

## Board of Management Learning and Teaching Committee

**Date: 22 May 2018**
**Time: 2pm**
**Room: 2097**

### A G E N D A

### Presented by

- |    |  |            |                   |
|----|--|------------|-------------------|
| 1  | Welcome and Apologies  |            | NJ                |
| 2  | Declaration of Interest  |            | NJ                |
| 3  | <b>Presentation: Employer Engagement</b>   |            | <b>Janet Weir</b> |
| 4  | SI – Update/s from previous presentations:   |            |                   |
|    | 4.1 Curriculum Pathways  | (verbal)   | SAW               |
| 5  | Minute of Meeting of 27 February 2018  | (attached) | NJ                |
| 6  | Matters Arising  |            |                   |
|    | 6.1 Visit to the Bridge  | (verbal)   | SAW               |
|    | 6.2 Breakfast Club   | (verbal)   | AG                |
| 7  | Student Association Update   | (attached) | LT                |
| 8  | SI - How Good is our College   |            |                   |
|    | 8.1 Self Evaluation Action Plan  | (attached) | AG                |
|    | 8.2 Juliet McAlpine, HM Inspector, Education Scotland -<br>visiting the college on 29 May 2018 | (verbal)   | AG/NJ             |
| 9  | SI - Progress against Regional Outcome Agreement   |            |                   |
|    | 9.1 Outcome Agreement Measures Table   | (attached) | SAW               |
|    | 9.2 Summary of SFC College Leaver Destinations Report<br>2016-17                               | (attached) | AG                |
| 10 | SI - Learning and Skills   |            |                   |
|    | 10.1 Key Performance Indicators (KPIs) Update  | (attached) | AG                |
|    | 10.2 Curriculum Update   | (attached) | SAW               |
|    | 10.3 STEM Update   | (attached) | SAW               |
|    | 10.4 Head of Curriculum Update   | (attached) | JH                |
|    | 10.5 Head of Curriculum Update   | (attached) | JW                |
| 11 | Strategic Risk Register  | (attached) | CT                |
| 12 | Any Other Business   |            |                   |
| 13 | Date and Time of Next Meeting – 18 September 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 22 May 2018 from 2.00 pm in Room 2097**

<b>Members present:</b>	Naomi Johnson (Acting Chair)	Carol Turnbull
	John Henderson	Kenny Henry
	Ian White	Leah Thomas
	Tony Conlon	Rob Orr
<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 Brian Johnstone, Regional Chair Ros Francis, Non-Executive Board Member Ann Walsh, Secretary to the Board	
<b>Minute Taker</b>	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 21<sup>st</sup> – 25<sup>th</sup> 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 5<sup>th</sup> 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 27<sup>th</sup> 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 18<sup>th</sup> September 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 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 and Naomi Johnson.

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

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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.

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## Learning and Teaching Committee

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### Employer Engagement

#### 1 Purpose of the Report

The purpose of this report is to advise the Learning and Teaching Committee of how Employer Engagement is taking place across the College.

#### 2 The Report

Curriculum Teams, working in partnership with employers, continue 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 use the college for recruit. All Curriculum areas are engaging with employers in a variety of ways. Examples of these are listed below:

- Input to course design
- Introducing new courses into the curriculum
- Work placement/experience
- Live briefs
- Site/industry visits
- Employer presentations to learners
- Via course delivery to employed apprenticeships
- Foundation apprenticeships
- Learners being recruited to employment from courses
- Schools competition
- Delivery or hosting of employer events
- Engagement through working in partnership with DYW
- Through short course delivery
- Big Bang and STEM

#### 3 Recommendation

Members of the Learning and Teaching Committee are asked to note the report.

Name Janet Weir  
Title Head of Curriculum  
Date 10 May 2018

## Learning and Teaching Committee

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

#### Introduction

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

#### Student Association Roles

**President** - Campaigns have now started for the next student association president. Four people are campaigning for the role, two from Dumfries and two from Stranraer. Students have created their manifestos and have been campaigning and speaking to students. Voting for the president role will be from 21/05 - 25/05. A number of the people standing for the role have been curriculum reps over the year.

**Vice president** – Campaigning for the vice president will begin once the voting for the president has closed and the president has been elected. A number of the presidential candidates have expressed interest in standing for the vice president role if they are unsuccessful in being elected as president.

#### Class Reps and Curriculum Reps

**Curriculum reps** – Over the year there has been work done on creating the role for the curriculum reps. There have been four curriculum rep meetings as well as individual discussion with them about the role. It was proposed at one of the meetings that the curriculum reps wanted to be referred to as 'the student council' as they felt that this didn't limit them to curriculum related topics but the college as a whole.

