Dumfries & Galloway College

Board of Management

Date: 9 October 2018 **Time: 1pm – 5pm** **Room: 2089**

Indicative Time		A G E N D A		Presented by:
1pm	1	Welcome and Apologies for Absence		BJ
	2	Declaration of Interest		BJ
	3	Annual Self Evaluation – How Good is Your College Evaluative Report 2017-18 & Enhancement Plan (EREP) 2018-19	(attached)	AG
		Juliet McAlpine, HM Inspector, Education Scotland, in attendance	(verbal)	JMcA
1.40pm	4	Minute of Meeting of 5 June 2018	(attached)	BJ
	5	Matters Arising		
	5.1	SaveNet for Board Members	(verbal)	CT
	5.2	Key Facts/Key Stakeholders Leaflets – Update Autumn 2018	(verbal)	CT
	5.3	Board Development Actions - Update	(verbal)	BJ
	5.4	Prevent Policy	(attached)	AG
	5.5	Safeguarding Policy	(attached)	SAW
	5.6	AdminControl Sessions	(verbal)	AW
	5.7	Board Links	(verbal)	AW
	5.8	Vision 2020	(attached)	CT
	5.9	Senior Pathways Strategy	(verbal)	SAW
2pm		**Matters for decision**		
	6	Principal's Objectives for 2018/19 **CONFIDENTIAL,** for circulation to Board Members only	(attached)	BJ
	7	Succession Planning Update	(attached)	BJ
	8	Strategic Risk Register	(attached)	CT
2.25pm		**Matters for discussion**		
	9	5 Year Curriculum Plan 2017-2022, Update	(attached)	SAW
	10	SoSEP		
	10.1	SoSEP – Progress to Date	(attached)	CT
	10.2	SoSEP Project Governance	(verbal)	BJ/CT
	11	Review of Funding Methodology - Update	(verbal)	CT
	12	Regional Chair's Report	(attached)	BJ
	13	Principal's Report	(attached)	CT
	14	President of Student Association Report	(attached)	NV
	15	Agenda items for Next Board Meeting	(verbal)	BJ
3.35pm		**Tea/Coffee**		
3.50pm		**Matters for attention from Board Committees**		
	16	Draft Minutes / Matters for attention from meetings held since the last Board Meeting		
	16.1	Draft Learning & Teaching Committee of 4 Sep 2018	(attached)	PK

16.2a	Draft Minute-Finance & General Purposes Committee of 18 September 2018	(attached)	RF
16.2b	Annual Finance and General Purposes Committee report to the Board	(attached)	RF
16.3a	Draft Minute- Audit Committee of 19 September 2018	(attached)	HC
16.3b	Annual Audit Committee report to the Board	(attached)	HC

4.20pm   **Matters for information**

17	Crichton Campus Consolidated Outcome Agreement 2018-19	(attached)	SAW

4.30pm   18   Any Other Business

4.45pm   19   Date and Time of Next Meeting – Tuesday 11th December 2018 (1-5pm)

Board Development Events:

Joint Board Meeting with Borders: Tues 6 November 2018, 10am-3pm, Borders College

Board Development Event: Tuesday 22 January 2019, 10am-3pm

Note 1: Draft Minutes of Board and Committee meetings are not available on the college website until approved by the appropriate meeting.

Note 2: The following minutes have been approved since the last Board Meeting. These are either circulated with this agenda or are to follow (to arrive before the meeting)

20.1	• Approved Minute of Audit Committee Meeting of 18/05/18	(circulated with agenda)
20.2	• Approved Minute of Learning & Teaching Committee of 22/05/18	(circulated with agenda)
20.3	• Approved Minute of Finance & General Purposes Committee Meeting of 22/05/18	(circulated with agenda)

Minute of Meeting of the Board of Management of Dumfries and Galloway College held on Tuesday 9 October 2018 at 13:00 in room 2089 of the Dumfries Campus

Present:	Brian Johnstone (Chair)	John Henderson
	Carol Turnbull	Delia Holland
	Naomi Johnson	Ian White
	Janet Brennan	Ros Francis
	Karen McGahan	Stuart Martin
	Pat Kirby	Rob Orr
	Ailsa Paton	Nikki Vjatschslav
	Sue Livermore	

In attendance:	Andy Glen, VP Business Development & Corporate Services
	Juliet McAlpine, Education Scotland (item 3 only)
	Ann Walsh, Board Secretary
	Heather Tinning, Executive Team Assistant

1   Welcome and Apologies for Absence
The Chair welcomed all to the meeting, in particular Juliet McAlpine HM Inspector Education Scotland, and three new Board Members attending their first Board meeting, Sue Livermore, Support Staff Board Member; Nikki Vjatschslav, Student Board Member and Ailsa Paton, Student Board Member. Apologies for absence were received on behalf of Andy Wright, Barry Graham, Robbie Thomas and Hugh Carr. The Board Secretary confirmed that the meeting was quorate.

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

3   Annual Self-Evaluation – How Good is Your College (Evaluative Report 2017-18 & Enhancement Plan (EREP) 2018-19)
The Vice Principal (VP) Business Development & Corporate Services (BD&CS) reported that this was the second year the college had undertaken this self-evaluation process, providing an Evaluative Report and Enhancement plan. This is a requirement of Education Scotland and the Scottish Funding Council (SFC). Regular meetings throughout the year with staff and Juliet McAlpine, in her advisory role have contributed to the development of the draft documents. The deadline for submission of the documents is 31 October 2018. The VP BD&CS advised that the draft will be presented at a Pre-Endorsement meeting arranged for 22 October 2018, attending this meeting will be two representatives from the SFC and two from Education Scotland. At this meeting gradings will be agreed and allocated to the report. The report is then independently reviewed. The Board will be advised of the grading.

During discussion, a request was made for the document to be proof-read prior to submission.

Juliet explained to members the previous format of evaluating colleges, which involved 4-yearly college reviews by HMIe Inspectors. This current process is carried out by colleges, but endorsed by the SFC and Education Scotland.

Juliet advised that after the Pre-endorsement meeting, a further independent meeting will take place with Education Scotland staff, prior to the final submission of the report by 31st October, following which the reports are published.

Juliet reported that, in her opinion, she was happy with the shape of the report, which is evaluative and robustly evidenced, and that staff had been very open and honest. The college are very strong in the area of inclusion and she suggested that the report should emphasise this more, stating the grades are not only about 'numbers' but also about quality and achievement.

She suggested that moving forward, the college should focus on gathering evidence relating to the Youth Employment Strategy and Developing the Young Workforce (DYW) and collating this in one place, stating that DYW has three years left and it is important to focus on the leadership and outcomes for this.

She also suggested looking at the Employment Strategy again, as there is good evidence but this would be clearer to see if collated in one place.

The Chair thanked Juliet McAlpine for her attendance and for the reassurance she gives in her advisory capacity. The Chair also asked, on behalf of the Board, for thanks to be passed on to staff involved with the completion of the report.

Members noted the report
Actions:
- The Vice Principal BD&CS will arrange for the documents to be proof-read before submission
- The Board will be informed of the grades allocated to the self evaluation
- The Learning and Teaching Committee to receive updates on implementation of the Enhancement Plan

4 Minute of Meeting of 5 June 2018
The Minute of the Board of Management meeting held on 5 June 2018 was approved.

5 Matters Arising
5.1 SaveNet for Board Members
The Principal confirmed that there are no tax implications for Board Members using this discount scheme and reported that all Board Members now have access and have been issued with log-in details.

5.2 Key Facts/Key Stakeholders Leaflets – Update Autumn 2018
The Principal reported that the Key Facts/Key Stakeholders leaflets will be updated in time for January starts. She explained that re-publishing at this time of year allows for an updated publication to be used for marketing campaigns.

A request was made that in the meantime, a list of changes to managers to be emailed to Board Members.
Actions:
- The Executive Team Assistant will email a revised list of managers to the Board
- The Board Secretary will upload the revised management structure to 'Useful Documents' in Admincontrol
- Updated Key Facts/Key Stakeholders Leaflets to be prepared by January 2019

5.3 Board Development Actions - Update

The Chair reported that the Board Development plan is being achieved, highlighting key points:

- Regular Management blogs, which is welcomed by members and aids their understanding of college operations
- Training and Development Workshops, which have been well attended by members
- Board Links have commenced
- Discussions with Ayrshire College, setting up reciprocal attendance at Board meetings to commence in March 2019

5.4 Prevent Policy

The VP Business Development & Corporate Services spoke to the report, which was an update to the paper issued in 2015 when the Board approved the colleges Prevent Strategy and Action Plan in December 2015. The VP advised that 90% of staff had undertaken the Prevent training over the past three years. Further face to face training will be provided to all new staff.

Decision: The Board endorsed the updated plan

5.5 Safeguarding Policy

The Principal spoke to the paper, on behalf of the VP Learning & Skills, advising that the Head of Student Support and Guidance reported there were no significant changes required to be made, only minor referencing to be added to update the Policy. The Principal advised that all policies were now compliant in terms of the new General Data Protection Regulations (GDPR) and confirmed that this policy has been checked and approved by the Data Protection Officer (DPO).

Members noted the Safeguarding Policy and Update.

5.6 AdminControl Sessions

The Board Secretary advised that the Business Systems Manager had held three sessions with Board Members to allow interactive discussions on issues relating to the iPads and AdminControl. Members are welcome to continue to contact the Business Systems Manager to discuss any concerns.

5.7 Board Links

The Board Secretary confirmed that the Learning for Leading, Board Links Scheme was implemented in September 2018. Linked Board Members have started to contact their linked Curriculum Manager to arrange for their first visit.

5.8 Vision 2020

The Principal spoke to revised Vision 2020 Strategy Plan document which had been issued, which has been updated following the session with staff and Board Members held in June 2018. The document has not been re-printed, but will replace the original version on the college website. The Principal advised that the document will be reviewed in 2020.

The Chair suggested an update to the narrative regarding Developing the Young Workforce (DYW), under Partnership and Collaboration on page 6, as there is now an established structure for this.

Members noted the changes to the Vision 2020 Strategy Plan.
Action: The Principal will arrange for the amendment to the narrative under Partnership and Collaboration and the revised Vision 2020 Strategy Plan to be uploaded to the college website.

5.9 Senior Pathways Strategy

The Principal reported, on behalf of the VP Learning & Skills (L&S), that work continues to be taken forward with key partners including School Leads and the Employability and Skills Manager to develop a Senior Pathways Strategy for the region. Barry Graham has been leading this group, working closely with Laura Webster, Head of Curriculum. There have been detailed discussions on the offer which is helping shape the strategy for the region.

The aim of the group is to draft a strategic vision for senior phase (S5/S6, up to age 18) across Dumfries and Galloway and create a proposal that the group is happy to take forward. The aim of the document is to clearly sets out the group's vision for senior phase. In addition to this an evaluative document will be produced, looking at gaps and overlaps, based on key questions and a summary of where we are. Finally a 3 – 5 year strategic plan will be compiled and this will be tabled to relevant agencies to give a clear indication of future governance.

Members discussed the concern over no agreed timescales, including no milestones or dates set for reporting, making it very difficult to plan. There was further discussion on the current Council issues and any impact this may have on the college. The Principal advised that the impact on the college is around Senior Phase and Digi Spokes for SOSEP..

Action: The Principal to take forward concern from the Board, seeking an update and milestones from the Council

➢ The Chair asked that the Principal, VP Business Development & Corporate Services, and Executive Team Assistant leave the meeting for the next agenda item.

6   Principal's Objectives for 2018/19 – Confidential (circulation to Board Members only)

Members approved the Principal's objectives, subject to the addition of a specific finance objective, this to have input from the Chair of the Finance and General Purposes Committee.

There was some discussion regarding whether any additional detail should be added to expand on the expected outcomes. It was accepted that the Chair and Principal in review meetings look at evidence to support achievement of objectives. This is within the remit of the Remuneration Committee and will be considered at their meeting on 20 November 2018.

To include Chief Executive to the Principal's title for her objectives

Decision: The Principal/Chief Executive's Objectives were approved, subject to the addition of a specific financial objective
Actions:
- Financial objective to be prepared, with input from the Chair of the Finance & General Purposes Committee
- The Chair to inform the Principal of the outcome of the discussion
- The Remuneration Committee to consider the discussion regarding the format of Principal/Chief Executive's objectives

7   Succession Planning Update

The Chair spoke to the report which had been issued, advising that five non-executive members' terms of office are due to end in March 2019 and are all eligible for re-appointment. John Henderson raised the concern that if all members are re-appointed for the same length of term, there will be a

need to recruit five board members at the same time at the end of their term, which may be difficult to achieve. Each of these Board members will be contacted to have an individual discussion with them and the outcome of these discussions will be considered by the Board Development Committee.

The Chair also highlighted that the Chairs of both the Remuneration Committee and the Finance & General Purposes Committee propose an increase in their membership advising that their committees would benefit from more members.

The proposal also includes Sue Livermore, new Support Staff Member becoming a member of the Learning & Teaching Committee and the Finance & General Purposes Committee

The Chair thanked the new Chair of the Finance & General Purposes Committee, Ros Francis, and the new Chair of the Learning and Teaching Committee, Pat Kirby for committing to the position of Chair.

Members noted the contents of the updated report
Decision: Members approved the changes to committee membership.

8   Strategic Risk Register
The Principal spoke to the Strategic Risk Register, reporting on the revised format which had been presented to the Audit Committee in September 2018 where the framework and risk register were approved. The Principal reported on the additional column which identifies who is responsible (in black text) and which committee has particular oversight (in blue text) of each risk. The risk register will continue to be presented at each committee, allowing for discussion by individual committees, and subsequently at the Board of Management meetings. The College Leadership Team also discuss the Strategic Risk Register at monthly College Leadership Team meetings.

The Risk Management Policy will be updated to take account of the revised scoring system.

Decision: Members approved the revised format and the content of the Strategic Risk Register, subject to the inclusion of a new risk for the SOEP projects.
Action: The Principal to include a new risk for SOSEP

9   5-Year Curriculum Plan 2017-2022 Update
The Principal spoke to the report, which had been issued, advising that the college has a rolling 5-year plan that curriculum teams discuss and update annually. An update of the 5-Year Curriculum Plan was presented to the Board in October 2017.

Members noted the contents of the report and the 5-year curriculum plan.
Action: Plan to be presented at the next Learning and Teaching Committee meeting for further discussion.

10 SOSEP

10.1   SOSEP – Progress to Date/Project Governance
The Principal spoke to the report, which had been issued to update Members on the two projects:
- Get that Degree – Articulation Project
- South of Scotland Skills & Learning Network – Globally Connected, Regionally Focussed

The South of Scotland Economic Partnership approved the articulation project to scope and identify a model of access to university education and degree qualification through articulation that will support the SOSEP's objective of retaining and supporting young people to stay in the region. The funding allocated to this project is £79,000. The first stage of the project is to identify the key sectors across the South of Scotland where degree skills are required. The colleges are in the process of recruiting an individual to undertake this work, which is due to be completed in March 2019. Once complete the next stage is to work with appropriate university partners to develop articulation pathways.

The second project – South of Scotland Skills & Learning Network focusses on digital connectivity, primarily between schools, hubs and college campuses, and the development of STEM hubs providing access to technologies in Care, Engineering & Renewables and in Construction & Sustainability.

Three courses have been identified to pilot with digital spokes, which will include online and bespoke learning, with teams identified to undertake development. In Dumfries and Galloway this will be Reablement, between Dumfries campus and The Bridge and there will be Design Engineer, Construct for Construction and HNC Electrical Engineering to be developed as a blended learning model.

Delia Holland highlighted the importance of having a Senior Pathways Strategy to enable this to work, as discussed under item 5.9.

In terms of the Dumfries Campus, the Principal reported that the Henry Duncan Building will be refurbished as part of a home to be used as a Care Hub, to allow for the upskilling of staff and in Stranraer there will be upgrading of the Engineering Workshop that will also be used as an Engineering Hub

The Principal advised that as this is one project, jointly with Borders College, there will be one Programme Board, with governance responsibility, that will report to the Boards of each college. Confirmation of the final Programme, Project structure and governance arrangements is awaited. A Project Management Structure has been developed in both Dumfries College and Borders College which will report into the SOSEP Programme Board. In addition, the Learning & Teaching Committee will receive Learning & Teaching specific updates.

John Henderson asked about the financing of the project. The Principal advised that at present the college draws down money from the SFC in the same way as other funding and are still awaiting guidance from SFC regarding a formal offer of grant, financial and reporting requirements. A letter and reminder has been sent to the SFC to seek clarity on the finance of the project and requesting information regarding pre-payments as in the short term the college is using it's own budget, but there may be implications for cash flow. This is being monitored.

Due to the concern regarding cashflow and that the process has not been confirmed, John Henderson requested that no contracts are to be committed to until cashflow for the Projects is agreed.

Following discussion on the articulation links with the Regional Skills Investment Plan, the Principal advised that a proposal is outstanding and at this point an appointment has not been made.

Members raised concern over the workload of the Executive Team with their involvement in the Projects. The Principal advised that their workload will be kept under review. The expertise and input is necessary from all the staff included in the Project Management Structure.

Members noted the update.
Decision: No contracts are to be committed to until cashflow for the Projects is agreed
Actions:
- Principal to obtain guidance from SFC regarding a formal offer of grant, financial and reporting requirements and governance arrangements from SOSEP
- Principal to obtain clarity regarding the financial arrangement of the project
- Programme Structure and governance arrangements to be circulated to Members
- Learning & Teaching specific updates to be provided to that Committee
- The Finance & General Purposes Committee will monitor the impact of the project on college finances

11 Review of Funding Methodology Update
The Principal advised of her position as Vice Chair of the Funding & Finance Committee of the Colleges Scotland Board, who meet with Colleges Scotland on a regular basis. The Principal explained that unfortunately there is no real progress following the last meeting. Delays are owing to a number of contributory factors including Brexit, Budget announcement and the SFC are in the process of appointing a new Chief Executive.

Members noted no update on the Review of the Funding Methodology, however thanked the Principal for her update on the current position.

12   Regional Chair's Report
The Chair spoke to the report, which had been issued providing key updates of recent activities. The Chair also reported on:

- The new South of Scotland Assistant Director for the SFC is Cathy Mitchell
- His concern that the matters on project governance have not yet been agreed for the SOSEP project, given the tight deadlines for implementation. He has spoken with the Scottish Funding Council (SFC) and is awaiting further comment
- The college is featured in two recent Colleges Scotland Publications:
  - Inspiring Scotland's Young People into STEM
  - Flexible Workforce Development Fund

Members noted the report.

13   Principal's Report
The Principal spoke to the report, which had been issued providing key updates of recent activities, highlighting key points to note, including:

- Construction Industry Training Board (CITB): The Principal reported that the situation is now business critical. Colleges have not signed their contracts for CITB owing to stipulations and unaffordability. There are ongoing meetings with Scottish Government, Skills Development

Scotland (SDS) and Colleges Scotland to try and resolve matters. As Chair of the College Principals Group, the Principal has been involved in various discussions and reported that the sector is increasingly frustrated and is hoping for an early resolution. A letter has been issued to the CEO of the Scottish Qualifications Authority (SQA) and a response is awaited. The Principal asked the Board to note the current situation, advising that unless the situation is resolved quickly, there may be some adverse publicity.

Karen McGahan advised that she is attending meetings with CITB and will take forward the concerns following discussions today and report back.

- Delay in use of the Bridge Building due to additional safety checks: The Principal advised that there was no impact on the college as courses that were planned to happen at the Bridge have started at the Dumfries College Campus
- Scotland's Rural College (SRUC): It is disappointing that with the investment received by the Barony Campus there will be nothing moving onto the Crichton site and with the withdrawal from the Crichton Farm this will leave no SRUC presence left on site. The Principal reported that she had met with the Dean of Faculty for the SRUC recently and will continue to explore potential joint opportunities including digital skills, engineering, food and drink
- Enrolment Figures are down, particularly in Higher Education: The main reason for the decrease is due to a demographic downturn and more students being accepted directly into University due to lower entry requirements

Delia Holland asked if there had been any feedback from the recent Professional Standards consultation. This has not been received yet. To feed back to the Board in December 2018

Members noted the report.
Action: The Principal to give feedback on the outcome of the Professional Standards Consultation, to the Board at the meeting on 11 December 2018

14 President of the Student Association Report
The Chair welcomed introductions from both the President and the Vice President of the Student Association at their first Board meeting.

The President of the Student Association spoke to the report, which had been issued reporting on key activities including:

- The recent MacMillan coffee morning at both campuses raised an outstanding total of £783.86
- Main focus for the Student Association this year is on sustainability and mental health for both campuses
- Monthly Curriculum Days

The Chair reported that the President of the Student Association has been nominated to join the DYW, subject to approval.

Members noted the report.

15   Agenda items for the Next Board Meeting
The Chair welcomed agenda items for the next Board Meeting, Tuesday 11th December 2018.
Action: Board Members to forward agenda items for consideration to the Chair

16   Draft Minutes/Matters for attention from meetings held since the last Board Meeting

16.1   Draft Minute of Learning & Teaching Committee of 4 September 2018

The Chair of the Learning & Teaching Committee spoke to the draft minute, highlighting the following points of interest, including:

- SOSEP
- Employer Engagement
- Regional STEM Strategy
- Student Structure
- Retention figures

The Principal advised that the Student Association now reports to the Marketing Manager, previously Quality Manager. Class Reps still report to the Quality Manager.

In terms of options to measure the effectiveness of employer engagement, the Principal advised that no presentation had been made to College Principals in September and she would find out what happened to this.

Action: Principal to find out what happened to the presentation about options for measuring the effectiveness of employer engagement and feed back to the Learning & Teaching Committee.

16.2.1 Draft Minute of Finance & General Purposes Committee of 18 September 2018

The Chair of Finance & General Purposes Committee spoke to the draft minute, asking members to note key points, including:

- Estates/Facilities Update – most welcome at the Finance & General Purposes Committee meeting to increase focus on the General Purposes element of the Committee's remit
- 5-Year Financial Forecast Return – the Chair spoke of her concern over the workload on the Finance Team, with ever increasing pressures
- Draft Financial Statements – Focus on the Statements at the November meeting, to be circulated well in advance to allow members time to look over the content of the Statements
- Lennartz – The Principal reported that the last payment is due next month. She advised on the advice from SFC that colleges keep a 30-day cash flow. In terms of overall budget, there is no significant implication.
- Operating Deficit of £74,000 – Following discussion on the disappointment of the deficit, and the delay in being made aware of this, the Principal reported on the reasons to the Board, including:
  - ➢ Technical Note from National Bargaining
  - ➢ Timing issue around FWDF
  - ➢ Significant holiday pay owing to a member of staff, not forecasted, who had been on long-term absence

  Although of these occurred after the Finance & General Purposes Committee meeting held in May 2018, the outgoing and incoming chairs of the committee would have wanted to be made aware of the deficit. A general paper will be provided to the Finance & General Purposes committee in November to review the budget and contingency, and to include budget processes with the aim of identifying issues earlier.

Stuart Martin raised the concern that when the last Lennartz payment has been made, there will be a smaller bank balance which will affect cash flow.

The Principal asked members to note the lack of contingency and flexibility within the budget, and advised that she and the Finance Manager are looking at budgetary control going forward. The External Auditors finished their audit last week and so far no requests have been received for any adjustments.

The Chair reiterated that the Finance & General Purposes Committee would welcome more members.

16.2.2   Annual Finance & General Purposes Committee Report to the Board
The Chair of the Finance & General Purposes Committee spoke to report, which had been issued.

Members noted the report. The Chair of the Board asked for thanks to be passed to the Principal and her Team.

16.3.1   Draft Minute of Audit Committee of 19 September 2018
Naomi Johnson, on behalf of the Chair of the Audit Committee, spoke to the draft minute, asking members to note key points, including discussion on:
- GDPR Audit/Training
- Student Support Funds
- Student Activity Data – two low priority management actions and one medium
- Audit Scotland Reports – key messages on harmonisation, increasing costs for colleges. All colleges are experiencing issues with financial sustainability
- Revised Strategic Risk Register

During discussion, in addition to the SOSEP Project, another risk was identified to be added to the Strategic Risk Register, this being the concerns raised regarding CITB.

Action: The Principal to add new risks to the Strategic Risk Register, these being the risks around SOSEP and CITB

16.3.2   Annual Audit Committee Report to the Board
The Chair of the Audit Committee spoke to the report, which had been issued.

Members noted the report. The Chair of the Board asked that the Executive Team give feedback to staff that Members are very pleased with the Audit Reports.

17   Crichton Campus Consolidated Outcome Agreement 2018-19
The Principal spoke to the Crichton Campus Consolidated Outcome Agreement, which is a requirement from the SFC. The Principal advised as the Board had previously approved the colleges own ROA, which is referenced in the Crichton Campus Outcome Agreement, the Board are asked only to note the agreement.

There was discussion on whether there could be a strengthening of the voice of students across the Crichton Campus site. One option might be a unified Student Association. The President and Vice President of the Student Association to look at options, with the assistance of Janet Brennan.

Members noted the Crichton Campus Consolidated Outcome Agreement 2018-19.
Action: The President and the Vice President of the Student Association to look to strengthen the voice of students across the Crichton Campus site with the assistance of Janet Brennan

18   Any other business

18.1   Update from Strategic Dialogue Meeting

The Principal spoke to the report, which had been issued for information, reporting on the two key issues including:

- The Scottish and College Sector Budget
- Increased employer contributions to Teachers' Pensions

The Principal asked the Board to take assurance that the college are taking steps in terms of the Regional Skills Investment Plan, by way of increased part-time programmes and the SOSEP Projects. The Principal advised that the Finance and General Purposes Committee and the Board would be kept updated as more information became available.

Members noted the report and the update on key strategic issues.

18.2   Marketing

Karen McGahan reported on recent radio advertising that she had heard promoting Carlisle College and asked if there was any concern that the college may be losing potential numbers to Carlisle. The Principal advised that in terms of marketing, the college has used West Sound previously at certain times of the year, although this can be expensive. She explained that the English system supports students going to Carlisle, but there is no support for English students coming across the Border.

18.3   Mental Health

Following a query with regard to support for Mental Health in the college, the Principal advised that the college had appointed Student Advisors with specific emphasis on Mental Health. More staff have also undertaken Mental Health awareness training, at both Dumfries and Stranraer campuses.

19   Date and Time of Next Meeting

The next meeting of the Board of Management will take place on Tuesday 11 December 2018, 1 pm at Dumfries Campus.

Board Development Events:

- Joint Board Meeting with Borders, Tuesday 6 November 2018, 10 – 3 pm at Borders College
- Board Development Event, Tuesday 22 January 2019, 10 – 3 pm

20   Approved Minute of Audit Committee Meeting of 18 May 2018

Members noted the approved minute of the Audit Committee of 18 May 2018.

20.1   Approved Minute of Learning & Teaching Committee of 22 May 2018

Members noted the approved minute of the Learning & Teaching Committee of 22 May 2018.

20.2   Approved Minute of Finance & General Purposes Committee of 22 May 2018

Members noted the approved minute of the Finance & General Purposes Committee of 22 May 2018.

Minute of meeting of the Board of Management of Dumfries and Galloway College held on Tuesday 5 June 2018 at 10:15 in room G31 in the Stranraer Campus

Present: Brian Johnstone (Chair)   John Henderson
                 Carol Turnbull   Delia Holland
                 Naomi Johnson   Robbie Thomas
                 Janet Brennan   Ros Francis

In attendance: Ann Walsh, Board Secretary
                     Heather Tinning, Executive Team Assistant

1   Welcome
The Chair welcomed all to the meeting.

2   Apologies
Apologies for absence were intimated on behalf of Kenny Henry, Hugh Carr, Barry Graham, Rob Orr, Stuart Martin, Pat Kirby, Karen McGahan, Ian White, Leah Thomas, Tony Conlon, Andy Wright and Andy Glen. The Board Secretary confirmed the meeting was quorate.

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

4   Minute of Meeting of 13 March 2018
The Minute of the Board of Management meeting held on 13th March 2018 was approved.

5   Matters Arising
5.1   GDPR – Training for Board Members
The Chair confirmed that only one Board Member had still to complete the online training for the new Data Protection Regulations, and asked for thanks to be recorded to those who had facilitated the training.

5.2   SaveNet for Board Members
The Principal confirmed that SaveNet can be made available for Board Members. Naomi Johnson advised that she had received a link from the HR Officer and was able to access the website externally. This was a pilot to see if she could connect, before connecting the rest of the Board. Questions were asked regarding whether there were any tax implications of accessing this discount site.
Actions:
- The Executive Team Assistant to confirm with the HR Officer that the pilot has been successful and to allow all Board Members access to the website
- The Board Secretary to check and confirm with Board Members in terms of tax implications and requirements to record the use of the site

5.3   Access to Key Facts & Key Stakeholders Leaflets
The Board Secretary confirmed that the leaflets can be accessed from the Useful Information Folder in Admincontrol. The Chair encouraged members to use the information as Ambassadors of the college. The Principal advised that the Key Facts leaflet would be updated twice a year as the statistics used become available at different times of the year.
Action: The Principal to ask the Marketing Manager to update the leaflets twice a year

Board of Management

5.4   Summary of Mainstream Courses

The Executive Team Assistant tabled an A3 version of Mainstream Curriculum Courses 2018-19, which was welcomed by members, in particular the progression routes and articulation.

Action: The Executive Team Assistant to upload the document on Admincontrol

5.5   Actions from Board Development Event (23/1/18)

The Chair reported on progress regarding the developments identified at the Board Development Event, highlighting:

- A CDN Finance Workshop attended by some members had taken place on 23rd April
- The Board Secretary had circulated dates to members for 'Meet the Scottish Charity Regulator' sessions provided by OSCR
- CDN Training continues to be accessed. Members have attended/accessed training in the following:
  - Attended: Induction, Learning & Teaching, Finance, Staff Board Member
  - On-line: Audit, Remuneration
- A joint Board session with Borders College is being arranged, proposed for early November 2018
- Ayrshire College has been approached for a reciprocal arrangement of attending each other's board meetings to enable networking and learning from each other
- Board links proposal has been developed – see item 12

The Chair also welcomed the weekly Leadership Team Blogs which commenced following this event. They are very informative and useful for members.

5.6   Lobbying Act - Clarification

The Board Secretary confirmed that the college is not subject to the Lobbying Act.

5.7   Safeguarding Policies

The Board Secretary confirmed that the Policies were available for members to access on Admincontrol. These are due for review over the summer.

Action: The Principal to review the Prevent and Safeguarding Policies for the Board meeting in October 2018

5.8   Admincontrol Session – with IS Manager

The Board Secretary advised that further dates would be circulated to members to allow for a session to be arranged with the IS Manager to attend for discussion of issues with members.

Action: Board Members to forward queries in advance of the session with the IS Manager to the Board Secretary

6   Succession Planning, including Board and Committee Appointments

The Chair spoke to the report, highlighting recruitment of Members and review of Board Committee Chairs. The Board Secretary advised that the election of the Support Staff Board member is currently underway. A Stranraer student has been elected as the new Student Association President, Nikki Vjatshslav. The SA Vice President has also been confirmed, a student from the Dumfries Campus, Ailsa Paton.

The Chair proposed that Delia Holland remains as Vice Chair and Senior Independent Member (SIM). The Vice Chair proposed that Ros Francis is appointed as a new member on the Remuneration Committee, following John Henderson's retiral from the Remuneration Committee.

Two committees will have new Chairs. Ros Francis will be Chair of the Finance and General Purposes Committee from 1 September 2018 and Pat Kirby will be the Chair of the Learning and Teaching Committee from 1 September 2018.

The Chair thanked the retiring Chairs Delia Holland and John Henderson for their hard work and dedication in the Learning and Teaching Committee and Finance and General Purposes Committee. Both members will remain as members the committee they chaired.

Decision: The Board approved the Succession Plan, with the addition of Ros Francis replacing John Henderson on the Remuneration Committee

7 ROA 2018-19 Final Report

The Principal identified two areas of concern within the ROA and explained these to the Board. A formal note of these concerns are within the ROA that has been circulated.

The first concern noted is the child care credit target that, due to the way the credits had been calculated would not be achievable. Since this was written, through the Chair and Principal's negotiations the calculation has now been revised and the Principal feels the target is achievable if the enrolment target is reached. Therefore, the note of concern will be removed from the ROA before the Chair and Principal sign it.

The second concern regarding Student Support Funding will remain in the ROA. This being that the indicative offer of £1,787,151 for 2018-18 is a reduction of £323,996 from the current year projected spend. This may not be sufficient to meet the demand for student support as there is no guarantee that we will receive any additional funding through in-year distribution.

The Chair informed the Board that he had contacted Michael Cross, Director of Outcome Agreements at SFC. Both had agreed that the ROA is developed by the and that it is for SFC to agree it. They also agreed that the note referred to above should be removed.

The Principal highlighted, with further explanation, three of the priority outcomes from the ROA Scope content and delivery of *enhanced* HNCs at Dumfries & Galloway College in partnership with University of Glasgow to enable advanced standing progression to University of Glasgow as per project brief funded through SFC Strategic Funds. By June 2019.

- Identify and scope a suite of marine related programmes in the West of the SoS region in partnership with SRUC. By March 2019.
- Finalise proposal for SoSEP for a technology enabled network connecting schools and colleges across SoS (June 2018). Scope capacity for Crichton and SoS HEIs to use network to widen HE provision across the region (by Jan 2019). If successful with SOSEP, deliver project. By Dec 2019.

Robbie Thomas will provide a contact detail to the Principal that may be helpful when developing the scope of marine related programmes.

