

## Board of Management Learning and Teaching Committee

**Date: 14 May 2019**

**Time: 2pm**

**Room: 2097**

<b>A G E N D A</b>		<b>Presented by</b>
1	Welcome and Apologies	PK
2	Declaration of Interest	PK
<b>2.05pm Discussion for Committee Members Only</b>		
3	- Discussion Paper and supporting documents	(attached) PK
<b>2.35pm Attendees to the Committee to join the Meeting</b>		
4	- Welcome and Apologies	
	- Declaration of Interest	PK
<b>2.40pm</b>		
5	Minute of Meeting held on 26 February 2019	(attached) PK
6	Matters Arising not on the Agenda	
6.1	Approval by the Board of Revised Admission Policy, Curriculum Development Plan and Digital Skills Strategy	(verbal) PK
6.2	Circulation of photographs taken by the college students at the Parliamentary Reception	(verbal) SAW
6.6	Admincontrol access for papers for curriculum reps	(verbal) AW
6.7	Documents and reports to be prefaced by a brief summary of key points	(verbal) ALL
6.8	Replacement Curriculum Rep	(verbal) SAW
<b>2.45pm</b>		
7	Senior Phase Work with Schools	(verbal) PK
8	Strategic Risk Register	(attached) AG
9	Industrial Action – impact and mitigating actions	(verbal) AG
<b>3pm</b>		
10	SI: Head of Curriculum Updates	
10.1	SI: Head of Curriculum Update – Janet Weir	(attached) JW
10.2	Joint Employer Strategy	(verbal) JW
10.3	SI: Head of Curriculum Update – Laura Webster	(attached) LW
<b>3.15pm</b>		
11	Student Association Update Report	(attached) NV
12	SI “How Good is our College” Enhancement Plan 2018-19 – Progress Report	(attached) AG
13	SI - 5 Year Curriculum Plan – update report 2018-19	(attached) SAW
<b>3.30pm</b>		
14	SI - Regional Outcome Agreement	
14.1	College Regional Outcome Agreement 2018-19 Update	(attached) SAW

## Board of Management Learning and Teaching Committee

	14.2	Key Performance Indicators (KPIs) Update (to include national average data)	(attached)	AG
	14.3	D&G College Leaver Destinations 17-18	(attached)	AG
15		Quality Audit Reports/Surveys		
<b>3.40pm</b>				
	16	SI - Learning and Skills		
	16.1	Digital Skills Staff Development Plan, incl' measurement criteria	(attached)	MY
	16.2	Staff Development Update (Including Professional Standards)	(attached)	SAW/MY
	16.3	Curriculum Update	(attached)	SAW
<b>3.50pm</b>				
	17	SI SOSEP Project - L&T Specific Update	(attached)	SAW
	18	Any Other Business		
<b>4pm</b>				
	19	Date and Time of Next Meeting – 17 Sep 2019 at 2pm		

## Board of Management Learning and Teaching Committee

**Minute of meeting of the Learning and Teaching Committee of the Board of Management held at the Dumfries Campus on Tuesday 14 May 2019 from 2.00 pm in Room 2097**

**Members present:** Pat Kirby (Chair) Andy Glen, Acting Principal  
Ian White Sue Livermore  
Delia Holland Ailsa Paton  
John Henderson Nikki Vjatschslav  
Naomi Johnson

**In attendance:** Andy Wright, Vice Principal (VP) Learning and Skills  
Laura Webster, Head of Curriculum  
Peter Woods (Dumfries), Academic Staff  
Paula Hainey (Stranraer), Academic Staff  
Brian Johnstone, Regional Chair  
Ann Walsh, Board Secretary

**Minute Taker** Dorothy McMinn, Executive Assistant

### **1 Welcome and Apologies**

The first part of the meeting was a discussion item for Members of the Committee only. The Chair welcomed all to the meeting.

Apologies for absence had been received from Barry Graham and Rob Orr.

### **2 Declaration of Interest**

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

### **3 Discussion for Committee Members Only**

The Chair considered the Learning & Teaching Committee an important forum, which currently spent most of the time receiving, analysing and discussing information, but felt that the Committee did not always have opportunity to assist the Board in developing strategic planning and strategy. Today, the pre-meeting would allow members the opportunity to deliberate on the best way forward and to aid discussion the Chair had circulated a discussion paper with supporting documents.

The Chair attends the “Chairs of Learning and Teaching Committees Forum” facilitated by the College Development Network (CDN) and she had found this to be a useful experience. If any member would like to receive information emails or attend organised events, please make Ann Walsh, Board Secretary, aware. An invitation is also extended to visit L&T Committees within other colleges for all members.

It had become very evident that all colleges handle the Learning & Teaching Committee in a different way, each with a unique approach and the Chair gave examples.

The Code of Good Governance for Scotland’s Colleges state that Boards provide overall strategic leadership of the region or college and is responsible for formulating and agreeing strategy by identifying strategic priorities and providing direction within a structured planning framework. There is no direction on how this should be achieved, so this is a decision for the Board.

## Board of Management Learning and Teaching Committee

It is important to decide how Members wish the Committee to move forward and this can be considered when reviewing the terms of reference for the Committee.

Topics for consideration:

- Terms of Reference  
The Chairman and Delia Holland are to meet in late May 2019, with a view to producing a document for approval by the Committee in September. All members were asked to give consideration to the content and forward ideas to the Chair through the Board Secretary, if possible by 13 June.
- Board of Management  
The Committee should provide a strategic steer to the Board of Management. How effectively does the Committee work and how should we feed back to the Board?
- Developing the Young Workforce  
Brian Johnstone, Chairman, considered this and other regional and national initiatives fundamental and stated that it was the Board's responsibility to lead but taking information from the committee would be appreciated.

Members split into two groups to discuss the tabled documents and were asked to provide key points and the undernoted suggestions were put forward:

- Avoid duplication (papers going to numerous committees),
- Empower committees as decision makers; Does the Committee have Board endorsement?
- Align reporting from all committees, highlighting key points from Committee Minutes for the Board (things can get hidden in long documentation),
- Align national priorities with what happens in our college,
- Tailor our strategy to local conditions,
- Consultation role with the Board on "big strategies". Garner opinion from Board to shape strategy,
- Endorse/agree strategy at an early stage,
- Check progress against strategy.

**ACTION:** The Chair and Delia Holland will meet to bring together ideas/suggestions for the production of Terms of Reference for approval at the September 2019 Committee meeting.

#### 4 Attendees to the Committee joined the Meeting

##### Welcome and apologies

The remainder of attendees were welcomed to the meeting. Apologies had been received from Janet Weir, Ian White (attended discussion topic only) and Gillian Pearce.

##### Declaration of Interest

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

## **5 Minute of Meeting held on 26 February 2019**

The Minute of the Meeting held on 26 February 2019 was approved.

## **6. Matters Arising not on the Agenda**

- 6.1 Approval by the Board of Revised Admission Policy, Curriculum Development Plan and Digital Skills Strategy – Approval was given at the meeting in March 2019
- 6.2 Circulation of photographs taken by the college students at the parliamentary Reception – Heather Tinning, Executive Assistant, has circulated the photographs to members.
- 6.6 Admin Control access for papers for Academic Staff attendees – action complete.
- 6.7 Documents and reports to be prefaced by a brief summary of key points – The Chair stated that this was a useful tool and thanked all those who had provided a summary.
- 6.8 Replacement Academic Staff attendee – this will be Paula Hainey, Lecturer, Stranraer Campus

## **7. Senior Phase Work with Schools**

Lesley Watson, Dumfries & Galloway Council, is taking this project forward; no further communication has been received to date. Andy Wright, VP Learning & Skills, confirmed that a shared “I Cloud” had been set up to allow information sharing and enable a shared strategic vision. Further progress will be made in the new academic year and Andy Wright will provide an update report at the September Learning & Teaching Committee meeting.

**ACTIONS:** Andy Wright will provide a further report at the meeting scheduled for September 2019.

## **8. Strategic Risk Register**

Andy Glen, Acting Principal, had provided an update report for the Committee. In addition:

### **Item 3.9 Failure to reach aspirational standards in learning, teaching and service delivery**

Andy Glen advised that there were no fundamental changes. Retention compared to the same time last year is FT +2% at 74% and PT +2%. Andy Glen informed members that a new self-evaluation model was being worked with and this would result in clearer ownership of data. Part way during the academic year was not the best time to show impact. This would be revisited at the end of the year.

The subject of open access was questioned and whether this should be revisited to assist with retention. It was stated that the recently held advice sessions had been very different and it was felt that it was much more of a positive step forward. Furthermore, a Special Measures programme was being developed, in conjunction with South Lanarkshire College, and a range of products and further information will be brought before the Learning & Teaching Committee.

A request was made for the Learning & Teaching Committee be added to the Risk Register, Item 3.5 as an additional Committee with oversight for that risk. The potential impact that Item 3.5, Industrial Relations Problems (including industrial action) may have on item Risk 3.9, Failure to reach aspirational standards in learning, teaching and service delivery, was duly noted.

## **9. Industrial Action – impact and mitigating actions**

Confirmation was given that the planned two days of strike action on 15 and 16 May 2019 was going ahead as no agreement had been reached at the last national meeting. The withdrawal of goodwill was also noted. This would not be a work to rule but withdrawal of goodwill, i.e. withholding of results from college systems. Andy Glen, Acting Principal said that the situation will be managed to the best of the college's ability and a meeting to agree a suitable contingency plan will be held later in the week.

Nikki Vjatschlav, Student Association President, stated that there had been concerns from students about the impact of industrial action on their outcomes. Weekly meetings with the VP Learning & Skills and the Head of HR were now taking place to ensure up to date information was given to the Student Association, who would in turn pass this information to students. Any updates to the industrial action situation will be immediately passed to the Student Association.

Brian Johnstone, Chair of the Board of Management, asked what the impact was likely to be for students. Nikki Vjatschlav said that if an extension of teaching time was granted, this would lessen the impact. At present, no further strike dates had been provided but an EIS meeting is scheduled for Thursday, 16 May 2019 and further strike days may arise from this meeting.

Peter Woods, Academic Staff, said that the impact was affecting "added value" which had been cut or streamlined. This is causing a slower return of work to students and reducing the ability for academic staff to provide additional support to students who were struggling. Peter Woods stated that it will be helpful to know whether an extension will be granted in order to inform staff.

Nikki Vjatschlav felt that the impact would be greater for students due to go directly into employment, as not having their examination results could affect their job offer.

The question of whether tutorials were being taken up was raised and Peter Woods stated that he assumed that tutorials were continuing but could not confirm. Andy Wright, VP Learning Skills indicated that he did not consider tutorials as "good will".

## **10. SI: Head of Curriculum Updates**

A request was made to the VP Learning & Skills to distribute information on the cross-college roles for the Heads of Curriculum. (This is now included in the minute below.)

### **10.1 SI: Head of Curriculum Update – Janet Weir**

Andy Wright provided a curriculum update on behalf of Janet Weir. The Chair reiterated the importance of Heads of Curriculum attendance at Committee meetings, as their updates and the opportunity for discussion with these key College personnel are greatly appreciated.

- SoSEP – Get that Degree  
Potential degree routes have been identified through the 'Get that Degree' project. These will be presented at the SoSEP Leads meeting between both Colleges in May and once the routes are agreed, the development work will be planned.
- Articulation  
In addition to established articulation routes, others continue to be progressed. Articulation routes provide the guarantee of an interview and not necessarily a place on the course.

- STEM

The action plan devised alongside the Regional STEM Strategy has been agreed within the STEM Partnership Group (Regional Hub). Milestones will be agreed in line with the national KPIs, baselines are being established to enable this. An increase in STEM learner numbers was noted.

- Employer Engagement

Work on establishing the current level of Employer Engagement is being carried out. Milestones will be agreed to meet the objectives and goals set out in the Strategy. An increase in the number of learners who have work placement experience as part of their programme of study was noted.

**ACTION:** Andy Wright is to distribute information on the cross-college roles for the Heads of Curriculum.

**Post Meeting Note:** Cross College Roles held by the Heads of Curriculum are:

**Janet Weir:**

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

**Laura Webster:**

- Access and Inclusion
- School-College Transition
- Care Experienced Young People
- Gender Imbalance

### **10.2 Joint Employer Strategy**

Janet Weir, Head of Curriculum, will provide an update at the September 2019 meeting with milestones included.

**ACTION:** The Employer Engagement Strategy with the milestones included will be presented for approval by the Committee at the September meeting.

***Laura Webster, Head of Curriculum, joined the meeting at this point.***

### **10.3 SI: Head of Curriculum Update – Laura Webster**

The main focus has remained on the College Academy. 670 applications had been received, which included 120 Foundation Apprenticeship applications, and although they may not all enrol, this was a significant increase on the previous year.

Work has commenced to develop an enhanced transition process. This process will require pupil support at schools sharing key information with the College. Pupils will be involved so that they are aware of the information being shared. It is hoped that a formal arrangement can be put in place.

## Board of Management Learning and Teaching Committee

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The enhanced register system has now been rolled out across the college to monitor student engagement. Guidance has been filtered down to staff and students to aid consistency.

The Gender Imbalance action plans are not as yet complete. When they have been completed they will be shared with the Committee.

SoSEP - Curriculum development continues and the Digital Hubs and Spokes have now been chosen. Laura Webster will report on progress with curriculum development at the September meeting.

***Laura Webster left the meeting at this point. She was thanked for her attendance.***

### **11. Student Association Update Report**

The Student Association President confirmed that end of year student activities will be planned.

Student Association elections are currently taking place and results are expected to be made public on Monday, 20 May 2019. A detailed handover will be prepared.

Learner Journey with Young Scot – Ailsa Paton, Vice President, Student Association has been appointed to the committee.

Life Skills - Successful life skills courses run in schools. The Student Association feel that the college should also be looking to offer life skill courses to assist students in their progress into further study or employment when they leave college.

The members asked that thanks be extended to the students who had assisted in the Principal recruitment process.

The Chair thanked Nikki Vjatschslav and Ailsa Paton, for their participation as members of this committee, stating her appreciation of their positive and proactive input.

### **12. SI: “How Good is our College” Enhancement Plan**

The report distributed gave an update on 15 points of action set out in the Enhancement Plan and the VP Business Development and Corporate Services informed the Committee that everyone had worked hard and good progress is being made.

Peter Woods reported on how the learner analytics tool can aid the following academic year, depending on how the tool was used.

Vision 2020 Strategic Plan - The new Principal starts in June 2019 and a review of the Strategy and Strategic Plan will be undertaken later this year.

Employer Engagement – The Chair reiterated that members were happy to help facilitate conversations with employers.

Entrepreneurship - Janet Weir, Head of Curriculum, is currently working with other organisations to develop this.

***Delia Holland and Brian Johnstone left the meeting.***

**13. SI: 5 Year Curriculum Plan – update report**

The VP Learning and Skills provided members with an update report and confirmed that key priorities are attainment and retention and, enterprise and entrepreneurial skills.

**14. SI: Regional Outcome Agreement**

**14.1 College Regional Outcome Agreement (ROA) 2018/19 Update**

The VP Learning and Skills advised that there were 80 actionable items within the ROA and although there were positive outcomes, further work is required. Sue Livermore, Equality & Diversity Officer had spoken with Dr Anne Anderson and some of the problems faced by the college were actually national problems, rather than regional. Dr Anderson is collating views from colleges and universities across Scotland.

The college had been awarded 350 additional credits but these are not being paid at the full rate, therefore additional funding must be sourced for the balance. A bid has been put to SOSEP to fund the balance.

**14.1 KPI Update (to include national average data)**

The VP Learning and Skills reported that retention and attainment were key areas for improvement. 6 out of 8 curriculum areas had made an improvement and KPIs were 2% higher than the previous year for FT FE and 1% higher for FT HE. The VP Learning and Skills made members aware that the recent industrial action would undoubtedly have an impact on KPIs.

**14.2 D&G College Leaver Destinations 17/18**

It was noted that national sector statistics are published in September each year, so a national comparison will not be available before that date.

**15. Quality Audit Reports/Surveys**

There were no reports/surveys from the recent Audit Committee which needed to be brought before the Learning & Teaching Committee.

**16. SI: Learning and Skills**

**16.1 Digital Skills Staff Development Plan, including measurement criteria**

The Head of HR had prepared very helpful reports for the meeting, but as he was not able to attend it was requested that this item be deferred to the next meeting so that he could present the papers in person.

**16.2 Staff Development Update (including Professional Standards)**

The Head of HR had prepared very helpful reports for the meeting, but as he was not able to attend it was requested that this item be deferred to the next meeting so that he could present the papers in person. The Professional Development Manager, will also be invited to attend

## Board of Management Learning and Teaching Committee

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Item 3 (Staff Development – Professional Review and Development) – The importance of including support staff in the professional development process was discussed.

Andy Glen advised that work is ongoing as to whether General Teaching Council for Scotland would be the sole registered body for Lecturers.

**ACTION:** The Head of HR and the Professional Development Manager, to present the papers from 16.1 and 16.2 at the next Learning & Teaching Committee.

### 16.3 Curriculum Update

In addition to the distributed report, The VP Learning and Skills provided information on student applications received to date and confirmed that the college Marketing Department would now progress a targeted marketing programme for areas with low number of applications.

Concerns were discussed regarding programmes where HNC students may not be able to move on to an HND course within hospitality, creative industries and computing.

### 17. **SI: SoSEP Project – L&T Specific Update**

The VP Learning and Skills confirmed that a Digital Learning team is now in place. MSE in Digital Technologies may require an additional member of staff to come on board. It was reported that there was slight slippage in developing materials, which were being turned from flat into interactive learning materials. The finished materials will be piloted in the new academic year. The E Learning Officer will be asked to present an update at the September 2019 meeting.

**ACTION:** The E Learning Officer to be asked to provide an update at the September 2019 meeting

### 18. **Any Other Business**

The Chair asked that any feedback on the discussion topic (Item 3 of the Agenda) was provided prior to the next Learning & Teaching Committee meeting.

### 19. **Date and Time of Next Meeting**

The next meeting of the Learning & Teaching Committee is scheduled for Tuesday, 17 September 2019 at 2.00pm.

## Learning and Teaching Committee

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### The role of our Learning and Teaching Committee in Dumfries and Galloway College's Strategic Planning

Topic for discussion: What is our role in the development of strategic planning and strategy? How do we avoid interfering in operational matters while providing strategic leadership?

Extract from Chairs of Learning and Teaching Committee of College in Scotland Forum: Summary and Actions Draft, Colleges Development Network, November 2018:  
*The general consensus is that most time is being spend on monitoring and reviewing and only a small amount on strategy. Innovation as a topic is very little discussed.*

#### Documents for consideration:

- *Learning and Teaching Committee Terms of Reference (TOR)* (the one currently appearing in Governance manual March 2017 – Appendix 1)
- *Learning and Teaching Committee Terms of Reference Review and draft TOR* - (the draft version prepared in 2016 – Appendix 2)
- *Chairs of Learning and Teaching Committee of College in Scotland Forum: Summary and Actions Draft*, Colleges Development Network, November 2018
- *How Good is our College?* May 2018 version:  
<https://education.gov.scot/improvement/self-evaluation/How%20good%20is%20our%20college?> – in particular page 13 (see extract below)
- *Code of Good Governance for Scotland's Colleges, 2016* -  
<https://collegesscotland.ac.uk/briefings-and-publications/publications/792-code-of-good-governance-for-scotland-s-colleges-august-2016/file> - in particular page 4 (see extract below)

#### Other areas for discussion of the role of this committee:

- How do we best communicate our key issues to the Board as a whole?
- Do the developments of Developing the Young Workforce, our energised Student Association, the Learner Journey work and SOSEP affect our strategic responsibilities?
- What is our most effective way of structuring our meetings to make the best use of our time?
- How can we avoid over-burdening the Executive Team and other staff with requests for information while fulfilling our strategic and monitoring roles?

## Learning and Teaching Committee

- How Good is our College - extract from page 13

<b>Themes:</b> <ul style="list-style-type: none"> <li>• <b>Governance and leadership</b></li> <li>• <b>Developing a shared vision, values and aims</b></li> <li>• <b>Planning for continuous improvement</b></li> </ul>		<p>This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement. It considers how the college responds to influences both external and internal. This includes Section B on the <i>Quality of the Student Experience in Code of Good Governance for Scotland's Colleges</i> and the <i>Framework for Developing Strong and Effective College Students' Associations</i>. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Leaders should ensure that the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners.</p>
<b>Section 1 : Leadership and quality culture</b>	<b>Themes</b>	<b>Challenge questions</b>
<b>1.1 Governance and leadership of change</b>	Governance and leadership  Developing a shared vision, values and aims  Planning for continuous improvement	<ul style="list-style-type: none"> <li>• <b>How well does the college Board provide strategic support and challenge to secure high quality provision and ongoing improvement?</b></li> <li>• <b>How well does the college Board assure itself that evaluation and enhancement reports are accurate and balanced?</b></li> <li>• <b>How well does the college Board engage with staff, the Students' Association and stakeholders to improve outcomes for learners?</b></li> <li>• How well do college managers engage staff and the Students' Association in the ongoing development of college vision, aim and values?</li> <li>• How well do managers reflect local, regional and national priorities when developing college strategies?</li> <li>• How well are staff and the Students' Association involved in the process of change and planning for continuous improvement?</li> <li>• How well does the college utilise the diversity of learner voices in planning for continuous improvement?</li> </ul>

- Code of Good Governance for Scotland's Colleges - extract from page 4

### Vision and Strategy

A.6 The board provides overall strategic leadership of the region or college. The board is responsible for formulating and agreeing strategy by identifying strategic priorities and providing direction within a structured planning framework.