During the earlier meetings, there has been a lot of discussion with the students on how they would like to see the role developed and ideas that they have for shaping it. Discussion topics in the first meetings included things such as, what the remit of the student council should be, how often they think it is necessary to meet, other ways in which they can communicate with each other, and whether they felt they needed any training for the role. After a meeting with NUS they offered to put together training for the student council. This is in the process of being arranged and NUS would come to the college to do approximately a two-hour training session.

Some of the curriculum reps have been involved in the learner voices reviews that quality staff carry out.

**Class reps** – At the beginning of the year 164 class reps were elected, some of these were returning students who had previously been class reps and others were new to the role. There have been two official class rep meetings since they were elected, one at Dumfries and one at Stranraer.

Some of the class reps have provided feedback that they don't know what their purpose is and that they don't feel valued in the role. Education Scotland has suggested that a Student Team Member visits the college to discuss the class rep role with members of staff; this is due to take place in the next few weeks.

#### Self-Evaluation

There is a meeting planned for 21 May to go over the self-evaluation for the student association. Attending this meeting will be staff from the student association. The meeting will be video linked to Stranraer.

#### NUS Projects

**Healthy Body, Healthy Mind** - The Healthy Body, Healthy Mind (HBHM) project has been ongoing throughout the year, this focuses on the link between physical activity and sports, mental health and smoke prevention. There has been a lot of interaction with the project over the year, with students and some staff getting



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involved. This is an ongoing project that is designed to be continued and developed within colleges and universities over the years. NUS awards colleges and universities stars over the years in relation to the work that has been accomplished on the project.

As part of the HBHM project thirteen members of staff, including myself completed Scottish Mental Health First Aid training. The training mainly consisted of college first aiders, as a lot of the course was in relation to how to administer first aid to people who are experiencing a range of mental health difficulties. The course was very beneficial and everyone who attended felt that they had a better understanding and knowhow to be able to deal with these kind of things if they came up. Some of the content of the course included how to correctly deal with – psychosis, alcohol and drug addiction, suicide intervention, anxiety, depression, stress and more. Staff from both Dumfries campus and Stranraer campus attended this training.

**Responsible Futures** - is a partnership project between colleges and student associations that focuses on sustainability. The college will be audited in August/September to whether accreditation can be gained under the scheme.

**FE Fair attendance and Budget for Better** - Fair attendance and Budget for Better are both campaigns that set about addressing financial issues that many students face. Both of these campaigns have published student surveys which students at the college have been asked to complete. The student engagement officer also provided a response to NUS regarding the fair attendance campaign after speaking with students to gain their input and experiences. These kind of campaigns also show the need for things such as the breakfast club.

### Student Association update on events

- The South-West Trophy rematch took place on 18/04/18 in Stranraer. This event was well attended and the sports included – Football, Basketball and Badminton. Over the afternoon Dumfries pulled ahead, winning the match and defending the trophy.
- Sport Relief week was a success, with the most enjoyable event being the Staff V Student matches. One took place in Dumfries and one in Stranraer. In Dumfries, the students managed to win the match and in Stranraer, the staff managed to win it.
- Lunchtime activities have been ongoing since my last update, with a range of students attending. Some days are sport specific and other days the students who attend can choose what sport they would like to do.
- Due to student request there was another Palmerston Football match put on in March. Students from both campuses attended and Dumfries won the match.
- Smoking matters attended both campuses to promote Stop Smoking day in March. Stalls were set up and they provided interested students with information and resources to help them to cut down and quit smoking.

### **Recommendation**

The Committee is encouraged to discuss the contents of the report and ask questions.

Leah Thomas  
President Students' Association  
Date: 05/18

## 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	Ongoing. We need to assess the impact of various interventions at end of academic year (breakfast club, dashboards etc.
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	Completed Optional Appraisal carried out, plans development and funding bid submitted
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, working with Curriculum staff will be ready by next academic year

## Learning and Teaching Committee

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, will review impact at end of year
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

As can be seen good progress has been made on all of the actions, although the Full Time Further Education retention figures remain low. We continue as a college to work on increasing our retention figures.