Progress on the Priority Outcomes will be included in reports to the L&T Committee

Decision: The Board Approved the ROA, with removal of the Child Care Credit target note of concern

Actions: The note of concern regarding the Child Care Credit target to be removed and the Chair and Principal to sign the ROA 2018-19.

Robbie Thomas will provide a contact detail to the Principal regarding marine related programmes

Progress on the Priority Outcomes will be included in reports to the L&T Committee

8 Draft Budget 2018-19

The Chair of the Finance & General Purposes Committee (F&GP), John Henderson, recommended the draft budget to the Board. He explained the uncertainties and assumptions included within the budget, and highlighted that there are no funds currently available for operational planning or contingency.

The F&GP committee will monitor progress over the year, with amendments being made in line with changing projections, these are likely to be:

- Payroll costs include top increment for lecturer recruitment, these costs may not be this high
- The impact of Job Evaluation for Support Staff, estimated at approximately 6%, will be met by the SFC. As the cost has not been confirmed and no funds are allocated yet from SFC, this is currently included at £262k in our expenditure. Draw down of funding will release this for alternate use, but is dependent on final outcomes and timing of implementation of job evaluation.

It was noted that the bid on the SOSEA for Capital Expenses will have no impact on the core budget

Decision: The Board approved the budget for 2018-19, noting the uncertainty, but agreeing that assumptions made are appropriate at this moment

9 Arms Length Foundation (ALF)

The Chair of the F&GP Committee recommended to the Board to wind down the college ALF, while retaining use of the Scottish Colleges Foundation ALF. This recommendation is based on:

- The response to a letter asking if members wanted to remain Trustees of the college ALF, only two confirmed that they were willing to continue, including the Principal
- The college ALF has not been used
- The Scottish Colleges Foundation ALF has a ring-fenced section for Dumfries & Galloway
- The conclusion that the college ALF is not required

During discussion it was noted that a college ALF could be set up again in the future if required

Decision: The Board approved the college ALF to be wound down.

Action: The college ALF to be wound down.

10 Corporate Parenting Plan

The Principal advised that the Corporate Parenting Plan is a requirement of the SFC and the plan was approved in 2015. The plan is reviewed and updated annually

The Board noted the updated actions within Corporate Parenting Plan

11 GDPR Policy

The Principal informed the Board that the new Data Protection Officer for the college, Lisa Powell, has been appointed. She is shared with two other colleges and will provide our college with one day a week. She is satisfied that the GDPR Policy is acceptable at the moment, but will review it within her role.

Decision: The Board approved the Data Protection Policy in the interim until it has been reviewed and revised by the Data Protection Officer

12 Board Links

The Chair gave an overview of the Learning for Leading scheme, used in Borders College, that has been adapted and is proposed for Dumfries and Galloway College. The Chair advised that he, and the Board Secretary, had reviewed and discussed arrangements in other colleges. The scheme has

been developed as part of the response to the Board Evaluation, to increase Members' knowledge of, and insight into, the core delivery work of the College.

Members discussed the purpose of the scheme, how it may be perceived by the staff, the reporting process, and how long a Member should be linked to a particular curriculum area.

Members supported the scheme with the following amendments

- To revise the wording within the 'Guidance for Curriculum Managers', as discussed, to ensure it fits with the intention of the scheme and would not be mis-interpreted by curriculum managers
- The report template to have two sections removed: 'Positive Impressions' and 'Areas which should be brought to the attention of the College Management' to ensure there is not an 'inspection' feel to visits to curriculum areas
- Anything noted by the Board Member during a visit that should be brought to the attention of the College Management should be reported to the Principal by that Board Member
- Completed reports to go to the Board Secretary only
- The Board Secretary to compile summary reports for Board Meetings
- Reporting will be directly to the Board and not via the L&T Committee
- Board Members to be allocated to Curriculum Areas for 2 years

Decision: The Board approved the Learning for Leading scheme, with the suggested amendments

Actions: Board Secretary to amend the Learning for Leading paper

Board Members to inform the Board Secretary of any preference regarding the Curriculum Area they wish to be paired with. The scheme to be introduced in September 2018

13   Outcomes from Vision 2020 session held on 27 April 2018

The Principal reported back from the Vision 2020 session that was held with Board Members and the College Management Team. Overall, members considered the Strategic Outcomes still to be relevant, that there was evidence of progress in almost all areas and there were also suggestions of some specific actions for the College staff team to consider which would further improve outcomes. There were 2 specific suggestions:

Objective 5 – "We will support more businesses to start-up, grow and diversify"

The proposal is to change this strategic outcome to "*We will support and encourage enterprise, entrepreneurship, growth and diversification*" as this better reflects the focus and work of the college.

Objective 6 – "We will enable people to build their independence and confidence in a supportive environment"

Two main gaps were highlighted through the discussions. This group propose an additional success criteria should be added to reflect the diverse and challenging backgrounds of some of our young people.

* Increased awareness and support of students identified as having additional needs (e.g. carers, care experienced, mental health) to improve confidence and independence.

Secondly the success criteria do not mention retention so it was suggested to change one to:

* Increased student retention/attainment/outcomes.

The level of positive feedback from staff and Board Members regarding this session was also noted by Members

Decision: The Board approved the recommendations outlined in the paper

Action: The recommendations to be taken to the all staff session in June 2018 and an amended Vision 2020 document will be brought back to Board in October 2018.

14 Strategic Risk Register

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

In addition, the Principal will be reviewing the risk register with regard to wording, layout and content. The Board Secretary will request information from other Colleges to help with this review. The Chair suggested that when reviewing the content, regard should be given to strategic issues such as government priorities and commercial activity.

Decision: The Board approved the Strategic Risk Register
Action: The Principal will review the Strategic Risk Register

15   Borderlands - Update

The Principal talked to the paper, identifying that the Borderlands Inclusive Growth Initiative is a long term (20+ year) partnership involving five local authorities working together to submit a proposal to the UK and Scottish Government to establish a new cross-border mechanism that will deliver sustainable and inclusive growth and redistribute economic and social opportunity across the region's communities.

There has been some progress in terms of the proposal and an emerging view that it should be based on the 'Newton Rooms' concept. Newton Rooms are very well equipped science rooms and will encourage primary, high school and tertiary students to study STEM/D subjects: science, technology, engineering, maths and digital. They also allow connectivity between the rooms and to and from other external locations.

Next Steps The lead officers are currently developing this proposal and further meetings will be held to finalise and approve the proposal which will then be incorporated into an overall bid. Timescales are believed to be September for the final proposal, followed by a statement in the UK Government's November budget.

 Members noted the Update

16   South of Scotland Enterprise Agency (SOSEA)

16.1   SOSEA Update

The Principal advised that the bid to SOSEA had been circulated to the Board for information. This has not yet been approved.
In addition to this, work is underway to develop a Regional Skills Investment Plan (RSIP) that will identify the big skills issues in the region that partners need to move forward.

Members noted the Update

16.2   Consultation on New Enterprise Agency for South of Scotland

The Consultation closing date is 7 June 2018. The Chair had requested input from the Board before he responded. His response is as an individual, so the Principal has the option of responding on behalf of the college. The Chair talked through his response

The Board noted the Chair's response and that they, and the Principal, are able to provide a consultation response directly if they wish

17   Summary of two separate bids to South of Scotland Interim Partnership (SOSIP) and bid by CCLG to Scottish Government – Alignment with D&G College Strategy

This paper provided members with an outline of how the development proposals currently taking place within the South of Scotland Enterprise Agency (SOSEP) and Borderlands deal align with and to the College Strategy and also with the Crichton Campus Leadership Group Rural Innovation Centre proposal presented referred to the paper.

The proposals are all working towards improving and creating connectivity, the bids are for the capital required to achieve this.

Should all of these proposals be approved a networked infrastructure will be created - across Dumfries and Galloway, across the South of Scotland, across the Borderlands area and beyond – to other schools, colleges, universities, institutions such as Innovation centres and Centres of Excellence, across the UK and the Globe.

The Principal gave a very helpful presentation that diagrammatically explained the proposals, their links and also that they could stand alone should not all proposals be supported. The Principal confirmed that sufficient infrastructure was either in place or included in the bid to SOSIP to enable connectivity, sufficient for the various hubs and spokes to operate.

Members noted the update

18   Cyber Security – update report

The Chair thanked Robbie Thomas for his update report and members welcomed the content of it. The Principal and Robbie Thomas were asked to bring back a joint report to the Board

Action: The Principal and Robbie Thomas to bring a joint report to the Board

19   15 to 24 Learner Journey Review

The Principal spoke to the report informing Members that the 15 to 24 Learner Journey Review was set up in 2016 to consider the journey from the senior years of school leading to employment, including further and higher education, vocational training and apprenticeships.

A final report was published in May 2018 setting out priorities for further improvements to ensure all young people get as much as possible from that system. The full report will be considered by the College Leadership Team and specific actions identified. It is envisaged that many of these actions will be addressed through the Senior Pathway Strategy currently being developed for the region.

Members noted the update and that actions for the college will be identified in response to the review

20   Senior Pathways Strategy – Dumfries and Galloway

Barry Graham was not able to attend today, but an update report will be provided for the next Board Meeting

Action: Barry Graham will provide an update report to the Board at the meeting in October 2018

21   Regional Chair's Report

The Chair spoke to the report which had been issued, providing an update to members on recent developments in the Sector and in the Region.

Members noted the Regional Chair's Report.

22 Principal's Report

The Principal spoke to the report which had been issued, providing a note of key activities for information and included an update on the College Management Team Restructure. At the last Board meeting some Members requested EMT re-consider use of the title of "Director" and this has been removed.

In addition to the content of the report:

- The Vice President of the Student Association has been elected, she is Ailsa Paton, a student at Dumfries Campus, she will join the Board on 1 August 2018
- Stranraer Campus are hosting the Scottish Youth Parliament, 9th and 10th June
- Stranraer Campus are hosting the Scottish Rural Parliament, 14 – 16th November
- Chef tutor Tony Budde won Hospitality Educator of the Year at the CIS Excellence Awards ceremony last week in Glasgow

Members noted the Principal's Report and asked for congratulations to be passed to Tony Budde and thanks to June Holland for her excellent input over the years and wish her well in her retirement.

Actions: The Principal to pass the Board's congratulations to Tony Budde and their thanks to June Holland for her excellent input over the years and to wish her well in her retirement.

23 The President of Student Association Update Report

The President of the Student Association, Leah Thomas had given apologies for today's meeting. Members noted her report, update on the SA annual operational and strategic plan and the proposed plan for 2018-19.

The Chair extended thanks to Leah Thomas and Tony Conlon for their enthusiasm and work over the last year, and wished Leah well with her continued studies.

24 Agenda items for Next Board Meeting

The Chair welcomed agenda items for the next Board Meeting, Tuesday 9th October 2018.
Action: Board Members to forward agenda items for consideration to the Chair

Matters for attention from Board Committees:
25   Draft Minutes and/or Matters for attention from meetings held since last Board Meeting
25.1   Draft Minute – Audit Committee of 18 May 2018
Naomi Johnson, member of the Audit Committee, reported on the meeting in the absence of the Chair, Hugh Carr, who is on holiday. She highlighted the following from the meeting:

- Welcome to Robbie Thomas, who has joined the committee, filling the vacancy
- Internal Audit Contract has been extended for a year
- The reported internal audits had positive feedback
- The last audit for 2017-18, value for money, has been replaced with a GDPR audit. The value for money opinion will be taken from the Procurement audit
- External Audit Plan for 2018-19 agreed
- Contents of the Risk Register are considered when developing the internal audit plan for the year, this has been agreed for 2018-19

25.2   Draft Minute – Finance and General Purposes Committee of 22 May 2018

The Chair, John Henderson, reported on the meeting. The budget and winding up of the ALF had been previously covered. He added some clarification regarding the significant increase in staff costs within the 2018-19 budget, informing members that the increase is a combination of pension increases and costs of national bargaining including the anticipated cost impact of job evaluation and is not as a result of increases in staffing.

25.3   Draft Minute – Learning and Teaching Committee of 22 May 2018

Naomi Johnson chaired the Learning and Teaching Committee on 22 May 2018 in the absence of Delia Holland, who was on holiday. She highlighted the following from the meeting:

- A further visit to the Bridge is to be organised for those who were unable to attend
- The feedback is that the college is forecasting achievement of the credit target
- There has been an excellent response rate of 97% to the Learner Destinations Questionnaire
- Retention rates have improved slightly
- To help improve retention and achievement 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
- A learning and predictive analytic 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. It's good to see the sharing and learning between colleges. This may be a presentation at a future L&T Committee meeting.

Delia Holland extended her thanks to Naomi Johnson for chairing the committee in her absence.

Matters for Information:

26 Board Effectiveness Review – Feedback from SFC and Updated Board Development Plan 2017/18

The secretary to the Board highlighted the positive feedback from the SFC regarding the External Board Effectiveness Review that was undertaken in Jan/Feb 2017. The Board's 2017-18 Development Plan with updates was emailed to the SFC as requested in the letter.

It is expected that External Reviews will be undertaken every three years, with the Board undertaking a review annually, the focus of which is decided by the Board.

Members noted the content of the letter

27   SFC Ministerial Letter of Guidance 2018-19

The Chair invited discussion regarding the content of the Ministerial Letter of Guidance 2018-19

Members noted the content of the letter

28   Gender Representation on Public Boards (Scotland) Act 2018 - Update

The Chair spoke to the letter received from the Gender Equality Team at the Scottish Government giving an update regarding the implementation of the Gender Representation on Public Boards (Scotland) Act 2018. There is a timetable for the development of guidance and reporting regulation, leading to an implementation date of April 2019

Members noted the content of the letter

29 Programmes of dates for the Board, Committees and Development Events

Members noted the schedule of dates for the Board, Committee meetings and Development events for session 2018-19.

30 Any other business

30.1 Lions Club Bowl

The Principal displayed a new Dumfries Lions Club Bowl will be presented at the Dumfries HN Graduation Ceremonies in August 2018. This had been received from the Lions Club following their 100 years Anniversary, to be awarded to the student who has:

- Demonstrated Significant Skills in Citizenship Award

30.2 Thanks

The Chair thanked Board Members for their continued commitment and hard work over the year and wished them a good summer

31 Date and Time of Next Meeting

The next meeting of the Board of Management will take place on Tuesday 9th October 2018, 1 pm at Dumfries Campus.

Events

- Stranraer Graduation Ceremony – Thursday 14th June 2018
- Dumfries Graduation Ceremonies – Wednesday 22nd August 2018
  *Dates of Celebration of Learning Events can be found in paper no. 31

32 Approved Minutes

32.1 Approved Minute of Human Resources Committee Meeting of 10th October 2017

Members noted the approved minute of the Human Resources Committee Meeting of 10th October 2017.

32.2 Approved Minute of Audit Committee Meeting of 21st February 2018

Members noted the approved minute of the Audit Committee of 21st February 2018.

32.3 Approved Minute of Finance and General Purposes Committee Meeting of 27th February 2018

Members noted the approved minute of the Finance and General Purposes Committee Meeting of 27th February 2018.

32.4 Approved Minute of Learning and Teaching Committee Meeting of 27th February 2018

Members noted the approved minute of the Learning & Teaching Committee of Meeting of 27th February 2018.

Board of Management

Report to the Board on Annual Self-Evaluation Process
Evaluative Report and Enhancement Plan

1. Introduction

The attached draft report is a requirement set by both the Scottish Funding Council (SFC) and Education Scotland. This is the second year of this self-evaluative process and it replaces Annual Report on Institution Led Quality Review and the annual Regional Outcome Agreement self-evaluation report from two years ago.

The College is required to "critically evaluate" its own performance over the last academic year (2017/18) and to grade itself in each of the three areas being evaluated. Last year grades were not published but as this is the second year, grades will be published.

There are strict limits on the length of the report and on the style of the writing, authors are required to bullet sections and to write evaluative statements.

2. Purpose of Report

A draft report was completed and some feedback has been given from the Vice Principals and Principal. There will be a pre-endorsement meeting, set for 22 October. There may be slight alterations after this meeting and therefore this report remains in draft form.

The Principal will approve the final version and sign off the report, as per the SFC guidance, prior to official submission to both the SFC and Education Scotland by the 31st October. All Colleges reports will be published early 2018.

3. Recommendation

The Board are invited to note the contents of this report.

Henri Veys-Crocker
Head of Planning and Quality
2nd October 2018

Board of Management

Dumfries and Galloway College Evaluative Report and Enhancement Plan

Evaluation of 2017-18

Section 1 – Background Information

The Region of Dumfries and Galloway is situated in the South West of Scotland. The College is made up of 2 campuses, Dumfries as the main Campus and Stranraer which is 75 miles away. Dumfries campus is 77 miles from Glasgow and 79 miles from Edinburgh. The region has a population of 149,200, spread over 6,426km, and is one of the most sparsely populated and the third largest in Scotland in terms of land mass.

Rurality is a key characteristic of Dumfries and Galloway and while the areas around Stranraer and Dumfries are categorised at 'accessible' under the Scottish Government's Urban/Rural Classification (2021b) the rest of the region is classified as either 'remote' or 'very remote.' The College's approach to dealing with the rurality of the area is to provide a good infrastructure of travel to ensure that almost all learners can access either campus using College transport. The Region also has an aging population with only 14.5% of the population are aged 16 to 29 years, less than the Scottish average of 18.2% and persons aged 65 and over make up 25%, larger than the Scottish average of 19%. In 2017, Dumfries and Galloway experienced a population decrease of 0.21%.

Dumfries and Galloway College is the only general Further Education College in the region and provides a wide range of education and training opportunities across the region to meet the needs of individuals, communities and employers. The college covers a breadth of curriculum from Scottish Credit and Qualifications Framework (SCQF) levels 1 to 9 in the broad areas of:-

- Creative Industries
- Business and Computing
- Care
- Childcare
- Engineering and motor vehicle
- Built environment
- Hair and Beauty
- Hospitality and sport
- Supported programmes e.g. Project Search and Princes Trust

The College aligns itself to the Scottish Funding Council (SFC) Regional Outcome agreement thereby delivering a portfolio of programmes to provide workforce development opportunities for individuals and employers across the region.

Since 2014, the College has adapted its curriculum to provide growth in Higher Education (HE) provision and an increase in full-time (FT) Further Education (FE) programmes in Engineering, Health and Social Care and Hospitality.

Due to the characteristics of the Region, the College will remain financially challenged and in particular, the need to duplicate a wide range of curriculum and services in Stranraer, affects, both financially and on course viability. Small learner numbers and demand makes is difficult to sustain some provision and some courses require to be structured differently to those in Dumfries e.g. by combining different levels of learners or using mixed methods of delivery, in order to maintain that area of provision. This is also true for developing new curriculum.

Board of Management

Section 2 - Evaluation Methodology

The evaluation process for the preparation of this report involved the whole College, including the Student Association, to ensure that the overall report was fully inclusive of all Internal College Stakeholders. This included workshops with Learners, Lecturers, First Line Managers, Support Service staff, Heads of Curriculum, Executive Managers and Board Members. Key Stakeholders were identified and focussed discussions resulted in important themes being identified and recorded.

The Board's self-evaluation report and resultant action plan was analysed and the subsequent streamlined themes were also incorporated in this report. In addition to this, feedback received by external awarding body's audits was also considered, to highlight both areas of strength and areas for development.

Qualitative inputs from workshops together with information from all College programme self-evaluations, learner surveys, Learner Voices, Regional Outcome Agreement, Education Scotland and employer surveys, were triangulated with all of the Quantitative Performance Indicator (PI) data available as part of the evaluation. Through self-evaluation each course identified and implemented a series of actions which were then analysed by Heads of Faculty to highlight common themes and college wide improvements and developments, including, for example, areas around learner engagement, attainment and retention.

Board of Management

1.1 Governance and leadership of change

What do we do well?

The Regional Board of Management works effectively and collaboratively with the Principal and the Executive Management Team (EMT) to set a clear strategic direction for the College. The Principal provides inclusive Leadership and works effectively with her management team to provide a culture where change and innovation to improve is welcomed.   The following paragraphs detail the way in which the Board ensures itself on quality of provision and outcomes:

- The Board leadership has a structure and board performance programme. The Board has an ongoing development programme and an Annual Development Plan of which there are two parts.   The first part involves assessing the effectiveness of the board and the second part assesses the effectiveness of the individual board members. This ensures that the Board understands its role and fully implements it in the College.
- The Board ensures that all of the College's business is fully implemented, being informed by Scottish Government priorities including Developing the Young Workforce (DYW), our Regional Outcome Agreement and Skills Development Scotland (SDS) Dumfries. This is achieved through specific departments and staff producing reports and information to the Board. The board and each committee reviews a continually updated risk register, items on this include items such as, failure to meet credit targets.

A Board sub group has been created to focus specifically on the Student Association. The aim of this group is to enable the Student Association to be more active and effective. The round table meetings between the Board and the Student Association resulted in issues being brought forward directly from the student body to the board. It provides the Board with an understanding of the role of the curriculum and student reps within the college, as well as creating a link between students and the Board. In addition, there are several other Board sub-committees covering various aspects of College business. The 5 year strategic curriculum plan is reviewed at Board level every year to ensure that the College is reflecting the region's needs.

The Board keep a stakeholder focus by asking stakeholders to attend meetings on a regular basis so that the College benefits from their expertise and the stakeholders are informed.

The College Leadership Team meet regularly. Each area in the College is represented and gives detailed reports when requested to inform the Team and as a result, any issues from AY 2017/18 were fully addressed.

Management changes have been implemented and 8 Curriculum Managers took up posts in August 2017. Each one is an academic subject specialist in their area. This in-depth subject knowledge gives a more detailed understanding of skills required by industry and allows the Curriculum Managers to effectively lead the curriculum. Curriculum Managers are informed of local, regional and national priorities for the workforce through their subject knowledge and working closely with industry in the region. Industry members and DYW regularly come into College to some areas to advise students and give industry talks about working in specific

Board of Management

industries. Alumni return to give personal experiences of how they have developed their career after gaining skills by attending College.   All of this is disseminated to the students, both in class, on the College intranet and on social media platforms.

All Curriculum Managers have undergone management training and this has enabled them to understand different management strategies for the departments. They understand targets for retention and recruitment which are worked towards and this information is disseminated through meetings and discussions from Heads of areas and then in turn, to the academic teaching staff.

Both Academic and Support Managers together with the Executive Team form the College Leadership Team. Every manager, whether jointly or separately, ensures that they are current and up to date within their respective fields. As a collective, they ensure that the College Leadership Team develops appropriate plans and evaluates required changes at a pace and manner which is appropriate and effective.

What should we improve?

In order to evaluate the college's current progress against the Strategic Plan Vision 2020, the Board, the College Leadership team and College staff attended a review to understand successes and areas for improvement. The Student Association also attended. The cross College teams evaluated each Strategic Outcome. Background evidence was collated to support progress and any actions and suggestions as a result have been collated. These are around issues of entrepreneurship, learner confidence for care experienced students and retention and attainment.   To enable continual improvement, these issues will be addressed at Board level during the next academic year with the aim of amending any relevant strategies within Vision 2020.

Members of the Dumfries & Galloway College Board of Management have identified a need, as part of their ongoing development, to increase their knowledge of and insight into the core delivery work of the College to support their strategic decision making. In addition, the College will continue to make best use of the skills and experience that the Board Members bring with them.

Senior phase and DYW is being further supported by key stakeholders coming together to develop a strategy for the region to ensure a consistent approach to curriculum planning with partners.

A program for career development and management training will be offered for all staff to allow career enhancement, which will support the new strategic developments in the College.

Board of Management

1.4 Evaluation leading to improvement

What do we do well?

- A revised self-evaluation programme is in place. Student Representatives feedback from the student body to the Curriculum Managers who in turn feedback to staff, senior management, the EMT and the Board. Self-evaluation reports are generated on every course with Action Plans undertaken, reflecting key developments and requirements for local, regional and national priorities in an effective way. Staff, learners, the Student Association and other stakeholders are all involved, ensuring that the process leads to change and improvement of the curriculum and its relevance in industry, student attainment and progression. This process is closely aligned to the targets in the Regional Outcome Agreement and Vision 2020.

- Students also voice their opinions through Induction surveys, Have your Say, the Students Association and Learner's Voice. This allows various routes ensuring any issues are dealt with from appropriate departments. Issues have been fed back to management, leadership and the Board through these channels where they have been successfully resolved, if these are issues that the College can resolve. There is Complaints Handling Procedure to enable swift action and to resolve issues.

- The Curriculum Managers ensure procedures are in place to have a positive impact on learner's success and achievement. This is in conjunction with the Professional Development Manager, the Learning & Teaching Mentors and the Blended Learning Advisor who delivered and facilitated the following:-

    o Training on Assessor Awards, Verification Awards, Personal Tutor Training, Moderation Training and took part in a number of development visits to encourage professional dialogue. We have 199-recorded training interventions logged on our HR system for the period with most interventions being delivered internally; demonstrating teaching and learning issues are addressed, with support where necessary.
    o Nearly every member of staff has completed Prevent Training in line with Home Office Guidelines, with staff in Human Resources and Student Support and Guidance, delivering this training. This shows that the college adheres to national legislation and responds to national issues.

- Strategic partnerships such as DYW and Health Care Skills Academy, together with partnerships such as The Prince's Trust and D&G Employability ensure that there are cohesive opportunities for learners to commence and exit a variety of learning pathways which best fit their needs.

Board of Management

- The College has excellent information systems that are well maintained. These contain a large amount of data for staff, much of this in real time, which is essential to support forensic evaluation using critical indicators to review learner progress and support needs. This data is used to address areas such as retention, student disciplinaries, progression and classroom observations. Although understood well, it is variably used.

- Curriculum Planning meetings are held regularly. Comprehensive curriculum plans are systematically produced and rigorously evaluated through the line management structures in the College. This ensures that the curriculum responds to the needs of the region. The appropriateness of this curriculum impacts directly on learner engagement and industry feedback. Our employer engagement is vital to this process. Curriculum Managers and their teams have invited employers to look at courses with a view to adapting them to suit employer needs. There are examples of bespoke training to best meet the regional skills requirements. For example, in Motor Vehicle, our region has a 17.5% labour demand in this career, higher than the rest of Scotland at 14.5%. The Foundation Apprenticeship has strong links with motor vehicle employers over the region. Employment rate for Motor Vehicle learners from last years' students going onto apprentices is over 30%, with others going onto Further Education or University. The result of this evaluative process is a comprehensive curriculum that meets the regional needs as stated in the ROA. It is both flexible and responsive in order to allow updates on an annual basis.

What should we improve?

- Some staff have limited or out of date digital skills. Therefore, have appointed a Professional Development Officer to ensure a strong focus on enhancing staff digital skills in line with future delivery models and requirements. This responds to regional and national priorities and will enable staff to utilise digital technology and skills to teach students to response to the labour market needs.

- New Curriculum Representatives from the student body to be in post during this academic year in order to specifically report on any issues arising and identify where change is needed.

- The Leadership team continually addresses poor PI figures. There is a high withdrawal rate at the beginning of the academic year and then again in February/March. Meetings with other Colleges to discuss this issue have been held, along with feedback from our staff and students. These issues and suggested solutions have been discussed at EMT and Board level. Every student who withdraws has their specific reason for withdrawing recorded on our system to identify patterns and trends. For example, mental health issues have appeared to be one major factor and this is being addressed through the Student Support and Guidance department. All teams, from the Board to teaching teams, are addressing these issues so that a clear and consistent process takes in all factors and facilitates positive change.

- During the last 2 years, many changes have taken place in the college, these changes need to be evaluated to further ensure their effectiveness.

- The quality of the self-evaluation reports and action plans is variable and the college will implement an intervention to share best practice to ensure a consistent return of high quality self-evaluations.

Board of Management

2.2 Curriculum

What do we do well?

The curriculum planning is linked to the needs of employers, the learners, sector skills, internal performance measures, external factors and drivers. Using strategies and reports such as The Regional Skills Assessment, the Labour Market Profile and alongside national initiatives like Developing the Young Workforce, the College has created a curriculum that responds to the needs of the region as a whole. These priority outputs are identified by the Learning and Teaching Committee, for the year that includes credit targets, retention and attainment, positive destinations, along with local and national skill priorities.

All curriculum plans are discussed openly, in curriculum clusters and at senior level. This is important for transparency and for colleagues to understand priorities of various curriculum areas and how this might affect or enhance others. This works well and allows curriculums to work together to synthesis learning across curriculums and share teaching practices, as and when possible.

There is an annual curriculum review and curriculum planning days that link learning to industry and College requirements. Heads of Curriculum, Curriculum Managers and other relevant staff, attend these. The Learning and Teaching Strategy underpins the courses we offer and the College aims to provide high quality learning experiences that enable all students, whatever their backgrounds, to reach their full potential and achieve their learning goals. The college is offering a curriculum that reflects employers' needs and is a route to further and higher education or employment. The 8 new Curriculum Managers underpin this process, which allows a full and in-depth understanding of the curriculum needs and the internal and external drivers.

All teams offer learners different modes of delivery. Along with classroom delivery, some Curriculum areas invite inspirational speakers and Alumni to speak to the students along with workshops, live projects, external visitors and relevant industry visits. This enables students to become aware of the wide range of career possibilities while studying in their curriculum areas. The College is frequently offered Live Projects from external sources and this allows students to develop in the local and wider communities. This enhances the students' career management skills by demonstrating alternative pathways within employment areas. The College News, which is on LearnNet Moodle, celebrates this wider activity for all staff and learners to see.

There is evidence of good practice with cross-curricular events in learning. This can be a result of external live projects or internal events developed around the curriculum. This provides networking opportunities and enhances learner's ability to see collaboration as a benefit and aspirational skill, opening up both social and academic skill possibilities for their current and future opportunities.

Board of Management

Following a review of access programmes and their entry criteria, the Passport to College has been created. Students come onto this course with a wide variety of backgrounds. Experiences of different curriculum areas are offered in order for students to make informed decisions for their futures. This course had additional guidance support and as a result, seven out of thirteen learners are progressing on to various courses in the College.

Staff advise and work hard to provide a seamless progress of learner progressions routes. There are clear lines of communications within the college when students are progressing from one course to another. There are routes through the College from level 1 to level 9. Articulation is well established in a few areas and with a number of different Universities.

Numerous areas of the College undertake innovative learning and teaching opportunities to enhance the students' experience and reflect industry. The atmosphere in College because of this is very positive and inclusive. For example:

- The food industry labour market in Dumfries and Galloway is higher than the UK average at 8.8 % of the region's labour market. To give students a more realistic idea of having a career in this, Zest is an internal College restaurant for learning that is also open on selected days to the public. Students are able to experience social media ratings for Zest restaurant through its inclusion in TripAdvisor to gauge clients' responses to their hospitality skills. This gives students commercial real time experience and public evaluation alongside practical customer service.
- In Care, placements include care homes and day centres. Some students join the STARS team with the NHS. Learners are placed with a re-ablement officer from STARS and visit people in their homes. This is important for the curriculum as re-ablement is embedded in the HNS job description and it is necessary for learners to have this when going into the work place.

The College has well developed relations with local employers and industry. Local employers contribute to the curriculum in various ways and value the skills that are taught, for example:

- Labour Market information and industry influence is evident in Electrical engineering and Motor Vehicle Maintenance. Employers taking on apprentices were asked what they expected and what they looked for in apprentices. The information gathered is used to form the curriculum and therefore produce more work ready students. In addition, employers regularly contact the college to visit the learners in the workshops and occasionally for employment opportunities for students on completion of their studies. Employers and DYW also have workshops in the college and this familiarises students with external agencies and employers.
- The College hosted the D and G STEM conference that was attended by staff from Primary and Secondary Schools in the region, as well as some College staff. Through this, the College is demonstrating its commitment to STEM.
- An industry region wide steering group has worked with the College to shape the provision of a course that reflects creative areas in the region. Local creative industries are bringing up to date requirements to the College to help shape a creative workforce for the future.

Board of Management

What should we improve?

- There is a national STEM gender imbalance in some areas and the college is addressing this.
- Level 4 students continue to be disengaged on some courses. This is disappointing and teaching teams are trying to improve this in a variety of methods. The College will review its level 4 offer across the curriculum.
- Another area for improvement is Childcare, as the College did not reach the childcare targets this year. Therefore, to improve and be more inclusive, for the first time ever we will be running an evening class and day release in Childcare.
- In some occasional cases, the curriculum needs a greater focus on DYW and more employer engagement is required.
- The College needs to develop a consistent approach of incorporating essential skills and career management skills in all curriculum areas and we are working towards improving the way this is evidenced and measured this year.
- Although there are many good examples of staff teaching Career Management Skills, it is not widely recorded, this could be captured better in order to share good practice for all teaching staff.
- The college is looking at the retention rates of the Foundation Apprenticeship and will work with industry and schools to address this.

Board of Management

| 2.3 Learning, teaching and assessment |

What do we do well?

One of the strengths of the College is its dedicated and experienced staff. They are motivated and draw on their extensive industry experience to develop and continually improve the courses for learners. All lecturers have obtained their Teaching Qualification for Further Education (TQFE), or are working towards gaining one. The College is one of the highest performing colleges in relation to TQFE in Scotland.

Nearly all learners make good progress in their work and almost all learning activities are well planned by staff. They tailor the courses to the abilities and levels of their learners, taking into account the specific needs of each learner. The structure of the courses offered by the College allows learners to make informed choices around progression to the next level with clear progression and articulation routes consistently communicated. They are assisted in this by the experience and knowledge of staff and Curriculum Managers.

