018-19 Update

The draft Operational Plan for 2018-19 will be presented at the next Learning & Teaching Committee meeting

6.3 Student Structure

The VP Business Development & Corporate Services provided an update to the committee on a proposal put forward in terms of where the SA President and Vice President sit in the organisation. They are currently line managed by the Quality Manager and it is proposed that they may be supported instead by the Marketing & Admissions Manager.

The Student Class Reps and Curriculum Reps will continue to sit under Quality. The Curriculum Reps will become the Student Council, giving an extra link to the classroom for the SA President and Vice President. Discussion included the student rep position on the Learning & Teaching Committee.

Actions:

- The draft Operational Plan for 2018-19 will be presented at the next Learning & Teaching Committee meeting
- Class/Curriculum Rep functions to be discussed at the next Learning & Teaching Committee meeting

7 How Good is Our College

7.1 Annual Self-Evaluation Report 2017-18

The VP Business Development & Corporate Services and Head of Planning and Quality provided an update on the Self-Evaluation Action plan published in January 2018. The VP Learning & Skills reported that the CMIS programme which the college uses provides a breakdown of retention and attainment in all areas. Barry Graham added that the school/college results this year for Psychology were the highest they have been.

7.2 Evaluative Report and Enhancement Plan (EREP) 2018-19 Process

Preparations are underway to complete the next report, to meet the deadline of the end of September 2018. This will be presented to the Board on 9 October 2018 with the possibility of further discussion at the next Learning and Teaching Committee meeting.

8 SI – Regional Outcome Agreement (ROA)

8.1 College Regional Outcome Agreement 2017-18 Update

The VP Learning & Skills provided an update to members on the ROA matrix which included:

- In terms of targets - the percentages are built into the ROA
- In terms of credits - credits are over delivered
- In terms of ethnic background – over exceeding targets
- In terms of schools – very positive, although not for Senior Phase engagement

The VP Learning & Skills asked members to note and take comfort that more objectives are being achieved. However retention and attainment in some areas remains an issue.

9 SI Learning and Skills

9.1 Key Performance Indicators (KPIs)

The VP Business Development & Corporate Services spoke to the report which had been issued, reporting on:

- 1% improvement on retention for Further Education, Full-time (FE FT)
- Although welcome, there remains room for improvement and this year retention is a priority.
- A Best Practice tool is in place which will assist with looking at the retention and attainment issues
- Some courses that have previously performed well have declined in terms of attainment

There was some discussion around the potential benefits of providing Course Assessment Plans for the learner, giving an overview on the number of assessments and when they take place.

Following a request for the national figure to be included in the report, the VP Business Development & Corporate Services advised that the national figure is normally confirmed nearer to the end of the calendar year.

Action: The figures to be presented again to the Learning & Teaching Committee when national figures are available.

9.2 Curriculum Update

The VP Learning & Skills spoke to the report which had been issued, which included an update on the enrolment figures for 2018/19:

- At this present time, the College, following early learner withdrawals, now has 1336 full time learners, giving a shortfall of 297 below target, across the College.
- In terms of schools, this year around 630 learners – last year approximately 350 enrolments
- In terms of progress with schools, 100 young learners following Senior Phase Pathways – last year approximately 50 learners
- Main sector with lower Full Time learners is the Care Sector

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The VP Learning & Skills reported that the college had been shortlisted for the College Development Network (CDN) Awards on 25th October, in terms of:

- Colleague of the Year Award
- Sustainability Award

9.3 SI Heads of Curriculum Updates

Head of Curriculum - Janet Weir

The paper provided by Head of Curriculum Janet Weir provided an update on her cross-college remit and activity. She highlighted that:

- The first meeting of the Crichton Campus Joint Academic Strategy Group (JASG) Entrepreneurship and Entrepreneurial Skills Working Group has taken place. A proposal has been taken forward to deliver a student event during Global Entrepreneurship Week (12 – 16 November 2018), followed by a competition mid-March.
- A Digital Skills Strategy for the College is being finalised. HR are planning to establish the level of digital skills that staff have across the College, using a digital toolkit.
- Feedback has been sought on curriculum design with regard to articulation with Napier

In terms of the recent structure in the college, the VP Business Development & Corporate Services advised that the Organisation Chart was currently being updated.

Head of Curriculum – Laura Webster

The Head of Curriculum Laura Webster spoke to the report which provided an update on her cross-college remit and activity, including:

- In her new position, cross college working with Head of Curriculum Janet Weir
- Passport to College retention of 77%, with an outcome of 62% based on group awards. Second Cohort up and running
- Working on school/college transition
- Looking at funding for more Foundation Apprenticeships for next session

The Chair thanked the Heads of Curriculum for their reports.

9.4 Learner Support and Guidance Procedure

The VP Learning & Skills reported that the Learner Support and Guidance Procedure will be signed off by the Executive Leadership Team (previously Executive Management Team). The Procedure had been presented to the Committee for information.

Actions:

- The Chair asked that members direct any comments on the Procedure to the VP Learning & Skills, via the Executive Team Assistant
- The Procedure to be included on the next Learning & Teaching Committee agenda

10 Quality Audit Reports/Surveys

10.1 Complaints Statistics July 2018

The VP Business Development & Corporate Services spoke to the report which had been issued providing a summary on the complaints statistics as at July 2018. The VP Business Development & Corporate Services advised that the Management Team oversee any main issues of concern.

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Action: The VP Business Development & Corporate Services to check with Quality and advise the committee on the process of complaints not closed within 20 days

11 Strategic Risk Register

The VP Business Development & Corporate Services spoke to the report, which had been issued. The Risk Register is presented at each Board Committee, and members are asked to discuss actions relevant to their individual Committee.

Members discussed the risks relevant to the Learning & Teaching Committee and identified potential risks, to be fed back to the Principal:

- Decline in F/T enrolments
- SoSEP funded project - what should go into the register?
- Are there any risks around Flexible Curriculum Design

Action: The Secretary to the Board to inform the Principal of the potential risks identified

12 Any other business

12.1 HND Photography

The Head of Planning & Quality reported that a HND Photography student has been asked to take official photographs at Colleges Scotland Parliamentary Reception on 25th September.

Action: Members to contact Brian Johnstone directly if interested in attending the Reception

12.2 Prince's Trust

Delia Holland attended the Prince's Trust, Team 31 Graduation evening on 26 July 2018. She praised the programme and the achievements of the Students. Delia described the evening as very moving and inspiring. During discussion it was agreed that a request is made for the Prince's Trust Team to give a presentation to the Learning & Teaching Committee at the next meeting.

Action: The Secretary to the Board to liaise with the VP Learning & Skills to organise for a presentation from the Prince's Trust Team

13 Date and Time of Next Meeting

The next meeting of the Learning and Teaching Committee will take place on Tuesday 20th November 2018 at 2 pm.

Learning & Teaching Committee

Strategic Risk Register

1 Introduction

- 1.1 The purpose of this paper is to provide the Learning and Teaching Committee with the opportunity to review the College's Strategic Risk Register.

2 The Report

- 2.1 The Principal and Executive Management Team routinely review the Strategic Risk Register to reflect the risks the College is facing and the mitigation that will be applied to each risk. There are currently 23 strategic risks, 6 of which are rated 9 (Amber = Significant risk) or above.

2.2 Committee Reporting

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

Changes have been made to the following:

- **Risk No 3.5 – 'Industrial Relations Problems'**. Likelihood increased to 5 as EIS have announced dispute with Management side and their intention to ballot members re taking industrial action.
- **Risk No 3.11 'Failure to meet the SOSEP funded project deadlines'**. This risk has been added after discussion at the previous BoM meeting to highlight the importance of meeting project deadlines and milestones.
- **Risk No 3.12 – 'Failure to reach contractual agreement with CITB regarding delivery of Construction related Apprenticeships'**. Failure to reach contractual agreement with CITB regarding delivery of Construction related Apprenticeships.. Impact New risk added as agreement has not been reached and matters are becoming 'business critical'.

