

Board of Management Learning and Teaching Committee

Date: 4 September 2018

Time: 2pm

Room: 2097

A G E N D A

Presented by

1	Welcome and Apologies		Delia Holland (DH)
2	Declaration of Interest		DH
3	Presentation: South of Scotland Enterprise Partnership (SOSEP)		Andy Glen (AG)
4	Minute of Meeting of 22 May 2018	(attached)	DH
5	Matters Arising		
5.1	Complete a report on the actions within the SA Operational Plan for 2017/18 –and provide to the Board	(verbal)	AG
5.2	Employer Engagement - Options to measure effectiveness	(verbal)	AG
5.3	Completion of Mainstream Programme Summary, then to the Board for approval on 5 June 2018.	(verbal)	Andy Wright (SAW)
5.4	A further visit to be arranged to The Bridge + Update	(verbal)	SAW
5.5	Regional STEM Strategy	(attached)	SAW
5.6	Story Box	(verbal)	John Henderson (JH)
6	Student Association		
6.1	Student Association Update Report	(verbal)	Nikki Vjatschlav (NV)
6.2	Operational Plan for 2018-19, update	(verbal)	NV
6.3	Student Structure	(verbal)	AG
7	SI - How Good is our College		
7.1	Annual Self Evaluation Report, 2017-18	(attached)	Henri Veys-Crocker (V-C)
7.2	Evaluative Report and Enhancement Plan (EREP), 2018-19 Process	(verbal)	HV-C
8	SI - Regional Outcome Agreement		
8.1	College Regional Outcome Agreement 2017-18 Update	(attached)	SAW
9	SI - Learning and Skills		
9.1	Key Performance Indicators (KPIs), 2017-18	(attached)	AG
9.2	Curriculum Update	(attached)	SAW
9.3	SI: Heads of Curriculum Updates	(attached)	Janet Weir (JW) & Laura Webster (LW)
9.4	Learner Support and Guidance Procedure	(attached)	SAW
10	Quality Audit Reports/Surveys		
10.1	Complaints Statistics July 2018	(attached)	AG
11	Strategic Risk Register	(attached)	AG
12	Any Other Business		
13	Date and Time of Next Meeting – 20 November 2018 at 2pm		

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

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

4 Minute of Meeting of 22 May 2018

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

5 Matters Arising

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

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

5.2 Employer Engagement – Options to measure effectiveness

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

Actions:

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

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

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

5.4 A further visit to the Bridge to be arranged

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

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

5.5 Regional STEM Strategy

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

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

5.6 Story Box

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

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

6 Student Association

6.1 Student Association (SA) Update, and

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

6.2 Operational Plan for 2018-19 Update

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

6.3 Student Structure

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

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

Actions:

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

7 How Good is Our College

7.1 Annual Self-Evaluation Report 2017-18

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

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

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

8 SI – Regional Outcome Agreement (ROA)

8.1 College Regional Outcome Agreement 2017-18 Update

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

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

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

9 SI Learning and Skills

9.1 Key Performance Indicators (KPIs)

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

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

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

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

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

9.2 Curriculum Update

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

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

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

- Colleague of the Year Award
- Sustainability Award

9.3 SI Heads of Curriculum Updates

Head of Curriculum - Janet Weir

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

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

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

Head of Curriculum – Laura Webster

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

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

The Chair thanked the Heads of Curriculum for their reports.

9.4 Learner Support and Guidance Procedure

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

Actions:

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

10 Quality Audit Reports/Surveys

10.1 Complaints Statistics July 2018

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

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

11 Strategic Risk Register

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

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

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

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

12 Any other business

12.1 HND Photography

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

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

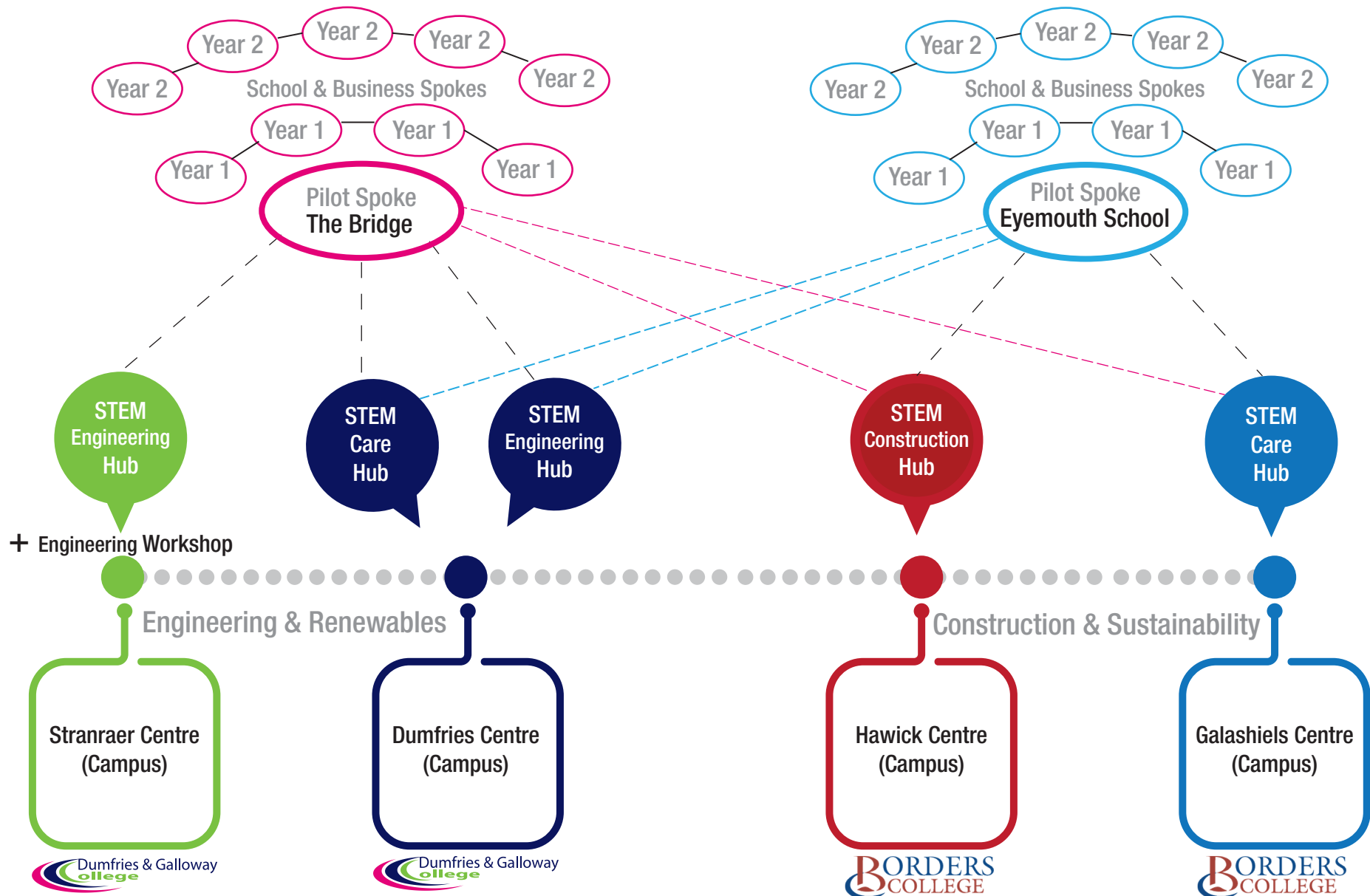
12.2 Prince's Trust

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

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

13 Date and Time of Next Meeting

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



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 22 May 2018 from 2.00 pm in Room 2097

Members present:	Naomi Johnson (Acting Chair)	Carol Turnbull
	John Henderson	Kenny Henry
	Ian White	Leah Thomas
	Tony Conlon	Rob Orr
Curriculum representatives:	Gillian Pearce (Stranraer)	Peter Woods (Dumfries)
In attendance:	Andy Wright, Vice Principal Learning and Skills Andy Glen, Vice Principal Performance and Planning Janet Weir, Head of Curriculum Brian Johnstone, Regional Chair Ros Francis, Non-Executive Board Member Ann Walsh, Secretary to the Board	
Minute Taker	Ann Walsh, Secretary to the Board of Management	

It was agreed to take Item 7 as the first item on the agenda to enable the President of the Student Association to attend her class which is now at 2pm on Tuesdays.

