

## Board of Management Learning and Teaching Committee

**Date: 27 February 2018**
**Time: 2pm**
**Room: Zest**

### A G E N D A

### Presented by

- |    |  |            |               |
|----|--|------------|---------------|
| 1  | Welcome and Apologies  |            | DH            |
| 2  | Declaration of Interest  |            | DH            |
| 3  | Curriculum Pathways  |            | Sandra Norris |
| 4  | SI – Update/s from previous presentations:                                   |            |               |
|    | 4.1 Virtual Care Academy   | (verbal)   | SAW           |
| 5  | Minute of Meeting of 5 December 2017   | (attached) | DH            |
| 6  | Matters Arising  |            |               |
|    | 6.1 L&T Committee - Teaching Representative for Stranraer                    | (verbal)   | SAW           |
|    | 6.2 The Bridge - update  | (verbal)   | SAW           |
| 7  | Student Association Update   | (attached) | LT            |
| 8  | Breakfast Club   | (attached) | AG            |
| 9  | SI - How Good is our College   |            |               |
|    | 9.1 Annual Self Evaluation Report 2016/17 (How Good is Our College) - update | (verbal)   | AG            |
| 10 | SI - Progress against Regional Outcome Agreement                             |            |               |
|    | 10.1 Outcome Agreement Measures Table  | (attached) | SAW           |
| 11 | SI - Learning and Skills   |            |               |
|    | 11.1 Key Performance Indicators (KPIs) Update                                | (attached) | AG            |
|    | 11.2 Curriculum Update   | (attached) | SAW           |
|    | 11.3 Head of Curriculum Update   | (attached) | JH            |
|    | 11.4 Head of Curriculum Update   | (attached) | JW            |
| 12 | Strategic Risk Register  | (attached) | AG            |
| 13 | Any Other Business   |            |               |
| 14 | Date and Time of Next Meeting – 22 May 2018 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 27 February 2018 from 2.00 pm in Room 1074b**

<b>Members present:</b>	Delia Holland (Chair) John Henderson Ian White	Kenny Henry Leah Thomas
<b>Curriculum representatives:</b>	Gillian Pearce (Stranraer)	Peter Woods (Dumfries)
<b>In attendance:</b>	Andy Wright, Vice Principal Learning and Skills Andy Glen, Vice Principal Performance and Planning Janet Weir, Head of Curriculum Sandra Norris, Marketing Manager (Item 3 only) Ann Walsh, Secretary to the Board	
<b>Minute Taker</b>	Heather Tinning, Executive Team Assistant	

### **1 Welcome and Apologies for Absence**

The Chair welcomed members to the meeting, in particular Gillian Pearce, attending her first meeting as the new Academic Staff Representative from Stranraer. Welcome also to Marketing Manager Sandra Norris, who will provide an update on Curriculum Pathways. Apologies for absence were intimated on behalf of Carol Turnbull, David Denholm, June Holland, Barry Graham, Rob Orr, Naomi Johnson and Tony Conlon

The Secretary to the Board confirmed the meeting was quorate.

### **2 Declaration of interest**

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

### **3 Curriculum Pathways**

The Marketing Manager, Sandra Norris tabled various A3 examples of Curriculum Pathways following discussions with Curriculum Staff on developing learning/career pathways. Digital views of the Pathways will be available on the college website, with a link on each course. The Curriculum Pathways will be distributed to schools and available at college events. Members welcomed the examples as a visual guide for each Curriculum Area.

#### **Actions:**

- The Marketing Manager to collate a pack containing each Curriculum Area for the next Board Meeting, in a leaflet size form
- The Marketing Manager to laminate and add a version number to the examples

The Chair thanked the Marketing Manager.

### **4 Update from Previous Presentations**

#### **Virtual Care Academy**

Following a recent presentation on the Virtual Care Academy the Vice Principal Learning and Skills VP (L&S) provided an update. The VP (L&S) and the Head of Curriculum June Holland are still

progressing ongoing discussions in relation to the Virtual Care Academy, including meetings with Borders College.

## **5 Minute of Meeting of 5 December 2017**

The Minute of the Meeting of 5<sup>th</sup> December 2017 was approved.

## **6 Matters Arising**

### **6.1 L&T Committee – Teaching Representative from Stranraer**

The Chair welcomed Gillian Pearce to her first meeting as the Academic Staff Representative from Stranraer.

### **6.2 The Bridge Update**

The Vice Principal Learning and Skills provided an update on Dumfries Learning Town (DLT) provision and options and choices for next year. Curriculum staff had recently undertaken a site visit to the Bridge to look at physical space and were very positive about the new facility, which opens in October 2018. In response to concerns there may be duplication of some provision, it was explained that this provision will take place at the Bridge instead of the college. This could also enable a positive option for increasing capacity. The VP (L&S) also advised that Credits can be claimed for S4, 5 and 6 pupils. Various meetings are ongoing in terms of timetabling and using the bridge creatively for delivery.

**Action:** A visit to be arranged to the new Bridge Facility for Board Members/Learning and Teaching Committee Members

## **7 Student Association Update**

The President of the Student Association spoke to the report, which had been issued. The Chair encouraged Members to support some of the Student Association activities.

**Action:** The President of the Student Association to produce a timetable for Sporting and other Activities to be shared with the Board

## **8 Breakfast Club**

The Vice Principal Performance and Planning VP (P&P) spoke to the report which had been issued, advising that numbers have increased since the Breakfast Club started in January 2018 at both campuses. Positive feedback had been received from both staff and students, in terms of the social aspect across curriculum areas, and beneficial improvements in students' energy and concentration in class. Following a successful application for external funding, the college will receive £1,000 from the Holywood Trust. The Breakfast Club is incorporated into the new Catering Tender and at present is run in Partnership with Baxter Storey, costing the college £0.75 per student. Members agreed that looking forward, it is hoped the Breakfast Club may help towards retention. Members are invited to vote for further funding at the Participatory budgeting event on 24<sup>th</sup> March, to be held at the Usual Place, Academy Street, between 11 am – 3 pm.

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

## **9 How Good is Our College**

### **Annual Self Evaluation Report 2016/17**

The Vice Principal Performance and Planning advised that the college's Evaluation Report has been published on the Education Scotland website at the end of January. John Bowditch, HMIE Lead

## **Board of Management Learning and Teaching Committee**

Inspector and Juliet McAlpine, HM Inspector from Education Scotland are attending the Board Meeting on 13<sup>th</sup> March to provide an update on How Good is Our College.

### **10 SI – Progress against the Regional Outcome Agreement**

#### **Outcome Agreement Measures Table**

The Vice Principal Learning and Skills spoke to the report and the Outcome Agreement Measures Table which had been issued as an update in terms of progress on key issues. The report includes an overview on Successes and Challenges. Members noted that credits were correct at the time of the report, but are subject to change as the year progresses.

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

### **11 SI Learning and Skills**

#### **11.1 Key Performance Indicators (KPIs)**

The Vice Principal Performance and Planning spoke to the report which had been issued, reporting on the retention percentages including the total FT FE retention figure of 80%, for the college, 1% reduction on last year. In terms of Sector Averages, the college is 2% behind the Sector Average for FT FE. The Chair advised that it was the remit of the Learning & Teaching Committee to monitor retention and whilst it was appreciated that considerable effort had been made across the college, retention figures remained disappointing. However, it was also recognised that the new academic structure and initiatives such as the Passport to FE programme and the Breakfast Club should improve the situation going forward.

#### **11.2 Curriculum Update**

The Vice Principal Learning and Skills spoke to the report which had been issued, reporting on new emerging curriculum developments, including Creative Industries, Performing Arts and Childcare at Stranraer Academy for the West of the Region. The VP (L&S) informed the Committee of a positive meeting with Lockerbie Academy regarding Foundation Apprenticeships. In terms of hospitality, discussions have taken place with the schools on the delivery pattern, although the need for a qualification is not recognised as an important career path. A meeting has been arranged with the Curriculum Managers to discuss application numbers and areas of demand. The VP L&S advised that there were more applications in the system last year at this time.

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

#### **11.3 Head of Curriculum Update – June Holland**

The paper provided by Head of Curriculum June Holland was to provide the Learning and Teaching Committee with an update of the HoC role specifically related to cross-college remit and activity. Within this post, the Cross-College roles are:

- Access and Inclusion
- School college transitions
- Care experienced Young People
- Gender Imbalance

Members noted the report

#### **11.4 Head of Curriculum Update – Janet Weir**

The Head of Curriculum Janet Weir spoke to the report which had been issued, within this post, the Cross-College roles are:

- Retention and Attainment
- Progression and Articulation
- Enterprise
- Employer Engagement

The Head of Curriculum informed members that regular meetings take place between Curriculum Managers and the Heads of Curriculum and reported on key activities, including:

- Curriculum Teams actively progressing Employer Engagement
- Pathways working with DYW
- New articulation routes, including UWS and Glasgow School of Art
- Re-visiting previous Articulation Agreements signed prior to this academic session

The Chair thanked the Head of Curriculum for the report.

#### **12 Strategic Risk Register**

The Strategic Risk Register is presented to the Audit Committee which has responsibility to oversee the process of the management of the register. The Register will now be presented to each Board Committee to allow Committees to comment on their own areas of concern.