3 Recommendation

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

Carol Turnbull
Principal
November 2018

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

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

Risk Number	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION			Responsibility /Committee Oversight		
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood		Score	Monitoring
1	Strategic and Structural									
1.1	Failure of College strategy to meet the needs of Dumfries and Galloway Region and/or national priorities (eg Employability, DYW, attainment, articulation)	4	4	16	<ul style="list-style-type: none"> Robust strategic planning Effective environmental scanning Strong partnerships Clear links between strategy and practice Concerted demands for increased activity levels 	4	1	4	<ul style="list-style-type: none"> Robust monitoring via ROA Clear performance metrics Amendment of strategic direction/plans Rolling curriculum review 	Board, ELT BoM
1.2	College may be disadvantaged by changes to either UK or Scottish Government policies	4	3	12	<ul style="list-style-type: none"> Effective environmental scanning Negotiation/influence at national level 	4	2	8	<ul style="list-style-type: none"> Review of changes and amendment of strategic direction/plans Financial strategy sensitivities 	ELT BoM
1.3	College disadvantaged by changes arising from UK leaving European Union	3	4	12	<ul style="list-style-type: none"> Negotiation/influence at national level Review of activities/projects Responsiveness to new opportunities 	2	2	4	<ul style="list-style-type: none"> Review of changes and amendment of strategic direction/plans/curriculum Financial strategy not ESF dependent 	ELT BoM

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility/ Committee Oversight
2	Financial									
2.1	Change in SFC Funding Methodology and Allocation – Reduction in Funding	3	3	9	<ul style="list-style-type: none"> Negotiation/influence at national level Contingency plans for reduced funding 	2	3	4	<ul style="list-style-type: none"> Advance modelling of new funding methodologies and allocations Monitoring impact of changes Amendment of strategic or operational direction/plans Financial strategy sensitivities 	ELT F&GP
2.2	Failure to achieve institutional sustainability	5	4	20	<ul style="list-style-type: none"> Protection of funding through dialogue with SFC Robust annual budget-setting and multi-year financial strategic planning (from 2018-19) Effective budgetary control Where required, swift action to implement savings 	4	3	12	<ul style="list-style-type: none"> Regular monitoring of budgets Regular review of financial strategy and non-core income sensitivity 	CLT F&GP
2.3	Salary and conditions of service pressures outstrip ability to pay	4	4	16	<ul style="list-style-type: none"> Influence within Employers Association Management of staffing expenditures 	4	3	12	<ul style="list-style-type: none"> Expenditure modelling On-going discussions with staff Financial strategy sensitivities 	ELT HoHR F&GP

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	Risks	Impact	Likelihood	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility/ Oversight
2	Financial								

2.4	Financial Fraud	4	3	12	<ul style="list-style-type: none"> Strong financial controls: segregation of duties and review of transactions. Review of impact of any changes in structure or duties Whistleblowing arrangements 	3	2	6	<ul style="list-style-type: none"> Continuous review of financial controls Internal Audit programme 	HoF Audit
2.5	Scotlands Colleges Foundation refuses/withholds funding for key College priorities	5	3	15	<ul style="list-style-type: none"> Appropriate bid arrangements in place 	3	2	6	<ul style="list-style-type: none"> Monitor and advise Board of Management 	HoF F&GP
2.6	Failure to achieve credit (activity) target	5	3	15	<ul style="list-style-type: none"> Real time monitoring system Identify & implement additional/alternative provision where required 	4	2	8	<ul style="list-style-type: none"> Continuous review of progress v targets. Make provision in budgets for clawback if required 	ELT HoC HoP&Q F&GP
2.7	Insufficient Student Support Funding to meet demand.	4	5	20	<ul style="list-style-type: none"> Strong financial monitoring Possible opportunity to request additional in year funding 	4	4	16	<ul style="list-style-type: none"> Continuous monitoring of demand v funding allocation. Ongoing dialogue with Scottish Funding Council 	PRIN HoF F&GP

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility /Committee Oversight
3	Organisational									
3.1	Legal actions; serious accident; incident or civil/criminal breach	4	5	20	<ul style="list-style-type: none"> Adherence to legislative and good practice requirements Positive Union relations and staff communication Effective management development programmes 	3	2	6	<ul style="list-style-type: none"> Monitoring and reporting in key areas – eg H&S, equalities, employee engagement Continuous professional development Internal audit programme Staff surveys 	ELT BoM
3.2	Reputational Risk – Loss of reputation with key stakeholders	4	3	12	<ul style="list-style-type: none"> Marketing strategy Positive marketing approaches 	4	2	8	<ul style="list-style-type: none"> Stakeholder engagement Social media monitoring arrangements 	PRIN VPBD&CS HoP&Q BoM
3.3	Disasters – eg Fire, MIS Failure, Failure of Emergency Procedures	5	4	20	<ul style="list-style-type: none"> Sound systems of administration Clear fire and disaster recovery arrangements Staff CPD 	5	1	5	<ul style="list-style-type: none"> Business Continuity Plan including scenario testing 	VPBD&CS VPL&S HoCS BoM
3.4	Failure to meet Prevent and related obligations	5	3	15	<ul style="list-style-type: none"> Prevent training Staff awareness and contingency planning Engagement/practice sharing with local agencies 	5	1	5	<ul style="list-style-type: none"> Business Continuity Plan including scenario testing Information sharing with local agencies 	VPBD&CS HoCS BoM

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility /Committee Oversight
3	Organisational (cont.)									

3.5	Industrial Relations Problems (including industrial action)	4	5	20	<ul style="list-style-type: none"> Adherence to legislative and good practice requirements Positive Union relations and staff communication Effective management development programmes Industrial action continuity planning 	4	5	20	<ul style="list-style-type: none"> Regular union/management dialogue Regular employee engagement monitoring Open communication with staff EIS declare dispute, announce intention to ballot staff for industrial action 	ELT HoHR HR
3.6	Failure to achieve ambitions of ICT strategy; strategy and development is ineffective	4	4	12	<ul style="list-style-type: none"> Planning, careful phasing of changes to processes and systems Effective management of ICT arrangements 	4	2	8	<ul style="list-style-type: none"> Regular review/reporting on milestones, systems effectiveness etc Regular CPD 	VPBD&CS HoCS Audit
3.7	Breach of ICT/Cyber security	4	3	12	<ul style="list-style-type: none"> Effective management of ICT arrangements Active ICT/data security monitoring and cyber security policy 	4	2	8	<ul style="list-style-type: none"> Staff CPD on cyber security issues Regular security monitoring/testing Cyber resilience plan 	VPBD&CS HoCS Audit

Risk Number	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION					
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility /Committee Oversight
3	Organisational (cont.)									
3.8	Breach of data security / data protection	5	4	20	<ul style="list-style-type: none"> Effective management of ICT arrangements and GDPR compliance Mandatory staff CPD and awareness raising on data protection (relative to role) 	4	2	8	<ul style="list-style-type: none"> Active data protection monitoring and auditing Effective information and data security policies in operation Regular data security monitoring/testing GDPR Action Plan 	VPBD&CS, HoCS Data users Audit
3.9	Failure to reach aspirational standards in learning, teaching and service delivery	4	3	12	<ul style="list-style-type: none"> Clear quality arrangements and priority actions Continuous self-evaluation and action planning Rigorous CPD arrangements in place Regular classroom observation and learner feedback arrangements 	3	2	6	<ul style="list-style-type: none"> Comprehensive monitoring of key PIs and student/staff feedback Regular Stop and Review events External review and validation findings 	VPL&S, VPBD&CS HoP&Q HoC L&T
3.10	Failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.	4	3	12	<ul style="list-style-type: none"> Robust strategic planning and monitoring Effective environmental scanning Strong partnerships Clear links between strategy and practice 	2	2	4	<ul style="list-style-type: none"> Effective internal monitoring/review/verification arrangements External review findings 	PRIN CLT Audit

Risk Number	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION					
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility /Committee Oversight
3	Organisational (cont.)									
3.11	Failure to meet the deadlines in our successful bid to SoSEP regarding the provision of Hub and Spoke model for Engineering, Construction and Care	3	4	12	<ul style="list-style-type: none"> Robust project planning in place and feedback via EMT to Board of Management Clear and consistent approach to the project with Borders College Independent scrutiny through clerk of works (for building works) SFC involvement at all stages of the project 	3	3	9	<ul style="list-style-type: none"> Curriculum development planning through L&T Committee Overall project through regular Board of Management updates Further scrutiny through SoSEP Board 	PRIN VP BD&CS VP L&S BoM
3.12	Failure to reach contractual agreement with CITB regarding delivery of Construction related Apprenticeships.	4	4	16	<ul style="list-style-type: none"> National issue, discussions with CITB, SQA now escalated to include SDS and Scottish Government. Request to defer new qualification until 2019/20 being considered by SQA regulatory body. 	4	4	16	<ul style="list-style-type: none"> Principal actively involved in national discussions. Detailed scenario planning regarding costs of delivery and impact on college currently being completed. Curriculum Manager involved in national forum exploring options. 	PRIN VP L&S CM

Report to the Learning and Teaching Committee on behalf of the Student Association**1 Introduction**

The purpose of this report is to update the Learning and Teaching Committee on recent developments relating to learning and teaching involving the Student Association.