Introductions were made before the meeting started and the Secretary to the Board confirmed the meeting was quorate.

1 Declaration of interest

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

7 Student Association (SA) Update

The SA President spoke to the report, which had been issued, highlighting the following:

- Of note she updated the committee on progress regarding the election of the next SA President. There are three candidates, two from Dumfries and 1 from Stranraer, who are campaigning at the moment, with voting happening 21st – 25th May 2018. The process for the Vice President will follow this election to enable unsuccessful candidates for President to apply if they wish.
- A report on the actions within the SA Operational Plan for 2017/18 will be provided to the Board at the meeting on 5th June 2018.
- The Healthy Body, Healthy Mind (HBHM) project has been ongoing throughout the year, this focuses on the link between physical activity and sports, mental health and smoke prevention. There has been a lot of interaction with the project over the year, with students and some staff getting involved. This is an ongoing project that is designed to be continued and developed within colleges and universities over the years.
- The First Minister, Nicola Sturgeon visited the College on 16 May 2018 to hear about the work within the college regarding Healthy Body, Healthy Mind. The SA President gave a short presentation and this was followed by discussion with students and sports curriculum staff, ending with a series of photographs and 'selfies' being taken.

The Regional Chair thanked the college Vice Principals, SA President and Executive Team Assistant for preparing for the First Minister's time in the college.

This is the last L&T Committee meeting that the SA President/Student Board Member will be attending. The Chair thanked her for her time on the Board and for the work she has done for the Students' Association.

Action: The President of the Student Association to provide a report on the actions within the SA Operational Plan for 2017/18 for the Board at their meeting on 5 June 2018.

(Leah Thomas left the meeting)

2 Welcome and Apologies for Absence

The Chair welcomed members to the meeting, in particular Ros Francis, attending as an observer and Brian Johnstone, Regional Chair. Apologies for absence were intimated on behalf of Delia Holland, David Denholm, June Holland and Barry Graham.

3 Presentation – Employer Engagement

Head of Curriculum, Janet Weir, gave a presentation to Members with information on how Employer Engagement is happening across the college.

- Curriculum Teams are working in partnership with employers, to provide opportunities for learners to progress to employment.
- In doing this, employers can assist with shaping the curriculum to ensure that courses are fit for purpose and can use the college for recruitment.
- The presentation gave examples of employer engagement from each curriculum area
- Going forward:
 - Continue to build on what is happening
 - Review courses offered
 - Work closely with DYW to avoid duplication for employers
 - Engage employers in Self Evaluation

Members welcomed the presentation and helpful discussion followed.

It was clear that the college has a good focus on employer engagement, a number of effective initiatives were discussed and there is learning across curriculum teams.

One of the challenges with course design is keeping up to date, making courses both relevant and future proofed. There are some organisations that are very helpful in this and college lecturers who also work in their field as well as lecturing influence changes in course content and delivery.

Although there is much positive activity, there are currently no measures used to capture the impact of this. The Principal will take this forward to look at options that will enable effectiveness to be measured.

Action: The Principal will take this forward to look at options that will enable effectiveness to be measured.

The Chair thanked the Head of Curriculum.

4 Update from Previous Presentations Curriculum Pathways

Following the presentation on Curriculum Pathways in February 2018 the Vice Principal Learning and Skills VP (L&S) provided an update. The mainstream programme summary is nearing completion and will be available for the Board at their meeting on 5 June 2018. The VP (L&S) and the Head of Curriculum June Holland are still making progress in relation to the Virtual Care Academy.

Action: The Vice Principal, Learning and Skills to present the Mainstream Programme Summary to the board for approval at their meeting on 5 June 2018.

5 Minute of Meeting of 27 February 2018

The Minute of the Meeting of 27th February 2018 was approved.

6 Matters Arising

6.1 Visit to The Bridge

Some Board Members had a site visit to the Bridge to look at physical space and were very positive about the new facility, which opens in October 2018. One member stated that it helped to understand the fit and felt reassured that it is genuinely attempting to provide a bridge without replacing current provision. Some Members had not yet visited and a request was made for a further visit to be arranged.

It was noted that some new college pathways linking to the Bridge have been agreed and that the Vice Principal Learning and Skills has been appointed as a trustee on the Board of Trustees for the Bridge

Action: A further visit to be arranged to The Bridge

6.2 Breakfast Club

The Vice Principal Performance and Planning VP (P&P) reported that the Breakfast Club was not successful with the bid for funding at the Participatory Budgeting event in March but are continuing to follow up other funding options.

The success of the Breakfast Club is being recognised and has been the subject of Parliamentary comment and is being submitted for a number of awards.

The Chair thanked the Vice Principal Planning and Performance for the update

7 Student Association (SA) Update

This item was covered at the beginning of the meeting

8 How Good is Our College

8.1 Self Evaluation Action Plan

The Vice Principal Performance and Planning (VP (P&P)) spoke to the report regarding progress made against the self-evaluation action plan, which is the high level action plan from the 2017 "How Good is our College?" He advised that good progress made on all of the actions. Although the Full Time Further Education retention figures remain low the college continues to work on increasing retention.

Members noted the good progress made and the Chair thanked the Vice Principal Planning and Performance for the report

8.2 Juliet McAlpine, HM Inspector, Education Scotland

The Vice Principal Performance and Planning advised that Juliet McAlpine, HM Inspector, Education Scotland will be visiting the college on 29 May 2018. As part of this visit she will meet with Curriculum staff and with the Regional Chair and the Chair of this Committee. He advised that she is very focussed on the college and offering support. She has organised for a Student Team member to provide some advice and support.

9 SI – Progress against the Regional Outcome Agreement

9.1 Outcome Agreement Measures Table

The Vice Principal Learning and Skills (VP (L&S)) spoke to the report and the Outcome Agreement Measures Table which had been issued as an update in terms of progress on key issues. The report includes an overview on Successes and Challenges. The (VP (L&S)) highlighted the following successes:

- The college is on target to achieve its 30,067 credits for 2018/19, current credit count is 30,664 a surplus of 597 credits (This is still subject to further audit)
- The number of learners with disabilities is significantly higher than the college target of 6%, at 14% an increase of 58%. The college now supports 515 learners with disabilities ranging from dyslexia to profound and complex needs.
- The number of S3/S4 learners attending on school programmes is above the college target by 35%. We are currently delivering 815 credits to a college credit target of 527
- The college is performing well in terms of STEM related provision at the college; we are currently delivering 8872 credits compared to ROA target of 5900

During discussion it was noted that while exceeding the target number of learners requiring support is a success, it also requires a higher level of input and reflects how well college teams work to achieve this. This is a good example of the open access policy of the college working well. Of the challenges, although gender balance on courses across the board is good, it is a challenge for particular courses. It was noted that input from the college Equality and Diversity Officer, providing training to staff and students has been particularly helpful.

Members noted this positive report and thanked the Vice Principal Learning and Skills for the report.

Post Meeting Note: An inaccuracy in the report was noted in the first bullet point under the heading successes. Clarification post meeting has been sought and this bullet point should read: "The number of credits delivered to learners of ethnic background has increased throughout all areas of the college to 902 credits, 3% of our overall target of 30,067 credits". This has been corrected in the report.