Students have their learning experience measured and monitored through the Quality Academic Process and through the student representative process. The use of self-evaluation and student surveys demonstrates that 92% of FT FE students are satisfied with their experience at College. The cycle and effectiveness of these evaluations and surveys are reviewed for effectiveness.

Some students are encouraged to shape their own assessment schedules and formats of their submissions to keep the teaching experience varied and appropriate. This gives the learners confidence, encourages reflection on areas of strength and promotes a collaborative approach from the student cohort.

Students have reported through self-evaluation, that they understand core skills have value in their future workplaces. It is clearly explained in Advice sessions at the beginning of their College learning journey that these skills are an integral part of the programmes. In addition, students understand that other skills such as team working, time management and negotiation skills are part of their learning experience. This allows students to acquire evidence of wider achievement gained with the support of the College.

The college has a dedicated Professional Development Manager (PDM) and she is available for all staff for expert advice with teaching, learning and assessment. This allows staff to approach the team for help when required and for advice if something is not going well, as well as sharing best practice.

Nearly all students report making good use of the resources such as digital equipment and resources. The college has a wide range of different digital platforms for different curriculum areas and these are reflective of industry use.

The College's LearnNet Moodle has been improved this year and is now easier to navigate. Students use the updated LearnNet Moodle to access learning material to underpin and enhance learning. Areas across the College use the Moodle platform alongside Google drive and social media for formative and summative assessment strategies, which can be accessed from home. This is useful and works well for both staff and learners, allowing wider opportunities for learning.

Board of Management

Staff support students to achieve a positive destination and almost all students reported that they felt supported in their journey through College and to the next stage of their progression route. Staff work hard to ensure barriers to learning are removed to provide full participation of potential and current students. The College offers systems for inclusion for all learners to promote social and educational inclusion throughout the college and this is in conjunction with relevant external agencies.

Internal Moderation is praised by External Verifiers and is very effective. This means the process is more transparent and provides timely reminders for all staff and team leaders. Awarding body monitoring visits are now mostly paperless.

Digital and learning technologies are available for learning and teaching specification and there is support for all staff to enhance their own digital skills from the College Blended Learning Advisor. Technologies that reflect real life industry are used and encouraged in all areas.

The Professional Learning and Teaching department continues its Mentor programme throughout the College with 3 Mentors and one Blended Learning Advisor. It is in its sixth year of operation and is now an accepted part of College learning and Teaching. This has an impact on successful L & T as it has improved the consistency of the quality of teaching across the College.

Staff are encouraged to undertake Continuing Professional Development CDP. This ensures that staff are up to date in their area of expertise and are trained in areas for improvement. The impact for the learning and teaching are evaluated by a 3 point measurable assessment that illustrates the scope for enhancing the students' experience after the CDP has taken place and for the following year. However, this has not yet shown positive outcomes in all areas.

The College has a detailed data-collating tool for analysing classroom observations with 25 indicators that demonstrate the level of teaching. 49% of all teaching in classes achieved the highest level, 39% the second highest level, with 11% on low and 1% at below standard, therefore 88% of the average of all teaching was at a high or second highest level. This is 63 members of staff over the year being observed on 25 different indicators. During the previous year, it was 2% below standard, 13% low, 33% on good and 53% on the highest level, therefore 86% in the top 2 levels, however only 49 members of staff were observed. The year before that, it was 82% in the top 2 highest levels. Therefore, the quality of observed teaching practice in College is improving.

What should we improve?

- A Digital Skills Strategy 2018/2023 is being developed in order to upskill all staff in this area. Staff will feel more confident in the College's commitment to digital upskilling and training. This will also allow students and staff to have more sophisticated and advanced digital skills which are vital for a region that is very rural that sometimes has challenging transport issues. This will support industry and stakeholders to see the College as a drive for change and progress. An effective digital skills approach will pull together teaching, learning and assessment. It will improve all aspects of the College and will make all our processes stronger to support our key objectives.

Board of Management

- Sharing best practice between teaching staff has historically sometimes been slow and relied on informal information sharing. To improve this the PDM department have set up "Let's Talk Teaching" sessions that will run to bring together new and well-established lecturers next academic year. These sessions will cover themes such as:
    - Holistic delivery or combined units into a project
    - SCQF level 4 delivery
    - Graded Unit delivery
    - Core Skills delivery
    - Work Experience or PDP
    - Using One Note or Google Drive
    - LearnNet Delivery and Development
- Areas of CDP will involve developing 1 minute videos on AdminNet to share amongst staff to help share teaching methods. The effectiveness of this will be evaluated at the end of the year. In addition, staff who had below average Development Visits will be visited again and a development plan will be worked through with the staff member to ensure improvements in their delivery. The team will also concentrate on new staff and carry out a planned development visit within first 6 weeks.
- In order to improve further, the impact of significant staff development will be captured and assessed to identify ways to improve.
- Improved assessment schedules for all courses are being collated. Although there is excellent practice already happening in some areas around assessment planning, it is not consistent and needs improvement.
- Some areas would benefit from additional guidance from tutors and guidance and the greater use of digital analytical data to address retention issues.

Board of Management

2.4 Services to support learning

What do we do well?

o   The Student Support and Guidance Team works well with the secondary schools throughout the region with the aim of improving the learners' experience of transition from school to college and allow a broader student body to have a wider experience of College. The team work with social workers, Child and Adolescent Mental Health Services (CAMHS), speech therapists, residential care homes, mental health agencies dealing and other local agencies as and when required and to meet the needs of learners.

o   Advice and support for all students starts before enrolment and encompasses pre-entry Advice and Open Days, orientation week and transition arrangements can mean that in some cases, trial visits are made to acclimatise the learner to the College before they begin their programme.

o   In addition to Learners' Voice, self evaluation and Have Your Say, which all offer routes of voicing concerns or opinions, the College has an annual Induction Survey which all students are encouraged to submit. This information is used well for improvement in all departments to help create a better initial experience of College.

o   Student needs assessments take place promptly in order to put any support requirements in place. The teaching team work closely with support staff to ensure a coherent approach is implemented in a smooth and sensitive manner.

o   The College has processes for identifying learners' additional needs and these are robust and work well.   This starts as soon as students apply to College. They are informed of how to access any support needs and when and how this will happen. The College has a good record of supporting students through the application and enrolment processes and encouraging students to access these services before and during their courses. This information is captured in the various methods of feedback available to students and ensures a positive experience in College.

o   The college has a Safeguarding procedure and Officers to ensure that students receive timely support and advice should the need be identified by staff.

o   Students are supported through one-to-one sessions in classes, drop in sessions in various locations around College and advice and information is clearly placed around the College including the Student Association.

o   Student funding provides individual information for any student who needs this and in a confidential manner. Student support teams direct students to this service if required. General reminders and information are sent to students digitally and on social media to provide prompts for deadlines to access this funding. This ensures that students have every opportunity to access their funding and feel supported during the process. The Student Association is another source of financial information and support and students are encouraged to access support and information via them if needed.

o   All full time FE students are offered a termly tutorial. This encourages students to take responsibility for their own learning, reflect on their progress and participate in an on-going review of their own learning and development. Any issues are identified and acted on where necessary by staff.

Board of Management

- o Information of all courses available is on a clear and well-organised website. Students are offered Advice sessions to meet staff and are given up to date and relevant information regarding their course and career choices. These are held on a number of evenings and days in order to reach a wide audience. Open evening events are combined with themes and external stakeholders attend to provide further information for career and education opportunities.
- o Stranraer is a small campus that duplicates some of the courses from Dumfries. Small learner numbers results in less demand and therefore services need to be addressed differently and in a more innovative way to cover all aspects of students' needs.

What should we do better?

- o Care-experienced students' retention remains low and this is disappointing. The College supports these students with many resources and is continually trying to address this issue.
- o Supported students have good retention however, achievement is low. These are complex issues that need continually addressing on a case-by-case basis.
- o Additionally, Advice and Interview sessions must be fair and as accurate as possible in order to place the student on the most suitable course for their abilities. This would improve attainment and give a greater sense of achievement to the individual student. We will be reviewing our Advice Sessions as a result of low attainment and retention in some curriculum areas.
- o To improve well-being amongst students, the new Guidance Coaches will be talking to students about resilience and coping with life stresses as some students may think they have a mental health problem.
- o Learner experience could be improved in some areas by use of digital data by support and teaching staff to address any support and academic issues.
- o UCAS information could be more coherent throughout the College.
- o The sharing of information about learners received from schools, particularly with reference to Christmas leavers, could be improved.

Board of Management

3.1 Wellbeing, equality and inclusion

What do we do well?

The College prides itself in being accessible to all learners.   Academic and Support Staff are supportive in helping every learner progress. The College has robust policies and procedures in place to promote equality and diversity and is compliant with all current legislation. This ensures the College works effectively to eliminate any barriers for learners and staff who are studying and working within its campuses. The College operates a fair and open access policy, which places students on courses appropriate to their abilities. Leaders within the College lead by example and promote equality and fairness. To support this:

- The College reviewed its Equality and Diversity Policy and practice early in the academic year derived from and in conjunction with our Equality and Diversity Framework. The College's Equality and Diversity Policy sets out the baseline standard we expect to be upheld by students, staff and contractors throughout the College and provides a structure for the various statutory reports we are required to produce. It shows how these contribute to our overall activity. The framework operates as a continuous improvement framework with clear lines of governance from the cross-College Equality and Diversity Committee through to Board level and the Student Association is represented at this committee. As a result all staff and learners are supported well by the College's focus on Equality and Diversity.
- This is further supported by the appointment this year of an Equality and Diversity Officer to implement and disseminate information to staff, support staff and students. In addition, we have appointed a Board Equality and Diversity Champion and the Annual Plan and Annual Report are now part of our College's annual schedule. The annual report includes an update for our Gender Action Plan, which this year has addressed college wide issues to identify and remove barriers. This plan was updated this year to ensure that staff gender equality issues and gender identity issues were included. At this point, there is no significant impact but this is an on-going process.
- The College supports learners well in the provision of supportive technology/equipment to ensure that they are able to access learning e.g. provision of a specially adapted wheelchair for a sports student, audio and visual digital equipment and adapted office chairs and specific desks for students who require them. The College has a 73% retention of students with a declared disability.
- Core Equality and Diversity Training forms part of the compulsory online Induction training package for all staff.
- 250 students (from across the curriculum areas) and 120 staff, from all functions of the College, have been given further face to face training on such issues as individual rights under equality law, how to recognise bullying and harassment, and gender identity/transgender awareness and a specialist package on equality issues in sport. Following this Bullying and Harassment training, areas that had suspected bullying have seen improved class behaviour and class culture has improved. Staff have also received Stonewall and Equate Training.
- The College and the local Council have been successfully working on easier progression for students with English as a Second Language (ESOL) and their requirements. Clear pathways for each individual learner are drawn up and better engagement with the community and the provision of a clear point of contact (the new ESOL Coordinator) for additional guidance and support has been implemented.

Board of Management

- The College has an excellent library resources (which is shared with other Crichton Campus academic partners), by taking into account the remote and rural nature of our learner population the library provides an excellent service by operating region wide and allowing learners to access materials in a preferred format. This allows learning to take place in different ways, students to access information that would not be possible without it and provides a professional and conducive place to study.

The College has signed the Social Impact Pledge in order to make a positive impact on our communities and learners. Some of the areas this addresses include:

- A free breakfast, 5 days a week, is offered to all students on both campuses. This is to ensure that all students have a good start to their day, which will assist in learning and remove some of the barriers faced by our students such as distance travelled and financial difficulties. This breakfast club has won a "Highly Commended Award" at the national HE awards.
- Opening up the sports facilities for the use of Boccia (wheelchair) events for disabled sports participants. The College has good facilities for disabled access in College including minibuses with hoists, disabled access, changing rooms and toilets. The result of this is to demonstrate the college is an inclusive environment wherever possible, without barriers for participation.
- The College allows community and organisations to use its facilities in the holiday period by negotiation; this also encourages school age learners to see the College as a positive part of their community and a potential destination.
- Most staff embrace the culture of celebrating diversity and facilitating a culture of inclusion in the College.

What should we improve?

Not all staff address the issues of Equality and Diversity themes throughout learners' experience of College as a whole, therefore to improve this:

- We want to use the Kaleidoscope project. This combines our need to communicate with students on issues such as equality, diversity, sustainability, ecology, community and knowledge through one cross College team, including the Student Association President and Vice President.   Each month a relevant theme, for example, Black History Month, LGBT History Month and Interfaith Month (to include Holocaust Memorial Day) will be set up a dedicated space in each campus. These interactive competitions and displays will be set up to engage our students' interest and to raise the profile of Equality and Diversity.

Board of Management

- The fair and open access policy for potential students will continue but a more appropriate advice and interview procedure implemented. Progression opportunities to be more clearly identified on the website and this will allow applying students to fully understand their journey, be more informed from the outset and improve retention figures linked to students applying to incorrect courses.
- We want to improve on the retention of 73% of FT FE students with a declared disability and improve on the 64% success rate from those students. FT HE students have higher statistics at 79% retention with 65% attainment but this also needs improvement. If students with a declared disability are more informed about choices, retention and attainment may improve. This will be addressed by the more appropriate advice sessions and more informed choices.
- The College will continue to take measures to improve both mental health awareness and gender issues for students.

3.2 Equity, attainment and achievement for all learners

What do we do well?

- Dumfries and Galloway College has a good record of widening access as evidenced by our Outcome Agreement. This is further shown by the increase of credits achieved by students with a declared disability and those students who are care-experienced. There was overall increase of 489 credits, for care experienced students. Students with a declared disability had an increase in credits of 162 credits overall.
- The College has a strong record of identifying, attracting and supporting care experienced young people. These students require support to deal with multiple and complex issues and the issues of access and travel they face in this large rural area exacerbate these. Despite the college providing transport from isolated areas, the distances and infrequency of this often presents an additional challenge to the care experienced. Rising very early and travelling long distances presents challenges. When students arrive at College, the Breakfast Club ensures a feeling of welcome and inclusiveness. The gap between care experienced students and their overall credit success is better than our set target. This target was 361 credits and care–experienced students achieved 850 credits. However, the retention and overall success of FT FE care experienced students remains challenging.
- Passport to College is a diagnostic course that gives students a short experience of different curriculum areas to ensure students then progress on to appropriate courses afterwards. Several students have now progressed onto other courses in the College.
- The College have supported the Oasis Youth Centres to help facilitate an Urban Art project that aims to engage young people from disadvantaged areas to take part in an empowering Urban Art project to learn techniques such as graffiti, mural making, stencilling etc. from professional artists. The three target areas are upper Nithsdale, Annan and Stranraer.
- Celebration of learning events are well attended and well received across all sectors from Princes Trust and Project Search through to FE and HE Graduations with a separate graduation at the Stranraer Campus.

Board of Management

- Retention for students with a declared disability from FT FE courses is 73% with a success of 64% that is above our total average of FT FE. The FT HE is also above our total College average at 79% for retention and 65% for success.
- In 2017/18 the college exceeded its target of 30,067 credits, the actual number being 31,213. For students with a disability this was an increase of 162 target credits from 4209 to 4371. Care experienced learners increased from our credit target of 361 to 850 with a 489 increase, which is a 42% increase on the credit target.
- FT care experienced HE has a retention of 100% and a success of 50%, although the student numbers were low. However, FT FE students who are care experienced have a retention of 52% and a success rate of 43% against a target of 35%.   Therefore, we exceeded our target but we would still like to improve.
- The region as a whole has a lower percentage of residents who are qualified to NVQ4 and above, than the rest of Scotland and the UK.   However, we face a number of challenges, which impedes our ability to realise our full potential to contribute to the Government's ambitions. Although there are relatively high levels of deprivation across the region, this is masked by the dispersed nature of the population. This means that in any one area there is not the concentration of deprived individuals that would feature in the SIMD. However, the level of rural deprivation is illustrated by the fact that Dumfries and Galloway has one of the lowest average wage economies in Scotland.
- The College strategy is to use technology as an enabler, allowing remote access from home, school, partner learner centres and work. We are continuing to invest in technology to deliver learning remotely but this investment is limited due to budget constraints.

What should we improve?

- The current access for courses can be an issue. Some learners have appropriate qualifications for a course but not the maturity to be on the course, therefore the new Passport to College course ran this year as a lower level course to provide a taster diagnostic course.   This worked well.
- Advice and Interview sessions are being reviewed in order to make sure students are being recruited onto appropriate courses for their level to avoid withdrawals and students later transferring to other courses later on. Late starters are also at risk of withdrawing.
- One of the factors identified in poor PI cases was a poor standard of staffing on very rare occasions. This has been mitigated by more robust recruitment of staff; time allowed for staff to undertake TQFE and fully rounded Academic Induction process.
- Several local employers are now approaching the college to recruit our students as they have up to date relevant knowledge and training in the Construction and Engineering areas. This affects our retention rate but provides employment opportunities for students. By leaving courses before they have completed their studies, our PI statistics are affected. In response to this, the College is striving to have closer links to employers, to highlight the importance and added value of the specific vocational learning that takes place in college. Staff also try to stress to students the importance of completing their studies. However, this must be offset against the appeal of making money and the financial impact on those students of accepting that employment offer.

Board of Management

- Snow days closed the college for several during the winter. This disadvantaged students who had classes that day. Students will be given the information about closures before 07.00 as some students journeys' are over 2 hours. Online learning from the refreshed LearnNet should allow students to continue studying remote

Retention and Attainment

- The proportion of FT FE and FT HE students successfully achieving a recognised qualification has decreased from the previous year's figures.
- Attainment for FE is low at 59% and is down from last year's 61%. Attainment for HE is down from 71% to 69%.
- Overall retention has risen this year for FE by 1% from 69% to 70%
- SIMD10 numbers of FT FE students enrolled was 146, there was a 68% retention with 52% success rate. This was the same retention rate as the last year's or 68% but a lower success rate than 59% from the previous year. The College did not meet its target of delivering 3608 credits to students from SIMD10 and fell below this by 365 credits.
- FT HE students from SIMD10 had 77% retention and 64% success. This is improved from the previous year's retention of 71% but is lower than the previous success rate of 67%.
- The Schools programme had 451 students enrol on 1 year programmes with an 86% success rate, a significant increase on the previous year of 79%.

What is our capacity to Improve?

Dumfries and Galloway College continues to focus on the strategic outcomes and mission statement of Vision 2020: One College, One Team. The College is consistently striving to be a place where learners come first and the changing needs of the economy are met. The College emphasises that innovation, collaboration and creativity is at the core of our ambition.

In the last year, in order to ensure these statements are consistently being addressed for implementation, changes were made to build on these values and enhance them further to lead to improvement this year. For example, eight new Curriculum Managers took up their posts to steer and move the curriculum forward. They are providing expert and effective leadership in their areas. Curriculums will continue to focus on the wider issues of skills for industry in our region and nationally and how to effectively imbed them in the teaching and learning.

Planning for innovative delivery and digital improvements are as a response to our medium term ambition for both campuses to become STEM hubs for care and engineering. This ambition is being realised through the SOSeP bid that has awarded us finances in order to fulfil this and to plan in an innovative and creative way.   Other areas of the curriculum will benefit from this innovative thinking.

The College continues to address the improvement of its retention and attainment.   It is doing this by providing specific improvements and additions. These are the recent additions of the Guidance Coaches, the Learner Analytics system and the change from 2 to 3 teaching Blocks with Assessment weeks. These will allow staff to support and enhance the learner experience, identify issues earlier and lead to greater attainment and retention.

Delivery of support services is of a consistently high quality but will be supported further by new appointments, now in post. With the addition of new digital technology, the College will continue to focus on retention and attainment.

Therefore, after a period of change, the College is invigorated and ready for positive outcomes. The College Leadership Team and all the managers are focussed on providing the best possible outcomes for students. The Principal, the Board of Management and all the college staff consistently show their commitment to improving all areas of learning and teaching and this is demonstrated through risk management approaches, external partnerships and evaluation systems that are both reflective and pro-active. Dumfries and Galloway College have made strategic and operational changes that are related to identified improvements and these will continue in conjunction with the College's quality processes. However, we are a small rural college and therefore we have small teams and limited capacity for innovation and improvement when compared to larger colleges.

The College has the capacity to improve and ensure that the enhancement plan is delivered. It is committed to maintaining and enhancing the learner experience and is now in a strong position to do so.

Please see Appendix A – for results against targets listed in our Regional Outcome Agreement

Board of Management

Enhancement Plan - Monitoring of the Actions for Improvement

Action	Expected Impact	Progress		
		Date	**By Whom**	**Progress**
To ensure that all academic and support staff understand and are more familiar with the PIs in order to plan for improvement	For staff to take ownership of PIs and to plan for improvement in all areas including retention and attainment.	September 2018	Curriculum Managers, with support from Vice Principals and HoCs & HoPQ	
To appoint 3 Guidance Coaches in Dumfries and 1 in Stranraer to work specifically with students at risk of withdrawing and not successfully completing their studies.	To have a positive outcome on improvement of learner attainment and retention.	September 2018	Vice Principal Learning and Skills and Head of Support & Guidance	
To introduce "Learner Analytics" tool as a method for collecting data on students who are at risk of withdrawing. To be used by academic staff and new Guidance Coaches to make early interventions for individual situations	To have a positive outcome on improvement of learner attainment and retention.	September 2018	Curriculum Managers, with support from Vice Principals and HoCs & HoPQ	
To improve learner retention and attainment figures across each curriculum area.	College FT FE retention and attainment figures to improve	July 2019	Curriculum Managers, with support from Vice Principals and HoCs & HoPQ	
Evaluate the 2 Block system to 3 Block system and to monitor the impact during AY 2018/19	Students will see credit achievement earlier in the AY, which will encourage them by demonstrating they are accumulating qualifications and may stop them from withdrawing.	August 2018	Vice Principal Learning and Skills, HoCs & Curriculum Managers	

Board of Management

To revise and update our Advice sessions	To ensure students are being selected and recommended for the appropriate course as this impacts on retention and learner experience.	November 2018	Vice Principal Learning and Skills and HoCs & HOPQ	
To continue to build on our extensive employer engagement and enhance the opportunities for collaboration for curriculum planning	Continued improved curriculum that is reflective of potential and actual changing regional needs.	February 2019	Vice Principal Learning and Skills	
To enhance digital skills reflecting industry practice in the curriculum. This will also support the SoSEP bid.	Providing industry skills for engineering in Stranraer and Dumfries, in conjunction with Borders College, and addressing economic growth and new technologies for the area.	July 2019	Vice Principal Learning & Skills, HoCs, PDM	
To evaluate the college's current progress against Vision 2020	To understand areas for successes and improvements.	December 2018	Principal	
To enhance and improve self-evaluation systems across the college for academic and support staff	More reflective and able to capture areas of good practice along with areas for improvement and therefore provide an improved learner experience.	August 2018	Vice Principal Business Development and Corporate Services and HoPQ	
To investigate and work with partner institution to enhance articulation in the region commencing with Glasgow School of Art.	To collaborate with the writing of the programme that reflects the particular needs of the rural situation.	July 2019	Vice Principal Learning and Skills and HoPQ	
Introduce a Digital Skills Strategy to ensure all staff are conversant with relevant digital skills	Ensure that staff are up to date and knowledgeable about all digital areas and current practices in order to deliver high quality of learning and teaching	December 2018	Vice Principal Learning and Skills	
To introduce new Curriculum Student Reps	To enhance Curriculum Council Meetings in order to address issues and student views which will impact on attainment and retention	December 2018	Vice Principal Business Development and Corporate Services	

Board of Management

23

The above plan is a high-level plan that is subsequently broken down in key tasks in operational plans. All areas for development identified within the report are also included in various local and operational plans.

I, Carol Turnbull, approve the Dumfries and Galloway College Evaluative Report and Enhancement Plan.

Board of Management

Appendix A - Table showing targets and results for National Priorities

Measure		Actuals 2015-16	Target 2015-16	Actuals 2016-17	Target 2016-17	Target 2017-18	Target 2018-19	Target 2019-20	Target 2020-21	Note
1 (a)	Credits delivered (Core)	29,799	30,371	30,337	30,067	30,067	30,176	30,176	31,000	
1 (b) i	Volume and proportion of Credits delivered to learners aged 16-19	15,131	15,793	15,314	16,236	16,236	16,295	16,295	16,740	
		50.78%	52.00%	50.48%	54.00%	54.00%	54.00%	54.00%	54.00%	
	Volume and proportion of Credits delivered to learners aged 20-24	5,282	6,985	4,945	6,915	6,915	6,940	6,940	6,820	
		17.72%	23.00%	16.30%	23.00%	23.00%	23.00%	23.00%	22.00%	
	Volume and proportion of Credits delivered to learners aged 16-19 and 20-24	20,412	22,778	20,259	23,152	23,152	23,236	23,236	22,320	
		68.50%	75.00%	66.78%	77.00%	77.00%	77.00%	77.00%	72.00%	
1 (b) ii	Volume and proportion of Credits delivered to full-time learners aged 16-19	12,665		12,604		12,929	12,975	12,975	13,430	
		55.97%		56.51%		56.25%	56.25%	56.25%	56.70%	
	Volume and proportion of Credits delivered to full-time learners aged 20-24	4,081		3,864		4,209	4,225	4,225	4,550	
		18.04%		17.33%		18.30%	18.50%	18.50%	19.20%	
	Volume and proportion of Credits delivered to full-time learners aged 16-19 and 20-24	16,746		16,468		17,138	17,200	17,200	17,980	
		74.01%		73.84%		74.50%	74.50%	74.50%	76.00%	
1 (c)		3,531	3,250	3,432	3,217	3,608	3,772	3,923	4,030	

Board of Management

Measure		Actuals 2015-16	Target 2015-16	Actuals 2016-17	Target 2016-17	Target 2017-18	Target 2018-19	Target 2019-20	Target 2020-21	Note
1 (d)	Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas in Scotland	11.85%	10.70%	11.31%	10.70%	12.00%	12.50%	13.00%	13.00%	
	Volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers									
	Ethnicity									
	White	29,102	30,122	29,214	29,820	29,820	29,929	29,929	30,746	
		97.66%	99.18%	96.30%	99.18%	99.18%	99.18%	99.18%	99.18%	
	BME	681	250	1123	246	246	247	247	255	
		2.29%	0.82%	3.70%	0.82%	0.82%	0.82%	0.82%	0.82%	
	Disability									
	No know disability	25,747	28,549	26,125	28,263	25,858	25,951	25,951	26,660	
		86.40%	94.00%	86.11%	94.00%	86.00%	86.00%	86.00%	86.00%	
	Disabled	4,035	1,822	4,180	1,804	4,209	4,225	4,225	4,340	
		13.54%	6.00%	13.78%	6.00%	14.00%	14.00%	14.00%	14.00%	
	Sex									
	Male	14,627	15,186	15,362	15,034	15,034	15,088	15,088	15,500	
		49.08%	50.00%	50.64%	50.00%	50.00%	50.00%	50.00%	50.00%	
	Female	15,149	15,186	14,966	15,034	15,034	15,088	15,088	15,500	
		50.84%	50.00%	49.33%	50.00%	50.00%	50.00%	50.00%	50.00%	
	Other	24	0	8	0	0	0	0	0	
		0.08%	0%	0.03%	0%	0%	0%	0%	0%	
	Care Experienced									
	Care-Experienced	384	364	522	361	361	400	450	500	
		1.29%	1.20%	1.72%	1.20%	1.20%	1.30%	1.50%	1.60%	

Board of Management

Measure		Actuals	Target	Actuals	Target	Target	Target	Target	Target	Note
		2015-16	2015-16	2016-17	2016-17	2017-18	2018-19	2019-20	2020-21	
2 (a)	Number of senior phase age pupils studying vocational qualifications delivered by the College	260		157		224	230	240	250	
2 (b)	Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	1044		710		872	894	933	972	
		3.50%		2.34%		2.90%	3.20%	3.40%	3.60%	
2 (c)	Volume and proportion of Credits delivered to S3 and above as part of 'school-college' provision	988	1,215	1,364	1,503	1,503	1,509	1,509	1,550	
		3.32%	4.00%	4.50%	5.00%	5.00%	5.00%	5.00%	5.00%	
2 (d)	Volume and proportion of Credits delivered at HE level to learners from SHEP schools	493		533		601	604	604	620	
		1.65%		1.76%		2.00%	2.00%	2.00%	2.00%	
3	Volume and Proportion of Credits delivered to learners enrolled on STEM courses	6,041		7,951		5412	5733	6035	6200	
		20.27%		26.21%		18.00%	19.00%	20.00%	20.00%	

Board of Management

Measure		Actuals	Target	Actuals	Target	Target	Target	Target	Target	Note
		2015-16	2015-16	2016-17	2016-17	2017-18	2018-19	2019-20	2020-21	
4 (a)	Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)									
	No. of FT FE students achieved	662	735	626	766	759	805	816	828	
	No. of FT FE students	1,101	1050	1,016	1050	1100	1150	1150	1150	
	Percentage of FT FE students	60.13%	70.00%	61.61%	73.00%	69.00%	70.00%	71.00%	72.00%	
	No. of PT FE students achieved	1,067	1160	1,072	1200	1230	1260	1333	1333	
	No. of PT FE students	1,418	1450	1,517	1500	1500	1550	1550	1550	
	Percentage of PT FE students	75.25%	80.00%	70.67%	80.00%	82.00%	84.00%	86.00%	86.00%	
	No. of FT HE students achieved	356	380	385	429	396	444	456	468	
	No. of FT HE students	497	500	541	550	550	600	600	600	
	Percentage of FT HE students	71.63%	76.00%	71.16%	78.00%	72.00%	74.00%	76.00%	78.00%	
	No. of PT HE students achieved	298	312	302	316	320	344	360	369	
	No. of PT HE students	378	400	403	400	400	410	410	410	

Board of Management

Measure		Actuals 2015-16	Target 2015-16	Actuals 2016-17	Target 2016-17	Target 2017-18	Target 2018-19	Target 2019-20	Target 2020-21	Note
	Percentage of PT HE students	78.84%	78.00%	74.94%	79.00%	80.00%	84.00%	88.00%	90.00%	
4 (b)	Proportion of enrolled MD10 students successfully achieving a recognised qualification achieving a recognised qualification (FT & PT)									
	No. of FT FE students achieved	95		93		114	115	120	117	
	No. of FT FE students	160		153		150	150	155	155	
	Percentage of FT FE students	59.38%		60.78%		76.00%	77.00%	78.00%	76.00%	
	No. of PT FE students achieved	78		94		102	105	111	111	
	No. of PT FE students	116		128		125	125	130	130	
	Percentage of PT FE students	67.24%		73.44%		82.00%	84.00%	86.00%	86.00%	
	No. of FT HE students achieved	31		31		36	37	39	39	
	No. of FT HE students	46		47		50	50	52	52	
	Percentage of FT HE students	67.39%		65.96%		72.00%	74.00%	76.00%	76.00%	
	No. of PT HE students achieved	12		10		12	13	15	13	
	No. of PT HE students	17		13		15	15	17	17	

Board of Management

Measure		Actuals	Target	Actuals	Target	Target	Target	Target	Target	Note
		2015-16	2015-16	2016-17	2016-17	2017-18	2018-19	2019-20	2020-21	
	Percentage of PT HE students	70.59%		76.92%		80.00%	84.00%	88.00%	76.00%	
4 (c)	Proportion of senior phase aged pupils successfully achieving a recognised qualification									
	No. of FT FE students achieved	0		0		0	0	0	0	
	No. of FT FE students	0		0		0	0	0	0	
	Percentage of FT FE students	0.00%		0.00%		0.00%	0.00%	0.00%	0.00%	
	No. of PT FE students achieved	12		26		28	29	34	34	
	No. of PT FE students	19		36		35	35	40	40	
	Percentage of PT FE students	63.16%		72.22%		82.00%	84.00%	86.00%	86.00%	
	No. of FT HE students achieved	0		0		0	0	0	0	
	No. of FT HE students	0		0		0	0	0	0	
	Percentage of FT HE students	0.00%		0.00%		0.00%	0.00%	0.00%	0.00%	
	No. of PT HE students achieved	5		3		8	9	10	10	

Board of Management

Measure		Actuals	Target	Actuals	Target	Target	Target	Target	Target	Note
		2015-16	2015-16	2016-17	2016-17	2017-18	2018-19	2019-20	2020-21	
4 (d)	No. of PT HE students	6		6		10	10	12	12	
	Percentage of PT HE students	83.33%		50.00%		80.00%	84.00%	88.00%	88.00%	
	Proportion of enrolled care experienced students successfully achieving a recognised qualification									
	No. of FT FE students achieved	14		13		12	13	15	16	
	No. of FT FE students	21		37		35	35	40	40	
	Percentage of FT FE students	66.67%		35.14%		35.00%	37.00%	39.00%	40.00%	
	No. of FT HE students achieved	2		1		2	2	3	3	
	No. of FT HE students	2		2		4	4	5	5	
	Percentage of FT HE students	100.00%		50.00%		50.00%	50.00%	55.00%	55.00%	
4 (e)	Proportion of enrolled students Full Time FE students aged 16-19 successfully achieving a recognised qualification									
	No. of FT FE students achieved	392		386		409	409	432	432	

Board of Management

Measure		Actuals 2015-16	Target 2015-16	Actuals 2016-17	Target 2016-17	Target 2017-18	Target 2018-19	Target 2019-20	Target 2020-21	Note
	No. of FT FE students	682		622		650	650	675	675	
	Percentage of FT FE students	57.48%		62.06%		63.00%	63.00%	64.00%	64.00%	
5	The number of starts for direct contracted apprenticeships (including industry bodies such as SDS, CITB and SECTT)	158	94	124	100	100	110	120	125	
6	Number and proportion of full-time learners with "work placement experience" as part of their programme of study	407	94	161	100	200	180	200	220	
		25.47%	6.00%	10.33%	6.50%	13.0%	17.0%	20.00%	23.00%	
7	The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	27	82	Not yet Available	87	55	63	73	75	
		6.00%	31.00%	Not yet Available	32.00%	10.00%	12.00%	14.00%	16.00%	
8	Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	859	952	Not yet Available	978	966	976	987	987	
		86.00%	91.00%	Not yet Available	92.00%	92.00%	93.00%	94.00%	94.00%	
9	SSES Survey - The percentage of students Overall, satisfied with their college experience									

Board of Management

Measure		Actuals 2015-16	Target 2015-16	Actuals 2016-17	Target 2016-17	Target 2017-18	Target 2018-19	Target 2019-20	Target 2020-21	Note
	Percentage of full-time FE students	90.00%		88.00%		92.00%	93.00%	95.00%	95.00%	
	Percentage of full-time HE students			81.00%		92.00%	93.00%	95.00%	95.00%	
	Percentage of part-time FE	93.00%		89.00%		92.00%	93.00%	95.00%	95.00%	
	Percentage of part-time HE students			95.00%		92.00%	93.00%	95.00%	95.00%	
	Percentage of Distance Learning Students	100.00%		91.00%		92.00%	93.00%	94.00%	95.00%	
10	Gross Carbon Footprint Tonnes (3 year period)	1,201	1,313	1205	1,185	1,117	1,087	TBC	TBC	

Board of Management

33

Prevent Action Plan

Introduction

In December 2015, the Board of Management approved the colleges Prevent Strategy and Action Plan. This report provides an update to that 2015 paper.