Pat Kirby  
Chair of Learning and Teaching Committee

## Learning and Teaching Committee

### BOARD AND COMMITTEE TERMS OF REFERENCE – extract from Governance manual March 2017

#### 6. BOARD AND COMMITTEE TERMS OF REFERENCE

<b>LEARNING AND TEACHING COMMITTEE</b>	
<b>1.1</b>	<p><b>Membership</b>     3 non-executive Board of Management members (one of whom will be appointed Committee Chair) Principal One Staff Board member Two Student Board members</p> <p>In attendance: Vice Principal (Learning &amp; Skills); Vice Principal (Corporate Services and Governance); Student Association Executive members; and 4 members of staff (representative of each Faculty)</p>
<b>1.2</b>	<p><b>Quorum</b>             3 members</p>
<b>1.3</b>	<p><b>Remit</b></p> <p>The Committee has overall responsibility for monitoring the direction and performance of learning and teaching and the quality of the learners’ experience at the College.</p> <ol style="list-style-type: none"> <li>1. To ensure appropriate mechanisms are in place for the effective monitoring of quality and inclusivity of the learning experience, in line with Education Scotland Quality Framework, and report to Board.</li> <li>2. To agree and monitor College teaching and learning strategy, aims and objectives;</li> <li>3. To agree and monitor College learner engagement strategy, aims and objectives;</li> <li>4. To agree and monitor College employer engagement strategy, aims and objectives;</li> <li>5. To reflect on trends in education and encourage innovation and curriculum development to ensure that the College is successfully serving the needs of its internal and external stakeholders;</li> <li>6. To agree and monitor academic performance, including student retention, progression, attainment PIs, ensuring arrangements are in place to action and address any areas of concern;</li> <li>7. To monitor: <ul style="list-style-type: none"> <li>• performance on admissions, access and inclusion; arrangements for articulation and partnership</li> <li>• approaches to learning and teaching, including the use of ICT;</li> <li>• the number and themes of student complaints.</li> </ul> </li> <li>8. To regularly consider reports from and related to the Student Association and address any issues raised by the Association;</li> <li>9. To</li> <li>10. To maintain an overview of quality assurance and improvement by reviewing reports from both internal and external, including feedback and evaluation from student and stakeholder surveys;</li> <li>11. To consider Annual Self Evaluation and recommend for approval by the full Board following;</li> <li>12. To report to the Board as required – minutes of the meetings should be circulated to the Board.</li> </ol>
<b>1.4</b>	<p><b>Meetings</b></p> <p>The Learning and Teaching Committee will normally meet at least four times per year</p>

## Learning and Teaching Committee

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### DUMFRIES AND GALLOWAY COLLEGE LEARNING AND TEACHING COMMITTEE TERMS OF REFERENCE REVIEW – DECEMBER 2016

#### 1. BACKGROUND

- 1.1 The Student Experience is central to the vision, mission and operations of Dumfries and Galloway College. Learning and Teaching is therefore of strategic importance and requires a robust framework to support its effective management and implementation.
- 1.2 The responsibility for high level review of this aspect of the college's operations has traditionally been delegated to the Learning and Teaching Committee, which provides a robust monitoring of the strategic objectives in relation to learning and teaching and student engagement, including
  - Enrolment trends
  - Retention and Achievement targets
  - Progression
  - Destinations
  - Growth and Strategy targets
  - Internal and External Stakeholder partnerships
  - Academic Self Evaluation and Quality Assessment
- 1.3 Over the past two years a number of factors have influenced the traditional role of the committee, including
  - Regionalisation and changes in governance nationally, where the Regional Chair is appointed by the Government and has particular responsibility for monitoring national and regional educational trends and developing external partnerships. This has led to challenges in 'information flow' to and from the committee Chair and members of the committee and some duplication in effort within the college structure, contributing to a lack of focus and understanding of the precise terms of reference of the Learning and Teaching Committee.
  - Internal restructuring of the Executive Management Team, where responsibility for Learning and Teaching sits with the VP Learning and Skills and who is responsible for supporting the Learning and Teaching Committee, and Quality (including statistical reports) with the VP Corporate Services and Governance,

## Learning and Teaching Committee

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whose reports go directly to the Regional Board. In addition, some reports from the Principal which were traditionally presented to the Learning and Teaching Committee for discussion and recommendation to the Board now go directly to the Board via the Regional Chair.

- The abolition of the Board Links Scheme, which linked each Board member with an academic operational department within the college, means that non-executive Board members rely on presentations on areas of operational activity to inform their strategic decision-making, and traditionally these presentations have been made to the Learning and Teaching Committee, and therefore are not seen by many Board members.

**As a result of the above, and a desire to ensure that every Board member, not just members of the Learning and Teaching Committee, have access to as much information regarding the learning and teaching activity within the college as possible, the Regional Chair asked that a review be undertaken of the Terms of Reference of the Learning and Teaching Committee for discussion by the Regional Board.**

- 1.4 In preparing this paper, each member of the Learning and Teaching Committee were asked to comment on three questions, either in writing or in discussion with the Chair of the Learning and Teaching Committee.

Q1 If you believe that the Land T Committee has an important part to play, does the current remit reflect what we are trying to achieve, or should it be more focussed in order to provide robust strategic scrutiny of the learning, teaching and quality performance of the college?

Q2 How can we ensure that all Board Members are kept informed about the discussions we have and the work we do?

Q3 How can we ensure that we as committee members are kept informed about all the areas covered by the remit, present or future, when the Chair of the committee is non-executive and not party to discussions at national level?

All respondents were in agreement that the committee had an important role to play in the monitoring of the learning and

## Learning and Teaching Committee

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teaching experience across the college, and believed that the committee offered an opportunity for indepth discussion with a broader range of both academic staff and students than was possible at Regional Board meetings.

The following recommendations are made as a result of the responses received, desk research undertaken on how other colleges across Scotland monitor their learning and teaching activities and discussions with both committee members and others within the college sector.

### 2. Recommendations

It is recommended that:

- 2.1 The Learning and Teaching Committee, which serves the key function of robust monitoring and evaluation of the learning, teaching and quality experience at the college and is a model adopted by the majority of colleges across Scotland, should remain as an integral part of the governance structure of the college, with delegated responsibility from the Regional Board.
- 2.2 The Terms of Reference of the committee should be revised to provide a more focussed approach on learning and teaching to ensure this robust monitoring of the student experience and learner journey is undertaken. A recommended revised version of the Terms of Reference is given in Appendix 1, together with a copy of the current Remit.  
Section 2 of the existing Committee Remit in relation to external partnerships has been removed and it is recommended that this role be undertaken by the Regional Chair reporting to the Regional Board as part of the external stakeholder agenda.
- 2.3 Membership of the Committee should be increased to 7 Regional Board Members, to include the Principal, academic staff member, student association president and four non-executive Board Members.
- 2.4 In attendance at the meetings would be the VP Learning and Skills, the VP Corporate Affairs and Governance and a representative from each of the four faculties, which could be the Heads of Faculty.
- 2.5 Clarification is required on the procedure for preparation of the Meeting Agenda and papers and for committee members to submit items for inclusion in the agenda.
- 2.6 All Regional Board members would be welcome to attend the committee meetings.

## Learning and Teaching Committee

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- 2.7 The Chair and non-Executive members of the committee should be elected by the Board during the review of the committee structure planned for Spring 2017.
- 2.8 An effective information flow procedure should be developed by the VP Learning and Skills to ensure that the committee chair is kept informed of national, regional and college initiatives concerning areas within the committee's remit. This should involve regular briefings by the Regional Chair, the Principal and the VP Corporate Affairs and Governance.
- 2.9 There should be a review of the timetabling of committee meetings to enable a timely written report by the committee chair to the Regional Board on committee discussions and recommendations (Standing Agenda Item) and a process for timely dissemination of committee minutes both to committee members and to members of the Regional Board.

**Members of the Committee are asked to discuss and agree the recommendations and revised remit for presentation to the Regional Board.**

Delia Holland  
Chair, Learning and Teaching Committee  
Dec 2016

# Learning and Teaching Committee

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## DUMFRIES AND GALLOWAY COLLEGE LEARNING AND TEACHING COMMITTEE

### DRAFT TERMS OF REFERENCE

#### 1. Membership

There will be a minimum of 7 Regional Board Members, to include the Principal, the Academic Staff Board Member and the Student Association President. Other Board Members may be co-opted as appropriate.

In Attendance

The Vice Principal – Learning and Skills

Heads of Faculties – or their representatives

Quorum: Meeting shall be quorate if four members of the committee are present

#### 2. Remit

The Committee has overall responsibility for monitoring the direction and performance of learning and teaching and the quality of the learners experience at the College as follows:

- 2.1 To discuss and monitor issues relating to the development of the College's Academic Programme and wider curriculum.
- 2.2 To monitor and review progress on the College's strategic education objectives
- 2.3 To monitor and approve the annual Learning and Teaching Strategy for recommendation to the Regional Board.
- 2.4 To monitor and discuss the College's academic performance through its performance indicators relating to academic performance, student retention and attainment, ensuring appropriate procedures are in place to address any areas of concern.
- 2.5 To discuss and approve the College's annual Self Evaluation and Development Plans for recommendation to the Regional Board.
- 2.6 To discuss and approve the annual Quality Report and Self Evaluation Report for recommendation to the Regional Board.
- 2.7 To monitor the Quality Assurance Strategy, ensuring appropriate mechanisms are in place for the effective oversight of the learning and teaching experience in the college and partnerships with other appropriate sector quality agencies.
- 2.8 To monitor and approve College arrangements for Student Representation, Self Evaluation, Student Association Development Plan and Student Association funding for recommendation to the Regional Board.
- 2.9 To monitor Student Satisfaction
- 2.10 To monitor college complaints and compliments

## Learning and Teaching Committee

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### **3. Meetings**

The Committee will meet four times a year or more frequently as necessary

### **4. Reporting**

All members of the Regional Board will receive a copy of the minutes of each meeting and the Chair of the Committee will present a written report at the following Regional Board Meeting

DH/28.11.16

## Learning and Teaching Committee

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

CDN, Airthrey Castle, Stirling  
13 November 2018

#### Participants:

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

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

#### Background:

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

#### Summary of meeting outcomes

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

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

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

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

The participants joined in working groups to discuss where time is currently spent on the agendas of L&TCs, and the new agenda items that are emerging. The discussions addressed Monitoring and Reviewing/ Strategic planning/ Strategy and Innovation. The general consensus is that most time is being spent on monitoring and reviewing and only a small amount on strategy. Innovation as a topic is very little discussed.

## Learning and Teaching Committee

### Actions and Next Steps:

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

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

### Actions:

1. Summarise the meeting discussion, decisions and actions and send round to the group for comment. (VP/FR/SC)
2. Arrange a webinar (January/February 2019) and invite Education Scotland to update L&T board members and, CDN to update on professional standards. Send around a request to Forum members for questions to be put to both CDN and Education Scotland in advance of the webinar. Webinar to be opened up to all board members. (VP to look at dates and feedback. Once Webinar set up, VP to arrange for members to be circulated with call for questions).
3. Suggested next steps and structure for the Forum will be developed and presented to members for feedback. (FR/SC)
4. Encourage colleges to have one representative on the Forum. This can be whoever is most appropriate at each college board. (To be requested when circulated first meeting summary, along with request to send details to CDN to capture in mailing list).
5. Proposed Events where Forum will participate:
  - Webinar with presentation by Education Scotland and CDN (probably January /February)
  - CDN Learning and Teaching Event jointly organised by Forum and CDN 20th March 2019
  - Governance and Leadership Summit: Thinking through change, 2nd May 2019, Stirling Court Hotel. To register, please click:  
<https://www.events.cdn.ac.uk/ehome/index.php?eventid=382073&>

Agenda items/ future logistics areas to discuss at Forum:

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

### Appendix A:

Range of current priorities for L&TC's:

- Most committee time spent on monitoring and reviewing however there is an awareness of a need and desire to introduce strategic issues to the meetings
  - The current areas of focus across the participating committees are:
  - employer engagement
  - learning and student experience

## Learning and Teaching Committee

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- digital delivery and support for students and staff
- strategic issues and quality assurance
- mental health and sexual equality/awareness
- research
- curriculum planning
- stakeholder activities
- links with schools and universities, including a local authority Director of Education on a committee
- co-opting external members to extend expertise (particularly of business)

### Appendix B:

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

#### Monitoring / reviewing

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

#### Strategic Planning

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

#### Strategy

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

## Learning and Teaching Committee

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

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

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

## 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 26 February 2019 from 2.00 pm in Room 2097**

**Present:**

Pat Kirby (Chair)	Delia Holland
Rob Orr	Sue Livermore
Ian White	Ailsa Paton
Peter Woods	Nikki Vjatschslav

### **Curriculum representatives:**

**In attendance:**

- Andy Wright, Vice Principal (VP) Learning and Skills
- Andy Glen, Vice Principal (VP) Business Development & Corporate Services
- Laura Webster, Head of Curriculum
- Brian Johnstone, Regional Chair
- Ann Walsh, Board Secretary
- Lloyd Wilson, Lecturer (observer)
- Paula Hainey, Lecturer (observer)

**Minute Taker** Dorothy McMinn, Executive Assistant

### **1 Welcome and Apologies**

The Chair welcomed all to the meeting.

Apologies for absence were intimated on behalf of Barry Graham, John Henderson, Naomi Johnson, Carol Turnbull, Janet Weir and Gillian Pearce,

The Chair advised that Lloyd Wilson and Paula Hainey, both Lecturers at Dumfries & Galloway College, would be in attendance to observe the meeting.

### **2 Declaration of Interest**

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

### **3 College Academy/New Policies, including New Admissions Policy**

#### College Academy

Head of Curriculum, Laura Webster, gave an overview of the College Academy project, explaining that following discussion with partners and reviewing the successes and areas requiring improvement, a decision to re-launch and re-brand the Schools Link programme had been taken. Events had taken place in both the Dumfries & Stranraer Campus to put forward the new offer. A College Academy Brochure, produced by the College Marketing Department, was tabled for information. Further, a separate "Schools" tab had been added to the College website, although this was still in the development phase. Brian Johnstone offered all involved in the project congratulations on a job well done.

Delia Holland asked if the programme had a link with The Bridge Education Centre and the Head of Curriculum advised that there may be some delivery of the programme at the premises and that timetables were currently being explored.

## Board of Management Learning and Teaching Committee

The Chair tabled a draft Foundation Apprenticeship brochure and the Head of Curriculum gave an overview of how this scheme would work. At present, the five key areas for apprenticeships were Childcare, Engineering, Care, Food & Drink Technology and Creative & Digital Media. Brian Johnstone asked how it would be demonstrated that the schools were being proactive in their approach and the Head of Curriculum stated that the schools and the College were equal partners in these apprenticeships.

### New Policies, including New Admissions Policy

The Head of Curriculum advised members that, through discussion with Education Scotland, the admissions policy had been reviewed and revamped. The new process would focus on how to prepare students coming to college and would aim to give students the best chance of completing and achieving. It was hoped that the new policy would aid retention by matching students to the correct course, at the correct level. Candidates would be invited to an information and interview session, with successful entrants being offered places in May of each year. The lateness of notification was questioned and the Head of Curriculum stated that because of the locale of the College, the risk of candidates accepting alternative offers for places should be minimised. Student transferral, when it is considered that a student is not on the correct course, would happen immediately.

The Chair asked when the schools would have input to the process, and the Head of Curriculum replied that transition arrangements are yet to be formalised and that meetings with schools were currently being held.

The Head of Curriculum further advised that support departments would be involved in the information and interview sessions, displaying just how accessible the college would be. Students who did not meet the admissions criteria for their chosen course(s) would be assisted to find the right level and type of course.

**Decision:** Members approved that the Revised Admissions Policy be recommended to the Board for Approval

### **4 Senior Phase Work with the Schools**

Deferred to the next meeting

### **5 SI: Head of Curriculum Updates**

#### **5.1 SI: Head of Curriculum Update – Janet Weir**

The VP Learning & Skills asked members to note the report from the Head of Curriculum, Janet Weir. In particular:

#### Articulation

Discussions on the articulation route with Glasgow School of Art were progressing well since the signing of the Memorandum of Intent in October 2018. Rob Orr asked that any increase to the baseline, in order to judge impact, be reported.

#### STEM

It was reported that the STEM Hub build continues to progress well.

### Work Placement

A cross-college approach to work placements was being rolled out. The Chair stated that Board members may be able to assist and could be contacted. She emphasised the importance of a consistent approach across the College to the availability of placements.

### **5.2 SI: Head of Curriculum Update – Laura Webster**

The Head of Curriculum informed members that her main focus recently had been work on the College Academy and New Processes. Going forward would be the review of the transitions process and how this could be advanced. The Head of Curriculum would be working with the Equality & Diversity Officer on gender imbalance and it was confirmed that action plans, by area, would be submitted to the Committee.

It was advised that Scottish Funding Council guidance on bursary funding had been changed and that rather than monies being paid on 100% attendance, it would now be awarded on student engagement. It was hoped that the Register system used by Lecturers could be revised to capture this information and this would be rolled out in Block 3 of the 2018/19 academic year. There would be different categories, for example: absent but still engaged, attended but not engaged. If the student was not engaged, it was not intended to make an immediate decision on whether bursary payment should be stopped. However, non-engagement could result in withdrawal of monies. Peter Woods asked that the definition of “engagement” be put into learner speak and highlighted the need for a consistent approach.

Curriculum Managers had been asked to prepare an appropriate document for Lecturers’ use and the Chair asked that this document be shared.

**Actions:** Head of Curriculum, Laura Webster to submit Transitions and General Imbalance action plans, as well as a paper clarifying the definitions and assessment of Student Engagement with regard to the impact on bursary funding.

Laura Webster left the meeting.

### **6. Employer Engagement Strategy**

The VP Learning & Skills asked members whether they had any comments or feedback on the report, which had previously been circulated. It was confirmed that any milestones would be reported statistically.

Delia Holland asked for clarification on which areas each Head of Curriculum managed. Confirmation was given that, in addition to cross college roles, the following areas of responsibility were held:

- Laura Webster – Care/Social Services, Hospitality & Sport, Hair & Beauty
- Janet Weir – Engineering, Creative Industries, Business, Accounting & Computing

It was requested that Head of Curriculum cross-College responsibilities be charted for the next meeting.

Rob Orr asked whether there were any plans for a joint employer strategy and SAW agreed to discuss this with Head of Curriculum, Janet Weir.

**Actions:**

- Organisational Chart showing responsibilities of Heads of Curriculum is to be distributed to members.
- SAW to speak with Janet Weir to discuss Joint Employer Strategy and report back to the Committee.

**7. Minute of Meeting held on 20 November 2018**

The Minute of the Meeting held on 20 November 2018 was approved. In addition:

- It was agreed that Curriculum Representatives and all committee members should have access to Admincontrol
- Future marketing materials, i.e. brochures, are to be available in hard copy at Committee meetings
- Distribution of documentation/reports was appreciated but it was felt that a summary of key points would be a useful tool.

**Actions:**

- Access to be given to Curriculum Representatives to the Learning and Teaching Committee papers on Admincontrol.
- Documents and reports requested to be prefaced by brief summaries of key point.

**8. Matters Arising not on the Agenda**

**8.1 Replacement Curriculum Representative**

Paula Hailey (Stranraer Campus) and Lloyd Wilson (Dumfries Campus) were introduced to members and had registered interest in becoming Curriculum Representatives. Vice Principal Learning & Skills would meet with both employees to discuss the role further.

**Action:** VP Learning & Skills to progress the appointment of a replacement Curriculum Representative.

**8.2 Parliamentary Reception photographs**

Heather Tinning, Executive Assistant, would upload student photographs within the next week.

**Action:** VP Learning & Skills to request distribution of student photographs.

**8.3 Chair's Forum**

The Chair had attended the first meeting of the L&T Committee Chairs' Forum and felt that the strategic role of the L&T Committee should be discussed and reported to the main Board. The Chair suggested that the L&T Committee (Board Members) meet for 20 minutes at the beginning of the next L&T Committee meeting to discuss the strategic role. This would mean attendees of the L&T Committee meeting would arrive after this, at 2.20pm. The Chair will consider this and confirm prior to the next meeting of the committee.

The Chair mentioned two forthcoming events, which may be of interest to Members:

- CDN Learning and Teaching Event - 20 March 2019
- Governance and Leadership Summit: Thinking through change - 2 May 2019

**Action:** The Secretary to the Board to confirm the timings for the next L&T Committee meeting once a decision had been made.

#### **8.4 Evaluative Report and Enhancement Plan (EREP) 2017/18**

Confirmation was given that the Dumfries & Galloway College Evaluative Report and Enhancement Plan had been endorsed and given formal approval. The VP Business Development & Corporate Services informed members that the next report to be submitted must have improved attainment and retention data or a “not satisfactory” result could be expected.

#### **8.5 Procedure to provide support to SA and students when concerns about students are raised or presented to them**

A report had been prepared by Elaine Crawford, Student Engagement Officer and distributed to the Committee. Ian White raised the importance of encouraging students to come forward with feedback/issues. Work was continuing with Guidance Councillors.

#### **8.6 Circulation of Partnership Agreement**

The Dumfries & Galloway College Student Partnership Agreement had been agreed and signed by the Principal and Student Association President. This document is reviewed annually. Delia Holland congratulated the Student Association on the partnership.

#### **8.7 Student Association Links**

The Student Association have been working developing links with other Crichton site Campuses, both on-line and through meetings. They have started with sport and social activities. It is the Student Association’s intention to liaise with articulating students this year.

### **PART A (For Discussion, Decision and Approval)**

#### **9. Curriculum Development Plan 2019/20 – (for approval)**

The VP Learning and Skills spoke to the report and advised that the Plan for 2019/20 was in line with the 5 year strategy for the college. It detailed key challenges, which had been highlighted to appropriate teams. Achieving college activity credits was a priority output and VP Learning & Skills would ensure data was taken before the ELT and CLT for review.

Key objectives for the college included: STEM Strategy, Schools/Senior Phase/Foundation Apprenticeship programmes and Retention & Attainment

Ian White asked whether there was concern about the overstaffing/understaffing issues detailed in Point 7 of the report. VP Learning and Skills stated that there was no concern. Staff who did not have enough hours would be utilised to develop new courses.

Delia Holland asked whether, as this was a very complex area, L&T Committee could have a presentation.

**Decision:** Members approved that the Curriculum Development Plan 2018/19 be recommended to the Board for Approval

**Action:** VP Learning & Skills to arrange a presentation for the L&T Committee which may be able to take place at the next meeting.

#### **10. Student Association Budget and Benefits Report**

Responsibility for supporting the Student Association has moved to Sandra Norris, Marketing Manager's remit and the annual £14k budget has been split between the Student Association and Student Engagement. The Student Association President will shortly receive budget training.

#### **11. Digital Skills Strategy**

The Digital Skills Strategy had been discussed with the College Leadership Team and a discussion was required at the L & T Committee, with any issues being raised, before going to the Board for full approval.

**Decision:** Members approved that the Digital Skills Strategy be recommended to the Board for Approval

#### **12. Digital Skills Staff Development Plan**

The Plan detailed the use of technology and upskilling of staff. Peter Woods thought that vocational skills were as important as digital skills. Brian Johnstone asked whether outcomes would be measured and VP Learning & Skills is to input measurement criteria to the document to ensure progress is being made.