9.2 Summary of SFC College Leaver Destinations Report 2016-17

The Vice Principal Planning and Performance (VP (P&P)) spoke to the report which provides a summary of the outcome of the College Leaver Destinations data collection for the 2016-17 student cohort. Data was collected for HE and FE full-time successful leavers on the destinations due to start by March 2018.

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The VP (P&P) thanked Vanessa Marsh for achieving a 97% response rate and for collating the information. Although this data is required by the Scottish Funding Council (SFC) it is extremely helpful for the college. Apart from enabling lecturing staff see the positive outcomes for their students, it also helps when developing strategies, with employer engagement and for planning courses.

The Chair thanked the Vice Principal Planning and Performance for the report.

10 SI Learning and Skills

10.1 Key Performance Indicators (KPIs)

The Vice Principal Planning and Performance VP ((P&P)) spoke to the report which had been issued, reporting on the overall retention rates for Further Education Full Time Students and Higher Education Full Time Students studying at the College.

The retention figures have improved slightly since the last Learning and Teaching Committee meeting. For Full Time FE students (where we had 80% retention at the last L&T Meeting), which was 1% behind the comparable figure for 2016/17, we are now 1% in front of the figure from last year (an improvement in comparisons of 2%). In Full Time HE the figure was 88% retention and this was 2% behind the comparable figure for 2016/17. The current comparison figure has improved slightly by 1%. However, both measures remain lower than the EMT would have hoped.

The VP (P&P) noted that it appears that although the figures at the moment are very similar to last year, the peak for leavers has been in March, where in previous years it would be later. More work will be done to understand this.

To help improve retention, the academic year has been re-structured for 2018/19 into three blocks, with the aim of early achievements for the students and opportunity for catch up should this be required.

The Chair thanked the Vice Principal Planning and Performance for the report.

10.2 Curriculum Update

The Vice Principal Learning and Skills (VP (L&S)) spoke to the report which had been issued, providing an update on applications for 2018/19, retention for 2017/18, School Links, an upcoming student personal tutor and guidance review within the college, concluding with some general college updates since the last committee meeting

There was some discussion around retention and the content of two reports were shared from two areas of concern, which helped to understand the issues around their retention and proposed management action identified mitigate against low retention rates. It was noted that one report had not been distributed, this will be circulated post meeting.

The Chair thanked the Vice Principal Learning and Skills for the report.

Post meeting note: The second report has been circulated to the Committee. Please note that the two reports are to be treated as confidential, to the Committee and attendees only

10.3 STEM Update

The Vice Principal Learning and Skills (VP (L&S)) spoke to the report. A national STEM Strategy spans from 2017 until 2022 and outlines actions intended to “INSPIRE” enthusiasm for STEM across all areas of Society. Key measures include strengthening the delivery of STEM through education, addressing unconscious bias and gender stereotyping, and ensuring the skills developed meet the needs of employers regionally and nationally. In response to this, a Regional STEM Strategy is being developed by the college, involving all key partners. This strategy will be presented to the Committee in 2018/19 and will be inclusive of the sciences.

Action: The Regional STEM Strategy will be presented to the Learning and Teaching Committee in 2018/19

10.4 Head of Curriculum Update – June Holland

The paper provided by Head of Curriculum June Holland provided an update on her cross-college remit and activity. The Vice Principal Learning and Skills talked through the report in the absence of June. Members noted the updates, in particular the following:

- As a result of the excellent review received on the Princes Trust programmes the College has been chosen to be the first in Scotland to receive direct claims status from SQA. Also a bid submitted in October 2017 has been confirmed as successful in April 2018. The additional £45,000 given by the Holywood trust will enable the College to deliver one more Princes Trust team in Stranraer and one more in Dumfries.
- Work on the Virtual Care Academy has been slow due to the delays in the Open University being able to provide a shared drive for all partners to be able to start uploading what they have. This has now been completed and it is a work in progress
- The first Passport to College programme is coming to an end. Current retention is just under 80% and it very much looks as if all young people are on target to achieve. This represents fantast PIs for a very challenging group of learners. While it had been hoped to run 2 Passport programmes this coming year unfortunately the numbers are not quite there. The plan would be to build on this success and to include a version at Stranraer as well in 19/20

Members noted the report

10.5 Head of Curriculum Update – Janet Weir

The Head of Curriculum Janet Weir spoke to the report which provided an update on her cross-college remit and activity, some of which have been covered under other items on the agenda. In addition to these, Members noted, in particular the following:

- Retention and Attainment – developments being considered to aid improvement
 - a) Student Achievement Coaches model that has been implemented to improve retention at Borders College
 - b) The learning and predictive analytics tool is being progressed for implementation next session. The IT team at the college have made enhancements to this predictive tool and these updates have been shared back with Ayrshire College
- Articulation routes continue to be discussed and agreed with potential partners
- A Crichton Campus Joint Academic Strategy Group (JASG), Entrepreneurship and Entrepreneurial Skills Working Group is currently being established

The Chair thanked the Head of Curriculum for the report.

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11 Strategic Risk Register

The Principal spoke to the report, which had been issued. The Risk Register will be presented at each Board Committee, and members are asked to discuss actions relevant to their individual Committee. An additional column has been added to the Register which identifies the relevant Committee.

Members noted the amendments to the Risk Register, highlighted in red.

12 Any other business

12.1 Story box

John Henderson reported that some students would be appearing on Border Life shortly in connection with the Story Box project initiated by Dumfries Rotary Club. This is a collaboration with Troqueer Primary School, Rotaract Club and other partners to provide literary materials for schools in Kenya and Sri Lanka. Filming has taken place and should be broadcast in early June. John undertook to try and advise when the exact date is known.

Action: John Henderson to advise the Committee of the date of Broadcast when it is known

12.2 Thank You

The Chair extended a number of thanks:

- To Leah Thomas and Tony Conlon, Student Board Members whose term in office comes to an end over the summer, for their input and achievements over the year.
- To Kenny Henry, Support Staff Member of the Board, whose current term in office is also coming to an end over the summer, for his input and commitment to the Learning and Teaching Committee over a number of years.
- To June Holland, Curriculum Manager, who retires this month, for all of her support to the Committee over the years and for her achievements for the college. The committee's thank you will be delivered to June.

Date and Time of Next Meeting

The next meeting of the Learning and Teaching Committee will take place on Tuesday 18th September at 2 pm.

Learning and Teaching Committee

Report to the Learning and Teaching Committee regarding the Self Evaluation Action Plan

1 Introduction

The purpose of this report is to update the Learning and Teaching Committee on progress made against the self-evaluation action plan, which is the high level action plan from the 2017 “How Good is our College?” report which was published the Scottish Funding Council and Education Scotland on January 2018.

<https://education.gov.scot/other-sectors/further-education/688194>

2 Action plan

Action	Expected Impact	Progress		
		Date	By Whom	Progress
Introduce a new management structure with 8 Curriculum Managers and 2 Heads of Curriculum	With a clear priority of improving retention rates it is hoped that closer monitoring of each course via the Curriculum Manager will result in an Improved retention rate.	August 2017	Principal	Completed
Improve learner retention figures across each curriculum area. We will share best practice across the curriculum areas in order to develop tailored solutions for courses with low retention rates.	College FT FE retention figures to improve to at least 85% in the year 2020	July 2018	Curriculum Managers, with support from Vice Principal Performance and Planning	FT FE retention figures have improved by 1% to 70%, It remains a priority area for improvement
Carry out an option appraisal to inform the development of provision of education in the West of the region	Widen Access for learners from a remote and rural background	July 2018	Vice Principal Learning and Skills	STEM bid Successful and we will introduce a mini hub and engineering workshop in Stranraer campus. In addition a refurbished reception area will be developed
Develop a tool for assessing learners against the known risk factors for early leaving from their course	With a tool which takes into account all risk factors (Including attendance) for learners withdrawing from a course we will aim Improve retention rates of learners and assist in curriculum planning	November 2017	Vice Principal Performance and Planning	Completed, Curriculum staff happy with report and fine tuning to use this for the start of 2018/19 academic

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				year
Introduce a "Passport to College" course	Prepare learners at risk of leaving early if they enrol on full college courses., To experience college and prepare themselves which will ultimately reduce early leavers	November 2017	Heads of Curriculum	Completed
Introduce a new self-evaluation tool for academic staff, which is simpler to use than the current "Wheel" and is aligned with the "How Good is our College?" Quality indicators	Staff better able to critique themselves and to enhance the learning experience of learners	July 2018	Vice Principal Learning and Skills	Complete, Self-evaluations completed and more aligned with How good is our college.
Introduce a new role of Curriculum student rep who will participate in Curriculum Council Meetings	A structure which mirrors the new management structure where we can have curriculum council meetings which takes on board the learners views, resulting in learner issues being addressed and ultimately improved retention	December 2017	Vice Principal Performance and Planning	In progress and we will have a Curriculum Council meeting by December 2018

The above plan is a high-level plan which is subsequently broken down in key tasks in operational plans.