### 4 Recommendations

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

Andy Glen  
Vice Principal Planning and Performance  
6/3/2018

## Learning and Teaching Committee

### Outcome Agreement Measures Table

#### 1 Purpose of the Report

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

#### 2 The Report

The report illustrates the progress made to-date on each of the measures, both successes and challenges:

##### Successes

- 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"
- 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. Retention rates for 188 full time learners is currently 87%
- The gender balance across the college remains evenly split in terms of numbers. Although in some specific curriculum areas, improvement is still needed to address gender balance, currently 47% of learners are male, and 53% of learners are female
- Currently, 842 credits are delivered to Care Experienced learners within the college, which is significantly above the college target of 360 an increase of 57%. This equates to 57 learners who have enrolled at the college
- 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
- The number of start-ups for apprenticeships through SNIPEF/SECTT/CITB and SDS is currently at 114, 14 learners above the college target

## Learning and Teaching Committee

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### Challenges

- 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 in line with the colleges Work Placement Strategy (WPS). Guidance from the Funding Council is also in line with the (WPS) for the college, although this is proving difficult to capture through the College Management Information System (CMIS)
- Gender balance numbers still need to improve in terms of curriculum areas, which need to address these areas, there have been recent targeted marketing to support reserved gender imbalance places at the college

### **3 Recommendation**

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

**Andy Wright**

Vice Principal Learning and Skills

May 2018

Measure		Target 2017- 18	Target 2018- 19	Target 2019- 20	Note	
1 (a)	Cedits delivered (Core)	30,067	30,067	30,067	30664 597 credits over target	
1 (b)	Volume and proportion of Credits delivered to learners aged 16-19 and 20-24	23152	23152	23152	20251 Cedits ,87% 15,270 credits,94% 4981 credits, 72 % 3,213credits71,%	
		77%	77%	77%		
	Volume and proportion of Credits delivered to learners aged 16-19	16,236	16,236	16,236		
		54%	54%	54%		
	Volume and proportion of Credits delivered to learners aged 20-24	6,915	6,915	6,915		
		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		
		12%	13.5%	15%		
1 (d)	Volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers					
	Ethnicity					
	White	29,819	29,819	29,819	29,289	
		99.18%	99.18%	99.18%	98%	
	Any mixed background	42	42	42	46	
		0.14%	0.14%	0.14%	8.00%	
	Asian, Asian Scottish or Asian British	116	116	116	415	
		0.37%	0.37%	0.37%	70%	
	Black, Black Scottish or Black British	47	47	47	745	
		0.15%	0.15%	0.15%	99%	
	Other ethnic background		50	50	50	120

		0.16%	0.16%	0.16%	60%
	<b>Disability</b>				
	No know disability	28,262	28,262	28,262	26,367
		94%	94%	94%	93%
	Disabled	1,806	1,806	1,806	4271
		6%	6%	6%	58% 515 learners
	<b>Sex</b>				
	Male	15,033	15,033	15,033	14,586
		50%	50%	50%	97%
	Female	14,884	14,884	14,884	16,042
		50%	50%	50%	3%
	Other	0	0	0	37
		0%	0%	0%	
	<b>Sexual Orientation</b>				
	<b>Religion</b>				
	<b>Care Experienced</b>				
	Care-Experienced	360	360	360	842 57 learners
		1.20%	1.20%	1.20%	57%
<b>2 (a)</b>	Number of senior phase age pupils studying vocational qualifications delivered by the college	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	290 credits, 28%
		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	805 credits 35%
		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	8872
		18%	19%	20%	44%
<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 achieveing 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 achieveing 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	187 CMs to capture all this

<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				
	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

### COLLEGE LEAVER DESTINATIONS REPORT 2016-17

#### 1 The Purpose of the Report

The purpose of the report is to provide a summary of the outcome of the College Leaver Destinations data collection for the 2016-17 student cohort.

#### 2 Background to the Report

The Scottish Funding Council (SFC) requires colleges to collect data on destinations for HE and FE full-time successful leavers providing information on:

- Primary Classification (Destination)
- Employment details (where applicable)
- Further study details (where applicable)
- Destination Source (where applicable)

The aim is to record for each successful full-time student what firm arrangements have been made for employment, further study or training to start by March 2018 (following the end of the academic year of qualifying).

A breakdown of the categories is provided below:

- **Working full time:** employed/Modern Apprenticeship/self employed/freelance/voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship
- **Working part time:** employed/Modern Apprenticeship/self employed/freelance/voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship
- **Due to start Job by the 31 of March**
- **Engaged in full-time further study: study/training/research**
- **Engaged in part-time further study: study/training/research**
- **Unemployed and looking for work**
- **Taking Time Out in Order to Travel**
- **Not Employed but NOT Looking for Employment, Further Study or Training**
- **Permanently Unable to Work/Retired**
- **Temporarily Sick/Unable to Work/Looking After Home/Family**
- **Deceased**
- **Unknown**

The SFC asked Colleges to collect data using the proposed methods of collection, with each college allowing for up to three contact attempts:

- College Graduation Ceremony with a later follow up
- Questionnaire (sample provided by the SFC)
- Direct contact with college leavers where possible

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- Fellow student present/past
- Parent/guardian
- Other family member
- Lecturer
- Social media

The 2016-2017 CLD data will be used to produce sector figures for the National Performance Measure: Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying, and which College Regions will report and set targets for in 2018-2019 Outcome Agreements.