**Action:** VP Learning & Skills to input measurement criteria to the Plan.

#### **13. Staff Development Update**

The Head of HR was attending a professional standards event on 26 February 2019 and would feedback to the VP Learning & Skills.

**Action:** Information about the new Professional Standards to form part of next report from VP Learning and Skills.

#### **14. CTS Branding Change**

From the start of the new academic year 2019-20 the department previously known as Complete Training Solutions (CTS) will be the External Development Team from Dumfries and Galloway College. Developing employer engagement and generating additional non funding council income are key targets for the College; and to achieve targets the External Development Team and the Curriculum Areas will work closely together.

There has been a perception that CTS and the College are different organisations and it is important that this perception is addressed to show that all departments are working together to achieve the same goals. It is also important that local employers and partners appreciate this and that the college is able to maximise the opportunities of collaboration across all the departments to meet their training and development needs.

Marketing are about to start work on developing re-branded materials ready for the change.

#### **15. Risk Register**

Credit targets for the college were looking satisfactory, being only a few hundred short. No issues were raised by the committee.

**16. Industrial Action**

It was reported that two more days of industrial action by academic staff would take place during March 2019. The Committee were informed that a negotiating meeting would take place on 28 February 2018.

**17. Student Association Update Report**

A report detailing Student Association activity had been distributed. Congratulations were given to the Student Association President and Vice President on how they approached matters and what they had achieved during their tenure to date. Delia Holland stated that the Student Association now had a high profile.

Positive feedback had been received from students regarding the College breakfast club and a £20k grant could be available (£10k each to Stranraer and Dumfries). Voting for the grant was available online and encouragement to both staff and students should be given to vote.

**18. SI “How Good Is Our College” Enhancement Plan 2018/19**

The VP Business Development and Corporate Services spoke to the report and advised that focus would remain on:

- Performance Indicators (PIs) – Low PIs would be addressed during the year and within a self-evaluation process.
- Retention – Improvement is imperative and all staff are being asked to focus on this, which is being supported by the development of Guidance Coaches, the use of Learner Analytics and a revamped Admissions policy. The Chair asked that the Head of Planning and Quality be asked to provide an update and feedback for the next L & T meeting

The Chair stated the importance of having a mechanism in place to ensure that everyone was involved with self-evaluation and not only academic staff.

**Action:** The Head of Planning and Quality to provide an update and feedback for the next L & T meeting

**19. SI - 5 Year Curriculum Plan – update report 2018/19**

VP Learning & Skills gave a verbal report, referring to the item 9, the Curriculum Plan for 2019-20, asking the Committee to draw confidence from the fact that both the 1 year and Operational Plans fit with the 5 year plan. Any areas of concern are being examined and options for improvement developed.

**20. SI – Regional Outcome Agreement**

**20.1. College Regional Outcome Agreement 2018/19**

The VP Learning & Skills presented this paper which outlined success and slippage against the Outcome Agreement and illustrated progress made to date on key measures.

**20.2 Outcome Agreement Measures Table**

This paper was distributed to the L&T Committee for information purposes and for a decision on whether to receive this table or to just have a summary drawing out relevant details as per the paper at item 20.1.

## Board of Management Learning and Teaching Committee

**Decision:** It was agreed to stop receiving the Outcome Agreement Measures Table, but that the VP Learning & Skills would provide a summary, drawing out relevant details for the Committee

### 20.3 Key Performance Indicators (KPIs) Update

The Vice Principal Business Development and Corporate Services spoke to the report.

It was reported that retention for FE full time programmes had improved by 1% to 80%, however HE full time programmes are 1% below last year's performance

Peter Woods asked if the national average could be given on this update for comparison purposes. The Vice Principal Business Development and Corporate Services will add these in to future reports.

**Action:** The VP Business Development and Corporate Services to add national average data to future reports

### 20.4 College Leaver Destinations 2017-18

This report identified the details that are collected regarding where students head at the end of their Dumfries & Galloway College journey. The collection of this data is to be complete by 15<sup>th</sup> March 2019 and provided to the Scottish Funding Council (SFC). This information will be provided to the Committee at the next meeting. The SFC publish the national figures for College Leaver Destinations in September 2019.

**Action:** College Leaver Destinations 2017-18 information for Dumfries and Galloway College to be provided to the Committee at the next meeting.

## 21. SI – Learning & Skills

### 21.1 Curriculum Update

L&T members were updated on a range of curriculum matters. The VP Learning & Skills highlighted:

- SOSEP best practice visits had taken place with college staff visiting the West Highlands of Scotland and the University of Highlands. The visits were to consider approaches in terms of pedagogy and also the technical equipment to support delivery in remote regions.
- Academic staff from Hair, Beauty and Hospitality had visited Fonab Castle and Spa accommodation, with a view to looking at areas of skills which could be developed for learners.

Members discussed the withdrawal details to date for leavers and in particular the high numbers of leavers with no specified reasons.

Members requested that national average figures are provided for comparison within the Retention section of the report.

**Action:** VP Learning and Skills to include national average figures, for comparison, within the Retention section of the report

**21.2 Joint Academic Strategic Group (JASG) Consolidated Outcome Agreement for Crichton Partners**

The JASG Consolidated Outcome Agreement had been distributed to the L&T Committee for information. The Chair asked how the Outcome Agreement was reviewed. It was confirmed that the Agreement was reviewed by the Scottish Funding Council.

**22. SI - SOSEP Project – L&T Specific Update**

Confirmation was given to members that a development team is in place to progress the SOSEP project. The VP Learning and Skills will provide an update report at the next meeting of the committee, along with a presentation, which will include the walk through video of the STEM Hub, Dumfries Campus.

**Action:** The VP Learning & Skills to provide a SoSEP Project update paper and presentation at the May 2019 Meeting.

**23. Any Other Business**

The L&T Committee formally recorded thanks to Carol Turnbull, Principal who starts her new post on 1 March 2019.

**24. Date and Time of Next Meeting**

The next meeting of the Learning and Teaching Committee will take place on Tuesday, 14 May 2019 at 2.00pm (time to be confirmed)

## Learning and Teaching Committee

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### Strategic Risk Register

#### **1 Introduction**

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

#### **2 The Report**

- 2.1 The Principal and Executive Management Team routinely review the Strategic Risk Register to reflect the risks the College is facing and the mitigation that will be applied to each risk. There are currently 21 strategic risks, 6 of which are rated 9 (Amber = Significant risk) or above.

#### **2.2 Committee Reporting**

The Strategic Risk Register is now presented at each Committee and members are asked to pay particular attention to risks pertaining to the work of that Committee. The end column on the Risk Register has been amended to include the name of the Committee who would have 'oversight' of that risk, so that members can focus on these in their discussions. There is still the opportunity to discuss other risks at full Board meetings. There is only one risk identified that sits in the L&T committee (Risk 3.9 Failure to reach aspirational standards in learning, teaching and service delivery). This risk has had no change.

#### **3 Recommendation**

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

Andy Glen  
Acting Principal  
May 2019

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

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

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

Post Holders	Board	Board of Management	HoC	Head of Curriculum	HoSS&G	Head of Student Support & Guidance
	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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility/ Oversight Committee
<b>2</b>	<b>Financial</b>									
<b>2.1</b>	Change in SFC Funding Methodology and Allocation – Reduction in Funding	3	3	9	<ul style="list-style-type: none"> <li>Negotiation/influence at national level</li> <li>Contingency plans for reduced funding</li> </ul>	2	3	6	<ul style="list-style-type: none"> <li>Advance modelling of new funding methodologies and allocations</li> <li>Monitoring impact of changes</li> <li>Amendment of strategic or operational direction/plans</li> <li>Financial strategy sensitivities</li> </ul>	ELT F&GP
<b>2.2</b>	Failure to achieve institutional sustainability	5	4	20	<ul style="list-style-type: none"> <li>Protection of funding through dialogue with SFC</li> <li>Robust annual budget-setting and multi-year financial strategic planning (from 2018-19)</li> <li>Effective budgetary control</li> <li>Where required, swift action to implement savings</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Regular monitoring of budgets</li> <li>Regular review of financial strategy and non-core income sensitivity</li> </ul>	CLT F&GP
<b>2.3</b>	Salary and conditions of service pressures outstrip ability to pay	4	4	16	<ul style="list-style-type: none"> <li>Influence within Employers Association</li> <li>Management of staffing expenditures</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Expenditure modelling</li> <li>On-going discussions with staff</li> <li>Financial strategy sensitivities</li> </ul>	ELT HoHR F&GP

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Risk Number	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION					
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility/ Committee Oversight
<b>2</b>	<b>Financial (cont.)</b>									
2.4	Financial Fraud	4	3	12	<ul style="list-style-type: none"> <li>Strong financial controls: segregation of duties and review of transactions</li> <li>Review of impact of any changes in structure or duties</li> <li>Whistleblowing arrangements</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Continuous review of financial controls</li> <li>Internal Audit programme</li> </ul>	HoF  Audit
2.5	Failure to achieve credit (activity) target	5	3	15	<ul style="list-style-type: none"> <li>Real time monitoring system</li> <li>Identify &amp; implement additional/alternative provision where required</li> </ul>	4	1	4	<ul style="list-style-type: none"> <li>Continuous review of progress v targets. Current shortfall of approx. 450 credits – expected to achieve target, including ELC target. Indicated to SFC that we will take additional 350 credits this year</li> </ul>	ELT HoC HoP&Q  F&GP
2.6	Insufficient Student Support Funding to meet demand.	4	5	20	<ul style="list-style-type: none"> <li>Strong financial monitoring</li> <li>Possible opportunity to request additional in year funding</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Continuous monitoring of demand v funding allocation</li> <li>Ongoing dialogue with Scottish Funding Council. Confirmation received from SFC that full amount of additional funding requested would be allocated</li> </ul>	PRIN HoF  F&GP

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility /Committee Oversight
<b>3</b>	<b>Organisational</b>									

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

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Risk Number	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION					
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility /Committee Oversight
3	Organisational (cont.)									

3.5	Industrial Relations Problems (including industrial action)	4	5	20	<ul style="list-style-type: none"> <li>Adherence to legislative and good practice requirements</li> <li>Positive Union relations and staff communication</li> <li>Effective management development programmes</li> <li>Industrial action continuity planning</li> </ul>	4	5	20	<ul style="list-style-type: none"> <li>Regular union/management dialogue</li> <li>Regular employee engagement monitoring</li> <li>Open communication with staff</li> <li>EIS currently taking industrial (including strike) action.</li> </ul>	ELT HoHR  HR
3.6	Failure to achieve ambitions of ICT strategy; strategy and development is ineffective, programme of change not achieved	4	4	12	<ul style="list-style-type: none"> <li>Planning, careful phasing of changes to processes, systems and equipment</li> <li>Effective management of ICT arrangements</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Regular review/reporting on milestones, systems effectiveness etc</li> <li>Regular CPD</li> <li>Rolling programme of updates to systems and equipment</li> </ul>	VPBD&CS HoCS  Audit
3.7	Breach of ICT/Cyber security	4	3	12	<ul style="list-style-type: none"> <li>Effective management of ICT arrangements</li> <li>Active ICT/data security monitoring and cyber security policy</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Staff CPD on cyber security issues</li> <li>Regular security monitoring/testing</li> <li>Cyber resilience plan</li> </ul>	VPBD&CS HoCS  Audit

Risk Number	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION					
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility /Committee Oversight
<b>3</b>	<b>Organisational (cont.)</b>									
<b>3.8</b>	Breach of data security/data protection	5	4	20	<ul style="list-style-type: none"> <li>Effective management of ICT arrangements and GDPR compliance</li> <li>Mandatory staff CPD and awareness raising on data protection (relative to role)</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Active data protection monitoring and auditing</li> <li>Effective information and data security policies in operation</li> <li>Regular data security monitoring/testing</li> <li>GDPR Action Plan</li> </ul>	VPBD&CS, HoCS Data users  Audit
<b>3.9</b>	Failure to reach aspirational standards in learning, teaching and service delivery	4	3	12	<ul style="list-style-type: none"> <li>Clear quality arrangements and priority actions</li> <li>Continuous self-evaluation and action planning</li> <li>Rigorous CPD arrangements in place</li> <li>Regular classroom observation and learner feedback arrangements</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Comprehensive monitoring of key PIs and student/staff feedback</li> <li>Regular Stop and Review events</li> <li>External review and validation findings</li> <li>Current PI report indicates no significant improvement in retention at this moment</li> </ul>	VPL&S, VPBD&CS HoP&Q HoC  L&T
<b>3.10</b>	Failure to achieve/maintain compliance arrangements, eg contracts; awarding bodies; audit	4	3	12	<ul style="list-style-type: none"> <li>Robust strategic planning and monitoring</li> <li>Effective environmental scanning</li> <li>Strong partnerships</li> <li>Clear links between strategy and practice</li> </ul>	2	2	4	<ul style="list-style-type: none"> <li>Effective internal monitoring/review/verification arrangements</li> <li>External review findings</li> </ul>	PRIN CLT  Audit

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

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

## Learning and Teaching Committee

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

#### 1.0 Purpose of the Report

The purpose of this report is to provide the Learning and Teaching Committee with details of the progress on cross-college roles.

#### 2.0 The Report

The report will provide an update since the last Learning and Teaching Committee meeting.

#### 2.1 Articulation

The recently prepared College Leaver Destination figures show that for 2017/18, from 175 HNC students, 68 progressed to University and 107 to HND at the College and from 40 HND learners, 39 progressed to University. Figures for 2016/17 show that from 366 HE learners, 99 progressed to University.

Articulation routes continue to be agreed with potential partners. Appendix 1 gives details of the articulation routes that have been established and the ones that are being progressed. Some developments are outlined below:

- A new route through OU within the Sport and Fitness Curriculum to provide a qualification incorporating a Business element to it;
- Potential degree routes have been identified through the 'Get that Degree' project. These will be presented at the SoSEP Leads meeting between both Colleges in May and once the routes are agreed, the development work will be planned;
- The next stage with the University of Glasgow on the Widening Access to University through Enhanced HNC programme in the Engineering Curriculum will be agreed later this month at a meeting with partners;
- Work to establish an agreement with the University of Glasgow for articulation from HNC Childhood Studies to Primary Education on the Crichton Campus will take place later this month when the partners meet.

#### 2.2 STEM

The action plan devised alongside the Regional STEM Strategy has been agreed within the STEM Partnership Group (Regional Hub). Milestones will be agreed in line with the national KPIs (Appendix 2, attached). To achieve this, baselines are being established.

The volume and proportion of credits delivered to learners enrolled on STEM courses is currently 30.48%. This is 11.48% more than the target for 2018/19 of 19%, and an increase of 1.8% from last session.

#### 2.3 Employer Engagement

Following the presentation of the Employer Engagement Strategy, work on establishing the current level of Employer Engagement is being carried out. Milestones will be agreed to meet the objectives and goals set out in the Strategy.

Currently, 440 learners have work placement experience as part of their programme of study. This is 260 more than the target for 2018/19 of 180, and an increase of 175 from last session.

## Learning and Teaching Committee

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### 3.0 Recommendation

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

Name: Janet Weir

Title: Head of Curriculum

Date: 1.5.19

Learning Teaching Committee: 14.05.19 Agenda Item 10.1, Appendix 1

Institution	Area	Entry to	Degree Title
<b>Developed</b>			
University of the West of Scotland	HNC Social Care	Year 2	BA Social Work
	HNC Social Science	Year 2	BA Social Work
	HNC Childhood Practice	Year 2	BA Childhood Studies
	HND Computer Science	Year 3	BSc (Honours) Computing Science
Napier University	HNC Electrical Engineering	Year 2	BEng/BEng (Hons) Electronic and Electrical Engineering
	HND Computer Science	Year 3	BSc (Hons) Information Technology
Glasgow School of Art	HND Creative Industries Disciplines	Year 3	BA (Hons)
	HND Creative Industries Disciplines	Year 4	BA (Hons)
Open University	HNC		Open Programmes
	HNC Social Services (12 credits)		BA (Honours) Social Work (Scotland) Code: Q41
	HNC Social Services (12 credits)		BA/BSc (Honours) Health and Social Care Code: Q18
	HNC Social Services (12 credits)		Dip HE Social Care (Scotland) Code: W31
	HNC Social Services (15 credits)		BA (Honours) Social Work (Scotland) Code: Q41
	HNC Social Services (15 credits)		Dip HE Social Care (Scotland) Code: W31
	HNC Social Sciences (12 credits)		BA (Honours) Social Sciences Code: R23
	HNC Social Sciences (15 credits)		BA (Honours) Social Sciences Code: R24
	HNC Business (12 credits)		BA (Honours) Business Management (standard or economics pathway)
	HNC Business (15 credits)		BA (Honours) Business Management (standard or economics pathway)
	HNC Accounting (12 credits)		BA (Honours) Business Management (Accounting Pathway)
	HNC Accounting (12 credits)		BA (Honours) Business Management (Accounting Pathway)
	HNC Fitness, Health and Exercise (12 credits)		BSc (Honours) Sport, Fitness and Coaching Code: Q76 Exercise Pathway
	HNC Fitness, Health and Exercise (15 credits)		BSc (Honours) Sport, Fitness and Coaching Code: Q76 Exercise Pathway
HND		Open Programmes	
HND Business (30 credits)		BA (Honours) Business Management (standard or economics pathway)	
HND Accounting (30 credits)		BA (Honours) Business Management (Accounting Pathway)	
HND Coaching and Developing Sport (30 credits)		BSc (Honours) Sport, Fitness and Coaching Code: Q76 Coaching Pathway	
HND Coaching and Developing Sport (30 credits)		BSc (Honours) Sport, Fitness and Coaching Code: Q76 Coaching Pathway	
HND Fitness, Health and Exercise (30 credits)		BSc (Honours) Sport, Fitness and Coaching Code: Q76 Exercise Pathway	
HND Fitness, Health and Exercise (30 credits)		BSc (Honours) Sport, Fitness and Coaching Code: Q76 Exercise Pathway	
<b>Developing</b>			
University of Glasgow	HNC Engineering	Year 2	Widening Access through Enhanced HNCs; mapping of HNC for progression to degrees
University of Glasgow	HNC Childhood Practice	Year 2	MA Primary Education
University of the West of Scotland	HN Computing	Year 3	BSc Computing Science
Napier University	HND Electrical Engineering	Year 3	Engineering
Napier University	HNC/D Fitness, Health and Exercise	Year 2/3	BSc (Hons) Sports Coaching <i>Agenda Item No 10.1</i> <i>E &amp; T 14.05.19</i> <i>Learning and Teaching Committee</i>
Napier University	HNC/D Coaching and Developing Sport	Year 2/3	BSc (Hons) Sports Coaching
Napier University	HNC/D Fitness, Health and Exercise	Year 2/3	BSc (Hons) Sport and Exercise Science
Napier University	HNC/D Coaching and Developing Sport	Year 2/3	BSc (Hons) Sport and Exercise Science
Open University	HN Fitness, Health and Exercise/HN Coaching and Developing Sport	tba	Developing a route to include a Business component

## **STEM STRATEGY KEY PERFORMANCE INDICATORS**

### **Introduction**

This paper sets out the Key Performance Indicators that will be used to measure and monitor progress with delivery of the Scottish Government's STEM Education and Training Strategy published in October 2017. We have identified a selection of indicators that relate most closely to the key changes that we want to see resulting from delivery of the actions set out in the strategy. There are 18 in total. We will also be collecting and analysing a much broader range of information about STEM education and training issues and we will publish this analysis in the STEM strategy annual report. The first of these is due in November 2018.

Where well-established data exists and where it is appropriate, we have set stretch aims for the proposed indicators. For others, either further data collection and analysis is required to establish baselines or they do not lend themselves to specific stretch aims and it is more appropriate to set a high level direction of travel only. Where it is needed, further data collection and analysis will be completed during the first year of implementation of the strategy. We will also keep the indicators under review as we improve our data and understanding about the STEM skills pipeline in Scotland.

We have selected indicators that relate to the actions in the strategy so that, where possible, they primarily reflect progress as a result of the actions that will be taken and are not significantly influenced by other external factors such as demographic and general labour market changes. Where possible, we have chosen indicators that are based on existing data sets and publications. However, in some cases, new analytical activity will be required.

The 18 indicators and the data sources for each are set out below under the six high level changes that we expect to see as a result of the strategy.