3 Conclusion

Good progress has been made. The successful bid this in turn will allow us to develop the west of the region where an additional facility for the provision of Engineering will be created with courses perhaps being offered as early as August 2019.

4 Recommendations

Members of this committee are asked to note the progress made.

Andy Glen

Vice Principal, Business Development and Corporate Services

16/7/2018

Measure		Target 2017-18	Target 2018-19	Target 2019-20	Note	
1 (a)	Credits delivered (Core)	30,067	30,067	30,067	31,213	1146 credits over
1 (b)	Volume and proportion of Credits delivered to learners aged 16-19 and 20-24	23152	23152	23152	21,264 Credits ,92%	
		77%	77%	77%		
	Volume and proportion of Credits delivered to learners aged 16-19	16,236	16,236	16,236	15,757 credits,97%	
		54%	54%	54%		
	Volume and proportion of Credits delivered to learners aged 20-24	6,915	6,915	6,915	5506 credits, 80 %	
		23%	23%	23%		
1 (c)	Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas in Scotland	3,608	4,059	4,510	3,243credits 90,%	
		12%	13.5%	15%		
1 (d)	Volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers					
Ethnicity						
	White	29,820	29,819	29,819	29,892	1% over target
		99.18%	99.18%	99.18%	99%	
	Any mixed background	42	42	42	49	5% over target
		0.14%	0.14%	0.14%		
	Asian, Asian Scottish or Asian British	111	116	116	440	74% over target
		0.37%	0.37%	0.37%		
	Black, Black Scottish or Black British	45	47	47	671	93% over target
		0.15%	0.15%	0.15%		
	Other ethnic background	48	50	50	127	62% over target
		0.16%	0.16%	0.16%		
Disability						
	No know disability	25,858	28,262	28,262	26,841	4% over target
		94%	94%	94%	4%	
	Disabled	4,209	4,209	4,209	4371	4% over target
		6%	6%	6%		
Sex						

Measure		Target 2017-18	Target 2018-19	Target 2019-20	Note	
	Male	15,034	15,033	15,033	14,878	
		50%	50%	50%	99%	
	Female	15,034	14,884	14,884	16,293	8% over target
		50%	50%	50%		
	Other	0	0	0	41	
		0%	0%	0%		
Sexual Orientation						
Religion						
Care Experienced						
	Care-Experienced	361	360	360	850	58% over target
		1.20%	1.20%	1.20%		
2 (a)	Number of senior phase age pupils studying vocational qualifications	224	248	260	74	
2 (b)	Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	872	975	1030	290 credits. 28%	
		2.9%	3.20%	3.4%		
2 (c)	Volume and proportion of Credits delivered to S3 and above as part of 'school-college' provision	1,503	516	527	1593 credits	6% over target
		1.6%	1.7%	1.8%		
2 (d)	Volume and proportion of Credits delivered at HE level to learners from SHEP schools	-	-	-		
		-	-	-		
3	Volume and Proportion of Credits delivered to learners enrolled on STEM courses	5412	5750	5900	9127	40% over target
		18%	19%	20%		
4 (a)	Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)					
	Percentage of full-time FE students	69	70	71	59%	10% down on target
	Percentage of part-time FE students	82	84	86	46%	Incorrect figure in CMIS
	Percentage of full-time HE students successfully	72	74	76	69%	3% down on target
	Percentage of part-time HE students successfully	80	84	88	44%	Incorrect figure in CMIS

Measure		Target 2017-18	Target 2018-19	Target 2019-20	Note
4 (b)	Proportion of enrolled MD10 students successfully achieving a recognised qualification (FT & PT)achieving a recognised qualification				
	Percentage of full-time FE students	76	77	78	55% 21% down on target
	Percentage of part-time FE students	82	84	86	51% Incorrect figure in CMIS check
	Percentage of full-time HE students successfully	72	74	76	64% 8% down on target
	Percentage of part-time HE students successfully	80	84	88	8% Incorrect figure in CMIS
4 (c)	Proportion of senior phase aged pupils successfully achieving a recognised qualification (FT & PT)				
	Percentage of full-time FE students	76	77	78	
	Percentage of part-time FE students	82	84	86	Needs further checks with CMIS all schools
	Percentage of full-time HE students successfully	76	78	80	
	Percentage of part-time HE students successfully	80	84	88	
5	The number of starts for direct contracted apprenticeships (including industry bodies such as SDS, CITB and SECTT)	100	110	120	114
6	Number of full-time learners with "work placement experience" as part of their programme of study	834	875	918	187 Target number different in CMIS only 180 needs check
7	The number and proportion of successful students who have achieved HNC or HND qualifications who have achieved HNC or HND qualifications articulating to degree level courses with advanced	55	63	73	No information in CMIS
		10%	12%	14%	No information in CMIS
8	Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	966	976	987	No information in CMIS
		92%	93%	94%	No information in CMIS
9	SSES Survey - The percentage of students Overall, satisfied with their college experience				
	Number and percentage of full-time FE students	92%	93%	95%	Where do we source this info Quality ??

Measure	Target 2017-18	Target 2018-19	Target 2019-20	Note
Number and percentage of part-time FE	92%	93%	95%	
Number and percentage of full-time HE students	92%	93%	95%	
Number and percentage of part-time HE students	92%	93%	95%	
10 Gross carbon footprint (three-year period)	1,117	1,087	1,051	

Learning and Teaching Committee

Key Performance Indicator Report

1 Introduction

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

2 The Report

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

2.1 Retention

The table below shows our final year performance for overall retention rates for Further Education Full Time Students and Higher Education Full Time Students studying at the College.

Retention rates for Full Time FE

	2017/8 (02/02/2018)				2016/7 (03/02/2017)				2015/6 (05/02/2016)		
	ENR	RET	%	% diff	ENR	RET	%	% diff	ENR	RET	%
Total (All)	1040	728	70%	1%	1018	702	69%	0%	1101	761	69%

Retention rate for Full Time HE

	2017/8 (02/02/2018)				2016/7 (03/02/2017)				2015/6 (05/02/2016)		
	ENR	RET	%	% diff	ENR	RET	%	% diff	ENR	RET	%
Total (All)	500	392	78	-3%	542	438	81%	-1%	498	409	85%

As can be seen from the tables above, the final year retention figure comparison show a 1% improvement for Full Time FE students when compared to last year. This small improvement is welcome and it is worth noting that we also had higher number of students starting and with more students starting with known existing barriers to education. That being said there remains room for improvement and this year we will have retention as a priority. In Full Time HE the end of year figure was 78% retention and this was 3% behind comparable figure for 2016/17. The reasons for this are known to the college, as reported to Committee members at the previous Learning and Teaching Committee meeting, and necessary steps have been taken to remedy this.