Background

The general background to Prevent remains the same as it was when first issued. Namely;

Prevent is a strand of the UK Government Counter Terrorism Strategy – CONTEST. The *Prevent* area of work has three specific strategic objectives:

1 Respond to the ideological challenge of terrorism and aspects of extremism, and the threat faced from those who promote it;

2 *Prevent* people from being drawn into terrorism and ensure they are given appropriate advice and support; and

3 Work with sectors and institutions where there are risks of radicalisation that we need to address.

Colleges have a key role in delivering Prevent and the Executive Management Team (EMT) has agreed that this duty shall be managed through the adoption of this updated Prevent action plan. The underlying principles of the plan are twofold; firstly that the action plan will be "proportionate", by that we mean 'intelligence led' by working in co-operation with external partners, in particular Police Scotland and secondly, is that this action plan will be "integrated" by that we mean wherever possible utilising existing action plans, procedures and processes. For instance this action plan also complements the colleges IT Acceptable Use Policy; Safeguarding Policy and Procedure and the Corporate Parenting Action Plan.

As previously mentioned, the guidance since the initial strategy and action plan around Prevent has not changed and therefore this updated action plan remains linked to the Scottish Governments Prevent Duty Guidance dated 16 July 2015 and is intended to deal with all kinds of terrorist threats. The action plan has also been updated to reflect current threats identified through the Serious and Organised Crime/Counter Terrorism Group (SOCCT). The college has a representative on this group.

College Leadership
Our developing approach to the Prevent duty is based on shared awareness and understanding of the risk of radicalisation in our area. The college recognises that this risk can change rapidly. The college is committed to:

- Ensuring student safety and that the college is free from bullying, harassment and discrimination
- Providing support for students who may be at risk and appropriate sources of advice and guidance

- Ensuring that students and staff are aware of their roles and responsibilities in preventing terrorism and radicalisation. In complying with this duty the Executive Management Team will lead the delivery of this *Prevent* action plan

Staff Training

The college has over the past three years delivered face-to-face training to 90% of our staff. As new staff start we must ensure that they receive appropriate Face to Face training. In the longer term, this will be supported by an online course. We will therefore deliver a number of face-to-face training session with our new staff and any staff members who require a training intervention.

Plan Delivery

The college must be able to demonstrate an awareness and understanding of the risk of radicalisation, appreciating that this can change rapidly. The college has used existing management process for understanding the risk of radicalisation.

The college views Prevent within the safeguarding responsibilities. As such, should there be a concern, this should be reported in accordance with the Safeguarding Policy and Procedure. There is also guidance in the Whistleblowing Policy on raising concerns about terrorism and/or radicalisation.

College staff should continue to be aware of potential activities and signs of radicalisation and have the confidence to report their concerns through the safeguarding process. The college:

1 Will promote the ethos of the Prevent agenda through its classroom practice, theme weeks and induction activities, a belief in Equality of Opportunity and the Celebration of Diversity
2 Will not host or allow its premises to be used by extreme groups and will seek to Prevent the distribution of extreme literature
3 Has a legal responsibility to forbid the promotion of partisan political views in the teaching of any subject in the college and must take such steps as are reasonably practicable to secure that were political issues are brought to the attention of students they are offered a balanced presentation of opposing views. Promotion of any organisations linked to violent extremism is contrary to the values of the college and could constitute misconduct
4 Will provide appropriate support through its own staff or by referral to external agencies, for any student in danger of radicalisation

Review

This action plan will be reviewed every three years, or following any lesson learned from issues raised or when legislation changes.

The Plan below shows progress made over the past three years and any new, remaining or ongoing actions. The "completed" are included in this update to demonstrate the progress made against the initial plan.

Key Achievements over past three years of the plan

As previously indicated, staff training has been carried out and 90% of the current staff have attended a face to face training session. Ongoing training sessions twice per year will be carried out to ensure that new employees have received the required training.

Regular attendance at the SOCCT group has given the college advance notice of the latest alerts and has resulted in a closer working relationship between partner organisations.

Information Sharing Protocols have been developed and agreed by partners within D&G, these protocols now require updating to be aligned with the GDPR legislation.

Students at our college were correctly identified of being at risk and appropriate action and support was taken, thereby minimising the risk to our community.

Recommendation

The Board is requested to endorse this updated plan.

Andy Glen
Vice Principal Business Development and Corporate Services
26th September 2018

Workstream		Key Tasks	Comment	Action Required? Y/N	Nominated Lead	Date for Completion
Governance	1	There is a Prevent Lead for the Organisation at Executive level, overseeing delivery of the *Prevent* plan. • The plan has been subjected to an EQIA.	(deputy Andy Wright)	No	Andy Glen, Vice Principal	Completed
	2	Policies and Procedures that are in place to adequately address *Prevent* concerns.	Safeguarding policies and procedure to include Prevent concerns	No	Andy Glen, Vice Principal	Completed
	3	There are organisational and inter-agency agreed protocols and procedures for: • Obtaining advice • Raising concerns • Information sharing • Escalation processes and procedures • Monitoring and recording referrals A list of internal and external	Already establish safeguarding just need to add in 'Prevent' concerns and contacts	No	Andy Glen, Vice Principal	Completed. Procedure updated to reflect PREVENT. Staff refer any concerns/ observations using safeguarding procedure therefore it is not necessary for all managers to have access to external Prevent contacts.

	4	Organisational risk assessments include Prevent-related risk issues.	Use intelligence to assess risks and where appropriate include on the Strategic Risk Register	Yes	Andy Glen, Vice Principal	Ongoing
	5	Governance and risk reporting requirements include Prevent incident(s) reporting for both organisational and inter-agency issues/incidents.	Yes, this will be included in any safeguarding reporting	No	Andy Glen, Vice Principal	Completed
	6	There are internal arrangements for debriefing staff after a Prevent incident, capturing learning from cases /incidents that have happened, and disseminating the information throughout the organisation. These internal arrangements will enable the organisation to prepare for and contribute effectively to a subsequent multiagency review process.	Staff will be debriefed as and when incidents occur. Each incident will be looked at separately for lessons learned in particular what could we have done better, how can we improve things should there be a next time (such as reviewing the guidance given, procedures, inclusion on risk register etc)	Yes	Andy Glen, Vice Principal	Ongoing

	7	Responsible and effective use of the internet and social media platforms using organisations IT equipment is continuously promoted.	College already has an 'acceptable use policy which students and staff must sign up to as part of their IT induction. We also have filtering software in place to prevent students and staff accessing inappropriate sites such as pornography, rape, and radicalisation. As new threats are identified our software is updated to prevent access	Yes	Calum Rodgers, ICT Manager	Ongoing
	8	There are protocols, policies and procedures in place to: • Promote appropriate use of in-house Facilities • Prevent inappropriate canvassing/leafleting.	There are a variety of ways this is done – student and staff induction; student and staff handbooks; ICT policy; ICT Acceptable Use policy; guidelines on the use of email and social media; marketing policies Student Association	No	All College Leadership Team	Ongoing

Staff and Volunteers	9	Staff Induction programmes highlight Prevent-related issues and awareness raising / training opportunities.	Staff induction programme to be amended to include training	Yes	Michael Youd, Head of HR	To be in place by December 2018
	10	Staff are aware where they can obtain information about Prevent and how and where they can raise any concerns.	Once the safeguarding procedures have been updated the necessary information will be communicated to staff	No	Shona Scott, Head of Student Support and Guidance	Completed
	11	Staff know where to access relevant organisational protocols, policies and procedures.		No	Andy Glen, Vice Principal	Completed
	12	Staff know how to intervene with vulnerable students at risk of radicalisation and support those who are the subject of a Prevent Concern.	Yes, key members of staff have already been 'Prevent' trained but this will be strengthened once safeguarding procedures are updated	Yes	Michael Youd, Head of HR	Ongoing, as new staff start work the training requirement continues

	13	Staff are aware of their responsibility to raise concerns and know how and where to do this.	See above	No	Shona Scott, Head of Student Support and Guidance	Completed
Training and Development	14	A programme of awareness raising and training is being rolled out. Appropriate individuals in the organisation to be trained to deliver WRAP to key frontline staff. Staff and volunteers attend WRAP and associated updates in accordance with organisational.	Staff induction programme to be amended to include training. Some staff have already been trained, in particular those delivering to vulnerable groups	Yes	Michael Youd, Head of HR	Initial training complete January 2018, however requirement to continue training.
	15	Develop or procure an online training module for all staff.	Staff should complete this as soon as possible after starting with the college	Yes	Michael Youd, Head of HR	Not yet completed

Partnership Working	16	Locally agreed protocols, policies and procedures are in place for addressing Prevent concerns that appropriately utilise the expertise of partner agencies when dealing with concerns.	Yes, Andy Glen is a member of the local multi-agency Serious & organised crime/counter terrorism group	No	Andy Glen, Vice Principal	Ongoing
	17	The Prevent Lead regularly attends local or regional inter-agency Prevent meetings.		Yes	Andy Glen, Vice Principal	Ongoing
	18	There are appropriate processes for co-operation and joint care planning with other providers/agencies where care is transferred or shared. The above should take account of appropriate information-sharing procedures.		Yes	Andy Glen, Vice Principal	Ongoing

19	Information sharing protocol (ISP) requires updating to comply with new GDPR legislation.	Previous ISP was in place for the past 12 months. DPO within D&G College is providing expert advice to ensure best possible outcome. Also this requires partner organisation to agree to any new document	Yes	Andy Glen, Vice Principal	December 2018

Board of Management

Update for Safeguarding Children, Young People and Adults at Risk Policy

Introduction

The purpose of this report is to update Board Members of any changes to the colleges' Policy for Safeguarding Young Children, Young People and Adults at Risk Policy.

Purpose of Report

There have been no significant changes to this Policy although some additional reference information has been updated to support the policy, including:-

- Information Sharing and getting it Right for Every Child 2017
- Corporate Parenting Plan Dumfries and Galloway College
- Equality and Diversity Policy Dumfries and Galloway College
- General Data Protection Regulation 2018

For information to Board Members the college designated Safeguarding Coordinator is Head of Student Support and Guidance, (Shona Scott)

Recommendation

Board members are asked to note the paper update with the attached Safeguarding Policy.

Andy Wright
Vice Principal Learning and Skills
24 September 2018

Board of Management

SAFEGUARDING CHILDREN, YOUNG PEOPLE AND ADULTS AT RISK POLICY

Responsibility	Vice Principal, Learning and Skills	Andy Wright
Issue Date	18/09/2018	
Review date		

Reference No.	SA4/POL/008/002
Document Title	Safeguarding Children, Young People And Adults At Risk Policy
Page	1 of 3

PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED

Board of Management

SAFEGUARDING CHILDREN, YOUNG PEOPLE AND ADULTS AT RISK POLICY

This policy document should be read in conjunction with the Safeguarding Children, Young People and Adults at Risk Procedure Document. The Policy will always take due cognisance of changing legislation, and will evolve and be updated taking into consideration any critical incidents.

Dumfries and Galloway College is respectful to all others, celebrates diversity and aims to ensure that no individual is discriminated upon. We MUST be aware however that some students/ staff may be subject to influences which may be harmful to others. The College must be aware of any radical developments and promotions

References:

National guidance for child protection in Scotland 2014
Children and Young Peoples Act 2014
Adult Support and Protection 2007 and updated Code of Practice 2014
Counter Terrorism and Security Act 2015.

Information sharing and Getting it right for Every child July 2017

Corporate parenting Plan Dumfries and Galloway College

Equality and Diversity Policy Dumfries and Galloway College

GDPR 2018

POLICY STATEMENT

1   Dumfries and Galloway College recognises its obligation to safeguard children, young people and vulnerable adults from all forms of abuse and deal with issues sensitively, efficiently, and effectively whilst attending College. This obligation includes staff.

2   The College will work with other agencies to ensure adequate arrangements within the College to safeguard and promote the welfare of children, young people and vulnerable adults

3   The College aims to provide an environment in which children, young people and vulnerable adults feel safe, secure, valued and respected.

4   The College will work with the appropriate referral agencies and will pass on concerns or allegations of abuse promptly to the appropriate agency.

5   In the case of children, this refers to students who attend College before the age of 16 and up to the age of 18.

Reference No.	SA4/POL/008/002
Document Title	Safeguarding Children, Young People And Adults At Risk Policy
Page	2 of 3
PLEASE NOTE: DOCUMENT UNCONTROLLED WHEN PRINTED	

Board of Management

6   The term 'young person' as defined in current legislation refers to students who attend College before the age of 18 who have additional support needs which may place them at increased risk.

7   The term "vulnerable adult" refers to any person aged 18 and over who is or may be in need of community care services by reason of mental or other disability, age, illness and who is or may be unable to take care of themselves or unable to protect themselves against significant harm or serious exploitation or a child protection order.

8   The College will provide College staff with training in the code of conduct and procedures for the Safeguarding Children, Young People and Vulnerable Adults

9   The College reserves the right to refuse to employ any person who has a conviction for the abuse of a child, young person or an adult at risk. All eligible College staff will be PVG checked.

10   The College reserves the right to refuse to enrol any person who has a conviction for the abuse of a child, young person or an adult at risk.

11   Any member of staff receiving a complaint or allegation or who has suspicions that abuse is taking place will follow the procedures for reporting the incident.

12   Community Users / Outside lets will be made aware of the College's protection of children, young people and vulnerable adults code of conduct and procedures.

13   The College designated Safeguarding Co-ordinator is Head of Student Support and Guidance

DISTRIBUTION LIST

All Staff
Quality Manual

Board of Management

Vision 2020 Review
Outcomes of Review Consultation

1   Purpose of the Report

To provide members with a summary of the outcomes from the Vision 2020 review workshops held between College managers and Board members and at an all staff session in June 2018.

2   The Report

The overall consensus is that the Strategic Outcomes are still relevant, that there was evidence of progress in almost all areas and there were also suggestions of some specific actions for the College staff team to consider which would further improve outcomes.

There were 2 specific suggestions that were approved and have now been implemented:

Objective 5 –' We will support more businesses to start-up, grow and diversify'

The proposal is to change this strategic outcome to "***We will support and encourage enterprise, entrepreneurship, growth and diversification"*** as this better reflects the focus and work of the college.

Objective 6 - We will enable people to build their independence and confidence in a supportive environment

Two main gaps were highlighted through the discussions. This group propose an additional success criteria should be added to reflect the diverse and challenging backgrounds of some of our young people.

* Increased awareness and support of students identified as having additional needs (e.g. carers, care experienced, mental health) to improve confidence and independence.

Secondly the success criteria do not mention retention so it was suggested to change one to:

* Increased student retention/attainment/outcomes.

A word version of the revised Vision 2020 document is attached for members' information and use. The revised version will be displayed on our college website and all appropriate documentation going forward.

3   Recommendation

Members are asked to note the changes to the Vision 2020 strategy.
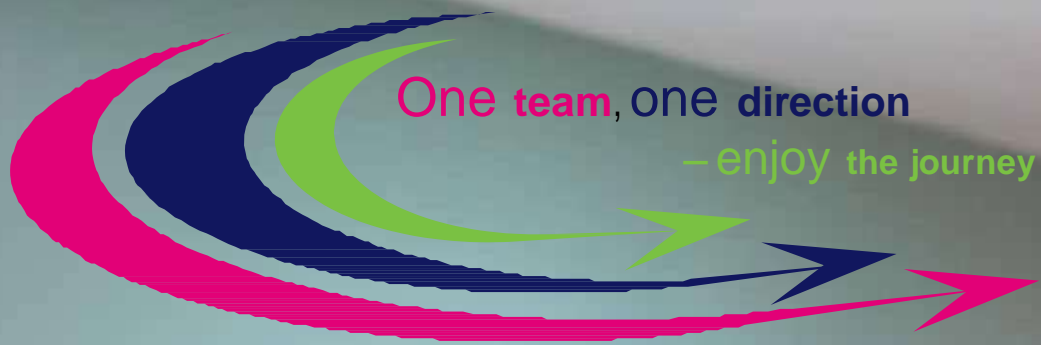
Carol Turnbull
Principal
October 2018

Dumfries & Galloway College

Vision 2020

Strategic Plan 2015-20

Inspiring our People,
Businesses and
Communities to
be successful

One team, one direction
– enjoy the journey

One **team**, **one direction**
– enjoy **the journey**

Carol Turnbull

Principal &
Chief Executive Officer

Brian Johnstone
Regional Chair

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Foreword

At Dumfries and Galloway College, we are moving into an exciting stage of our development, building on the successes of the past and driving forward to achieve our aspiration of becoming 'an outstanding college'.

We aim to deliver the highest quality learning for our students, to make a positive contribution to the local and national economies and to utilise the expertise of our staff to deliver continuous improvements.

The College sector has undergone a period of fundamental change (Regionalisation and a re-focus of Government priorities). In recent times, that has required Colleges to re-evaluate their strategic aims and priorities. This, together with the need to develop a new Strategic Plan, has provided the catalyst and opportunity for all staff and Board members to engage and contribute to the development of a collective Vision, Mission and Plan.

Vision 2020 is our five-year strategic plan that sets out our vision and aspirations. The plan has been developed taking cognisance of: Dumfries and Galloway Council Single Outcome Agreement; Dumfries and Galloway Economic Strategy; South of Scotland Regional Skills Assessment; Scottish Government post-16 legislation; the Developing Young Workforce; Opportunities for All and other national and local strategic developments.

Brian Johnstone,
Regional Chair

Carol Turnbull,
Principal and Chief Executive Officer

Introduction & Context

Dumfries and Galloway Region

Dumfries and Galloway Region is the third largest in Scotland in terms of land mass but is one of the most sparsely populated with 150,800 people spread over 6,426 square kilometres.

The Region is characterised by small settlements of 3,000 people or less spread across a large area. Nearly half of all the population live in settlements with fewer than 3,000 people.

Compared to Scotland as a whole, Dumfries and Galloway has higher than average employment in skilled trades, caring, leisure and other service occupations but lower than average in professional/technical roles.

The local economy consists largely of micro businesses employing less than five employees spread across the Region. These are mainly in the agriculture, hospitality and tourism, arts and crafts, food and forestry sectors. The public sector (NHS, Local Authority, Fire and Rescue, Police and Ambulance Service, Further and Higher Education) is the largest employer with 40% of the total workforce.

The College

Dumfries and Galloway College is located in the beautiful South West of Scotland. It is 77 miles from Glasgow and 79 miles from Edinburgh to the town of Dumfries, where the College's main campus is located. In particular, the Crichton Campus brings the choice of university learning to a region that in the past people have had to leave to attend university. A smaller campus is located in Stranraer in the west of the region, 75 miles from Dumfries and offers a range of full and part-time programmes.

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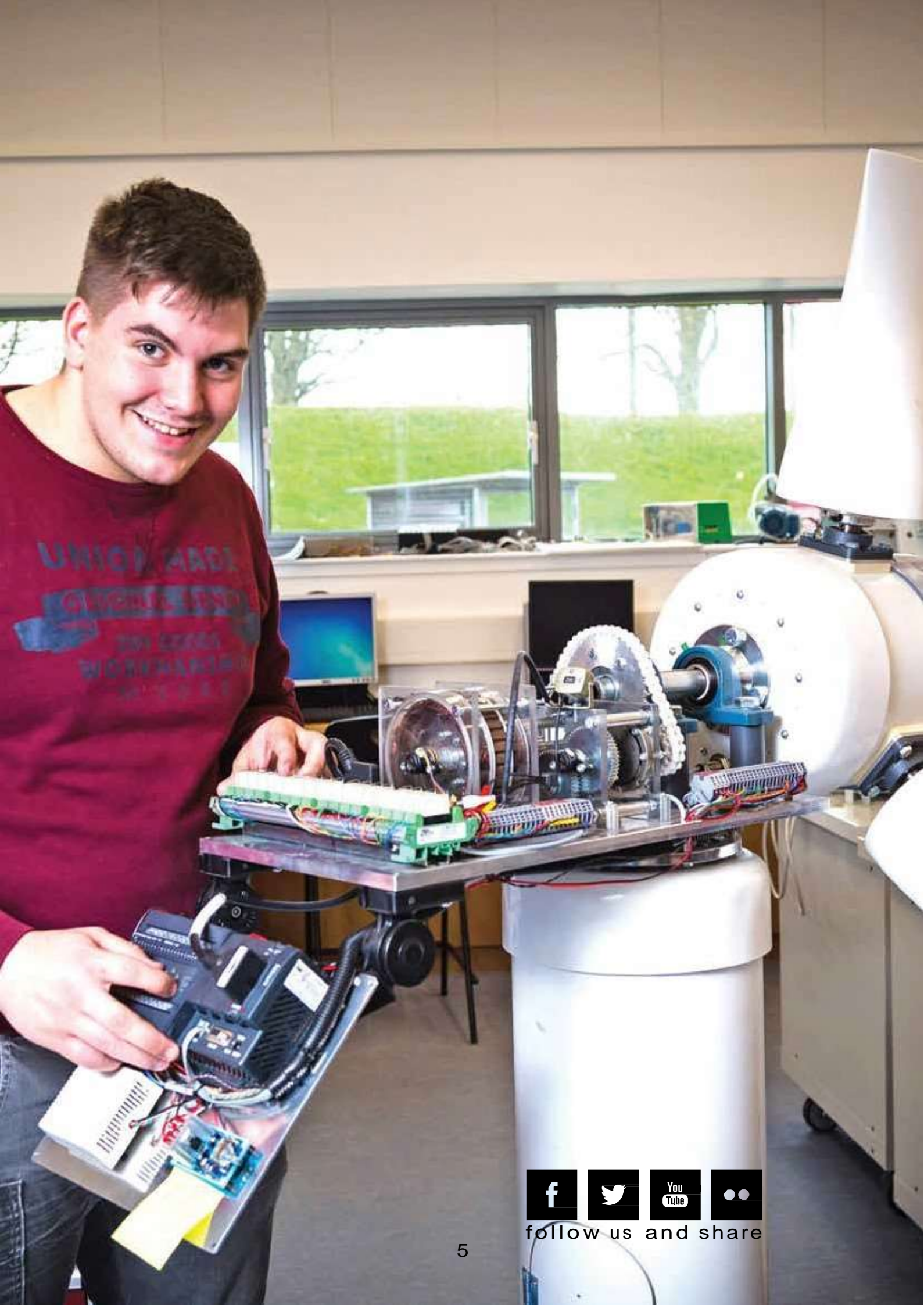
Partnership and Collaboration

Partnership and collaboration are at the heart of what we do – with our learners, Dumfries and Galloway Council, Schools across the region, other stakeholders and employers.

Employer Advisory Boards were established in October 2014 with the aim of ensuring our curriculum is fit for purpose, meets the needs of the business community in Dumfries and Galloway (and beyond) and to enhance the employability skills of our learners through guest speakers, industry visits, work placement and direct recruitment.

The College is taking a key role in supporting the establishment of a Developing Young Workforce Dumfries and Galloway group. The Developing Young Workforce initiative allows employers to play a key role in driving the future agenda for Dumfries and Galloway. The programme will provide a much more universal and structured offer for learners as a whole, which in turn will also help our businesses.

The Scottish Government's response to the 39 recommendations in the final report of the Commission on Developing Scotland's Young Workforce, will influence the allocation of government resources related to education and training. This initiative has enabled the College to strengthen links with schools and we will continue to work with them to develop vocational pathways that offer alternative but meaningful routes to employment, with clear progression opportunities linked where possible directly to industry and employers.

Using the South of Scotland Regional Skills Assessment, provided by Skills Development Scotland, we are ensuring our curriculum aligns to local and national economic needs. We continue to invest in our facilities and opened a new training restaurant and kitchen at our Dumfries Campus in May 2015. Subject to funding, further investment is planned – particularly in the areas of Engineering, Care and Early Education. We have a medium-term

6

ambition to become a Science, Technology, Engineering and Mathematics (STEM) centre and are seeking to create learning opportunities through to degree level through collaboration with University partners, including Strathclyde University Engineering Academy. We are also exploring opportunities to develop new curriculum areas, especially in the Food and Drink sector which has been identified as a key sector within Dumfries and Galloway.

Scottish Government's Key Pledges

Over the next 5 years we will support the Scottish Government's key pledges on growing Scotland's economy and tackling social injustice by ensuring we have the highest quality curriculum offering that delivers skills, education and training to meet local and national needs but one that is also inclusive and enables individuals to achieve their maximum potential.

Our Strategic Plan sits alongside the College's Regional Outcome Agreement which sets out how we will meet the Scottish Government's expectations and deliver value for money for the public investment we receive. The appointment in 2014 of a Cabinet Secretary for Training, Youth and Women's Employment signals a continuing focus on tackling youth unemployment and improving vocational education pathways for young people. Connecting education and employers is essential to make progress on each of these and this will continue to be a priority for Dumfries and Galloway College.

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One **team**, one **direction**

– enjoy **the journey**

Inspiring our People,
Businesses and
Communities to
be successful

Vision 2020

One College, one Team where:

- Learners come first
- The changing needs of the economy are met
- Innovation, collaboration and creativity are core to what we do

Strategic Outcome 1:

What will we do?

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

Success criteria: How will we know if we've done it?

- The curriculum provides a range and level of courses that meets Regional and National needs
- All programmes have clear progression, articulation and/or exit routes
- Programmes are relevant, fit for purpose and of high quality
- Overall Student experience is of high quality
- College PI targets are aspirational
- The College meets the Sector recommendations of 'Developing Scotland's Young Workforce'
- College Portfolio supports lifelong learning

Strategic Outcome 2:

What will we do?

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

Success criteria: How will we know if we've done it?

- Increased number of full-time learners progressing to employment
- Increased number of full-time learners progressing to a higher level of study
- Increased number of full-time learners progressing to University
- Increased number of part-time learners progressing to employment
- Increased number of part-time learners progressing to a higher level of study
- Increased number of part-time learners progressing to University

Strategic Outcome 3:

What will we do?

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

Success criteria: How will we know if we've done it?

- Increased commercial and external income
- Increased delivery of bespoke courses to meet and satisfy employer workforce development needs
- Increased number of learners progressing to employment
- Increased numbers of SVQ/Modern Apprenticeships
- Increased engagement with schools and employers to raise awareness of vocational opportunities

Strategic Outcome 4:

What will we do?

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

Success criteria: How will we know if we've done it?

- Increased participation rates with communities in the geographic areas
- Increased partnership delivery arrangements across the region
- Increased range of flexible delivery offerings
- Enhanced support for self-employment opportunities
- Partnership funding opportunities should be maximised
- Increased participation from under-represented groups

Strategic Outcome 5:

What will we do?

We will support and encourage enterprise, entrepreneurship, growth and diversification.

Success criteria: How will we know if we've done it?

- Curriculum encourages and embeds enterprise and entrepreneurialism
- Increased number of learners developing enterprise and entrepreneurial skills
- Enhanced engagement with start-up businesses
- Enhanced partnership delivery arrangements
- Enhanced use of college facilities by business community

Strategic Outcome 6:

What will we do?

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

Success criteria: How will we know if we've done it?

- Improved learner confidence/independence
- Improved independent learning

- Increased awareness of and support for students identified as having additional needs (e.g. carers, care experienced, mental health) to improve confidence and independence.

- Increased student retention/attainment/outcomes.

- Increased participation by students to be active citizens

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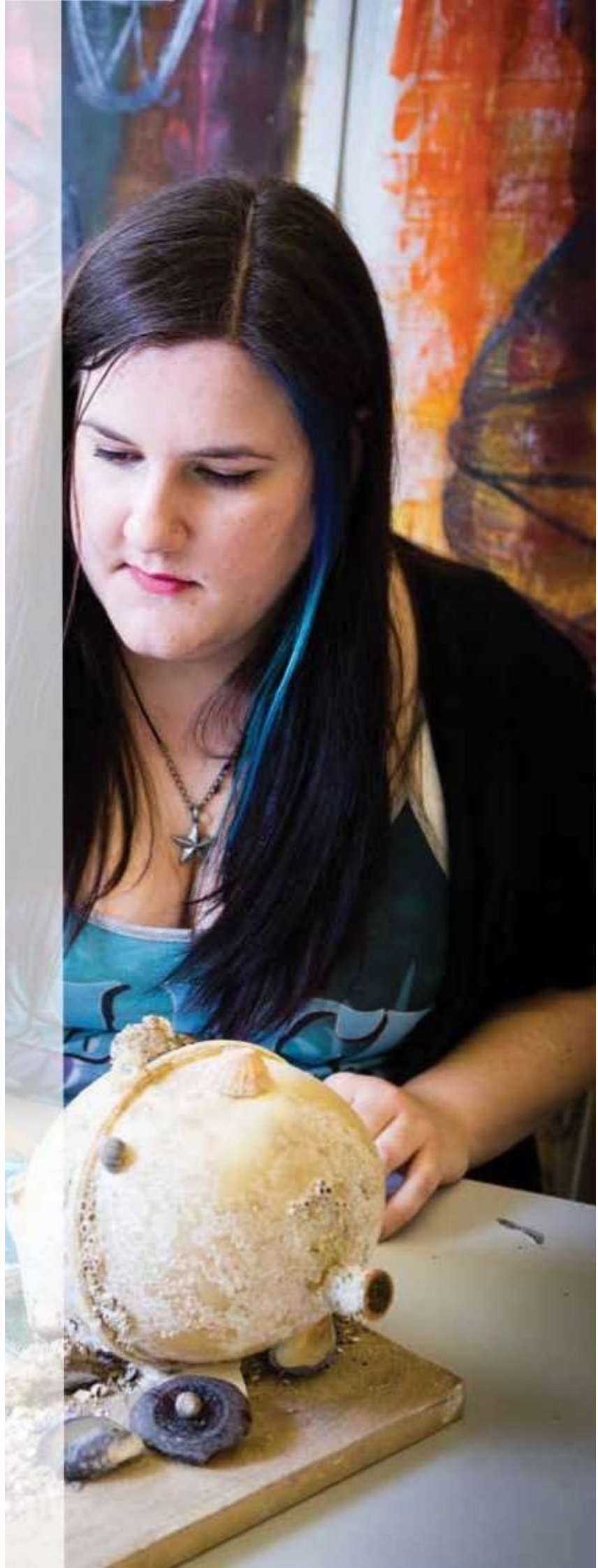
Board of Management

Succession Planning - Update

1.   Introduction

A Succession Planning Paper came to the Board in May 2018. This paper provides Members with an update.

2.   Maintaining and Developing the Skills and Diversity of the Board and Developing the Skills and Experience of Individual Board Members

Individual Development Reviews have been undertaken over the summer by the Chair, and the Chair's review will be undertaken by the Vice Chair on 22 October 2018.

A skills assessment was undertaken in October 2016 and will be repeated in October 2018.

The 2018-19 CDN development programme has been shared with the Board and members are being booked onto sessions within the programme. Any Board Member wishing to access this training should contact the Board Secretary.

Further Development opportunities are made available to Members

3.   Recruitment update re: March 2019 Upcoming Board Member Vacancies

There are five Non-Executive Board Members whose term of office ends on 2 March 2019, all of whom are eligible for re-appointment, subject to approval by the Development Committee, the Chair and Scottish Ministers.

The process for this will start in October 2018, and be taken to the Development Committee at their meeting on 30 October 2018.

4.   Succession Planning for Chairs of Board Committees

The new Chairs of the Finance & General Purposes Committee and the Learning & Teaching Committee have taken up their new roles and chaired their first Committee Meetings in September 2018.

There will be a review of the Chairs of the Human Resources and Audit Committees and the Vice Chair role prior to the Board Meeting in June 2019.

5.   Board Committee Membership

The Student Board Members commenced on 1 August 2018 and became Members of the Learning & Teaching Committee, as per the terms of reference of that Committee. They both attended the Learning & Teaching Committee meeting in September 2018.

Sue Livermore joined the Board as Support Staff Member on 1 August 2018. It is proposed that she joins the Finance & General Purposes Committee and the Learning & Teaching Committee. She has attended a meeting of both during September 2018.

Board of Management

A revised table of committee membership is attached.

