Dumfries & Galloway College

Board of Management

A G E N D A

Presented by

1	Welcome and Apologies for Absence		BJ
2	Declaration of Interest		BJ
3	Minute of Meeting of 6 December 2016	(attached)	BJ
4	Matters Arising		
	4.1 Learner Journey Marketing Campaigns	(demo)	CT
	4.2 Stranraer Campus Development	(attached)	CT
5	Minute of Meeting of 24 January 2017	(attached)	BJ
6	Matters arising		
	6.1 New Board Member Approval	(verbal)	BJ

Matters for decision

7	Strategic Risk Register	(attached)	JB
8	Review of Committee remits and membership	(attached)	JB
9	2017-20 Regional Outcome Agreement	(attached)	JB
10	Equality & Diversity		
	10.1 Equal pay statement	(attached)	HP
	10.2 Draft Equalities Outcomes	(attached)	HP

Matters for discussion

11	Regional Chair's Report	(attached)	BJ
12	Principal's Report	(attached)	CT
13	Vice President of the Students' Association Report	(attached)	EC
14	Student Engagement and Student Association	(attached)	BJ
15	External Review of Board Effectiveness	(attached)	BJ
16	Key Performance Indicators 2016-17	(attached)	JB
17	Senior Independent Member	(attached)	DH
18	Agenda items for next board meeting	(verbal)	BJ

Matters for information

19	Review of Learning and Teaching Committee	(attached)	DH
20	National Bargaining Update	(verbal)	CT
21	Approved Committee Minutes		
	21.1 Audit Committee of 21 November 2016	(attached)	
	21.2 Learning & Teaching Committee of 13 December 2016	(attached)	
22	Any Other Business		
23	Date and Time of Next Meeting - Tuesday 6 June 2017 @ 2pm at Stranraer Campus		

Stranraer Graduation Ceremony – 15 June 2017

Board of Management

Minute of meeting of the Board of Management of Dumfries and Galloway College held on Tuesday 7 March 2017 at 2 pm in Room 2097 of the Dumfries campus

Present:

Brian Johnstone (Chair)	Pat Kirby
Delia Holland	Janet Brennan
Carol Turnbull	Ian White
Stuart Martin	Kenny Henry
Ros Francis	Emma Curtis (by VC)
Hugh Carr	John Henderson
Naomi Johnson	Barry Graham
Rob Orr	

In attendance: Jannette Brown, Vice Principal, Corporate Services & Governance and Board Secretary

Helen Pedley, Director of Organisational Development and Facilities

Minute Taker: Heather Tinning, Executive Team Assistant

1   Welcome and Apologies for Absence

The Chair welcomed all to the meeting, in particular Naomi Johnson and Rob Orr, new members. Apologies were received from Karen McGahan and Andy Wright.

Hugh Carr introduced his colleague from DGHP, who was attending as an observer. The Chair advised members that the report on the review of board effectiveness proposed it was good practice to observe other organisations board meetings and for others to observe ours.

The Secretary to the Board confirmed the meeting was quorate with enough members present to allow decisions to be made.

The Chair advised members that this was the last board meeting that Jannette Brown, Vice Principal Corporate Services & Governance will attend before leaving the College. On behalf of the Board, the Chair thanked her for her commitment and dedication to the College and wished her well with her future plans.

2   Declaration of Interest

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

3   Minute of Meeting of 6 December 2016

Members asked for the minute to be amended to reflect the full name of 'Wallacehall Academy' under item 8 of the minute. The Minute of the Board of Management meeting held on 6th December 2016 was approved.

4   Matters Arising

4.1   Learner Journey Marketing Campaigns

The Principal reported on the Learner Journey marketing campaign that included a demonstration of social media (Twitter and Facebook) and the College website. Marketing banners promoting

courses are displayed at all internal and external events. Case studies are also published on the college website and in the college newsletter. The college website was re-designed 18-months ago with the input from a creative industries student. The College has recently launched a 'live chat' facility on its website to enable students to ask questions as they complete their application form. Board Members thanked the Principal for the demonstration and agreed that the college website was user friendly, and included good graphics and colours.

Discussion on other promotion pathways included the use of Instagram and other media, promoting outcomes of student satisfaction surveys and promoting the Student Association. The Principal advised that the college is looking to promote the Learner Journey as a route to employment. Barry Graham also suggested the College should consider engaging with Parents, as well as students. The Principal advised that a 'Meet the Boss' event had taken place in Stranraer recently where local employers offered information and advice.
Action: The Principal and Barry Graham to take forward discussion on how best to engage with Parents

Emma Curtis joined the meeting, by VC

4.2   Stranraer Campus Development
The Principal reported on a recent meeting that she and the Chair had with Billy McKinney, the developer for the Stranraer Waterfront Development. The meeting was very positive and ended with Mr McKinney asking the college to provide him with high-level cost of developing a facility on the waterfront. The Principal advised that the College is looking at opportunities in the West of the Region to determine future campus needs. She advised that a project post is being considered to work with stakeholders, students, employers and schools to identify training and skills needs of the west of the Region to inform future plans.

The Principal advised that we are still looking to develop engineering provision at Stranraer, plans and detailed costs should be available for consideration at the June board meeting. The Principal reported that discussions had recently taken place with Larbrax Wind Farms who have offered sponsorship, which could be used to purchase engineering equipment for the campus.

5   Minute of Meeting of 24 January 2017
The Minute of the Board Development meeting held on 24th January 2017 was approved.

6   Matters Arising
6.1   New Board Member Approval
The Chair reported that Scottish Ministers had approved the appointments of board members Naomi Johnson and Rob Orr.

7   Strategic Risk Register
The Vice Principal Corporate Services and Governance spoke to the report, which had been issued. She confirmed that the Audit Committee were recommending approval to the Board. She highlighted three new risks had been added including a risk relating to the potential delay in appointing to post of the Vice Principal. The Principal advised that the College has engaged the services of Aspen People to handle the recruitment process. The closing date for applications is 13th March. Shortlisting will take place prior to Easter with interview likely to take place in late April. The Director of Organisational, Skills & Development is in discussion with Aspen. There has

been a lot of interest so far but feedback from potential candidate suggests the location is not attractive. However, they are positive about the role and the College.

With regard to the EIS position, the Principal advised that the outcome of the EIS indicative ballot was support for industrial action, on the basis that the pay award was not implemented as agreed in 2016. EIS will now move to a formal ballot. A further meeting of the Management Side & NJNC is taking place in coming weeks.

Following earlier report on the Stranraer Campus Development, discussions included whether Stranraer Campus should be included on the Risk Register at this point. It was agreed to keep under review.
Decision: The Board approved the Strategic Risk Register.

8   Review of Committee Remits and Membership

The Secretary to the Board spoke to the report that had been issued asking members to review committee remits and membership. The Chair advised that the changes proposed were to ensure compliance with the Code of Good Governance. Discussions on further changes to remits will continue and come back to the Board at a later date. The Chair advised that he would like the Board Development Committee to consider this after a settling in period for the new Secretary.

The Secretary to the Board asked the Board to consider a new committee, titled the Grievance/ Appeals Committee, to comply with the Colleges current staff grievance, disciplinary and capability procedures.

The Chair asked members to contact the Secretary to the Board to note their interest in joining a committee. The Chair of the Learning and Teaching (L&T) Committee advised that there is a need for additional non-executive members to join the L&T committee and welcomed further discussion from any member that may be interested in joining. She advised that in terms of a review of the L&T Committee, the review of committee remits and membership should be considered as a whole, and not in isolation.
Action: Members to advise the Secretary to the Board if they wish to join a committee.
Decision: The board approved the Grievance / Appeals committee and approved the changes to committee remits.

9   2017-20 Regional Outcome Agreement

The Vice Principal Corporate Services and Governance spoke to the report on the draft 2017-20 Regional Outcome Agreement, explaining that this is a live document and will be added to as new developments, such as the Stranraer developments are identified. The Vice Principal advised that the funding figures included in the Outcome Agreement are indicative at this stage. The agreement will be updated to reflect final funding once it has been announced. Members discussed the Colleges proposed outcomes relating to gender imbalance; equality & diversity; school / college partnership; senior phase and the developing young workforce. The output from the Board strategic day had been incorporated by the Executive in drafting.

The Principal advised that the Crichton Campus Development Manager is co-ordinating the Consolidated Outcome Agreement on behalf of the Joint Academic Strategy Group and the consolidated agreement will come to the June board meeting. Key developments from the College outcome agreement will be included in the consolidated agreement. Members asked about future plans for the Henry Duncan Building. The Principal confirmed that she had met with

Dame Barbara Kelly to discuss its use. The Principal advised members that some internal reconfiguration might be required in order to make better use of the space.
Decision: The board approved the regional outcome agreement.

10 Equality & Diversity

10.1 Equal pay statement

The Director of Organisational Development and Facilities advised members that under the Equality Act 2010 and the Public Sector Equality Duty the College is required to publish an equal pay statement by 30th April 2017. The Director advised that the College is also required to publish Gender Pay Gap information on the college website, and the Government Website.
Decision: The board approved the Equal Pay Statement.

10.2 Draft Equalities Outcomes

The Director of Organisational Development and Facilities spoke to the report, which had been issued regarding the proposed Equality Outcomes for 2017-2021. She advised that there would be an Action Plan to underpin each of the outcomes. The Director advised that we recruit on an open basis for staff and students, but still have to report under the Equality Act. In terms of under-representation, the Director advised that the college is planning to ring-fence student places in under-represented curriculum areas. The Director advised that disclosure of protected characteristics is improving.
Decision: The board approved the Equalities Outcomes.

11 Regional Chair's Report

The Chair spoke to the report, which had been issued highlighting some of the key messages. The Chair reported on the Enterprise and Skills Review, a review by the Government on Scottish Enterprise, SFC and Skills Development Scotland, now in Phase 2 for completion 30th April 2017. The Chair advised that meetings are ongoing in terms of agreeing the Vehicle for the South of Scotland, and encouraged members to contribute their views to him and to consider writing to their MSPs. The key areas include Boundary, Functions, Governance, Organisation, and Future Steps.
Action: The Chair to provide key points to board members to be used when writing to MSPs and others.

The Chair advised that he had also taken part in the Scottish Funding Council (SFC) Strategic Dialogue Meeting last week, with board members Barry Graham and Pat Kirby. The Principal has prepared a paper for the SFC on rural challenges prior to the visit. Representatives of the SFC met with the Executive Management Team and board members as well as staff and student groups. SFC are holding meetings across the sector to look at College's strategic issues. Members noted the Regional Chair's Report.
Action: The Principal to circulate to members the paper on rural challenges.

12 Principal's Report

The Principal spoke to the report, which had been issued. She advised that a meeting with the University of West of Scotland is planned to take place on 4th April. The Principal advised that a further meeting has yet to be arranged to continue discussions with the Scotland's Rural College (SRUC). The Principal reported that the College has been notified of its indicative funding for next session, which shows a small increase overall but this will not cover increased pay costs or future pay awards.

The Director of Organisational Development and Facilities reported that consultation on the proposed academic structure has ended. The final structure has now been issued and ongoing meetings are taking place with affected staff to discuss options. The closing date for the eight Curriculum Managers and Campus Manager vacancies is 13th March. The Voluntary Severance Scheme (VSS) is open for formal applications and will close on 31st March. In general, the Director advised that positive comments on the proposed structure had been received. The Principal reported the SFC has responded to the request for additional funding for the VS Scheme giving the college authorisation to use £278,000 from depreciation cash to cover the costs. Members noted the report.