3. Recommendation

The Committee is asked to discuss the end of year figure

Andy Glen
Vice Principal, Business Development and Corporate Services
16th July 2018

Learning and Teaching Committee

Vice Principal (Learning & Skills) Update

1 Purpose of the Report

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

2 The Report

2.1 Retention and Attainment

Full-time Further Education programmes: 17/18

Retention of learners on full-time Further Education programmes in session 2017-18 was 70%, 1% higher than the previous year's performance of 69% and 13% below the sector average. The highest performing areas for retention were Childcare 74%, Sport and Fitness 73% and Construction 73%, the lowest performing area for the College was Creative Industries with a retention rate of 61%, this is not a trend and is a one of issue for this area. Other poor performance included with Hair and Beauty 67% and Business at 67%.

Courses with high retention included:

- Carpentry and Joinery Apprenticeship 100%
- Computing Level 6 94%
- Diploma in Professional Cookery Level 5 (Stranraer) 89%
- Transport Maintenance Level 4 (Stranraer) 88%
- Light Vehicle and Maintenance Repair Level 5 (Stranraer) 86%
- Sport and Fitness Level 5 88%
- Sport and Fitness Level 6 88%

Courses with poor retention included:

- NC Photography 48%
- Multi Craft Construction Level 5 46%
- Fabrication and Welding Level 5 44%
- Electrical Engineering and Automotive Skills Level 4 37%
- Beauty Care and Make up (Stranraer) Level 5 37%
- Sport and Fitness Level 6 47%

Attainment for learners on full-time FE programmes in session 2017-18 was 58% this was down by 3% on the previous performance of 61% but is also 6% down on the sector average. The highest performing areas for attainment were Early Education and Childcare at 70% with the poorest performing being Engineering at 49%.

Full-time Higher Education programmes: 16/17

Retention of learners on full-time Higher Education programmes in session 2017-18 was 79%, 2% down on the previous year's figure of 81%, and 8% down on the sector average. The highest performing area for retention in HE was Creative Industries at 87% with, Care being the poorest at 45%.

Board of Management

Attainment of learners on full-time Higher Education programmes in session 2016-17 were at 71%, this is the same as the previous year and 1% down on current sector averages. The highest performing area for attainment was Creative Industries at 83% with the poorest performing area being Hospitality at 56%.

2.2 Enrolments

The table below shows the situation to date for full time enrolments for 17/18. The table is broken down into FE and HE fulltime enrolments against the college target for 17/18, and previous year's figures for information.

	Full time FE Actual	Full time HE Actual	Full time All Actual	College target Target
2018/19	1001	486	1487	1633
2017/18	1039	499	1538	1633
2016/17	1018	541	1559	N/A
2015/16	1101	497	1598	N/A

At this present time, the College, following early learner withdrawals, now has 1336 learners, giving a shortfall of 297 full time learners across the College.

2.3 Learning and Teaching Mentor Process.

The table below is a summary of the observation profile from Learning and Teaching Mentors for different academic staff over all areas of the college (It does not compare the same staff year on year). All areas have agreed key learning and teaching themes to support staff with development and improve the learning experience. A key theme still identified across the college include course assessment planning, the mentors working closely with Curriculum Mangers and Heads of Curriculum with teams across the college to ensure this issue is fully addressed by the end of 18/19. Mentors are now not attached to specific areas and will work collaboratively across all areas where specific needs are identified.

Quality of Learning and Teaching Class Observation Summary				
All Faculties	17/18	16/17	15/16	14/15
High quality and impressive	49%	47%	46%	38%
Creative with little weakness	39%	32%	36%	43%
Adequate but training needs	11%	16%	16%	17%
Little/no strengths – major training needs	1%	5%	2%	2%
Total number of observations	53	50	62	37

3.0 General College Updates

- Local MSP Joan McAlpine recently visited the College to meet with Vice Principal Andy Glen after hearing about the College breakfast club. During her visit Ms McAlpine commented "the college was ahead of the curve with this event "

Board of Management

- The Colleges Equality and Diversity officer Sue Livermore has taken for first steps in producing a College British Language (BSL) plan Sue did this by organising and event with users of BSL at the College
- As part of their Enterprise Unit the Introduction to Construction students recently held, a sale showcasing there handmade tools bird boxes and key hooks. The students raised a total of £128 for Dumfries and Galloway Canine Rescue.
- HND Beauty students visited the Thai Massage Room in Dalbeattie where owner Noi McIntyre spent time teaching students about traditional Thai Massage methods.
- Vice President for the Student Association has been revisiting Lockerbie Academy where she was a former pupil to give a motivational talk about the college to existing pupils of the Academy.
- Pupils from Sanqhaur Academy visited the Zest Training Restaurant for a delicious three-course meal. As well as being able to taste some excellent cooking the pupils where her to experience service in the restaurant area to help them with ideas on how to present food to customers which is part of their hospitality exam in school.
- The College was delighted to host Dumfries and Galloways STEM conference. The sports hall was the perfect place to host this engaging and well-attended event. The aim was to raise awareness of the Scottish Governments commitment to the stem agenda and support the development of a regional strategy (Which Head of Curriculum Janet Weir is leading on for the College)
- The First Minster of Scotland Nicola Sturgeon visited the College during Mental Health Awareness week to hear about the Healthy Body, Healthy Mind College project.
- Congratulations to 2nd Year Painting and Decorating Apprentice Ben Kempson-Hopkins who competed against nine other colleges recently and scooped first place in Scotland Regional Competition of the Skill build Competition.
- HNC Visual Communications student Tessa Fawkes is one of only 15 students across Scotland who has been selected to produce a short promotional film as part of the 2018 Film Director Awards.
- As part of Mental Health Awareness week, the family centre in Lochside held a de –stress week CTS Community Coordinator supported this event involving college staff and resources whenever possible.
- The College is delighted to welcome our New Student Association President and Vice President Nicki-Marie Vjatschslav will be the 2018-19 President and Ailsa Paton will be the Vice President both are passionate, talented capable woman and where sure they will be fantastic in their new roles.

4.0 Recommendation

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

Andy Wright
Vice Principal (Learning & Skills)
September 2018

Learning and Teaching Committee

Head of Curriculum Update Report: Cross-College Roles

1 Introduction

The purpose of this report is to provide the Learning and Teaching Committee with details of the progress on Cross-College roles as Head of Curriculum (HoC).

2 The Report

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

2.1 Retention and Attainment

- Retention and attainment figures for session 2017/18 are below target. Three interventions that are being implemented to address this are:
 - The academic year has changed to three twelve-week blocks so that there is earlier attainment for learners.
 - Three Guidance Coaches have been appointed and will be in post week commencing 24 September. All FE learners will have a 'support' hour each week with half an hour being dedicated to meeting with their Personal Tutor to discuss academic progress and the other half hour being available to Guidance Coaches to meet with 'at risk' learners from the groups where required. Appropriate interventions will be established according to individual circumstances.
 - The learning and predictive analytics tool is now ready to be used.
- Curriculum Managers are using the feedback from self-evaluation to implement changes to the curriculum to enhance the learner experience as appropriate and to address poor PIs.

2.2 Progression and Articulation

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

- Routes with UWS, University of Glasgow and Glasgow School of Art are on-going.
- A new pathway is being finalised for Sport and Fitness with Napier University.

2.3 Enterprise

The first meeting of the JASG Entrepreneurship and Entrepreneurial Skills Working Group has taken place. A proposal has been taken forward to deliver a student event during Global Entrepreneurship Week (12 – 16 November 2018), followed by a competition mid-March.

2.4 Employer Engagement and Work Placement

The number of full-time learners with 'work placement experience' on their programme was above the target for session 2017/18 at 211. The target was 200.

Curriculum Teams are continuing to source opportunities for work placement for learners across all areas.

2.5 STEM

The proportion of credits delivered to learners enrolled on STEM courses was above target for session 2017/18 at almost 30%. The target was 18%.