2 Events/Training/Partnerships**Sports Development Training, Learning and Coaching Workshop – Thursday 25th October.**

Continuing work in our new partnership with the Dumfries and Galloway Sports Activities Manager, Olly Driver, and his team. In January there will be 15 – 20 Leadership and Coaching training Courses available to staff and students, the only cost to the individual would be give up some time to volunteer. This would be great for their CV and give them experience for leading and coaching in the future. The workshop also showcased mini fun fitness activities that we can fit around college timetables, using limited space in classrooms.

Wellbeing Meeting with Alison McAughtrie – Monday 29th October.

We have been working on Alison's idea of activity weeks. We have brainstormed how to make this a 6-week rolling activity tracker, focusing on mindfulness, Mental Health awareness, and how to deal with stress in and out of college. Each week has a different activity, highlighting a different aspect of Mental Health and how to deal with it. Small prizes for completion of each 6 weeks.

CoH Sync Mental Health Partnership – Wednesday 7th November.

Following on from our new partnership in the Stranraer Campus, we now have a partnership with the Nithsdale counterpart for the Dumfries Partnership. They are going to give students and staff wellbeing and mindfulness classes, sessions talking to classes about Mental Health and wellbeing. Once a month there will be a drop in and also booked face to face sessions with a qualified Mental Health Practitioner. There will also be a follow up to any staff and students who may need from their answers within the opt-in form. This will be all EU funded, so have no cost to the college.

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

Equality & Diversity and LGBT Wednesday 7th November.

Delving into the issues that can arise with the LGBT community in regards to changing facilities, Gym Inductions, and how they can be treated. This was a great discussion that established issues, and how as a college we can overcome them, creating a safe and inclusive community.

NUS Responsible Futures - Thursday 8th November.

This workshop gave us great enthusiasm in what we could achieve on both campuses to increase our sustainability, and educate our students in responsible habits and the issues that our environment is facing. By December we will have a plan in place to encourage students and staff to be more responsible for their own futures, in an active and enjoyable way.

NUS Healthy Bodies Healthy Minds – Monday 12th November.

This workshop was designed to give us a vision on how we want to provide the campaign to our students. The campaign focuses on Mental Health, Physical Health, and Smoking Cessation and Prevention. We will provide this campaign to give staff and students advice and information in an enthusiastic environment, which will hopefully improve their mental and physical wellbeing. This should help with student retention, concentration, and a more enjoyable college journey.

3 Meetings

The President and Vice President have attended various meetings since the last Learning & Teaching Committee meeting, including:

- Board of Management Meeting
- Community Sports & Activities Manager / Disability Sports / Community Sports & Clubs Meeting follow-up. –Stranraer Campus.
- NHS CoH Sync Mental Health and wellbeing Partnership – Stranraer Campus
- NHS CoH Sync Mental Health and wellbeing Partnership – Dumfries Campus.
- Sports Development Training and Coaching.
- Wellbeing meeting with Alison McAughtrie (Library), 6 weeks rolling wellbeing activities.
- Joint Board of Management Meeting - Borders College.
- LGBT and Sue Livermore (Equality and Diversity Officer) with Gym induction discussion.
- Kaleidoscope
- Equality and Diversity Student Consultation.
- South of Scotland Regional Investment Plan. (Gave a great insight into the reasons that people are leaving Dumfries and Galloway after study).
- NUS – Healthy Bodies Healthy Minds.
- NUS – Responsible Futures.
- Partnership Agreement signed with Carol Turnbull, highlighting ambitions and goals for the year, with an increase in student engagement.

4 Moving forward

Upcoming activities for the next month and onwards include:

- Campaign for Smoke Free Campus! Dumfries and Stranraer. (Wood re-purposed).
- Health & Wellbeing Plan with the new NHS Mental Health Partnership, Dumfries and Stranraer.
- Expand upon Student Association Clubs & Societies starting.
- Work in Partnership with DG Vibes and online platforms to promote Student Association Activities and interests.
- Volunteering Award to be offered to Student Executive, Student Council and Class Reps who work in partnership with the Student Association.
- Continue working in partnership with SPARQS, NUS and Education Scotland to access training, campaigns and events
- Promote our key focuses this year; Mental Health & Sustainability.
- Raise funds and awareness for our chosen charity – ‘Support in Mind’.
- NUS – Work towards higher accreditation for Healthy Body Healthy Minds
- NUS – Work towards accreditation for Responsible Futures
- NUS – Mini Environmental Projects; on campus and in the community.
- NUS – Student Eats; including setting up ‘grow your own course’.
- Upcoming – Men’s Health, Sexual Health, Mental Health, end of November into December.
- Upcoming – Sustainability push, single use plastics. Ongoing, awaiting water bottles.
- Upcoming – Neal Black Meeting, past President, advice session.
- Upcoming – Planning Curriculum Days for January onwards due to time scales.
- Upcoming – VR activity, Dumfries and Stranraer.
- Upcoming – Rural Mental Health Workshop, Stirling, Wednesday 21st November.
- Upcoming – Zones Conference, Stirling, Thursday 22nd November.
- Upcoming – Upcoming – Prevent Training, Friday 23rd November.
- Upcoming – Equality & Diversity Committee, and Drop-in, Monday 27th November.
- Upcoming – NUS – Responsible Futures Catch Up and future plan layout.
- Upcoming – CoH Sync Meeting, Nithsdale Clinic, Thursday 29th November.
- Upcoming – Entrepreneurial Event, Crichton Hall, Wednesday 5th December.
- Upcoming – Princes Trust Graduation Crichton, Thursday 6th December.
- Upcoming – DYW Board Meeting and supper.
- Upcoming – Stranraer Jam Sessions, to be brought to Dumfries from January.
- Upcoming – 10 minutes fun fitness to fit in through the college day, ongoing from December.

Full details of activities for the coming year are available on the Student Association working plan. Any relevant additions and events will be added throughout the year.
(Appendix 1)

5 Recommendation

It is recommended that the Learning and Teaching Committee note the contents of this report.

Nikki-Marie Vjatschslav
President
Students' Association

November 2018



Student Association
Operational Plan
2018-2019

August2018

<u>Event</u>	<u>Date</u>	<u>Notes</u>
Welcome speeches	W/C Monday 13 August	Input from President and Vice President at student welcome sessions.
NUS training (in-house)	Wednesday 15 August	NUS lead and change training and NUS plan of work session for 2018/19.
Fresher's Week	Monday 20 August– Friday 24August	Both campuses. Various organisations, information and entertainment available. Organised with support from Quality.
Graduation ceremony	Wednesday 22 August	SA Executive helping with Leavers Destination survey.
Strategic and Operational Plan / Partnership agreement planning meeting	Monday 27 August	SA Exec, Quality Manager and Student Engagement Officer
Board of Management training	Monday 27 August	SA Exec meeting with Brian Johnston and Ann Walsh.
Police Scotland meeting	Wednesday 29 August	SA Exec meeting with community police officer.
Education Scotland meeting	Friday 31 August	SA Exec meeting with Juliet McAlpine.
Induction meetings	Various across month	Meetings between SA Executive and key college staff members.

September 2018

<u>Event</u>	<u>Date</u>	<u>Notes</u>
Student ideas/clubs and societies	W/C Monday 3 September W/C Monday 10 September	Sign-up sheets outside the SA.
Learning and Teaching Committee	Tuesday 4 September	Attended by President and Vice President.
World Suicide Prevention week	Tuesday 11 September (Dumfries) Thursday 13 September (Stranraer)	Manned information stands by Police Scotland (Risk Unit) and display by SA.
Lunchtime football	Wednesday 19 September (Stranraer) Monday 24 September (Dumfries)	Overseen by SA Exec, SA Liaison Officer and Student Engagement Officer. Run by students.
Sparqs training (in-house)	Friday 21 September	Sparqs attending college to provide That's Quality training for SA Executive.
Equality and Diversity training	Tuesday 4 th September	
Macmillan Coffee Morning (Stranraer)	Friday 28 September	
Charity decision	Throughout month	Information provided to Students. <ul style="list-style-type: none"> • Support in Mind Scotland • Blood Bikes • Trussell Trust & Apex

October 2018

<u>Event</u>	<u>Date</u>	<u>Notes</u>
Macmillan Coffee Morning (Dumfries)	Monday 1 October	
Board of Management	Tuesday 9 October	
World Mental Health Day	Wednesday 10 October	
Halloween	Wednesday 31 October	
Black History Month	Throughout month	
Grow your Own / Student Eats	Throughout month	
Hairdressing Curriculum Day	TBC	

November 2018

<u>Event</u>	<u>Date</u>	<u>Notes</u>
Bonfire night	Monday 5 November	
Volunteering week	W/C Monday 12 November	
Anti-bullying week	W/C Monday 12 November	
Children in Need	Friday 16 November	http://www.bbc.co.uk/corporate2/childreninneed
International men's day and Mowvember (men's health and well-being awareness month)	International men's day 19 November Men's health across the month	
Alcohol awareness	Tuesday 13 – 19 November	
Learning and Teaching Committee	Tuesday 20 November	
College open doors and Christmas market	Thursday 22 November	