13   Vice President of the Students' Association Report

Emma Curtis, the Student Association Vice President, provided an update on the Students' Association activities. She advised members that both the Student Association President and the Vice President at the Dumfries Campus had resigned, as had the two Executive Officers from the Dumfries Campus. All sighting other commitments as the reason.   She advised that she has been given additional hours to spend time at the Dumfries Campus. She will also be undertaking classroom visits to promote the Students' Association, in particular, the forthcoming elections for two full-time paid positions, President and Vice President. Other executive roles will be offered on a voluntary basis.   It is hoped that progress on the review of the constitution, partnership agreement, self-evaluation and development plan will be made once the new officers are elected. Members noted the report and thanked Emma for her commitment to the Students' Association.

14   Student Engagement and Student Association

The Chair spoke to the report, which had been issued. Janet Brennan commented on her admiration for the work of the Students' Association and the range of organised events. Specific questions posed in the report were discussed. Member discussed ways to improve the link between students and the Board. The Principal reminded members that they receive assurance on Learner Engagement in so many ways, including student satisfaction surveys, complaint statistics, learner voices, the national articulation report recently presented to the Learning and Teaching Committee and the SFC Strategic Dialogue meeting held last week. It was agreed that the Chair and the Principal would meet separately to map out the variety of ways the board gets information on the student experience and engagement for further discussion at the June board meeting. It was also agreed that a small focus group of board members would be formed to consider the report, and in particular to provide responses to the questions raised in the report. Members were invited to contact the Chair if interested in serving on the group.
Actions: Student Engagement and Student Association discussion paper to be added to the June board meeting agenda. Small focus group to be established.

(Kenny Henry left the meeting)

15   External Review of Board Effectiveness

The Secretary to the Board spoke to the report that had been issued, on governance effectiveness following an external review by Polley Solutions. The Chair advised that the report demonstrated good governance, leadership and accountability. The Secretary to the Board advised that the Board is required to publish and send to SFC, the report, along with the board evaluation and development plan, by the end of March 2017. The Chair reported that Jan Polley is already using a number of our good practice ideas when she is speaking to other boards. Members noted the report.

16   Key Performance Indicators 2016-17

The Vice Principal, Corporate Services and Governance spoke to the report, which, had been issued. She confirmed the key indicators the board monitors, highlighting meeting the credit target might be a challenge. Curriculum and Business developments teams are currently considering additional courses that could be delivered in order to make up the shortfall.   The Chair raised concern on the potential funding clawback and not meeting credit target in previous two sessions. The Vice Principal advised that given this point in the session a further 400 credits will be achieved leaving a likely shortfall of 400 credits. Once discussions on additional courses have been concluded, the Executive Management Team will re-assess the likely shortfall ensuring provision for potential clawback is reflected in the accounts. The Principal reported that the college sector is struggling to achieve credit target. More young people are staying on at school rather than come to college, then moving directly to University then last year. She advised that we are continuing to work with schools to raise the profile of the college and encourage young people to study at college. Members noted their concern and recognition that the college is doing what they can.

The Vice Principal highlighted to members the decrease in retention of full-time higher education students. Retention was also discussed at the recent learning and teaching committee. The Vice Principal advised members of three courses where retention was below 80%. They are:
- HNC Social Care
- HNC Electrical Engineering
- HND Beauty Therapy

The Vice Principal reported following an analysis there are a variety of reasons why students on these courses left early, such as financial, health and obtained job.

Members noted the report.

Ian White and Barry Graham left meeting

17   Senior Independent Member

The Vice Chair spoke to the paper that had been issued, advising that she had attended a meeting in December, in her capacity as senior independent member, to consider the role of senior independent member (SIM). The SIM is responsible for providing advice and guidance to the Board Chair. She advised that as per the Code of Good Governance, it is a condition of Funding that the board has SIM in place. The Vice Chair reported that one of the recommendations at the meeting was for the Vice Chair of the Board to undertake the position of Senior Independent Member.

The Chair thanked Delia for the report and advised that as some members had already left the meeting, the role of Senior Independent Member be discussed further at the June board meeting. **Action:** The Senior Independent member report to be add to the agenda for the June board meeting.

18   Agenda items for next Board Meeting

The Chair advised members that following the external review process it had been highlighted as good practice for members to be given the opportunity to suggest agenda items for future board meetings. The Secretary to the Board advised another good practice highlighted following the review was the changed running order of the board agenda and the clear distinction on what items are for decision, discussion and information only.

The Principal advised that one item to include is the colleges' five year curriculum plan which will be presented to the next learning and teaching committee before coming to board in June.

19   Review of Learning and Teaching Committee
The chair of the Learning and Teaching committee provided an update on the review under agenda item 8 – Review of Committee Remits and Membership

20   National Bargaining Update
The Principal provided an update on national bargaining under agenda item 7 – Strategic Risk Register.

21   Approved Committee Minutes
21.1   Audit Committee of 21st November 2016
Members noted the minute.

21.2   Learning & Teaching Committee of 13th December 2016
Members noted the minute.

22   Any Other business
22.1   Board Secretary Interviews
The Chair advised that the panel had this morning interviewed five candidates for the Board Secretary position. Once an appointment has been made, he will advise members.

23   Date and time of next meeting
The next meeting of the Board of Management will take place on Tuesday 6th June, to be held at the Stranraer Campus starting at 10:30am.

Board of Management

Minute of meeting of the Board of Management of Dumfries and Galloway College held on Tuesday 6 December 2016 at 1.30 pm in Room 2097 of the Dumfries campus

Present:	Brian Johnstone (Chair)	Pat Kirby
	Delia Holland	Janet Brennan
	Carol Turnbull	Ian White
	Stuart Martin	Kenny Henry
	Ros Francis	Emma Curtis
	Hugh Carr	Scott Hardie
	Karen McGahan	

In attendance: Jannette Brown, Vice Principal, Corporate Services & Governance
Andy Wright, Vice Principal, Learning and Skills
Helen Pedley, Director of Organisational Development and Facilities
Jan Polley, External Reviewer
Kay Bird, Secretary to the Board and Minute Taker

Item 1 only   Karen Hunter, Finance Manager
Angela Pieri, Grant Thornton

1   2015-16 Financial Statements incorporating Operating and Financial Review by the Board of Management

Angela Pieri tabled copies of the External Audit Annual Report and spoke to the Financial Statements and report which had been issued. The purpose of the report was to provide an overview of the Annual Report and Financial Statements.

Ms Pieri asked members to note that it had been a difficult year of transition and the College had handled the transition very well. There had been no material audit adjustments required and there was no impact on the final figures. The new form of reporting showed the technical deficit attributed to depreciation and pensions, and an explanation in the Financial Statements had been noted. Grant Thornton confirmed the Letter of Representation would be signed in its standard form and no additional disclosures had been requested. As it was the end of Grant Thornton's term Ms Pieri gave her thanks on behalf of Grant Thornton to the College and wished the College well in the future. The Chair gave thanks to the Auditors, the Vice Principal Corporate Services, the Finance Manager and her Team and both Audit and Finance & General Purposes Committees for all their hard work in producing the accounts.

The members discussed the report. Concerns were noted in particular to the press highlighting the technical deficit and taking it out of context resulting in bad publicity. The Financial Statements are not made public until around Easter. The Principal advised this was an issue for all Colleges and Colleges Scotland would produce a Sector wide press release which colleges could adapt to their needs. The Vice Principal Corporate Services & Governance presented a key message sheet, which did not form part of the Financial Statements had been produced which can be used for wider circulation.

Members noted the recommendations of the Audit Committee and the Finance and General Purposes Committee and approved the Financial Statements for signature by the Chair and the Principal.

Decision: The Board approved the Financial Statements.

2 Welcome and Apologies for Absence

The Chair welcomed all to the meeting and in particular welcomed Emma Curtis to her first Board Meeting and Jan Polley in her capacity as observer. Apologies for absence were intimated on behalf of Barry Graham and John Henderson.

The Secretary to the Board confirmed the meeting was quorate with enough members present to allow decisions to be made.

3 Declaration of Interest

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

4 Minute of Meeting of 4 October 2016

The Minute of the Board of Management meeting held on 4th October 2016 was approved. The Chair reminded Board Members to complete the Equalities and Diversity Training and submit their certificates to the Board Secretary by the beginning of January 2017. The Chair asked the Principal about the marketing material to be published in connection with Learner Journey and the Principal confirmed this was still being developed and she would produce a summary for the next Board Meeting in March 2017.

Action: Board Secretary to ensure this is an Agenda item for the March 2017 Board Meeting.

5 Matters Arising

5.1 Sale of Catherinefield

The Director of Organisational Development and Facilities provided a verbal report. The sale was progressing and the purchaser's solicitors had asked for additional information and plans which had been provided. There was no date yet for conclusion of missives. The Director of Organisational Development and Facilities confirmed that the SFC had agreed that the sale proceeds would come to College.

5.2 SFC Interim Letter of Guidance 2017-18

The Chair advised this was an important letter that all Board Members should have sight of. The Chair in particular highlighted paragraph 6 of the letter.

6 Regional Chair's Report

The Chair spoke to his report which had been issued. The report was discussed and the Chair provided further information on a number of activities. The challenges for rural colleges was noted and the Chair confirmed the Principal had been putting forward a case for a separate funding strategy for rural colleges. Delia Holland spoke to item 3.6 in relation to the Chair's assessment and thanked Board Members for their input and she confirmed there had been a high level of satisfaction on the Chair's leadership through the recent changes. Delia Holland thanked the Chair for his work on behalf of the Board.

The Board noted the report.

7   Principal's Report

The Principal spoke to the report which had been issued and highlighted the key activities of the College. The Principal advised the College had struggled to get a meeting with UWS, however, a meeting was expected to take place in January 2017. UWS had confirmed they were keen to work with the College and sign a collaborative partnership agreement however funding is a challenge. The Vice Principal of Learning and Skills has been working with both Napier and Heriot Watt Universities to discuss articulation routes.

The Board noted the report.

8   President of the Students' Association Report

The President of the Student Association spoke to the report which had been issued.   The President provided an update on Class Reps and Executive Members. He advised that he was working with Wallacehall Academy and on 17 March was undertaking some workshops at the school. The President spoke to the sport's report which was one of his key priorities for the year. The Chair thanked the President of the Student Association for his report and invited Board Member discussion. The Vice Principal of Corporate Services and Governance confirmed the College was giving full support to the Student Association and confirmed that the self-evaluation was still to be undertaken and would go to the Learning & Teaching Committee before coming to the Board.

The Board noted the report.

9   Approved Committee Minutes

The Chair asked the Chairs of each Committee to provide verbal updates on recent matters which have arisen and have been considered by this Committee.

9.1   Audit Committee Minute 10.05.2016

The Chair of the Audit Committee presented the minute of the meeting held on 10 May 2016 and confirmed there was nothing further to report.

The Board noted the minute.

9.2   Audit Committee Minute 20.09.2016

The Chair of the Audit Committee presented the minute of the meeting held on 20 September 2016 and confirmed the new external auditors would be in place early next year and at the Audit Committee Meeting on 21 November the accounts were approved.

The Board noted the minute.