### **I. Increases in the proportion of people undertaking STEM related learning, engagement, study and training across all sectors including in school-level qualifications and awards, and participation in apprenticeship programmes. (Excellence and Inspiration)**

- \* Meet Initial Teacher Education student intake targets for all STEM subjects. *[Data Source: Higher Education Statistics Agency's student data]*
- \* Increase the number of passes at SCQF level 5 in Mathematics by 10% by 2022. *[Data Source: Scottish Qualifications Authority National Qualifications data]*
- \* Increase overall provision of Foundation Apprenticeship opportunities to 5,000 new starts by 2019 and expand provision and Foundation Apprenticeship opportunities across all Scottish secondary schools. *[Data Source: Skills Development Scotland annual apprenticeship statistics publication]*

- \* Increase the number of apprenticeship opportunities in STEM related subjects at SCQF Level 9 and above. *[Data Source: Skills Development Scotland annual apprenticeship statistics publication]*
- \* Increase the proportion of those who successfully completed a recognised qualification at college in a STEM subject. *[Data Source: Scottish Funding Council's FES data]*
- \* Increase the proportion of Scottish Domiciled qualifiers on Full-time First Degree STEM courses. *[Data Source: Higher Education Statistics Agency's student data]*
- \* Increase in the number of participants in STEM related Youth and Adult Achievement awards. *[Data Source: Youth Awards & Adult Achievement Awards]*

## **II. Increased practitioner confidence in STEM learning in the early years, primary years and in CLD settings and increased practitioner engagement in STEM professional learning opportunities. (Excellence)**

- \* Increase the cumulative hours of STEM professional learning accessed by early years, schools, college and CLD practitioners annually. *[Data Source: Needs to be established as this information is not currently collected across all programmes and sectors]*

## **III. Significant reductions in the equity gaps in participation and achievement in STEM learning, engagement, study, courses and training across all sectors in relation to gender, deprivation, rurality, race, disability and for care leavers. (Equity)**

- \* Reduce the gap between the percentage of school leavers with 1 or more award in STEM subjects at SCQF level 6 or better from the least and most deprived SIMD quintiles to 31 percentage points by 2020 and to 25 percentage points by 2022. *[Data Source: School Leaver Statistics]*
- \* Improve the gender balance in attainment in key STEM related subjects at SCQF level 6 by increasing the number of females passing Physics by 15% and Computing by 20%, by 2022. *[Data Source: Scottish Qualifications Authority National Qualifications data]*
- \* Improve the gender balance in STEM subjects studied at college and university. *[Data Source: Scottish Funding Council's Gender Action Plan]*
- \* Increase gender balance in the uptake of STEM related Foundation Apprenticeship opportunities in the senior phase of school. *[Data Source: Skills Development Scotland annual Equality Action Plan report]*
- \* Increase the proportion of schools from most deprived quintile that receive a quality STEM engagement experience from funded Science Centres. *[Data*

*Source: Science Centre quarterly and annual reports & Annual Science Festival reports]*

- \* Increase the number of members of community groups from the most deprived or rural areas participating in quality engagement with Science Centres and festivals to 10,000 by 2022. *[Data Source: Science Centre quarterly and annual reports & Annual Science Festival reports]*

#### **IV. Increased numbers of people who understand the benefits and value of STEM for themselves, their families and their communities. (Inspiration)**

- \* Increase the proportion of young people who say they feel studying STEM is important for them and/or for their future careers in the Young People in Scotland Survey. *[Data Source: Young People in Scotland Survey]*

#### **V. Increased collaboration between schools, colleges, universities and employers (Connection)**

- \* Increase the number of employers engaged with education to support young people of all ages to understand STEM career opportunities and develop skills for work (including career advice, work inspiration, work experience placements, etc.) *[Data Source: DYW Regional Group KPI reports (twice a year)]*

#### **VI. Increased employment in STEM-related occupations and employers are more satisfied with the STEM skills and capability of the people they employ from schools, colleges, universities and from apprenticeship programmes. (Connection)**

- \* Increase the numbers of placements and internships with employers for college learners within STEM curricular areas. *[Data Source: Needs be established]*
- \* Reduce the proportion of STEM employers in Scotland experiencing skills shortages. *[Data Source: UK Employer Skills Survey]*

## Learning and Teaching Committee

### Head of Curriculum update

#### 1 Introduction

The purpose of this paper is to provide the Learning and Teaching Committee with an update on recent activity undertaken as part of the role.

#### 2 The Report

The continued main focus has been College Academy applications as this has time constraints. This process has been effective in increasing the number of applications for senior phase pupils showing interest in vocational pathways as part of their senior phase years. Currently we have approx. 670 applications which include 120 Foundation Apprenticeship (FA) applications. The increase in FA's has been particularly successful as we are seeing a change in the understanding of a FA in the wider community which will see us seek additional funding from SDS to meet the demand. Not all application for College Academy will transform into enrolments, however we should see an increase.

Over the coming months work will begin on an enhanced transition process for any pupil coming to college to study wither full time or part time. This process will entail pupil support at school sharing key knowledge regarding the pupil coming to college which will endure the young person has the support they require. This will be done in conjunction with the pupil, so they are aware the information is being shared, we will continue to offer visits to the college for any pupil who would like to see the environment they will be coming to learn in.

The enhanced register system has now been rolled out across the college and Curriculum teams have been monitoring engagement. Appendix 1 is an excerpt from SFC guidance which defines engagement in terms of bursary payment which we have been using throughout the process, appendix 2 is a document which has been produced for students. Going forward this will form part of the learner induction process, feature on Learnnet and be apart if the student handbook with additional corporate branding.

The Gender Imbalance actions plans are in their infancy, when these are complete, they will be shared with the committee.

Curriculum development continues to take shape for our new delivery method and a new Virtual Learning Environment will be created in partnership with Borders College. The Digital Learning Officer will give a greater overview in a separate report.

#### 3 Recommendation

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

Laura Webster  
Head of Curriculum  
30/4/2019

## Learning and Teaching Committee

### Appendix 1

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**Examples of authorised absences from college include (but are not limited to):**

- Self-certificated absence because of illness. Medical certificates should normally be submitted for illnesses lasting for more than five days.
- Religious holidays (but not other holidays).
- Work experience placements.
- Exam preparation.
- Attendance at children's hearing, court, meeting related to caring responsibilities or care needs, etc.
- Unexpected caring responsibilities, either for the student's child(ren) or an adult dependant, such as the illness of a child or dependant.
- Severe weather and transport breakdown.
- Attendance at a family funeral.
- Medical or dental appointments for either the student, or a child or adult who is dependent on the student. This can include non-emergency appointments if these cannot be arranged outside college hours.

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**Examples of student engagement include (but are not limited to) situations where the student has:**

- Maintained contact with relevant college staff and has explained the reasons for absence and the steps they are taking to engage.
- Kept up to date with learning by obtaining lecture notes, online resources or other learning materials from college staff.
- Demonstrated that they have engaged in independent study to keep up to date with their learning.
- Handed in assignments or classwork.
- Continued to meet their learning objectives.
- Engaged with the college in any other way which demonstrates that they are continuing to participate in their studies.

## Learning and Teaching Committee

### Appendix 2

## Engagement

### What does engagement in your course mean?

The Scottish Funding Council are the organisation which funds your bursary, a requirement of this is to demonstrate you are engaged in your course.

#### **In order to receive your payment:**

- You must show you are engaged in your course work, **even if you are not attending college**. This means you will be marked absent but 'engaged'. If you fail to notify the college you will be marked absent and 'not engaged' which may lead your payment being stopped.
- Your engagement will be considered by your tutor on an individual basis.

**As always, you need to contact your personal tutor if you are not able to attend college.**

*Please note: If you have good attendance but are not participating in classes and/or up-to-date with course work then your payment may be stopped as you have not shown you are engaged.*

### *Engagement, Top Tips:*

- Store key numbers/email addresses in your phone for your tutor and college reception.
- Stay in contact touch with us – this could be email or phone call - explain the reasons for absence and the steps you are taking too keep up to date with work.
- Keep up to date – when you call in, explain how long you think you may be off and ask for work from your lecturers if you are not sure what you should be working on. Remember you can access learnnet for course notes/tasks.
- Be ready to hand in work you have completed while you have been unable to attend class.
- Other ways to stay in touch – this could be continued group work with peers, coming in on 'days off' to catch up, making appointments with Student Advisors, Guidance Coaches.

Your engagement demonstrates your **commitment** to and **involvement** in your learning.

## Learning and Teaching Committee

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### Report to the Learning and Teaching Committee from the Students' Association

#### 1 Introduction

The purpose of this report is to update the Learning and Teaching Committee on recent developments in the Students' Association.

#### 2 Events/Training/Partnerships

##### **Grow Your Own and student garden area – 13<sup>th</sup> February.**

Meeting with David Livermore, a local gardener. We gained a lot of advice and direction on growing, improving the soil and structure, and eco-friendly methods. We'll no doubt have a lot more questions for him in the future.

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

This space will be strictly No Smoking, to encourage less use of the smoking shelter, currently the only student used outdoor space.

This SA venture will be something that we hope to bring into our new Footprints Re-Use shop that have really helped students in need since we have started it.

There will also be future produce and seasonal items for sale that we hope will make it self-sufficient.

##### **Health Week – Stranraer w/c 25<sup>th</sup> February**

Focus on Mental Health, Physical Health, and Sexual Health. Various stalls, information, activities, sports and workshops. These included; LGBT Youth, SA Stall, Smoking Matters, Women's Aid, NHS Sexual Health, CoH Sync, Jdrf Diabetes, healthy smoothies. Our new SA Officers for Equality, and Health & Wellbeing were in attendance to assist. In addition, the amazing Level 2 Hospitality put together a Healthy Menu. They tied it into their course for nutrition.. it was guilt free and delicious! (Menu Attached).

##### **Recruitment Interviews – 7<sup>th</sup> March**

We were very honoured to be invited to take part in the recruitment process for the new Principal position. It was encouraging for students to be involved at the highest level, it showed how important the college felt the students voices were. Amy, Bronwyn, Liam, and Steph made us incredibly proud that day, with two being part of the presentation room, and two taking each candidate on a tour. They represented the importance of the students in our college.

##### **Princes Trust Placements - 13<sup>th</sup> & 14<sup>th</sup> March**

Myself and Ailsa both had the privilege of each having two Princes Trust students for Work Experience with us. They were a joy to work with, and very professional. Throughout the day they attended meetings, helping with visitors, helped plan an acceptance event, and were involved in activities with students from different classes. By the end of each day we both said that we noticed them become more confident and we hoped they enjoyed their days as much as we did.

##### **Curriculum Managers Meeting – 15<sup>th</sup> March**

This was to discuss and finalise a date for our end of year event. This event was to be an old school sports day with a festival feel. We hoped that bringing staff and students together from both campuses it would be a great annual teambuilding event that would enrich the community of our college. Unfortunately this has now been cancelled.

##### **Mental Toughness Development Report – 19<sup>th</sup> March**

We had been asked to take part in an online survey for assessing Mental Health. The algorithm used is incredibly intelligent, and the in depth results are surprisingly accurate. This could be integrated in our inductions for all staff and students, it would be a great way for them to see their own strengths and what

## Learning and Teaching Committee

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they could work on to improve their coping methods. If students and staff know which areas they could improve we could have specific workshops for each area. This could help staff and students make positive lifetime changes, and improve retention within the college.

### **New SA Communal Areas**

The new SA areas are inclusive to all, and will have quiet times allocated. Games tables are now available for free use on both campuses ( Pool table and Air Hockey table – Dumfries, Table Tennis and Air Hockey – Stranraer). The new areas are the garden area in Dumfries, and the mezzanine in Stranraer. In future there will be craft activities, board games, and student action groups happening in both areas.

### **CoH Sync SA Plan – Plan for next year**

We have made a plan for the NHS funded CoH Sync staff to use the student association as a base to work from next year. This will start as 2 days a week, with the potential to increase. The collaboration will increase the support students can access regarding Mental Health, Smoking, Alcohol, Nutrition, and Physical Activity.

### **Elections & Campaigns – President w/c 6<sup>th</sup> May / Vice President w/c 13<sup>th</sup> May**

The campaigns are already under way and the elected officers will be made public on 20<sup>th</sup> May. We hope that this time there will be a handover, and plans made for the next academic year before the holiday. This year we felt we lost a lot of time starting mid August. Then, induction meetings, making our working plan and being new to the roles, would have affected the momentum and excitement of students starting.

### **Learner Journey with Young Scot – 7<sup>th</sup> May**

Students were invited to take part in a discussion on how they felt their journey through education had been so far, and what changes could be made to improve it for themselves and others.

### **Geez a break – Exam Time - May**

The SA is always a safe place to talk about mental health, and we know that during exam time the pressure can increase. We will be having exam time drop ins, with free tea/coffee/biscuits.

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

## **3 Meetings**

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

- Health & Safety Committee – How we could help engage the students to think about Health & Safety, in inductions, their courses, and on and off campus.
- PECOS Training
- PAW meeting ( Partnership of Activities in Wigtownshire ) – Setting up sporting and sociable events locally, and in rural locations.
- Lynn Davis ( Fife College ) – To chat about the breakfast club.
- Campus Meetings ( Stranraer ) – ongoing
- Advise Session, Dumfries – Potential students in for interviews for upcoming courses. SA information stall.
- Support Services – Fortnightly meetings to work in partnership for student advice and support.
- Yearly Budget report meeting, with Finance and Sandra Norris.
- DYW Meeting – Discussing upcoming events and setting up meeting with Dougie Small for Construction Apprenticeships.
- Kaleidoscope Meeting – Discussed plan for 19/20, Healthy Bodies Healthy Minds campaign, and upcoming events.
- David Livermore – Local gardener. Discussing the SA garden project.

## Learning and Teaching Committee

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- Curriculum Meeting – ( 2 meetings ). Discussed and planned the date for SA end of year event. **CANCELLED.**
- Creative Learning for students on Health & Safety – Andy Carthow, Dundee & Angus. – How to make H & S engaging for students.
- Princes Trust info Session.
- Princes Trust Graduation – Dumfries.
- ICT Roadmap Development ( 24<sup>th</sup> and 26<sup>th</sup> – Dumfries, 30<sup>th</sup> – Stranraer) – Students giving their views, concerns, and advice on what ICT changes and updates are needed.
- Industrial Action Meeting – College Executives.
- Industrial Action Meetings – College Union reps.
- Industrial Action Meeting – NUS President Liam McCabe
- Industrial Action Meeting – EIS-FELA Ruth Winters (Regional)
- Industrial Action Meeting & Conference – EIS-FELA President Pamela Currie
- SA Project Meeting – Photography student ( Taylor ) for Body Image project.
- SA Project Meeting – Photography student ( Amy ) for Wellbeing project.
- SHAX Volunteer meeting – Discussing volunteer opportunities for students, and helping people in need. Fundraising, promotion, and future re-cycle craft sessions.

### 4 Moving forward

Upcoming activities include;

- Health & Wellbeing Plan with the new NHS Mental Health Partnership, Dumfries and Stranraer.
- Fortnight meetings with Support Services.
- Debate Club, at both campuses. Supported by the SA, but will be student led.
- 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.
- 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'.
- Ongoing – Improve new SA communal areas ( Dumfries – garden, Stranraer – Mezzanine).
- Upcoming – Sustainability push, single use plastics. Ongoing, awaiting water bottles.
- Upcoming – CoH Sync Meeting, plan times and sessions.
- Upcoming – Grow Your Own course, ongoing. Also student garden area, ongoing.
- Upcoming – SA Project – Body Image, linked to mental health.
- Upcoming – SA Project – Wellbeing, linked to mental health & outdoors.
- End of Year Activities.

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.

### 5 Recommendation

- 5.1 It is recommended that the Board note the contents of this report

Nikki-Marie Vjatschslav  
President  
Students' Association  
May 2019



DGSA HEALTH WEEK  
MONDAY 25<sup>TH</sup> FEBRUARY 2019



Starters

Low Fat Tomato and Basil Soup with Seeded Brown Roll  
or

Masala Frittata with Avocado Salad



Mains

Protein Burgers / Char-Grilled Chicken  
or

3 Bean in a Seeded Bap with Salad, Healthy Slaw & Sweet  
Potato Wedges



Desserts

Fat Free Eton Mess  
or

Chocolate and Beetroot Brownies

A BIG THANK YOU TO OUR  
WONDERFUL HOSPITALITY STUDENTS  
FOR PRODUCING THIS TASTY LUNCH!

WE HOPE YOU ENJOY ❤️

## Learning and Teaching Committee

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### Progress Report on the Enhancement Plan

#### The Report:

The purpose of this report is to give updates on progress of the 15 points of Action set out in the Enhancement Plan.

#### **1 To ensure that all academic and support staff understand and are more familiar with the PIs in order to plan for improvement**

CMs have discussed PIs with all staff. Courses with low PIs are being addressed throughout the Academic Year and through the Self Evaluation process. This is ongoing throughout the Academic Year.

#### **2 To appoint two Guidance Coaches in Dumfries and 1 in Stranraer to work specifically with students at risk of withdrawing and not successfully completing their studies**

Guidance Coaches are in post and working with at risk students. The results of this action will be evidenced in the retention and attainment throughout the year. This will be further evaluated at the end of the Academic Year.

#### **3 To introduce “Learner Analytics” tool as a method for collecting data on students who are at risk of withdrawing. To be used by academic staff and new Guidance Coaches to make early interventions for individual situations**

All relevant staff, including CMs and Guidance Coaches, are using this analytic tool. The results of this action will be evidenced in the retention and attainment throughout the year. This will be further evaluated at the end of the Academic Year.

#### **4 To improve learner retention and attainment figures across each curriculum area**

Staff are focused on this issue, which is further re-enforced with Guidance Coaches, Learner Analytics, updated Admissions sessions, new three block system, new assessment plans and improved self-evaluation system. All staff have focused on this issue during an All Staff Day session with feedback going into the ROA in due course.

#### **5 To revise and update our Admission sessions**

Currently underway and ongoing for this session. This will be reviewed and evaluated at the end of the Academic Year.

## Learning and Teaching Committee

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### **6 To continue to build on our extensive employer engagement and enhance the opportunities for collaboration for curriculum planning**

This is on-going. All curriculum areas are undertaking extensive employer engagement. Round table discussions with professional industry experts and young people are taking place to inform new curriculum. DYW industry forums will continue to grow into different areas. Forum groups have already been set up in Engineering and Manufacturing, Construction and Hospitality. The forums provide structure and gives the curriculum area a focused group of employers with whom to engage.

### **7 To enhance digital skills reflecting industry practice in the curriculum. This will also support the SoSEP bid**

Following a successful bid, the SoSEP project is underway with STEM hubs planned for both campuses, leading to spokes in schools within communities.

### **8 Curriculum areas that are performing well will share best practice with all areas**

CMs work collectively and individually to disseminate and share best practice in an on-going manner using both discrete and general meetings to share this knowledge and expertise and, in turn, to share and implement this with all staff.

### **9 To evaluate the college's current progress against Vision 2020**

On-going and to be evaluated by new Principal.

### **10 To enhance and improve self-evaluation systems across the college for academic and support staff**

Updated self-evaluation system that involves staff, students, curriculum council reps, the Student Association and curriculum student reps in a cycle of continual self-evaluation.

### **11 To investigate and work with partner institutions to enhance articulation in the region commencing with Glasgow School of Art**

Memorandum of Understanding signed with GSA to write bespoke BA Hons year 3 & 4. The writing of the course is underway with regular academic meetings on going between the two institutions. A Holywood Trust Grant is funding industry and young persons' forums to help shape and inform the most appropriate curriculum. Get that degree opportunities being explored with various universities/colleges, using digital delivery.

### **12 Introduce a Digital Skills Strategy to ensure all staff are conversant with relevant digital skills**

A Digital Skills strategy has been devised. This has provided the starting point for some staff to identify improving their digital skills and in turn improve digital skills in the classroom. In addition, a digital capability project has been launched to assess any staff development

## Learning and Teaching Committee

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possibilities throughout the college. Developing digital skills in the curriculum reflecting the workplace is on-going and embedded.

### **13 To introduce new Curriculum Student Reps**

Approximately 140 Curriculum reps, over both campuses, have received training to understand how to address issues in the college.

### **14 To enhance entrepreneurship throughout the college and as a learning experience as stated in Vision 2020**

External live projects are encouraged in every area of the college where appropriate to enhance the curriculum. Passport to college has had an enterprise unit added to the course to allow entrepreneurial events to be encouraged further. The college is currently working with other organisations to develop this further.

### **15 To reinforce Essential Skills, Career Management Skills and DYW in the curriculum**

Enhanced learning experience and to build on current knowledge and teaching practice that ensures more students are work ready. Curriculum areas are using My WoW, site visits, employer presentations and live projects to underpin these skills.

#### **Recommendation:**

It is recommended that the information be noted for discussion.

Henri Veys  
Head of Academic Planning & Quality  
April 2019

## Learning and Teaching Committee

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### 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 College Board in October 2017

#### 2 The Report (Key points)

##### Strategic Outcome 1

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

The college is making positive progress on this strategic outcome. Areas of focus include the development of additional articulation routes for learners; continue to improve college performance indicators (PIs) in attainment and retention, in order to support learner progression; continue to enhance 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 economic needs.**

The college is making clear progress across a range of outcomes. However, areas for improvement include ensuring entrepreneurial learning opportunities and essential skills are embedded across the college; and all curriculum areas are working closely in a more systematic way with opportunities for local employers and business through the college External Development team.

##### Strategic Outcome 3

**We will be the first choice for recruitment training and development of the workforce.**

Progress has been made on the development of the college's engagement with the regional care and childcare sector. However, to support the college's aspiration of becoming outstanding, improvements are still required for attainment and retention PIs. The college also needs to expand its work across full cost recovery programmes for employers across the region in a more flexible delivery manner (potential through SOSEP).

##### Strategic Outcome 4

**We will enable communities to grow and develop through local education and training.**

The college has made substantial progress with the region's community learning and development partners and has played a key role in the development of the region's plans. This plan is at implementation stage and work needs to be achieved by the partners and the college on the delivery of the Community Learning and Development plan.

## Learning and Teaching Committee

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### Strategic Outcome 5

**We will support more businesses to start up, grow and diversify.**

There are some positive outcomes for this objective around supporting the growth in care and childcare; and the role out of Reablement training for the health sector across the region. Further improvements can be made by supporting a more diverse range of training opportunities and offering more bespoke training for employers across the region in health and wellbeing strategies.

### Strategic Outcome 6

**We will enable people to build their independence and confidence in a supportive environment.**

The college is making good progress on some objectives, including a growth in work placement opportunities, in line with Scottish Government guidelines. The college needs to improve PIs to ensure all learners receive the highest quality learning for people across the region. Essential skill development also needs to improve for employers across the region, and also targets need to be achieved and improved relating to the delivery of the college gender action plan.

### 3.1 Recommendation

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

Andy Wright  
Vice Principal (Learning & Skills)  
May 2019

# Learning and Teaching Committee

## Curriculum Plan

### 2017 – 2022

The Curriculum Plan aims to deliver the six college strategic outcomes. The college has a strategic aim of delivering high quality learning and teaching that is accessible and diverse, where learners progress successfully with the ability, ideas and ambition to make a difference, which supports Scottish Funding Councils strategic aims and our College's Learning and Teaching Strategy

The six strategic aims are:

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

#### **Strategic outcome 1:**

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

The Curriculum Teams will:

- Meet targets related to the Scottish Funding Council for the delivery of credits for the region.
- Ensure it will provide a range of education and training opportunities for people across the region.
- Meet the diversity requirements for the region.
- Implement the college's Access and Inclusion Strategy, including improved access for people from the Scottish Index for Multiple Deprivation SIMD.
- Offer both horizontal and vertical articulation routes for all areas of the curriculum, including supporting progression to university.
- Continue to improve Key Performance Indicators, to support progression opportunities.
- Develop a range of new national qualifications across all SCQF levels.
- Continue to implement the college's Equality and Diversity Action Plan (which underpins the Equality and Diversity Framework) for all young people across the region.

#### **Key five-year development will include: -**

- Specific targets for full time and part time credits in line with activity targets set by the Funding Council; some areas with a specific need (for instance in the Care sector) will see further growth in line with local and national need.
- Employer and key stakeholder approval to ensure plans are fit for purpose and will include further development related to STEM and the digital technologies.
- Targets being set for each curriculum area in line with the college's Outcome Agreement targets, and an action plan established for each area to monitor progress.
- Articulation routes and advanced standing being available for all learners, for both full time and part time pathways across the college.