St Andrews Day	Friday 30 November	
Business Curriculum Day	TBC	

December 2018

<u>Event</u>	<u>Date</u>	<u>Notes</u>
World Aids Day	Monday 3 December	
International volunteers day	Wednesday 5 December	
Board of Management	Tuesday 11 December	
Built Environment Curriculum Day	TBC	
Student Christmas event	TBC	

January 2019

<u>Event</u>	<u>Date</u>	<u>Notes</u>
Refreshers and Health Week	W/C Monday 14 January	
Burns Night	Friday 25 January	
Holocaust Memorial Day	Monday 28 January	
Early years and Supported Programmes Curriculum Day	TBC	

February 2019

<u>Event</u>	<u>Date</u>	<u>Notes</u>
Chinese New Year	Tuesday 5 February	

Valentine's day	Thursday 14 February	
Student Volunteering Week / Saltire Awards / Volunteering Award	W/c Monday 19 February	
Fairtrade fortnight	W/C Monday 25 February	
Wear Red Day – British Heart Foundation	Tuesday 26 February	http://wearitbeatit.bhf.org.uk/
Learning and Teaching Committee	Tuesday 26 February	
Creative Industries Curriculum Day	TBC	
LGBT History Month	Throughout month	

March 2019

<u>Event</u>	<u>Date</u>	<u>Notes</u>
St David's Day	Friday 1 March	
Shrove Tuesday	Tuesday 5 March	
International Women's Day	Friday 8 March	
Red Nose Day (Comic Relief)	Friday 15 March	
St Patrick's Day	Monday 18 March	
Board of Management	Tuesday 19 March	
Health and Social Services Curriculum Day	TBC	
National No Smoking Day	TBC	https://nosmokingday.org.uk/

April 2019

<u>Event</u>	<u>Date</u>	<u>Notes</u>
St Georges Day	Tuesday 23 April	
Engineering Curriculum Day	TBC	
Student Association Self-Evaluation	Throughout month	
Sexual Health Awareness (STD awareness month)	Throughout month	

May 2019

<u>Event</u>	<u>Date</u>	<u>Notes</u>
Learning and Teaching Committee	Tuesday 14 May	

End of year celebration	TBC	
Sport Curriculum Day	TBC	
Executive Handover	TBC	

June 2019

<u>Event</u>	<u>Date</u>	<u>Notes</u>
Board of Management	Tuesday 4 June	

Student Association Projects for academic session 2018/19

- NUS Healthy Bodies, Healthy Minds (emphasis on health and well-being, including mental health, sporting activities and smoking awareness)
- NUS Responsible Futures (incorporating sustainability, climate change and the United Nations Sustainable Development Goals)
- Student communication channels, particularly on-line communication

Student Association Charities for academic session 2018/19

- Support in Mind Scotland
- Blood Bikes

Learning and Teaching Committee

STUDENT SATISFACTION AND ENGAGEMENT SURVEY 2017-18, SUMMARY

1 The Purpose of the Report

The purpose of the report is to provide a summary of the outcome of the Student Satisfaction and Engagement Survey carried out in Session 2017-18.

2 Background to the Report

The Scottish Funding Council (SFC), in partnership with colleges, developed this Student Satisfaction and Engagement Survey (SSES) as a means to evaluate and enhance college provision in Scotland. The SSES is a national approach to monitoring student satisfaction and engagement that over time will provide a consistent basis for college regions to evidence impact and improvement within their outcome agreements.

The results of this survey are provided to Heads of Curriculum and Curriculum Managers for inclusion as part of their self-evaluation process.

3 The Report

The SFC asked Colleges to survey students across all levels and modes of attendance, Full-time, Part-time, Distance/Flexible at both FE and HE level. The survey period ran from 8th March to 20th April 2018, before and after the Easter break, where students could access and complete the survey. Learners were advised of the survey through Personal Tutors, LearnNet, Facebook, class reps, text messaging and email.

As no alterations were made to the questions comparisons can be made to the survey issued for Sessions 2015-2016 and 2016-2017.

3.1 Student Groups

Session 17-18		Session 16-17		Session 15-16	
302 students	276 Full-time 20 Part-Time 6 Distance Learning	180 students	152 Full-time 20 Part-Time 8 Distance Learning	203 students	166 Full-time 28 Part-Time 9 Distance Learning
74 groups		58 groups		69 groups	

From the SFC Statistical Publication Student Satisfaction and Engagement Survey 2017-18 30th October 2018: Survey response rates were extremely variable across colleges and as a result of this only full-time Further Education (FE) and full-time Higher Education (HE) satisfaction levels are presented and only for those colleges with a response rate of 50% or more

Response rate FE/HE – D& G Galloway

Full-time FE	26%	Full-time HE	20%
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Learning and Teaching Committee

3.2 Questions and Responses

To enable comparison with college sector responses a breakdown for FE and HE full time students is provided below:

Comparison: FE full-time D & G College/College Sector

Overall, I am satisfied with my college experience						
	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Total</i>	<i>Proportion Satisfied</i>
D & G College	39% 76	57% 111	4% 8	0% 0	195	96%*
College Sector	42% 8253	51% 9958	6% 1078	1% 268	19,557	93.1%*

*Strongly Agree and Agree responses

Comparison: HE full-time D & G College/College Sector

Overall, I am satisfied with my college experience						
	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Total</i>	<i>Proportion Satisfied</i>
D & G College	40% 32	53% 43	7% 6	0% 0	81	93%*
College Sector	38% 4776	48% 6024	11% 1324	3% 388	12,512	86.3%*

*Strongly Agree and Agree responses

For comparison to the College sector the following table from the SFC Statistical Publication Student Satisfaction and Engagement Survey 2017-18 30th October 2018 is provided:

Table 5: Summary of student satisfaction results for **full-time further education** students at colleges with a survey response rate of at least 50%

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total respondees (excluding don't know)	Total Strongly Agree or Agree	Proportion Satisfied
Overall, I am satisfied with my college experience.	6,272	6,996	784	207		14,259	13,268	93.1%
Staff regularly discuss my progress with me.	4,928	7,190	1,774	351		14,243	12,118	85.1%
Staff encourage students to take responsibility for their learning.	7,115	6,343	510	214		14,182	13,458	94.9%
I am able to influence learning on my course.	4,687	7,832	1,321	272		14,112	12,519	88.7%
I receive useful feedback which informs my future learning.	5,491	7,054	1,348	278		14,171	12,545	88.5%
The way I'm taught helps me learn.	5,277	7,305	1,325	303		14,210	12,582	88.5%

Learning and Teaching Committee

My time at college has helped me develop knowledge and skills for the workplace.	6,692	6,269	915	276		14,152	12,961	91.6%
I believe student suggestions are taken seriously.	3,984	7,309	2,210	633		14,136	11,293	79.9%
I believe all students at the college are treated equally and fairly by staff.	5,838	6,148	1,552	646		14,184	11,986	84.5%
The college Students' Association influences change for the better.	2,818	6,269	991	344	3,667	10,422	9,087	87.2%

Indicators (▲ ▼) are shown in the Proportion Satisfied column to highlight where responses from D & G College are lower or higher than college sector

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total respondees (excluding don't know)	Proportion Satisfied
D & G COLLEGE FURTHER EDUCATION FULL TIME							
1. Overall, I am satisfied with my college experience.	76	111	8	0		195	96% ▲
2. Staff regularly discuss my progress with me.	69	107	16	3		195	92% ▲
3. Staff encourage students to take responsibility for their learning.	99	84	12	0		195	94% ▼
4. I am able to influence learning on my course.	59	115	18	3		195	89% ▲
5. I receive useful feedback which informs my future learning.	92	87	14	2		195	92% ▲
6. The way I'm taught helps me learn.	76	99	18	2		195	90% ▲
7. My time at college has helped me develop knowledge and skills for the workplace.	99	84	10	2		195	94% ▲
8. I believe student suggestions are taken seriously.	64	100	28	3		195	51% ▼
9. I believe all students at the college are treated equally and fairly by staff.	74	84	29	8		195	81% ▼
10. The college Students' Association influences change for the better.	48	93	4	5	45	195	72% ▼

For comparison to the College sector the following table from the SFC Statistical Publication Student Satisfaction and Engagement Survey 2017-18 30th October 2018 is provided:

Table 6: Summary of student satisfaction results for **full-time higher education** students at colleges with a survey response rate of at least 50%