The Vice Principal Performance and Planning spoke to the report which had been issued, asking members to note the recent updates highlighted in red, including:

##### **Risk 14 – Non-compliance with General Data Protection Regulations - GDPR (new risk)**

The new Regulations come into force on 25<sup>th</sup> May 2018. The college will share the resource of a Data Protection Officer with Ayrshire College and Conservatoire in Glasgow, to be based at the college one day per week. Interviews are scheduled to take place in March. Consequences of non-compliance with GDPR can be significant, the college has plans in place to ensure compliance including mandatory training to commence in April for all staff, in the form of an e-learning package, which will also be rolled out to Board Members.

##### **Risk 4 – Unable to achieve credit (activity) target**

The Vice Principal Performance and Planning advised of a predicted shortfall of approximately 413 credits. Work is still ongoing to achieve the credit target.

##### **Risk 2 – Public Sector funding cuts – forecast for session 2017-18**

On course to achieve an underlying break-even position.

##### **Risk 13 – Cyber Attack**

The college is committed to compliance with the Cyber Resilience Plan following Scottish Government's requirement, with minor actions to be taken forward.

**Decision:** The Committee discussed and supported the contents of the Strategic Risk Register, taking account of comments noted above

**13 Any other business**

None

**14 Date and Time of Next Meeting**

The next meeting of the Learning and Teaching Committee will take place on Tuesday 22<sup>nd</sup> May 2018 at 2 pm.

## Board of Management 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 5 December 2017 from 2.00 pm in Room 2089**

**Members present:**

Delia Holland (Chair)	Carol Turnbull (Principal)
John Henderson	Kenny Henry
Ian White	Naomi Johnson
Rob Orr	Leah Thomas
Barry Graham	

**Curriculum representatives:**

David Denholm

**In attendance:**

Brian Johnstone, Chair of the Board of Management  
Andy Wright, Vice Principal Learning and Skills  
Andy Glen, Vice Principal Performance and Planning  
June Holland, Head of Curriculum  
Janet Weir, Head of Curriculum  
Ann Walsh, Secretary to the Board

**Minute Taker:**

Heather Tinning, Executive Team Assistant

### **1 Welcome and Apologies for Absence**

The Chair welcomed members to the meeting. Apologies for absence were intimated on behalf of Peter Woods and Tony Conlon.

The Secretary to the Board confirmed the meeting was quorate.

### **2 Declaration of interest**

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

### **3 Presentation – Virtual Care Academy**

The Head of Curriculum, June Holland gave a comprehensive presentation to Members on the Virtual Care Academy. Key points to note:

- The College is working with the Open University
- Provision has been mapped
- Next steps to engage with industry Stakeholders

Members thanked June Holland for the presentation.

### **4 Minute of Meeting of 3 October 2017**

The Minute of the Meeting of 3<sup>rd</sup> October 2017 was approved.

## **5 Matters Arising**

### **5.1 Passport to College – numbers enrolled on the course**

The Head of Curriculum, June Holland, reported that the course has now been running for 6-weeks with 100% retention, still maintaining the 13 students who had originally enrolled for the course. The Head of Curriculum advised that there had been no referrals in terms of behaviour and felt that the dedicated support put in place has been a key factor in the positive retention to date.

### **5.2 Student Association Constitution**

The President of the Student Association confirmed that following recent amendments, the Constitution was now ready for signature by the Chair of the Board and the Student Association President.

**Decision:** Members approved the Constitution and authorised the Chair of the Board and Student Association President to sign the Student Association Constitution

The Chair of the Board and Student Association President signed the Student Association Constitution at the Learning & Teaching meeting of 5<sup>th</sup> December 2017.

### **5.3 Annual Self Evaluation Report 2016/17 (How Good is our College) – final document**

The VP Performance and Planning spoke to the Report which had been circulated, advising that this is the final report that had been submitted to Education Scotland. Representatives from Education Scotland and the Scottish Funding Council are in college for a Formal Endorsement meeting with EMT and Heads of Curriculum on 7<sup>th</sup> December. The Report will be published on the Education Scotland and Scottish Funding Council website, minus the scores, in January.

The Chair asked for thanks to be noted to the VP Performance and Planning and staff involved in the work that had been put into completing the document, and welcomed an update to the Committee in the future.

### **5.4 New Management Structure – Stranraer Post**

The Principal reported that following the recent interview process, the Panel decided not to appoint to the Position of the Stranraer Campus Development Manager. Moving forward, Eva Milroy who undertook the study to identify opportunities for the Curriculum Development in Stranraer and Wigtownshire, and has recently been appointed as Complete Training Solutions (CTS) Co-ordinator on a part-time basis, will extend her role to full time to include Stranraer.

A proposal is being explored for Foundation Apprenticeship Engineering in Stranraer Academy, using their workshop space.

In terms of school link, the Principal reported that she met with the Head of Education and Head Teachers from Douglas Ewart and Stranraer Academy. The Principal advised that the Facilities Manager and his Team attend the Stranraer Campus on a regular basis.

### **5.5 Review of Name of Committee**

Following discussion on the Name of the Committee, it was agreed to continue with the Title of Learning and Teaching Committee. It was agreed that the scope of the Committee is Learning and

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Teaching including Quality and Curriculum, and wider aspects around Employability and Articulation. The Chair advised that the Remit will remain unchanged.

**Decision:** The majority of Members agreed to retain the name of the Committee as Learning and Teaching Committee

### 5.6 Review of attendees to Committee Meetings

The Chair reported on the current membership, including:

- 5 Non-Executive Board Members
- 1 Executive Board Member
- 2 Student Association Board Members
- 2 Members of EMT in attendance
- 2 Curriculum Managers in attendance
- 3 Teaching Representatives – 1 vacancy from Stranraer

**Action:** The VP Learning and Skills is progressing the Vacancy in Stranraer

Members noted the Membership of the Committee.

### 5.7 Review of Dates of Meetings

To allow time for actions and decisions from the Committee to be taken forward to the Board Meeting, the Chair proposed to move the L&T Committee meetings to be held two weeks before the Board Meeting.

**Decision:** Members agreed to the revised dates for the Learning and Teaching Committee, noting that the L&T Committee will take place on the same day as the Finance and General Purposes Committee

**Action:** The Board Secretary to circulate amended meeting dates

### 5.8 CDN Development Programme – L&T Workshop

The Secretary to the Board reported that five Members had noted an interest in attending the L&T Workshop, to take place on 14th March 2018.

**Action:** The Secretary to the Board to co-ordinate transport

### 5.9 Feedback from Recommended papers to the Board:

#### Learning and Teaching Strategy

Following recommendation at the last L&T Committee, the Learning and Teaching Strategy was presented at the Board of Management meeting on 10<sup>th</sup> October and was approved.

#### Access and Inclusion Strategy

Following recommendation at the last L&T Committee, the Access and Inclusion Strategy was presented at the Board of Management meeting on 10<sup>th</sup> October and was approved.

### 5.10 The Bridge: Update

The Principal reported that Pat Shearer, who is leading on the Governance and Strategic Development of the Bridge, attended the college with colleagues to provide an update on the Bridge. Discussion included school college link delivery, challenges and timetabling. The Principal advised that college courses will be offered next year at the Bridge.

Colin Grant and Colleagues from the Council are attending the Board Meeting on 12<sup>th</sup> December, to provide an Update on the Bridge to Board Members.

## **6 Student Association Update**

Leah Thomas, the Student Association President, provided an update on recent activities within the Student Association. Since the last L&T Committee, lunchtime activities have commenced including Tennis, Exercise Circuits and Baseball, to be run by the Student Association President together with Intermediate 2 Sports students. To raise awareness for International Disability Day staff and students had been invited to take part in Blind Football, which also takes place tomorrow in Stranraer.

The Principal is attending a Class Rep Meeting arranged for Friday 15<sup>th</sup> December. A meeting with Board of Management Representatives and Class Reps has been arranged for 11<sup>th</sup> December. The Student Association President reported that there are 9 Curriculum Representatives at Dumfries and 4 at Stranraer, with training arranged to take place. The Chair would welcome Presentations at the L&T Committee, once the team are in place. The VP L&S advised that the Head of Curriculum June Holland and the VP Performance and Planning having been working on the Self Evaluation process, advising that the Curriculum Reps are now part of this process.

The Chair thanked the Student Association President and colleagues for all their hard work.

## **7 SI How Good is Our College**

### **7.1 Student Satisfaction and Engagement Surveys**

The Vice Principal Performance and Planning (VP P&P) reported on the Annual Survey, which is required by the Scottish Funding Council. The VP P&P spoke to the figures which show comparisons between 2015-16 and 2016-17 and other colleges in the Sector average. Members agreed that the resulting percentages were positive for the college. With regard to the overall survey responses, the VP P&P advised that the Student Association President relinquished his post half way through the year, which could explain the relatively low score awarded to this question.

### **7.2 Learner Destination**

The Vice Principal Learning and Skills (VP L&S) reported on the Learner Destination report, highlighting the key measurement percentages for progression to further study and employment for 2015-16. Focus is on transition arrangements and how best to support them. Members asked for clarification on confirmed destinations and positive destinations. The VP L&S advised that this was Scottish Funding Council (SFC) terminology. The Chair requested to convert to 'our speak' for future reports.