## Learning and Teaching Committee

- Flexibility, and a variety of pedagogies to underpin all provision and ensure access and inclusion for all.
- Targets being set for curriculum areas in terms of attainment and retention that will achieve the college's ambition of being an outstanding college in Scotland.
- Targets will be set for addressing gender imbalance, so that in five years' time the gap for female/males on college programmes is no larger than a 75% to 25% split.

### 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 economic needs**

The Curriculum Teams will:

- Provide opportunities to develop the skills of the future workforce, required by and in partnership with, employers across the region.
- Meet the needs of the region while supporting national drivers for change.
- Develop a Senior Phase Portfolio and appropriate DYW progression opportunities, which ensures clear links to employment across the region.
- Ensure the curriculum portfolio provides a variety of flexible approaches to support career development and progression within local businesses.
- Ensure Science Technology Engineering and Maths (STEM) are developed in the curriculum to support training and education in line with local and national skill drivers.

### Key five year developments will include: -

- Further skills and training opportunities being available for people across the region; particularly in the areas of Construction, Hospitality and Food, Health and Social Care, Creative Industries, Engineering and Business.
- Entrepreneurial and essential skills are at the heart of the college's plans, including an understanding of what these skills are and their impact within each curriculum area, not only for college learners but for businesses across the region.
- Schools across the region, in partnership with the college, will have an agreement for Senior Phase delivery and targets, particularly for HNCs being delivered as part of the S5/S6 curriculum.
- Schools across the region, in partnership with the college, will have agreements and targets set in line with the college's Outcome Agreement to deliver with employers, Foundation Apprenticeships in Care, Engineering, Construction, Creative Industries, Childcare, and Food Technology.
- An Increase in activity for engagement with local businesses. This will support income generation and each area will have a minimum activity target of 250 credits for flexible delivery to employers in their curriculum areas.

### Strategic outcome 3:

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

The Curriculum Teams will:

- Support the college's aspiration to be outstanding and become a first-choice provider for the region for training and development.

## Learning and Teaching Committee

- Develop a part-time portfolio that will offer training and development, for both FE and HE, for the development of a flexible local workforce.
- Support key training opportunities, and in particular the significant growth of the Care and Childcare sectors.

### Key five year developments will include: -

- Rigorous targets being set for performance in attainment and retention across all areas of the curriculum, which supports the college's aspiration of becoming outstanding.
- The college increasing its activity with local businesses and employers by a further 25 % for increased income.
- A new portfolio being developed by the college that will offer businesses across the region the chance to further develop their own staff to support flexibility and diversification. This portfolio will be developed in partnership with the curriculum, employer engagement and the college's External Development team <sup>1</sup>.
- An increase in activity, both in the curriculum areas and in business engagement, for Care and Childcare. This will support the region in terms of aging population issues.

### Strategic outcome 4:

#### We will enable communities to grow and develop through local education

The Curriculum Teams will:

- Through partnership approaches, implement and develop learning and training that supports maximum employment and reflects local community need.
- Working effectively with a range of community partners to develop a curriculum, to support people across the region in learning opportunities that have been identified by the community, for the community and with the community.
- In partnership with the Care Sector, develop the skills and services of those who provide care and those receive care in the regions various communities.

### Key five year developments will include: -

- Key partnerships being established through the Community Development and Learning Partnership group.
- The College, with partners, establishing the learning and training which needs to be developed on an individual basis across the region "With the Community for the Community"
- Partners working together to access resources in shared vision to support the delivery of these community plans.
- Working with Local Authority Hubs based on a collaborative approach across the region, including agreement with the college's schools' partnerships.
- The development and partnership working to support the vision of a Virtual Care Academy, with the college being the lead organisation to deliver and enhance the Care Sector.

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<sup>1</sup> (formerly known as Company Training Solutions [CTS])

## Learning and Teaching Committee

### Strategic outcome 5:

#### **We will support more businesses to start up, grow and diversify**

The Curriculum Teams will:

- Support a diverse range of businesses to grow its workforce in a flexible manner, through partnership with curriculum developments and the External Development team.
- Aim to target a positive contribution for businesses to meet regional economic needs.
- Support more businesses and services to grow in the Care and Childcare sectors linked to Government initiatives for these areas.

#### **Key five year developments will include: -**

- The development of a five-year portfolio to support businesses to grow and diversify. This will be developed by the External Development Team and the Curriculum areas with a target of 25% increase in activity income for the college.
- The college supporting businesses to develop their health and wellbeing strategies through the development of bespoke training opportunities, including mental health and wellbeing initiatives.
- Reablement training and education to be rolled out to businesses across sector; the college will increase delivery to consumers and providers of digital health care.

### Strategic outcome 6:

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

The Curriculum Teams will:

- Support people to develop their essential skills to reflect employer's needs.
- Deliver the highest quality learning for people to build confidence and independence.
- Ensure that Curriculum Plans implement the college's Equality and Diversity Action Plan for all people across the region and will be supportive of individuals who have additional requirements to access all programmes.
- Promote Health and Wellbeing in curriculum design for people across the region.
- Through the college's Work Placement Action Plan, will develop individual skills and confidence to support lifelong learning.

#### **Key five year developments will include: -**

- All Curriculum areas ensuring their portfolios of learning fully embrace the "softer" skills which employers demand. These skills will be generic across all programmes and be delivered in a variety of ways.
- Ensuring learners are building confidence and self-esteem to become proactive and independent. Staff development events will also be delivered to support staff with delivering these skills.
- The delivery of the Gender Action Plan to achieve a minimum split of 75% to 25% split in gender related areas like Hairdressing, Engineering, Construction, Beauty, Care and Childcare.
- Curriculum areas have agreed clear targets for achieving and delivering Work Placement, Work Experience and Work Based learning opportunities for all its full time learners.

## Learning and Teaching Committee

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### Monitoring

This plan will be monitored on a regular basis by the Vice Principal, Learning and Skills. Progress will be reported through regular updates to the Learning and Teaching Committee as part of the College's Learning and Teaching Strategy. Regular updates will also be given to the College's Executive Team as part of the implementation of its 20/20 Vision.

### Related Documents

- Access and Inclusion Strategy
- College Regional Outcome Agreement
- Equality and Diversity Action Plan
- Learner Engagement Strategy
- Learning and Teaching Strategy
- Vision 20/20
- Essential Skills Policy
- Retention and Learner Attainment Policy
- College Work Placement Plan.
- Equality and Diversity Framework
- Gender Action Plan

Andy Wright  
Vice Principal (Learning & Skills)  
May 2019

## Learning and Teaching Committee

### Outcome Agreement Measures Table

#### 1 Purpose of the Report

The purpose of this report is to provide the College Learning and Teaching Committee with an update on the 2018-19 Outcome Agreement Measures Table. There are 80 measurable outcome targets to achieve.

#### 2 The Report (Key Points)

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. Largest increase in Black Scottish; Black British at 651 credits.
- The college has delivered its credit target of 30,176 and has been given a further 350 credits for delivery from the Scottish Funding Council, giving a new target of 30,526. The college has to date delivered 30,689 credits.
- The college is already supporting more people with disabilities college-wide compared to its credit target of 4225, at 4641 credits. This equates to 14% of our learners.
- The number of Senior Phase learners studying at the college for S4/S5/S6 Learners now stands at 187, against a target of 230.
- The number of learners with disabilities is significantly higher than the college target of 6%, at 15% an increase of 58%. The college now supports 551 learners with disabilities, ranging from dyslexia to profound and complex needs. Retention rates for 188 full time learners with a disability is currently 84%
- The gender balance across the college remains evenly split in terms of numbers. Although in some specific curriculum areas, improvement is still required to address gender balance, currently 49% of learners are male, and 51% of learners are female. 46 credits fall into the “other categories” measure.
- Currently, 827 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 60 learners who have enrolled at the college, with a 65% retention rate.
- The number of S3/S4 learners attending on school programmes is above the college target. We are currently delivering 1570 credits to a target of 1509 credits.
- The college is performing strongly in terms of STEM related activity; currently delivering 9354 credits compared to ROA target of 5733.
- The number of learners who now have work experience/work related units as part of their programme of study is now above the college target of 200, at 440 learners.

## Learning and Teaching Committee

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### Challenges

- There is a gender balance across the college in total of 49%males and 51% females. The challenge remains to address the gender balance issues for some curriculum areas for example, Construction, Engineering are still heavily male dominated, and Childcare, Care, Hair and Beauty are still female dominated.
- The number of start-ups for apprenticeships through CITB/SNIPEF/SECTT/SDS has reduced slightly on the target of 110, with 106 starts.
- The number of learners achieving success for the programmes of learning for FE part time/full time and HE part time/full time are still to be confirmed and will be presented in the September L & T Committee.

### **3 Recommendation**

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

**Andy Wright**

Vice Principal Learning and Skills

May 2019

# 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 a recent update to previous reports.

#### 2.1 Retention

Retention and attainment are key areas for improvement. However, retention will likely remain challenging as we continue to widen access for students with barriers to education. There have been several new approaches adopted this academic year to address issues in retention and attainment. These measures and actions are outlined in the Enhancement Plan. This report will keep members up to date with comparisons over the previous two years at the same date point in the academic year.

#### Retention rates for Full Time FE

	2018/19 (26/04/2019)				2017/18 (26/04/2018)				2016/17 (26/04/2017)		
	ENR	RET	%	% diff	ENR	RET	%	% diff	ENR	RET	%
Total (All)	976	733	75%	2%	1061	773	73%	0%	1037	754	73%

#### Retention rate for Full Time HE

	2018/19 (26/04/2019)				2017/18 (26/04/2018)				2016/17 (26/04/2017)		
	ENR	RET	%	% diff	ENR	RET	%	% diff	ENR	RET	%
Total (All)	449	375	84%	1%	479	396	83%	0%	523	436	83%

As can be seen from the tables above, an improvement of 2% for FT FE and 1% for FT HE is recorded. This is an increase on previous years.

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

### 3. Recommendation The Committee is asked to discuss progress against targets.

Henri Veys  
Head of Academic Planning and Quality  
1 May 2019

## Learning and Teaching Committee

### COLLEGE LEAVER DESTINATIONS REPORT 2017-18

#### 1 The Purpose of the Report

The purpose of the report is to provide a summary of the outcome of the College Leaver Destinations data collection for the 2017-18 student cohort (full time successful FE and HE leavers).

#### 2 The Report

As the Scottish Funding Council report providing national sector statistics will not be published until September 2019 the following summary figures for Dumfries and Galloway College are provided in the interim. Sector figures for Session 2016-2017 are included for comparison.

#### 3 Confirmed/Unconfirmed destinations

*\*SFC Sector statistics for 17-18 will not be available until September 2019*

	2017-2018				2016-2017			
<b>Student Qualifiers</b> (full time successful FE and HE leavers)	D & G	925	Sector	*	D & G	970	Sector	50,298
<b>Confirmed destinations</b>	D & G	90% (833)	Sector	*	D & G	93.9% (911)	Sector	88.9% (44,716)
<b>Unconfirmed destinations</b>	D & G	9.9% (92)	Sector	*	D & G	6.1% (59)	Sector	11.1% (5582)

#### 3 Outcomes - Positive/Negative/Other

The figures presented below indicate a high percentage for positive outcomes for D & G College for Session 17-18 and the previous session.

	2017-2018				2016-2017			
	D & G Successful full time leavers: 925				D & G Successful full time leavers: 970 Sector Successful full time leavers: 50,298			
<b>Positive outcome</b>	D & G	84% (782)	Sector	*	D & G	86% (835)	Sector	84.5% (42453)
<b>Negative outcome</b>	D & G	13% (117)	Sector	*	D & G	11% (107)	Sector	14.4% (7242)
<b>Other outcome</b>	D & G	3% (26)	Sector	*	D & G	3% (28)	Sector	1.2% (603)

*Outcome definitions:*

- Positive outcome: Engaged in full-time/part time work/study
- Negative outcome: Unemployed and looking for work, not employed but not looking for employment further study or training, unconfirmed
- Other outcome: Temporarily sick or unable to work/looking after the home or family, taking time out in order to travel, permanently unable to work /retired

## Learning and Teaching Committee

### 4 Breakdown of Outcomes and Responses

A further breakdown of the Positive, Negative and Other categories is provided below:

	2017-2018				2016-2017			
<b>Positive</b>	D & G Successful full time leavers: 925				D & G Successful full time leavers: 970 Sector Successful full time leavers: 50,298			
<b>Study Full-Time</b>	D & G	61.6% (570)	Sector	*	D & G	59.2% (574)	Sector	64.8%
<b>Study Part-Time</b>	D & G	0.3% (3)	Sector	*	D & G	1.2% (12)	Sector	1.9%
<b>Working Full-Time</b>	D & G	16.6% (154)	Sector	*	D & G	15.7% (152)	Sector	13.9%
<b>Working Part-Time</b>	D & G	5.9% (55)	Sector	*	D & G	10.0% (97)	Sector	3.9%

	2017-2018				2016-2017			
<b>Negative</b>	D & G Successful full time leavers: 925				D & G Successful full time leavers: 970 Sector Successful full time leavers: 50,298			
<b>Unemployed and looking for work</b>	D & G	2.4% (22)	Sector	*	D & G	3.8% (37)	Sector	2.9%
<b>Not employed but not looking for employment, further study or training</b>	D & G	0.3% (3)	Sector	*	D & G	1.1% (11)	Sector	0.4%
<b>Unconfirmed</b>	D & G	9.9% (92)	Sector	*	D & G	6.1% (59)	Sector	11.1%

	2017-2018				2016-2017			
<b>Other</b>	D & G Successful full time leavers: 925				D & G Successful full time leavers: 970 Sector Successful full time leavers: 50,298			
<b>Temporarily sick or unable to work, looking after the home or family</b>	D & G	2.8% (26)	Sector	*	D & G	2.6% (25)	Sector	0.9%
<b>Taking time out in order to travel</b>	D & G	0% (0)	Sector	*	D & G	0.3% (3)	Sector	0.2%
<b>Permanently unable to work/retired</b>	D & G	0% (0)	Sector	*	D & G	0% (0)	Sector	0.1%

**DIGITAL SKILLS AND STAFF DEVELOPMENT****1 Purpose of the Report**

The purpose of the report is to provide a further detailed update to members of the committee following the high level report at the committee in February 2019 at the request of the Chair. As previously advised, the College is going through a number of processes to develop our staff with a particular focus on Digital Skills. This work aligns closely with the College Digital Strategy.

**2 Background**

Digital Skills has been major areas of work for the Human Resources and Professional Development Teams over the past 6-9 months resulting in the launch of a digital capabilities programme. The revised Professional Standards for Lecturers also highlight the requirement for our teaching staff to maintain a good understanding of the digital technologies available to support learning and teaching.

**3. Digital Capabilities**

As a College, we need to look at not only how we improve our service through technology and importantly how we prepare our learners for employment and life in a fast moving digitally developing world.

This programme looks to measure the existing digital capabilities of staff across Dumfries & Galloway College. This process will help us to build a staff development programme ensuring that staff are digitally proficient and confident in the workplace and in their home life (digital wellbeing). To facilitate this process, the College has procured the JISC Discovery Tool which has been designed to allow staff to reflect on their digital capabilities.

A full copy of the criteria and questions is attached in Appendix 1 and a sample output is attached in Appendix 2. Results to date are attached in Appendix 3.

**TIMESCALES****Phase 1: Complete**

- College Leadership Team
- Professional Development Manager and Team
- Curriculum Managers
- ICT Team
- Human Resources

## Learning & Teaching Committee

### Phase 2: Rolled Out

- Curriculum Areas - Built Environment, Engineering and Automotive, Care, Business and Computing
- Stranraer Campus Manager and Stranraer Administration
- Business Development
- Corporate Services: Business Systems Team and Facilities and Estates Teams
- Central Administration Support Team

### Phase 3: In Progress

- Curriculum Areas - Hospitality and Sport, Hair and Beauty, Childcare, Creative Industries
- Board Members
- Princes Trust and Project Search
- Planning and Academic Quality
- Student Support and Guidance
- Finance and Student Funding

### Analysis phase: August 2019 to December 2019

- Detailed analysis of the results from all 3 phases in development/procurement of any formal training interventions required.

### Development Phase: January 2020 to June 2020

- Roll out of training
- Monitoring and feedback on training provided

### Review Phase: June 2020 onward

- Staff re do discovery tool
- Review changes and progress in developing digital capabilities within our staff.

**Note:** Some proactive work has been undertaken in identifying areas of development from phase 1 and phase 2 and communication has been sent out highlighting resources which could address some areas of development.

### 4. Recommendation

The Learning & Teaching Committee is asked to note the work that has been undertaken to this point and endorse the direction set out above. A further report will be provided to the relevant

## Learning & Teaching Committee

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Committee once all staff have completed this project. Access is currently being set up for Board Members to complete the capability tool for themselves.

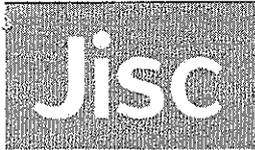
**Andy Wright**

Vice Principal

**Michael Youd**

Head of Human Resources

April 2019



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# Jisc discovery tool

## Overall digital capabilities for all staff question set

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### About the discovery tool

The Jisc discovery tool aims to explore personal digital capability strengths and weaknesses. It offers staff and students a question set that maps to the digital capability framework as well as a range of specialist question sets for different activity areas. The tool aims to broadly assess capability levels and provides **personal reports** that contain relevant **next steps** and links to useful **resources**. It also aims to encourage reflection on personal strengths and weaknesses.

### Overall digital capabilities for all staff

These questions map to the 15 elements of the digital capability framework and are intended to be relevant for all staff. The questions are reproduced here for people who may be supporting other staff to use the tool and are not intended to be used in any other way. The question sets have been designed to take advantage of the features of the potential.ly platform and are linked to appropriate feedback and resources.

There are two questions for each of the 15 elements that make up this assessment:

1. Grid question – select all the digital activities that you do, from a range of eight
2. Confidence question – rate your confidence with a digital practice or skill

All discovery tool question sets developed by Jisc are licensed under **CC BY-NC-ND 4.0**.

## Digital proficiency

### Grid question

These are some of the things that confident digital users might do. Which can you do?

- » Download and install software updates regularly
- » Read independent reviews of digital tools
- » Find shortcuts and workarounds in digital systems
- » Compare the functions of similar applications
- » Save files in different formats
- » Consider open alternatives to standard software
- » Try new features when software is updated
- » Resolve basic technical issues for myself (eg headset not working, difficulties logging on to a service)?
- » None of these

### Confidence question

- » How confident do you feel that you can effectively use the technologies you need to do your job?

## Digital productivity

### Grid question

Which of these are part of your current skillset?

- » Change software settings to suit my preferred way of working
- » Manage email using different inboxes
- » Work fluently between different file formats
- » Use digital tools to create task lists (eg Google tasks, Outlook tasks)
- » Monitor the time I spend on different applications
- » Synchronise files and data across different devices
- » Create a table of contents in a report or web page
- » Work across different tools and software to produce a complex report or presentation
- » None of these

### Confidence question

- » How confident do you feel about using digital tools to manage your workload?

## Information literacy

### Grid question

Which of these information tasks can you do already?

- » Use filters in an online search (eg published in UK, only news articles, published in the last two years)
- » Correctly reference an online source
- » Manage bookmarks or references
- » Recognise and use an open licence (eg creative commons)
- » Use additional keywords or phrases to reduce the number of online search results
- » Review the history of a wiki article
- » Check the credibility of information on a web page
- » Understand copyright (legal right to use or distribute) as it applies to digital information
- » None of these

### Confidence question

- » How confident do you feel that you can find the digital information you need to do your job?

## Media literacy

### Grid question

Which of these media tasks can you do already?

- » Find images with an open licence
- » Review digital games or other multimedia
- » Include digital media in a presentation (eg images, sound, video clip)
- » Create an online poll or quiz
- » Follow usability guidelines for digital media (eg size of text, use of colour)
- » Design and produce a web page
- » Edit digital video or audio files
- » Create an infographic (simple visual using text and images)
- » None of these

### Confidence question

- » How confident do you feel about choosing and using digital media in your work (eg infographics, data visualisations, video clips as appropriate)?

## Data literacy

### Grid question

If given the opportunity which of these data-related tasks can you do (not all may be relevant to your job role).

- » Use spreadsheet software (eg Excel)
- » Create a chart or infographic from data
- » Find statistically significant differences
- » Spot patterns and trends in data
- » Judge the credibility of statistics used in public debate
- » Collect data into categories (using tags or codes)
- » Use conditional formulas in a spreadsheet
- » Ensure that data you use is from a credible or authentic source
- » None of these

### Confidence question

- » How confident do you feel about understanding legal and ethical issues of collecting and using personal data?

## Digital communication

### Grid question

Which of the following do you consider when deciding whether and how to communicate online?

- » Convenience
- » Reliability of the platform
- » Who owns the platform and their business model
- » How personal data is collected and used
- » Accessibility
- » Consider how 'real' or 'natural' the communication feels
- » Control of your digital footprint
- » Appropriateness of the tool for the audience
- » None of these

### Confidence question

- » How confident do you feel about communicating using online tools (eg email, web conferencing, skype, social media)?

## Digital collaboration

### Grid question

If given the opportunity which of these collaborative tasks can you do?

- » Share a task list or project timeline
- » Send calendar events and invitations to other people
- » Create collaborative documents (eg reports, presentations)
- » Use chat or direct messaging to collaborate in real time
- » Use project management software (eg Trello, Basecamp, MS Project)
- » Host an online meeting room (eg Webex or Collaborate)
- » Share my own digital content with immediate colleagues or peers
- » Share my digital content openly on the web with anyone (eg using wikis, social media)
- » None of these

### Confidence question

- » How confident are you about digital collaboration at work (eg using shared documents and calendars)?

## Digital participation

### Grid question

Which of the following ways do you participate online with people who share your professional interests?

- » Discuss current issues in an online group
- » Follow specialists on social media (eg blogs, Twitter)
- » Take part in live webinars or events
- » Contribute to a blog, wiki or a shared professional resource
- » Start a new discussion thread or hashtag on a topic
- » Collect and share information with or for others (eg bookmarks, image collections on Pinterest)
- » Lead or manage an online group or network
- » Join discussion forums and groups in your area of interest (even if you do not actively contribute to discussions)
- » None of these

### Confidence question

- » How confident do you feel about building a digital professional network (eg via Twitter, LinkedIn, and carefully managed contacts)?