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total Respondees (excluding don't know)	Total Strongly Agree or Agree	Proportion Satisfied
Overall, I am satisfied with my college experience.	2,984	3,004	919	286		7,193	5,988	88.2%
Staff regularly discuss my progress with me.	2,133	3,050	1,544	443		7,170	5,183	72.3%
Staff encourage students to take responsibility for their learning.	3,647	2,679	573	268		7,167	6,326	88.3%
I am able to influence learning on my course.	2,221	3,192	1,325	411		7,149	5,413	75.7%
I receive useful feedback which informs my future learning.	2,487	3,078	1,176	409		7,150	5,565	77.8%

Learning and Teaching Committee

The way I'm taught helps me learn.	2,279	3,153	1,330	401		7,163	5,432	75.8%
My time at college has helped me develop knowledge and skills for the workplace.	3,059	2,837	897	357		7,150	5,896	82.5%
I believe student suggestions are taken seriously.	1,844	2,882	1,669	737		7,132	4,726	66.3%
I believe all students at the college are treated equally and fairly by staff.	3,047	2,555	957	565		7,124	5,602	78.6%
The college Students' Association influences change for the better.	1,058	2,847	602	271	2,299	4,778	3,905	81.7%

Indicators (▲ ▼) are shown in the Proportion Satisfied column to highlight where responses from D & G College are lower or higher than college sector

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Total respondees (excluding don't know)	Proportion Satisfied
D & G COLLEGE HIGHER EDUCATION FULL TIME							
1. Overall, I am satisfied with my college experience.	32	43	6	0		81	93% ▲
2. Staff regularly discuss my progress with me.	32	38	8	3		81	86% ▲
3. Staff encourage students to take responsibility or their learning.	54	24	2	1		81	96% ▲
4. I am able to influence learning on my course.	24	47	9	1		81	88% ▲
5. I receive useful feedback which informs my future learning.	31	40	9	1		81	88% ▲
6. The way I'm taught helps me learn.	27	51	3	0		81	96% ▲
7. My time at college has helped me develop knowledge and skills for the workplace.	42	35	3	1		81	95% ▲
8. I believe student suggestions are taken seriously.	18	45	15	3		81	56% ▼
9. I believe all students at the college are treated equally and fairly by staff.	41	31	7	2		81	89% ▲
10. The college Students' Association influences change for the better.	17	25	6	4	29	81	52% ▼

The Quality Team
November 2018

Learning and Teaching Committee

‘HOW DID WE DO?’ Survey Session 18-19

1 The Purpose of the Report

This report provides the results from the Learner ‘How Did We Do?’ Survey carried out in Session 2018-2019. The purpose of the survey is to find out what kind of induction experience learners had.

Course results and comments are given to Curriculum Managers and Curriculum Heads to take forward as part of the self-evaluation process. This information will be used to monitor, and where appropriate, improve the Induction process.

Benchmarking had been carried out over the three previous sessions but for Session 18-19 as changes were made to some of the questions the responses are for this session alone.

2 The Report

On the 24th September 2018 1337 full time learners were advised that the online survey was available for completion, with a closing date set at the 5th October 2018. Due to a low response rate the closing date was extended to Friday 12th October.

Historically

Session 18-19	Session 17-18	Session 16-17	Session 15-16
471 learners responded (35.2%)	490 learners responded (36.1 % return)	630 learners responded (39.4% return)	372 learners responded (21% Return)
84 courses	75 courses	72 courses	73 courses

The survey asked 11 questions covering the various aspects of college services.

Question 1: Did you receive a Key Information Leaflet?

Answer	Session 2018-2019 (Total surveys completed 471)
Yes	78.98% (372)
No	21.02% (99)

Question 2: How beneficial was the Key Information Leaflet?

Answer	Session 2018-2019 (372 learners indicated they had received the Key Information Leaflet)
Very beneficial	31.72% (118)
Quite beneficial	59.95% (223)
Not relevant	8.06% (30)
Not completed this question	0.27% (1)

Learning and Teaching Committee

Questions 3 to 9

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
471 learners responded to the following questions:				
3. My College experience so far has prepared me for my course of study	48.41% (228)	49.04% (231)	1.49% (7)	1.06% (5)
4. I feel that all points listed on the Induction Checklist have been fully covered.	45.22% (213)	49.26% (232)	4.25% (20)	1.27% (6)
5. I know who to go to for help outwith my Tutor	57.11% (269)	26.52% (172)	4.46% (21)	1.70% (8)
6. I am aware of the Student Association	54.56% (257)	39.70% (187)	4.46% (21)	1.27% (6)
7. The importance of the class rep role was explained to me by my tutor.	56.26% (265)	37.37% (176)	4.46% (21)	1.91% (9)
8. Overall, I am satisfied with my college experience to date	54.14% (255)	40.55% (191)	3.82% (18)	1.49% (7)

Question 9: I have all the information I need to assist me with my course of study

Answer	Session 2018-2019 (Total surveys completed 471)
Yes	94.48% (445)
No	4.46% (21)

*Only 466 learners completed this question as opposed to 471 completing Questions 3 to 8

Question 11: I have used the Student Breakfast Club

Answer	Session 2018-2019 (Total surveys completed 471)
Yes	49.47% (233)
No	49.47% (233)

*Only 466 learners completed this question

Learning and Teaching Committee

Question 11: I feel the Student Breakfast Club is a good initiative for students

Answer	Session 2018-2019
Strongly Agree	82.40% (192)
Agree	15.88% (37)
Disagree	1.29% (3)
Strongly Disagree	0.43% (1)

Supported Programmes

Learners from supported programmes from three groups were given the opportunity to contribute to the Induction Survey through informal meetings with the Quality Manager. They were happy to comment on their courses and the different activities they were involved in.

One group which comprised of both returning and new students asked the returning students to help the new students on the course by taking them on a tour around the college. The use of a pool table for maths and communication classes was a new introduction greatly enjoyed by the learners along with their creative hour section of their timetable.

Most of the students had breakfast at home but would like to try the breakfast club at some point.

Class Rep Information

During the Class Rep training there was an icebreaker activity which involved collecting information about the induction process. Overall the comments were positive that the induction process was fit for purpose, however there were also some comments that returning students found large parts unnecessary as it was a repeat of the previous year. Students that were in college when the Student Association hosted entertainment and the cross college barbeques, at both campuses, were extremely positive about the event.

Some of the other comments were as follows:

- There were curriculum areas that did not have timetables at the start of the session, those mentioned were Business and Electrical Engineering at Dumfries campus.
- There were a number of requests from both campuses for a separate computer/IT skills induction for students that require it.
- Dumfries campus students requested that information be provided before induction in relation to funding and childcare because this is information that is required in order to make decisions about attending college.

3 Summary

The main summary results are as follows:

(The overall satisfaction figure is based on the combined figure for "Strongly Agree" and "Agree").

- A high proportion of Learners found the Key Information Leaflet to be beneficial/quite (91.67%).

Learning and Teaching Committee

- 97.45% of learners indicated that their college experience so far would prepare them for their course of study.
- 94.48% of learners felt that all points listed on the Induction Checklist were fully covered
- The majority of learners know who to go to for help out with their Tutor, 93.63%
- 94.27% of learners were aware of the Student Association
- The proportion of learners who confirmed that the importance of the class rep role was explained by tutors increased was 93.63%
- The proportion of learners with overall satisfaction with their college experience to date is 94.69%.
- 98.94% of learners had all the information needed to assist them with their course of study
- Of the 233 Learners who had used the Breakfast Club, 98.28% agreed that it was a good initiative for students.

Learner Comments

Learners were given the opportunity to make comments about their college experience to date. In addition to positive comments about the induction experience comments also identified areas for improvement.

Copies of all comments made by learners have been forwarded to relevant College Managers for discussion and relevant action, and if appropriate will be included in the College Complaint's Handling Procedure.

This survey is another way in which the college seeks learner opinion in order to improve its services.

A copy of this report will be posted on the Quality Section of AdminNet for staff information and also on MyDay for learner information.

The Quality Team
November 2018

Learning and Teaching Committee

Developing Young Workforce (DYW) Cross College Update

1 Introduction

The purpose of this report is to update the Learning and Teaching Committee on the partnership work between the Curriculum and DYW.

2 The Report

As an overview both Heads of Curriculum have regular meetings with DYW regional programme director Tricia Hunter and attend many external stakeholder meetings covering a range of topics including Senior Phase School delivery and STEM forums.

Each Curriculum Manager is tasked with ensuring a positive relationship with DYW Programme Managers is developed and continued throughout the year to capitalise on the work DYW do and to reach new markets which will ultimately attract new learners to the college whilst broadening the knowledge of the young workforce in what options are available.