### **7.3 Learner 'How Did We Do? Survey**

The Vice Principal Performance and Planning reported on the Survey, advising that although there were more courses this year, the overall response had been less than the previous year. Each Curriculum Manager is provided with a detailed response, which is used to improve their own areas. Members noted the college's high performance in the overall college sector.

The Chair asked for thanks to be noted to all staff involved.

## **8 SI Progress Against ROA**

### **8.1 Articulation**

The Head of Curriculum Janet Weir spoke to the report which had been issued, reporting on new developments including discussion with:

- Edinburgh Napier for Electrical Engineering and Computer Science
- Glasgow School of Art
- Open University

The Principal advised that a Summary of Mainstream Courses are to be presented, as a work-in-progress, at the Board Meeting on 12<sup>th</sup> December.

Members noted the report.

### **8.2 Senior Phase Work with Schools**

Head of Curriculum (HoC) June Holland spoke to the report which had been issued. The HoC reported that she had been working on challenges around DLT including timetabling and expectations of the College. A new Focus Group has been set up to plan systematically better transition, including a 2-day workshop for school leavers coming to college. The HoC also spoke of School College Link Champions to meet with students and co-ordinate a tour of the college.

The Principal advised that over 1,000 Primary 7 pupils attended a Transition Evening in college last week. There was also a great turnout for the recent DLT/Careers Fayre and Open Evening. Primary 7 pupils are also invited to an Active Sports Day which takes place at the College.

**Action:** The Secretary of the Board to provide a copy of the School College Prospectus to the Chair

Members noted the report.

## **9 SI - Learning and Skills**

### **9.1 Curriculum Development Plan 2018-19**

The Vice Principal Learning and Skills spoke to the report which had been issued, reporting on the course provision for the CDP for 2018-19, including key challenges. The VP L&S advised that he meets with the 16 Secondary Schools to discuss choices for School College Link. Barry Graham reported on the value of this discussion for the schools. Further discussion took place in terms of part-time provision.

Members noted the report.

### **9.2 Key Performance Indicators (KPI) Update**

The Vice Principal Learning and Skills spoke to the report which had been issued. The report includes a breakdown over the last 3 Academic Years for Curriculum Areas, including withdrawal reasons for 2017/18. With regard to the declining retention figures, the VP L&S spoke of reasons

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including Course Related/Finance/ Family issues and Health. Members noted the low percentage of course related issues. The VP L&S spoke of how well the staff do given the challenges.

The Principal advised that entry requirements and admissions would be reviewed going forward. Members discussed the opportunity to share Best Practice with Scotland's other Rural Colleges.

**Action:** The Chair requested that the VP L&S enlarge the squares which identifies the FT HE Withdrawal reasons for next report

Members noted the report.

*Brian Johnstone left the meeting.*

### 9.3 Curriculum Update

The Vice Principal Learning and Skills spoke to the report which had been issued, providing a reflection of activities in terms of the curriculum. The VP advised that in addition to the updates in the report, a group of Hospitality students were serving a Sri Lankan Meal at Troqueer Primary School, as part of their studies.

Members noted the report.

*Barry Graham and Rob Orr left the meeting.*

### 9.4 Learning and Teaching Mentor Evaluation

The Vice Principal Learning and Skills spoke to the report which had been issued, providing an evaluation of the activity carried out by the Learning and Teaching Mentors for 2016/17. The VP L&S reported on the focus for this year, identified in the report and advised that an update would be provided at a future L&T Committee meeting.

**Action:** The Vice Principal Learning and Skills to provide an update at a future L&T Committee meeting

Members noted a very successful report.

### 10 Any other business

None

### 11 Date and Time of Next Meeting

The next meeting of the Learning and Teaching Committee will take place on Tuesday 27 February 2018 at 2 pm.

# Learning and Teaching Committee

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## Report to the Learning and Teaching Committee by the President of the Students' Association

### 1 Introduction

The purpose of this report is to update the Committee on projects and ongoing work in the Students' Association.

### 2 South-West Trophy

The first of the South-West Trophy events recently took place, which was held at the Dumfries Campus on the 7<sup>th</sup> of February between the two campuses, with Dumfries winning the trophy. There will be a rematch for the trophy in April, which will be held in Stranraer.

### 3 Lunchtime Activities

Lunchtime activities have started back up and will now continue until the end of the academic year. I am running these alongside a group of students who have asked to stay involved with the activities. These are run every Monday, Wednesday and Thursday lunchtimes.

### 4 Health Week

Health week was overall a success; it took place between the 22<sup>nd</sup> - 26<sup>th</sup> of January. There were a range of organisations that came to both campuses promoting holistic health and wellbeing to the students. I did Blood Pressure checks for staff and students over two days during Health Week, which was very well received at both campuses.

### 5 Class Reps and Curriculum Reps

Class Reps have attended their first meeting at both campuses now, with some interesting topics being discussed at them. Most of the class reps are working well with their classes with things that class groups are raising. Some of them regularly come to the student association with class requests and for updates, which they are then feeding back to their class. The next dates for meetings are currently being organised.

At a meeting in December, the role of the curriculum reps in the self-evaluation process was discussed. It was not clear following this discussion what role they would play in the process. In the meantime, we have started to provide training to include curriculum reps in the learners review process with a number of the curriculum reps conducting reviews over the past few weeks.

A report of the outcome of the learners review will be provided for the next meeting.

### 6 Refreshers

A small refreshers was organised for the end of January/beginning of February for students who have recently started their courses in January. A range of organisations attended refreshers at both campuses, with a lot of interest from the students.

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### **7 Recommendation**

It is recommended that the Board note the contents of this report.

Leah Thomas  
President Students' Association

Date: 15/02/2018

## Learning and Teaching Committee

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### Report to the Learning and Teaching Committee regarding the Breakfast Club

#### 1 Introduction

The purpose of this report is to update the Learning and Teaching Committee on recent developments relating to the free student breakfast club, which is a joint financial venture between the college and Baxter Storey.

Over recent months, it has become increasingly apparent there are a number of students that do not eat during the college day. The breakfast club aims to address this by providing a free basic breakfast, available to all students, to ensure no one starts the day hungry. The reason for breakfast being available to all students is to ensure there is no stigma attached, and students have no need to feel uncomfortable if they think they have been identified as needing the service.

#### 2 Aims and Objectives

- To provide a free breakfast available to all students.
- To promote health and well-being, healthy eating and sustainability.
- To encourage a sense of college community, as students sit and eat together.
- In the long-term, to ascertain if there is a positive impact upon student retention figures.

#### 3 Numbers Participating

Week Commencing	Dumfries	Stranraer	Total
Mon 08/01	236	88	<b>324</b>
Mon 15/01	184	79	<b>263</b>
Mon 22/01	293	85	<b>378</b>
Mon 29/01	279	86	<b>365</b>

#### 4 Costs

The total cost for January was £1741.50, with Baxter Storey and the college each paying £870.75. This is based upon a cost of £1.50 per head.

#### 5 Funding and Resources

Funding bids have been submitted as follows:

- Hollywood Trust - £1,000 applied for and successfully granted.
- Dumfries and Galloway Council, People Tackling Poverty fund - £20,000 applied for from the fund. Dumfries and Galloway Council have confirmed we are through to the next round, which is participatory budgeting. This will take place on Saturday 24<sup>th</sup> March at Summerhill Community Centre, where we will present our project and the public will then vote for the projects that they would like to receive funding.
- Kellogg's Breakfast Club - £2,000 applied for, we are still waiting on a decision.

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Grant Finder is also being utilised to identify further potential funding sources, currently the following are looking promising and will be investigated further:

- The NFU Mutual Charitable Trust
- Big Lottery Fund – Scotland
- Esmee Fairbairn Foundation

Rowan Glen in Newton Stewart and Arla Foods in Lockerbie have both been contacted to ask if they could work as local partners with us to help support the club with yoghurts, butter and cheese. We are still waiting for them to respond.

### 6 Promotion and Marketing

Advertising will continue to promote the breakfast club further to students internally through the Student Association, Class and Curriculum Reps and Personal Tutors. We also need to ensure we capture donations from community partners and market these appropriately by advertising 'fruit has been donated by Mitchells Wholesale' for example. This also provides opportunities to invite community partners who support the club through funding or donations into the college to see the breakfast club in operation.

Following a workshop on 15 February to explain the participatory budgeting process for presenting the project for the People Tackling Poverty fund, there will be a cross college marketing campaign and a press release, to promote the project before the public voting.

### 7 Student Feedback

All students were encouraged to provide feedback on their first visit, all of which has been extremely encouraging. Furthermore, at the Learner Voices Review, students are asked for general feedback about any aspect of college life and most classes are highlighting the positive impact the breakfast club is having. See Appendix I for a sample of student comments.

### 8 Next Steps

- Continue to source and apply for external funding.
- Open the breakfast club to staff for a fee of £1.50.
- Consider strategically placed collection tins for student donations.
- Ensure community partners are thanked for donations and information is shared that they can use for their own marketing purposes.
- Involve students for designing promotional materials.
- Discuss with our campus partners, the University of Glasgow and the University of the West of Scotland, the potential to opening the club to university students.