The College has been successful with the STEM hub bid which was submitted to the South of Scotland Enterprise Partnership. Borders College and DAGCOL staff have met to discuss the way forward with curriculum, now that the funding has been secured.

The development of the STEM Strategy for the region is progressing. The next meeting with partners takes place this term, when the Regional Stem Strategy will be finalised.

Four dates have been planned for STEM Ambassador training for College and Dumfries and Galloway Council staff. This will be followed by training for learners who are interested in becoming Ambassadors.

The first planning meeting has taken place for the 'Big Bang', which will take place in May 2019.

The College is hosting the 'First Junior Lego Challenge' on 11th October 2018, working with ESP. The Institution of Engineering and Technology (IET) produces the materials for the event and the theme this year is 'Mission Moon'. The Challenge is open to children of ages 6 – 9 years. Ten schools are participating in the event.

2.6 Digital Skills

A Digital Skills Strategy for the College is being finalised. HR are planning to establish the level of digital skills that staff have across the College, using a digital toolkit. As a result of this, staff development will be planned to enhance skills as necessary. This will then enhance the delivery of the learner experience, as the skills will be applied in learning and teaching.

2.7 Careers Management

The 'Developing the Young Workforce Careers Education Standards' sets the expectation that colleges and other providers "genuinely equip young people for learning, life and work". The College continues to develop this across all curriculum areas.

3 Recommendation

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

Name: Janet Weir

Title: Head of Curriculum

Date 30.8.18

Learning and Teaching Committee

Head of Curriculum: Transition, Equality and Access and Inclusion

1 Introduction

The purpose of this paper is to provide the Learning and Teaching Committee with an update on the Head of Curriculum (HoC) role specifically related to cross-college remit and activity. There are two HoC's within the college whom both have clear defined roles detailed in each report.

2 The Report

This cross college remit includes the following:

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

As the post holder is new in post there is little progress to update concerning key details, however an update can be provided of progression made to date and areas that are being prioritised in the coming months. Broadly, there will be familiarisation with internal Policy and Procedures and looking at local and national objectives to ensure we are meeting the needs of the learners, community and stakeholders.

Access and Inclusion

- Second year of Passport to College has been recruited with eleven learners, small update on the units delivered to make them more specific to curriculum area following learner feedback.
- Input into the procedure of the new Guidance Coaches.
- Review of the Advice session process with a revised format being formulated and proposed.

School- College Transition

- Post vacant for Schools Liaison Officer, this will be going to advert imminently. Due to the post being vacant, it has been an opportunity to review the posts role profile to ensure it is fit for purpose. There is temporary cover in place in the interim.
- FA funding bids are underway for next academic session in Engineering, Childcare and Social Care.

Care Experienced Young People

- New funding in place re the SFC – each care experience person will receive £200 funding per week. Review of the impact this will have on retention will take place at the end of the academic year.

Gender Imbalance

- Meeting Equality Officer on Gender Action Plans for each curriculum area in the coming weeks to look.
- Set realistic targets/milestones to achieve this.

This role will also have targets attached to cross college areas, which are being finalised shortly. This will give facts to report on going forward which will provide statistical data.

Curriculum Update

This role oversees six curriculum areas as follows:

- Sport and Fitness
- Hospitality and Professional Cookery
- Hair and Beauty
- Care
- Child Care
- Supported Programmes and Princes Trust

Support is provided for each Curriculum Manager as required and a work planner is being produced for key events within the year to assist with managing workload and prioritising tasks.

Following our success in the SoSEP bid, the curriculum is underway planning the first stages of course materials working closely with colleagues at Borders College.

3 Recommendation

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

Name Laura Webster
Title Head of Curriculum
Date September 2018

Learner Support and Guidance Procedure

Strategic Aim	We will enable learners to build their independence and confidence in a supportive environment	
Responsibility	Vice Principal, Learning and Skills	Andy Wright
Issue Date	01/09/2018	
Revision Date		

Reference No.	SA2/POL/001/004
Document Title	Tutorial Policy
Page	1 of 6
PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED	

Dumfries and Galloway College is committed to supporting learners achieve their academic goals and empowering them to realize their personal potential.

The Learner Support and Guidance procedure involves four stages:

- Pre Entry
- On Entry / Induction
- On Programme
- Pre Exit

The Purpose of the Learner Support and Guidance Procedure

The procedure aims to:

- Provide all learners with a range of support and guidance options, from application through to exit with Dumfries and Galloway College.
- Provide all learners with the opportunity to discuss their academic progress.
- Discuss learner absence and its impact on academic progress with the aim of agreeing on further support and actions.
- Signpost learners to appropriate services.
- Provide opportunities for all learners to receive guidance on career and further learning opportunities.
- Provide all learners with an opportunity to be involved in the self-evaluation process.

Personal Tutors and the Guidance Coach

- Curriculum Mangers will assign a Personal Tutor and the Head of Student Support and Guidance will assign a Guidance Coach to all FE full-time learners.
- The Personal Tutor's main remit will be to provide academic support.
- Each Curriculum area will have a Guidance Coach who will provide pastoral support to full time learners within that curriculum area, with a particular focus on learners who are identified as being at the highest risk of leaving.
- Each Curriculum area will utilize Support and Guidance services as and when required to support learners.

Main duties and Guidance/ Support provided by a range of staff.

- Learners are provided with guidance, support and advice from a range of college staff. Staff involved include: Lecturers, Personal Tutors, Guidance Coaches, Student Advisors, Educational Support Team, Admission Advisors and Curriculum Mangers.
- All staff will work closely together to ensure a joint up approach, guidance, support and will identify the most appropriate person to provide support and advice for an individual. This will take into account individual needs, context and circumstances.
- Tutorial sessions will consist of a mix of structured group activities and one to one sessions.
- 1 to 1 meetings between learners and Personal Tutors will take place at least once per block (minimum, 3 times per year). These meetings will be recorded with the record being kept on the individual tutorial record on AdminNet. Learners can view these records on LearnNet
- Any additional individual meetings, instigated by learners or members of staff, will also be recorded using the same system.
- The Guidance coach to open a Personal Learning Support Plan for students supported through analytics.

Transitions

Pre –Entry, on Entry/Induction.

- Learners will attend a pre-entry advice session conducted by Course Teams, where advice will be given on the most appropriate level of course for the applicant. If the applicant disagrees with the course offered they then have the option to appeal via the Admissions Policy.
- Where necessary, learners may be required to attend a summer school to develop their study, learning skills and confidence. Coordination for this will be through the Guidance Coach for the appropriate curriculum area.
- The Personal Tutor will ensure learners complete the Induction Checklist.
- The Guidance Coach will instigate and manage the relationship with learners on behalf of the College. They will work with a Curriculum Manager to contact learners, when necessary, regarding attendance or any action schedules arising from non-attendance to ensure learners are at the heart of what we do.
- All full-time FE learners will be allocated time to meet with their Personal Tutor as part of their timetable. Meetings with the Guidance Coach will not be allocated but will be arranged when necessary and agreed by both learner and coach.
- Personal Tutors and Guidance Coaches will meet during the first 4 weeks of term to identify those learners in most need of support and at high risk of leaving using the learning analytical tool.
- Curriculum Managers will liaise with Guidance Coaches and the Student Support and Guidance Team to identify those learners who require additional support from a Guidance Coach or Adviser. This liaison will continue on an ongoing basis ensuring all learners who require support are identified.
- The Educational Support Team will follow the Assessment Arrangements Policy and Procedures for any additional support requirements.
- The Personal Tutor will ensure all induction checklists are completed and passed to the Quality office for storage.