A brief update on recent DYW work is as follows:

Curriculum Area	Local DYW Engagement
Hospitality and Sport	A very successful Hospitality Open Day welcomed 70 pupils into the Dumfries campus to learn about the Hospitality Industry with demonstrations from our lecturing team, visits to Holiday Inn and Neuros and demonstrations from industry Chef Nick Morris. A similar day is planned for the 30 th of November in our Stranraer Campus to cover schools in the west of the region.
Engineering	A focus on the renewable energy with Community Wind Power and Scottish Power hosting educational Talks and Visits. The College and DYW worked together to facilitate these events which were enjoyed by our learners and school pupils were also invited along – there was a low uptake from school pupils so a new approach to engage schools and learners into this area is required.
Early Years Education, Childcare and Supported Programmes	DYW continue to support our Employability programme – Project Search. DYW will also be supporting our marketing for Foundation Apprenticeship in this area.
Health and Social Services	DYW will be approached to help support and market our new FA we will be delivering in 19/20.

Local Industry forums are currently being formed in various sectors including Engineering, Construction and Hospitality. HoC's have involvement in helping to inform the forums of qualifications which are available and moving forward when the forums are established it is hoped they will have input into our curriculum design and have input into the evaluation of our courses and

framework design. Moving forward the aim is to create further industry sector forums which will ultimately be the legacy of DYW in the future.

At a national level HoC Laura Webster is attending DYW Leads meetings which allow leads from Schools, Local Authorities and Colleges to come together to network and discuss opportunities and challenges currently being faced. A strong focus currently is Foundation Apprenticeships and how we all need to work together to achieve the Scottish Government target of 5000 FA's in Scotland by 2020. Other key areas being discussed at the recent meeting were Parental Engagement, Labour Market Intelligence and Rural Challenges.

3 Recommendation

It is hoped the L&T committee will consider this report, pose questions and find the content informative.

Laura Webster
Head of Curriculum
8/11/18

Learning and Teaching Committee

Vice Principal (Learning & Skills) Update 5 Year Curriculum Plan 2017-2022

1 Purpose of the Report

The purpose of this report is to update members of the Learning and Teaching Committee on progress of the 5 year Curriculum Plan agreed previously by the full College Board in October 2017

2 The Report

Strategic Outcome 1

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

The college is making in general positive progress on this strategic outcome, areas to focus on include the development of more Articulation formal routes , continue to improve college performance indicators and better Engagement with Employers in helping shape the college curriculum through self-evaluation process.

Strategic Outcome 2

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

The college is again making clear progress across a range of outcomes for this strategic objective. Areas to still improve include ensuring entrepreneurial learning opportunities are embedded across the college; targets have been agreed collectively with schools across the region to enhance Senior Phase learning opportunities and a continued increase in business with employers from curriculum areas.

Strategic Outcome 3

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

For outcome, teams are beginning to address in a more systematic way to ensure better working partnerships to achieve college targets by identifying new business opportunities between the Curriculum Areas and CTS to be further developed in line with the college targets attached to this outcome.

Strategic Outcome 4

We will enable communities to grow and develop through local education

The college has developed its partnership working approach well and has been central; to the development of a new Community action plan for the region. This plan is about to be implemented putting communities at the centre of its vision. The college will work closely with a variety of partners in supporting the delivery of this plan, with a share vision and using existing schools as community hubs

Strategic Outcome 5

We will support more business to start up grow and diversify

As part of the curriculum planning process, curriculum teams now meet with CTS to agree activity targets with a 25% increase target being used over the five years for each area. This has been especially successful for the engineering area being closely followed for new delivery in Hairdressing and Beauty.

Strategic Outcome 6

We will enable people to build their independence and confidence in a supportive manner

Curriculum teams continue to make progress in supporting learners for this outcome; Teams ensure softer skills related to employment are built into the course structures through a variety of activities. This can also be evidenced during learning and teaching development visits to staff. Each curriculum area is also developing its own specific gender actions plan to support and develop new learners. The college has also increased significantly in terms of activity for its courses with work placement and work experience opportunities for its learners.

3 Recommendation

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

Andy Wright
Vice Principal (Learning & Skills)
November 2018

Learning and Teaching Committee

Outcome Agreement Measures Table

1 Purpose of the Report

The purpose of this report is to provide the Learning and Teaching Committee with an update on the 2018-19 Outcome Agreement Measures Table.

2 The Report

The report illustrates the progress made to date on some of the key measures, both in terms of successes and challenges:

Successes

- The number of learners of ethnic background has increased again throughout all areas of the college. All outcome measured areas have already achieved their targets.
- The college is already supporting more people with disabilities throughout the college compared to its credit target of 4225.
- The number of learners with disabilities is significantly higher than the college target of 6%, at 14% an increase of 58%. The college now supports 515 learners with disabilities ranging from dyslexia to profound and complex needs. Retention rates for 188 full time learners is currently 87%.
- The gender balance across the college remains evenly split in terms of numbers. Although in some specific curriculum areas, improvement is still needed to address gender balance, currently 49% of learners are male, and 49% of learners are female. 31 credits fall into the other categories measure.
- Currently, 821 credits are delivered to Care Experienced learners within the college, which is significantly above the college target of 400, an increase of 52%. This equates to 55 learners who have enrolled at the college.
- The number of S3/S4 learners attending on school programmes is above the college target. We are currently delivering 2566 credits to a college target of 1509 credits.
- The college is performing strongly in terms of STEM related activity at the college; we are currently delivering 9652 credits compared to ROA target of 5733, (Reclassification of some superclass categories have also helped in this.)
- The number of learners who now have work experience/work related units as part of their programme of study is now above the college target of 200 at 484 learners.

Learning and Teaching Committee

Challenges

- The college at present shows we are only 476 credits of our college target of 30,176, it is key that this continues to be monitored closely in terms of retention related issues and not over delivering in a large way. CTS still need to identify their portfolio for achieving around 4000 credits worth of activity.
- Although the number of Senior Phase pupils studying at the college on a range of programmes has increased to 77 this is still well short of the college's target of 230 Senior Phase pupils.
- Gender balance numbers still need to improve in terms of curriculum areas, which need to address these areas, there have been recent targeted marketing to support reserved gender imbalance places at the college.
- The number of start-ups for apprenticeships through CITB/SNIPEF/SECTT/SDS is a small amount down on the college target of 110 starts at 106 starts.

3 Recommendation

It is recommended that the Learning and Teaching Committee note the progress of this update.

Andy Wright

Vice Principal Learning and Skills

November 2018

Measure		Target 2017-18	Target 2018-19	Target 2019-20	Note
1 (a)	Credits delivered (Core)	30,067	30,176	30,067	29700 476 credits under
1 (b)	Volume and proportion of Credits delivered to learners aged 16-19 and 20-24	23152 77%	23152 77%	23152 77%	20,834 Credits ,90%
	Volume and proportion of Credits delivered to learners aged 16-19	16,236 54%	16,295 54%	16,295 54%	15,561 credits,95%
	Volume and proportion of Credits delivered to learners aged 20-24	6,915 23%	6,940 23%	6,940 23%	5273 credits, 76 %
1 (c)	Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas in Scotland	3,608 12%	3,772 12.5%	3,772 15%	2,947credits 78,%
1 (d)	Volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers				
Ethnicity					
	White	29,820 99.18%	29,929 99.18%	29,929 99.18%	28,371 95%
	Any mixed background	42 0.14%	42 0.14%	42 0.14%	88 47% over target
	Asian, Asian Scottish or Asian British	111 0.37%	112 0.37%	116 0.37%	420 74% over target 1%
	Black, Black Scottish or Black British	45 0.15%	45 0.15%	47 0.15%	693 2%
	BME		247.00%		1238%
	Other ethnic background	48 0.16%	48 0.16%	50 0.16%	55 13% over target 0%

Measure	Target 2017-18	Target 2018-19	Target 2019-20	Note	
Disability					
No know disability	25,858	25,951	25,951	25264 3% under	
	86%	90%	90%	6%	
Disabled	4,209	4,225	4,225	4391 0.5% over target	
	6%	14%	14%	15%	
Sex					
Male	15,034	15,088	15,088	14,867 49%	
	50%	50%	50%	1% under	
Female	15,034	15,088	15,088	14,759 49%	
	50%	50%	50%	1% under	
Other	0	0	0	31	
	0%	0%	0%		
Sexual Orientation					
Religion					
Care Experienced					
Care-Experienced	361	400	450	821	
	1.20%	1.30%	1.40%	3% 1.7% over	
2 (a)	Number of senior phase age pupils studying vocational qualifications delivered by the	224	230	260	77 153 under
2 (b)	Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	872	894	1030	351 credits 1.8% under
		2.9%	2.90%	3.4%	
2 (c)	Volume and proportion of Credits delivered to S3 and above as part of 'school-college' provision	1,503	1,509	1,509	2566 6.8% over
		1.6%	1.7%	1.7%	
2 (d)	Volume and proportion of Credits delivered at HE level to learners from SHEP schools	-	604	-	290
		-	0	-	