The committee Chairs of the Finance & General Purposes and Remuneration Committees are reviewing their membership with a view to propose an increase in their number. This will be considered along with a review of the skills, knowledge and experience of their committee membership.

7.   Recommendations

Board Members are asked to:
- Note the content of this Update Report
- Approve the changes to Committee Membership

Brian Johnstone
Board Chair
September 2018

BOARD OF MANAGEMENT

COMMITTEE MEMBERSHIP

BOARD OF MANAGEMENT	
Membership	Brian Johnstone (Chair), Carol Turnbull (Principal); Delia Holland (Vice Chair), Hugh Carr, John Henderson, Barry Graham, Ros Francis, Stuart Martin, Karen McGahan, Pat Kirby, Janet Brennan, Sue Livermore, Ian White, Rob Orr, Naomi Johnson, Robbie Thomas, Nikki Vjatschslav (SA President) and Ailsa Paton (SA Vice President)
In attendance:	The Executive Management Team:
Quorum	6 members

AUDIT COMMITTEE	
Membership:	Hugh Carr (Chair), Stuart Martin, Pat Kirby, Naomi Johnson and Robbie Thomas
In attendance:	Internal Auditors; External Auditors; Principal; and Finance Manager
Quorum:	3 members

FINANCE AND GENERAL PURPOSES COMMITTEE	
Membership	Ros Francis (Chair), John Henderson, Carol Turnbull (Principal), Karen McGahan and Sue Livermore
In attendance:	Vice Principal (Business Development & Corporate Services); and Finance Manager
Quorum	3 members

HUMAN RESOURCES COMMITTEE	
Membership	Stuart Martin (Chair), Carol Turnbull (Principal), Ian White, Janet Brennan; Rob Orr and Ros Francis
In attendance:	HR Manager
Quorum:	3 members

LEARNING AND TEACHING COMMITTEE	
Membership:	Pat Kirby (Chair), Delia Holland, John Henderson, Carol Turnbull (Principal), Ian White, Sue Livermore, Barry Graham, Rob Orr, Naomi Johnson, Nikki Vjatschslav (SA President) and Ailsa Paton (SA Vice President)
In attendance:	Vice Principal (Learning and Skills); Vice Principal (Business Development & Corporate Services); and Heads of Curriculum Peter Woods, David Denholm, Gillian Pearce
Quorum:	3 members

REMUNERATION COMMITTEE	
Membership:	Brian Johnstone, Delia Holland (Chair), Ros Francis and Ian White
Quorum	3 members

BOARD DEVELOPMENT COMMITTEE	
Membership:	Brian Johnstone (Chair), Delia Holland (Vice Chair), Hugh Carr (Chair of Audit), Ros Francis (Chair of F&GP), Stuart Martin (Chair of HR) and Pat Kirby (Chair of L&T)
Quorum	3 members

Grievance / Appeals Committee	
Membership:	Brian Johnstone (Chair), Stuart Martin (Chair of HR), Ros Francis, Janet Brennan, Karen McGahan
Quorum	3 members

9 October 2018

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

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

Risk Number	POTENTIAL CONTRIBUTING FACTORS				TREATMENT				POST MITIGATION EVALUATION		Responsibility /Committee Oversight
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	
1	**Strategic and Structural**									
1.1	Failure of College strategy to meet the needs of Dumfries and Galloway Region and/or national priorities (eg Employability, DYW, attainment, articulation)	4	4	16	• Robust strategic planning • Effective environmental scanning • Strong partnerships • Clear links between strategy and practice • Concerted demands for increased activity levels	4	1	4	• Robust monitoring via ROA • Clear performance metrics • Amendment of strategic direction/plans • Rolling curriculum review	Board, ELT BoM
1.2	College may be disadvantaged by changes to either UK or Scottish Government policies	4	3	12	• Effective environmental scanning • Negotiation/influence at national level	4	2	8	• Review of changes and amendment of strategic direction/plans • Financial strategy sensitivities	ELT BoM
1.3	College disadvantaged by changes arising from UK leaving European Union	3	4	12	• Negotiation/influence at national level • Review of activities/ projects • Responsiveness to new opportunities	2	2	4	• Review of changes and amendment of strategic direction/plans/ curriculum • Financial strategy not ESF dependent	ELT BoM

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

Post Holders		
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Risk Number	Risks		Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring		Responsibility/ Committee Oversight
2	**Financial**											
2.1	Change in SFC Funding Methodology and Allocation – Reduction in Funding		3	3	9	• Negotiation/influence at national level • Contingency plans for reduced funding	2	3	4	• Advance modelling of new funding methodologies and allocations • Monitoring impact of changes • Amendment of strategic or operational direction/plans • Financial strategy sensitivities		ELT F&GP
2.2	Failure to achieve institutional sustainability		5	4	20	• Protection of funding through dialogue with SFC • Robust annual budget-setting and multi-year financial strategic planning (from 2018-19) • Effective budgetary control • Where required, swift action to implement savings	4	3	12	• Regular monitoring of budgets • Regular review of financial strategy and non-core income sensitivity		CLT F&GP
2.3	Salary and conditions of service pressures outstrip ability to pay		4	4	16	• Influence within Employers Association • Management of staffing expenditures	4	3	12	• Expenditure modelling • On-going discussions with staff • Financial strategy sensitivities		ELT HoHR F&GP

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2	Financial										
2.4	Financial Fraud	4	3	12	• Strong financial controls: segregation of duties and review of transactions. • Review of impact of any changes in structure or duties • Whistleblowing arrangements	3	2	6	• Continuous review of financial controls • Internal Audit programme	HoF Audit
2.5	Scotlands Colleges Foundation refuses/withholds funding for key College priorities	5	3	15	• Appropriate bid arrangements in place	3	2	6	• Monitor and advise Board of Management	HoF F&GP
2.6	Failure to achieve credit (activity) target	5	3	15	• Real time monitoring system • Identify & implement additional/alternative provision where required	4	2	8	• Continuous review of progress v targets. • Make provision in budgets for clawback if required	ELT HoC HoP&Q F&GP
2.7	Insufficient Student Support Funding to meet demand.	4	5	20	• Strong financial monitoring • Possible opportunity to request additional in year funding	4	4	16	• Continuous monitoring of demand v funding allocation. • Ongoing dialogue with Scottish Funding Council	PRIN HoF F&GP

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility /Committee Oversight
3	**Organisational**									
3.1	Legal actions; serious accident; incident or civil/criminal breach	4	5	20	• Adherence to legislative and good practice requirements • Positive Union relations and staff communication • Effective management development programmes	3	2	6	• Monitoring and reporting in key areas – eg H&S, equalities, employee engagement • Continuous professional development • Internal audit programme • Staff surveys	ELT BoM
3.2	Reputational Risk – Loss of reputation with key stakeholders	4	3	12	• Marketing strategy • Positive marketing approaches	4	2	8	• Stakeholder engagement • Social media monitoring arrangements	PRIN VPBD&CS HoP&Q BoM
3.3	Disasters – eg Fire, MIS Failure, Failure of Emergency Procedures	5	4	20	• Sound systems of administration • Clear fire and disaster recovery arrangements • Staff CPD	5	1	5	• Business Continuity Plan including scenario testing	VPBD&CS VPL&S HoCS BoM
3.4	Failure to meet Prevent and related obligations	5	3	15	• Prevent training • Staff awareness and contingency planning • Engagement/practice sharing with local agencies	5	1	5	• Business Continuity Plan including scenario testing • Information sharing with local agencies	VPBD&CS HoCS **BoM**

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Risk Number		Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring		Responsibility /Committee Oversight
3	**Organisational (cont.)**											
3.5		Industrial Relations Problems (including industrial action)	4	5	20	• Adherence to legislative and good practice requirements • Positive Union relations and staff communication • Effective management development programmes • Industrial action continuity planning	4	3	12	• Regular union/management dialogue • Regular employee engagement monitoring • Open communication with staff		ELT HoHR HR
3.6		Failure to achieve ambitions of ICT strategy; strategy and development is ineffective	4	4	12	• Planning, careful phasing of changes to processes and systems • Effective management of ICT arrangements	4	2	8	• Regular review/reporting on milestones, systems effectiveness etc • Regular CPD		VPBD&CS HoCS Audit
3.7		Breach of ICT/Cyber security	4	3	12	• Effective management of ICT arrangements • Active ICT/data security monitoring and cyber security policy	4	2	8	• Staff CPD on cyber security issues • Regular security monitoring/testing • Cyber resilience plan		VPBD&CS HoCS Audit

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					TREATMENT				**POST MITIGATION EVALUATION**	
	POTENTIAL CONTRIBUTING FACTORS									
3	**Organisational (cont.)**									
3.8	Breach of data security / data protection	5	4	20	• Effective management of ICT arrangements and GDPR compliance • Mandatory staff CPD and awareness raising on data protection (relative to role)	4	2	8	• Active data protection monitoring and auditing • Effective information and data security policies in operation • Regular data security monitoring/testing • GDPR Action Plan	VPBD&CS, HoCS Data users Audit
3.9	Failure to reach aspirational standards in learning, teaching and service delivery	4	3	12	• Clear quality arrangements and priority actions • Continuous self-evaluation and action planning • Rigorous CPD arrangements in place • Regular classroom observation and learner feedback arrangements	3	2	6	• Comprehensive monitoring of key PIs and student/staff feedback • Regular Stop and Review events • External review and validation findings	VPL&S, VPBD&CS HoP&Q HoC L&T
3.10	Failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.	4	3	12	• Robust strategic planning and monitoring • Effective environmental scanning • Strong partnerships • Clear links between strategy and practice	2	2	4	• Effective internal monitoring/review/verification arrangements • External review findings	PRIN CLT Audit

Risk Number	POTENTIAL CONTRIBUTING FACTORS				TREATMENT				POST MITIGATION EVALUATION		Responsibility /Committee Oversight
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	
3	**Organisational (cont.)**									
3.11	Failure to meet the deadlines in our successful bid to SoSEP regarding the provision of Hub and Spoke model for Engineering, Construction and Care	3	4	12	• Robust project planning in place and feedback via EMT to Board of Management • Clear and consistent approach to the project with Borders College • Independent scrutiny through clerk of works (for building works) • SFC involvement at all stages of the project	3	3	9	• Curriculum development planning through L&T Committee • Overall project through regular Board of Management updates • Further scrutiny through SoSEP Board	PRIN VP BD&CS VP L&S BoM

Board of Management

Five Year Curriculum Plan 2017-2022 Update

1   Introduction

This paper will provide Board Members with an update on progress made for the approved five year College Curriculum Plan.

2   Purpose of Report

Board Members are asked to note the following in terms of the six College Strategic Outcomes

Outcome 1:- We will provide opportunities to access and progress through education and training at all levels

Generally making good progress with this outcome, areas still to improve include:

➢   Employer and key stakeholder approval to ensure plans are fit for purpose
➢   Advanced standing articulation being available for all learners
➢   Attainment and retention performance to achieve outstanding status

Outcome 2:-We will deliver education and training that is a route to employment and career development and is aligned to local and national economic needs

Generally making good progress across the range of key developments, but areas still could be improved for:

➢   Embedding Entrepreneurial into the heart of the College
➢   Agreement with schools with targets for senior phase delivery
➢   Agreements and targets with schools in line with college outcome agreement

Outcome 3:-We will be the first choice for recruitment, training and development of the workforce

Generally making good progress for all areas of key developments though some progressing more quickly than others.

Outcome 4:-We will enable communities to grow and develop through local education and training

This is an area that needs to be improved across the range of key developments, all areas are reliant on partner engagement particularly through the Community Learning and Development Partnership, and there is clear evidence of engagement to achieve developments but very little impact of partnership programmes to date across all of the region.

Board of Management

Outcome 5:-We will support and encourage enterprise, entrepreneurship, growth and diversification

Made real progress on the continued roll out of Reablement across the region, areas to be improved include:

➢ Development of 5 year plan to support business growth and diversify by Complete Training Solutions
➢ Focusing opportunities on mental health wellbeing and for businesses

Outcome 6:-We will enable people to build their independence and confidence in a supportive environment

Generally making positive progress on all key developments, area still to improve includes

➢ Clear targets for achieving work placement, work experience, and work-based learning opportunities for all full time learners

3   Recommendation

Board Members are asked to note the contents of this report and discuss, the five year plan is also attached for information to Board Members.

Andy Wright
Vice Principal Learning & Skills
24 September 2018

Curriculum Plan 2017 – 2022

The Curriculum Plan aims to support the achievement of the six College strategic outcomes. The College aims to deliver high quality learning and teaching that is accessible and diverse, where learners progress successfully with the ability, ideas and ambition to make a difference.

The six strategic aims are:

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

Strategic outcome 1:
We will provide opportunities to access and progress through education and training at all levels. The Curriculum Teams will:

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

Key five-year developments will include: -

- Specific targets for full time and part time credits in line with activity targets set by the Funding Council; some areas with a specific need (for instance in the Care sector) will see further growth in line with local and national need.

- Employer and key stakeholder approval to ensure plans are fit for purpose and will include further development related to STEM and the digital technologies.

- Targets being set for each curriculum area in line with the College's Outcome Agreement targets, and an action plan established for each area to monitor progress.

- Articulation routes and advanced standing articulation being available for all learners for both full time and part time pathways across the college.

- Flexibility, and a variety of pedagogies to underpin all provision and ensure access and inclusion for all.

- Targets being set for curriculum areas in terms of attainment and retention that will achieve the College's ambition of being an outstanding college in Scotland.

- Targets will be set for addressing gender imbalance so that in five years' time the gap for female /males on college programmes is no larger than a 75% to 25% split.

Strategic outcome 2:
We will deliver education and training that is a route to employment and career development and is aligned to local and national economic needs.
The Curriculum Teams will:
- Provide opportunities to develop the skills of the future workforce required by and in partnership with employers across the region.

- Meet the needs of the region while supporting national drivers for change.

- Develop a Senior Phase Portfolio and appropriate DYW progression opportunities which ensures clear links to employment across the region.

- Ensure the curriculum portfolio provides a variety of flexible approaches to support career development and progression within local businesses.

- Ensure Science Technology Engineering and Maths (STEM) are developed in the Curriculum to support training and education in line with local and national skill drivers.

Key five year developments will include: -
- Further skills and training opportunities being available for people across the region particularly in the areas of Construction, Hospitality and Food, Health and Social Care, Creative Industries, Engineering and Business.

- Entrepreneurial and essential skills are at the heart of the College's plans including an understanding of what these skills are and their impact within each curriculum area not only for college learners but for businesses across the region.

- Schools across the region in partnership with the college will have an agreement for Senior Phase delivery and targets, particularly for HNCs being delivered as part of the S5/S6 curriculum.

- Schools across the region in partnership with the college will have agreements and targets set in line with the College's Outcome Agreement to deliver with employers,

Foundation Apprenticeships in Care, Engineering, Construction, Creative Industries, Childcare, and Food Technology.

- An Increase in activity for engagement with local businesses, this will support income generation and each area will have a minimum activity target of 250 credits for flexible delivery to employers in their curriculum areas.

Strategic outcome 3:

We will be the first choice for recruiting training and development of the workforce
The Curriculum Teams will:

- Support the College's aspiration to be outstanding and become a first choice provider for the region for training and development.
- Develop a part-time portfolio that will offer training and development for both FE and HE for the development of a flexible local workforce.
- Support key training opportunities, and in particular the significant growth of the Care and Childcare sectors.

Key five year developments will include: -

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

Strategic outcome 4:

We will enable communities to grow and develop through local education and training
The Curriculum Teams will:

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

Key five year developments will include: -

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

Strategic outcome 5:
We will support and encourage enterprise, entrepeneurship, growth and diversification
The Curriculum Teams will:
- Support a diverse range of businesses to grow its workforce in a flexible manner through partnership with curriculum developments and Complete Training Solutions.
- Aim to target a positive contribution for businesses to meet regional economic needs.
- Support more businesses and services to grow in the Care and Childcare sectors linked to Government initiatives for these areas.

Key five year developments will include: -

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

Strategic outcome 6:
We will enable people to build their independence and confidence in a supportive environment The Curriculum Teams will:
- Support people to develop their essential skills to reflect employer's needs.
- Deliver the highest quality learning for people to build confidence and independence.
- Ensure that Curriculum Plans implement the College's Equality and Diversity Action Plan for all people across the region and will be supportive of individuals who have additional requirements to access all programmes.

Board of Management

- Promote Health and Wellbeing in curriculum design for people across the region.
- Through the College's Work Placement Action Plan, will develop individual skills and confidence to support lifelong learning.

Key five year developments will include: -

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

Monitoring
This plan will be monitored and reported at the appropriate EMT and Board Committees on a regular basis by the Vice Principal, Learning and Skills.

Related Documents

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

Board of Management

South of Scotland Skills & Learning Network – Globally Connected, Regionally Focussed
Get that Degree – Articulation Project

1   Purpose of the Report

To update members on progress on the above projects.

2   The Report

2.1   *Get That Degree*

2.1.1   *Background*

South of Scotland Economic Partnership approved this proposal to scope what model of delivering access to university education and degree qualification through articulation would support the SOSEP's objective of retaining and supporting young people to stay in the region. Total amount of funding allocated £79,000.

2.1.2 *Progress to date*

The colleges are currently appointing an individual to undertake the research part of the project which will focus on identifying and providing evidence of the key sectors across the South of Scotland where degree level skills are required. This part of the project will be completed in March 2019 whereby the Colleges will then identify and work with appropriate university partners to develop articulation pathways. It is anticipated that at least some of the degree study will be undertaken at a local level.

2.2   *South of Scotland Skills & Learning Network*

2.2.1   *Background*

As previously reported to the Board, this project will focus on digital connectivity, primarily between schools, hubs and college campuses, and the development of STEM hubs providing access to technologies in Care, Engineering & Renewables and Construction & Sustainability. *(See Appendix 1 attached)*

2.2.2   *Progress to date*

- Relevant staff from both colleges have held meetings to build understanding of the different elements of the project, share knowledge, and agree areas for development.
- Following a procurement exercise Oberlands Architects from Edinburgh have been appointed architects for Dumfries and Stranraer campus developments.
- Architects have been meeting with user groups to understand need etc and are currently developing draft drawings for consideration.
- Curriculum teams from both colleges have met and agreed pilot areas for delivery – Reablement in Dumfries & Galloway between Dumfries campus and The Bridge, Higher Psychology in Borders between Galashiels Campus and Eyemouth School. Design Engineer, Construct for Construction and HNC Electrical Engineering have also been identified to develop as a blended learning model.
- A project management structure has been developed in both colleges that follows a similar format (*see Appendix 2 attached for Dumfries and Galloway College*).
- Staff from the Finance team in each college have also agreed the project breakdowns and common reporting formats.

- A staff development plan for supporting staff to develop their digital skills has been produced and this is due to commence as a pilot at the end of October 2018.
- Joint staff development opportunities are being discussed with Borders College
- We are still awaiting guidance from SFC regarding a formal offer of grant, financial and reporting requirements and governance arrangements from SOSEP.
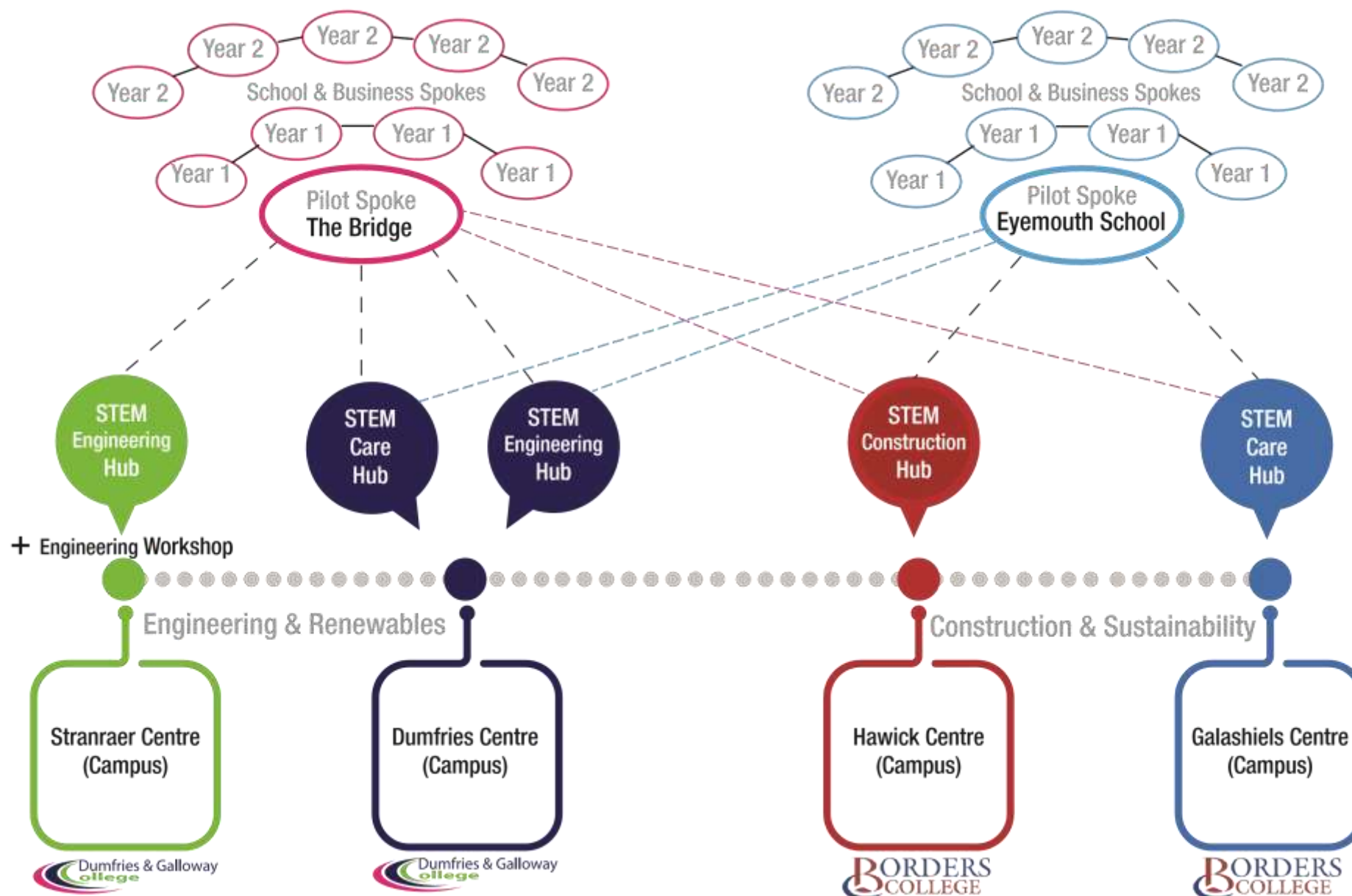
3 **Recommendation**
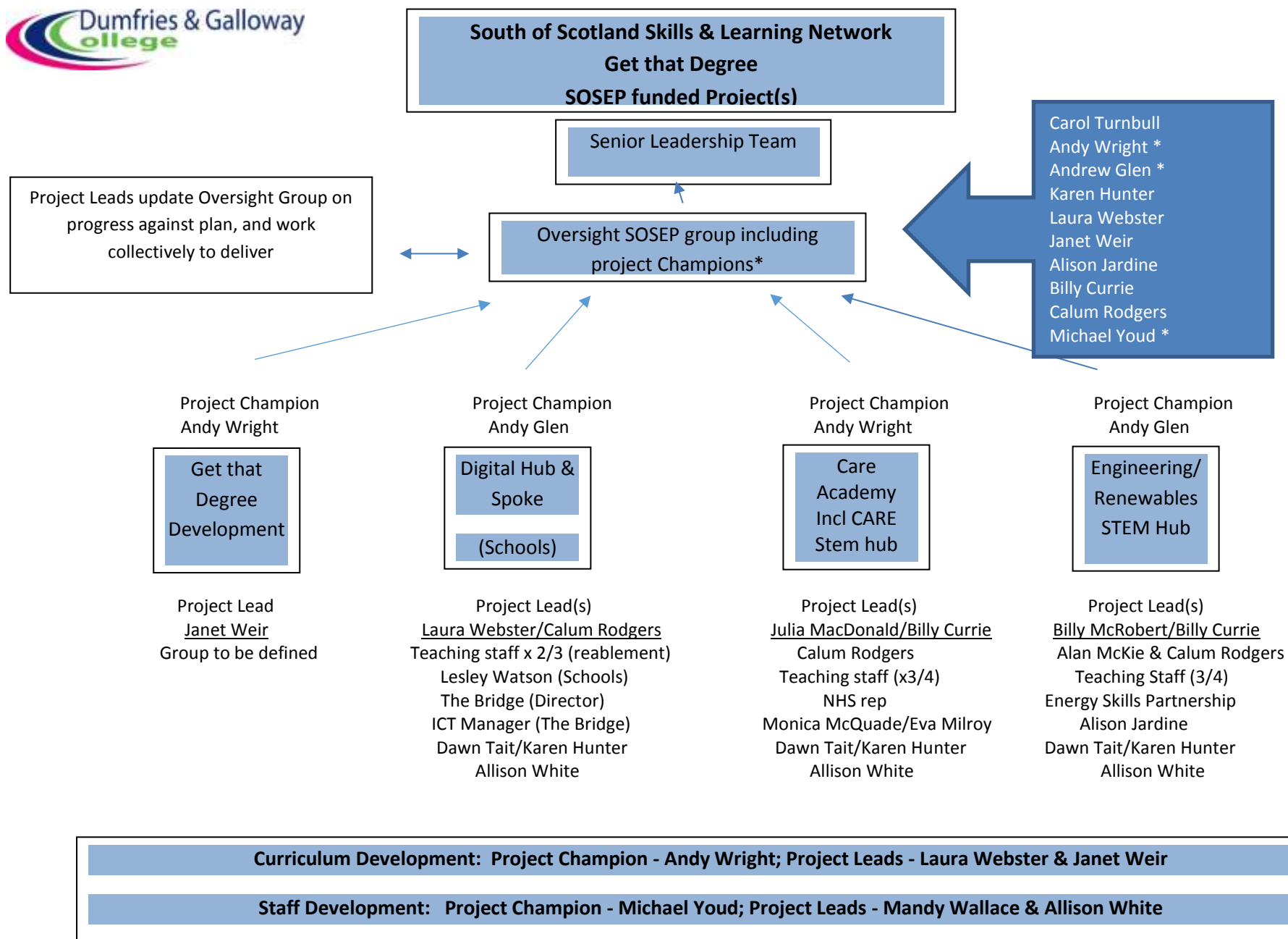
Members are invited to note the update.

Carol Turnbull
Principal
October 2018

Dumfries & Galloway College

South of Scotland Skills & Learning Network
Get that Degree
SOSEP funded Project(s)

Senior Leadership Team

Project Leads update Oversight Group on progress against plan, and work collectively to deliver

Oversight SOSEP group including project Champions*

Carol Turnbull
Andy Wright *
Andrew Glen *
Karen Hunter
Laura Webster
Janet Weir
Alison Jardine
Billy Currie
Calum Rodgers
Michael Youd *

Project Champion
Andy Wright

Get that Degree Development

Project Lead
Janet Weir
Group to be defined

Project Champion
Andy Glen

Digital Hub & Spoke

(Schools)

Project Lead(s)
Laura Webster/Calum Rodgers
Teaching staff x 2/3 (reablement)
Lesley Watson (Schools)
The Bridge (Director)
ICT Manager (The Bridge)
Dawn Tait/Karen Hunter
Allison White

Project Champion
Andy Wright

Care Academy Incl CARE Stem hub

Project Lead(s)
Julia MacDonald/Billy Currie
Calum Rodgers
Teaching staff (x3/4)
NHS rep
Monica McQuade/Eva Milroy
Dawn Tait/Karen Hunter
Allison White

Project Champion
Andy Glen

Engineering/ Renewables STEM Hub

Project Lead(s)
Billy McRobert/Billy Currie
Alan McKie & Calum Rodgers
Teaching Staff (3/4)
Energy Skills Partnership
Alison Jardine
Dawn Tait/Karen Hunter
Allison White

Curriculum Development: Project Champion - Andy Wright; Project Leads - Laura Webster & Janet Weir

Staff Development: Project Champion - Michael Youd; Project Leads - Mandy Wallace & Allison White

Board of Management

Report to the Board by the Regional Chair

1   Introduction

The purpose of this report is to update the Board of Management on recent developments in the Further Education sector and the Region, to feedback from various meetings and to encourage further discussion.

2   Colleges Scotland/CDN/Sector/Regional Chair's Group

2.1. I attended the CDN CollegeExpo in June of this year. This was a major showcase conference organised by CDN at Queen Margaret University. Speakers included the Minister for FE HE and Science, and the Chair of UHI who gave an inspirational talk on tertiary education. There were numerous workshops, where I was pleased to meet with College staff.

2.2 I have attended 2 CDN Board meetings (one joint with Colleges Scotland (CS) Board) and one CS Board Meeting. I also chaired one CS Audit Committee meeting. At CDN we received reports from the senior staff members responsible for delivery of the 3 main areas in which the company operates. CS discussions centred around sector matters covered elsewhere on our agenda, on a narrative for the sector which is being consulted on, and on various internal workings of CS.

2.3 I met with the Principals of our own and Borders College and with Borders Chair to discuss further working together and specifically on matters of leadership and governance of the SOSEP funded project. I am concerned that the matters on project governance have not yet been agreed given the tight deadlines for implementation of the project. I have spoken with Scottish Funding Council (SFC) and await their further comment.

2.4 I attended the recent colleges Parliamentary Reception which was lively, informative and a good platform for the sector. We were well represented by our photographers!

On the same day I had a meeting with the chair of Colleges Scotland.

3   Regional Business

3.1 In June I hosted a DYW board meeting. We also arranged a tour of the college for members, guided by Andy Glen.   Andy and I had a pre meeting with the president of the Chamber of Commerce.

3.2 I have enjoyed one to one meetings with most board colleagues over the summer. Including with our new SA President and Vice President. I am delighted that Nikki has agreed to join the DYW board.

3.3 I was very pleased to attend both Dumfries and Stranraer Graduation Ceremonies.

3.4 I have attended 2 Crichton Campus Leadership Group (CCLG) meetings. The second of these included discussion on the response from Scottish Government on the request for funding which had been submitted following a visit by the Deputy First Minister in September 2017. It is hoped that a more focussed second approach can be made following full consultation among all stakeholders.

3.5 I have held meetings with the Crichton Trust Chief Executive, and with the director of the company which is commissioned to prepare a local skills assessment. With the latter I was able to make some introductions to business employers. I was pleased to hear of progress and ongoing work on the exciting Care Campus project from Crichton Trust.

3.6 I have attended 2 Community Planning Partnership Board Meetings.

4   Recommendation

It is recommended that the Board note the contents of this report, and members are invited to comment and discuss.

Brian Johnstone
Regional Chair
1 October 2018

Board of Management

Principal and Chief Executive Report – October 2018

1 Purpose of the Report

To provide members with an update on key college and Policy initiatives.

2 The Report

2.1 College Management Structure

The recruitment process has now been completed and an updated structure diagram is attached. Maggie Hall, Curriculum Manager for Creative Industries will join us in early November.

2.2 Flexible Workforce Development Fund

The FWDF fund will continue for 2018-19 with some minor changes to the process.

2.3 Awards

As previously communicated, the College received a Highly Commended Award (Widening Access category) for the Breakfast Club initiative at the prestigious Herald Higher Education Awards held in Glasgow at the end of June.

We have also been shortlisted in 2 categories for the College Development Network Awards - Colleague of the Year (Alison Martin for her work and achievements with the Princes Trust) and Sustainability (Whole College Sustainability Ethos, attitude, leadership and drive). The winners will be announced at the College Development Network Awards Event to be held on 25 October 2018.

2.4 Graduation Ceremonies

College graduation ceremonies held in Stranraer and Dumfries to celebrate learner success from 2017-18, were both extremely successful with a high number of graduates attending each of the events. From academic session 2018-19, both events will be held in August (Stranraer was previously held in June) at a time when it is hoped most staff and students are able to attend.

2.5 College Sector Contractual Arrangements with Construction Industry Training Board

Discussions have been ongoing over the summer but it is expected that a resolution is close to being reached in that CITB, SQA and the Colleges have agreed to delay introducing the new delivery framework until 2019-20 to enable all parties to agree a delivery model and associated appropriate pricing model. Colleges are currently awaiting a formal letter from SQA agreeing to this proposal. Once this is received we will be in a position to sign the formal Modern Apprentice contract for 2018-19 with CITB.

2.6 Enrolments 2018-19

Full time enrolments are down by approximately 90 compared to 2017-18 but there has been an increase in school/college links number from 439 in session 2017-18 to 488 in session 2018-19. It is too early to predict if we will achieve our credit target as we will need to wait until our Early Student Retention figures are available (cut-off date is 1 November 2018). College Leadership team are monitoring actual v targets on a monthly basis.

2.7   Scottish Youth Parliament and Scottish Rural Parliament

The Scottish Youth Parliament was held in our Stranraer campus over the summer and the campus will also host the Scottish Rural Parliament in November 2018.

2.8   Employers Association and National Bargaining

An Employers Association Residential event was held in September where discussion took place on matters such as structure and governance, nominations to working groups and negotiating teams, pay strategy, and current state of negotiations with Unions. Alex Linkston was re-elected as Chair of the Employers Association and Paul Little (Principal & CEO at City of Glasgow College) was confirmed as Vice Chair. The pay offer to support staff was ratified which, if accepted would achieve a 2.5 year settlement. The Executive of the Support Unions are recommending acceptance of the pay offer to their members.   The National Job Evaluation scheme was also ratified by the Association and a contract between the provider and the EA will now be concluded enabling the job evaluation process to begin. It was noted that EIS were holding a consultative ballot with their members regarding the pay offer. Subsequent to this event the EA have been notified that the offer has been rejected.