The SFC report on First Destination Of College Leavers data: Academic Year 216-2017 student cohort will be published in September 2018.

### 3 The Report

As the SFC report will not be published until September 2018 the following summary figures are provided:

#### 3.1 Outcomes - Positive/Negative

The figures presented below indicate a very high percentage for positive outcomes for the past two sessions.

Session 16-17		Session 15-16	
970 leavers	86% (835) positive outcome 11% (107) negative outcome 3% (28) other	1001 leavers	87% (874) positive outcome 11% (107) negative outcome 2% (20) other

#### 3.2 Classification Categories and Responses

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

	FE	HE	FE	HE
	2016/2017 604 leavers	2016-2017 366 leavers	2015/2016 662 leavers	2015/2016 339 leavers
<b>Positive</b>	<b>83.1%</b> ▼ 3.9%	<b>91.0%</b> ▲ 3.1%	<b>87.0%</b>	<b>87.9%</b>
Working Full-time	14.4% (87) ▼ 4.5%	17.8% (65) ▼ 7.6%	18.9% (125)	25.4% (86)
Working Part-time	8.4% (51) ▲ 1.5%	12.6% (46) ▲ 3.8%	6.9% (46)	8.8% (30)
Study Full-time	59.4% (359) ▼ 0.6%	58.7% (215) ▲ 6.2%	60% (397)	52.5% (178)

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Study Part-time	0.8% (5) ▼ 0.4%	1.9% (7) ▲ 1.3%	1.2% (8)	0.6% (2)
<b>Negative</b>	<b>13.2%</b> ▲ 2.7%	<b>7.4%</b> ▲ 3.3%	<b>10.5%</b>	<b>10.7%</b>
Unemployed	5.3% (32) ▲ 1.4%	1.4% (5) ▲ 1%	3.9% (26)	2.4% (8)
Not employed but not looking for work	1.0% (6) ▲ 0.16%	1.4% (5) ▲ 1.1%	1.2% (8)	0.3% (1)
Unconfirmed	7% (42) ▲ 1.6%	4.6% (17) ▲ 3.7%	5.4% (36)	8.3% (28)
<b>Other</b>	<b>3.6%</b>	<b>1.6%</b>	<b>2.4%</b>	<b>1.2%</b>
Temporarily Sick/Unable to Work/Looking After Home/Family	3.3% (20) ▲ 1.2%	1.4% (5) ▲ 1.74%	2.1% (14)	0.9% (3)
Taking time out in order to travel	0.3% (2) No change	0.3% (1) No change	0.3% (2)	0.3% (1)
Permanently unable to work/retired	0% (0)	0% (0)	0% (0)	0% (0)

### 3.3 Leaver Comments

Leaver comments, if relevant, will be noted and forwarded to the appropriate Curriculum staff for information.

### 4 Summary

Statistical information, along with anecdotal information, will be shared with the relevant Curriculum staff in due course.

The Quality Team  
 March 2018

## Learning and Teaching Committee

### Key Performance Indicator Report

#### 1 Introduction

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

#### 2 The Report

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

##### 2.1 Retention

Retention remain the focus of the College in this coming year. Following on from the February meeting, where feedback from L&T members indicated that they wished to have just overall figures reported, this updated table shows 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	754	73%	1%	1018	735	72%	0%	1101	792	72%

##### 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	415	83%	-1%	542	455	84%	-1%	498	423	85%

As can be seen from the tables above, the retention figures comparison have improved slightly since the last L&T 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 figures was 88% retention and this was 2% behind 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.

#### 3. Recommendation

The Committee is asked to discuss progress against targets.

Andy Glen  
Vice Principal Performance and Planning  
30<sup>th</sup> April 2018

## 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 Application Update 18/19

The College opened applications for full time programmes for the 2018/19 session in November 2017. At present, out of the 1799 full time target places available, 1263 full time places have been filled with a further 200 interviews arranged across the curriculum areas.