9.3   Finance & General Purpose Committee Minute 27.09.2016

In the absence of the Chair of the Finance and General Purposes Committee Karen McGahan presented the minute of the meeting held on 27 September 2016. The Acting Chair advised of the position, as at the meeting on 29 November, with regard to Lennartz and confirmed the Annual report had been approved.

The Board noted the minute.

9.4   Human Resources Committee 11.12.2015

The Chair of the Human Resources Committee presented the minute of the meeting held on 11 December 2015 and confirmed there was nothing further to report from the meeting held on 4 October 2016.

The Board noted the minute.

9.5   Learning & Teaching Committee 31.05.2016

The Chair of the Learning & Teaching Committee presented the minute of the meeting held on 31 May 2016. The Chair confirmed at the meeting on 11 October 2016 the mentors gave an excellent presentation and the remit of the Learning & Teaching Remit was under review and a report was being tabled at the L&T Committee Meeting on 13 December 2016.

The Board noted the minute.

9.6   Board Development Committee 26.04.2016

The Chair of the Board Development Committee presented the minute of the meeting held on 26 April 2016 and confirmed there was nothing further to report.

The Board noted the minute.

9.7   Board Development Lunch 20.09.2016

The Chair of the Board Development Committee presented the minute of the meeting held on 20 September 2016 and confirmed there was nothing further to report, other than the Chair would like a Key Facts booklet on the College produced and asked the Board Secretary to put this item on the agenda for the next Board Development Committee.

The Board noted the minute.

Action: The Board Secretary to put Key Facts Booklet onto the Agenda for the Board Development Committee. Subsequent discussions with the Principal confirmed that she will take this forward.

10   Committee Reports

10.1   Annual Report of the Finance and General Purposes Committee

In the absence of the Chair of the Finance and General Purposes Committee Karen McGahan spoke to the Annual Report which had been issued.

The Board noted the report.

11   Current Governance Issues and the External Review

Jan Polley gave a verbal report on Sector governance.   The Sector is now in a new phase away from the national spotlight and the Sector is now getting down to and implementing good governance. The colleges are managing the challenges, checks and balances, as well as succession planning.

Jan Polley confirmed in light of the new requirement for an external review of the Board to be conducted, and as the College's external reviewer, she was in the process of carrying out the paper review and would be conducting four one to one talks with selected Board Members. As part of her remit she had to attend a Board Meeting and would also be attending the Board Development Event in January 2017. A report would be produced in early February, which would

not only celebrate what the Board was doing well but also to detail different focus points and expand on what the Board would like to do differently or better, and develop these. The deadline for the external review is end of March and once report is finalised it would go on the College's website and would be exhibited to the College's funders.

12   Matters for decision

12.1   Strategic Risk Register

The Vice Principal Corporate Services and Governance spoke to the report which had been issued. The Vice Principal of Corporate Services and Governance confirmed there were no changes and the report had been through EMT and approved by the Audit Committee who were recommending it to the Board for approval. The members discussed the report. The Chair reminded members to always consider any additional risks and bring them forward.

Decision: The Board approved the Strategic Risk Register.

12.2   Revised Health & Safety Policy

The Director of Organisational Development and Facilities spoke to the report which had been issued. She confirmed the report reflected recent H&S changes. The Fire Statement Policy was now presented as a separate document and the Fire Authority had had input into this policy. The policy had been to the F&GP Committee who had made some amendments, and approved the final policy, and were recommending to the Board for approval. The members discussed the report. As the policy was complex the Chair sought assurances from the Director of Organisational Development and Facilities that the policy was correct; she gave assurances confirming that the policy had been approved by the H&S Committee and H&S Officer for the College.

Decision: The Board approved the Revised Health & Safety Policy.

13   Matters for discussion

13.1   Key Performance Indicators 2016-17

The Vice Principal, Corporate Services and Governance spoke to the report which had been issued. She confirmed this was a quarterly report, however, it was too early in the new academic year to give a full report.   The FTE column was an additional column within the table. EMT were confident the College would achieve its targets. The Principal advised although enrolment information was important the key focus was on credit targets as funding was dependent on the College meeting its credit targets. Ian White commented that the figure 2,971 in the 2016-17 row under the heading of Variance should be in brackets and this was agreed.

The Board discussed and noted the report.

13.2   2015-16 Regional Outcome Agreement Self Evaluation

The Principal spoke to the report which had been issued and she confirmed she had given an update at the Strategic Day in November, out of which some good points had been raised. Retention was still a major issue however the staff were very focussed in addressing the retention issues and this will come to the next L&T Committee prior to a report being presented to the Board.

The Principal invited discussion on item 7 of the report. The SFC were asking College Boards to formally give a pledge to develop New Quality Arrangements, and this had been highlighted by Andrew Brawley in June. The Principal advised EMT had concerns with the timescale and the Vice Principal of Corporate Services and Governance advised that the final arrangements and documentation were not in place. The College's Inspector was meeting with the College next Wednesday. It could not be expected of staff to change to a new model part way through the academic year, however, EMT will look at implementing the new arrangements behind the scenes.

The Board agreed it was committed to engaging with Education Scotland and the Scottish Funding Council but concerns were noted regarding the timescale and receiving final documentation. Hugh Carr supported the decision of EMT not to implement this half way through the year.

Decision: The Board agreed that the Principal and Vice Principal of Corporate Services & Governance would draft suitable wording and circulate this to the Chair and Vice Chair of L&T for consideration before any form of pledge would be given.

13.3   Code of Good Governance August 2016

The Chair spoke to the report which had been issued. The members discussed the report and the Board agreed to the changes. The Board Secretary in conjunction with the Vice Principal of Corporate Services & Governance would now implement these changes into the College's governance documentation. The Chair thanked the Board Secretary for her work in this area.

Members noted the report.

Decision: The Board agreed to implement the changes brought in by the Code of Good Governance August 2016

Action: The Board Secretary will incorporate the changes into the College's Governance documentation, which will be presented to the Board at the March 2017 meeting for approval.

13.4   Stranraer Campus Provision

The Principal spoke to the report which had been issued to give an update on the current position, challenges and opportunities at the Stranraer Campus. EMT's opinion was that a more detailed information should be made available to the Board and the Board welcomed this approach. The members discussed the report and it was agreed that a more detailed report should be brought to the Board in June. It was agreed EMT would present a strategic plan at the March Board meeting which could be developed into a vision and business plan. Ros Francis commented that it was important to look at implementation of the courses and to work with Ayrshire College.

Members noted the report.

Action: EMT would present strategic plan at the Board Meeting on 7th March 2017 and a detailed plan at the June Board Meeting.

Kenny Henry left the Meeting

13.5   Think Piece – Colleges Scotland Report

The Chair spoke to the report which had been issued. This was a key document which focussed on the learner and articulation routes. The Board should support the College further developing it links and integration with schools and universities. Two Board Members commented that in their

opinion it was just about saving money. The Chair commented that among other things it brought the vocational element into education and focussed on the learner.

Members noted the report.

14   Matters for information

14.1   2015-16 Annual Report on Institution –Led Quality Review

The Vice Principal, Corporate Services and Governance spoke to the report which had been issued. She confirmed this is a yearly report and this is the final year of this type of report. This year the Principal and Chair were not required to sign off the report. The report had been to the L&T Committee.

The Board noted the report.

14.2   Review of Skills and Enterprise Agencies

The Principal spoke to the report which had been issued. The report was for information only. She reported that the Chairs of the College and Borders College had requested a meeting to discuss implications for the South of Scotland, and the next phase 2.

The Board noted the report.

14.3   Feedback from Joint Board Meeting with Borders College

This Agenda item was covered in the Chair's report at Item 6 of this minute.

14.4   Strategic/ROA Session Update

The Chair gave a verbal report referencing members to the summary report prepared and circulated by the Board Secretary. It was a successful session and once the presentation had been received from D&G Education Department the presentations will be circulated by the Board Secretary.

Action: Board Secretary to circulate the presentations for the Strategic Day

14.5   National Bargaining Update

The Principal gave a verbal report informing the members that not much progress had been made. Another meeting was scheduled for later in the week and the Principal would report back to members after the meeting.

15   Any other Business

15.1   Organisation Re-Structure & Voluntary Severance Scheme.

The Principal spoke to the report which had been issued on 30th November 2016. The Principal advised that the College had undertaken recent changes part due to the impact of DYW on staff workloads and the type of work undertaken, which necessitated changes to be made to the curriculum structure, which was now under review. The Principal advised discussions with staff, the Executive Team and the four Heads of Faculty had taken place and the need to restructure the curriculum teams and review the Executive Team, and the role of management. The report provided the Board with context and what was planned. The proposed restructure impacted mainly on the four Heads of Faculty and the nine curriculum leaders, the number of which would be reduced

significantly and would lead to redundancies, although some staff may be redeployed. The result for the College would be to bring Heads of Faculty closer to learners and employer engagement could be given more focus.

The Principal advised this would lead to opening a Voluntary Severance Scheme and the Principal highlighted some of the points raised in the report. The Board were asked for their approval to open the Voluntary Severance Scheme in the College, subject to funding on the basis of either (i) the Principal would write to the SFC to ask for transitional funding, and put forward a case for the SFC to support the College as it moves forward or (ii) option to apply to Scottish Colleges Foundation, which holds £370K in trust for the College, for Operational Plan developments, to release monies to put forward. The Principal advised funding could not be explored fully until the Board gave its approval.

The Principal invited Board questions. The Chair commented that it was not ideal this was a late agenda item however highlighted that the proposed organisational re-structure incorporated good points for the EMT to take forward. Three Board Member commented on the aspect of funding that this matter had been rushed and should have been scrutinised by one of the standing committees before coming to the Board. It was agreed the Board would consider the options presented and writing to the SFC was favoured and it was further agreed that consideration would need to be given to the Scottish Foundation Trust and whether this was reasonable use of funds.

Karen McGahan left the meeting.

The Principal thanked the Board for their comments, observations and concerns regarding funding. It was noted that if the SFC were not forthcoming with funding the issue of funding would be brought back to the Board for further consideration as to whether the Scottish College Foundation could then be approached. The Principal would keep the Board updated as to progress.

The Board noted the proposed re-structuring. The Board went to a vote on the opening of a Voluntary Severance scheme, six Board Members in favour, one against and two abstained.

The Board Secretary confirmed that despite some Board Members having left the meeting was quorate.

Decision: The Board approved the Voluntary Severance Scheme. The Board asked to be advised once the Principal had established the budget changes required to fund the scheme and any implications for the year end outturn. It was agreed that the Principal would approach SFC for funding support in the first instance.

16   Date and Time of Next Meeting
- Board Development Event - Tuesday 24th January 2017 at 10am
- Board of Management Meeting - Tuesday 7th March 2017 at 2pm at Dumfries Campus.

Board of Management

Stranraer Campus

1   Purpose of the Report

It was agreed at the Board meeting in December 2016 that the Principal would develop a more detailed business case and Strategic Plan for Stranraer campus covering future Provision, forecast enrolment numbers, Estates, & Finance, for Board members to consider at March meeting. Subsequent to the last Board meeting there have been further developments (detailed below) which will impact on our Strategic Plan.

2   Current Status

2.1.   Enrolments

Table 1 – Stranraer Enrolments 2011-2016

Curriculum Area	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12
Business & Computing	11	15	14	19	17	13
Health & Social Studies	94 (28 HE)	94 (24 HE)	80 (24 HE)	72	73	70
Technology	54	52	62	71	78	81
Hair & Beauty	60	66 (3 HE)	65 (11 HE)	52	77	73
Hospitality	23	25	29	40	40	40
Total Enrolments	**242 (28 HE)**	**252 (27 HE)**	**250 (35 HE)**	**254**	**285**	**277**

Enrolments have decreased by 12% since 2011-12 and school roll numbers for the 2 secondary schools in the West indicate further reductions in the number of school age children over the next 5-10 years.