Elaine Crawford  
Student Engagement Officer

Date: 8 February 2018

## Learning and Teaching Committee

### Appendix I

Student Feedback
Absolutely love it. Can normally only afford lunch and a bag of crisps, end up feeling hungry in the first classes.
Feels great to have food before class, good choice too. As all of my spare money goes to kids breakfast club. Thank you.
I think this is a good idea as this will encourage people that don't eat breakfast and also help the ones that have a low income coming in. To help them at least know they can have a free breakfast to keep them going to lunch.
Fantastic idea. Healthy and tasty food. Helps people who are driving a distance get something healthy to eat.
Brilliant idea – breakfast helps learning.
Brilliant idea, especially for people that maybe avoid breakfast to save their money for lunch, which is not healthy or good for them if they are taking part in physical activity. Thank you.
As a mother of two, and on a low income, I struggle financially and believe this to be a great way to get at least one meal into those with little money. I know if it wasn't for my partner's income, I would not be able to afford to eat at college. Great idea, hope it can continue!
Really good idea, helps people like me. Keep up the good work, hope it lasts, thanks.
Brilliant idea, I don't usually have time for breakfast in the morning so this is great and sets me up for the day. Good selection of stuff.
After having breakfast yesterday I had energy in the afternoon, I wasn't shattered at 3pm like I usually am. Also it saved me eating unhealthy food at break time.
Excellent idea, eating healthy in the morning encourages me to keep a healthy lifestyle.
Brilliant idea. Hopefully breakfast club will take some of the strain from some of the less fortunate students.
Great, I spoke to a student from another area, which I wouldn't normally do, about her amazing nails.
It's fab! I wouldn't mind paying like a £1 to keep it going.
After my bills are paid, I have £40 to live on for a fortnight. The breakfast club is a real lifeline for me.

## Learning and Teaching Committee

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### Outcome Agreement Measures Table

#### 1 Purpose of the Report

The purpose of this report is to give the Learning and Teaching Committee an update on the 2017-18 Outcome Agreement Measures Table.

#### 2 The Report

The report illustrates the progress made to date on each of the measures, both positive and negative:

##### Positive

- The number of learners of ethnic background has increased throughout all areas of the College by 4%
- The number of learners with disabilities is significantly higher than the college target of 6%, at 14%. The College now supports 503 learners with disabilities ranging from dyslexia to profound and complex needs
- The gender balance across the college remains evenly split in terms of numbers. Although in some specific curriculum areas, improvement is still needed to address gender balance
- Currently, 768 credits are delivered to Care Experienced learners within the College, which is significantly above the College target of 360. This equates to 51 learners who are currently being supported
- The number of S3/S4 learners attending on school programmes is above the College target. We are currently delivering 960 credits to a college credit target of 527
- The College is performing well in terms of STEM related provision at the college, although we still require guidance from SFC as to units and courses that fit this criteria
- The number of start-ups for apprenticeships through SNIPEF/SECTT/CITB and SDS is currently at 114 (14 learners above the College target)

##### Negative

- The College has made positive progress on its credit target of 30,067 but will still need explore other opportunities with CTS and Curriculum areas to ensure the target is achieved for 18/19, current credit total is 29,083

## Learning and Teaching Committee

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- There are significantly fewer pupils (around 160) engaged with the Senior Phase Programmes at the College, progress needs to be made with schools across the region on these pathways to achieve a college target of 224 learners engaged with Senior Phase pathways
- The number of learners receiving a “work placement experience” is currently below target and should be further explored. A college target was set for 834 learners this is currently at 373 learners
- Gender balance numbers still need to improve in terms of Curriculum areas, which need to address these areas

### 3 Recommendation

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

**Andy Wright**

Vice Principal Learning and Skills

February 2018

Measure		Target 2017-18	Target 2018-19	Target 2019-20	Note	
1 (a)	Cedits delivered (Core)	30,067	30,067	30,067	29083	97%
1 (b)	Volume and proportion of Credits delivered to learners aged 16-19 and 20-24	23152	23152	23152	19,679 Cedits,	
		77%	77%	77%	85%	
	Volume and proportion of Credits delivered to learners aged 16-19	16,236	16,236	16,236	14,873 credits,	
		54%	54%	54%	91%	
	Volume and proportion of Credits delivered to learners aged 20-24	6,915	6,915	6,915	4803 credits,	
		23%	23%	23%	69%	
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	3025 credits,	Sim 10%
		12%	13.5%	15%	84%	
1 (d)	Volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers					
	Ethnicity					
	White	29,819	29,819	29,819	26,126	
		99.18%	99.18%	99.18%	87%	Postive for more diversity
	Any mixed background	42	42	42	67	
		0.14%	0.14%	0.14%	0.22%	
	Asian, Asian Scottish or Asian British	116	116	116	328	
		0.37%	0.37%	0.37%	1%	
	Black, Black Scottish or Black British	47	47	47	661	
		0.15%	0.15%	0.15%	2%	
	Other ethnic background	50	50	50	92	
		0.16%	0.16%	0.16%	1%	
	Disability					
	No know disability	28,262	28,262	28,262	23,361	

Measure		Target 2017-18	Target 2018-19	Target 2019-20	Note	
		94%	94%	94%	86%	Reflects greater % of people with disabilities
	Disabled	1,806	1,806	1,806	3961	
		6%	6%	6%	14%	
	<b>Sex</b>					
	Male	15,033	15,033	15,033	13,352	
		50%	50%	50%	49%	
	Female	14,884	14,884	14,884	13,947	
		50%	50%	50%	51%	
	Other	0	0	0	40	
		0%	0%	0%	0.01%	
	<b>Sexual Orientation</b>					
	<b>Religion</b>					
	<b>Care Experienced</b>					
	Care-Experienced	360	360	360	768	
		1.20%	1.20%	1.20%	3%	
<b>2 (a)</b>	Number of senior phase age pupils studying vocational qualifications delivered by the	224	248	260	62	
<b>2 (b)</b>	Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	870	975	1030	246 credits, 1%	Adjustment for SDS FA
		2.9%	3.20%	3.4%		
<b>2 (c)</b>	Volume and proportion of Credits delivered to S3 and above as part of 'school-college' provision	505	516	527	960 credits, 3.1%	
		1.6%	1.7%	1.8%		
<b>2 (d)</b>	Volume and proportion of Credits delivered at HE level to learners from SHEP schools	-	-	-		
		-	-	-		
<b>3</b>	Volume and Proportion of Credits delivered to learners enrolled on STEM courses	5600	5750	5900	7984	
		18%	19%	20%	26%	

Measure		Target 2017-18	Target 2018-19	Target 2019-20	Note	
<b>4 (a)</b>	Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)					
	Percentage of full-time FE students	69	70	71		
	Percentage of part-time FE students	82	84	86	5%	
	Percentage of full-time HE students successfully	72	74	76		
	Percentage of part-time HE students successfully	80	84	88	1%	
<b>4 (b)</b>	Proportion of enrolled MD10 students successfully achieving a recognised qualification (FT & PT) achieving a recognised qualification					
	Percentage of full-time FE students	76	77	78		
	Percentage of part-time FE students	82	84	86		
	Percentage of full-time HE students successfully	72	74	76		
	Percentage of part-time HE students successfully	80	84	88		
<b>4 (c)</b>	Proportion of senior phase aged pupils successfully achieving a recognised qualification (FT & PT)					
	Percentage of full-time FE students	76	77	78		
	Percentage of part-time FE students	82	84	86		
	Percentage of full-time HE students successfully	76	78	80		
	Percentage of part-time HE students successfully	80	84	88		
<b>5</b>	The number of starts for direct contracted apprenticeships (including industry bodies such as SDS, CITB and SECTT)	100	110	120	114	
<b>6</b>	Number of full-time learners with "work placement experience" as part of their programme of study	834	875	918	373	
<b>7</b>	The number and proportion of successful students who have achieved HNC or HND qualifications who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	55	63	73		
		10%	12%	14%		
<b>8</b>	Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	966	976	987		
		92%	93%	94%		
<b>9</b>	SSES Survey - The percentage of students Overall, satisfied with their college experience					

Measure		Target 2017-18	Target 2018-19	Target 2019-20	Note	
	Number and percentage of full-time FE students	92%	93%	95%		
	Number and percentage of part-time FE	92%	93%	95%		
	Number and percentage of full-time HE students	92%	93%	95%		
	Number and percentage of part-time HE students	92%	93%	95%		
<b>10</b>	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 relevant Colleges Key Performance Indicators.