Curriculum Areas % Applications update includes:

- Creative Industries 70%
- Construction 78%
- Business 68%
- Computing 65%
- Hospitality 54%
- Education Studies 67%
- Engineering 63%
- Care 86%
- Hair and Beauty 81%
- Sport 55%

Some full time courses are being rested from the Curriculum delivery plan in 2018/19 due to low applications. These include:

- HNC Computing
- HND Hospitality and Management
- HNC Hospitality
- Health and Social Care Level 4 (Stranraer)
- HNC Social Services (Stranraer)
- HNC Beauty Therapy (Stranraer)

##### 2.2 Overview of Retention 17/18 for HE/FE

Some good progress has been made in terms of retention for FE 17/18 these include the following Curriculum areas:

- Childcare 76% improvement of 3%
- Engineering 74% improvement of 4%
- Care 71% improvement of 2%
- Hair and Beauty 70% improvement of 7%
- Sport and fitness 75% improvement of 9%



In terms of FE courses with poor retention PIs, this year has seen issues in Creative Industries at 65%, this is significantly down on all previous year trends by 15%. The Curriculum Manager gave a report to the College Operational team on this; this report can be found at Appendix A – confidential to L&T members only.

Some good progress has been made in terms of retention for HE 17/18 theses include the following Curriculum areas.

- Hospitality 90% improvement of 45%
- Engineering 87% improvement of 6%
- Hair and Beauty 90% improvement of 7%
- Sport and Fitness 89% improvement of 1%

All other programmes, at present, have same PIs as the previous year: Creative Industries 91%; Business 85%; Computing 80% and Childcare at 85%. One Curriculum area in HE has performed significantly poorer than in previous years. The retention rate for HE in Care is currently 60%, this is 17% below last year's performance and has had an impact on the College's overall retention PI figure. The Curriculum Manager for Care recently gave a report on this to the College Operational Team; the detailed report can be found at Appendix B – confidential to Committee Members only.

### **2.3 School Update 18/19**

There has been significant work carried out by a range of staff in relation to improving Schools Link options; including extensive work for Senior Phase programmes and the Foundation Apprenticeships. Positive engagement has been undertaken in the west of the region with Douglas Ewart High School and Stranraer Academy. We now have over 150 school pupils who have selected college options with these two schools including:

- Design, Engineer and Construct Programme
- CREST Sustainability Award
- Foundation Apprenticeship in Social Services, Childcare and Young People.
- Foundation Apprenticeship in Engineering
- National 4 in Care
- National 4/5 in Childcare.

The College has been working with the Dumfries Learning Town (DLT) Futures Team to establish new timetable arrangements, which support both the schools and the learners' journey. The DLT programmes are for Dumfries Academy, Dumfries High School, St Joseph's College and Maxwelltown High School. As well as these arrangements, other agreed arrangements have been made with the other schools across the region. This will support a further 609 learners, the overall take up figure across the region for schools options for 2018/19 is 759.

The new programmes for DLT include:

- Foundation Apprenticeship in Social Services, Children and Young People.
- Higher in Accountancy
- National Progression Award for Long Hair and Make Up.
- National Progression Award for Cyber Security

## 2.4 Personal Tutor and Guidance Review

Shona Scott, Student Support Manager, is leading a cross college team to review college processes on supporting learners for guidance, advice, and progression. This will support the college in achieving improved PIs for both attainment and retention. Initial discussions have been positive, with the cross college group presenting a paper to the next College Operational Team meeting. The model used by the review team, is based on best practice identified from other colleges and uses a new predictive matrix tool, this will be rolled out to learners and staff across the college. The results of this review will be shared with members of the Learning and Teaching Committee during the 18/19 academic session.

Previous use of this model showed significant improvement in retention and attainment PIs particularly at FE level at the other colleges.

## 3 General College Updates

- The college's Pre Apprentice Joinery groups at both Stranraer and Dumfries completed projects for the Big Burns supper this year when learners were asked to construct and erect smoking shelters ahead of the event. The project was completed within a month and ahead of time for the event
- Learners from the Early Education and Childcare area have recently developed their own Facebook page and are encouraging new applicants as well as existing learners to join this new Community. Learners are kept up to date with everything relevant to this subject area. The link to this page is:

[www.facebook.com/DAGCOLEarlyEducationChildcare](https://www.facebook.com/DAGCOLEarlyEducationChildcare)