Curriculum provision has changed very little over the past 6 years although Higher National level programmes were introduced in Health and Social Studies, Early Education & Childcare and Hair and Beauty in 2014-15.

2.2   School Destinations

Skills Development Scotland are changing the way they produce and publish the school leaver destination statistics and the report for 2015-16 will not be available until May 2017.

2.3   Progression & Articulation Opportunities

Higher National Certificate programmes were introduced in Stranraer Campus in 2014-15 in Early Education, Social Care and Beauty.   Articulation arrangements are available as follows:

HNC Early Education – Learners who successfully achieve this qualification may articulate into the 2nd year of the University of the West of Scotland BA Childhood Studies at either the Dumfries or Ayr campus.

Board of Management

HNC Social Care – Learners who achieve an 'A' grade in their graded unit may articulate into Year 2 of UWS BA Social Work at Dumfries campus or into Year 2 of BA Health and Social Policy at the University of Glasgow Dumfries Campus. Learners who achieve a 'B' or 'C' grade in their graded unit will be accepted onto Year 1 of either programme.

Staff from UWS and UoG visit the campus to meet with prospective students and students are invited to attend specific lectures in Dumfries.

The College is currently exploring articulation opportunities with the Open University, including an On-Campus agreement, whereby OU learners would be able to access support and facilities at the campus.

Progression opportunities for engineering programmes will be explored with Ayrshire College – as well as learners being able to progress on to further study at the Dumfries Campus.

2.4   Employer Engagement

Employer engagement in the West of the Region is fragmented and difficult. As previously reported, an employer event was hosted by Finlay Carson earlier in the academic year and an agreed outcome of that meeting was that the College would host an event to raise awareness of local employment opportunities. In conjunction with the Schools, DGTap, DYW Regional group, Skills Development Scotland and employers, a 'Meet the Boss' event is being held on Tuesday 7 March 2017 to bring school pupils and employers together. To date, approximately 25 employers have indicated that they will attend – all of whom have job vacancies. Should this pilot prove to be successful, it is hoped that this may become an annual event.

2.5   Stranraer Campus – Other Services

As well as curriculum detailed above, additional services are delivered in Stranraer to support the learners. These include: Flexible Access Centre (incorporating library), an Independent Learning Centre, Student Advisor, and a team of office based staff that provide recruitment, admissions, student funding support as well as general administration for lecturers.

2.6   Management Structure

Currently, Lecturing teams are managed through the College Faculty structure and 2 part-time Curriculum Leaders are based in the Campus to support the Heads of Faculty.

Heads of Faculty work from Stranraer campus on a rota basis, the VP Curriculum visits on a regular basis, other VPs attend as required and the Principal visits the campus approximately every 6 weeks to meet with staff and students. This structure works well from a curriculum delivery perspective and ensures consistency in course design and delivery across the college. Learners are provided with parity of experience (compared to Dumfries learners) as far as possible and no issues were identified in the recent Education Scotland Review.

Board of Management

Support staff are part of a college-wide team with regular meetings held either by visiting each other's campus sites or via video conferencing. All-staff events are held in Dumfries a minimum of twice per academic session which provides the opportunity for staff from both campuses to network and meet on an informal basis.

The Academic Structure proposed would introduce a dedicated Campus manager post at Stranraer campus. A key objective of this post will be to develop the Campus through appropriate dialogue with stakeholder groups, including schools, DYW Regional group, employers and others.

2.7 Finance and Financial Sustainability

Stranraer campus generates approximately £700,000 income through Scottish Funding Council credit activity (4,043 credits in 2015-16 @ £173 per credit).

In addition, the College receives £750,000 rural and remoteness funding from Scottish Funding Council for both Stranraer (£135,000 based on 18% activity)and Dumfries Campus sites and £1m om ELS funding (or 18% = £180k for Stranraer).

 Total income for Stranraer (based on above calculations) = £1,015,000

Stranraer Campus Costs (based on 2015-16 costs)

Depreciation Costs – building	£ 123,091
Depreciation Costs – vehicles	11,530

	£ 134,621
Fixed Costs	£211,011

Total non-payroll costs	**£345,632**
Payroll costs **	£990,043
Total Costs	**£1,335,675**

** Excluding elements of cross college staffing based at Dumfries e.g.
CL
HoF
Finance
Student Funding
HR
H&S
Admission
Marketing

Board of Management

2.8   Challenges

2.8.1   Demand for College Places

From school roll numbers it is evident that, unless the College can increase the proportion of school leavers choosing College as their next destination, full time numbers at the Stranraer campus are likely to continue to decline. This will have a significant effect on course viability and, indeed, on the viability of the campus itself going forward. The College has always accepted applications from applicants aged 25 and over and it is not clear if this could be increased. There is also a risk that additional, new provision will split the current market, making individual courses even less viable, rather than increase student numbers.

Table 2 – Stranraer enrolments 2015-16 by age

Curriculum Area	Under 16	16-19	20-24	25+
Business & Computing	0	7	1	7
Health & Social Studies	2	47	22	23
Technology	2	35	6	9
Hair & Beauty	2	31	16	17
Hospitality	2	15	3	5
Total	**8**	**135**	**48**	**61**

2.8.2   Estates

Although the Campus building is in a reasonable state of repair and retains a fresh and modern feel, it is now over 30 years old and is likely to require significant infrastructure investment over the next 5-10 years. There is a perception (anecdotal feedback from schools) that the building is old-fashioned and therefore doesn't 'sell' itself as a dynamic, modern, up-to-date place to learn. The valuation report provided by DM Hall in July 2015 valued the campus on a Depreciated Replacement Cost basis as £3,200,000 (Building £3,050,000, Land £150,000).

2.8.3   Competition

 The opening of the new Kilmarnock campus of Ayrshire college in October is likely to attract learners who, traditionally would have attended the Stranraer campus, to apply for college places in Kilmarnock. The rail link takes approximately 1 hour from Stranraer to Kilmarnock and operates at the appropriate times of the day to enable learners to travel and study.

2.9   Opportunities

2.9.1   Increase enrolment numbers

It is fair to say that relationships between the 2 secondary schools in the West of the region and the college have not been as positive as they could be up until now but, through increased direct engagement, dedicated DYW School staff and improved employer engagement these are improving.

As this relationship develops there is an opportunity to work closely with the schools to develop appropriate vocational pathways that offer progression opportunities through full time College provision which could/should increase enrolment numbers.

2.9.2   Economy and Employment in West of Region

It is difficult to obtain detailed, accurate labour market information relating specifically to the West of the Region, although discussions with Skills Development Scotland are ongoing to provide more detail in their updated Regional Skills Assessment Update (currently being finalised).

The main employment sectors continue to be Agriculture, Forestry, Hospitality & Tourism, Food and Drink (including Food production and processing) Creative Industries and Care.

3   The Future
3.1   General

Faculty teams are currently finalising 5-year curriculum plans (including Stranraer provision) and these will be presented to the Executive Management Team and, subsequently, to the Board's Learning and Teaching Committee later in the year.

Although employer engagement in the West continues to be a challenge, the College is making progress and by developing partnerships with the schools and the DYW Regional coordinators there is the opportunity to better identify and meet their needs and increase Modern, Foundation and Graduate Apprenticeship delivery.

With improved broadband connectivity there may be opportunities to increase digital technology provision in Stranraer and recent feedback from employers and other stakeholders support the introduction of a broad engineering programme (previously discussed and approved by Board members). The increase in the number of wind farms and other pilot schemes relating to Renewable energy may also provide an opportunity to provide some Energy related programmes.

3.2   Engineering Provision

We are exploring the feasibility of extending the footprint of Stranraer Campus building in order to incorporate an engineering workshop and Plans and associated costs are currently being developed. The proposal would be for a generic engineering facility for up to 16 learners, incorporating mechanical, electrical, mechatronic and renewable engineering equipment. Early indications are that this may cost in the region of £500,000 plus £200,000 for equipment. Discussions with Scottish Funding Council regarding funding support have been positive and a local windfarm developer has (verbally) committed to providing £200,000 of community benefit funding to the College for engineering and renewables equipment.

Board of Management

3.3   Next Steps

The Chair and Principal met with representatives from Economic Development and Education Services recently to discuss the Stranraer Waterfront proposal and the opportunities this might bring for jobs, education and training (including relocation of the whole or part of Stranraer Campus). It was acknowledged that it is extremely difficult to obtain hard 'evidence' of need in the West of the Region but that we should be aspirational in identifying future opportunities and seek to ensure vocational pathways are available in key sectors through school, college and university provision.

DGC Economic Development have agreed to fund the College to undertake a piece of research, through engagement with relevant stakeholder groups that will identify and inform future medium to long-term curriculum proposals (including vocational pathways in schools). A small steering group will be formed, to oversee this work.

The remit and scope of the research, together with a relevant job description is currently being developed and it is anticipated that recruitment will commence in the next week or two.

It is essential that there is a clear understanding of current and future skills needs in the west of the region and that our strategy is aligned with Education Services. Therefore we are not yet in a position to form a Strategic Plan.

A further update will be provided at the June meeting.

It is expected that Plans and costs in respect of the Engineering workshop will be submitted to Finance and General Purposes Committee for consideration at its June meeting.

4   Recommendation

5   Board members are invited to note the update in respect of Stranraer campus.

Carol Turnbull
Principal & CEO
March 2017

Board of Management
Board Development Event

Minute of the Meeting of the Board of Management of Dumfries and Galloway College at its Board Development Event held on 24 January 2017 at 10:00 am in Room 2085

Present:	Brian Johnstone (Chair)	Delia Holland (Vice Chair)
	Carol Turnbull (Principal)	Hugh Carr
	John Henderson	Pat Kirby
	Janet Brennan	Kenny Henry
	Ian White	

In attendance:	Jan Polley, External Reviewer and presenter of Programme no. 6
	Kay Bird, Secretary to the Board/Minute Taker

1   Welcome, Apologies, Aims and Objectives

The Chair welcomed all to the meeting and in particular Jan Polley. Apologies were intimated on behalf of Stuart Martin, Karen McGahan, Barry Graham, Ros Francis and Emma Curtis

The Secretary to the Board advised that Ian White, would be joining the event, late morning, once he had finished teaching and until Ian White joined the event the meeting was inquorate and no decisions could be made. The Chair advised that the decisions required at Programme Item 1(i) and (ii) would be deferred until the meeting was quorate.

2   Declaration of Interest

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

3   Board Member Evaluation and Development

The Chair advised that the Board Development Committee had done a lot of work on the board framework, the individual Board Member core skills and one to one assessments had been taken into account. The aim of this session was to feedback on Board Members' contributions and reflect on the four development pillars.

<u>Knowledge of the External Environment</u>
- The College has a lot of stakeholders and one Board Member had asked for clarification on who were the College's stakeholders and what we expect from them.
- It was recognised by Board Members the stakeholders were wide ranging and the Principal advised that D&G was a small region and the College had to get out and meet the stakeholders and consistently get the College's message across to them.
- It was considered whether a diagram could be produced noting the stakeholders. The Chair advised this would be looked at, it would be difficult to depict all stakeholders as technically everyone who comes into contact with the college is a stakeholder. It was agreed key stakeholders could be noted.
- Understanding national and regional skills was highlighted. It was discussed that meeting the employers' needs was key.