### 2 The Report

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

#### 2.1 Retention

Retention remain the focus of the College in this coming year. The tables below shows curriculum areas retention rate for both FE and HE as of the 2<sup>nd</sup> February 2018. The total FT FE retention figure for the College is 80% (This is our KPI Figure)

#### Curriculum areas retention rates for Full Time FE

Area / Programme	2017/8 (02/02/2018)				2016/7 (03/02/2017)				2015/6 (05/02/2016)		
	ENR	RET	%	% diff	ENR	RET	%	% diff	ENR	RET	%
Creative Industries (A0ADE)	54	38	70%	-19%	56	50	89%	1%	57	50	88%
Construction (A0BCR)	142	112	79%	-6%	156	132	85%	6%	145	114	79%
Business (A0BOM)	27	22	81%	-5%	28	24	86%	-6%	36	33	92%
Computing (A0CMC)	56	44	79%	-3%	56	46	82%	4%	59	46	78%
Hospitality (A0CTG)	68	52	76%	-9%	79	67	85%	11%	76	56	74%
Childcare (A0EDS)	168	141	84%	-1%	130	110	85%	6%	142	112	79%
Engineering/Electrical/Motor Vehicle (A0ENG)	127	103	81%	5%	128	97	76%	-2%	177	138	78%
Care (A0HSS)	175	139	79%	-1%	193	155	80%	1%	214	168	79%
Hair and Beauty (A0LST)	159	125	79%	5%	146	108	74%	-7%	144	117	81%
Sport and Fitness Provision (A0SPO)	64	55	86%	14%	47	34	72%	-8%	51	41	80%
Total (All)	1040	831	80%	-1%	1019	823	81%	2%	1101	875	79%

## Learning and Teaching Committee

### Curriculum areas retention rate for Full Time HE

Area / Programme	2017/8 (02/02/2018)				2016/7 (03/02/2017)				2015/6 (05/02/2016)		
	ENR	RET	%	% diff	ENR	RET	%	% diff	ENR	RET	%
Creative Industries (A0ADE)	87	85	98%	3%	92	87	95%	1%	89	84	94%
Business (A0BOM)	89	79	89%	0%	97	86	89%	1%	86	76	88%
Computing (A0CMC)	51	43	84%	-6%	49	44	90%	0%	29	26	90%
Hospitality (A0CTG)	10	9	90%	17%	11	8	73%	-16%	9	8	89%
Childcare (A0EDS)	54	51	94%	5%	66	59	89%	-4%	61	57	93%
Engineering/Electrical/Motor Vehicle (A0ENG)	39	35	90%	-2%	37	34	92%	0%	38	35	92%
Care (A0HSS)	93	63	68%	-15%	95	79	83%	2%	89	72	81%
Hair and Beauty (A0LST)	20	19	95%	9%	29	25	86%	-7%	29	27	93%
Sport and Fitness Provision (A0SPO)	57	56	98%	1%	66	64	97%	10%	68	59	87%
Total (All)	500	440	88%	-2%	542	486	90%	1%	498	444	89%

### 3. Future Plans

The College is currently working with Ayrshire College on a predictive success model and initial tests on this tool have shown that it may well be a benefit to us in the coming years. It is hoped that this tool will be available from the start of next academic year.

### 4. Recommendation

The Committee is asked to discuss progress against targets.

## HOW DO I APPLY?

Information on Foundation Apprenticeships will be provided via your Schools College Link / Guidance Tutor.

Interested Students can then apply to the College by completing a paper based application form.

For more information on FA's:  
[www.apprenticeships.scot/become-an-apprentice/foundation-apprenticeships/](http://www.apprenticeships.scot/become-an-apprentice/foundation-apprenticeships/)

## GETTING TO AND FROM COLLEGE

The College may be able to help with your travel to and from campus by allowing you to travel on certain bus services without charge. Student Travel Guides showing bus times/routes are available from the College Reception.

## CONTACTS AND FURTHER INFORMATION:

**Gillian Rose (Curriculum Manager)**

Tel: 01387 734260

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

**Caroline Davidson (Foundation Apprenticeship Coordinator)**

Tel: 01387 734219

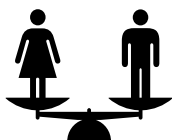
Email: [davidsonc@dumgal.ac.uk](mailto:davidsonc@dumgal.ac.uk)

## Equality & Diversity

All individuals within Dumfries and Galloway College have a responsibility to comply with legislation and promote positive attitudes towards equal opportunities. All external persons connected to Dumfries and Galloway College will be encouraged to hold the same responsibility and commitment.

We are committed to equal opportunities for all and encourage access to all courses by everyone.

*Did you know?...*



We are encouraging pupils to apply for subjects which are traditionally thought to be 'male' or 'female' orientated. Join the 'we can do it' spirit and apply for your place now. Don't let outdated gender stereotyping prevent you from pursuing your interests or education / career pathways.

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# BUSINESS SKILLS

# FOUNDATION

# APPRENTICESHIPS



Dumfries & Galloway College, Bankend Rd, Dumfries, DG1 4FD

Scottish Charity Number: SC021189



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## WHAT IS A FOUNDATION

### APPRENTICESHIP (FA)?

This is an exciting new course which will be delivered in partnership with your school, local companies, Dumfries & Galloway College, Dumfries and Galloway Council and Skills Development Scotland (SDS) to ensure you have the best learning opportunity and job prospects.

A Foundation Apprenticeship is an industry recognised qualification that you can study whilst still attending school, starting in S5 and completing in S6, providing a “fast track” route to employment or higher level study (HNC Level). There are a number of regional companies directly involved as part of the partnership who are looking to recruit directly from the Foundation Apprenticeship intake.

## WHO IS

### THE COURSE FOR?

The Foundation Apprenticeship in Business Skills is a two year programme designed for pupils to start in S5 and complete in S6 and will provide pupils opportunities to develop skills and knowledge for entry into a career in the Business sector.

The Award supports individuals to develop a range of skills which employers value, together with knowledge and understanding which supports progression into employment or Further or Higher education to continue to develop a career within the Business sector.

The programme provides an advantage to those undertaking it by either demonstrating to employers that they have the skill set they require or by supporting opportunities to progress further at College or University.

## ENTRY REQUIREMENTS

You will need to be on target to obtain a minimum of 4 National 5 courses at C or above. A good level of English and Information Technology and any additional business subjects would be an advantage. You will also need to attend an advice session where there will be a one to one interview to determine appropriate aptitude for the programme.

## TYPICAL CAREERS

A variety of careers in the fields of Business including Administration Assistant, Clerical Assistant, Data Entry Clerk, Records Clerk & Receptionist.

Progressions pathways can also lead to office management roles.

## DELIVERY

### YEAR 1

1 day per week from June at college.  
Dates and times to be advised.

- NPA in College (majority of credits)
- Contemporary Business Issues unit
- Site visits to employers
- Workplace component
- Student event (live)

### YEAR 2

2 days per week with 1 in College.  
Dates and times to be advised.

- Extended work placement
- NPA in College
- Real work projects
- Team-working
- Interview/career planning support
- Final assessment of SVQ units

## STUDYING A

### FOUNDATION APPRENTICESHIP

You will be a fully enrolled student of Dumfries and Galloway College which gives you access to all of the same services and facilities as the rest of our students.

The Foundation Apprenticeship includes the National Progression Award in Business with Information Technology, with a work placement in a suitable business setting.

This NPA develops knowledge and understanding of the features and characteristics of small, medium and large organisations and issues facing businesses today. It will help develop oral, written and evaluation abilities and core skills such as problem solving, planning and working with others. It will develop ICT skills, and enable you to be more confident in the use of software application packages for administrative and business purposes.

The NPA covers areas including:

- Understanding business
- Management of people and finance
- Working with IT software including word processing and presenting information
- Spreadsheets and database
- Contemporary business issues
- Work placement

This course will prepare you for entry into employment and develop the skills appropriate for working in a business environment but also provide opportunities for progression to NQ, HNC or degree level studies.



## HOW DO I APPLY?

Information on Foundation Apprenticeships will be provided via your Schools College Link / Guidance Tutor.

Interested Students can then apply to the College by completing a paper based application form.

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## CONTACTS AND FURTHER INFORMATION:

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**Caroline Davidson (Foundation Apprenticeship Coordinator)**

Tel: 01387 734219

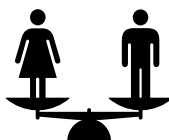
Email: [davidsonc@dumgal.ac.uk](mailto:davidsonc@dumgal.ac.uk)