- Stranraer Hospitality learners celebrated Burns day this year with a special lunch held for local residents. Learners went all out with the food, decoration and service. The feedback was glowing
- Level 4 Motor Vehicle Learners from the Stranraer Campus recently visited the David Coulthard Museum. During their visit, learners observed and compared the Motor Sport Technologies as well as being able to use the F1 simulator
- HNC Childcare Learners have been working in partnership with Troqueer Primary School and the Dumfries Rotary Club where they have been creating story boxes for a school in Kenya in Kagima. The project complements perfectly the work undertaken by learners in College, including leadership development skills, play learning and development and the promotion of language and literacy skills. BBC Scotland intend to highlight this fantastic partnership in a news article, which will be broadcast in due course
- The Princes Trust Team have, for the third year running, received the highest grade possible in their annual review. The team were scored on categories including, quality culture, learner engagement, and effectiveness of provision. This is just further endorsement of the fantastic work done in this area by staff and learners
- Dingbro recently hosted a training night for college Motor Vehicle staff. The event was a great opportunity for staff undertaking continuing professional development as well as excellent experience for apprentices in this curriculum area
- The Student Support and Guidance team held an awareness fortnight on a number of topics to benefit learners. Topics included Diabetes, Alcohol, Mental Health, Carers, Bullying, Drugs, Epilepsy, Skills Development and Autism. These sessions were delivered at both the Dumfries and Stranraer Campuses

- Members of the College Management Team and college staff, who engage with schools, visited the new Bridge Building for a tour by the project manager for Grahams Construction and The Schools of the Futures Team. Staff were extremely impressed with the scale and potential of the spaces within the building, which included green screen areas, an auditorium, enterprise pods, and technical and professional engineering areas. The facility will complement existing programmes offered by the college and has the potential to widen breadth of delivery for school pupils across Dumfries and Galloway

#### **4 Recommendation**

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

Andy Wright  
Vice Principal (Learning & Skills)  
May 2018

## Learning and Teaching Committee

### Vice Principal Update: STEM Science, Technology, Engineering and Maths

#### 1 Purpose of the Report

The purpose of the report is to provide an update to the Learning and Teaching Committee on the Scottish Government's recently published documentation on making Scotland a nation where STEM (Science, Technology, Engineering and Maths) is central to what we do moving forward.

#### 2 The Report

##### 2.1 The Strategy Overview

A new Strategy has recently been unveiled by the Scottish Government to create a future of Excellence and Equity for STEM. The 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.

##### 2.2 STEM Key Action Points

The STEM strategy has seven key action points and the Scottish Government will bring together an implementation group to oversee delivery of the Strategy and will publish an annual report on progress similar to the approach for Developing a Young Workforce.

The seven key actions include:

- Improving the supply of STEM talent to the teaching profession
- Establishing a new network of specialist STEM advisors for schools
- Addressing unconscious bias and gender stereotyping
- Prioritising STEM in the expansion of apprenticeships
- Increasing access to public science engagement events
- Creating positive STEM role models, mentors and coaches
- Delivering up to date advice on STEM careers and information

#### 3 Future Vision for the College by 2022

As a result of this Government Strategy, the Scottish Government would expect to see from the college and all its key partners the following outputs:

- Increases in the proportion of learners undertaking STEM related learning, engagement, study and training across all sectors, including school level qualifications and awards
- Increased confidence in STEM learning in early years, primary years and community learning and development areas
- Increased opportunities for practitioner engagement in STEM, professional learning opportunities
- Significant reductions in the equity gaps in participation and achievement in STEM related learning and engagement across all sectors in relation to gender, deprivation, rurality, race, disability and care leavers
- Increased number of people who understand the benefits of STEM for themselves, their families and their communities
- Increased collaboration between schools, colleges, universities and employers
- Increased employment in STEM related occupations with employers being more satisfied with STEM skills and capabilities of learners from schools, colleges, universities and apprenticeships

#### **4 Moving Forward**

To move this forward Head of Curriculum Janet Weir will take a Cross College lead for ensuring the college is developing its own strategies to support the government strategy. It is essential the college develop a strategy with partners, so that there is one strategic approach through collaboration for Dumfries and Galloway as a region. An introductory meeting has taken place with key partners and discussions are being progressed in terms of a collective STEM strategy, with development events now planned for the college during April. The new STEM strategy proposed for the region will be shared with the Learning and Teaching committee during 2018/19.

#### **5 Letter of Guidance**

The Principal recently received a letter of Guidance from Michal Cross (Attached to this document for information) on behalf of the Scottish Funding Council (SFC) in this letter he raises two key issues for actions in the short and medium terms including.