Board Member Skills

- The Chair commented he was very encouraged that the Board Members were very skilled in a number of areas with few gaps.
- The Chair commented it was a privilege to have all the members on the Board.

Organisational Knowledge

- Undertaking financial accountability, structure within the sector and student findings were all raised by several Board Members.
- Staff views and culture was also raised and the L&T Review had touched on this area. Delia Holland advising that she had invited as many Board Members as possible to attend the L&T Committee Meetings where Board Members would get a very good understanding of the operational side of the College.
- Understanding student's view is essential and the Chair advised student experience is fundamental and will be covered later in the session. The Principal advised a number of surveys are carried out in this respect and reported to the L&T Committee.

Team Working

- The Chair advised it is very important to take the time to get to know other Board Members and the importance of social events was stressed by other Board Members.
- It is good for the Board to recognise their strengths and weaknesses, and sharing their own experiences.
- Board Members raised sharing expertise with other organisations, resources should be shared, we are not in competition with other organisations we should compliment each other.

The Chair summarised the session by commenting he was encouraged by the one to one assessments, that the Board shared its skills and knowledge and the Board worked very well as a group.

4   **Board Diversity and Equality**

The Secretary to the Board spoke to the paper which had been issued. The majority of the Board Members had completed the Diversity and Equality on-line training module and the Board Secretary asked the Board Members who had not completed the training to do so as soon as possible. The members considered and discussed the Protected Characteristics which formed part of the New Regulation 6A of The Equality Act 2010 (Specific Duties) (Scotland) Amendment Regulations 2016. Members agreed that they would provide this information and as the College already has an Equal Opportunities form which new recruits complete they could complete this form.

Members discussed the Scottish Government's Consultation on the Draft Gender Representation on Public Boards (Scotland) Bill. The Board Secretary confirmed that our Board had a 50/50 gender split at present. It was agreed that if Board Members wanted to provide feedback they would do this individually and directly with the Scottish Government.

Action: The Secretary to the Board would speak to the Director of Organisational Development and Facilities to ascertain what information the College required and advise that Board Members had agreed to complete the Equal Opportunities form if necessary

Ian White joined the meeting

The Secretary to the Board confirmed the meeting was now quorate with enough members present for decisions to be made.

The Chair advised that decisions on Programme Number 1(i) and (ii) could now be considered. The Chair advised that Scott Hardie had resigned. The Principal advised that discussions with NUS had taken place to consider how quickly there could be a re-election, and whether a person could be elected in this academic year to hold the post for the 2017-18 academic year. The Principal confirmed the Board would be kept informed.

1(i)   Approval of Appointment of Board Members
The Chair advised that the Interview Panel had conducted two days of interviews. A skills gap analysis had been carried out. There was a maximum of three vacancies. All eight of the applicants had been interviewed and there were two very strong candidates, Rob Orr and Naomi Johnson, on whom the Chair reported. The Chair explained the process of the requirement for Board approval and then Scottish Minister approval.

The Chair further reported that a third candidate was strong but the panel had only carried out a telephone interview. It was agreed that this candidate would be invited to Dumfries for a face to face interview with the Chair and Stuart Martin and the Chair would provide an update at the Board Meeting in March.
Decision: The Board approved the appointment of Rob Orr and Naomi Johnson as Board Members.

1(ii)   Approval of Board Calendar of Meetings 2017-18
The Board Calendar of Meetings for 2017-18 was discussed. The Board approved the Calendar however it was recognised that once the Chair had undertaken the review of the Sub-Committee remits and Chairs this Calendar could be subject to revision.
Decision: The Board approved the Board Calendar of Meetings for 2017-18.

5   Introducing the Governance Hub
The Board Secretary spoke to the report which had been issued. She advised that she now had from CDN log-in details for each Board Member and she would be emailing Board Members in the next couple of days, with the necessary links and log-in details and urging them to log in and take a look at the Governance Hub. It is mandatory for all Board Members who sit on the Remuneration Committee to undertake the Remuneration Committee training on the Governance Hub and the Secretary to the Board asked those members to complete this training by 15th February and inform her that this training had been undertaken so it could be noted on their training records.

6   Board Development Plan 2016-17 Review

The Chair spoke to the report which had been issued and advised he had highlighted three particular issues for Board Members to discuss further. One group was to look at Questions A and B together and the second group Question C.

Feedback from Question A – Is there more which could be done by the whole board in Stakeholder Review and Question B – Is the board collectively getting key messages out?

- The Board does have a good awareness of the College's stakeholders and engages well with them.
- There are challenges in reaching out to certain stakeholders.
- There is a need to be more focussed, we cannot be all things to all people. Need to focus on certain areas, for example, how the Board engages with staff.
- Need to find an alternative to Board Links – perhaps there should be focus groups with staff.
- More attendance at events, to meet staff, more structured events.
- Facebook could assist.
- It should be coming down from the Board to the sub-committees what the committees should be looking at, ie. Engaging with stakeholders in the West, certain business areas? The Board needs to give sub-committees more focus in this area.
- Be clear – how, why, who we are expected to engage with.
- The chair would like an email to go out to all Board Members asking them for suggestions/areas/subject matter to be included on Board Agendas.

Feedback from Question C - How can we ensure we make full use of Student Members and the Student Association (SA)?

- A new president should be appointed as soon as possible, in this academic year to run into next year, therefore a 1.5 year role. This needs to be checked to ascertain whether this is viable.
- Could someone be appointed in the interim for continuity?
- The president's report at the Board should not just be a list of activities but an insight to what the SA is thinking and wanting to do.
- The L&T Committee gets the feedback from the SA but it was agreed more should come to the Board.
- More information about how the Class Reps system is working.
- The Principal confirmed that the SA president has to be a student of the College, either full-time or part-time, or attending open learning.
- Emma Curtis the Vice Principal of Stranraer will cover the position in the short-term but difficulties are she is not based in Dumfries.

7   Board Evaluation Effectiveness Review

Jan Polley advised the members that her role as External Reviewer was to draft the report after an evaluation process and highlight the Board's strengths and identify any areas which require working on. This document will be a public document and will once agreed be exhibited to SFC and published on the College's website. This session will work thorough Jan's findings, which are in the main very positive, in line with the Proforma which Board Members have had sight of.

(1) Good Governance
- Evidence of good a good partnership between the Board and EMT. The College has a strong base, good individual contributions by Board Members and good relationships.
- Approach and attitude is very good, the College has a strong Board and this is reflected in the report.
  Particular Strengths
- Leadership and strategy.
- Board respected.
- Good leadership by the Principal and the upholding of the Code of Good Conduct.
- Corporate responsibility is a huge strength
- Good partnerships with people and good approach to problem areas.
  Development Areas
- On-going issues on how to reflect the community in Board membership, however the College is aware of this and addressing this issue.
- Higher level of strategic role the Board has – you do however have clear strategic and performance indicators. This extends to KPIs and thought needs to be given to which part of governance monitors this and addresses areas of weakness, Board needs to monitor this.
- Need a clearer framework of what does the Board monitor, not just finance and KPIs. How does the Board monitor these – it is not clear from the Board papers – this should be addressed.
- Consideration needs to be given to how the Board uses it time in Board meetings
- Need to consider the awareness of staff and students and what they are thinking and link to the role of the Board.
- The Board meetings have a mass of things for "noting", this needs to be addressed whether these need to form part of the Board meeting.
- Ensure there is an audit trail on how the Board has taken a view and what is done with this information.
- Principal agreeing that it is important to identify key priorities for next year. Main points for the Board meetings were identified as (i) Education Scotland Review, (ii) Retention and attainment, (iii) Staff side – management survey, (iv) Consultation for potential new structure, (v) Staffing reports on the implementation of the new structure – Board might want to meet with the staff.
- The above priorities were agreed.
- With regard to papers coming to the Board, Papers for noting are the least useful and it should be asked why is that paper going to the Board. Ask should the Board have an opinion on it – if yes, it should be put in the Discussions sections.
- It was queried that the timing of the L&T Committee just a week before the Board meeting was not good timing – and this may be reviewed by the Chair.
- The Board should be giving more direction to the sub-committees on what should be going to and discussed at the sub-committees.
- It was commented that the role of the Board Secretary has changed greatly recently and is very much the link between the governance and the board.

(2) Quality of Student Experience
  Strengths
- There is evidence of good success here.
- Very good efforts for engaging with student members at meetings and events.
- Considerable reach out work undertaken with schools and businesses.

- The Chair mentioned the students going out into the schools are the College's best ambassadors.
  <u>Development Areas</u>
- Issues on sources of information on students.
- Concept of triangulation, be more systematic, is there a mix, is this sufficient. All Board members should be involved.
- New self-evaluation quality framework, may want to add in taking stock of how satisfied the evaluation is that has been undertaken.
(3) <u>Accountability</u>
   <u>Strengths</u>
- A good thoroughness of what we are good transparency, engages on risk and finance and the review found now problems.
- The Chair commented that Audit and F&GP committees are good with excellent chairs and we received good reports from both the internal and external auditors.
  <u>Development Areas</u>
- Need to make use of the Board and how it spends its time, as mentioned above too much noting material.
- Items for decision and discussion should be higher on the Agenda and some of the meetings are too long.
- The Principal agreed that a lot of the noting documents come from the governing bodies and the College needs to look at how to filter these, in particular what do Board Members need to know.
- Minutes should include a more defined audit trail. Reasons for decisions are not always one hundred percent clear.
(4) <u>Effectiveness</u>
   <u>Strengths</u>
- Immense strengths in this area.
- Strong chair, very strong culture, good engagement with members.
- Good balance of skills within the Board.
- SA members trying hard
- Delegations are clear.
- Board Secretary role an effort has been made in recruiting someone independent.
- Training and evaluation taken seriously.
- Partnership working is very good.
  <u>Development Areas</u>
- Not much to report here.
- Keep under review the Board Secretary role and support as Board Secretary new to the role.
- Board Member induction historically could be improved – especially meeting with EMT.

8   Closing Remarks

The Chair thanked Jan Polley for her session and acting as the College's External Reviewer and the College was looking forward to receiving the report shortly. The Chair thanked the Board Members for attending and commented that a good deal of useful information had come out of todays' session.

Dumfries & Galloway College

Board of Management

Strategic Risk Register

1.   Introduction

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

2   The Report

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

2.2   The Principal and Executive Management Team routinely review the Strategic Risk Register to reflect the risks the College is facing and the mitigation that will be applied to each risk. There are currently 14 strategic risks, three of which are rated 12 or above.

2.3   Three new risks have been added to the register since the committee last met but do not have residual risk rating above 9. They are:
- Risk no 12 - Potential Compulsory Redundancy of Curriculum Leaders
- Risk no 13 - Potential disruption due to time delay in recruiting to the post of Vice Principal
- Risk no 14 - Potentially no board governance/support while recruiting to the post of Board Secretary

2.4   Risk no 1 'national pay bargaining' rating has been reduced from 16 to 12 now that the pay award for 2016-17 has been agreed and implemented.

3.   Recommendation

3.1   The Audit Committee reviewed the Strategic Risk Register at its meeting on 21st February. The Audit Committee recommends that the Board of Management consider and, approve the Strategic Risk Register.