Measure		Target 2017-18	Target 2018-19	Target 2019-20	Note
3	Volume and Proportion of Credits delivered to learners enrolled on STEM courses	5412	5733	5900	9652
		18%	19%	20%	32% 13% over
4 (a)	Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)				
	Number of full time FE students		1150	1150	972 178 under
	Number of full time FE Students achieved		805	816	
	Percentage of full-time FE students	69	70	71	
	Number of part time FE students		1550		113200% 418 under
	Number of part time FE students achieved		1260		3% 1257 under
	Percentage of part-time FE students achieved	82	84	86	
	Number of FT HE students		600		451% 150 under
	Number of FT HE students achieved		444		
	Number of PT HE students		344		
	Number of PT HE students		410		
	Percentage of full-time HE students successfully achieved	72	74	76	
	Percentage of part-time HE students successfully	80	84	88	
4 (b)	Proportion of enrolled MD10 students successfully achieving a recognised qualification (FT & PT)achieving a recognised qualification				
	Percentage of full-time FE students	76	77	78	
	Percentage of part-time FE students	82	84	86	
	Percentage of full-time HE students successfully	72	74	76	
	Percentage of part-time HE students successfully	80	84	88	
4 (c)	Proportion of senior phase aged pupils successfully achieving a recognised qualification (FT & PT)				
	Percentage of full-time FE students	76	77	78	
	Percentage of part-time FE students	82	84	86	
	Percentage of full-time HE students successfully	76	78	80	

Measure		Target 2017-18	Target 2018-19	Target 2019-20	Note
	Percentage of part-time HE students successfully	80	84	88	
5	The number of starts for direct contracted apprenticeships (including industry bodies such as SDS, CITB and SECTT)	100	110	120	106
6	Number of full-time learners with "work placement experience" as part of their programme of study	200	200	200	484
7	The number and proportion of successful students who have achieved HNC or HND qualifications who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	55	63	73	
		10%	12%	14%	
8	Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	966	976	987	
		92%	93%	94%	
9	SSES Survey - The percentage of students overall, satisfied with their college experience				
	Number and percentage of full-time FE students	92%	93%	95%	
	Number and percentage of part-time FE	92%	93%	95%	
	Number and percentage of full-time HE students	92%	93%	95%	
	Number and percentage of part-time HE students	92%	93%	95%	
10	Gross carbon footprint (three-year period)	1,117	1,087	1,051	

Learning and Teaching Committee

Key Performance Indicator Report

1 Introduction

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

2 The Report

This is an ongoing process and this report gives recent update to previous reports

2.1 Retention

Retention improved slightly over last academic year, at a 1% improvement for FT FE students, however a 70% rate at the end of the academic year remains low. It is a key area for improvement over this year. However, retention will likely remain challenging as we continue to widen access for students with barriers to education. There have been new approaches adopted this academic year. Guidance coaches have been introduced and this will compliment the new learning analytics tool which we developed last year and is now operational. This report will keep members up to date with comparison for retention over the previous two years.

Retention rates for Full Time FE

	2018/19				2017/18				2016/17		
	ENR	RET	%	% diff	ENR	RET	%	% diff	ENR	RET	%
Total (All)	973	925	95%	1%	1051	985	94%	-1%	1019	964	95%

Retention rate for Full Time HE

	2018/19				2017/18				2016/17		
	ENR	RET	%	% diff	ENR	RET	%	% diff	ENR	RET	%
Total (All)	451	429	95%	1%	481	454	94%	-1%	524	500	95%

As can be seen from the tables above, we have a small improvement for both HE and FE full time students in the first few months of college.

Annual figures for retention and attainment will be published by the SFC in December and as they are released members will be informed through updates to this paper.

3. Recommendation

The Committee is asked to discuss progress against targets.

Andy Glen

Vice Principal Corporate Services and Business Development

30th October 2018

Learning and Teaching Committee

Head of Curriculum Update: Articulation

1 Introduction

The purpose of this report is to provide the Learning and Teaching Committee with details of the progress on Articulation, in the role of Head of Curriculum (HoC).

2 The Report

The report will provide an update on progress made from the Learning and Teaching Committee meeting held on 4.9.18.

Articulation routes continue to be discussed and agreed with potential partners.

A highlight of recent activity is that a Memorandum of Understanding (MoU) was signed on 30th October between the College and Glasgow School of Art (GSA). The MoU states that the two institutions will undertake to:

- explore and develop articulation routes between the College and GSA,
- explore and develop professional learning opportunities for College Staff, including access to GSA's Post Graduate Certificate in Learning and Teaching,
- explore and develop professional learning opportunities for school teachers within the region and
- explore for the delivery of portfolio presentation other pre-degree activity in partnership with the College supporting the work of the College in the Region.

SoSEP "Get that Degree"

- The SoSEP "Get that Degree" aims to develop a model to support widening access to university through articulation for learners in the South of Scotland. Academic Year 2018-19 is being used as a development year to scope and plan partnership arrangements and to co-design programmes. The scoping exercise, which aims to achieve the objectives below, has commenced and initial meetings have taken place with Sharon Glendinning, conducting the exercise, and Dumfries and Galloway and Borders College.

The objectives of the project are to:

- Provide a report to SoSEP outlining options for supporting access to university qualification in the South of Scotland region through articulation, by Feb 2019;
- Scope how the South of Scotland Skills and Learning Network proposal outcomes would be used to support opportunities for university level study and qualification in the region, by Feb 2019;
- Identify options for a sustainable funding mechanism for articulation that would align with the context of the two colleges and the development of the new National Articulation Database, by Feb 2019;
- Identify a pilot to potentially run in Academic Year 2019-20 by Mar 2019.

Learning and Teaching Committee

3 Recommendation

The Learning and Teaching Committee is asked to note this report.

Name: Janet Weir

Title: Head of Curriculum

Date: 12 November 2018

Learning and Teaching Committee

Senior Phase School Pathways

1 Introduction

The purpose of this paper is to provide the Learning and Teaching Committee with an update on the progress made with developing the offer currently provided to Schools across the region.

**Please note - At the time of writing the School Liaison Post is vacant however interviews are taking place 12/11/18. A verbal update should be available on the successful candidate.*

2 The Report

Our current methods of planning School delivery has been reviewed to determine what is successful and what, if anything, we could improve. During this review many points came to light that we could improve on from a college perspective to enhance the relationship with the Schools in the region. Areas to improve included; Communication, Timetabling, Transitions, dispelling myths and knowledge of the College generally. To do this there has been weekly meetings with D&G Council who have recently appointed a Senior Phase Education Officer, which is a seconded post for 23 months. Lesley Watson (Moffat Academy Head Teacher) has taken up this role. A presentation has been planned for the 27th of November with all Depute Head Teachers in the region to address the issues currently being faced and to discuss the approach we hope to take going forward.

A particular area we hope the Schools will focus on is improving each Schools website so that the College has an area where pupil and parents/guardians can view what our offer is, this will then link to our own website.

The dual purpose for this review and fresh approach is to increase the current number of School Link pupils and also to increase the number of full time provision going forward.

Foundation Apprenticeships (FA's) have increased this year to approximately 30, we have been successful in our bid to deliver our existing two frameworks again in 19/20 (Engineering and Childcare) plus a new framework in Social Care. We hope to reach our target of approximately 42 on a 2 year programme. As a college we are considering looking at a 1 year delivery model which would be directed at S6 pupils only as additional funding can now be bid for, this is to ensure nationally we reach the target of 5000 FA's in Scotland by 2020.

A paper has been produced for the College Leadership Team to consider key changes to the delivery in Schools, an update on this can be given at the next L&T Committee following feedback.

3 Recommendation

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

Laura Webster
Head of Curriculum
5/11/18

Learning and Teaching Committee

Head of Curriculum Update: Cross-College Roles

1 Purpose of the Report

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

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

2 The Report

The report will provide an update on progress made from the Learning and Teaching Committee meeting held on 22.5.18.

2.1 Articulation

This is covered in the separate report presented at the meeting.

2.2 Enterprise and Entrepreneurship

Working with the JCMG, an Entrepreneurial Event is scheduled to take place on Wednesday 5 December at Easterbrook Hall. Six entrepreneurs, the details of which are still to be confirmed, will give short presentations about their journey which will then be followed by discussions in smaller groups. The aim is that the entrepreneurs will be local. The day will conclude with a summary and the launch of a competition when interested parties will be encouraged to take their business idea forward.

A second event is planned for Wednesday 20 March, when a key note speaker will give a presentation and the competition winners will be announced.