## Digital creation

### Grid question

Which of these creative digital practices have you tried?

- » Sketch with stylus and tablet
- » Use advanced effects in photo editing (eg layering, noise reduction)
- » Use specialist 2D or 3D design software
- » Modify styles in a Word document
- » Create a how-to video or screencast
- » Creating an app
- » Code or write in HTML
- » Use digital visual thinking tools like mind-mapping, or drawing software
- » None of these

### Confidence question

- » How confident are you creating digital content in a work context (eg video, audio, animations, graphics, web pages)?

## Digital research and problem solving

### Grid question

Which of these activities have you carried out in your work role?

- » Test out a new digital tool or technique
- » Carry out an online survey
- » Analyse data using specialist software (eg Tableau, SPSS)
- » Pose a question online and collate ideas from others
- » Use a game or simulation to explore a real-world problem
- » Report on findings (eg using a digital presentation or charts)
- » Gather evidence from a general web search
- » Search specialist (scholarly and professional) sources
- » None of these

### Confidence question

- » How confident are you finding and using online evidence or data to solve work related problems?

## Digital innovation

### Grid question

Which of these is true of you?

- » Good at spotting emerging trends
- » See new ways of using technology in your team
- » See how apps and interfaces could be better designed
- » Look for ideas from other professional areas
- » Challenge new digital practices if you do not see the benefit
- » Challenge traditional practices if digital offers a better way
- » Read online reviews of new tools or software
- » Try out new tools or software before deciding to adopt them
- » None of these

### Confidence question

- » How confident are you to join in conversations about emerging and future technologies?

## Digital learning

### Grid question

Which of these have you done in the last year?

- » Learned to use a new application
- » Earned a digital badge
- » Downloaded a podcast or open lecture
- » Contributed to a webinar
- » Annotated an e-book or article
- » Used a language-learning app
- » Participated in an online course
- » Used digital devices to learn on the move
- » None of these

### Confidence question

- » How confident do you feel about learning from digital media yourself (eg with quizzes, apps, videos)?

## Digital teaching

### Grid question

Which of these have you done to support others with their digital learning?

- » Refer people to useful websites or articles
- » Create explainer or 'how to' videos
- » Make engaging digital presentations (eg PowerPoint, H5p)
- » Design online quizzes
- » Curate useful content for other people to access
- » Act as a digital advisor, mentor or trainer
- » Show someone how to use digital platforms, systems or services at work (eg other staff or students)
- » Produce accessible and easy to use online guidance

### Confidence question

- » How confident are you to support or help other people with their digital skills or techniques?

## Digital identity

### Grid question

Which of the following do you do to manage your digital identity (how you appear online)?

- » Manage privacy settings carefully on any social media
- » Use different profiles for personal and professional networks
- » Delete profiles when they are no longer in active use
- » Manage social media for an organisation, group or team
- » Consider other people's privacy when sharing information
- » Link different media (eg email, Twitter, blog) to build followers
- » Take care with my personal information when signing up to a new service
- » Read terms and conditions, and privacy notices, when signing up to a new service
- » None of these

### Confidence question

- » How confident are you about managing your online identity and profile(s)?

## Digital wellbeing

### Grid question

Which of the following do you do regularly?

- » Take regular screen breaks and avoid bright screens before bed
- » Be mindful of when time online is causing stress or tiredness
- » Log off from email and social media for periods of concentration
- » Use digital networks to extend and nurture friendships
- » Use digital networks to promote causes you care about
- » Set up computer work space to support good health and posture
- » Avoid confrontations online
- » Report negative messages or behaviour in online networks (eg fake news, bullying)
- » None of these

### Confidence question

- » How confident do you feel that you use digital technologies and networks in a positive way (eg to support personal wellbeing or work-related goals)?



## Professional Review and Development (PRD) / Staff Development (SD) Process

<b>Strategic Aim</b>	<b>To continue to develop and ensure effective leadership, governance and management throughout the organisation</b>	
<b>Responsibility</b>	<b>Head of Human Resources</b>	<b>Michael Youd</b>
<b>Issue Date</b>	<b>TBA</b>	

Reference No.	
Document Title	Professional Review and Development
Page	1 of 8
<b>PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED</b>	

## Purpose

The most valuable resource that the College has is the abilities, skills and knowledge of its staff. As staff face new challenges brought on by change, their knowledge, skills and abilities will need to be updated and extended.

The PRD/SD process is a fundamental component of the College's approach to the continuous development and improvement of employees' performance. It ensures that employees required to demonstrate professional standards as part of their role receive an individual discussion with their line manager, focused on their role and the continuous professional development that will assist them in this.

The purpose of the PRD/SD process is therefore to help employees and their line managers focus on the individual's development and professionalism.

## Scope

This process applies to all employees within Dumfries and Galloway College.

**New Staff:** Where an employee is new to the post, the first PRD/SD discussion should be completed after six months in the post following successful completion of the Probationary Process. This allows time for the employee to become familiar with the role and also allows the line manager and employee time to consider the full requirements of the post. The first PRD/SD discussion will focus on the forthcoming year only, agreeing targets / objectives and therefore the focus of the employee's role to ensure that both employee and line manager fully understand and agree the requirements of the post.

**Short term posts:** However, for short-term positions, which are unlikely to continue beyond six months, it is good practice to include discussions relating to requirements of the post and continuing professional development. These should be conducted where possible.

## PRD/SD Principles

It is essential that all staff take part in the PRD/SD process, with individual development plans agreed once a year with their line manager, and employees maintaining a personal record of development.

It is designed to give all employees opportunities to:

- engage in a process of reflection and self-evaluation
- ensure that on an annual basis staff have the opportunity to discuss progress and professional and other development needs with their line manager and receive high quality feedback
- review and evaluate progress in meeting targets/objectives
- review development outcomes and agree future development activities that will contribute to their individual and professional development.

PRD/SD discussions will be successful when both line manager and employee see this as a positive experience and an opportunity for two-way communications about the employee's development.

Reference No.	
Document Title	Professional Review and Development
Page	2 of 8
<b>PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED</b>	

It will be most effective if there is a supportive climate within the workplace and therefore the following principles apply:

- professional review and development/staff development is a high quality experience which is supportive and responsive to employees' needs
- the purpose and structure is clear to all participants
- arrangements are simple with minimal bureaucracy
- it is integrated into day-to-day working practices and management of the workplace and results in minimum disruption
- the process starts with self-evaluation by the employee and involves ongoing personal reflection
- it balances individual and personal development priorities with those relating to the effective fulfilment of the team or curriculum plans
- it offers an opportunity to share achievements, recognise good performance, and communicate any supporting needs
- the process has a positive impact on morale
- it encourages employees to reflect on their good practice and to share this with colleagues
- it documents staff progression and career development
- the process is effectively evaluated and monitored by Head of Curriculum or Head of Support Area by ensuring that the process is effectively undertaken by all staff in their remit.

In implementing the PRD/SD process, consideration should be given to any particular needs employees' may have. Reasonable adjustments should be made where possible to accommodate these, including the use and completion of relevant paperwork, where to hold, and any support required for PRD/SD discussions and in determining appropriate development solutions.

## **Overview of the PRD/SD Process (See separate flowchart for summary)**

### **Identification of reviewers**

Each employee will have a designated reviewer from within his/her own area. Normally this will be the line manager who is familiar with the work of the employee and will be able to provide constructive feedback as part of the review.

Where employees are employed in multiple different posts, they are entitled to an annual development discussion in relation to all posts. Where staff hold multiple posts in the same discipline (i.e. Lecturer reporting to two different managers) then only one discussion need take place with the lead manager. Where an employee holds posts in different disciplines, then a separate discussion should take place in relation to each of these posts.

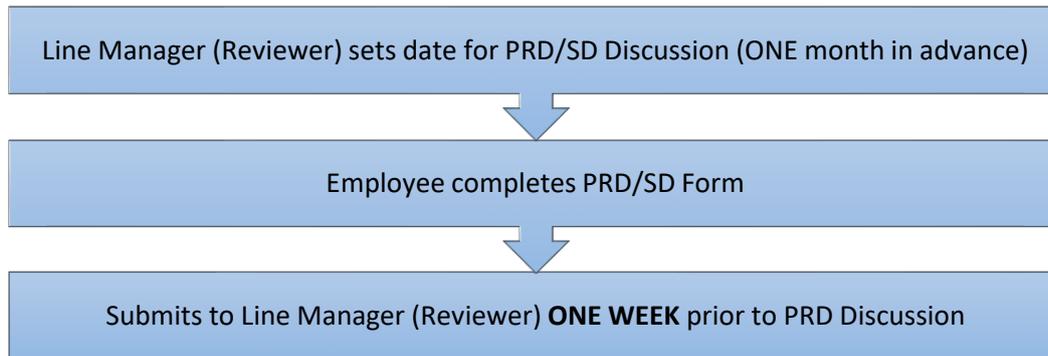
Each PRD/SD discussion is comprised of TWO elements:

- Reflective Year discussion
- Forthcoming Year discussion

Bearing in mind these elements of the discussion, there are 3 stages in the PRD/SD process, which are explained further below:

Reference No.	
Document Title	Professional Review and Development
Page	3 of 8
<b>PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED</b>	

## Preparation



The Line Manager should agree the PRD/SD discussion meeting with the employee preferably one month in advance.

In preparation for the PRD/SD discussion, the employee should prepare the PRD/SD form, considering both the reflective and forthcoming year elements of the review.

A key part of this preparation is that the employee reflects on the professional standards relevant to their role OR the requirements of the role detailed on the most up to date Role Profile, Job Description or Person Specification, how these have been implemented on a day to day basis, achievements and successes over the year, and any support or development that would be beneficial to the employee.

The completion of the PRD/SD form is to ensure that the discussion is based on sound preparation by both employee and line manager, and to provide a structure for the discussion. Therefore, there should be sufficient information recorded to inform this. However, this should not be an onerous task – the focus should be on the discussion itself, and not the completion of the form. Line managers and employees should discuss and agree expectations in terms of the level of information expected / provided.

Once completed, the employee should send a copy of the PRD/SD Form(s) to their line manager to review, at least **ONE WEEK PRIOR** to the PRD/SD discussion.

On receipt of employee's PRD/SD Form, the line manager should review the information in relation to both the reflective and forthcoming years in preparation for the discussion. No updates should be made to the form at this stage. The form is provided so that the line manager can reflect on the areas highlighted, and plan the discussion.

### 1. The Discussion

The key element of any development process is on the discussion between employee and manager.

The discussion should, first of all, reflect on the previous year, and review areas of professional practice highlighted by both employee and manager. It should also review progress made in meeting targets / objectives, achievements, successes and contribution made to the work of the team and development undertaken in the previous year, including the impact this development has had on service delivery.

Reference No.	
Document Title	Professional Review and Development
Page	4 of 8
<b>PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED</b>	

Having reflected on the previous year, the discussion should move on to planning for the forthcoming year. This element of the discussion should focus on areas of the relevant professional standard, set key work objectives that are to be achieved, and identify development needs and activities to address these, including a review of career development activities where this is appropriate.

## 2. Finalisation of PRD/SD forms

Following the PRD/SD review discussion, it is the responsibility of the **EMPLOYEE** to update the PRD/SD form(s) to reflect the areas agreed.

The employee should then forward a copy of the updated form to the **LINE MANAGER**, who should confirm the information was as discussed.

A copy of the finalised PRD/SD form discussion should be retained by **BOTH** the employee and line manager. The record of the meeting is confidential to the employee and line manager.

The line manager should advise Human Resources that the meeting has taken place to allow it to be recorded.

### Progressing development activities

It is the responsibility of the employee to implement the activities agreed. This should be done via the completion of an SD1 form. However, it is important that regular contact between employee and line manager is maintained to ensure progress towards meeting the agreed targets / objectives and to support the development activities.

### Monitoring progress

It is good practice for the line manager to regularly monitor employees' progress throughout the year. Regular monitoring will ensure a balanced and consistent approach to feedback gathered. As information is gathered throughout the year, it also reduces the amount of time and preparation required in preparing for the annual PRD/SD discussion.

Ongoing monitoring / reviewing helps to identify any potential problems the employee may be encountering, and identify any action that may be required to rectify this. Where it is decided that ongoing reviews / monitoring is appropriate, the following are suggested mechanisms:

- Interim review - A minimum of one interim review (usually midyear) in the reporting year is good practice, although the manager may decide to hold these more frequently. The purpose of the Interim review is to review progress to date.
- Monthly 1-2-1 / Supervision / Workload Management / Supporting Discussions - In addition to the interim review, regular 1-2-1 discussions either formal or informal are recommended between line manager and employee.

Whilst the interim review and the supporting discussions are optional they are actively encouraged where possible, to help keep the process live and up to date throughout the year.

Reference No.	
Document Title	Professional Review and Development
Page	5 of 8
<b>PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED</b>	

## Development Activities

The range of experiences which contribute to employee development is wide. An eligible development activity is anything that has progressed, assisted, or enhanced an employee's professionalism or role and assisted in updating their skills to meet current market requirements, business needs and/or career development.

Example development activities (the list which follows is illustrative rather than exhaustive):

- Activity related to achieving the relevant professional standard
- Membership of committees and task groups
- Visits to and from colleagues in other teams
- Secondments
- Professional reading and research
- Coaching / mentoring / supporting colleagues
- Management and leadership development opportunities
- Employee placement
- Attendance at staff development courses, within the College, through CDN or through external providers
- Online courses
- Working with others
- Any other activity agreed as part of the PRD/SD process.

## Roles and Responsibilities

### Vice Principal

The Vice Principal is responsible for ensuring the implementation of this process within their area of responsibility.

### Human Resources and Professional Development Manager

The responsibility of the Professional Development Manager and Human Resources within this process includes:

- Promoting a positive attitude towards PRD/SD and encouraging employees in the process of self-evaluation with regard to personal and professional needs
- Identifying, quantifying and progressing professional development priorities and needs arising from development plans; individual and team plans; and the available staff development activities.
- Liaising with reviewers and advising on appropriate development activities
- Monitoring and evaluating the procedural arrangements for conducting PRD/SDs and the professional development activities undertaken by employees
- Establishing an annual plan/programme of development activities to meet the targets in relation to the College's development plan and individuals' professional development plans
- Co-ordinating development provision
- Obtaining and disseminating information on professional development activities
- Ensuring that PRDs are recorded as complete

Reference No.	
Document Title	Professional Review and Development
Page	6 of 8
<b>PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED</b>	

## Manager

All Managers have a responsibility to ensure that the development needs of their team are identified and progressed to ensure that these are met, where the resources of the College can accommodate these.

Managers are therefore responsible for:

- Providing a supportive culture, where employee performance and development is discussed and progressed on an ongoing basis.
- Organising PRD/SD discussions with their employees annually, as a minimum.
- Reflecting on employees' performance.
- Providing effective feedback to employees on an ongoing basis.
- Assisting employees to identify appropriate development activities to support them in their role.
- Monitoring progress of development activities with employees.

## Employees

Employees have a responsibility to actively participate in the PRD/SD process. This includes personal reflection / self evaluation against the relevant professional standards and/or the requirements of the role and the identification of their own development needs.

In addition, it is the employee's responsibility to maintain their own development record, and to ensure they meet the requirements of the relevant professional standard, where appropriate.

Implement any development activities agreed during the PRD/SD Discussion.

## Monitoring the PRD/SD process

The Heads of Curriculum and Support Functions along with the Human Resources Team and Professional Development Manager are responsible for monitoring and evaluating the effectiveness of their PRD/SD arrangements and how these are applied, to ensure these enhance the quality of service provision. Strategies to achieve this may include sampling, questionnaires, and quality audits.

However, these activities will not impinge on the confidential nature of the process between individual employees and their line manager.

Reference No.	
Document Title	Professional Review and Development
Page	7 of 8
<b>PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED</b>	

## **Resolving Disagreements on Assessment of previous year and forthcoming objectives**

In all PRD/SD discussions, the aim is for the line manager and employee to agree on the various elements, whether this is related to the employee's targets / objectives or demonstration of the appropriate professional standard relating to the reflective year or development needs/solutions in the forthcoming year.

### **Disagreement identified**

In cases where a consensus cannot be reached on any part of the review discussion, this must be reflected on the PRD/SD form. It is imperative that the paperwork is updated to reflect the discussion between the employee and their line manager.

The PRD/SD form relevant to the process should be updated jointly, following the discussion. This should include as much information as possible on why there is a disagreement, in the relevant section.

The line manager should then refer the PRD/SD form to the next level of management for consideration and a decision as to the way forward.

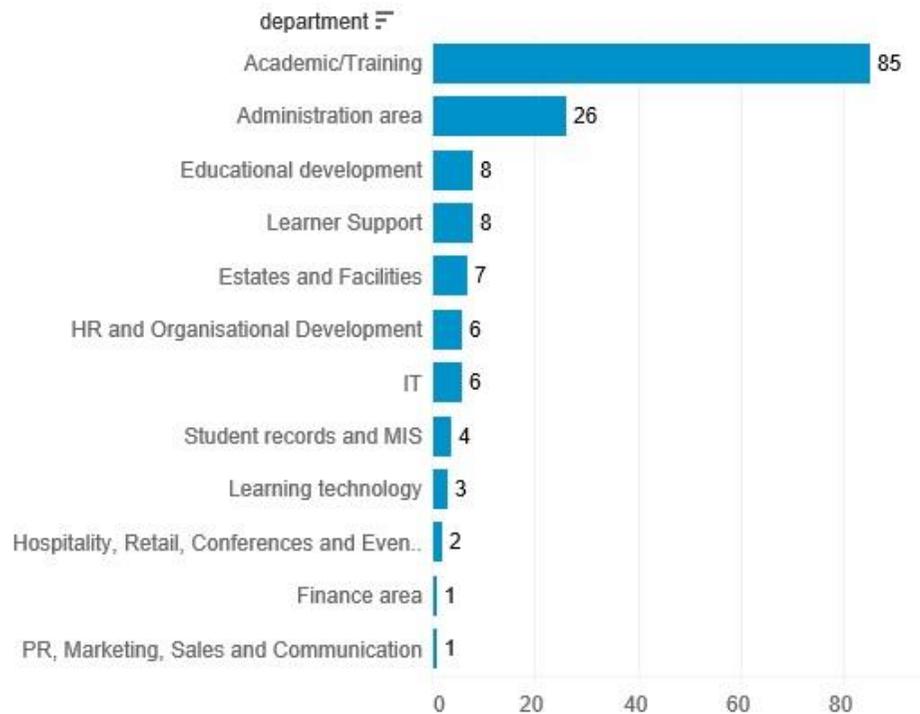
### **Decision made**

This manager should then record their decision and the reasoning for this on the relevant section of the PRD/SD form. They should then provide a written / email response to both the original line manager and employee, informing them of their decision. However in exceptional circumstances there may be a need for all parties to meet to discuss the situation, at the discretion of the next level of manager and the circumstances surrounding this situation.

Reference No.	
Document Title	Professional Review and Development
Page	8 of 8
<b>PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED</b>	

Digital Skills – Appendix 3

Number of completions by department



Selected Date Range: 06 August 2018 - 30 April 2019

Staff response by question set

	Done	In Progress
Explore your overall digital capabilities	157	6
Teaching in FE and Skills	4	
Teaching in HE	1	

Total number of staff who have completed question sets

	Done	In Progress
	159	6

## Organisation Digital capability scoring bands By Department

Question Set: Explore your overall digital capabilities

Please note departments where total completions are less than 5 have been hidden for privacy

■ Developing 
 ■ Capable 
 ■ Proficient

Digital Capability Area	Academic/Training	Administration area	Educational development	Estates and Facilities	HR and Organisational Development	IT	Learner Support
Data Literacy	32 36 17	15 8 3	6 2	3 3 1	2 1 3	1 5	6 2
Digital Collaboration	32 37 16	11 13 2	3 4 1	3 2 2	2 2 2	6	7 1
Digital Communication	11 38 36	7 13 6	6 2	3 2 2	1 2 3	6	4 2 2
Digital Creation	57 21 7	24	6 2	5 2	5 1	1 5	8
Digital Identity Management	17 36 32	7 13 6	3 1 4	2 4 1	2 3 1	1 5	4 3 1
Digital Innovation	31 31 23	21 4	3 3 2	5 1 1	1 5	1 5	7 1
Digital Learning	34 38 13	18 7	3 4 1	4 2 1	3 3	1 2 3	7 1
Digital Participation	48 27 10	20 5	4 3 1	5 2	3 3	1 5	8
Digital Productivity	21 36 28	12 10 4	3 3 2	3 2 2	1 3 2	6	6 2
Digital Proficiency	10 38 37	7 11 8	2 4 2	2 4 1	1 3 2	6	5 1 2
Digital Teaching	39 32 14	21 5	3 3 2	7	4 2	2 4	7 1
Digital Wellbeing	19 38 28	12 9 5	2 2 4	2 3 2	5 1	1 5	3 2 3
Information Literacy	14 44 27	10 13 3	4 3 1	2 3 2	2 3 1	1 5	5 2 1
Media Literacy	26 35 24	17 7 2	4 3 1	5 2	2 2 2	6	7 1
Problem Solving	37 33 15	22 4	5 2 1	5 1 1	1 4 1	1 5	5 3