Strategic Plan 2016-2017 Risk Register

Risk No.	Risk Description	Inherent Risk			Controls in Place	Assurances	Internal/ External	Residual risk			Further Action	Risk Owner
		Likelihood	Impact	Total				Likelihood	Impact	Total		
1	National Pay Bargaining	4	4	16	1. Detailed financial planning undertaken and approved by Finance and General Purposes Committee to ensure "affordability" of any offer. 2. National negotiation processes in place with recognised unions. 3. Government public sector pay guidance for 2017-18 is for maximum 1%, College budget will reflect this.	1. Feedback to EMT and the Board 2. Included in budget which is monitored and reported through F&GP and Board 3. Sound internal planning and monitoring to ensure service continuity in event of industrial action	Internal/ External	3	4	12	2016-17 pay award agreed and implemented	EMT
2	Public sector funding cuts - forecast for session 2017-18	4	4	16	1. Scenario planning undertaken and measures to offset reduction identified which is then used to inform curriculum planning. 2. Annual review of provision undertaken through planning and budgetary process to ensure match of income and expenditure.	1. Curriculum plans approved by EMT and L&T 2. Budget approved by the Board	Internal	3	4	12	Reduce curriculum provision and or student services in line with funding and implement cost savings. Seek to increase non SFC income.	EMT
3	Governance issues: Reclassification and other changes to governance reduce the flexibility of the College to manage financial and estates issues and meet targets in the Outcome Agreement.	4	4	16	1. Executive Management Team and Finance Manager representation at relevant briefings and ongoing monitoring of changes 2. External audit advice	1. Appropriate and robust internal planning and monitoring arrangements 2. Regular liaison with Scottish Funding Council	Internal/ External	3	4	12	Seeking financial support from Scottish College Foundation to support College's continuing development. SFC Guidance on Depreciation, Deficits and transferring funds to ALFs	EMT
4	Unable to achieve credit (activity) target	3	3	9	1. Real time monitoring system. 2. Contingency plans in place to offer additional provision as required. 3. Annual review of staffing and provision to rebalance areas of growth with areas of decline. 4. Annual review carried out by internal audit	1. Reviewed by EMT on a weekly basis 2. Reviewed by EMT on a weekly basis 3. Review carried out by HR and presented to ET for consideration/approval. 4. Internal audit report presented to audit committee	Internal / External	3	3	9	Early warning strategies to be implemented to improve early retention. Current dispute with UNISON could impact on retention	EMT
5	University of West Of Scotland - Review of property and provision in Dumfries.	4	3	12	1. Principal continue to discuss with Senior Management of UWS. 2. Principal and Vice Principal on the Joint Academic Strategy Group. 3. Regular reporting and discussion at EMT as information becomes available.		Internal/ External	3	3	9	Continue dialogue with UWS. Keep SFC informed of potential loss of contribution to college overheads from UWS for shared accommodation. Also potential loss of articulation opportunities for College students if UWS provision if reduced.	EMT
12	Potential Compulsory Redundancy of Curriculum Leaders	4	3	12	1. Consultation with Unions and staff on proposed curriculum restructure. 2. Following consultation and reflection final structure to be implemented.	1. Meeting with affected staff and Unions 2. Open Voluntary Severance Scheme 3. EMT meetings/minutes	Internal	3	3	9	Proposed Academic Restructure currently out for consultation. Consultation closes 17/2/17	EMT
13	Potential disruption due to time delay in recruiting to the post of Vice Principal	4	4	16	1. Finance moving to another experienced EMT member 2. Interim arrangements in place - Principal to assume portfolio	1. Continuity of strategic finance 2. Experienced operational managers 3. Seek experienced staff from sector for FES return if required	Internal	4	2	8		EMT
14	Potentially no board governance/support while recruiting to the post of Board Secretary	4	4	16	1. Short term arrangements - VP Corporate Services & Governance to assume role (until April)	1. Seek experienced staff from sector / consultant to support new appointee	Internal	4	2	8		EMT

Strategic Plan 2016-2017 Risk Register

Risk No.	Risk Description	Inherent Risk			Controls in Place	Assurances	Internal/ External	Residual risk			Further Action	Risk Owner
		Likelihood	Impact	Total				Likelihood	Impact	Total		
6	Failure to achieve attainment targets	4	4	16	1. Real time monitoring systems in place 2. Strategies in place to improve retention. 3. Strategies in place to improve student success 3. Poorly performing programmes removed from the curriculum.	1. Monitored at course level and review by Vice Principal (Learning and Skills) 2. Monitored through self evaluation process and reported to ET and L&T committee	Internal/ External	1	4	4	Moving forward achieving attainment targets agreed with the SFC in the Regional Outcome may be a condition of grant. Low attainment can also be detrimental to college reputation.	EMT
7	Implications following the implementation of 'needs-led' funding model, in particular ELS and rural funding	4	4	16	1. Principal member of College Sector Funding Group. 2. Continuous review of curriculum and delivery by ET to ensure that adverse impact minimised.	1. Feedback to ET and Board meetings 2. Reports to L&T Committee	Internal	2	2	4	College to develop an access and inclusion strategy detailing how ELS funding be used	EMT
8	Disruption to business continuity due to Influenza pandemic, terrorism, fire or other disaster	2	4	8	1. Business continuity plan in place (check audit report recommendations)	1. Reviewed by ET and report to Board 2. Internal audit review carried out in 11/12	Internal / External	2	2	4	Implementation of audit recommendations	EMT
9	Prevent Duty – disruption due to threat of extremism / risk of external influences	3	4	12	1. Vice Principal attendance at local multi-agency CONTEST group 2. Regular reporting of Prevent issues at EMT. 3. Constant scanning to identify new potential threats.	1. College Prevent Action Plan 2. CONTEST meetings/minutes 3. EMT meetings/minutes	Internal	2	2	4	Vice Principal leading on Prevent Action Plan, any issues would be identified through regular reporting at EMT. Immediate concerns to be raised with contact within Police Scotland. Review of evacuation procedures in relation to 'stay safe' principles planned for September 2016	EMT
10	Imbalance between demand for student support funds/bursaries and funds available	2	3	6	1. Detailed analysis and monitoring of spend undertaken on an ongoing basis by Finance Manager, discussed monthly with VP (CS&G) who updates ET. 2. Allocation and amounts reviewed on an annual basis to ensure funding constrained within amount available. 3. Annual review carried out by internal audit	1. ET meetings/minutes 2. ET meetings/minutes 3. Internal audit report presented to audit committee	Internal / External	1	2	2	No further action but continue to monitor expenditure and amend student funding policies to match demand with available budget.	EMT
11	Loss of collaborative partnership arrangements	2	3	6	1. Policy of limiting dependence on any one partnership. 2. Regular reporting of partnership issues at ET. 3. Constant scanning to identify new potential partnerships.	1. Currently not specifically reviewed 2. EMT meetings/minutes	Internal	1	2	2	No further action. Although policy not specifically reviewed, any issues would be identified through regular reporting at ET.	EMT

Board of Management

Committee Remits and Membership

1 Purpose

The purpose of this report is to provide members with the opportunity to review each committee remit and its membership.

2 The Report

In March 2015, the Board reviewed each committee remit and its membership with a follow-up action to review again in March 2017.

2.1 New Committees

In line with the Colleges current staff grievance, disciplinary and capability procedures the Board may be required to form a Grievance/Appeals Committee. The Board may wish to consider designating roles, such as Chair of HR Committees, to be members. This committee and its remit will be added to the Boards governance manual.

GRIEVANCE / APPEALS COMMITTEE	
1.1	**Membership:** 3 non-executive board members
1.2	**Quorum**: 3 members
1.3	**Remit** The Grievance / Appeals Committee shall be a committee of the Board of Management. In the interest of speedy resolution, this Committee shall have power to decide on final outcome and report final outcome to the full board. The Committee shall observe the Standing Orders in all its business. **Specific** The following provides a summary of the main duties of the Committee 1. To hear any grievance / appeal of decisions made by the Principal in accordance with discipline, grievance and capability procedures.
1.4	**Meetings** The grievance / appeals committee will only meet as and when required.

2.2 Existing Committees

The following shows the responsibilities the Board has remitted to each of its existing committees. The remit of each committee has updated (highlighted in red) to reflect changes in terms of the Code of Good Governance, the Board Development Framework, the Scottish Funding Council (SFC) Financial Memorandum, SFC Quality Arrangements and SFC Guidance of Severance and Settlement Payments. It also reflects the Executive Management Structure currently in place. Member may also wish to review the frequency of each of the committee meetings.

Board of Management

It should be noted that the Learning and Teaching Committee is currently reviewing the committee's remit. Any recommendations as a result will come to the Board in due course.

AUDIT COMMITTEE		
1.1	**Membership:**	5 non-executive board members (one of whom shall be appointed Committee Chair). Members of the audit committee are precluded from serving on the Finance and General Purposes Committee. The Chair and Principal should not be a member of the Audit Committee.
		The internal audit service provider and representatives of external auditor will be expected to attend meetings of the Audit Committee and to be provided with agenda and papers for meetings.
	In attendance:	Principal
		Vice Principal (Corporate Services and Governance)
		Finance Manager
1.2	Quorum:	3 members
1.3	**Remit**	
	General	
	The Committee shall make its recommendations to the Board of Management, as appropriate. The Audit Committee shall observe the Standing Orders in all its business.	
	Specific	
	The following provides a summary of the main duties of the Audit Committee:	
	2. To review effectiveness of the internal controls and management systems;	
	3. To ensure systems are in place to promote efficiency, effectiveness and economy, including where appropriate the identification of specific value for money studies, and to ensure that activities are managed in accordance with legislation and regulations;	
	4. To ensure compliance with corporate governance requirements;	
	5. To review the Risk Management Policy and the effectiveness of risk managements systems, including the College's risk appetite;	
	6. To review the Anti-fraud and Corruption Policy and the effectiveness;	
	7. To develop and review Whistle-blowing policy;	
	8. Agree letter of engagement with external auditor and review report to management;	
	9. Agree internal audit plan (including value for money audits); review audit reports including annual audit report, and monitor the implementation of internal audit recommendations	
	10. To prepare an annual report to the Board on Internal Financial Control prior to the signing of the Financial Statements	
	11. To report to the Board as required – minutes of the meetings should be circulated to the Board	
1.4	Meetings	
	The Audit Committee will normally meet at least four times per year.	
	Once a year, subsequent to a meeting of the Audit Committee, Other members of the Audit Committee will meet with the internal audit service provider and representatives of the external auditor. The Chair of the Board of Management may elect to attend this meeting.	
	The Audit Committee will report to the Board of Management on a regular basis, and the Audit Chair will produce an Annual Report for submission to the Board following the end of the financial year.	