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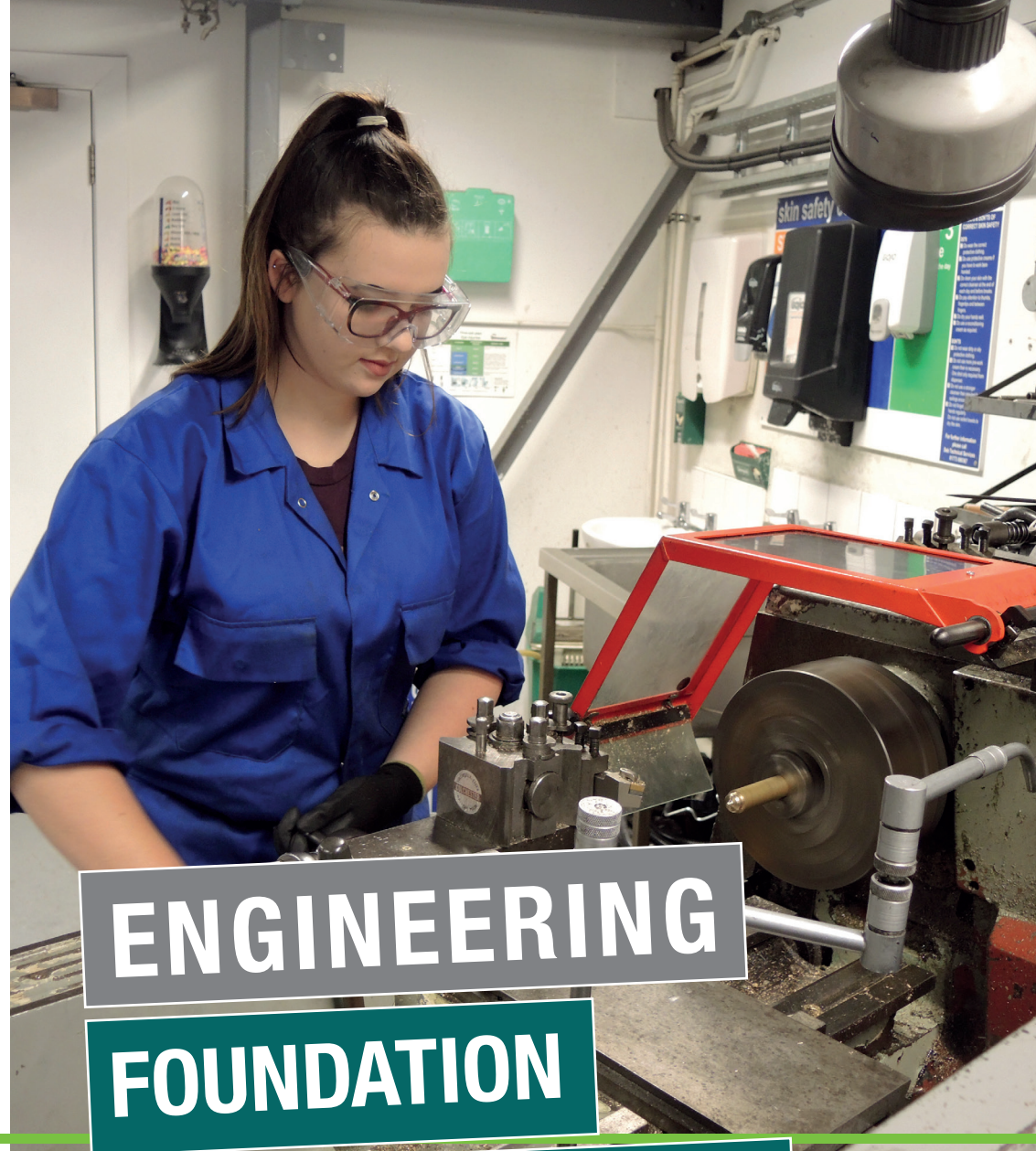
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& Galloway



Dumfries & Galloway  
College

## WHAT IS A FOUNDATION

### APPRENTICESHIP (FA)?

This is a new course which will be delivered in partnership with your school, local engineering companies, Dumfries & Galloway College, Dumfries and Galloway Council and Skills Development Scotland (SDS) to ensure you have the best learning opportunity and job prospects.

A Foundation Apprenticeship is an industry recognised qualification that you can study whilst still attending school, starting in S5 and completing in S6, providing a “fast track” route to employment. There are a number of regional companies directly involved with the partnership who are looking to recruit directly from the Foundation Apprenticeship intake.

## WHO IS THE COURSE FOR?

This is a two-year programme designed for someone who is interested in developing a career in the engineering industry. They should currently be studying towards Science, Technology, Engineering and Maths (STEM) subjects. These include; Maths, Physics, Science, Graphic Communications, Computing, Craft Studies and English.

## ENTRY REQUIREMENTS

You will need to achieve a National 5 in Maths, Science and English at C grade or above. You will also need to take an engineering comprehension and aptitude test as part of the entry selection process.

## TYPICAL CAREERS

**Manufacturing Engineering:** Design, Research and Development, Components, Aerospace, Fabrication, Structural Engineering, Civil Engineering, Computer Aided Design Engineers and Production Management.

**Maintenance Engineering:** Installation, Factory Maintenance, Petro-Chemical Onshore and Offshore, Wind Turbines, Logistics, Process Engineers, Commercial Heating & Plumbing and Technical Support.

**Electrical Engineering:** Inspection and Testing, Electrical Installation, Electrical Control, Electronic Systems and Software.

**Energy:** Power Generation, Supply and Distribution, Wind Turbine Technician, Hydro Energy, Biomass Energy and Project Engineers.

The course embeds key employability values and provides you with a practical skill set highly valued by employers.

## DELIVERY

### YEAR 1 - Performing Engineering Operations (PEO)

1 day per week from June at college plus home study as necessary. Dates and times to be advised.

Performing Engineering Operations, Workplace visit and Engineering Project.

### YEAR 2 - National Certificate

2 days per week from June in college. Dates and times to be advised.

1 day in college and 1 day work experience + industry talks and home study as necessary.

## STUDYING A

## FOUNDATION APPRENTICESHIP

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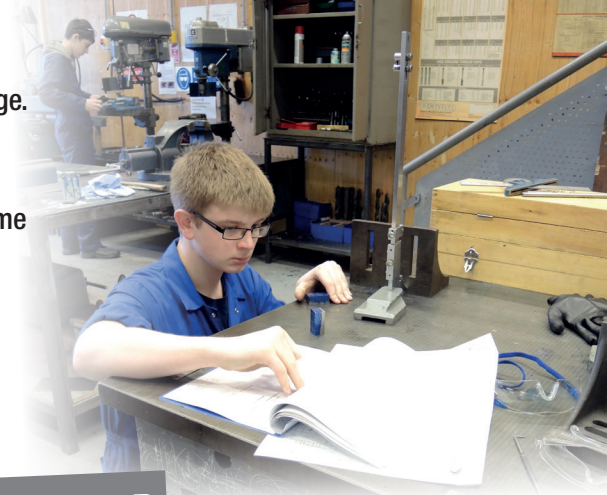
**The first year** (1 day per week) will focus mainly on Performing Engineering Operations (PEO), developing practical engineering skills and some underpinning knowledge. You will also be involved in visits to local companies, learning about their business and seeing “Engineering in Action”. The employers will also set an “Engineering Project” which will be a project requiring problem solving and design skills using the experience you have developed while working as part of the team.

**The second year** (2 days per week) provides the opportunity to gain work experience where you will spend time with employers. During this year you will also undertake a Level 6 Manufacturing National Certificate (NC) which is the 2nd part of a Modern Apprenticeship Programme.

This qualification gives the opportunity to consolidate the skills you learned in year one and is approximately 60% theory and 40% practical delivery.

**Progression routes** for successful candidates include the following:

- Employment as a Modern Apprentice
- Progression onto higher level courses in College such as an HNC
- Employment as a Technician Apprentice
- Employment as a Graduate Apprentice
- Progression onto an Engineering Degree



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## CONTACTS AND FURTHER INFORMATION:

Yeolande Davies (Curriculum Manager)  
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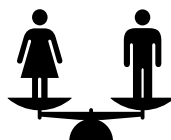
Caroline Davidson (Foundation Apprenticeship Coordinator)  
Tel: 01387 734219  
Email: [davidsonc@dumgal.ac.uk](mailto:davidsonc@dumgal.ac.uk)

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## WHAT IS A FOUNDATION

### APPRENTICESHIP (FA)?

This is an exciting new course which will be delivered in partnership with your school, local companies, Dumfries & Galloway College, Dumfries and Galloway Council and Skills Development Scotland (SDS) to ensure you have the best learning opportunity and job prospects.

A Foundation Apprenticeship is an industry recognised qualification that you can study whilst still attending school, starting in S5 and completing in S6, providing a “fast track” route to employment or higher level study (HNC Level). There are a number of regional companies directly involved as part of the partnership who are looking to recruit directly from the Foundation Apprenticeship intake.

## WHO IS THE COURSE FOR?

This is a 2 year programme for someone who is interested in pursuing a career within Social Services, particularly in working with Children and Young People.

The Award supports individuals to develop a range of skills which employers value, together with knowledge and understanding which supports:

- Progression in employment
- Further or Higher education to continue to develop a career in the Social Services Sector and/or Childhood Practice and Education Sectors.

The programme provides an advantage to those undertaking it by either

demonstrating to employers that they have the skill set they require or by supporting opportunities to progress further at College or University.

### ENTRY REQUIREMENTS

You will need to be on target to obtain a minimum of 4 National 5 courses at B or above including English. You will also need to attend an advice session where there will be a one to one interview to determine appropriate aptitude for the programme.

### TYPICAL CAREERS

A variety of careers in the fields of Social Services include: Social Worker, Supported Programme and Living Worker, Residential Childcare and Children's Centre Worker, Youth Work.

A variety of careers in the fields of Childhood Practice and Education include, Support worker in children's day care services, out of school care, nursery assistant, play leader or nursery officer. Progression pathways can lead to management roles in nurseries and day care centres.

### DELIVERY

#### Year 1

1 day per week from June at college. Dates and times to be advised. The majority of study will centre around completion of the 5 mandatory NPA Units. You will also need to undertake workplace experience of between 100 – 140 hours.

Links will be made with various sectors and employers will hold sessions with candidates thus beginning the process of making links with future placements.

#### Year 2

2 days per week from June at college to take part in SVQ 2 tutorials and take part in work place experience.

You will complete 370 hours workplace experience as part of the SVQ 2 learning and assessment process. Dates and times to be advised.