## Sector Digital capability scoring bands By Department - Further Education

Question Set: Explore your overall digital capabilities

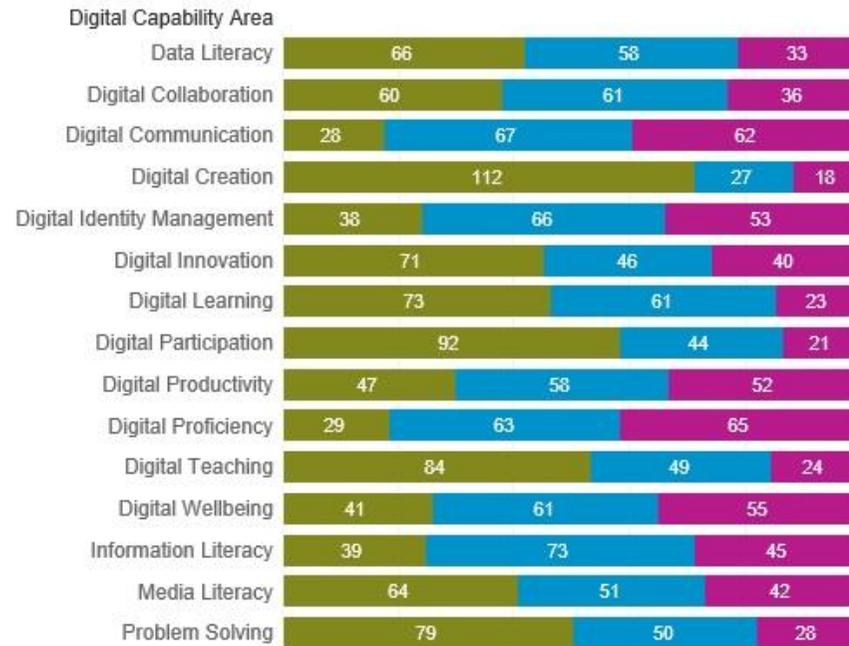
■ Developing 
 ■ Capable 
 ■ Proficient

Digital Capability Area	Academic/ Training	Administration area	Educational development	Estates and Facilities	Hospitality, Retail, Conferences and Events	HR and Organisational Development	IT	Learner Support	Learning technology	Library and Learning Resources	PR, Marketing, Sales and Communicatio.
Data Literacy	79 70 59	20 18 12	11 10 8	5 3 1	5 1 1	4 2 9	4 5 18	14 11 5	13 25	10 15 13	4 4 1
Digital Collaboration	68 91 49	16 26 8	9 11 9	4 3 2	4 1 1	4 6 5	5 21	15 10 5	10 30	9 17 12	4 4
Digital Communication	96 86	9 26 15	18 10	3 4 2	2 3 1	6 8	6 19	5 11 14	8 30	6 16 16	2 3 4
Digital Creation	139 48	41 8	19 4 6	7 2	6	12 3	4 7 16	22 5	6 19 16	24 14	7 1
Digital Identity Management	84 87	10 23 17	8 9 12	2 5 2	3 1 2	2 8 5	12 14	7 13 10	16 23	7 17 14	4 5
Digital Innovation	76 69 63	28 14 8	8 8 13	6 2 1	2 2 2	3 7 5	6 19	20 4 6	5 34	16 15 7	2 3 4
Digital Learning	79 96 33	25 20 5	9 12 8	6 2 1	2 4	3 10 2	4 11 12	12 15 3	16 23	16 16 6	2 6 1
Digital Participation	116 60	32 14	11 13 5	7 2	4 1 1	7 6 2	9 15	22 4 4	8 12 21	15 15 8	6 2
Digital Productivity	56 71 81	14 21 15	8 6 15	4 3 2	2 1 3	2 6 7	24	13 11 6	7 34	8 17 13	2 4 3
Digital Proficiency	67 105	11 16 23	4 10 15	3 5 1	3 2 1	2 4 9	25	7 12 11	38	4 14 20	4 5
Digital Teaching	79 78 51	32 11 7	7 10 12	9	4 2	8 6	8 17	16 10 4	5 36	14 14 10	3 4 2
Digital Wellbeing	41 89 78	17 18 15	6 12 11	3 4 2	2 2 2	5 6 4	5 10 12	6 11 13	16 21	4 17 17	5 4
Information Literacy	43 88 77	16 23 11	7 9 13	3 4 2	2 4	4 7 4	6 20	7 14 9	12 27	8 9 21	7 2
Media Literacy	62 70 76	22 19 9	8 10 11	7 2	3 3	3 9 3	4 22	15 8 7	8 33	14 15 9	6 3
Problem Solving	84 75 49	27 19	9 8 12	7 1	3 3	3 10 2	7 17	14 13 3	18 20	13 18 7	3 4 2

Overall **organisation** digital capability scoring bands

Question Set: Explore your overall digital capabilities

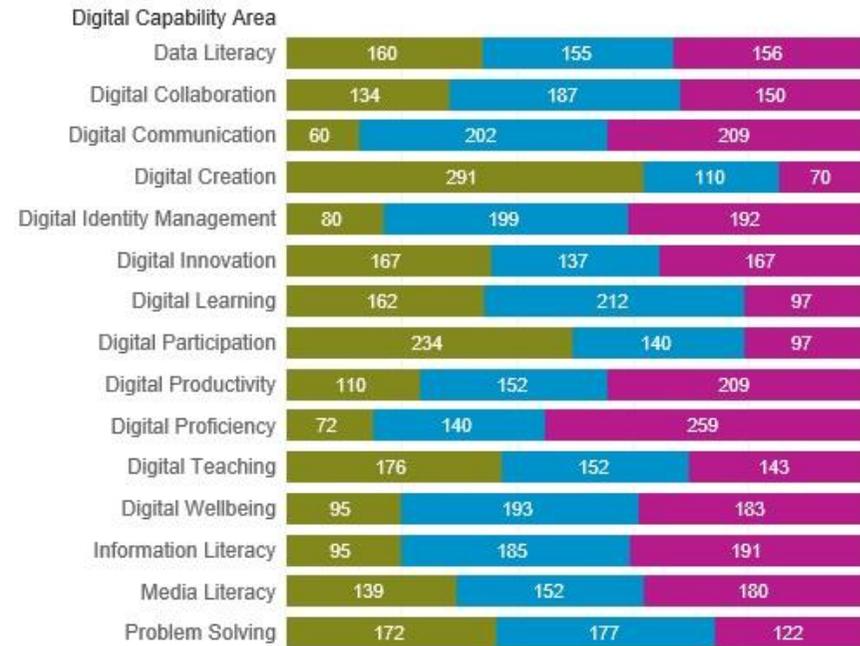
■ Developing ■ Capable ■ Proficient



Overall **sector** digital capability scoring bands - Further Education

Question Set: Explore your overall digital capabilities

■ Developing ■ Capable ■ Proficient



## **1 Purpose of the Report**

The purpose of the report is to provide an update to members of the work being undertaken with regards to Staff Development within the College and the recent updates to the Professional Standards for Lecturers in Scotland's Colleges.

## **2 Background**

Staff Development has been an important area of work for the Human Resources Team and the Professional Development Team within the College over the past 6-9 months. We achieved General Teaching Council for Scotland accreditation for our revised Staff Development Process which has now been launched and over the same period, College Development Network (CDN) have launched a revised set of Professional Standards for Lecturers.

The Professional Standards for Lecturers in Scotland's Colleges have been launched through a series of Road Shows, and cover the following areas:

- Professional Values
- Professional Knowledge and Understanding
- Professional Practice

These areas fit very well with the How good is our college framework and give a good basis for professional reflection and individual development. There is also a focus within the standards on developing digital skills which will assist the College in achieving the objectives in the Digital Strategy. A full copy of the Professional Standards is shown in Appendix 1.

## **3. Staff Development – Professional Review and Development**

The HR Team along with the Professional Development Manager have created a new Staff Development and Professional Review and Development (PRD/SD) process. Initially this review was undertaken to allow the College to comply with the General Teaching Council for Scotland standards, but will be rolled out to support staff also.

The revised process have been launched and puts a focus on reflection against any relevant standards for the post (i.e. professional standards for lecturers, CIPD Roadmap for HR etc.) and the requirements for the post set out in the job description. This should allow a much more focussed and targeted, employee led approach to staff development. The full revised process is attached in Appendix 2 with the flowchart of the process in Appendix 3.

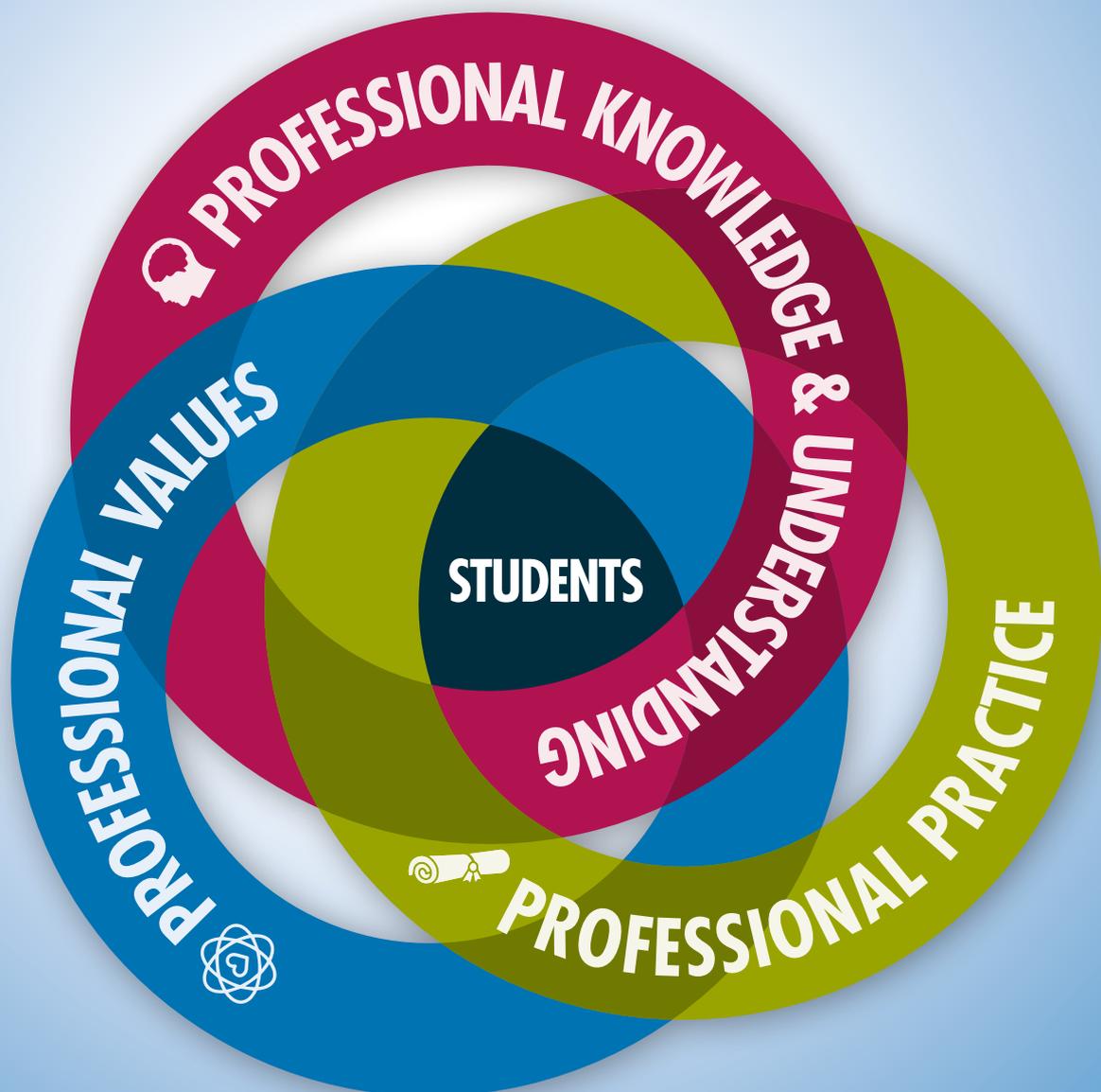
## **4. Recommendation**

The Committee is asked to note the introduction of the revised professional standards and the work that has been undertaken to this point and endorse the direction set out above in terms of the revised process for staff development.

**Michael Youd**  
Head of Human Resources

April 2019

# Professional Standards for Lecturers in Scotland's Colleges



## FOREWORD



Scotland's colleges support the Government ambition to make Scotland a great place to live, learn and work. Through the delivery of high quality learning and teaching, lecturers contribute significantly to attainment of the skills and successes of college learners.

We will face many societal and economic challenges in the coming years and therefore it is vital that we have a set of Professional Standards for our lecturers which will support effective learning for the future.

It was crucial that the Standards reflected the views and aspirations of our lecturers and stakeholders and therefore extensive consultation and feedback has truly informed the new Standards.

I would like to thank my colleagues on the Steering Group and to pay tribute to the staff in College Development Network and partners in the General Teaching Council for Scotland who all worked with tenacity and passion to ensure the college sector has a set of Professional Standards for lecturers to be proud of.

### **Mhairi Harrington OBE**

Chair of the Review of Professional Standards Steering Group and CDN Fellow

## VISION

Professional lecturers contribute to making Scotland a great place to live, learn and work by transforming lives through high quality learning. In taking forward this vision, lecturers play a key role in enabling people from all sections of the community to be included in education, achieving their potential as successful learners, citizens and contributors to sustainable economic growth. Lecturers create supportive environments by working collaboratively with stakeholders, including employers, across all learning communities.

## PURPOSE

The Professional Standards support the achievement of this vision by providing a clear description of the professional practice, knowledge, behaviours, qualities and capabilities that lecturers in colleges are expected to develop, maintain and enhance throughout their careers.

These Standards will be used for a range of purposes including:

- Underpinning professional teaching qualifications for lecturers in Scotland's colleges.
- Developing critically reflective and evaluative practitioners.
- Supporting professional dialogue and collegiate working.
- Supporting professional development.
- Contributing to ongoing developments across the sector.

## CONTEXT

Lecturers work within a diverse, complex and dynamic environment. The Standards are designed to support and encourage lecturers to develop a clear understanding of their role and how they contribute to wider student outcomes. Underpinning the Standards is the expectation that individual lecturers are expected to commit to and be responsible for their own continuous professional development, ensuring the quality of the student experience.

# VALUES

Values are core to the Standards and underpin the professional identity and aspirations of a lecturer. They shape everyday practice and engagement. Professional values explicitly reinforce the professional commitment of a lecturer by putting students at the centre ensuring that respect, integrity, inclusion and equality are integral to that everyday practice. Through the commitment to being a professional leader of learning, these values are affirmed and will empower students to engage, take responsibility for their own learning and maximise their potential. These values and commitments to students, colleagues and others is reinforced and evidenced through the engagement in continuous professional learning and development which enables lecturers to embrace collaboration,

critical evaluation and support development of new and emerging practices. Embedding these values ensures that the professional lecturer builds and supports resilience in themselves and their students in a complex and ever-changing education and work environment.

**The Standards** are developed around three inter-dependent elements. The Standards describe our:



## PROFESSIONAL VALUES



## PROFESSIONAL KNOWLEDGE AND UNDERSTANDING



## PROFESSIONAL PRACTICE

## 1. PROFESSIONAL VALUES



<b>1.1 Students at the centre</b>	<ul style="list-style-type: none"> <li>➤ Understands student needs, the context in which they are living and studying, and the impact of these on learning.</li> <li>➤ Values the contribution students as learning partners can make individually and through systems of representation to the delivery and enhancement of the learning experience.</li> <li>➤ Develops learning relationships based on mutual respect and integrity.</li> <li>➤ Commits to equality and diversity, and promotes inclusiveness, trust and fairness.</li> <li>➤ Commits to the safety and wellbeing of all students.</li> </ul>
<b>1.2 Leadership of learning</b>	<ul style="list-style-type: none"> <li>➤ Promotes collaborative and collective leadership of learning.</li> <li>➤ Creates innovative learning opportunities for students through active enquiry.</li> <li>➤ Promotes, enables and empowers students to engage and achieve in learning in order to maximise their potential.</li> <li>➤ Supports and encourages students to take personal responsibility for leading their own learning.</li> <li>➤ Embraces and embeds sustainability in learning and teaching.</li> </ul>
<b>1.3 Continuous professional improvement</b>	<ul style="list-style-type: none"> <li>➤ Reflects critically on, and evaluates professional values, practice and contribution to student success.</li> <li>➤ Collaborates with students, colleagues and external partners, including employers, to deliver excellence in learning.</li> <li>➤ Participates actively in continuous career long development of professional knowledge, understanding and practice.</li> <li>➤ Embraces change and emerging practices and developments.</li> <li>➤ Promotes and supports a culture of quality improvement.</li> </ul>

## 2. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING



<p><b>2.1 Political, social and economic drivers</b></p>	<ul style="list-style-type: none"> <li>➤ Understands the breadth of political, social and economic drivers influencing educational policy and strategy.</li> <li>➤ Understands the political, social and economic profile of their communities and the potential impact of these on education and employment.</li> <li>➤ Understands regional, community and college strategic priorities and operational plans and can link these to college context.</li> <li>➤ Adheres to all current and applicable legislation and statutory duties.</li> </ul>
<p><b>2.2 Learning, teaching and assessment theory and approaches</b></p>	<ul style="list-style-type: none"> <li>➤ Engages with current theories of learning, teaching and assessment and how these are applied to specific subject or curricular areas for student learning.</li> <li>➤ Understands the rationale for, and how to design, plan, develop, deliver the curriculum effectively and efficiently as an individual and in collaboration with others.</li> <li>➤ Understands the rationale for and how to design, plan, develop and deliver appropriate assessment and feedback approaches.</li> <li>➤ Understands the nature of student engagement strategies and how these contribute to the development of effective and positive learning relationships.</li> <li>➤ Understands how to encourage students to work in partnership and collaborate in their own learning and the enhancement/development of learning.</li> <li>➤ Understands how to meet the diverse needs of students.</li> <li>➤ Understands the strategies required to support learning in a range of learning environments.</li> <li>➤ Understands how to evaluate critically the breadth of resources in the delivery and assessment of the curriculum to meet student needs.</li> <li>➤ Understands how to embed a range of digital technologies to enhance learning and teaching and assessment.</li> <li>➤ Understands how to interpret and share data to inform learning, teaching and assessment.</li> <li>➤ Continuously evaluates the curriculum with others, to ensure it meets the needs of students, industry stakeholders and national priorities.</li> <li>➤ Understands how to collaborate effectively with internal and external partners to enhance inclusive learning, support student choice, positive health and wellbeing and essential skills.</li> </ul>
<p><b>2.3 Technologies and resources for learning, teaching and work</b></p>	<ul style="list-style-type: none"> <li>➤ Understands and evaluates critically the use of technologies in optimising students' ability to learn and their relevance to the world of work.</li> <li>➤ Understands how to keep up to date with emerging industry / subject technological advances.</li> <li>➤ Understands how to embed appropriate digital technology.</li> <li>➤ Understands the safe use of technology and the necessity for cyber resilience and security.</li> <li>➤ Understands the nature and agenda for sustainability, and works in partnership to ensure the most effective, efficient and inclusive development and use of learning resources.</li> </ul>

<p><b>2.4 Student pathways and transitions within the wider education community</b></p>	<ul style="list-style-type: none"> <li>➤ Understands the ethos and aims of the Scottish Credit and Qualifications Framework (SCQF), the range of Scottish and other qualifications and how the different types of qualifications relate to each other.</li> <li>➤ Understands how to support a student to take the next steps in their learning journey.</li> <li>➤ Understands how and when to signpost students at key points in learning to appropriate and impartial advice, support, and guidance.</li> </ul>
<p><b>2.5 The principles, processes and purposes of quality assurance and improvement</b></p>	<ul style="list-style-type: none"> <li>➤ Understands the purpose and impact of self-evaluation as part of quality processes.</li> <li>➤ Understands applicable internal and external quality assurance and quality improvement systems along with processes and how these apply to different contexts.</li> <li>➤ Understands how to reflect critically on their own learning, and the application of this knowledge to student learning and experiences.</li> <li>➤ Understands their responsibility for the quality of learning, teaching, assessment, and attainment within a local and national context.</li> <li>➤ Understands how to analyse and engage with qualitative and quantitative information and data to support professional dialogue and improvements to learning, teaching, assessment and support.</li> <li>➤ Understands and recognises the importance of students as partners in the continuous improvement process.</li> <li>➤ Understands and recognises the contribution of partners, including employers, in the continuous improvement process.</li> </ul>





## 3. PROFESSIONAL PRACTICE

<p><b>3.1 Ongoing professional learning</b></p>	<ul style="list-style-type: none"> <li>➤ Uses the Professional Standards to inform practice and ongoing professional learning and development.</li> <li>➤ Reflects critically on own practice and engages in professional dialogue with others.</li> <li>➤ Continuously and actively engages with up to date research and developments in learning, teaching and assessment to inform practice.</li> <li>➤ Engages in collaborative professional enquiry to develop knowledge and practice to enhance the student experience and outcomes.</li> <li>➤ Engages with technology and digital literacies to enhance opportunities for collaborative practice and professional learning.</li> </ul>
<p><b>3.2 Effective and inclusive practice and engagement with students and partners</b></p>	<ul style="list-style-type: none"> <li>➤ Purposefully builds constructive and respectful learning relationships with students and partners.</li> <li>➤ Plans, develops and uses a range of learning, teaching and assessment strategies to meet the different needs and learning preferences of students.</li> <li>➤ Applies a range of inclusive practices to promote and support engagement with students and partners.</li> <li>➤ Actively nurtures, encourages and responds to the student's views and opinions individually and through systems of representation.</li> <li>➤ Applies a critical understanding of the nature, purposes, principles and stages of guidance.</li> <li>➤ Collaborates and works in partnership with others to ensure that all guidance, advice and support sustains learning and maintains the positive health and wellbeing and safety of all students.</li> </ul>
<p><b>3.3 Creates innovative curriculum design and learning and teaching</b></p>	<ul style="list-style-type: none"> <li>➤ Designs, delivers and evaluates a demand led curriculum which prepares the students for a dynamic labour market.</li> <li>➤ Works in partnership with colleagues, students and partners including employers, to design and create innovative learning and teaching activities and environments.</li> <li>➤ Collaborates with and empowers students to co-design their learning.</li> <li>➤ Creatively engages students and motivates them to gain and continue to develop the essential skills required for learning, life and work.</li> <li>➤ Adopts creative approaches to the embedding of appropriate digital technologies for effective planning, delivery and assessment of learning.</li> </ul>

<b>3.4 Effective application of digital technologies to learning, life and work</b>	<ul style="list-style-type: none"> <li>➤ Promotes and supports the safe and respectful use of digital technologies and the impact on others.</li> <li>➤ Engages with, and evaluates critically, the use of technologies and their impact on meeting student needs, and supporting learning, teaching and assessment.</li> <li>➤ Promotes and facilitates wider access to learning and teaching and assessment through the effective application of digital technologies.</li> </ul>
<b>3.5 Critical reflective and collaborative practice in learning and teaching</b>	<ul style="list-style-type: none"> <li>➤ Uses critical reflection to manage self, relationships and work demands to promote personal, emotional and physical wellbeing.</li> <li>➤ Develops the skills and attributes of critical reflection and collaborative practice and uses them to enhance the quality of the learning experience.</li> <li>➤ Proactively engages in professional dialogue with colleagues and peers to share learning and innovative practice.</li> <li>➤ Facilitates and engages in the use of local and global digital learning communities to enhance opportunities for collaborative practice.</li> </ul>



## GLOSSARY

**Values:** Intrinsic beliefs that underpin practice, including a commitment to social justice, fairness and respect.

**Sustainability in learning and teaching:**

Themes of sustainability and the impacts of course-relevant decisions on people and the environment, should permeate teaching practice, inform it, and be made explicit to learners.