2.9   Colleges Scotland Parliamentary Reception and meeting with the Minister for Further and Higher Education

As Chair of the College Principals Group and Vice Chair of Colleges Scotland Board, the Principal was part of a small group invited to meet with the newly appointed Minister for Further and Higher Education, Richard Lockhead, prior to the Colleges Scotland Parliamentary Reception. This was very much an introductory meeting with the Minister who was interested to hear about the key achievements in the sector.

During his speech at the Reception, the Minister highlighted the key role colleges have to play in delivery digital skills, reducing the poverty attainment gap and in supporting local and national economies. The Reception was very well attended with representatives from the college and university sectors as well as MSPs, and sectoral and associated agencies.

College HN Photography students has been chosen to take the photos of the event and were given a tour of the Chamber by Iain Gray MSP and Colin Smyth MSP. Emma Harper MSP and Finlay Carson MSP were other local representatives who came along and gave their support to the college and the wider event.

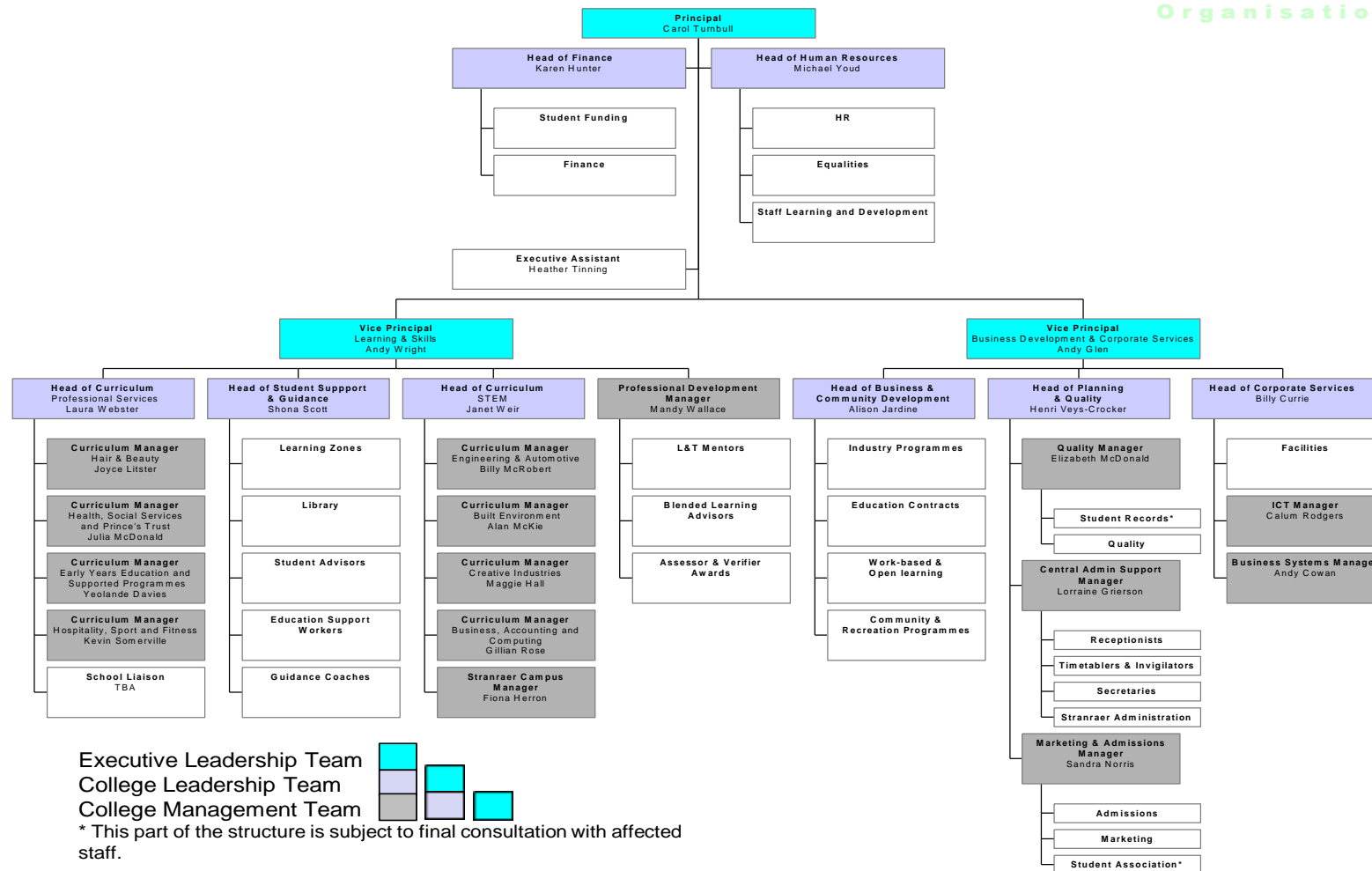### *2.10   General Teaching Council Scotland Accreditation*

A formal accreditation panel meeting was held in the college recently to consider the College's request to receive formal accreditation from GTCS. This involves ensuring our Staff Development Policy and procedures align with GTCS standards for professional development and professional updating for staff. This in turn means that, provided staff follow the College's Staff Development policy, staff development undertaken will count towards professional registration requirements for our staff.

The formal outcome has yet to be announced but the panel reported positively on the strategic vision in terms of the professional development of staff and commented on the enthusiasm and professionalism of staff.

3   Recommendation

Members are asked to note the update.

Carol Turnbull, Principal.   October 2018

Principal
Carol Turnbull

Head of Finance
Karen Hunter

Student Funding

Finance

Head of Human Resources
Michael Youd

HR

Equalities

Staff Learning and Development

Executive Assistant
Heather Tinning

Vice Principal
Learning & Skills
Andy Wright

Vice Principal
Business Development & Corporate Services
Andy Glen

Head of Curriculum
Professional Services
Laura Webster

Curriculum Manager
Hair & Beauty
Joyce Litster

Curriculum Manager
Health, Social Services
and Prince's Trust
Julia McDonald

Curriculum Manager
Early Years Education and
Supported Programmes
Yeolande Davies

Curriculum Manager
Hospitality, Sport and Fitness
Kevin Somerville

School Liaison
TBA

**Head of Student Suppport
& Guidance**
Shona Scott

Learning Zones

Library

Student Advisors

Education Support
Workers

Guidance Coaches

Head of Curriculum
STEM
Janet Weir

Curriculum Manager
Engineering & Automotive
Billy McRobert

Curriculum Manager
Built Environment
Alan McKie

Curriculum Manager
Creative Industries
Maggie Hall

Curriculum Manager
Business, Accounting and
Computing
Gillian Rose

**Stranraer Campus
Manager**
Fiona Herron

**Professional Development
Manager**
Mandy Wallace

L&T Mentors

Blended Learning
Advisors

Assessor & Verifier
Awards

**Head of Business &
Community Development**
Alison Jardine

Industry Programmes

Education Contracts

Work-based &
Open learning

Community &
Recreation Programmes

**Head of Planning
& Quality**
Henri Veys-Crocker

Quality Manager
Elizabeth McDonald

Student Records*

Quality

**Central Admin Support
Manager**
Lorraine Grierson

Receptionists

Timetablers & Invigilators

Secretaries

Stranraer Administration

**Marketing & Admissions
Manager**
Sandra Norris

Admissions

Marketing

Student Association*

Head of Corporate Services
Billy Currie

Facilities

ICT Manager
Calum Rodgers

Business Systems Manager
Andy Cowan

Executive Leadership Team
College Leadership Team
College Management Team
* This part of the structure is subject to final consultation with affected
staff.

Dumfries & Galloway College Management Team Structure

October2018

Board of Management

Report to the Board by the President of the Students' Association

1 Introduction

The purpose of this report is to update the Board of Management on recent developments in the Students' Association.

2 NUS/SPARQS Events/Training/Equality & Diversity Training

NUS – Wednesday 15th August.

The Development Consultant and the Deputy President came to the Dumfries campus to carry out training for the Student Association President and Vice President. Advice was given on the importance of our roles, and how effective we can be in them. We discussed differing leadership styles and how to approach leading a campaign.

Equality & Diversity – Tuesday 4th September.

The Equality and Diversity officer gave us training at the Dumfries Campus. A range of subjects were explored to highlight different human characteristics, and how this diversity is positive for the college and community. We delved into the equality across the college and outwith, eliminating prejudice and discrimination, and the impact on HR practices.

SPARQS - Friday 21st September.

The Development Consultant came to the Dumfries Campus to carry out training for the Student Association President and Vice President. The training explored 'That's Quality'; to familiarise us with the quality framework, quality processes and importance of student engagement. The training included information on the support from different sector agencies; NUS, Scottish Funding Council, Sparqs, CDN, and Education Scotland.

3 Student Association Events

The following activities were organised by the Student Association and Quality.

3.1 Fresher's Week - Monday 20th August – Friday 24th August

A variety of organisations visited both college campuses during Freshers week providing guidance and advice.

Dumfries campus freshers included; Avon / Addaction / Midsteeple Quarter Project / Smoking Matters / Skills Development Scotland / Community Safety Wardens / D & G carers centre / D & G Electoral Registration / NHS Sexual Health / Victim Support / Stewartry Care Recruitment / Womens Aid / Soul Soup / Samaritans / Citizens Advice / Midsteeple Box Office / Robert Burns Theatre / The Stove Network / Blueprint 100 / DGHP / Foot & Health Clinic / Perfect 10 Nails & Beauty / LGBT Youth / D & G Council - Domestic Abuse & Violence against women partnership / Loreburn Housing / Rape Crisis / Stagecoach / LGBT Plus / C U Thru / Morrisons Community Champion / Step Together / Frendz / Scottish Health Council / Police Scotland.

In addition Dumfries had activities from 'Let's get Sporty', Daffy Dill, and a BBQ was put on for staff and students.

Stranraer campus freshers included; Community Safety Wardens / Smoking Matters / Skills Development Scotland / Citizens Advice / NHS Sexual Health / The Hollywood Trust / Oyster Festival / Loreburn Housing / D & G Council Electoral Registration /Rape Crisis/ Daffy Dill.

3.2 Stranraer Fun Day

Their campus BBQ was held at the date of Tuesday 25th September, with the addition of inflatable activities.

There has been really positive feedback from the students after both events, we are planning to have a re-fresher's fun day at both campuses in January, and an end of year Summer BBQ.

3.3 Macmillan Coffee morning - Stranraer Friday 28th September / Dumfries Monday 1st October

The Student Association, staff and students came together to hold coffee mornings on both campuses, to raise money for Macmillan Cancer Support.

Board of Management

The Stranraer event was organised by Care, Hospitality, and assisted by the Student Association and Stranraer Reception Staff. As well as a coffee morning, a Macmillan lunch was provided by staff and students for £8 p/p. The amount raised is still being tallied, I will have this information by the time of the meeting.

The Dumfries event was organised by the Student Association and assisted by staff and students, raising £171.56.

4   Attendance at Meetings

The President and Vice President have attended various meetings since the start of the session, including:

- Executive Team meetings
- Inductions with Executive Management & Curriculum Managers
- Education Scotland
- DYW – with Programme Director and Chair of Chamber of Commerce
- Police Scotland – with community officers at both campuses
- Community Sports & Activities Manager / Disability Sports / Community Sports & Clubs – Stranraer Campus
- NHS Mental Health Partnership – Stranraer Campus
- Domestic Violence & Coercive Control – Dumfries Campus, with Luis Pombo
- Equality & Diversity
- Board Induction with Regional Chair and Secretary to the Board
- Learning & Teaching Committee
- NUS
- SPARQS
- DG Vibes

5   Moving forward
Upcoming activities for the next month and onwards include;

- Health & Wellbeing Plan with the new NHS Mental Health Partnership.
- Expand upon Student Association Clubs & Societies starting.
- Work in Partnership with DG Vibes and online platforms to promote Student Association Activities and interests.
- Volunteering Award to be offered to Student Executive, Student Council and Class Reps who work in partnership with the Student Association.
- Continue working in partnership with SPARQS, NUS and Education Scotland to access training, campaigns and events
- Promote our key focuses this year; Mental Health & Sustainability.
- Raise funds and awareness for our chosen charity – 'Support in Mind'.
- NUS – Work towards higher accreditation for Healthy Body Healthy Minds
- NUS – Responsible Futures.
- NUS – Mini Environmental Projects; on campus and in the community.
- NUS – Student Eats; including setting up 'grow your own course'.
- Upcoming – World Mental Health Day, Wednesday 10th October.
- Upcoming – Black History Month, October.
- Upcoming – Climate Change Week, week starting Monday 29th October
- Upcoming – Halloween, Wednesday 31st October.
- Upcoming – First Curriculum Days, October – Hair & Beauty.
- Upcoming – VR activity
- Upcoming - CDN Training – Stirling, Tuesday 23rd October
- Upcoming – NUS Training – Student Eats, for Responsible Futures, Manchester, Tuesday 30th October
- Upcoming – NUS Training – Sustainability Summit, for Responsible Futures, Manchester, Wednesday 31st October.

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

Board of Management

6   Recommendation
6.1   It is recommended that the Board note the contents of this report

Nikki-Marie Vjatschslav
President
Students' Association

September 2018

1

Student Association

Working Plan

2018-2019

Board of Management

August 2018

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

Board of Management

September 2018

Event	Date	Notes
Class Rep information week	W/C Monday 3 September	Information and displays organised by Quality. SA copied in for providing information/talking to classes if requested.
Student ideas/clubs and societies	W/C Monday 3 September W/C Monday 10 September	Sign-up sheets outside the SA.
Learning and Teaching Committee	Tuesday 4 September	Attended by President and Vice President.
Class Rep elections	W/C Monday 10 September W/C Monday 17 September	Organised by Quality. SA copied in for info.
World Suicide Prevention week	Tuesday 11 September (Dumfries) Thursday 13 September (Stranraer)	Manned information stands by Police Scotland (Risk Unit) and display by SA.
Radio meeting (DG Vibes)	Tuesday 18 September	Co-ordinated by Student Engagement Officer with SA support.
Domestic violence and coercive control meeting	Tuesday 18 September	Luis Pombo, Dumfries and Galloway Council
Lunchtime football	Wednesday 19 September (Stranraer) Monday 24 September (Dumfries)	Overseen by SA Exec, SA Liaison Officer and Student Engagement Officer. Run by students.
Sparqs training (in-house)	Friday 21 September	Sparqs attending college to provide That's Quality training for SA Executive.
Class Rep Training	W/C Monday 24 September	Provided by Student Engagement Officer with SA support.
National Fitness Day	Wednesday 26 September	

Board of Management

Equality and Diversity training	Tuesday 4th September	
Macmillan Coffee Morning (Stranraer)	Friday 28 September	
Charity decision	Throughout month	Information provided to Students. • Support in Mind Scotland • Blood Bikes • Trussell Trust & Apex

October 2018

Event	Date	Notes
Macmillan Coffee Morning (Dumfries)	Monday 1 October	
Class Rep Training	W/C Monday 1 October	Provided by Student Engagement Officer with SA support.
Curriculum Rep/Student Council Elections	W/C Monday 8 October	
Board of Management	Tuesday 9 October	
World mental Health Day	Wednesday 10 October	

Board of Management

Climate Change Week / Water bottles	W/C Monday 29 October	
Halloween	Wednesday 31 October	
Black History Month	Throughout month	
Grow your Own / Student Eats	Throughout month	
Hairdressing Curriculum Day	TBC	

November 2018

Event	Date	Notes
Bonfire night	Monday 5 November	

Board of Management

Recycling week	W/C Monday 12 November	
Volunteering week	W/C Monday 12 November	
Anti-bullying week	W/C Monday 12 November	
Children in Need	Friday 16 November	http://www.bbc.co.uk/corporate2/childreninneed
International men's day and Mowvember (men's health and well-being awareness month)	International men's day 19 November Men's health across the month	
Alcohol awareness	Tuesday 13 – 19 November	
NHS Blood drive	Tuesday 13 November	Open to staff and students. In the Henry Duncan Building. To be advertised by Student Engagement Officer and SA.
Learning and Teaching Committee	Tuesday 20 November	
College open doors and Christmas market	Thursday 29 November	
St Andrews Day	Friday 30 November	

Board of Management

Business Curriculum Day	TBC	
First Class Rep Meeting	TBC	Theme 1 - Retention
Student Council Meeting	TBC	

December 2018

Event	Date	Notes
World Aids Day	Monday 3 December	
International volunteers day	Wednesday 5 December	
Board of Management	Tuesday 11 December	
Class Rep Christmas Hamper Appeal (Trussell Trust and Dumfriesshire and Stranraer Foodbank)	Throughout month	
Student Council Meeting	TBC	

Board of Management

Built Environment Curriculum Day	TBC	
Student Christmas event	TBC	

January 2019

Event	Date	Notes
Refreshers and Health Week	W/C Monday 14 January	
Burns Night	Friday 25 January	
Holocaust Memorial Day	Monday 28 January	
Student Council Meeting	TBC	
Second Class Rep Meeting	TBC	Theme to be determined from feedback from first Class Rep Meeting

Board of Management

Early years and Supported Programmes Curriculum Day	TBC	

February 2019

Event	Date	Notes
Chinese New Year	Tuesday 5 February	
Valentine's day	Thursday 14 February	
Student Volunteering Week / Saltire Awards / Volunteering Award	W/c Monday 19 February	
Fairtrade fortnight	W/C Monday 25 February	
Wear Red Day – British Heart Foundation	Tuesday 26 February	http://wearitbeatit.bhf.org.uk/
Learning and Teaching Committee	Tuesday 26 February	

Board of Management

Student Council Meeting	TBC	Self-Evaluation
Creative Industries Curriculum Day	TBC	
LGBT History Month	Throughout month	

March 2019

Event	Date	Notes
St David's Day	Friday 1 March	
Shrove Tuesday	Tuesday 5 March	
International Women's Day	Friday 8 March	
Red Nose Day (Comic Relief)	Friday 15 March	

Board of Management

St Patrick's Day	Monday 18 March	
Board of Management	Tuesday 19 March	
Health and Social Services Curriculum Day	TBC	
National No Smoking Day	TBC	https://nosmokingday.org.uk/
Third Class Rep Meeting	TBC	Self-Evaluation
Student Council Meeting	TBC	

April 2019

Event	Date	Notes
Student Association Executive campaigning	W/C Monday 22 April	

Board of Management

St Georges Day	Tuesday 23 April	
Student Association Elections	W/C Monday 29 April	
Engineering Curriculum Day	TBC	
Student Council Meeting	TBC	
Student Association Self-Evaluation	Throughout month	
Sexual Health Awareness (STD awareness month)	Throughout month	

May 2019

Event	Date	Notes
Learning and Teaching Committee	Tuesday 14 May	

Board of Management

End of year celebration	TBC	
Last Class Rep Meeting	TBC	Certificates
Student Council Meeting	TBC	
Sport Curriculum Day	TBC	
Executive Handover	TBC	

June 2019

Event	Date	Notes
Board of Management	Tuesday 4 June	

Board of Management

Student Association Projects for academic session 2018/19

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

Student Association Charities for academic session 2018/19

- Support in Mind Scotland
- Blood Bikes
- Trussell Trust & Apex (Foodbanks)

Board of Management

ANNUAL REPORT BY THE FINANCE AND GENERAL PURPOSES COMMITTEE TO THE BOARD OF MANAGEMENT

1   PURPOSE OF REPORT

1.1   To advise the Board of Management of the activities and decisions of the Finance and General Purposes Committee during Financial Period 2017-18.

2   BACKGROUND TO REPORT

2.1   The Finance and General Purposes Committee comprises a minimum of three members of the Board of Management, as well as the Principal and a staff representative. The Committee operates in accordance with written Terms of Reference approved by the Board of Management.

2.2   It is a requirement of the College's Financial Regulations that the Finance and General Purposes Committee provides the Board with an Annual Report so that all members can be fully informed of, amongst other things, the state of the College's finances.

3   ADMINISTRATIVE MATTERS

3.1   This report covers a twelve-month period from 1 August 2017 to 31 July 2018

3.2   The membership of the Committee during the period was:

John Henderson (Chair)
Ros Francis
Kenny Henry (Staff representative)
Karen McGahan
Carol Turnbull (Principal)

3.3   Other attendees at Finance and General Purposes Committee meetings included:

Helen Pedley, Director of Organisational Development and Facilities
Andy Glen, Vice Principal Planning & Performance
Ann Walsh, Secretary to the Board
Brian Johnstone, Chair of the Board
Delia Holland, Board member
Karen Hunter, Finance Manager
William Currie, Facilities Manager
Heather Tinning, Executive Team Assistant

3.4 During the relevant period, the Finance and General Purposes Committee's formal meetings were as follows:

Date of Meeting:	Committee members present:
20 September 2017	John Henderson Ros Francis Kenny Henry Karen McGahan Carol Turnbull
28 November 2017	John Henderson Karen McGahan Carol Turnbull
27 February 2018	John Henderson Ros Francis Kenny Henry Karen McGahan
22 May 2018	John Henderson Ros Francis Kenny Henry Karen McGahan Carol Turnbull

There was an average attendance of 4.25 committee members (85%).

4   FINANCIAL MANAGEMENT

4.1 The Committee is responsible under the terms of the College's Financial Regulations to ensure that the College has a sound system of internal financial management and control and a robust mechanism for considering financial issues.

4.2 The Committee scrutinises the College's annual revenue and capital budget, and recommends the Annual Budget for approval to the Board of Management. The Committee thereafter monitors performance throughout the year in relation to the approved budgets.

4.3 The Committee scrutinises the Annual Financial Statements of the College, including the Operating and Financial Review, and recommends them for approval by the Board.

4.4 The Committee also review and approve the College Financial Statements Return and Financial Forecast Return, which are based on the Financial Statements and Annual Budget respectively, prior to submission to the SFC.

Board of Management

4.5 In order to assess the ongoing financial position of the College during the year, and the changing environmental and other issues which affect the College, the Agenda for each Committee meeting during 2017-18 included the following Items:

- **Financial Update** – to monitor operating results against budgets, and assess the forecast out-turn for the financial period;

- **Aged Debt Report** – to monitor client and student debt balances, and approve any proposed write-offs of unrecovered debts;

- **Cash Flow Forecasts** – to monitor the College's actual bank balances and assess forecast balances for the financial year.

4.6 The Committee have monitored the ongoing developments in implementation of the National Pay Bargaining and pay harmonisation throughout the year. Reports on the negotiations with Trade Unions, the modelling of the costs and the subsequent impact on College budgets have all been discussed on a regular basis throughout the year.

4.7 The Committee has assessed the ongoing programme of developments for the College estate, including the impact of SFC's Estates Condition Survey, and also reporting under the College Carbon Management plan.

4.8 The impact of the ONS Re-classification on the College has continued to be considered by the Committee during the year. The disclosure and reporting of expenditure, including 'net depreciation cash budget' has been considered in detail by the Committee, as well as reporting the impact of the accounting adjustments in the annual financial statements. The Committee will continue to assess those issues in the coming year.

5 ANNUAL BUDGET

5.1 The Annual Budget for 2017-18 was approved in May 2017. The Management Accounts were monitored against the budget during the current year, including developments and changes impacting on the results and forecasts as well as the impact of expenditure from the College's 'depreciation cash' budget.

5.2 The 2017-18 Management Accounts considered by the Committee at its meeting in May 2018 forecast an underlying break-even out-turn for the year to July 2018. Timing issues at the end of the financial year have resulted in a draft underlying operating deficit at July 2018 of £74,000.

5.3 The budget for 2018-19 was approved by this Committee and recommended the draft budget to the Board of Management.

Dumfries & Galloway College

Board of Management

6 ANNUAL FINANCIAL STATEMENTS

6.1 The College Financial Statements for the twelve-month period August 2016 to July 2017 were approved by this Committee in November 2017 and recommended to the Board of Management.

6.2 The management accounts for 2016-17 forecast a break-even operating out-turn. The accounting adjustments for the pension valuation at 31 July 2017 has resulted in a net charge of £641,000 against operating results for the period, and costs for the Staff Voluntary Severance Scheme and the 2015-16 pay award were met from 'depreciation cash grants'. This additional expenditure and the accounting adjustments for the Pension Valuation resulted in a financial accounts deficit for the period of £965,000. The notes to the accounts set out the underlying operating position, which shows an operating surplus of £35,000.

6.3 The College prepares financial statements in accordance with the Financial Reporting Standard (FRS) 102, and as capital grants require to be disclosed as creditors in the balance sheet, total creditors at 31 July 2017 amount to £25,426,000. The deferred grants now included in current liabilities amounts to £758,000 which has resulted in a net current liability position in the College balance sheet at 31 July 2017.

6.4 The College Financial Statements for the twelve-month period August 2017 to July 2018 are in draft form, and the external audit is scheduled to commence in September 2018. The auditors will issue their final report when the work has been completed.

7 OTHER MATTERS

7.1 There are no capital finance matters arising which require the Board to obtain prior written consent from SFC.

7.2 The Finance and General Purposes Committee will review any 2017-18 underlying operating deficit at its November 2018 meeting.

7.3 The Committee will monitor the financial impact of the South of Scotland Economic Partnership (SOSEP) STEM project over the next 12 months. In addition, the Committee will continue to consider the impact of National Bargaining on the College budgets and financial sustainability as well as the ongoing impact of the Public Sector budgeting and reporting requirements, including the budget treatment of non-cash accounting transactions.

7.4 The continued uncertainty over SFC grant funding levels, and reduction in budget funding will remain a challenge for the Committee.

7.5 The final payment of the Lennartz agreement with HMRC is due to be paid in September 2018, and as a result the College's working capital and cash balances are expected to be relatively small. The profile of grant income and related expenditure will require to be closely monitored to ensure sufficient funds are available to cover ongoing costs.

7.3 There are no other foreseeable events that will affect the work of the Finance Committee.

8   OPINION

8.1 The Finance and General Purposes Committee's view on the Board of Management's responsibilities, as described in the Financial Regulations, is that they have been satisfactorily discharged.

8.2 The Finance and General Purposes Committee's view is that

- *The College's financial affairs are planned, conducted and controlled so that its total income is sufficient, taking one period with another, to meet its total expenditure, and its operational financial viability is maintained, subject to ongoing treatment of depreciation cash funds for HM Treasury reporting purposes and the College's inability to set aside funds for future capital replacement; and*

- *The Board of Management has taken all reasonable steps to ensure that the College has sufficient financial resources to meet its need in the form of cash and other liquid assets or borrowing facilities or has plans to generate such resources, and this will continue to be monitored given the likelihood of ongoing funding reductions.*

Audit Committee

ANNUAL REPORT OF THE AUDIT COMMITTEE 2017-18

1   PURPOSE OF REPORT

1.1   To advise the Board of Management of the activities and decisions of the Audit Committee during Financial Period 2017-18 and to provide opinions on matters specified by the Code of Audit Practice.

2   BACKGROUND TO REPORT

2.1   It is a requirement of the Code of Audit Practice and the College's Standing Orders and Financial Regulations that the Audit Committee provides the Board with an Annual Report so that all members of the Board can be fully informed of, amongst other things, aspects of the system of Internal Control.

3   ADMINISTRATIVE MATTERS

3.1   The period covered by this report is the twelve-month period 1 August 2017 to 31 July 2018.

3.2   The membership of the Committee during the period was:

Hugh Carr, Chair
Delia Holland
Pat Kirby
Stuart Martin
Naomi Johnson

3.3   Other attendees at Audit Committee meetings include:

Brian Johnstone, Chair of the Board of Management
Carol Turnbull, Principal
Andy Glen, Vice Principal Planning & Performance
Helen Pedley, Vice Principal Corporate Services (until December 2017)
Ann Walsh, Secretary to the Board
Karen Hunter, Finance Manager
Representative from RSM, Internal Auditors
Representative from Scott Moncrieff, External Auditors

3.4 During the relevant period, the Committee's formal meetings were as follows:

Date of Meeting:	Board members present:
19 September 2017	Hugh Carr Delia Holland Pat Kirby Stuart Martin Naomi Johnson
21 November 2017	Hugh Carr Pat Kirby Stuart Martin Naomi Johnson
21 February 2018	Hugh Carr Pat Kirby Stuart Martin Naomi Johnson
18 May 2018	Hugh Carr Pat Kirby Stuart Martin Naomi Johnson

There was an average attendance of 4.25 members (85%).

4   INTERNAL AUDIT

4.1 RSM acted as internal auditors throughout the year.

4.2 RSM have provided their Annual Audit Report for 2017-18. The opinion for the 12 months ended 31 July 2018 was as follows:

'*Head of internal audit opinion 2017-18*

The organisation has an adequate and effective framework for risk management, governance, internal control and economy, efficiency and effectiveness.

However, our work has identified further enhancements to the framework for risk management, governance, internal control and economy, efficiency and effectiveness to ensure that it remains adequate and effective.'

A copy of the full report is detailed in RSM's Annual Internal Audit Report - Year ended 31st July 2018.

Audit Committee

4.3 A summary of the internal audit undertaken, and the resulting opinions, is provided below:

Assignment	Assurance level	Uncategorised	Actions agreed		
			H	M	L
Student Activity Data	Substantial assurance		0	0	0
Student Support Fund	Substantial assurance		0	0	0
HR Management Sickness Absence	Reasonable assurance		0	1	4
Complete Training Solutions	Reasonable assurance		0	3	1
Student Journey	Reasonable assurance		0	2	3
Procurement	Reasonable assurance		0	0	4
Follow-up of Previous Internal Audit Recommendations	Reasonable progress				
General Data protection Regulation (GDPR)	No formal audit opinion provided	11			
Total (2017-18)		**11**	**0**	**6**	**12**
Total (2016-17)			3	17	11

4.4 The recommendations are categorised by the auditors according to the level of priority – High, Medium and Low, and are prioritised to reflect the auditors' assessment of risk associated with the control weaknesses.

In addition, Suggestions may be included as part of the Action Plan reported. These are not formal recommendations that impact the overall audit opinion, but used to highlight a suggestion or idea that management may want to consider.

6 of the recommendations made during the year were categorised as Medium Priority, with 12 categorised as Low Priority.

No High Priority management actions were made during the year.

4.5 Where a recommendation is not accepted this is documented in the individual audit reports considered by the Audit Committee. In general, recommendations may not be accepted where it is considered that the benefits of implementation are outweighed by the costs.

3

4.6 RSM undertook an advisory review of the College's approach to addressing the changes required under the General Data Protection Regulation (GDPR). The review highlighted that the College had made significant progress towards compliance with the regulation and 11 uncategorised management actions were agreed to address the issues arising from the review. The report is a factual report and does not provide a level of assurance, or internal audit opinion.

4.7 Assurance on the adequacy of internal controls within the College arises only from the results of reviews that have been completed during the period in accordance with the programme approved by the Audit Committee. In this context it is important to note that:

- It is management's responsibility to maintain internal controls on an ongoing basis;
- The internal audit function forms part of the overall internal control structure of the Board; and

- Whilst the Internal Auditors have planned their work so that they have a reasonable expectation of detecting significant control weakness, internal audit procedures do not guarantee that fraud will be detected.

It is the responsibility of internal audit to assess the adequacy of the internal control arrangements put in place by management and to perform testing to ensure that these controls were operating for the period under review.

5   EXTERNAL AUDITORS

5.1 The external auditors throughout the period were Scott Moncrieff Chartered Accountants, Exchange Place 3, Semple Street, Edinburgh.

5.2 The external auditors were appointed by Audit Scotland for the five-year period 2016-17 to 2020-21.

5.3 The fundamental objective of the planning, approach and execution of the audit is to enable the auditors to express an opinion on whether or not the financial statements, as a whole, give a true and fair view of the activities of the College since the last audit and of its state of affairs as at the Balance Sheet date.

5.4 We confirm that the external auditors have been approved by the Auditor General in accordance with the Code of Audit Practice and the letter from the Auditor General dated 20 April 2000 for provision of external audit services for the financial period 2017-18.

5.5   The external audit of the financial statements for the period ended 31st July 2018 commenced in September 2018, and Scott Moncrieff are expected to issue their report 'Dumfries and Galloway College 2017-18 Annual Audit Report to the Board of Management and the Auditor General for Scotland' in November.

6   THE FINANCIAL STATEMENTS

6.1   The External Auditors will provide their Annual Report to the Board of Management following completion of their work as noted above

7   VALUE FOR MONEY PROGRAMME (VFM)

7.1   RSM did not perform a specific value for money review at the College, but considered the value for money arrangements as part of the Procurement and Complete Training Solutions (CTS) reviews.

7.2   Both reviews resulted in reasonable assurance opinions and management actions were raised to improve the control framework.

8   OTHER MATTERS

8.1   There are no matters arising from trusts, joint ventures, subsidiary or associated companies.

8.2   There were no issues of alleged fraud/irregularity investigated during the audit period.

8.3   There are no foreseeable events that will affect the work of the Audit Committee.

9   GOOD GOVERNANCE

9.1   In line with the 'Code of Good Governance for Scotland's Colleges' the College Internal and External Auditors have access to the Audit Committee members to discuss any issues without College staff being present.

9.2   At the Audit Committee meetings held on 19 September and 21 November 2017, the Chair asked members of the Executive Management Team and Finance Manager to withdraw from the meeting in order for the Committee to meet privately with internal and external auditors, in accordance with the Code of Good Governance for Scotland's Colleges. The Chair sought feedback from internal and external auditors on any matters they wished to raise without staff present. Both advised there were no concerns or observations that needed to be raised, and there was good transparent working between the Board and Operational Team.