### STUDYING A

### FOUNDATION APPRENTICESHIP

You will be a fully enrolled student of Dumfries and Galloway College which gives you access to all of the same services and facilities as the rest of our students.

The Foundation Apprenticeship includes the National Progression Award in Social Services (Children and Young People) and part of the Scottish Vocational Qualification Level 2 Social Services (Children and Young People).

The NPA Social Services is made up of 5 units of study and will enable you to complete a qualification designed to provide the underpinning knowledge that will help you develop an understanding of how children develop and learn, the importance of play and child protection. It will also help you develop the practical skills that are needed to delivery early learning and childcare opportunities for children.

The NPA units include:

Safeguarding Children and Young People, Play for Children and Young People, Communication with Children and Young People, Development of Children and

Young People, Promoting Wellbeing of Children and Young People.

SVQ 2 Units:

You will have the opportunity to undertake the following 4 units:

Support Effective Communication, Support the Health and Safety of Yourself and Individuals, Develop your own Knowledge and Practice, Support the Safeguarding of Children.

You will also have assessed workplace experience to meet SVQ requirements.

This course will prepare you for entry into employment and develop the skills appropriate for working in childcare settings and provide opportunities for progression to NQ, HNC or degree level studies.

The course is a true foundation for you to embed key employability values and provides you with a practical skill set highly valued by employers.



## 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 and Teaching Committee on a range of curriculum matters for further discussion.

#### 2 The Report

##### 2.1 Curriculum Development Plan 18/19

The College opened applications for full time programmes in November 2017. The present position is that out of the 1705 target places available, 655 full time places have been filled with a further 516 interviews arranged across the curriculum areas.

Areas of High Applications to date include:

- Care
- Hair and Beauty
- Early Education and Childcare

Areas of Low Applications to date include:

- Hospitality
- Computing
- Construction

As part of the School, College Pathways, the College has been successful in securing a further Foundation Apprenticeship programme in Engineering in Dumfries as well as new FA programmes in Business Skills and Social Services Children and Young People as part of its Curriculum Plan for 2018/19. Following further discussions with Skills Development Scotland, it has also been agreed to fund and deliver a new Foundation Apprenticeship programme in the West of the Region for Social Services, Children and Young People. (Please see Information Leaflets)

##### 2.2 New Emerging Curriculum Development Plans 2019/2020

New emerging sectors for delivery for 2019/20 are being considered. The College has been liaising with a range of Creative Industries partners to look at developing new areas of the curriculum in Expressive and Performance Arts. The development is fully supported by all partners and would involve a range of shared resources for delivery including the use of the Theatre Royal and Dumfries Learning Town Bridge as venues. The new Bridge facility will also offer up-to-date technologies in terms of green screen capabilities as well as sound, projection and broadcasting facilities. The Creative Industries team intend to further develop their partnership with Glasgow School of Art with articulation arrangements being considered for 2019/20.

The Business team have been working in partnership with UWS and are in the process of finalising an articulation arrangement for HND Business learners to go onto the third year of a Hons Business degree,

which will be delivered at our Dumfries Campus. Other new articulation arrangements now in place include Computing Science learners progressing to Edinburgh Napier University for a range of Computing Degree options.

Meetings between the Childcare team and the Local Education Authority have taken place discussing additional delivery to meet demands for Early Learning and Childcare places to support the Scottish Government's commitments for additional childcare hours. A range of flexible pathways have been developed for learners in industry and at College, including the introduction of the new Foundation Apprenticeship in Social Services, Children and Young People, as well as the continued development of schools college pathways to support Childcare course opportunities.

Care and Reablement programmes continue to grow and 2019/20 will see the delivery of a new Foundation Apprenticeship in Care, supported by Skills Development Scotland and employers across the region. This will lead to employment opportunities, progression onto full time College, University Programmes, or a Modern Apprenticeship.

### **2.3 Schools and Dumfries Learning Town Updates**

Options are now with all schools for traditional Schools College Pathway models and Senior Phase courses. Dumfries Learning Town in conjunction with the Bridge are being offered a new pilot programme. This will include learners on the programmes having a value added unit of learning to their course. This will ensure improved take up for the programmes with more effective delivery arrangements. If successful, this model will be used in other areas of the region.

Foundation Apprenticeships continued to be rolled out across the region with recent feedback from schools has been very positive in terms of presentation given by the college to both schools pupils and parents.

Curriculum Managers, Heads of Curriculum, Support staff and Managers had a site visit to Dumfries Learning Town's new Bridge facility with the Dumfries Learning Town team. This was extremely well received by staff who attended and there was excitement in terms of how the bridge would support learner pathways and opportunities across all the Curriculum areas. It is expected that the Board of Management will be given the opportunity to visit this new facility in the near future.

### **3.0 General College Updates**

- The College's Construction and Motor Vehicle learners have been busy setting up new Facebook links you can now go on line to keep up with Curriculum developments:

<https://www.facebook.com/dgmotorvehicle/>  
<https://www.facebook.com/dagcolconstruction/>

- Learners from Lockerbie Academy studying in college towards an Institute of Motor Vehicle Qualification were given a tour of Crossflags car dealership with information and demonstrations on all the latest technologies used in the motor vehicle areas
- Hairdressing learners at the Stranraer Campus had a recent visit from Alba Training Academy who came into the campus for a Barber Training day. Staff and learners volunteered as models for learners to practice their new skills on a positive day all round learning new barbering skills and techniques

- Hair and Beauty learners also at the Stranraer Campus have been busy building relationships with the local community offering file and polish treatments/hand massages at Alzheimer Scotland and the Coronation Day Centre
- National 4 Health and Social Care learners recently came together to help Women's Aid with gifts over the festive period. They had been shocked at the increasing number of women who require the services of Women's Aid and approached local businesses for donations to support them
- Hospitality learners from the Stranraer Campus enjoyed a visit to Trump Turnberry Hotel to view first-hand the internal workings of a real hotel. Executive Chef Justine gave a truly inspiring talk about life in the Industry and the opportunities it offered
- The Student Association held a blindfold football event in the sports hall to raise awareness for international disability day
- Winner of Master Chef Gary Maclean 2016 popped in to see our Hospitality learners as part of a tour of the region, whilst delivering cookery demonstrations. Laura Webster, Curriculum Manager for this area is an ex learner of Gary's from Glasgow College
- This year has seen our first Award Ceremony for the New Passport to FE course. Learners were recognised for their hard work and received certificates for all the short courses they had been working on since October

### **3.1 Recommendation**

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

Andy Wright  
Vice Principal (Learning & Skills)  
February 2018

## Learning and Teaching Committee

### Report Title

### Head of Curriculum (HoC): Transition: Equality and Access and Inclusion

#### 1 Introduction

The purpose of this paper is to provide the Learning and Teaching Committee with an update of the HoC role specifically related to cross-college remit and activity. Within this post, the Cross-College roles are:

- Access and Inclusion
- School college transitions
- Care experienced Young People
- Gender Imbalance

#### 2 The Report

There has been some key developments in cross college remits. However there is still a reasonable amount of input required in supporting new curriculum managers to ensure the realisation of the new structure, which overall is working very well. There are also some aspects of both HoCs roles which is to work closely with CMIS and Quality to update procedures, provide enhancements across college and ensure all CMs are fully aware of requirements and changes. This has not been without its challenges and at times progress has been slower than perhaps preferred

In terms of some of the key tasks in terms of role the following is a summary

- Production and updating of School-College link brochure
- Employing a Foundation Apprenticeship coordinator and working with her and our School Liaison Officer to plan a number of events, presentations and employer engagement opportunities including an additional Working with Children and Young People FA cohort specifically at the Stranraer Campus
- Working with VP Learning and skills and DLT to ensure a robust partnership in terms of both content and delivery models. Part of the remit is to role this model out to CMs to ensure they maximise credits while offering a creative learning pathway
- Liaising on all aspects of School-College partnerships and approaches
- Working at a strategic level with key partnerships including Project Search and Princes Trust. The latter has just received an excellent accolade by receiving the highest level of evaluation across all categories and resulting in an excellent score for the overall programmes
- Designing and consulting on new Self Evaluation protocols, including learner engagement and staff training. A training session is further being delivered on the new process together with a session on evaluative writing. Work has also been undertaken directly with the Learning and Teaching mentor team to ensure that all of the changes in the new Self Evaluation are mirrored in the Learning and Teaching observation protocols
- Working with CM and Education Executives for Early Education to quickly produce publicity and training opportunities to ensure that the Government's policy of extended childcare hours and places for 2 & 3 year olds is fully realised. This requires a considerable scaling up of the workforce in the ELC sector with

employment opportunities spread across all local authority areas, and within many of our most disadvantaged communities, with a range of roles across different qualification levels. The College is gearing up to enable the required training and upskilling as part of this infra structure

- Work on the Virtual Care Academy has been slow and this has been solely to the delays in the OU 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
- Working where possible with DYW has been a very mixed experience. On a very positive note Senga Greenwood and the College are planning a “take over hospitality day “in April involving all schools, key employers and the College. However in other areas there is a sense of progress appearing to be slow and unfortunately there appears to be barriers to the College having a more engaged and active role in planning and implementing actual activities

### **3 Recommendation**

The Learning and Teaching Committee is asked to accept this report

Name June Holland  
Title Head of Curriculum  
Date 14/02/18

## Learning and Teaching Committee

### 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). Within this post, the Cross-College roles are:

- Retention and Attainment
- Progression and Articulation
- Enterprise
- Employer Engagement

#### 2 The Report

The report will provide details of the progress made towards the achieving the targets of the Regional Outcome Agreement.