- The development of regional STEM hubs
- The requirement for colleges to develop regional STEM strategies

In the letter, he states "The National strategy requires every college region to develop a STEM strategy and associated action plan, linked to its individual actions. Regional college strategies would therefore link industry and the curriculum delivered in the region to drive productivity and growth. Whilst we know there is good practice in the sector we want to ensure there is a common sector wide standard, and that good practice is effectively shared and disseminated."

#### **6 Recommendation**

Members of the Learning and Teaching Committee are asked to note the contents of this report and make any further recommendations to support a college wide STEM strategy to take us to 2022.

The link for the full report can be found at.

[www.gov.scot/Resource/0052/00526536.pdf](http://www.gov.scot/Resource/0052/00526536.pdf)

Andy Wright  
Vice Principal (Learning & Skills)  
May 2018

28 February 2018

Dear Principal

As you know, the national STEM strategy was published in October of last year. Its vision is of a Scotland where everyone is encouraged and supported to develop their STEM capability. Both Ministers and SFC are clear that Scotland's colleges are central to realising that vision.

SFC is responsible for coordinating and implementing a number of the actions in the strategy: for colleges, there are two important actions for the short- and medium-terms that I want to bring to the attention of the sector:

- the development of Regional STEM Hubs; and
- the requirement for colleges to develop Regional STEM Strategies.

The STEM strategy identifies STEM Hubs as college-led centres bringing together schools, colleges, universities and industry, with a focus on joint CPD activities for staff and practitioners in the different sectors; and both coordinating existing STEM outreach activity and developing new programmes of STEM engagement. SFC will work closely with sector representatives and through existing partnerships - such as Energy Skills Partnership, Skills Development Scotland, Education Scotland and Colleges Development Network - to develop the STEM hub concept.

The national strategy also requires every college region to develop a STEM strategy and associated action plan, linked to its individual actions. Regional College strategies would therefore link industry and the curriculum delivered in the region to drive productivity and growth. Whilst we know there is good practice in the sector, we want to ensure there is a common, sector-wide standard, and that good practice is effectively shared and disseminated.

To help SFC deliver these actions, I am writing to ask for your help in identifying suitable representatives from the sector to attend a regional workshop at the end of March to inform the development of the hubs and regional strategies.

I do hope you can help. Please mail the name of your representative to Sharon Drysdale,  
[sdrysdale@sfc.ac.uk](mailto:sdrysdale@sfc.ac.uk)

Yours



Michael Cross  
Interim Director, Access, Skills and Outcome Agreements  
0131 313 6670



## 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 of the HoC role specifically related to cross-college remit and activity

#### 2 The Report

There has been some key developments in cross college remits. 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. For them as they come to the end of the first year many new activities are a first and therefore time is spent in a supportive and mentoring role

There are also some key aspects of both HoC 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

- Pulling together literature and information as a part of a partnership with the Education department. This is to ensure we can meet childcare training targets which support the Government initiative of providing almost double the number of hours available to the under 5s in Britain. Just under 90 people attended a promotional event last month
- 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. This appears to have paid real dividends as we have a 2<sup>nd</sup> cohort in Engineering and 2 first cohorts in Social Services and Childcare with one located in Dumfries and one in Stranraer
- Working with VP Learning and skills and Dumfries Learning Town (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. This has led to a very successful outcome in terms of both numbers of pupils from DLT as well as an extended variety of subjects delivered
- Liaising on all aspects of School-College partnerships and approaches
- Working at a strategic level with key partnerships including Project Search and Princes Trust. 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. We hope to sustain this in the coming year and demonstrate it is viable for the College to maintain this level of provision

- The new Self Evaluation protocols, including learner engagement and staff training have been rolled out and seem to be progressing well. This will support writing of our “ How Good is our College report in September this year
- Work on the Virtual Care Academy has been slow and this has been solely due 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
- Our 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

### **3 Recommendation**

The Learning and Teaching Committee is asked to accept this report

Name June Holland  
 Title Head of Curriculum  
 Date May 2018

## 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).

#### 2 The Report

The report will provide an update on progress made towards achieving the targets of the Regional Outcome Agreement since the last Learning and Teaching Committee meeting.

##### 2.1 Retention and Attainment Update

There is continued progress towards improving retention and attainment as outlined below.

- The first meeting of a SLWG, led by Andy Wright, has taken place to discuss adopting the Student Achievement Coaches model that has been implemented to improve retention at Borders College. The members on the SLWG cover a range of roles across the College. A sub-group, led by Shona Scott, has since met and will feedback to the full group on 21 May 2018, following which a paper will be presented to the College Operational Team for consideration.
- The learning and predictive analytics tool is being progressed for implementation next session.
- The College calendar has been reviewed and three blocks of 12 weeks introduced for next academic session. The twelfth week of each block will be a remediation/catch-up week. Learners will be able to achieve units in a shorter period allowing for earlier resulting and success.