On Programme

- The Guidance Coach, in conjunction with staff from the Quality Team will encourage and support class representation. Curriculum Managers will be advised of the Class Representatives' names before the October holiday period.
- The Curriculum Manager will establish a meeting schedule with Class Representatives for all groups for the purpose of the self-evaluation process.
- The Guidance Coach will meet specific identified learners and provide support to set goals and identifying barriers that the learners may feel will curtail their progress.
- The Guidance Coach will assist with the at risk learners.
- The Guidance Coach will promote positive measures to support learner attainment including, liaising with student Advisers, Educational support, lecturers and other appropriate agencies involved with specific learners.
- Lecturers will monitor progress and set individual targets for their areas of delivery in agreement with learners, to ensure a positive outcome.
- The Personal Tutor will check learner progress and action accordingly.
- For all learners who are at risk of not achieving on their course, the Personal Tutor will address / and discuss with the Curriculum Manager.
- Information given to the Personal Tutor is confidential unless the learner gives agreement. In certain circumstances, however, it may be necessary to inform the learner that disclosure will be made to a third party without their consent.
- The Guidance Coach will contact a learner should they not attend college for two consecutive

days without reason.

- The Guidance Coach will liaise with the Student Support team to identify the additional support already in place prior to discussing any further adjustments or arrangements with the Curriculum Manger.
- The Guidance Coach will attend course team meetings, if possible, to discuss learner progress and attendance and will contact learners where necessary.
- Personal Tutors will follow the Learner Disciplinary Procedure when dealing with disciplinary matters and record the details on AdminNet
- Where relevant, the Personal Tutor/Guidance Coach and Curriculum Manger will attend meetings with external agencies and parents/carers if required when addressing learner progress issues.
- The Guidance Coach will support course teams on ensuring learners develop their citizenship, enterprise and employability skills.
- For those courses whose course content does include a work experience unit, the Personal Tutor will be a point of contact for the Work Placement Coordinator.
- The course team will agree jointly the placement preparation prior to learners attending work placement opportunities.

Successful Pre Exit Information to learners will include

- Career Management Skills will be developed throughout the course.
- Lecturing staff, where required, will provide references and where appropriate support learners with UCAS applications.
- The Personal Tutor and Guidance Coach will provide Pre-Exit support to all F.E. learners
- Where a learner does not receive a positive PLR to move to the next level, the Personal Tutor will discuss this with both the Guidance Coach and Curriculum Manager before feeding back to the learner with a suggested plan of action.

Learning Support

Support is available to all learners who require additional assistance. The College has the Student Support and Guidance Team to provide assistance or advice where necessary. The Student Advisers will complete a Needs Assessment to identify the specific needs that may affect progress on the learner's course of study. Examples include ADHD, Asperger's Syndrome, Autism, physical difficulties, visual or hearing difficulties, dyslexic type difficulties or other learning difficulty and also hidden difficulties which may require support.

The Admissions Team.

Admissions Advisors are available to provide information and advice to learners on a wide range of subjects and assist with issues that may arise while studying at the College. In Dumfries, the team is based at The Point and in the reception area at the Stranraer Campus, with additional welfare, wellbeing and transport advice also being available.

Members of this team are available daily to help and support learners and potential learners with course information and applying to College as well as assisting with arrangements for progression onto Higher Education or another College or University. Funding information is also available in the Point, which includes accessing Bursary or Education Maintenance Allowance, additional information related to Childcare and Discretionary funding, travelling to college and transport options.

Student Association

The Student Association is a small team of elected officers, taken from the student body, who provide information and signposting to all learners. The Student Association have offices at both Campuses.

The Student Association works closely with the College's Quality Team to ensure students receive help and support, and will sign post if need be to pertinent areas to support specific student requests.

The Students Association will:

- Act as an advocate for individual learners and as a collective voice of learners with regard to the quality of service provided by the college
- Work in Partnership with the College to ensure the range of support and services meet learner needs.
- Work in Partnership with the Quality Team to ensure learners have access to a wide range of external support agencies.
- Provide a safe space and environment for learners within the College
- Promote a sense of belonging for all learners by establishing appropriate support groups and raising awareness of relevant learner issues.
- Ensure learners have access to advice at all reasonable times by committing to an open door policy.
- Sign post as necessary to external and internal support systems

Distribution List

- All Staff Members
- Quality Manual
- All Learners

Other Related Policies/Procedures

- Admissions Policy
- Admissions Procedure
- Anti-Bullying Policy
- Code of Conduct Policy
- Retention and Learner Outcome Policy
- Learner Behavior Policy
- Learner Discipline Procedure
- Admissions Policy
- Anti-Bullying Procedure
- Students with Additional Needs Procedure
- Assessment Arrangements for Students with Additional Support Needs Procedure
- Curriculum Strategy
- Safeguarding Policy
- Safeguarding Procedure

Personal Tutor System – Tutorial Checklist (2 pages)

M= Activities that are mandatory O = Suggested/Optional Activities

General Heading	Mandatory/ Optional	Suggested Topics	Individual/Co- ordinated Event	Delivered/Organized by:	Resources
Induction	M	As per Induction Checklist	Co-ordinated	Head of Faculty CLs Personal Tutor	Induction Checklist
Individual Interviews	M	3 Individual meetings with learner per academic year. 1 st meeting within 6 weeks of learner commencing the program	Individual	Personal Tutor	Tutorial Record Forms/Individual Learning Plans; Attendance records; Referrals
Learners' Right to Reply	M	Quality Policy; Right to appeal; Have Your Say online form	Co-ordinated	Quality Team	SPARQS training/Quality Manager talk
Citizenship	M	Discrimination; Diversity; RRAA; DDA; bullying; anger management	Individual	Personal Tutor	Equality & Diversity Sessions as Disseminated by HR Officer. Apex Scotland can offer anger management sessions.
Pre-Exit Interview	M	Future Planning; Careers; Progression	Individual	Personal Tutor/Curriculum Leader	Discussion regarding future plans, progression routes etc. Referral to of the Careers Adviser/ Student Adviser re support for the next session (if learner has an additional need); use of the Careers library in the Point or the main library. May also be recorded on eportfolio/ILP
Student Voices	M	Completion of questionnaires	Individual	Personal Tutor	

General Heading	Mandatory/ Optional	Suggested Topics	Individual/Co-ordinated Event	Delivered/ Organized by:	Resources
Team Building	M	Completed during orientation day	Individual	Head of Faculty/Personal Tutor/Curriculum Leader	Ice breaker resources for the induction period
Academic Performance	M	Discussed and recorded during individual meetings or as requested by Personal Tutor	Individual	Personal Tutor	Tutorial Record Form (online), Student Withdrawal Forms (SR9)
Financial Planning	O	Coping with debt; bank accounts; internet banking; saving for a rainy day	Co-ordinated	Personal Tutor with Citizens Advice Bureau	Budget management tool on LearnNet under Student Services, talk from funding re student funds
Interview Skills	O		Individual	Personal Tutor; Career Service	Mock Interviews by Careers Scotland, employers and or other tutors/managers.
Sexual Health	O		Individual	Community Nurse	Resources also available through the Student Adviser re leaflets and information.
Drug & Alcohol Awareness	O		Co-ordinated	Police; 1 st Base	Alcohol and Drugs Action Team.
Volunteering	O		Co-ordinated	Volunteer Action	We are members of Volunteer action; National Council for Voluntary Services; BUNAC
Study Visits	O	Preparation for; evaluation of	Individual	Personal Tutor/CL/HoF	
Guest Speakers	O	Industry; Road Safety; Professional Bodies	Individual	Personal Tutor/CL/Lecturers	

Learning and Teaching Committee

Report to the Learning and Teaching Committee regarding complaints 2017-18

1 Introduction

The purpose of this report is to update the Learning and Teaching Committee on the number and nature of complaints received through the accepted channels during the academic year 2017-18. These are summarised in the table below.