**Subject knowledge:** This includes delivery of subjects that are embedded in a vocational area, as well as the teaching of subjects, such as essential skills, that also support the achievement of student learning and employability.

**Active enquiry:** The purposeful and consistent act of being curious about learning and developing new subject knowledge and ways in which to share it.

**Health and wellbeing:** Health is a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to their community.

[www.cdn.ac.uk/professional-standards](http://www.cdn.ac.uk/professional-standards)



November 2018



**Professional Review and Development (PRD) / Staff Development (SD) Process**

<b>Strategic Aim</b>	<b>To continue to develop and ensure effective leadership, governance and management throughout the organisation</b>	
<b>Responsibility</b>	<b>Head of Human Resources</b>	<b>Michael Youd</b>
<b>Issue Date</b>	<b>TBA</b>	

Reference No.	
Document Title	Professional Review and Development
Page	1 of 8
<b>PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED</b>	

## Purpose

The most valuable resource that the College has is the abilities, skills and knowledge of its staff. As staff face new challenges brought on by change, their knowledge, skills and abilities will need to be updated and extended.

The PRD/SD process is a fundamental component of the College's approach to the continuous development and improvement of employees' performance. It ensures that employees required to demonstrate professional standards as part of their role receive an individual discussion with their line manager, focused on their role and the continuous professional development that will assist them in this.

The purpose of the PRD/SD process is therefore to help employees and their line managers focus on the individual's development and professionalism.

## Scope

This process applies to all employees within Dumfries and Galloway College.

**New Staff:** Where an employee is new to the post, the first PRD/SD discussion should be completed after six months in the post following successful completion of the Probationary Process. This allows time for the employee to become familiar with the role and also allows the line manager and employee time to consider the full requirements of the post. The first PRD/SD discussion will focus on the forthcoming year only, agreeing targets / objectives and therefore the focus of the employee's role to ensure that both employee and line manager fully understand and agree the requirements of the post.

**Short term posts:** However, for short-term positions, which are unlikely to continue beyond six months, it is good practice to include discussions relating to requirements of the post and continuing professional development. These should be conducted where possible.

## PRD/SD Principles

It is essential that all staff take part in the PRD/SD process, with individual development plans agreed once a year with their line manager, and employees maintaining a personal record of development.

It is designed to give all employees opportunities to:

- engage in a process of reflection and self-evaluation
- ensure that on an annual basis staff have the opportunity to discuss progress and professional and other development needs with their line manager and receive high quality feedback
- review and evaluate progress in meeting targets/objectives
- review development outcomes and agree future development activities that will contribute to their individual and professional development.

PRD/SD discussions will be successful when both line manager and employee see this as a positive experience and an opportunity for two-way communications about the employee's development.

Reference No.	
Document Title	Professional Review and Development
Page	2 of 8
<b>PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED</b>	

It will be most effective if there is a supportive climate within the workplace and therefore the following principles apply:

- professional review and development/staff development is a high quality experience which is supportive and responsive to employees' needs
- the purpose and structure is clear to all participants
- arrangements are simple with minimal bureaucracy
- it is integrated into day-to-day working practices and management of the workplace and results in minimum disruption
- the process starts with self-evaluation by the employee and involves ongoing personal reflection
- it balances individual and personal development priorities with those relating to the effective fulfilment of the team or curriculum plans
- it offers an opportunity to share achievements, recognise good performance, and communicate any supporting needs
- the process has a positive impact on morale
- it encourages employees to reflect on their good practice and to share this with colleagues
- it documents staff progression and career development
- the process is effectively evaluated and monitored by Head of Curriculum or Head of Support Area by ensuring that the process is effectively undertaken by all staff in their remit.

In implementing the PRD/SD process, consideration should be given to any particular needs employees' may have. Reasonable adjustments should be made where possible to accommodate these, including the use and completion of relevant paperwork, where to hold, and any support required for PRD/SD discussions and in determining appropriate development solutions.

## **Overview of the PRD/SD Process (See separate flowchart for summary)**

### **Identification of reviewers**

Each employee will have a designated reviewer from within his/her own area. Normally this will be the line manager who is familiar with the work of the employee and will be able to provide constructive feedback as part of the review.

Where employees are employed in multiple different posts, they are entitled to an annual development discussion in relation to all posts. Where staff hold multiple posts in the same discipline (i.e. Lecturer reporting to two different managers) then only one discussion need take place with the lead manager. Where an employee holds posts in different disciplines, then a separate discussion should take place in relation to each of these posts.

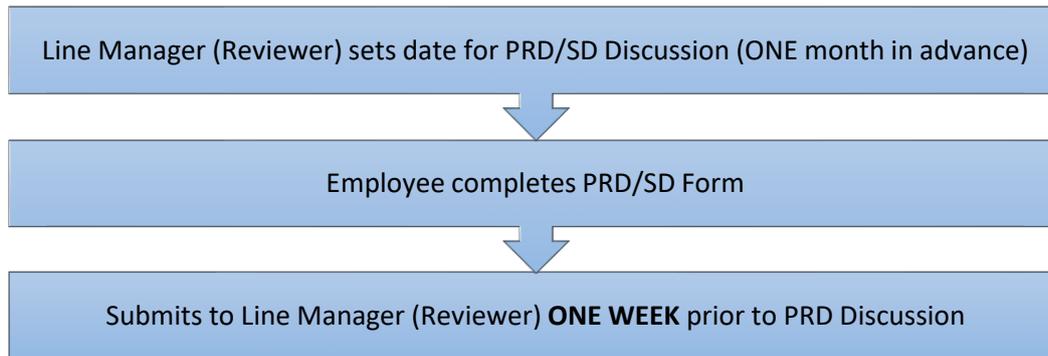
Each PRD/SD discussion is comprised of TWO elements:

- Reflective Year discussion
- Forthcoming Year discussion

Bearing in mind these elements of the discussion, there are 3 stages in the PRD/SD process, which are explained further below:

Reference No.	
Document Title	Professional Review and Development
Page	3 of 8
<b>PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED</b>	

## Preparation



The Line Manager should agree the PRD/SD discussion meeting with the employee preferably one month in advance.

In preparation for the PRD/SD discussion, the employee should prepare the PRD/SD form, considering both the reflective and forthcoming year elements of the review.

A key part of this preparation is that the employee reflects on the professional standards relevant to their role OR the requirements of the role detailed on the most up to date Role Profile, Job Description or Person Specification, how these have been implemented on a day to day basis, achievements and successes over the year, and any support or development that would be beneficial to the employee.

The completion of the PRD/SD form is to ensure that the discussion is based on sound preparation by both employee and line manager, and to provide a structure for the discussion. Therefore, there should be sufficient information recorded to inform this. However, this should not be an onerous task – the focus should be on the discussion itself, and not the completion of the form. Line managers and employees should discuss and agree expectations in terms of the level of information expected / provided.

Once completed, the employee should send a copy of the PRD/SD Form(s) to their line manager to review, at least **ONE WEEK PRIOR** to the PRD/SD discussion.

On receipt of employee's PRD/SD Form, the line manager should review the information in relation to both the reflective and forthcoming years in preparation for the discussion. No updates should be made to the form at this stage. The form is provided so that the line manager can reflect on the areas highlighted, and plan the discussion.

### 1. The Discussion

The key element of any development process is on the discussion between employee and manager.

The discussion should, first of all, reflect on the previous year, and review areas of professional practice highlighted by both employee and manager. It should also review progress made in meeting targets / objectives, achievements, successes and contribution made to the work of the team and development undertaken in the previous year, including the impact this development has had on service delivery.

Reference No.	
Document Title	Professional Review and Development
Page	4 of 8
<b>PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED</b>	

Having reflected on the previous year, the discussion should move on to planning for the forthcoming year. This element of the discussion should focus on areas of the relevant professional standard, set key work objectives that are to be achieved, and identify development needs and activities to address these, including a review of career development activities where this is appropriate.

## 2. Finalisation of PRD/SD forms

Following the PRD/SD review discussion, it is the responsibility of the **EMPLOYEE** to update the PRD/SD form(s) to reflect the areas agreed.

The employee should then forward a copy of the updated form to the **LINE MANAGER**, who should confirm the information was as discussed.

A copy of the finalised PRD/SD form discussion should be retained by **BOTH** the employee and line manager. The record of the meeting is confidential to the employee and line manager.

The line manager should advise Human Resources that the meeting has taken place to allow it to be recorded.

### Progressing development activities

It is the responsibility of the employee to implement the activities agreed. This should be done via the completion of an SD1 form. However, it is important that regular contact between employee and line manager is maintained to ensure progress towards meeting the agreed targets / objectives and to support the development activities.

### Monitoring progress

It is good practice for the line manager to regularly monitor employees' progress throughout the year. Regular monitoring will ensure a balanced and consistent approach to feedback gathered. As information is gathered throughout the year, it also reduces the amount of time and preparation required in preparing for the annual PRD/SD discussion.

Ongoing monitoring / reviewing helps to identify any potential problems the employee may be encountering, and identify any action that may be required to rectify this. Where it is decided that ongoing reviews / monitoring is appropriate, the following are suggested mechanisms:

- Interim review - A minimum of one interim review (usually midyear) in the reporting year is good practice, although the manager may decide to hold these more frequently. The purpose of the Interim review is to review progress to date.
- Monthly 1-2-1 / Supervision / Workload Management / Supporting Discussions - In addition to the interim review, regular 1-2-1 discussions either formal or informal are recommended between line manager and employee.

Whilst the interim review and the supporting discussions are optional they are actively encouraged where possible, to help keep the process live and up to date throughout the year.

Reference No.	
Document Title	Professional Review and Development
Page	5 of 8
<b>PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED</b>	

## Development Activities

The range of experiences which contribute to employee development is wide. An eligible development activity is anything that has progressed, assisted, or enhanced an employee's professionalism or role and assisted in updating their skills to meet current market requirements, business needs and/or career development.

Example development activities (the list which follows is illustrative rather than exhaustive):

- Activity related to achieving the relevant professional standard
- Membership of committees and task groups
- Visits to and from colleagues in other teams
- Secondments
- Professional reading and research
- Coaching / mentoring / supporting colleagues
- Management and leadership development opportunities
- Employee placement
- Attendance at staff development courses, within the College, through CDN or through external providers
- Online courses
- Working with others
- Any other activity agreed as part of the PRD/SD process.

## Roles and Responsibilities

### Vice Principal

The Vice Principal is responsible for ensuring the implementation of this process within their area of responsibility.

### Human Resources and Professional Development Manager

The responsibility of the Professional Development Manager and Human Resources within this process includes:

- Promoting a positive attitude towards PRD/SD and encouraging employees in the process of self-evaluation with regard to personal and professional needs
- Identifying, quantifying and progressing professional development priorities and needs arising from development plans; individual and team plans; and the available staff development activities.
- Liaising with reviewers and advising on appropriate development activities
- Monitoring and evaluating the procedural arrangements for conducting PRD/SDs and the professional development activities undertaken by employees
- Establishing an annual plan/programme of development activities to meet the targets in relation to the College's development plan and individuals' professional development plans
- Co-ordinating development provision
- Obtaining and disseminating information on professional development activities
- Ensuring that PRDs are recorded as complete

Reference No.	
Document Title	Professional Review and Development
Page	6 of 8
<b>PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED</b>	

## Manager

All Managers have a responsibility to ensure that the development needs of their team are identified and progressed to ensure that these are met, where the resources of the College can accommodate these.

Managers are therefore responsible for:

- Providing a supportive culture, where employee performance and development is discussed and progressed on an ongoing basis.
- Organising PRD/SD discussions with their employees annually, as a minimum.
- Reflecting on employees' performance.
- Providing effective feedback to employees on an ongoing basis.
- Assisting employees to identify appropriate development activities to support them in their role.
- Monitoring progress of development activities with employees.

## Employees

Employees have a responsibility to actively participate in the PRD/SD process. This includes personal reflection / self evaluation against the relevant professional standards and/or the requirements of the role and the identification of their own development needs.

In addition, it is the employee's responsibility to maintain their own development record, and to ensure they meet the requirements of the relevant professional standard, where appropriate.

Implement any development activities agreed during the PRD/SD Discussion.

## Monitoring the PRD/SD process

The Heads of Curriculum and Support Functions along with the Human Resources Team and Professional Development Manager are responsible for monitoring and evaluating the effectiveness of their PRD/SD arrangements and how these are applied, to ensure these enhance the quality of service provision. Strategies to achieve this may include sampling, questionnaires, and quality audits.

However, these activities will not impinge on the confidential nature of the process between individual employees and their line manager.

Reference No.	
Document Title	Professional Review and Development
Page	7 of 8
<b>PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED</b>	

## **Resolving Disagreements on Assessment of previous year and forthcoming objectives**

In all PRD/SD discussions, the aim is for the line manager and employee to agree on the various elements, whether this is related to the employee's targets / objectives or demonstration of the appropriate professional standard relating to the reflective year or development needs/solutions in the forthcoming year.

### **Disagreement identified**

In cases where a consensus cannot be reached on any part of the review discussion, this must be reflected on the PRD/SD form. It is imperative that the paperwork is updated to reflect the discussion between the employee and their line manager.

The PRD/SD form relevant to the process should be updated jointly, following the discussion. This should include as much information as possible on why there is a disagreement, in the relevant section.

The line manager should then refer the PRD/SD form to the next level of management for consideration and a decision as to the way forward.

### **Decision made**

This manager should then record their decision and the reasoning for this on the relevant section of the PRD/SD form. They should then provide a written / email response to both the original line manager and employee, informing them of their decision. However in exceptional circumstances there may be a need for all parties to meet to discuss the situation, at the discretion of the next level of manager and the circumstances surrounding this situation.

Reference No.	
Document Title	Professional Review and Development
Page	8 of 8
<b>PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED</b>	

# Learning and Teaching Committee

## Vice Principal (Learning & Skills) Update

### 1 Purpose of the Report

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

### 2 The Report

#### 2.1 Curriculum Application Update 19/20

The college has been implementing its new admission process for full time learners, including interviews and information sessions for the 2019/20. At present, out of the 1535 full time target places available, there have been 1574 applications. The teams are now working through all candidate information to make full time offers to learners

Curriculum areas percentage applications update includes:

• Creative Industries	69%
• Construction	107%
• Business	86%
• Computing	67%
• Hospitality	68%
• Education Studies	101%
• Engineering	109%
• Care	130%
• Hair and Beauty	111%
• Sport	109%

There has been real growth in terms of applications compared to last year for Construction, Childcare, Engineering, Care, Hair and Beauty and Sport. Areas of concern, in terms of applications, relate to Creative Industries, Computing and Hospitality.

#### 2.2 Course Update re applications. 19/20

Some full-time courses may be rested, or delivered via a flexible basis from the curriculum delivery plan in 2019/20 due to low applications. This is being reviewed.

Courses that have achieved high applications with the potential to run additional programmes include:

- Construction Skills Level 3
- Electrical Engineering Level 5
- Health and Social Care Level 5
- Nursing SWAP Level 7
- Social Sciences Level 5
- Hairdressing Level 4

## Learning and Teaching Committee

### 2.2 Overview of Retention 18/19 for HE/FE

Some good progress has been made in terms of retention for FE 18/19 these include the following Curriculum areas:

Figures correct week commencing 6 May 2019

• Creative Industries	81%	Improvement	16%
• Construction	74%	Improvement	0%
• Computing	73%	Improvement	3%
• Hospitality	71%	Improvement	3%
• Engineering	80%	Improvement	2%
• Care	73%	Improvement	2%
• Sport	77%	Improvement	2%

FE courses with falling PIs include Business at 76%, reduction of 2%; Childcare at 72%, reduction of 4% and Hair and Beauty at 70%, break even.

Some good progress has been made in terms of retention for HE 18/19. These include the following Curriculum areas:

• Computing	92%	Improvement	12%
• Engineering	88%	Improvement	5%
• Care	64%	Improvement	4%

Presently, all other programmes are behind the previous year's performance for retention, including:

• Creative Industries	86%	Reduction	5%
• Business	86%	Reduction	1%
• Childcare	77%	Reduction	8%
• Hair & Beauty	81%	Reduction	9%
• Sport & Fitness	89%	Reduction	2%

One Curriculum area in HE has performed significantly poorer than in previous years.

### 2.3 School Update 18/19

There has been significant work carried out by the Head of Curriculum in relation to improving Schools Link options (rebranded College Academy). This has resulted in a take up of options for 700 learners across the region for Foundation Apprenticeships; Open Learning options and College Academy programmes including Senior Phase options. Areas of high demand include:

- Skills for Work National 4 Care
- Skills for Work Construction Crafts
- Skills for Work Early Education and Childcare National 5
- Skills for Work Early Education and Childcare National 4
- Introduction to Motor Vehicles IMI

## Learning and Teaching Committee

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- Hospitality
- Foundation Apprenticeship Social Services and Healthcare
- Foundation Apprenticeship Childcare
- Open Learning and Higher Psychology

### 3.0 General College Updates

- Plans for the new Engineering and Social Care hubs at Stranraer and Dumfries, part of the SOSEP project, are developing well, and the project from a build and learning development areas are now really gathering momentum.
- The learner guidance and support teams have launched a new initiative to help combat the stigma of mental health. Rooms with a blue elephant sticker on the door signal a room is a safe space to talk for anyone that needs it. The idea is to eliminate the “elephant in the room”.
- Hospitality learners in Zest held a Spanish themed lunch service where they offered a wide selection of tapas and Spanish dishes, including crispy squid with capers, caramelised onion tortilla, chicken with patatas bravas, torrijas and churros.
- Artist Jason Nelson recently visited the Creative Industries learners to speak about his current residency, working on the Energise programme for Uplands, which is based at Gracefield Arts Centre.
- Visual Communication learners are involved in a project with Dumfries and Galloway Police to create colouring books to support children who have suffered a traumatic experience, in terms of bringing comfort to that individual.
- Recently, Beattock Primary School children visited the college and enjoyed a fantastic day trip to discover new things around employability skills, sports coaching, engineering and construction.
- The college recently hosted an apprenticeship family event, which focussed on providing information about different types of apprenticeship schemes and how to access them.
- College chef, Tony Budde, has been continuing his popular masterclasses with a bread-making course including Irish Wheaten Bread, Focaccia, Tomato Bread and Sweet Buns.

### 3.1 Recommendation

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

Andy Wright  
Vice Principal (Learning & Skills) May 2019

# Learning and Teaching Committee

## REPORT TITLE

### 1 Introduction

This report is intended to give the Learning and Teaching Committee an overview of the current progress made on the development of curriculum content for delivery using Hub and Spoke model.

### 2 The Report

The Digital Learning team includes Allison White, Digital Learning Officer and Audrey Rippingale, Digital Learning Assistant, this is a new team who started February and March respectively.

The team took a few weeks to get up to speed with the project and develop a timeline, project workflow and communication tool for team members. Each development is currently on track to have most content in place by June. This will be in a form that will allow the further enhancement as the pilot stages progress and staff become more confident with the hub and spoke model of delivery. The teaching team themselves are undertaking development in this style of delivery, therefore it is difficult to fully envisage what activities and resources will work best.

The plan is also to improve the learner's digital capabilities as part of the developed content in order to enhance the learner's future employability skills.

Discussions are also ongoing around the creation of a joint VLE platform (Moodle/LearnNet) with Borders College and this will impact the workflow as the platform has to be built, courses transferred, IS systems incorporated and tested.

The whole team are working hard to minimise the impact industrial action is having on this project, however timelines have had to be revised to ensure our learners are not disadvantaged.

Three curriculum areas were identified as part of this project, Engineering, Care and Construction. Each curriculum area has identified units to develop, whilst working closely with Borders College, with whom we will share the content. There are three units currently being developed which are **very** different in terms of content, please see appendix 1.

### 3 Recommendation

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

Allison White  
Digital Learning Officer  
May 2019

## Learning and Teaching Committee

### Appendix 1

#### HNC Electrical Engineering: DC AC Principles Lecturer: David Paterson

- Learners include F/T, P/T, Infill, Schools.

#### Challenges:

- Content: around 150 - 200 formulae having to be written using special editor.
- In one section alone, 70 electrical circuit drawings to be produced.

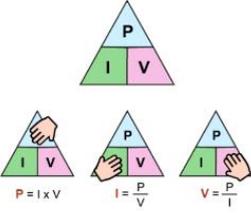
\*Chapter 1 - Basic Electrical Quantities

Resistance and Power

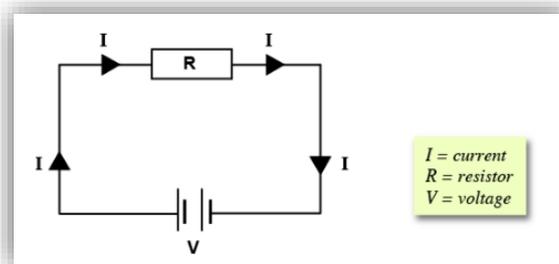
RESISTANCE - The ratio of potential difference across a load to the current through the load defines the resistance  $R$  of the component. Resistance is measured in ohms ( $\Omega$ ).

$$R = \frac{V}{I} \text{ (Ohms } \Omega \text{)}$$

POWER - Power is a measure of the rate at which work is done. If a voltage ( $V$ ) is applied to a circuit and a current ( $I$ ) flows, then the power is given by:  
(power symbol  $P$  and is measured in watts)

$$P = V \times I \text{ (Watts)}$$


$P = I \times V$     $I = \frac{P}{V}$     $V = \frac{P}{I}$



#### Examples

#### Reablement and Self Management (2 credits) Lecturers: Lyn McCartney & Susan Johnstone

- Learners include Care Workers and F/T students

#### Challenges:

- Large amounts of theory, legislation, which is very flat in terms of content.
- Large amount of human biology, which has numerous complicated labelled images, which need to be improved.
- About 30 podcasts (existing) that need to be edited and shortened.

## Learning and Teaching Committee

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**Crest Bronze Award** Lecturer: Roz Anderson

- Learners include 13 – 14 year old school students
- Team project work looking at sustainability in housing design.

**Challenges:**

- Engagement of learners in online collaborative tasks.
- Making improvement of learner's digital capabilities a focus.