2.4 Employer Engagement and Work Placement

Employer Engagement is taking place across all Curriculum Areas. This ranges from learners going on visits to local and national companies, employer/sector presentations to learners and partnership working with Developing the Young Workforce (DYW). This activity will be recorded in Self-evaluation Reports and the impact of such activities evaluated. In addition to this, employers will be invited to participate in the review of courses delivered at the College in terms of the needs of their industry and the preparation of the future workforce.

Learning and Teaching Committee

Learners continue to participate in work placement experience according to their course and individual needs. This forges links with employers and creates positive relationships between businesses and the College and gives the opportunity for the learners to get employment.

2.5 STEM

Following the award of the SoSEP STEM hub bid, College Teams have been agreeing the requirements of the STEM Hubs at both Dumfries and Stranraer. The plans were agreed earlier this month and will now be taken forward by the architects.

The Regional STEM Strategy is progressing. The data from the benchmarking exercise which was completed by regions has been collated by the Scottish Funding Council (SFC) and the headline findings are very positive. A report is to be issued to Colleges in terms of the national picture and feedback will be given on individual submissions to enable the regions to identify how they will address missing activity. This will inform the actions that the Regional STEM Hub will take forward.

Five members of staff have signed up to become STEM Ambassadors for the College.

The 'First Junior Lego Challenge' for 6 – 9 year olds took place on 11th October 2018 and was very successful. This is being planned as an annual event.

3 Recommendation

The Learning and Teaching Committee is asked to note the report.

Name: Janet Weir

Title: Head of Curriculum

Date: 12.11.18

Learning and Teaching Committee

Head of Curriculum: Transition, Equality and Access and Inclusion

1 Introduction

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

2 The Report

There have been key events taking place within the curriculum which are designed to engage with employers, networking for both college teams and learners, community engagement and enhance the learning experience for learners.

Some of the highlights include:

Hospitality Open Day in Partnership with DYW – this event was attended by 70 pupils and 6 teachers and was a great success.

The Rotary Club were in Zest Kitchen for a hands on cooking experience where the produced a Curry and accompaniments. This event was to engage with the community and demonstrate what facilities and career pathways are available in Professional Cookery.

The College held the regional Boccia finals at the beginning of term in conjunction with D&G Council Disability Sport. This gave our HND Sports Coaching learners a hands on experience at a new sport and working with participants with varying needs.

Hairdressing hosted a development event for Employers and welcomed top Wella Long Hair Stylist Patrick Cameron to the College. Students had the opportunity to be models and were welcomed to the event to learn from the 'royalty' of hairdressing.

The main focus this term has been focusing on reviewing the School offer we currently have which has been detailed on another paper.

There has also been a review of the Admission process and we will be moving to a new format of what was previously known as Advice Sessions. Going forward this will be branded '*Information and Interview Sessions*' and will introduce support services 'stalls' including - *Student Advisors, Guidance Coaches, Student Finance, Student Association, Admissions, Administration Team* on the evening. The aim is to ensure the first impression of the college is vibrant and advice can be given on the evening.

3 Recommendation

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

Laura Webster
Head of Curriculum
November 2018

Learning and Teaching Committee

Vice Principal (Learning & Skills) Update

1 Purpose of the Report

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

2 The Report

2.1 Retention

Retention in both HE and FE for full time programmes is 1% improved in both areas compared to last year's performance at this point in time. Below shows, the figures for Curriculum areas related to this improvement.

Full time Further Education

• Creative Industries	93%	+6%
• Construction	92%	+2%
• Business	97%	+16%
• Computing	98%	+7%
• Hospitality	88%	+1%
• Childcare	89%	-4%
• Engineering	96%	+5%
• Care	92%	+3%
• Hair and Beauty	89%	-3%
• Sport and Fitness	95%	-2%

Full time Higher Education

• Creative Industries	94%	-5%
• Business	94%	0%
• Computing	100%	+4%
• Childcare	88%	-8%
• Engineering	96%	+7%
• Care	88%	+8%
• Hair and Beauty	90%	-10%
• Sport and Fitness	99%	+1%

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2.2 Withdrawal Details to date for Leavers

There have been a total of 104 full time leavers recorded in the withdrawal system to date with the following information:

- Obtained a job not relevant to programme of learning 8 learners
- Obtained a job relevant to programme of learning 5 learners
- Progressed to a programme at another educational Establishment 9 learners
- Self-withdrawal financial reasons 5 learners
- Self-withdrawal health reasons 14 learners
- Self-withdrawal other reasons 39 learners
- Transferred to another course at the college 3 learners
- Withdrawal by the college for specific reason 21 learners

2.3 General Teaching Council Scotland Professional Validation Event

This event was held on September 28th at the Dumfries Campus and involved David Innes as Chair and Convener for GTC, Dr Anna Beck, Lecturer in Professional Learning, University of Strathclyde, Richard Bell GTC development committee member and Vicki Robertson, Senior Education Officer GTS.

This meeting as part of the process involved also Michael Youd, Head of Human Resources, Allison White Learning and Development, Mandy Wallace Professional Development Manager at the college and Andy Wright Vice Principal (Learning and Skills).

Following the days validation the panel fully validated the college with no conditions. From the feedback during the day it was clear that structures and processes are in place and met the needs and principles of Professional updates.

The **following Strengths** were noted:

- There was a strong strategic vision evidenced in support of collegiate working and further developing of the culture to create the conditions to empower staff through high quality support and space for professional learning that has an impact on learning and teaching.
- All staff involved in the validation event should be commended for their open and honest approach, acknowledgment where work was in progress and commitment to contribute to the discussion about professional update and professional learning at Dumfries and Galloway College.
- The responsibility of the reviewers to develop their own professional learning in the process was clear and evident.

Board of Management

- It was clear through the colleges existing documentation and extensive dialogue with Senior College managers that the college has a clear strategic focus for careers long professional learning.
- The college may wish to consider how it can help make connections between the professional learning that takes place in the college that is embedded already, for example the learning and teaching mentors, development visits, professional dialogue and self-evaluation with the new professional standards for lecturers.
- The college should continue to focus on developing coaching and mentoring to support any new policies or procedures related to professional development in helping further to create a coaching culture at the college.

2.4 New Professional Standards for Lecturers in Scotland Colleges

Lecturers contribute to making Dumfries and Galloway College a great place to live, learn and work by transforming lives through high quality learning. The new Professional Standards will play a key role in enabling people from all areas of the region to be included in education and achieving their potential as successful learners, future citizens and contributing to sustainable Economic growth for the region.

These new standard are intended to be used for a range of purposes including:

- Underpinning professional teaching qualifications for lecturers across the college
- Developing critically reflective and evaluative practitioners
- Supporting professional dialogue and collegiate working
- Supporting professional development
- Contributing to ongoing developments across the college sector

These standards are designed to support and encourage lecturers to develop a clear understanding of their role and how they contribute to wider learner outcomes. The standards expect lecturers to commit to their own professional leaning and development and to ensure the highest quality of learning and teaching and experiences for all our learners.

3.0 General College Updates

- At the prestigious College Development Network annual awards ceremony the college had a tremendously successful evening, with Alison Martin Team Leader for our Princes Trust programme receiving College Colleague of the Year award, and the Highly Commended award for the work the college has done in terms of Sustainability.
- The college has also agreed a memorandum of intent to work closely with the prestigious Glasgow School of Art. The Principal recently had a signing off for this with representatives

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from GSA. This reflects the fantastic high standards for our Creative Industries team and is the first time GSA has entered into this arrangement with a college.

- Each curriculum area working closely with our Equality and Development Officer and Head of Curriculum Laura Webster as cross college lead are developing their own detailed action plans to support work related to addressing gender imbalance.
- The college has had several different meetings with colleagues from Borders College in terms of the progressing issues around the colleges SOSEP bid particularly related to curriculum, development and ICT connectivity.
- A fresh new approach is being taken by the Joint Academic Strategic Group related to the consolidated outcome agreement for all partners in the region supported by our new Outcome Manager Cathy Mitchell a report will be brought to the committee once this has been agreed.
- The College has continued to work closely with Skills development Scotland and a fresh approach has been taken by the new Heads of Curriculum in terms of working together.

3.1 Recommendation

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

Andy Wright
Vice Principal (Learning & Skills)
November 2018

Learning and Teaching Committee

Learner Support and Guidance Procedure – Final Document

1 Purpose of the Report

The purpose of this report is to share the final approved version of the college's new procedure to supporting and guiding learners during their time at the college.

2 The Report

Attached for information.

3 Recommendation

The Learning and Teaching Committee is asked to acknowledge and note this final version, which is now on the colleges AdminNet under quality procedures.

Andy Wright
Vice Principal (Learning & Skills)
November 2018