10   OPINION

10.1   The Audit Committee's opinion will be reported for the final report following completion of the Financial Statements audit, when the External Auditors' reports are available.

11   RECOMMENDATION

11.1   It is recommended that the Board take note of the work of the Committee for the period August 2017 to July 2018.

Board of Management

Crichton Campus Consolidated Outcome Agreement 2018-19

Introduction

The attached report is for information only for Board Members for the 2018-19 Crichton Consolidated Outcome Agreement.

Purpose of Report

To inform Board Members of the key priorities to deliver for the Consolidated Outcome Agreement 2018-19 including

- Collaboration
- Widening Access
- High Quality Learning and Teaching
- World Leading Research
- Greater Innovation in the Economy
- High Performing Institutions

Recommendation

The full outcome agreement is attached to this paper, Board Members are asked to note the contents of the document only.

Andy Wright
Vice Principal Learning and Skills
24 September 2017

Consolidated Outcome Agreement for the Crichton Campus

2018-19

Consolidated Crichton Outcome Agreement

The *consolidated* Crichton Campus Outcome Agreement is a unique collaborative arrangement between college and university partners to provide higher education opportunities in a region of Scotland that does not have a university. It also seeks to develop the research and knowledge exchange capacity in the region through the Crichton Campus.

The *consolidated* Outcome Agreement for the Crichton Campus is an agreement between the Scottish Funding Council and the academic partners on the Campus. These are The Open University in Scotland (OUiS), Scotland's Rural College (SRUC), Dumfries and Galloway College (DAGCol), University of Glasgow (UoG); University of West of Scotland (UWS). The Outcome Agreement for Crichton is *consolidated* from the main Outcome Agreements for each of the institutions involved and supported by the wider CCLG partners of The Crichton Trust, Crichton Foundation, Crichton Carbon Centre, Dumfries & Galloway Council, NHS Dumfries & Galloway, Scottish Enterprise and Skills Development Scotland.

SFC recognises that not all of the aspects of the Framework for the *consolidated* Outcome Agreement for Crichton will be relevant to every institution. In recognition of the diversity of the partners and the partnership approach to delivery in and for the South West of Scotland, SFC encourages institutions to interpret and apply the Crichton Campus OA Framework in a way that is appropriate to their particular context and mission and in a way that best reflects their contribution to the Crichton partnership.

A collaborative approach
Higher and further education provision in Dumfries and Galloway needs to be responsive to the needs of a rural area characterised by out-migration of young people and lower levels of progression into higher education. Higher education operates in a much wider national and international context and that the opportunities and benefits this brings should be accessible to learners in Dumfries and Galloway.

The Crichton Campus Leadership Group (CCLG) was established in 2013 by Scottish Government to facilitate a distinctive response to the education, training and skills needs in Dumfries & Galloway. The administration of the CCLG is supported by the SFC. Through engagement with all key stakeholders, including academic partners, the CCLG has an important role in identifying potential activity and supporting efforts to maximise the collective impact of the Crichton Campus for the wider economic benefit of the region. Membership of the CCLG is detailed at Annex 2.

The Joint Academic Strategy Group (JASG) facilitates interaction between the CCLG, the academic and non-academic partners and enables institutions to share strategic visions and to plan for collaborative provision at the Crichton Campus and across Dumfries & Galloway.

Through their input to the Crichton Campus, the academic partners provide access to training and skills development, undergraduate and postgraduate study, and research opportunities through a distinctive educational partnership. Each academic partner has its own character and contributes to the unique arrangement that is the Crichton Campus.

Both the CCLG and JASG respect the individual institutions' autonomy and their direct relationship with the Scottish Funding Council.

Benefits of a collaborative approach
The Crichton Campus partnership is an important economic driver for the South West of Scotland. The contribution higher, and further, education have to make to the economic development and future sustainability of the region is fundamental.

As the third largest "business" after the Local Authority and NHS, the institutions connected to the Crichton Campus provide opportunities for knowledge exchange based employment and growth. The educational and academic offering has resulted in new and additional jobs in the region, e.g. Dumfries and Galloway College is a significant regional employer with approximately 310 staff and University of Glasgow staffing levels have also more than doubled since 2010 with currently over 50 employees.

A partnership approach has enabled development of a critical mass in student numbers, activity and funding leverage that would otherwise not exist. There has been steady growth in student numbers. In 2016/17, over 8,400 students were enrolled to study at the Crichton and across the region. This represents a year on year increase in student numbers of over 1,300 and although a high proportion of learners are local to the region, the Campus also benefits from a growing number of learners from the rest of the UK and international students, choosing the Crichton Campus, as their preferred location for study. The following table provides a summary of student numbers per institution during 2016/17.

Institution	Number of Students 2016-17
Dumfries & Galloway College	6,750 (1,170 HE)
SRUC Barony Campus	276 (FE and HE) 5 (PG)
Open University	446
University of Glasgow	347
University of the West of Scotland	645
Total Number of Students Enrolled to Study across the Crichton academic partners	8,469

The Universities of Glasgow and West of Scotland have received funding for specific student places for Crichton from SFC since 2001. The SFC also provides support for shared services infrastructure costs on the Campus which benefits students from all partner institutions. However, in recent years the collective capacity of the academic partners to attract strategic funding to activity in the region has intensified. An additional £2m provided by the SFC has supported partnership initiatives such as the South of Scotland Knowledge Transfer Partnership (Skills Utilisation); Crichton Institute; and the Crichton Campus Development Manager post. There has also been success in securing significant funding in support of research activity including support through the Bill and Melinda Gates Foundation in support of SRUC research and development work relating to dairy livestock breeding; from the Wellcome Trust for a major four-year end of life study led by the University of Glasgow; and EU INTERREG VA funding for a cross border partnership between UWS, Dundalk Institute of Technology and Queen's University Belfast to research the causes, treatment and potential prevention of COPD. The Crichton Carbon Centre has also attracted major European grant funding and the Scottish Funding Council has supported the research element of the National Centre for Resilience.

However, there is still a level of vulnerability, predicated by factors such as the rurality and population structure of the area, and it is recognised that the full economic benefit from the Campus has still to be realised.

Recognising the unique challenges faced in the region, the Scottish Government has committed to create a new South of Scotland Enterprise and Skills Agency to meet the needs of the South of Scotland. Through its model of supported distance learning, The Open University is well suited to service remote and rural environments and has identified significant opportunities to work across both Dumfries and Galloway and the Scottish Borders.

The Crichton Campus will have a significant strategic contribution to make to the new enterprise agency for the South of Scotland, drawing on the strengths of the academic partners to explore new partnerships and innovative practices across the wider region. For example, the Academy of Care proposed development, may have potential to be extended to the Scottish Borders where there are similarities in the demographics around an ageing society.

The academic partners have also identified entrepreneurship and entrepreneurial skills as an area of opportunity for collaboration across the South of Scotland. Each of the academic institutions develop and foster entrepreneurship as a key graduate attribute, deliver skills-based learning and related research, work with business, industry and Third Sector. This is an area where the individual institutions on Crichton Campus can collaborate to co-ordinate a unique offering to benefit learners and the region.

Regional Context

Demographics and Economy

The regional context of Dumfries and Galloway in terms of demographics, economy, and skills base provides distinctive challenges for development and delivery of further and higher education within the region.

Rurality is a key characteristic. With a land mass of 6,426km^2 it is the third largest local authority in Scotland but has a population density of 23/km^2 - compared with the Scottish average of 68/km^2.

The population of Dumfries and Galloway in 2016 was 149,520[1]. The population is older compared to Scotland as a whole and there is a noticeable dip in the proportion of 20-34 year olds compared to the national average which suggests young working aged people are leaving the region to pursue work, training and other opportunities. Based on 2014 population projection data, it is estimated that the population in Dumfries and Galloway will be 142,882 by 2039; a decrease of 7,078 (5%). For comparison, the forecast national rate of change over this period is growth of seven per cent.

The most critical issue is that Dumfries and Galloway is expected to have a 20 per cent reduction in the size of the working age population (16-64). This is four times the anticipated decline of the working age population nationally. It is anticipated that the greatest growth will be in those aged 65 and over.

There are currently 6,290 business operating within Dumfries and Galloway. The business base is dominated by the agriculture, forestry and fishing sector, which accounted for 33% of all businesses in 2016. Other large sectors in the regional business base include construction (10%) and accommodation and food services (95). There is a noticeably lower share of businesses operating within the professional, scientific & technical sector than at the national level (7% in D&G compared to 19% nationally).

The profile of businesses by size is similar to Scotland, where 89% of registered businesses in Dumfries and Galloway are micro firms employing fewer than 10 people. Around 1% employs more than 50. The self-employment rate is significantly higher than the national average.

People and Skills

The proportion of school leavers in Dumfries and Galloway entering Higher Education in 2015/16 was 36% of all school leavers. Nearly a quarter (24%) entered Further Education and 29% entered employment. The proportion unemployed (seeking or otherwise) were 7% in 2015/16, just below the Scottish average of 8%. In 2009/10, this was around 11%.

Of those aged 16-64 years in Dumfries and Galloway (2016), there is a lower level of advanced qualifications (32%) at SCQF 7-12 than the national level (44%). This is the lowest level across all local authorities. The level of intermediate qualifications (SCQF 5 - 6) in the region is 35% - higher than the national level of 28%. The number of people within Dumfries and Galloway with no qualifications is 9%, which is just below the Scotland rate of 10%.

Demand for skills in the region is strongest at the upper skills levels (SCQF 7-10). However, there is still substantial demand for those with intermediate skills and much lower demand for those with lower or no qualifications. This is due to replacement demand, so progression to upper skills levels needs to be engendered and facilitated.

The region has a very self-contained labour market with low levels of out-commuting, reflecting isolation from major employment centres. With fewer people in the labour market, supporting continued workforce development and retaining skilled people within the workforce will be important in raising productivity and avoiding recruitment and replacement difficulties.

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[1] Regional Skills Assessment Dumfries and Galloway Insight Report (SDS, December 2017)

Priority - Collaboration		
Outcomes	**Commitments**	**Success indicators (how will we know?)**
Scotland's colleges and universities are coherent and well connected, contributing to all aspects of Scotland's educational, social and economic life. **The academic provision at the Crichton Campus supports the economic and business needs across the region.** **Learners at the Crichton Campus benefit from an enhanced and vibrant student experience as a result of collaboration between the Crichton academic partners.**	Commitment to engage with and contribute to the CCLG and JASG. Commitment to delivery of a breadth of learning opportunities and range of learner journeys in subject areas that are of importance regionally, nationally and internationally. Commitment to explore opportunities for collaboration with academic partners across the South of Scotland. Commitment to improving student experience of the Crichton Campus. Commitment to promoting opportunities at Crichton Campus. Commitment to fully utilise and strengthen CC Development Manager role to facilitate collaboration across academic partners and to facilitate employer engagement. Develop a sense of community for PGR staff and students connected to the Crichton Campus through the different institutions.	Produce refreshed Business, Computing and IT HE offering for D&G region; remove duplication, competition and develop pathways and articulation in Business, digital skills, computing and IT. By June 2019. D&G Col and UWS. Scope Academy of Care project. Establish potential to extend partnership to Borders region. By Dec 2018. OUiS, D&G Col, UWS, UoG. Scope content and delivery of *enhanced* HNCs at Dumfries & Galloway College to enable advanced standing progression to University of Glasgow as per project brief funded through SFC Strategic Funds. By June 2019. UoG, D&G Col. Identify and scope a suite of marine related programmes in the West of the SoS region. By March 2019. D&G Col, SRUC. Finalise proposal for SoSEP for a technology enabled network connecting schools and colleges across SoS (June 2018). Scope capacity for Crichton and SoS HEIs to use network to widen HE provision across the region (by Jan 2019). If successful with SoSEP, deliver project. By Dec 2019. D&G Col (and Borders College). Deliver Planning For Your Future programme and residential. June 2018 and June 2019. All institutions. Review of Shared Services lead by UWS and UoG to be completed. Commitment made in 2017-18 OA. Revised date by June 2019. UWS, UoG. Further develop Campus facilities taking account of findings from Student Survey (January 2018), including exploring shared promotion of Campus and facilities to entire student population. Academic partners in partnership with Crichton Trust to lead. Identify a project team and produce a Business Case for the Care Campus, building on the evidence developed through LEADER project. By Mar 2019. All institutions, the Crichton Trust.

The Crichton Campus academic partners, in partnership with the wider CCLG are developing a strategic Statement of Ambition.

Over the five years (2018-2022), the academic partners are committed to contributing to the economic, social and cultural life of Dumfries and Galloway by

- supporting efficient learner-focused pathways through school, FE and HE – including postgraduate and research degrees;

- attracting people to the region from other parts of Scotland, the wider UK and internationally; and

- increasing research capacity and interdisciplinary collaboration on the Crichton Campus.

Case Study: Planning For Your Future Residential Event

The Scottish Government has placed a strong emphasis on enhancing and streamlining the learner journey and also on equal and fair access to ensure that all young people are able to select from a range of fairly distributed, high quality post-school opportunities that best match their aptitude and ambition. The Crichton Campus partners recognise that improving and sustaining the school links to address these challenges are best tackled collaboratively.

Building on existing engagement between individual partners and schools, a multi-partnership introduced a new programme for Dumfries and Galloway - Planning For Your Future (PFYF). In June 2017, a pilot 3-day residential experience was hosted by SRUC at The Barony, for S3 pupils considering senior phase choices. Sharing learning from existing national initiatives such as the Kickstart Summer School and Reach Programme and taking account of recent research undertaken across the West of Scotland on widening participation, representatives from Dumfries & Galloway College; SRUC Barony Campus; The Open University in Scotland; University of Glasgow; University of the West of Scotland; Skills Development Scotland; Dumfries & Galloway Council Education Services and Employability and Skills Service all collaborated to design the content and delivery of the programme.

Monitoring and evaluation arrangements for the programme are two-fold:

1. capturing immediate impact and evaluating the success of the programme through collating feedback from participants; and
2. a longitudinal study that would provide a more in depth learning from the programme and track longer-term impact.

The University of Glasgow will work with Local Authority officers to develop methodology for the long term study to measure the impact of the programme on destination choices made by pupils and the sustainability of those choices.

Having taken on board learning from the pilot, plans for a 2018 event are being progressed through a Strategic Steering Group, with Dumfries and Galloway Council taking the lead co-ordination role. The academic partners on the Crichton Campus have agreed to support delivery of the programme again in 2018.

Priority 1 Widening access – learning that is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds		
Outcomes	**Commitments**	**Success indicators (how will we know?)**
Enhanced opportunities to engage with higher education opportunities in Dumfries and Galloway **Enhanced learner journeys with more and better pathways for learners** **Scotland is a more equal society because learning is accessible for all communities**	Strategic commitment to widen access to HE through the Crichton Campus Strategic commitment to widen participation in HE through the Crichton Campus Strategic commitment to enhance learner journeys with more and better pathways for people in Dumfries and Galloway Strategic commitment through the JASG to identify and address gender imbalances academic partners can collectively have an impact upon	Institutions in receipt of places should include a commitment to report the funded places for Crichton Campus through the 'Crichton OA' (FTE and headcount) as indicators. Statement on articulation and progression opportunities for learners. Reporting on articulation and progression opportunities for learners in and from D&G. Continue to work in collaboration with partners to review and adapt the Planning for Your Future programme with schools: - deliver second residential event for S3 pupils across D&G in 2018 - support monitoring and evaluation activity. Identify subject areas offered through Crichton Campus that have a gender imbalance - share recruitment and marketing good practice - give consideration to gender balance in the design and delivery of the Planning for your Future Programme in June 2017 - identify in the refreshed Joint Academic Strategy subject areas that offer the best opportunity for partners to work collaboratively.

University of Glasgow

The core purpose of the University of Glasgow at Dumfries is to create a world class, research intensive university environment in niche areas matched to the Dumfries and Galloway location, thereby serving regional and national stakeholders whilst working in an international context. Our vision for the Dumfries Campus is for it to be a centre of world-class interdisciplinary teaching, research and lifelong learning. Its areas of specialism include: environment, culture, health, wellbeing, social policy, education and tourism. Our objective is for activity on the Campus to reach the highest academic standards and to support the social and economic needs of the region. We seek to do this from a position of institutional strength that makes it possible for the University to engage with the considerable partnership and collaboration opportunities that are to be found on the Crichton Campus.

In 2017-18, the University of Glasgow is funded to deliver 293.5 undergraduate places and 18 PGT to support HE provision in Dumfries and Galloway at the Crichton Campus. Annex 1 sets out how UoG deliver this across our range of programmes.

University of Glasgow also receive SFC strategic funding which helps support our infrastructure, in particular the Rutherford-McCowan building – this funding is fully utilised. UoG will account for use of this funding through the consolidated annual self-evaluation progress report on Crichton to SFC in October covering the preceding academic year.

Maintain and develop our portfolio of WP schools outreach and adult learner programmes alongside our partnership and collaborative work to widen access to UoG, but also the rest of Scotland.

Our school in Dumfries has received the Athena SWAN Bronze Award and is now implementing the action plan. The University Gender Action Plan was submitted in summer 2017 and will seek to address gender issues across all our campuses.

A review of the approach to joint infrastructure and services is being led by University of Glasgow.

We will expand the findings of our SFC funded Impact for Access project 'Engaging with MD40 pupils in High Progression Schools', which has significant relevance to the Dumfries and Galloway context.

Our presence in Dumfries also allows us to support some key Scottish Government initiatives. For example, by offering Articulation places in partnership with Scotland's Colleges, particularly Dumfries and Galloway College, appropriately qualified HNC students are admitted directly into year 2 of our MA in Health and Social Policy. In this way we provide students from both within Dumfries and Galloway and further afield, the opportunity to study at a world leading university while helping to meet both the Scottish Government's Regional and Accessibility Agenda.

Table 1

UoG	2017-18	2016-17
Number of entrants with known D&G postcodes to UoG HE programmes	UG 110 PGT 34 PGR 5 Total 149	UG 89 PGT 21 PGR 3 Total 113
Number of entrants to UoG HE programmes delivered at the Dumfries Campus (QV HC)	UG 94 PGT 28 PGR 3 Total 125	UG 93 PGT 18 PGR 5 Total 116
Number of Scotland-domiciled HN entrants progressing to UoG programmes at Dumfries Campus	2	3

University of West of Scotland

UWS is committed to delivering education across four diverse campuses in Scotland: Ayr, Dumfries, Lanarkshire and Paisley. UWS is the biggest provider of higher education in Dumfries and Galloway, serving an area of high priority for the Scottish Government. In 2017-18, UWS will allocate 330 FTE funded student places to support HE provision in Dumfries and Galloway at the Crichton Campus and Annex 1 sets out how UWS deliver this across our range of programmes.

UWS also receive SFC strategic funding which helps support infrastructure, in particular the Dudgeon House building. UWS will account for use of this funding through the consolidated annual self-evaluation progress report on Crichton to SFC in October covering the preceding academic year.

Our regional footprint means we not only address SIMD 20/40 challenges, but are also able to tackle rural challenges – particularly in Ayrshire and in Dumfries and Galloway. Of the 2017/18 headcount at Crichton Campus, 443 students are Scotland-domiciled. In 2016-17, 20.7% of UWS students on the Dumfries campus were from SIMD40 areas.

In addition, UWS acknowledges the SFC's Widening Access and Retention Funding which allows the institution to implement a range of initiatives aimed at continuing its strong performance in widening access and participation. These initiatives include:
- Investing in the role of Programme Leaders (as part of a wider Student Attainment Project) and other support staff
- Providing support for care leavers
- Developing partnerships with local colleges
- Widening the approach to contextualised admissions
- Transition programmes to support school pupils' move to university.
- UWS has also implemented a range of initiatives to improve retention rates with help from this funding.

UWS is among the sector leaders for delivering articulation opportunities. The scale and experience of delivering articulation means UWS can provide articulation and progression opportunities to a wide range of subject areas to learners in Dumfries and Galloway.

UWS recognises that Dumfries and Galloway College has unique challenges in terms of securing a flow of students into degree courses and ensuring their sustainability. Again, the scale of articulation at UWS means we can provide an agile response to learners at Dumfries and Galloway College. Subject areas in which we have developed a flow of articulating students include Accountancy, Business, Digital Art, Information Technology, and Performance.

In addition UWS has the following arrangements in place with the College to facilitate:
- formal articulation agreement for students in social work – this includes provision of staff time for teaching at HNC level and a summer school ahead of level 8 entry. Numbers are not fixed but places are guaranteed for students reaching the agreed entry criteria.
- formal articulation agreement for Computing supporting level 9 entry guaranteed for students meeting specific entry criteria.
- HNC Childhood Practice into Level 8 BA Hons Childhood Studies is a classic '1+3' model delivered in three campuses, with 20 students from Dumfries and Galloway College articulating to this programme in 2017/18.

We will continue to work with the College to identify how we can best support progression needs on a cohort by cohort basis.

In 2017-18, over half of students who articulated to a UWS programme at the Crichton campus did so with advanced standing – a total of 30 students (55.6%). UWS is committed to increasing this to 60 per cent by 2019/20 in line with SFC ambitions.

UWS has been working to establish Progression Agreements for pupils who take part in Routes for All with four partner colleges, including Dumfries and Galloway College who were first to agree to guarantee interviews for pupils who had taken part in the programme.

Table 2

UWS	2018-19 planned FTE	2017-18 FTE	2017-18 H/C	2016-17 H/C
Number of entrants with known D&G postcodes to UWS HE programmes	N/A	New 212 Total 481	New 316 Total 670	361 new 715 total
Number of entrants to UWS HE programmes delivered at the Dumfries Campus	New 149 Total 370	New 135 Total 330	New 198 Total 444	379
Number of Scotland-domiciled HN entrants progressing to UWS programmes at Dumfries Campus	New 40	30	30	37

The Open University in Scotland

The Open University in Scotland is committed to widen access to higher education across the region. The supported open learning model the OU operates means we can offer our full curriculum across all of Dumfries and Galloway providing a flexible mechanism of meeting the needs of individual and businesses. We will continue to surface opportunities to widen access to higher education and work to support specific needs of particular groups of students.

We are committed to enhancing opportunities for learner journeys for people in Dumfries and Galloway. The Open University in Scotland has a formal Articulation and Progression Agreement in place with Dumfries and Galloway College which allows students who have successfully completed any HNC or HND qualification to progress to part time, flexible, degree level study with the University. These arrangements provide the opportunity for any HNC/HND student to progress with full credit transfer to the BA/BSc Open degree programme, or for students from identified degree programmes to progress with credit to a related named OU undergraduate programme.

We will undertake an annual review of this partnership to identify opportunities for additional articulation pathways from HNC/HND qualifications into named degree programmes

We aim to increase the number of students articulating to the Open University in Scotland in 2018/19 and will undertake an agreed programme of activity with Dumfries and Galloway College to achieve this aim.

The Open University in Scotland has a unique arrangement with Dumfries and Galloway College – through the provision of a Learning Space on the college campus. Learning Spaces give OU students in the college catchment area access to IT, library, study and other social facilities.

We will build on collaboration with the Dumfries Carers Centre and extend access outreach activity via third sector organisations and other key local stakeholders.

We will undertake a short term piece of consultancy work to explore opportunities with employers, the third sector and other potential partners to enable the OU to broaden and build its profile and reach throughout Dumfries and Galloway.

Table 3

The OU in Scotland	2017-18 planned FTE	2015-16 baseline FTE
Number of UG entrants with known D&G postcodes to OU in Scotland HE programmes	72	70.3
Scotland-domiciled HN entrants from D&G postcode progressing to OU in Scotland programmes with credit transfer	5	3.6
Number of Scotland-domiciled UG entrants from D&G postcodes with a HN background	13	11.5

SRUC

SRUC planned delivery for 2018/19 at the Barony Campus is 125 FTE for higher education and 4,700 credits for further education.

SRUC will, for its learners in the region:
- Commit to making learning accessible, providing opportunities for all and supporting all learners through their learner journey and to reach a successful conclusion.

- Embed its access and inclusion strategy and focus on providing support and guidance to all learners, using technology where appropriate.

- Identify education and skills needs in the Food and Drink sector, using SRUC's specialism to support the sector, particularly in relation to primary production

SRUC is fully engaged with Developing Scotland's Young Workforce and has identified staff to engage with the relevant DYW Regional Group. SRUC is also improving the level of schools liaison achieved by resourcing a new part-time secondment post to coordinate and develop future activity for schools within SRUC.

SRUC does have particular subject areas at the Barony Campus which are susceptible to gender imbalance. Veterinary Nursing (and to a lesser extent Animal Care) courses remain predominantly female while Land-based Engineering programmes remain predominantly male. SRUC is engaged with a project in collaboration with the Equality Challenge Unit to investigate the causes and impacts of the gender imbalance in specific courses, with a view to seeing what activities and strategies can be employed to mitigate this.

To build on previous successful events, SRUC will this year aim to use a portion of its allocated University Innovation Fund to fund a Knowledge Exchange focused campus Community Open Day. This event aims to raise awareness of courses in the local community, widening our reach to the community more generally than just a focus on the rural sector, and showcase the impact of SRUC research, teaching and services to the land-based sector.

Table 4

SRUC	2018-19 planned	2017-18	2016-17
Number of entrants with known D&G postcodes to SRUC HE programmes	Not yet available	24	29
Number of entrants to SRUC HE programmes delivered at the Barony Campus, Dumfries		77	77

Dumfries and Galloway College

Dumfries and Galloway College is a partner in a unique and successful collaboration between Universities and Colleges on the Crichton Campus. The partnership comprises University of Glasgow, University of the West of Scotland, SRUC, Dumfries and Galloway College and The Open University in Scotland.

The presence of Universities within the region has been welcomed and Dumfries and Galloway College was the first College to be awarded direct articulation into the 2nd year of a University of Glasgow degree programme. However, the University offering on campus does not match College programmes in all areas and there are only limited opportunities for articulation and progression.

One of the most significant challenges facing the College is the lack of advanced standing articulation opportunities in Dumfries and Galloway. Currently we have 8 associate places with University of Glasgow (to be confirmed for 2017-18). It can be difficult to reach articulation agreements with universities because of the low numbers involved in each curriculum area. Understandably, it is far easier for universities out with the region to concentrate on larger and closer colleges. This is supported by the recently published annual report from Professor Scott where he states "universities should commit to substantially increasing the number of transferring HN students they admit".

It is challenging for the colleges to sustain HE provision to HND level given the small numbers involved in some curriculum areas. However, this provision is threatened by the preference of universities for students to articulate from HNC to their degree programmes. This undermines the college's ability to maintain local HE progression routes and sustain viable group sizes.

Dumfries and Galloway College believes that the most effective solution would be to allocate the articulation funding to the College on a ring fenced basis. This would support widening access in a number of ways. Firstly, it would greatly enhance the ability of the College to negotiate articulation arrangements with universities and, secondly, it would also enable the College to establish innovative solutions to building local capacity.

The College is working closely with The Open University in Scotland to develop an Academy of Care. This maps out all provision available across the region and will be used to engage with stakeholders to identify and address gaps in provision, introduce new programmes as required and provide clear progression and articulation routes.

The establishment of the South of Scotland Economic Partnership provides the opportunity for the two Colleges in the South of Scotland to work in partnership and one such solution could be the creation of local HE academies, established in partnership with universities, focussing on key sectors for the regional economy. Delivery would be in college using a combination of college and university resources. Both Colleges have identified STEM as a key sector for development in their regions, and for the nation. The awarding of articulation funding to the College would enable us to negotiate with appropriate partners, e.g. The Open University in Scotland, to establish locally delivered articulation routes.

An example of this is the proposed articulation route within creative industries into The Glasgow School of Art (GSA) degree courses. We have proposed to GSA instead of articulation of Dumfries and Galloway students from HNC course to study in Glasgow at GSA, that GSA consider taking students from the HND course and delivering the degree element at the College. The reason for this is threefold:

1. This would allow all creative art students equality of opportunity, and not just those who are able to move to Glasgow to complete their degree.
2. Offering 10 funded places to students directly from the HNC course would reduce the number progressing to HND level, perhaps making it no longer viable and again having an impact upon the opportunity for students within our region.
3. By offering a final year in art at degree level in Dumfries, we may attract students from out with the region who will benefit from the region that many artists choose to live and work in. e.g. Kirkcudbright being renown as "The artists' town". We feel this would be beneficial to both our region and those who may wish to consider studying part of their degree course here.

In summary, our strategy is to negotiate for increased regional delivery of University study in sectors of key economic importance and, where funded places are the appropriate route, for these to be from HND directly into year 2/3 of University.

Table 5

D&G College	2018-19	2017-18 (to date)	2015-16	2014-15
Volume of **credits** delivered at HN level		9272	6533	6055
Number of students articulating with advanced standing		55	N/A	50
Number of HN students progressing to HE level study without advanced standing		N/A	N/A	36

Case Study: Curriculum Development in Stranraer and Wigtownshire

In May 2017, a Curriculum Development Advisor was appointed to undertake a study on behalf of Dumfries and Galloway College and Dumfries and Galloway Council (Education Services and Economic Development) to identify the challenges and opportunities for curriculum development in Stranraer and Wigtownshire for the next ten years.

Numerous stakeholders from education, economic development, business and community were consulted as part of the research and a detailed report was provided and presented to the Steering Group.

Key messages and next steps included:

- Any curriculum development has to take account of global changes around skills demand – e.g. requirement for digital and technological skills.
- Stakeholders welcomed this piece of research and there is an interest and willingness to work with the College and Council's education department to develop training and skills that meet the needs of the west of the region.
- The College and Council will jointly develop innovative education and skills delivery solutions that link school and community learning directly into the College, thereby providing clear pathways for all learners, not matter what stage in their learning.
- The College will appoint a Stranraer Campus Development Manager who will have an outward facing role to establish appropriate stakeholder relationships that support business and community development.
- A Curriculum Development Strategy for Stranraer and Wigtownshire will be developed. The strategy will consider an opportunity for the creation of a centre for rural technology and digital entrepreneurship, with particular emphasis on food technology, engineering and tourism related activities. However, this will be dependent on demand, availability of funding and partner support.

Priority 2 – High quality learning and teaching – an outstanding system of learning that is accessible and diverse where students progress successfully with the ability, ideas and ambition to make a difference		
Outcomes	Commitments	Success indicators (how will we know?)
A more successful economy and society with well prepared and skilled learners progressing with the ability and ideas to make a difference. Scotland has an outstanding system of learning where learners are progressing successfully and benefiting from world-class learning experience in the hands of expert lecturers delivered in modern facilities.	Strategic commitment to ensure that learners at the Crichton Campus have the opportunity to develop the skills and attributes to succeed and contribute to the economy and to society. Where appropriate statements should describe strategies to: - develop sustainable, relevant provision at the Crichton Campus; - evidence how your institution meets the current and future skills requirements of Dumfries and Galloway outlined in the Skills Investment Plans and other relevant labour market information; - internationalise the student experience; - support more students to successfully achieve their learning aims on the Crichton Campus.	Institutions to monitor student satisfaction. Institutions to individually monitor retention. Increased number of international and UK students' engagements with activity at Crichton.

University of Glasgow

In support of a world-class educational experience, we have institutional and local strategies and action plans to increase overall satisfaction with the student experience as measured by the NSS and as captured in our institutional KPIs. This includes UoG students at the Crichton Campus.

Focusing on entry to years 1 and 2 of the undergraduate degrees, we are developing strategies to enhance transition into, and engagement in, University life especially for Scottish domiciled students, students with caring responsibilities and care leavers. Specific interventions:
· Course-specific buddy schemes;
· School engagement events;
· Partnership working with FE Colleges where Articulation Agreements are in place/are being developed, particularly in Dumfries.

As outlined in our Learning & Teaching Strategy, we are undertaking University-wide activity to enhance interdisciplinary learning and support increased outward mobility.

Development of a graduate attributes strategy and recognition scheme leading to revised use of the HEAR.

We will monitor the impact these strategies have for our students on the Crichton Campus.

University of West of Scotland
We will maintain established links with umbrella organisations in the locality, building on the strong networks established by the Crichton Campus Leadership Group and the Crichton Campus Development Manager.

The percentage of Scottish-domiciled full-time first year undergraduate UWS students returning to study in year two has increased in recent years from 85.4% in 2014-15 to 87.7% in 2016-17 (excluding guaranteed places). Retention at the Crichton campus is slightly higher than the UWS average at 89.3% in 2016-17. However, UWS' retention rate remains below the national average.

UWS have taken major steps to improve support for all our students. Support departments, including Registry, Admissions and Recruitment, Library, Student Services and Sport have been brought together under a single 'Student Life' grouping under a newly-created Director post. This new grouping aims to deliver a seamless, efficient and effective student support service across all UWS' campuses, including Dumfries. We will monitor the impact this has for UWS students at the Crichton Campus.

We will continue to work with the other academic partners in Dumfries to develop coherent provision that meets the needs of regional, national and international communities.

The University's academic Schools offer a range of initiatives to help UWS students reach a professional destination within six months of graduating. For example, a cross-campus careers fair is delivered within Health, Nursing and Midwifery; and cross-campus delivery of Aspiring Futures delivered by the School of Business and Careers and Employability staff.

UWS First Steps to Nursing module runs each summer allowing extra qualifications to be gained for entry to programmes and also to help prepare students for studying in Higher Education. Also, school open days are held to allow a taste of classes and to encourage aspirations and engagement, e.g. Nursing Open Day in December in partnership with NHS colleagues.