2 Table of Complaints and Outcomes

	Number of complaints considered Session 17-18	Number of complaints closed within 5 working days	Number of complaints where an extension was agreed	Not upheld at Stage 1	Total Complaints made in 16-17
Stage 1	33	23	10	7	45
Customer Care (Staff Conduct)	2	1	1		1
Customer Care (Student Conduct)	3	1	2	1	3
Customer Care (Other)	-	-	-	-	-
Applications, Admissions, Progression (Application, Admission, Interview, Enrolment, Induction)	3	3		2	3
Applications, Admissions, Progression (Progression, Articulation, Withdrawal)	-	-	-	-	2
Course Related (Learning and Teaching)	2	-	2	-	1
Course Related (Environment/Resources)	3	2	1	-	3
Course Related (Facilitated Learning and Support)	1	-	1	1	1
Course Related (Assessment, Exams and Certification)	-	-	-	-	4
Course Related (Course Management)	9	8	1	3	5
Services (Finance)	-	-	-	-	1
Services (Funding/Bursary)	7	6	1	-	3
Services (Providing Learning Support)	1	1	-	-	-
Services (Learning Technology)	-	-	-	-	-
Services (Other)	2	1	1	-	3
Facilities (Other)	-	-	-	-	6
Facilities (Catering)	-	-	-	-	5
Facilities (Student Accommodation)	-	-	-	-	1
Facilities (Maintenance, Lifts, Car Parking)	-	-	-	-	3

Learning and Teaching Committee

	Number of complaints considered Session 17-18	Number of complaints closed within 20 working days	Number of complaints where an extension was agreed	Not upheld at Stage 2	Total Complaints made in 16-17
Stage 2	37	30	7	15	26
Customer Care (Data Protection)	-	-	-	-	1
Customer Care (Student Conduct)	3	2	1	2	1
Customer Care (Staff Conduct)	21	16	5	11	11
Customer Care (Other)					
Applications, Admission, Progression (Applications, Admission, Interview, Enrolment)					3
Applications, Admissions, Progression (Progression, Articulation, Withdrawal)	2	2	-	-	-
Course Related (Environment /Resources)	-	-	-	-	1
Course related (Course Management)	7	6	1	1	4
Course Related (Facilitated Learning and Support)	-	-	-	-	1
Course Related (Assessment, Exams and Certification)	1	1	-	-	2
Course related (Other)	1	1	-	-	2
Services (Providing Learning Support)	2	2	-	1	-
Services (Other – transport)	-	-	-	-	-

3 Conclusion

As members will note, the number of stage 1 complaints is down 12 on the previous academic year and the number of stage 2 complaints has increased by 11. There is a broadly similar spread of areas where complaints are made. Each and every complaint results in some analysis and appropriate action and learning. Common themes are analysed to determine if systems and processes need altered. As members will notice the majority of complaints are around staff conduct and course management. Often learning from a complaint may be specific to one member of staff, but again any common themes are analysed and staff are supported when required.

4 Recommendations

Members of this committee are asked to note the contents of this report, and are invited to comment if they wish.

Andy Glen
Vice Principal, Business Development and Corporate Services
6/3/2018

Learning and Teaching Committee

Strategic Risk Register

1 Introduction

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

2 The Report

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

3 Recommendation

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

Carol Turnbull
Principal
September 2018

Strategic Plan 2017-2018 Risk Register

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

Strategic Plan 2017-2018 Risk Register

Risk No.	Risk Description	Inherent Risk			Controls in Place	Assurances	Internal/ External	Residual risk			Further Action	Committee Risk Owner
		Likelihood	Impact	Total				Likelihood	Impact	Total		
4	Unable to achieve credit (activity) target	2	4	8	1. Real time monitoring system. 2. Contingency plans in place to offer additional provision as required. 3. Annual review of staffing and provision to rebalance areas of growth with areas of decline. 4. Annual review carried out by internal	1. Reviewed by EMT on a weekly basis 2. Curriculum areas looking to run additional courses to address shortfall. 3. KPI reported and discussed at each board meeting 4. Provision made in accounts for clawback 5. Marketing strategies for 18/19 recruitment	Internal/ External	2	3	6	May 2018 – We were unable to achieve childcare credit target of 268 additional credits but are currently 500+ over our core target September 2018 – We are forecasting a shortfall of 90 credits on our childcare credit target which equates to approximately £20k of funding. This has been accounted for as a potential claw back in the 2018-19 budget.	F&GP Board
6	Failure to achieve attainment targets	4	4	16	1. Real time monitoring systems in place 2. Strategies in place to improve retention. 2. Strategies in place to improve student success 3. Poorly performing programmes removed from the curriculum.	1. Monitored at course level and review by Vice Principal (Learning and Skills) 2. Monitored through self-evaluation process and reported to ET and L&T committee	Internal/ External	3	4	12	Moving forward achieving attainment targets agreed with the SFC in the Regional Outcome may be a condition of grant. Low attainment can also be detrimental to college reputation. September 2018 – Final figures are not yet available but indications are that attainment has reduced by 2%. Further analysis is being undertaken by VP L&S and curriculum teams.	L&T Board
9	Prevent Duty – disruption due to threat of extremism / risk of external influences	3	4	12	1. Vice Principal attendance at local multi-agency CONTEST group 2. Regular reporting of Prevent issues at EMT. 3. Constant scanning to identify new potential threats.	1. College Prevent Action Plan 2. CONTEST meetings/minutes 3. EMT meetings/minutes 4. 80% staff trained by Sept '17	External/ Internal	1	2	2	Vice Principal leading on Prevent Action Plan, any issues would be identified through regular reporting at EMT. Immediate concerns to be raised with contact within Police Scotland. Review of evacuation procedures in relation to 'stay safe' has taken place. The College is kept updated through SOCCT Group and appropriate action taken	Audit Board
10	Imbalance between demand for student support funds/bursaries and funds available	3	3	9	1. Detailed analysis and monitoring of spend undertaken on an ongoing basis by Finance Manager, discussed regularly with Principal 2. Allocation and amounts reviewed on an annual basis to ensure funding constrained within amount available. 3. Annual review carried out by internal audit	1. EMT Meetings/Minutes 2. Internal Audit Report presented to Audit Committee	Internal/ External	1	3	3	February 2018 - College received additional student support grant that will meet demand. September 2018 – changes have been made to student support funding for 2018-19 and impact will be monitored through the year.	F&GP Board

Strategic Plan 2017-2018 Risk Register

Risk No.	Risk Description	Inherent Risk			Controls in Place	Assurances	Internal/ External	Residual risk			Further Action	Committee Risk Owner
		Likelihood	Impact	Total				Likelihood	Impact	Total		
13	Cyber attack	3	4	12	1. Janet network (via JISC) provides secure connectivity. 2. Regular reporting at ET. 3. Constant scanning to identify potential attacks/network vulnerabilities. 4. VP CS&G and IT Manager meets regularly with JISC account Manager	1. Janet secure network provides a high speed, highly reliable and secure, world-class network, enabling national and international communication and collaboration to the UK research and education community. 2. Regular updates from JISC on potential attacks/network vulnerabilities 3. EMT meetings/minutes 4. Internal Audit 2016/17	External/ Internal	1	4	4	Jisc's Security Operations centre is responsible for monitoring and resolving any security incidents (detect, report, investigate) that occur on the network. They also provide an enhanced service for the detection and mitigation of Denial of Service (DoS) attacks that occur across the network. May 2018 College received Cyber Essentials Compliance certificate in April 2018.	Audit Board
14	Non-compliance with GDPR	3	4	12	1. Recruitment of specialist, 1 day per week in partnership with Ayrshire College and Conservatoire in Glasgow. 2. JISC undertaking audit of college current processes. 3. Internal check on systems and Processes. 4. Online training of staff.	1. Standing agenda item on Audit Committee agenda. 2. Senior College Manager leading on development.	External/ Internal	3	4	12	College is well placed in terms of data protection but work is ongoing to measure gap and take appropriate actions May 2018 – All staff to undertake online training by end of May 2018. DPO Officer appointed.	Audit Board