Board of Management

FINANCE AND GENERAL PURPOSES COMMITTEE		
1.1	Membership	A minimum of 3 non-executive board members (one of whom will be appointed Committee Chair). Members of the Finance and General Purposes Committee are precluded from serving on Audit Committee Principal One staff member
	In attendance:	Vice Principal (Corporate Services and Governance) Finance Manager
1.2	Quorum	3 members
1.3	Remit	**General** The Committee shall make its recommendations to the Board of Management as appropriate. The Committee shall observe the Standing Orders in all its business. 1. To consider the annual budget and recommend approval to the full Board; 2. To monitor actual performance against budget; 3. To consider capital expenditure, investments and borrowing and recommend approval to the full Board; 4. To consider the Financial Forecast Return and recommend approval by the full Board; 5. To consider the annual accounts and recommend for approval by the full Board; 6. To oversee systems of financial control and delegated authority; 7. To liaise with external audit service to ensure accounts show a true and fair view and exhibit regularity of spend; 8. To carry out the Board of Management's constitutional delegation in financial matters; 9. To ensure compliance with the Financial Memorandum and Financial Regulations; 10. To make recommendations to the Board on matters relating to the development and management of its property and facilities; **11.** To consider health and safety aspects of the College's operation where these relate to estates and facilities; **12.** To consider affordability of Voluntary Severance Scheme and recommend approval to the full Board; **13.** To report to the Board as required – minutes of the meetings should be circulated to the Board.
1.4	Meetings	The Finance and General Purposes Committee will normally meet at least four times per year

HUMAN RESOURCES COMMITTEE		
1.1	Membership	2 non-executive board members (one of whom will be appointed Committee Chair) Principal One staff Board Member
	In attendance:	Director of Organisational Development and Facilities
1.2	Quorum	3 members
1.3	Remit	**General**

Board of Management

	The Committee shall make its recommendations to the Board of Management as appropriate. The Committee shall observe the Standing Orders in all its business. 1. To ensure the College is operating within all legal requirements relating to employment law and other legislation affecting employment; 2. To approve the HR strategy and to monitor actual performance against KPI to include staff welfare, staff establishment, turnover, sickness, and absence; 3. To make recommendations to the Board on HR and staffing matters; 4. To ensure that pay and conditions of employment are properly determined and that pension arrangements are monitored; 5. To ensure appropriate arrangements are in place for effective dialogue with trade unions; 6. To ensure there are appropriate policies, procedures and monitoring for appointments, promotion, staff development and appraisal; 7. To ensure health and safety legislation relating to staffing is complied with and that regular reports are considered and recommended for approval to the full Board of Management; 8. To prepare an annual report to the Board; **9.** To report to the Board as required – minutes of the meetings should be circulated to the Board	
1.4	**Meetings** The Human Resources Committee will normally meet once per year	

LEARNING AND TEACHING COMMITTEE		
1.1	Membership	A minimum of 3 non-executive Board of Management members (one of whom will be appointed Committee Chair) Principal One Staff Board member Two Student Board members
	In attendance:	Vice Principal (Learning & Skills); Vice Principal (Corporate Services and Governance); Vice President (Dumfries) of Student Association; and 4 members of staff (representative of each Faculty)
1.2	**Quorum**	3 members
1.3	**Remit**	

Remit

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

1. To ensure appropriate mechanisms are in place for the effective monitoring of quality and inclusivity of the learning experience, in line with Education Scotland Quality Framework, and report to Board.
2. To agree and monitor College teaching and learning strategy, aims and objectives;
3. To agree and monitor College learner engagement strategy, aims and objectives;
4. To agree and monitor College employer engagement strategy, aims and objectives;
5. To reflect on trends in education and encourage innovation and curriculum development to ensure that the College is successfully serving the needs of its internal and external stakeholders;
6. To agree and monitor academic performance, including student retention, progression, attainment PIs, ensuring arrangements are in place to action and address any areas of concern;
7. To monitor:
   - performance on admissions, access and inclusion; arrangements for articulation and partnership

	• approaches to learning and teaching, including the use of ICT; • the number and themes of student complaints. 8. To regularly consider reports from and related to the Student Association and address any issues raised by the Association; 9. To 10. To maintain an overview of quality assurance and improvement by reviewing reports from both internal and external, including feedback and evaluation from student and stakeholder surveys; 11. To consider Annual Self Evaluation and recommend for approval by the full Board following; **12.** To report to the Board as required – minutes of the meetings should be circulated to the Board.
1.4	**Meetings** The Learning and Teaching Committee will normally meet at least four times per year

REMUNERATION COMMITTEE	
1.1	**Membership:** Chair of Board of Management (The Chair of the Board should not be the Chair of this committee) Vice Chair of Board of Management (Committee Chair) Chair of Finance and General Purposes Committee Staff Board Member
1.2	**Quorum** 3 members
1.3	**Remit** The Committee has responsibility for advising the Board of Management on the following matters: 1. To determine and review the salaries, terms and conditions (hours per week, annual leave entitlement, sick leave and pay entitlements, notice period and other emoluments) and, where appropriate severance payments, of the Principal, members of the Executive Management Team and the Secretary to the Board; **2.** To ensure robust scrutiny of proposed severance schemes and settlement agreements over £40k, before recommending approval to the Board **3.** To determine the process for setting and agreeing the Principal's performance; **4.** To receive annual reports from the Regional Chair on the Principal's performance; **5.** To ensure efficient and effective use of public funds; **6.** To report to the Board as required – minutes of the meetings should be circulated to the Board.
1.4	**Meeting** The Remuneration Committee will meet at least once per year or as required

BOARD DEVELOPMENT COMMITTEE	
1.1	**Membership:** Chair of the Board of Management (Committee Chair) Vice Chair of the Board of Management Chair of Audit Committee Chair of HR Committee Chair of Remuneration Committee Chair of Learning and Teaching Committee Chair of Finance and General Purposes Committee
1.2	**Quorum** 3 members
1.3	**Remit** The Committee has responsibility for advising the Board of Management on matters relating to the development of the Board as follows:

Board of Management

<table>
<tr><td></td><td>
1. In accordance with applicable legislation, and relevant guidance on standards in public life and college board appointments manage the process of recruitment and appointment of candidates for membership of the Board of Management;
2. To recommend new candidates and or extension, for approval to the full board of Chair of Board and Scottish Ministers;
3. To review and consider the composition and balance of the Board in relation to appropriate balance of equality, skills; experience, independence and knowledge of the body;
4. To advise the Board of Management on matters relating to the self-evaluation and development of the Board as an entity
5. To ensure all board members are subject to appraisal of their performance, conducted at least annually, normally by the chair of the board.
6. To prepare board annual self-evaluation report and development plan including progress on previous years to the full board
7. To ensure an externally facilitated evaluation of board effectiveness at least every 3 years
8. To advise the Board of Management on matters relating to the self-evaluation and development of individual board members
9. To develop policies and procedures for the induction, training and development of Board members;
10. To receive and review evaluation reports on Board performance and development of members;
11. To report to the Board as required – minutes of the meetings should be circulated to the Board.
</td></tr>
<tr><td>1.4</td><td>**Meetings**
The Board Development Committee will meet at least once per year or as required</td></tr>
</table>

2.3   Committee Membership

The following shows membership of each of the Board committees. There it currently a vacancy on the Audit Committee. It should be noted that the Learning and Teaching Committee are keen for more non-executive board members to join it. New board members may wish to consider joining one of the committees.

<table>
<tr><td colspan="2">**AUDIT COMMITTEE - 5 members**</td></tr>
<tr><td>**Membership:**</td><td>Hugh Carr (Chair), Delia Holland, Stuart Martin, Pat Kirby and Vacancy</td></tr>
<tr><td>**In attendance:**</td><td>Internal auditors;
External auditors;
Principal;
Vice Principal (Corporate Services and Governance); and
Finance Manager</td></tr>
<tr><td colspan="2">**FINANCE AND GENERAL PURPOSES COMMITTEE – 5 members**</td></tr>
<tr><td>**Membership**</td><td>John Henderson (Chair), Carol Turnbull (Principal), Kenny Henry, Karen McGahan and Ros Francis</td></tr>
<tr><td>**In attendance:**</td><td>Vice Principal (Corporate Services and Governance); and
Finance Manager</td></tr>
<tr><td colspan="2">**HUMAN RESOURCES COMMITTEE – 4 members**</td></tr>
<tr><td>**Membership**</td><td>Stuart Martin (Chair), Carol Turnbull (Principal), Ian White and Janet Brennan</td></tr>
<tr><td>**In attendance:**</td><td>Director of Organisational Development and Facilities</td></tr>
</table>

Board of Management

LEARNING AND TEACHING COMMITTEE - 8 members	Page 7 of 7
Membership: Delia Holland (Chair), John Henderson, Carol Turnbull (Principal), Ian White, Kenny Henry, Barry Graham, Emma Curtis (Vice President of Student Association in Stranraer) and SA President (vacancy)	
In attendance: Vice Principal (Learning and Skills); Vice Principal (Corporate Services and Governance); Vice President (Dumfries) of Students' Association; and 4 members of staff (representative of each Faculty)	
REMUNERATION COMMITTEE – 4 members	
Membership: Brian Johnstone, Delia Holland (Chair), John Henderson and Ian White	
BOARD DEVELOPMENT COMMITTEE – 5 members	
Membership: Brian Johnstone (Chair), Delia Holland, Hugh Carr, John Henderson and Stuart Martin	

2   Recommendation

It is recommended that members review the remit of each committee, frequency of meetings and membership.

Board of Management

2017-20 REGIONAL OUTCOME AGREEMENT

1. **Introduction**

   The purpose of this paper is to provide the Board of Management with an opportunity to consider the draft 2017-20 Regional Outcome Agreement.

2. **Background**

   Outcome Agreement is a joint funding commitment between the College and the Scottish Funding Council. The agreement needs to set out the outcomes and outputs the College will deliver over the three-year planning period. Once agreed the College then receive funding from the Scottish Funding Council to deliver the outcome agreement. The activity and funding figures are indicative only at this stage.

   The attached agreement is a live document, with further detail on some of the deliverables yet to be expanded upon including any feedback from members. The College is also awaiting feedback from the Scottish Funding Council on the contents of the draft.

3. **Recommendation**

   The Board of Management is asked to consider and, if so minded, approve in principle the Regional Outcome Agreement.

Board of Management

College region: Dumfries and Galloway College

College regional grouping: Dumfries and Galloway College

Funding
College region Dumfries and Galloway College will receive £8,745,960 (indicative) from the Scottish Funding Council for academic year 2017-18 to plan and deliver further and higher education in the region. This funding is on the condition that the college board signs and commits to deliver the outcomes detailed below

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Priority Outcomes to be delivered by end of AY 2017-18
 ➢ To contribute to reduction in youth unemployment and improving life chances
 ➢ To ensure provision is efficiently delivered, accessible and meets national, regional and local employer needs
 ➢ To support learners to complete their study and achieve successful outcomes.

Priority Outputs to be delivered in AY 2017-18

 • Achievement of Activity Target of 30,067 credits
 • Increases in student retention and attainment
 • An increase in the number of students entering positive destinations
 • A curriculum which reflects the skills requirements and meets the needs of the region
 • An increase in non-SFC income as a % of total income

Signed by College Region	Signed by SFC
Date	Date

Dumfries & Galloway College

Board of Management

Introduction

Outcome agreements were first introduced in 2012-13 and are intended to enable colleges and the Scottish Funding Council (SFC) to demonstrate the impact of the sector and its contribution to meeting Scottish Government priorities.

This outcome agreement is for the period 2017-20. A number of college strategies supports this Outcome Agreement.

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's main campus is located in Dumfries with a smaller campus located in Stranraer.

In 2015, the College developed a five-year strategic plan, Vision 2020, which sets out our vision, aspirations and priorities for that timescale. Through this strategy, we aim to meet the further and higher education needs of Dumfries and Galloway, 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.

Our vision is:
Inspiring our People, Businesses and Communities to be successful.