##### 2.1 Retention and Attainment

- Some points noted from attending a Retention Workshop in Edinburgh:
  - A two-year pilot is being run by five FE colleges to look at improving retention and attainment (College Improvement Project); consider implementing actions from this pilot as appropriate. An update will be provided at the end of this session.
  - A 'Welcome week' was delivered for students (Edinburgh College); following up on impact of this.
  - Question posed – "What support is provided around Mental Health?"; some colleges have Counsellors; follow up the impact of this.
  - Presentation given by representative from Linking Education and Disability (LEAD) giving examples of how LEAD can support transition to further study. Currently, LEAD do not work in Dumfries and Galloway; consider if this is something to be pursued.
- Retention and attainment is a standing item for discussion with HoC/Curriculum Managers (CM).
- CMs meet periodically with Andy Glen to discuss PIs with reports available on-line for comparison with previous years.
- The College is progressing discussions about the use of the learning analytics and predictive analytics tool used at Ayrshire College to help reduce student withdrawals and improve attainment.
- Course Assessment Planning a priority for session 2018-19 for courses with poor PIs.
- SCQF level 4 courses – CMs worked together to present a list of ideas on how to change the SCQF level 4 programmes to improve retention and attainment. As a result, each Curriculum Area are to decide what they will implement in 2018-19.
- Passport to FE programme proving a success; increasing to two groups for session 2018-19.
- Further discussions to take place around the success of Student Achievement Coaches being employed at Borders College and if this is a post that we should consider.
- Discussions are taking place to review transition from school to college to improve student experience and PIs.

## **2.2 Progression and Articulation**

Charting of progression routes from school to University

- The chart is being finalised prior to it being circulated to external partners.

New articulation routes are currently being discussed with potential partners:

- UWS and year 3 of Computing
- UWS and Creative Industries
- Glasgow School of Art and Creative Industries
- Strathclyde University and Engineering

Signed agreements in the current session:

- Edinburgh Napier
  - Computer Science
  - Electrical Engineering
- Open University agreement
  - Almost all Curriculum Areas

Any articulation route, which has been signed prior to this academic session, will be reviewed/renewed.

## **2.3 Enterprise**

Almost all students develop their entrepreneurial skills during their time at the College. This can be as a result of units being included in their programme or through activities during the year which students may choose to be involved in. To further enhance their skills, Business Gateway have been invited to give a presentation to Creative Industries students where there is interest in Business set-up with follow up 1 – 1 meetings if requested. This offer was made available to all curriculum areas and plans are in place for sessions to be delivered at the Stranraer Campus this term.

## **2.4 Employer Engagement and Work Placement**

Curriculum Teams engage with employers in a variety of different ways. Some examples involve employers giving presentations to students, hosting site visits and agreeing to placements. Employer links continue to be developed as staff develop the portfolio of placement providers across curriculums. Closer links with Developing the Young Workforce (DYW) are to be progressed to improve employer links and avoid duplication.

## **2.5 STEM**

Discussions have been taking place with partners on developing a STEM Strategy for the region, led by the Council. This is being taken forward at the next meeting scheduled for this term.

Work is being undertaken to recruit students to sign up as STEM Ambassadors at the College. The training for this is being agreed.

The College is a partner in the 'Big Bang' which takes place on the Crichton Campus on Friday 21<sup>st</sup> April in conjunction with ESP and DYW. This event is aimed at S1, S2 and S3 pupils

and will promote how STEM impacts on everyday life. Both food manufacturing and engineering will be promoted at the event.

There are discussions around promoting STEM through the delivery of introductory sessions and after-school clubs to primary and secondary pupils.

## **2.6 Other**

The Heads of Curriculum are supporting Curriculum Managers in the new structure and are also working closely with both the Quality and CMIS teams to implement change and further enhance College systems.

## **3 Recommendation**

The Learning and Teaching Committee is asked to consider and discuss the report.

Name: Janet Weir

Title: Head of Curriculum

Date 19.2.18

## Learning and Teaching Committee

### Strategic Risk Register

#### 1 Introduction

- 1.1 The purpose of this paper is to provide the Learning & 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, in order of high to low ratings.

- 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 10 strategic risks, four of which are rated 12 or above.

2.3 One new risk has been added:

- Risk No 14 – 'Non-compliance with GDPR', with an inherent risk rating of 12

Changes have been made to the following:

- Risk No 1 – 'National Pay Bargaining'. No change to the risk factor but updated to reflect that the college still awaits its funding allocation for 2018-19
- Risk No 5 – 'University of the West of Scotland – Review of property and provision in Dumfries'. There has not been any further discussion/information regarding this for some considerable time. It is recommended to remove this from the risk register
- Risk No 2 – 'Public Sector funding cuts – forecast for session 2017-18'. It is recommended that this should be changed to 'Financial Sustainability' to better describe the risk faced by the college. An update has been provided
- Risk No 13 – 'Cyber Attack'. No change to the risk factor, however updated to reflect current position
- Risk No 4 – 'Unable to achieve credit (activity) target'. It is recommended to reduce the Risk factor from 12 to 8 to reflect current position

#### 3 Recommendation

- 3.1 It is recommended that the Learning & Teaching Committee consider and comment regarding risks within their area of responsibility and, if so minded, support the content of the Strategic Risk Register.

## Strategic Plan 2017-2018 Risk Register

Risk No.	Risk Description	Inherent Risk			Controls in Place	Assurances	Internal/ External	Residual risk			Further Action	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	3	4	12	December 2017 - EIS have declared a formal dispute in respect of 2017/18 Cost-of-Living Pay Award. February '18 - Discussions re 2017-18 pay award are ongoing. SFC have indicated that there will be funding to cover costs of harmonisation of lecturer's pay for 2018-19 in Funding allocation but no confirmation received as yet.	EMT
6	Failure to achieve attainment targets	4	4	16	1. Real time monitoring systems in place 2. Strategies in place to improve retention. 2. Strategies in place to improve student success 3. Poorly performing programmes removed from the curriculum.	1. Monitored at course level and review by Vice Principal (Learning and Skills) 2. Monitored through self evaluation process and reported to ET and L&T committee	Internal/ External	3	4	12	Moving forward achieving attainment targets agreed with the SFC in the Regional Outcome may be a condition of grant. Low attainment can also be detrimental to college reputation. For 2017-18 changes been made to Induction, ongoing monitoring of KPIs and data analysis. New Academic structure allows for closer monitoring. Moving towards proactive flagging of vulnerable students for close monitoring.	EMT
3	Governance issues: Reclassification and other changes to governance reduce the 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	4	12	The Board of Management and EMT continue to monitor the situation. December 17 - Capital Funding remains a concern.	EMT
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.	EMT
4	Unable to achieve credit (activity) target	3	4	12	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 audit	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	4	8	Early warning strategies to be implemented to improve early retention. . November 2017 - work is ongoing to monitor and progress against targets. February 2018 - College is maximising all credits for FE and HE courses, resulting in a reduction in the predicted gap between actual v target credits.	EMT

## Strategic Plan 2017-2018 Risk Register

Risk No.	Risk Description	Inherent Risk			Controls in Place	Assurances	Internal/ External	Residual risk			Further Action	Risk Owner
		Likelihood	Impact	Total				Likelihood	Impact	Total		
5	University of West Of Scotland - Review of property and provision in Dumfries.	4	3	12	1. Principal continue to discuss with Senior Management of UWS. 2. Principal and Vice Principal on the Joint Academic Strategy Group. 3. Regular reporting and discussion at EMT as information becomes available.		Internal/ External	2	3	6	Continue dialogue with UWS. Keep SFC informed of potential loss of contribution to college overheads from UWS for shared accommodation. Also potential loss of articulation opportunities for College students if UWS provision if reduced. Recent discussion indicate UWS not near making a decision at this point in time.	EMT
2	Public sector funding cuts - forecast for session 2017-18	4	4	16	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. <b>February 2018 - Break-even position forecast for 2017-18. No further details re settlement for 2018-19 available as yet.</b>	EMT
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. <b>February 2018 - The recent requirement placed on the college by the Scottish Government to adhere to the cyber resilience measures have resulted in the college undertaking an audit of where we are compared to the new standards. If necessary an action plan to achieve the cyber resilience standards will be developed and monitored through our audit committee.</b>	EMT

## Strategic Plan 2017-2018 Risk Register

Risk No.	Risk Description	Inherent Risk			Controls in Place	Assurances	Internal/ External	Residual risk			Further Action	Risk Owner
		Likelihood	Impact	Total				Likelihood	Impact	Total		
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 monthly with VP (CS&G) who updates ET. 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	1	3	3	December 2017 - Requested additional funding for 2017/18 that has been provided. <b>February 2018 - College received additional student support grant that will meet demand.</b>	EMT
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	EMT