##### 2.2 Progression and Articulation Update

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

- University of Glasgow articulation routes for Electrical Engineering, Social Sciences and Childhood Practice to be progressed for 2019-2020 - agreed
- UWS and year 3 of Computing – on-going
- Glasgow School of Art and Creative Industries - progressing

##### 2.3 Enterprise Update

The presentations by Business Gateway have taken place with Creative Industries students at Dumfries and Business and Beauty students at Stranraer Campus. There has been positive feedback about these from staff and students.

A JASG Entrepreneurship and Entrepreneurial Skills Working Group is currently being established with Andy Glen and myself representing the College.

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

Curriculum Teams continue to engage with employers in a variety of different ways (refer to presentation).

## **2.5 STEM Update**

The development of the STEM Strategy for the region has commenced. The first meeting has taken place with local partners, following which a sub-group will meet on 23 May 2018 to collate a draft Strategy. This will then be discussed at the next full meeting on 19 June 2018. The development of the Strategy was supported at a recent meeting hosted by the Funding Council, when local partners worked together to collate the current landscape with STEM in the region. Evidence from the meeting gave a positive picture of Dumfries and Galloway.

The 'Big Bang' took place on the Crichton Campus on Friday 21<sup>st</sup> April in conjunction with ESP and DYW. The event was a huge success with over 300 young people (S1, S2 and S3) engaging with the 40 exhibitors to get an introduction to or gain more details on how STEM impacts on everyday life and to inspire them to pursue careers in STEM related subjects. Big Bang 2 is being planned for May 2019 and exhibitors are already asking to reserve a space. Some primary school staff are now asking if they can attend this event with some of their pupils. This is being discussed.

There are discussions around promoting STEM through the delivery of sessions in schools, working in partnership with the Council, and also developing pathways for young people through extra-curricular clubs.

The College is awaiting the outcome of the recent STEM hub bid submitted to the South of Scotland Enterprise Partnership. The hub will be a physical and digital hub and spoke network. It will provide opportunities such as the development of commercial activities, widen access, improve articulation and address the rurality of the region.

## **3 Recommendation**

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

Name: Janet Weir

Title: Head of Curriculum

Date 10.5.18

## L&T 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, with specific reference to those risks assigned to the Committee for 'oversight'.

#### 2 The Report

- 2.1 In accordance with the College's Risk Management Policy any risk with an inherent rating of 12 or above must have mitigating controls in place and where the residual rating remains above 12 should be reviewed at least quarterly in order to identify if any further actions could be taken to reduce the residual rating to below 12. For completeness all risks are included in the attached register.

- 2.2 The Principal and Executive Management Team routinely review the Strategic Risk Register to reflect the risks the College is facing and the mitigation that will be applied to each risk. There are currently 9 strategic risks, two of which are rated 12 or above.

#### 2.3 Committee Reporting

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

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

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

#### 3 Recommendation

- 3.1 Members are asked to consider and, if so minded, approve the Strategic Risk Register in respect of risks pertaining to their area of responsibility. The Committee is also asked to approve the amendments in terms of 'Committee oversight' for each of the risks.

## Strategic Plan 2017-2018 Risk Register

Risk No.	Risk Description	Inherent Risk			Controls in Place	Assurances	Internal/ External	Residual risk			Further Action	Committee Risk Owner
		Likelihood	Impact	Total				Likelihood	Impact	Total		
1	National Pay Bargaining	4	4	16	1. Detailed financial planning undertaken and approved by Finance and General Purposes Committee to ensure "affordability" of any offer. 2. National negotiation processes in place with recognised unions. 3. Government public sector pay guidance for 2017-18 is for maximum 1%, College budget will reflect this.	1. Feedback to EMT and the Board 2. Included in budget which is monitored and reported through F&GP and Board 3. Sound internal planning and monitoring to ensure service continuity in event of industrial action 4. College adopts a pragmatic approach to budget and scenario planning.	Internal/ External	2	4	8	December 2017 - EIS have declared a formal dispute in respect of 2017/18 Cost-of-Living Pay Award.  May 2018 Indicative offer of grant indicates that costs of harmonization for lecturers' salary have been included.	F&GP Audit
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 Audit
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.	F&GP Audit

## Strategic Plan 2017-2018 Risk Register

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

## Strategic Plan 2017-2018 Risk Register

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



**Strategic Plan 2017-2018 Risk Register**