We will ensure these events are relevant and accessible to our students and potential students at the Crichton Campus.

SRUC
We will reflect on clear unmet needs within the land-based sector and how resources might need to be reprioritised in the short-medium term, including ESOL activity. We will complete this activity and provide an overview to the JASG and CCLG in December 2017.

Liaise with College partners to ensure a coherent curriculum offering in Scotland, with seamless progression opportunities. We will explore opportunities to strengthen our curriculum offering in Dumfries and Galloway with Dumfries and Galloway College in particular and with the other Crichton academic partners.

We aim to increase retention and the proportion of all SRUC students, including protected characteristic (and MD10/20/40) groups, successfully completing their course.

We will monitor the impact of these strategies on our students based in D&G.

The Open University in Scotland
The OU in Scotland will continue to explore how it can make a distinct offer to employers in the Dumfries and Galloway region to help them upskill their workforce and to contribute to the local economy. Well-developed regional links have now been established with a number of umbrella organisations in the locality, building on the strong networks established in the Crichton Campus Leadership Group and in collaboration with the Crichton Campus Development Manager.

Dumfries and Galloway College
DAGCOL 5 year Curriculum plan has been completed and 2018/19 plan is available.

Priority 3 – World-leading research – institutions, national and internationally connected with a global reputation for their research		
Outcomes	Commitments	Success indicators (how will we know?)
Increased profile of the Crichton Campus for research, including research that is regionally and nationally significant as well as internationally significant; **Scotland is a place that nurtures, develops and trains research talent.**	Strategic commitment to maximise the impact of research activity connected with the Crichton Campus; Strategic commitment to enhance research collaboration including research pooling, promotion of multi- and interdisciplinary working; Commitment to use SFC strategic investments in research to enhance research collaboration on the Crichton campus and to monitor the impact of collaboration through the OA process.	Develop framework and future strategy for the Crichton Institute; Increase the number of research collaborations connected to the Crichton Campus; Establish a Research Forum to enable interdisciplinary approach to identification of research opportunities. Implement opportunities for sharing PGR training on Campus.

Research is currently being undertaken at the Crichton Campus that is of international standing as assessed by the Research Excellence Framework (REF), as well as of national significance and of local importance.

For example, world class animal and veterinary science research is being conducted through SRUC Dairy Research and Innovation Centre. The University of Glasgow End of Life Studies Group is conducting research into palliative care and end of life issues in Scotland, internationally and worldwide; and the Scottish Government decision to locate and develop the National Centre for Resilience (NCR) on the Crichton Campus, also brings with it the expectation that the Campus will become a nucleus for academic and applied research relating to resilience and risk. The Crichton Carbon Centre (CCC), the well-established independent research, policy and project centre, continues to build a reputation for innovative, applied research, with a current focus in areas of rural resilience, sustainability and adaptation to a changing climate; and carbon farming, natural capital, land-use and ecosystem services.

University of Glasgow
We will carry out research audits and activities to enhance production of 4* outputs including, Interim Research Reviews which will appraise REF-readiness to enhance the self-calibration of our quality, and increase the generation of high-quality outputs and impact. We will support an emphasis on 4*-quality through various activities including 4* calibration workshops, masterclasses, and revised promotion and recruitment criteria.

We will develop a forum for sharing research expertise and exploring potential collaborations between campus partners. The University of Glasgow, School of Interdisciplinary Studies, is co-ordinating and developing a directory of the research interests based on the campus. In addition, the School has broadened an internal Research Forum to include wider partners, with the aim of identifying potential opportunities for increased collaborative research and knowledge exchange activity.

University of West of Scotland
UWS is relaunching a comprehensive Research and Enterprise Framework which will focus our effort and attention on producing high quality research outputs with a focus on 3*/4* research. This includes the launch of a £1 million Vice

Principal Research and Enterprise Fund for targeted investment, along with writing support and more internally funded studentships to increase capacity.

In parallel with this investment, we are developing a more coherent, planned approach to support academic staff participating in research and enterprise activities. The University has adopted three strategic themes – Health, Society and Sustainability – to provide a more coherent approach to the type of research facilitated within UWS, for example:

Case Study: COPD
COPD is an incurable respiratory condition characterised by progressive airflow reduction, breathing difficulties and irreversible lung damage (emphysema). It significantly impairs quality of life and has a high cost to health services and the wider economy. In 2011 the annual economic burden of COPD across the EU was estimated at approximately €141.4 billion.

COPD-related hospital admission is particularly prevalent across Scotland and Ireland. In Ayrshire and Dumfries & Galloway COPD-related hospital admission is amongst the highest in the UK.

UWS's Institute of Biomedical and Environmental Health Research is s a key academic partner in a €7.7 million EU INTERREG V supported cross-border research project, designed to better understand and alleviate the impact of lung disease.

In response to the Stern Review, UWS has started to plan for the next REF, using the best information available on the likely design and focus of the assessment. The University is taking a mixed approach involving monitoring and planning units, driven by the previous Unit of Assessment structure. We are also integrating a number of cross-disciplinary and thematic forums to prepare for a potential interdisciplinary focus in the next REF exercise. We will explore the opportunities this approach gives to maximise the impact of research activity connected with the Crichton Campus and to enhance research collaboration through the Crichton Campus.

SRUC
We will develop further mechanisms for research-informed teaching in 2018/19 and beyond, including for our provision in Dumfries and Galloway.

We will continue to build on our top ranking in Research Power for Agriculture, Veterinary and Food Science in Research Excellence Framework (REF) 2014 by seeking to grow the excellence and impact of our research via mentoring, strategic investment in new posts, and stimulating and monitoring impact from an early stage.

The region has also benefitted from the direct links established by the Crichton Institute with the Cross Party Group on Rural Policy at the Scottish Parliament through SRUC's Rural Policy Centre.

The Open University in Scotland
The Open University in Scotland is committed to run a wide range of knowledge exchange and public engagement events on the Crichton Campus, working in collaboration with Crichton Campus partners where appropriate. We will build on the successful events The OU in Scotland ran in 2017/18 particularly for those working in the health and social care and education fields.

We will contribute to the development of a framework and future strategy for the Crichton Institute.

Priority 4 – Greater innovation in the economy – a culture of enterprise and innovation leading to a more productive and sustainable economy		
Outcomes	Commitments	Success indicators (how will we know?)
The economy of Scotland and of Dumfries and Galloway is more productive and resilient with economic growth supported by innovation from our colleges and universities. Businesses in Dumfries and Galloway benefit from the Crichton Campus partners to improve their competitiveness, productivity and growth.	In relation to the Crichton Campus, institutions are asked to summarise their approach to innovation; In relation to engagement with the Crichton Campus, institutions are asked to summarise their approach to working with business, industry and public sector to find innovative solutions to support economic growth and impact on our society.	Identified priorities for employer and business engagement. Increased employer engagement. Progress on Care Campus concept – proof of concept completed. Crichton Campus partners support key sector in Dumfries and Galloway – as identified above through Care Academy approach and increased online education and training. Progress on Academy of Care concept. Define CCLG 'offer' to the new interim South of Scotland Economic Partnership and identify opportunities for engagement with the South of Scotland Enterprise Agency, including responding to the Scottish Government Consultation by June 2018.

Case Study: Re-imagining Care in Dumfries and Galloway

The idea of the Care Campus was a response to the real need arising from significant demographic changes and their anticipated impact on society, health and the economy, requiring imaginative and sustainable solutions. It is focussed on the unique possibilities that exist within the Crichton Campus and wider Estate to provide housing, social and community support with access to care for older people in Dumfries & Galloway, combined with innovation in education, skills development and research. It provides opportunities for academic, public, third and private sector organisations to collaborate in developing a model that can benefit the region, as well as inspire communities elsewhere.

Through the Crichton Institute, a Research and Development Group, led by The Open University in Scotland and including all the academic partners represented on the Crichton Campus, has assessed key aspects of the Care Campus concept. It has undertaken a global literature review of similar approaches; a regional study, consulting with a wide range of local stakeholders to seek out views on the viability of the concept; and a review of local economic engagement opportunities and potential benefits for this region. The work was shared successfully through a public dissemination event held at the Crichton on 11 October 2016. The event was able to test out the principles by which the Care Campus could develop.

Community participation/partnership working is fundamental to the approach and this will be a key feature as the project develops and the partners move to a "proof of concept" analysis for the Care Campus, through pilot projects, charrettes and in-depth analysis of local needs and educational, training and investment opportunities. LEADER and match-funding secured by The Crichton Trust will enable a two-year project to support the next stage of developing the concept further.

University of Glasgow

Through active participation in RKEC /RCDG, UoG is fully engaged in the shaping of UIF outcomes to meet national priorities and deliver against the plans submitted in January 2016. Glasgow is engaged in developing the UIF Evaluation Framework and is participating as lead for National Outcome 1 and contributor in the National Outcomes 2 to 7 in the RCDG led sector collaboration activity.

University of West of Scotland

UWS' goal is to create an environment which is welcoming to business and supports innovation and entrepreneurialism amongst its students and staff, across all campuses. The University is committed to fostering a culture of enterprise that will support economic growth locally and globally. We aim to build partnerships with business that support the development and delivery of our learning programmes, placements for our students and encourage our commitment to our students being work-ready.

At its core, UWS' enterprise strategy is to generate greater demand from business for its services, to make it easier for business to work with us and to help them innovate, internationalise and grow in an a way that has a positive social and cultural impact on Scotland, as well as economic benefits. We will do this by continuing to build strong partnerships in industry that enhance the learning experience of our students and staff and make them ready to make valuable contributions in the workforce.

SRUC

SRUC will implement a comprehensive programme of externally focused KTE for the rural and land based industries to multiple audiences (industry; policy; public) with emphasis on promoting innovation, enterprise and impact during 2018/19 in response to SFC, Scottish Government (RESAS), and other funding sources for KTE activities;

We will prioritise engagement with the public through key events, in particular to a schools audience with a defined schools engagement KTE strategy, with the purpose of delivering a defined relevant programme of KTE from our R&D programme to facilitate (a) awareness of the rural industries and current issues (b) contribute to appropriate curriculum development in schools. Funding for these activities will be maintained at 10% of the SFC UIF.

We will work in partnership with partners and stakeholders to appraise, and develop Foundation pathways in relevant vocational areas.

We will appraise the opportunities for higher level Technical and Graduate Apprenticeships and in particular their articulation and permeability with taught higher education provision

SRUC will undertake a systematic sampled evaluation of selected KTE projects and activities, with the purpose of assessing effectiveness, impact and reach. Such evaluation will be used to feedback in training days to those delivering KTE with the aim of achieving continuous improvement in KTE methodology and hence effectiveness and impact to key audience groupings (industry, public, policy).

The Open University in Scotland

The Open University in Scotland is committed to supporting innovation in the Dumfries and Galloway region through the Crichton Campus. As a provider across the Dumfries and Galloway region, we have students registered in all the main towns in the region and throughout many of the smaller and more remote localities. The current on-going upgrading to superfast broadband across the region will improve the delivery of learning and support for our students and potentially allows The Open University to reach an even larger audience.

Evolving from the work of the Crichton Institute, The Open University in Scotland has led and delivered a range of knowledge exchange events bringing specialists to the Campus to share thinking in areas related to education, health and social care and management. The events have been well attended by practitioners, policy makers and managers across the public, private and third sectors. Additionally, The Open University in Scotland has also led on collaborative events with the academic partners, cross fertilising institutional expertise and helping to profile the collective efforts of the institutions on the Campus. The Open University in Scotland will deliver further events in partnership including a knowledge exchange event with Dumfries and Galloway College.

The Open University in Scotland will continue to explore how it can make a distinct offer to employers in the region to help them upskill their workforce and to contribute to the local economy.

The Open University in Scotland will co-ordinate and lead on the development of the concept of an Academy of Care, a multi-institutional partnership involving representatives from all the academic partners. This will involve mapping the collective curriculum offer, and working with partners on the wider consultation of the concept. This development sits alongside the Crichton Care Campus led by the University of Glasgow. Both developments offer significant benefits and opportunities for the region as a whole, and the potential to engage communities, and service providers in the thinking and development.

Dumfries and Galloway College
The College recognises the significant role industry and business partners have in curriculum demand, design and delivery. It has a flexible approach to employer engagement ensuring the College can adjust and adapt to the changing economic, social and cultural landscape of the region and further afield.

Although the College is proactive in seeking to engage with the innovation agenda it faces a number of challenges in trying to progress this. It is important that the pivotal role that colleges can play in reaching into companies to try and support greater innovation – particularly in rural economies – is recognised. There is a real danger, that because of the lack of critical mass and demand, and the nature of the economy, there is not the same focus on the South as will be apparent in city regions. The College plays a key role in addressing this and it is essential that it is enabled to act as true partners and agents of Innovation Centres.

Innovation is relative. The leading edge technologies supported by Innovation Centres are often well beyond the reach and ambition of the SMEs and rural micro businesses. Nevertheless, it is essential for the economy that these businesses are encouraged and supported to innovate. We believe that the solution is to create mini hubs in Dumfries and Galloway working in partnership with the Innovation Centres with the technologies and expertise relevant to the majority of the regions businesses but with the ability to support and signpost to Innovation Centres as required. We would hope that some of the £.5m Innovation fund could be used to support such a development.

The College aims to play a leading role in the recently announced South of Scotland Enterprise Agency (SoSEA). We will work innovatively with partners to ensure that appropriate skills development are in place to enable businesses to develop under the umbrella of SoSEA. This will include developments in social media and transferrable skills via CTS for companies, accessing the College Innovation Fund to support business development and developing tailored solutions such as through our Energy Centre.

Priority 5 – High-performing institutions – a coherent system of high-performing, sustainable institutions with modern, transparent and accountable governance arrangements		
Outcomes	**Commitments**	**Success indicators (how will we know?)**
Scotland's colleges and universities are able to demonstrate value for money and impact for the public investment they receive.	Institutions are asked summarise how they ensure value for money in the use of public funding through joint activities, shared services and better procurement.	Gross carbon footprint

University of Glasgow

The University Strategy outlines three values: Passionate, Professional and Progressive, that carry key equality references including;

- Professional - we are committed to embracing diversity and difference and treating colleagues, students, visitors and others with respect.
- Progressive - we believe that studying at our University should be possible for anyone with the necessary talent, commitment and potential, regardless of background or belief.

University of West of Scotland

UWS is committed to reducing our carbon footprint. We have an ambitious corporate target to reduce our carbon emissions by 20 per cent by 2019/20 (compared to 2012/13 baseline). The University has succeeded in achieving this target ahead of schedule – in 2016/17 the University had reduced its carbon footprint to 8,651 tonnes of CO_2, a reduction of 21.9 percentage points compared to the 2012/13 baseline.

The University has signed up to the Universities and Colleges Climate Commitment for Scotland, and we have developed a Sustainability Plan which outlines our ambitions to embed environmental sustainability among our staff, students and community partners.

SRUC

SRUC's Carbon Management Plan (CMP) was published in March 2016, and identified performance and future actions to deliver the 40% carbon reduction by financial year 2019/20, based on 2014/15 as the reference year.

Procurement has a significant role to play in supporting SRUC's Strategic Plan. The aim is to promote the delivery of value for money through good procurement practice and optimal use of procurement collaboration opportunities.

The Open University in Scotland

The Open University in Scotland is committed to play a full and active role in supporting the Crichton Campus, through the Joint Academic Strategy Group and the Crichton Campus Leadership Group.

We have concluded that in order to enhance The Open University in Scotland's work in the Dumfries and Galloway region, we require support with funding for a post physically located on the Crichton Campus. We will work with the SFC to discuss what that remit would look like to help us achieve and deliver on our wider aspirations.

Dumfries and Galloway College

Refreshed shared services agreement ensuring value for money and learner needs is being progressed and ongoing.

Annex 2 - Crichton Campus Leadership Group (CCLG) Membership

Organisation	Members
Independent	Chairman
	Member
Dumfries & Galloway College	Principal
	Regional Chair
University of the West of Scotland	Chief Operating Officer
	Campus Director
University of Glasgow	Vice-Principal and Head of College of Social Sciences
	Head of the School of Interdisciplinary Studies/Director of Campus
Scotland's Rural College	South West Faculty Dean
	Knowledge Exchange Director
Open University in Scotland	Depute Director (Planning, Resources and Engagement)
	Learning and Teaching Co-ordinator
Crichton Carbon Centre	Chairman of the Board of Trustees
	Trustee
Crichton Foundation	Convenor
Crichton Trust	Chief Executive
	Chairman of the Board
Dumfries & Galloway Council	Chief Executive
NHS Dumfries & Galloway	Chief Executive
	Chairman of the Board
Scottish Enterprise	Director Rural Operations
Skills Development Scotland	Regional Skills Planning Lead - South West
Scottish Funding Council	Kathryn O'Loan
Third Sector Representative	
Student Representative	
Community Planning Partnership	
Business Representative	
Scottish Government	

Board of Management

Update from Strategic Dialogue Meeting – Wednesday 3 October 2018

1 Purpose of the Report

To provide members with an update on key strategic issues discussed at Strategic Dialogue Meetings (change of title to Quarterly Liaison Meetings moving forward).

2 The Report

2.1 Background

Scottish Government, Scottish Funding Council and Colleges Scotland representatives meet on a quarterly basis to discuss topics of common interest that are or could affect the sector. I attend in my capacity as Chair of College Principals Group and Vice Chair of the Board of Colleges Scotland.

There were 2 items discussed which I would like to bring to the Board's attention as these will directly impact on the college.

2.2 Scottish and College Sector Budget

Uk Government have recently announced that they will present their 2019-2020 budget on 29 November 2018.

Scottish Government have not yet finalised a date for the Scottish Budget but reminded the group of the launch of the Medium Term Financial Strategy during the summer in which the economic return on investment from Further and Higher Education is recognised but advised that there is likely to be no real term growth in the budget over the next 5 years.

The College Spending Review submission was welcomed by Scottish Government in that is clearly sets out the 'ask' of the sector on key initiatives and priorities and Audit Scotland's report strengthens the need for financial stability for the sector but this remains a financial challenge for the Government.

The letter of guidance is still to be issued but the sector is being urged to think creatively about the longer term with particular focus on the learner journey; skills alignment and in-work training. This will have implications in terms of the funding model and activity measurement. From other papers being presented today, the Board should take assurance that the College is already taking steps to ensure curriculum aligns with skills needs and an increase in part-time programmes. One of the key rationales behind the South of Scotland Skills & Learning Network project is to provide access to relevant, more flexible, learning opportunities, including for those already in work.

2.3 Increased employer contributions to Teachers Pensions

On Thursday 6 September 2018, the UK Government published the draft HM Treasury Directions following the 2016 actual variations which included that the Discount Rate (the assumed rate of investment return going forward) would be reduced further from 2.8% to 2.4% from April 2019. This

will lead to a rise in employer contribution rates to compensate for the lower anticipated investment return.

In addition, the Scottish Public Pensions Agency (SPPA) wrote to the Scheme Advisory Board (SAB) on Monday 24 September 2018, informing members that following the application of the assumptions in the draft Direction referred to above (which are provisional at this time), the results show there has been a breach of the cost cap floor. This has occurred to a level where Regulations require steps to be taken to restore the employer cost to the target level.

The combined impact of these situations has been provisionally calculated by the UK Government Actuary's Department as an increase in the employer contribution rate of 5.2% for the Scottish Teachers' Pension Scheme. Whilst HM Treasure has made some indication of additional funding in 2019/20 (only) to offset the increases, this has stopped short of a commitment to fully mitigate the impact.

Scottish Funding Council confirmed at the meeting that this would cost in the region of £10m per annum for the College sector, slightly less for the University sector.

Scottish Government representatives confirmed that they were seeking urgent talks with UK government regarding the implications (and future funding) related to this matter.

3 **Recommendation**
Members are invited to note the update on key strategic issues.

Carol Turnbull
Principal
October 2018

Audit Committee

Minute of the Meeting of the Audit Committee of the Board of Management of Dumfries and Galloway College held on 18 May 2018 at 2 pm in Room 2009

Present:	Hugh Carr (Chair)	Pat Kirby (via Facetime)
	Stuart Martin	Naomi Johnson
In attendance:	Andy Glen (VP Planning & Performance)	Karen Hunter, Finance Manager
	Rob Barnett (RSM)	David Eardley (Scott-Moncrieff)
	Brian Johnstone (Board Chair)	Ann Walsh (Board Secretary)
Minute Taker	Ann Walsh (Board Secretary)	

1 Welcome and Apologies

The Chair welcomed members to the meeting. Apologies were received from Carol Turnbull.

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 Minute of Meeting of 21 February 2018

The Minute of the meeting of 21 February 2018 was approved.

4 Matters Arising

4.1 New Audit Committee Member required

There has been no response to the request for volunteers to join the committee. The Chair has approached a Board Member and is awaiting a response

4.2 GDPR e-learning training for Board Members

e-learning module is in place, with a request for all Board Members to complete this by 25 May 2018. To date, 4 Members have completed the training.

The Vice Principal, Planning and Performance advised that 53% of college staff have completed the training to date, with a target of 100% completing the training by 25 May 2018

4.3 Internal Audit Contract

The contract with the current internal auditor, RSM, has been extended for a further year pending the new contract guidance

5 Internal Audit Reports

5.1 Follow-up on Previous Recommendations

Rob Barnett (RSM) spoke to the report. This is a review that was undertaken as part of the 2017/18 internal audit plan, to provide assurance that all previously agreed management actions have been adequately implemented. The College has demonstrated reasonable progress, implementing the three high actions, 9 of the medium action and in the process of implementing the remaining 5 medium actions. Outstanding actions have completion dates and will be followed up.

Audit Committee

Members noted the report and were content that the college is making satisfactory progress towards the recommendations.

5.1.1   Action Tracking Spreadsheet

The Finance Manager presented this reporting spreadsheet reviews high and medium risk recommendations that are outstanding from internal audits. These will be followed up through the College Operational Team (COT) Meetings and monitored by the Audit Committee

Members noted the report and welcomed the reassurance of being informed of progress on management actions identified through internal audit

5.2   Student Journey

Rob Barnett (RSM) spoke to the report. The audit was provided to give assurance on the controls in place at the College to attract, identify and retain students at risk of leaving. He reported a good result, providing reasonable assurance with some improvement actions have been agreed around record keeping on AdminNet and provision of funding information to students.

Members noted the report.

5.3   Complete Training solutions CTS

Rob Barnett (RSM) spoke to the report. The audit was provided to give assurance on that robust and adequate controls are in place at CTS. The outcome is that the college can take reasonable assurance regarding the controls in place. Actions agreed include a review of the costing methodology, ensuring that the gross costs of staff are included and to ensure courses are not being priced too low and to develop an employer engagement strategy

Members noted the report.

5.4   Internal Audit Plan 2017-20 (Updated)

Rob Barnett (RSM) spoke to the report. This is a three year rolling plan developed with the College Principal, Finance Manager and Audit Committee along with the internal audit team/s, taking consideration of the strategic risk register. He advised that the audit fees have been held, with no change to the daily rate and that there are no conflicts of interest.

Members noted the Updated Internal Audit Strategy for 2017-20.

5.5   Progress Report

Rob Barnett (RSM) spoke to the Internal Audit Progress Report, providing an update regarding progress against the 2017/18 Internal Audit Plan. Of note is that the final internal audit of the year, Value for Money will be replaced by GDPR. The Value for Money opinion will be taken from the Procurement review. The GDPR review will be undertaken in June 2018 to ensure the college is compliant with responsibilities under the new regulation. This will be reported to the Audit Committee at the September 2018 meeting

Members noted the Internal Audit Progress Report

5.6 Procurement 2017/18

Rob Barnett (RSM) spoke to the report. The audit was conducted to ensure that for any expenditure over the threshold of services over the value of £50,000 or works over the value of £2,000,000, that the College was complying with the new regulations and its provisions. The internal audit concluded that the College has been compliant with all significant requirements of the Procurement (Scotland) Regulations 2016. Four low priority actions for improvement were identified.

Members noted the report.

6 External Audit

David Eardley (Scott-Moncrieff) reported on the Audit Scotland review of audit reports. Further information had been sought regarding severance packages. After conversations with the college and our external auditors, it was found that further review was not required.

This had no impact on our accounts. All comments within the external auditor's report still stand.

6.1 External Audit Plan

David Eardley (Scott-Moncrieff) presented the External Audit Plan, stating that the plan for auditing the 2017/18 accounts is presented as last year. He highlighted the following:

i) The key risks that Members need to note and be aware of are on page 12, regarding significant audit risks i.e.:
- Management override of control
- Revenue recognition
- Risk of Fraud in Expenditure Recognition

with the bigger scope of risk being on expenditure

ii) Section 6, page 17/18: Audit Fee. The fee to provide the contents of the plan will be slightly above the expected fee for the college as identified by Audit Scotland, this is to cover the attendance at the Board meeting when the accounts are to be approved by the Board. This attendance and associated fee, was approved by the Audit Committee.

The Regional Chair asked whether the risks identified go far enough with regard to assessing strategic risk. It was accepted that business risks were covered within the college's strategic risk register and management plan, and that the internal audit plan is developed in part using a cross reference to this plan.

Decision: Members accepted and approved the external audit plan

7 Business Insurance Derogation for the College Sector

The Vice Principal Planning and Performance reported that the Business Insurance Derogation for the college has been extended until July 2021.

Members noted the report

8 GDPR Policy

The Vice Principal Planning and Performance reported that the Data Protection Officer (DPO), one day a week for the college has been appointed and starts on 30 May 2018. The revised Data Protection Policy was approved by the Committee for recommendation to the Board for Approval at it's meeting on 5 June 2018

Audit Committee

Decision: Members approved the external audit plan to be recommended to the Board for approval at it's meeting on 5 June 2018

9 Cyber Essentials Resilience Certificate and Update

The Vice Principal Planning and Performance informed the Committee that good progress has been made since the last report to committee. The outstanding actions had been completed and the College has achieved the minimum standards required for Cyber essentials, meaning that we are fully compliant with the cyber resilience framework. The Certificate of Achievement formed part of the report. He reported that the College, over the next year, aims to achieve the voluntary and more advanced level of "Cyber Essentials Plus" by October 2019

Members noted the report

10 Strategic Risk Register

The Vice Principal Planning and Performance spoke to the Strategic Risk Register. He advised that as the Strategic Risk Register is now presented at each committee, with 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.

He highlighted the following changes to the risks:

- **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.

Members advised that the Audit Committee is not the risk owner for most of the risks on the register, but monitor that the risks are being managed. The only risks that should have the Audit Committee as owner are risk numbers 9, 13 and 14

Decision: Members approved the changes to the Strategic Risk Register, with the amendment as agreed to the Committee Risk owner column

9 Any other Business

None.

10 Date and time of Next Meeting

The next meeting of the committee is to take place on Tuesday 11 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

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

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

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

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

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

Board of Management

Learning and Teaching Committee

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 the 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.

Board of Management
Learning and Teaching Committee

4   Update from Previous Presentations
        Curriculum Pathways
Following the presentation on Curriculum Pathways in February 2018 the Vice Principal Learning and Skills VP (L&S) provided an update. The mainstream programme summary is nearing completion and will be available for the Board at their meeting on 5 June 2018. The VP (L&S) and the Head of Curriculum June Holland are still making progress in relation to the Virtual Care Academy.
Action: The Vice Principal, Learning and Skills to present the Mainstream Programme Summary to the board for approval at their meeting on 5 June 2018.

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

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

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

Action: A further visit to be arranged to The Bridge

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

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

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

7   Student Association (SA) Update
This item was covered at the beginning of the meeting

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

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

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

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

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

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

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

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

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

Board of Management

Learning and Teaching Committee

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.

11   Strategic Risk Register

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

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

12   Any other business

12.1   Story box

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

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

12.2   Thank You

The Chair extended a number of thanks:

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

Date and Time of Next Meeting

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

Finance and General Purposes Committee

Minute of the Meeting of the Finance and General Purposes Committee of the Board of Management of Dumfries and Galloway College, held on Tuesday 22 May 2018 at 12 noon in Room 1074b, Dumfries Campus.

Present:	John Henderson (Chair)	Ros Francis
	Carol Turnbull	Kenny Henry
	Karen McGahan	

In attendance: Karen Hunter, Finance Manager
Andy Glen, Vice Principal Performance and Planning
Brian Johnstone, Chair of Board of Management
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, including Chair of the Board Brian Johnstone.

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   Minute of Meeting of 27 February 2018

The Minute of the Finance and General Purposes Committee meeting held on 27 February 2018 was approved.

4   Matters Arising

4.1 College Arms Length Foundation (ALF) – follow up with Trustees

The Principal confirmed that a letter had been sent to the Trustees asking if members wanted to remain Trustees of the college ALF, of which two Trustees confirmed that they were willing to continue, including the Principal.

The Principal suggested to re-visit the original decision to wind down the college ALF, but retain use of the Scottish Colleges Foundation ALF.

Actions:
- The Finance Manager to clarify if the Scottish Colleges Foundation ALF has a ring-fenced section for Dumfries & Galloway
- The Finance Manager to find out if other colleges are using the Scottish Colleges Foundation ALF

Decision & Action: The F&GP Committee recommend to the Board to wind down the college ALF if it is determined that the Scottish Colleges Foundation ALF has a ring-fenced section for Dumfries & Galloway

4.2 Scottish Government Climate Change Target

The Vice Principal Performance and Planning confirmed that no penalties would be applied should we not meet our target.

Dumfries & Galloway College

Finance and General Purposes Committee

4.3 GDPR online Training

Some members reported that they had still to complete their GDPR (General Data Protection Regulation) online training, prior to the implementation date of 25th May 2018. The Principal advised that additional, more advanced GDPR training is taking place in college today for Front Line staff.

5   2018-19 Draft Budget

The Finance Manager spoke to the draft budget for 2018/19, highlighting key points to note:

- Since the report had been issued, the Scottish Funding Council (SFC) have confirmed the Grant Allocations with a slight increase from the original indication of an additional £159 Capital Maintenance
- The Target Activity includes ring-fenced credits for Childcare
- The Funding offer from the SFC includes cover for costs for pay harmonisation, however the Cost of Living increase will need to be funded from the college
- £200,000 Rural & Remoteness funding is included in the overall grant
- The payroll costs include costs of Job Evaluation on the Support Side of approximately 6%, it is expected this will be met by the SFC, however no income has been allocated at this stage as this has not yet been confirmed
- The bid on the SOSEA for Capital Expenses will have no impact on the core budget
- It was noted that there was no funds available for operational planning or Contingency at this moment, however this would be reviewed going forward

The Finance Manager tabled the Payroll Budget analysis for information. Members noted the £790,000 increase in the Payroll for 2018-19. Due to the large increase in the pay budget, the Committee reviewed the main reasons and received additional information at the meeting breaking down the increase. These arose mainly from agreed and anticipated National Bargaining positions.

Decision & Action: The F&GP Committee recommend the draft budget to the Board. The Committee noted the uncertainty and considered the assumptions to be appropriate at this moment

6   External Development Income and Expenditure

The Principal spoke to the report. The Principal highlighted the contribution that the team make in supporting the college and helping to achieve the credit targets. The challenge going forward will include generating more income and surplus. Members noted that the income is all cash received. In terms of areas of growth, true commercial income is generally generated from bespoke courses.

Members noted the update on External Development Income and Expenditure for the period August 2017 to March 2018.

7   Funding Council Grant Allocation/Capital Grant Appendix

The Vice Principal Performance and Planning (VP P&P) spoke to the report, which had been issued. The VP P&P advised that the most costly actions identified were at the Stranraer Campus, owing to the age of the building.

Members noted the report.

8   Financial Update (including Management Accounts) 2017-18 Budget

The Finance Manager spoke to the report, highlighting key points to note:

- On track to achieve an underlying break even position. The Finance Manager will continue to monitor the budget up to the end of July
- Any surplus to be considered for the operational plan spend
- The SFC advised to draw down costs of what will be achieved this year, in terms of FWDF

Finance and General Purposes Committee

The Finance Manager reported on recent discussions at a Funding meeting on the SFC and calculation of depreciation spend, and the change of methodology.

Members noted the Financial Update.

9   Aged Debt Report
The Finance Manager spoke to the report, which had been issued highlighting key points to note:
- No concern of client debt at this time
- No proposed write-offs at this time

Members noted the aged debt balances as at April 2018.

10 Cash Flow Forecasts
The Finance Manager spoke to the report, which had been issued, highlighting that:
- The cash balance is higher at the end of March than predicted due to the Arm's Length Foundation grant for Engineering Equipment monies not yet being spent
- The last payment of Lennartz is due in October

Members noted the forecast movements and closing bank balances in the period.

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, highlighted in red.

The Principal advised that she would be reviewing the Strategic Risk Register to ensure that it reflects key descriptions and Government Policies and priorities

12 Any other business
12.1   Resignation of F&GP Committee Chair
The Chair informed of his resignation as Chair of the Finance and General Purposes Committee, this being his last meeting as Chair. He stated that he felt the timing was appropriate, being the last meeting of the session. He expressed his sincere thanks for continuous support from members of the committee, the Executive Management Team and in particular the Finance Manager who has always been meticulous in her reporting on Finance.

The Chair of the Board thanked the Chair for his excellent chairing of the Finance and General Purposes Committee over a number of years, advising that his balance of good governance and attention to detail have been very much appreciated
Action: The Chair of the Board will bring a proposal for a replacement Chair, for approval, to the Board of Management meeting on 5th June 2018

13 Date and time of Next Meeting
The date and time of the next Finance and General Purposes Committee is Tuesday 18th September, 12 noon.