Mission
One College, one Team where:
* Learners come first;
* the changing needs of the economy are met; and
* innovation, collaboration and creativity are core to what we do.

Through delivery of our six key outcomes, we will:
* Provide opportunities to access and progress through education and training at all levels.
* Deliver education and training that is a route to employment and career development and is aligned to local and national economic need.
* Be the first choice for recruitment, training and development of the work force.
* Enable communities to grow and develop through local education and training.
* Support more businesses to start-up, grow and diversify.
* Enable people to build their independence and confidence in a supportive environment

Further information on the College's aspirations and priorities can be found in the College's Strategic Plan, Vision 2020 - http://www.dumgal.ac.uk/dumgalcontent/uploads/2016/03/Vision_2020_-_Summary_Report.pdf

Reporting
We continue to have confidence in achieving our vision, but it is also essential that we are able to demonstrate its relevance and contribution to the achievement of both Scottish Government and the Scottish Funding Council priorities. We are committed to regularly monitoring progress towards the delivery of the outcomes set out in this agreement. From 2017-18 the College will implement the new SFC and Education Scotland quality arrangements, which integrates quality arrangements

Board of Management

evaluation with outcome agreement evaluation and reporting. We will produce an integrated evaluation report and enhancement plan in October of each year.

Dumfries and Galloway Region

Regional Demographics and Economic Overview

The Region of Dumfries and Galloway is situated in the south west of Scotland. It is 77 miles from Glasgow and 79 miles from Edinburgh to the main town of Dumfries. It has a population of 149,670[1], spread over 6,426km^2, one of the most sparsely populated and the third largest in Scotland in terms of land mass. The population density of the region is 23/km^2 compared to the Scottish average of 68/km^2. 14.5% of the population are aged 16 to 29 years, less than the Scottish average of 18.2%. Persons aged 60 and over make up 31.5%, larger than the Scottish average of 24.2%.

By 2037, the population of Dumfries & Galloway is projected to be 141,619, a decrease of 5.3% compared to the population in 2015. The population of Scotland is projected to increase by 8.8% during the same period.

Rurality[2] is a key characteristic of Dumfries and Galloway and while the areas around Stranraer and Dumfries are categorised as 'accessible' under the Scottish Government's Urban/ Rural Classification (2012b) the rest of the region is classified as either 'remote' or 'very remote'.

The Region is characterised by small settlements of 3,000 people or less with nearly half of all people live in settlements with fewer than 3000 people. The largest town is Dumfries (population 31,630), followed by Stranraer (10,800) and Annan (8,300) with no other settlement having more than 4000 people.

Seven secondary schools have fewer than 500 pupils; 43% of primary schools have fewer than 50. Nearly a third of the population lives in remotes area (further than a 30-minute drive from a large town). The region suffers from a poor transport infrastructure with limited public services. A relatively low proportion of addresses in the region have broadband connections and those that do, have low average speed.

Dumfries and Galloway, as an economic region, faces many challenges with the lowest average wage in Scotland, rurality, an ageing population and projected falls in employment in agriculture, some manufacturing, public administration and mining and quarrying sectors countered by anticipated rises in sectors such as health, information technology, real estate, electricity and gas, finance and insurance and construction.

The College will ensure it continues to provide vocational opportunities for young people while also providing opportunities to develop the skills of the future workforce demanded by employers, especially in the sectors mentioned above.

Total employment rose over the period 2009 to 2014 to 58,700. This represents a growth rate of 1%, equal to the Scotland rate, with the growth rate increasing between 2013 and 2014.

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[1] National Records of Scotland 2015
[2] Dumfries and Galloway Regional Economic Strategy 2014 – 2020

The employment by industry sector broadly mirrors the business base, with two exceptions[3]. The top employing sector continues to be health. Some 19% or 11,000 are employed in the sector, above the Scottish and UK proportions, although the sector only accounts for 6% of the business base, reflecting a small number of large employers in the sector, such as local hospitals. Similarly, agriculture represents just 2% of employment but 28% of the business base, suggesting many small farms/employers and reflecting the fact that agriculture is not a highly labour intensive sector.

Retail and production are the two other key sectors of employment in the area, and both have a high employment concentration in Dumfries and Galloway, again signifying the predominance of lower paid jobs in the area.   Other large employment sectors include education and accommodation and food services, both of which are over-represented in the region.

The key changes over the 2012-2014 period were the expansion of employment in residential care, an increase of over 750 jobs. There were few significant job loss sectors, although there was a decline of almost 150 jobs in sawmilling activities. The key changes over the two years were:

Residential nursing care (+34%)

Restaurants (+34%)

Other residential care (+33%)

Sawmilling and planning (-20%)

Beverage serving (-10%)

Other social work activities (-7%)

17% of employers in the region reported that not all of their staff are fully proficient with skills gaps most likely in sales, customer service roles and elementary occupations

The Region has experienced a decline in the younger age groups[4] and those most economically active, with -9% decrease of 0-15 year olds, -5% amongst 16-19 year olds and -28% amongst 35-44 year olds. The largest increases have been in those aged 20-24 (21%) and 65+ (20%), both higher than the growth in these age groups in Scotland. It is not yet clear how these changes will impact on the college in the long term, but there is evidence changes in enrolments is taking place in the short term. The following table shows full-time enrolments in the younger age range over past three sessions.

Age Range	2013-14	2014-15	2015-16
16 - 19	948	890	929
20 - 24	330	322	287

The proportion of school leavers in Dumfries and Galloway entering Higher Education increased slightly from 2013-14 to 2014-15, at 36% and 37% of all school leavers respectively. 30% entered Further Education and 22% entered employment, which fell from 28% in 2013/14. The proportion unemployed (seeking or otherwise) decreased from 9% in 2013-14 to 6% in 2014-15, in line with the Scottish average. In 2007-08, this was around 15%. 13% of those aged 16-64 years in Dumfries

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[3]Dumfries and Galloway Regional Skills Assessment 2015
[4] Regional Skills Assessment January 2016

Board of Management

and Galloway have no qualifications, higher than the Scotland UK rate of 9%. Just over one in ten have lower level qualifications –broadly in line with the 10% in Scotland and 12% in the UK. In contrast, almost three in ten (30%) have high level qualifications (at SCQF 7-12), below the 41% in Scotland and 36% in the UK – reflecting the lower level of those in professional occupations.

Profile of Business[5]

The profile of businesses by size remains fairly similar to Scotland, where 83% of registered businesses in Dumfries and Galloway are micro firms employing fewer than 10 people. Around 2% employ more than 50. In 2014, there were 15 businesses in Dumfries and Galloway employing more than 250.

The business base is dominated by the agriculture, forestry and fishing sector, which accounted for 28% of all businesses in 2014, over three times the Scotland proportion, and higher than the 25% in 2013. The retail, accommodation and food services and professional, scientific & technical sectors all make up a smaller proportion of the business base than nationally.

Business base by sector	Dumfries and Galloway	Scotland
Agriculture, forestry & fishing	28%	9%
Retail	10%	11%
Construction	9%	9%
Accommodation & food services	7%	8%
Professional, scientific & technical	6%	15%
Health	6%	6%
Arts, entertainment, other services	6%	7%
Production	5%	5%
Wholesale	4%	4%
Transport & storage	4%	3%
Business admin & support	4%	6%
Motor trades	3%	3%
Information & communication	2%	5%
Property	2%	3%
Education	2%	3%
Finance & insurance	1%	2%
Public admin & defence	1%	1%
Total	**7,445**	**203,760**

Source: UK Business Counts

[5] Regional Skills Assessment January 2016

People and Skills

The employment rate for Dumfries and Galloway in 2014 was 73%, equal to the Scotland and UK averages. 67% of jobs in the region are full time, lower than 74% in Scotland. A third of all jobs in Dumfries and Galloway are part-time, compared to 26% in Scotland. In 2015 there were 306 unemployed young people aged 16-24 in the region, down by 47% on the previous year.

13% of those aged 16-64 have no qualifications, 4% higher than the Scottish average; 10% have lower level qualification, in line with Scottish average; 30% have high level qualifications, well below the 41% Scottish average and 36% reflects the lower level of those in professional occupations. 17% of all those aged 16-64 are work-limited through disability, 2% above the Scottish average of 15%;

Areas of Multiple Deprivation

The Scottish Index of Multiple Deprivation (SIMD) has identified 16 data zones in Dumfries and Galloway as being in the 20% most deprived in Scotland show the location of these:
- 8 in Dumfries (5 in Lincluden and Lochside, 2 in Nithsdale and Nunholm, 1 in Summerville)
- 4 in Stranraer;
- 3 in Upper Nithsdale
- 1 in Annan.

The majority of income-deprived (82.4%) and employment-deprived (81.8%) people live out with these areas.

Diversity

In terms of diversity, 0.6% (841)[6] of the population is from the non-white minority. Almost half the total minority ethnic population resides in Nithsdale; just over 20% in Annandale and Eskdale; and around 15% for both Stewartry and Wigtownshire. The pupil census 2011 showed the three main non-English languages spoken by school pupils at home were Polish, Cantonese and Urdu. A total of 0.3% (470) of the population speak Gaelic. 7.1 per 1000 of the population are adults with learning disabilities (6.4 per 1000 Scotland). 49% of the population are males and 51% female. This increases with age, and in the over-65 age group is 40% males and 60% females.

School leaver Destinations
Insert 2015-16 stats when available – not being published until May 2017

Travel to study Patterns
The Region suffers from a poor transport infrastructure with limited public services. A summit was held recently on the Crichton Campus, arranged by Dumfries and Galloway Council and attendees included local politicians along with transport and port operators, business groups, the Scottish Rural Parliament, the Third Sector and other local stakeholders. A report of the summit was

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[6] National Records of Scotland

Board of Management

published in September 2016. The Dumfries and Galloway Regional Transport strategy vision is a transport system that delivers the internal and external connectivity required to sustain and enhance the region's economy and communities whilst minimising the impact of transport on the environment. In a large rural area such as Dumfries and Galloway, this is not easy: the long distances involved, and the fragile nature of many of the region's isolated communities, makes it harder to provide alternatives to private transport than might be the case in many urban areas. Dumfries and Galloway College is a partner of the regional transport group and recognises the travel difficulties students have in attending College. The College addresses this difficulty by provisioning bus services from /to key towns/settlements such as Stranraer, Newton Stewart, Machars, Moffat, Kirkconnel, Sanquhar, Dalbeattie, Annan, Gretna and Lockerbie, which are free to College students.

Progression

The College continues to map its mainstream curriculum to key industries and learner need across both campuses.

A map of curriculum by SCQF level across both campuses is shown below:

Curriculum area	Dumfries						Stranraer				
	SCQF 1-3	SCQF 4	SCQF 5	SCQF 6	SCQF 7	SCQF 8	SCQF 1-3	SCQF 4	SCQF 5	SCQF 6	SCQF 7
Care	■	■	■	■	■		■	■	■	■	■
Early Education		■	■	■	■			■	■	■	
Business			■	■		■			■	■	
Computing		■	■	■	■						
Creative Industries		■	■	■	■						
Sport		■	■	■	■						
Hair and Beauty		■	■	■	■			■	■	■	
Hospitality		■	■	■				■	■		
Engineering		■	■	■				■	■		
Construction		■	■	■				■	■		

Articulation

The Colleges partnership links with Higher Education Institutions (HEIs) continues to develop. The following table shows the articulation arrangements currently in place for learners successfully completely an HNC at the College:

SCQF 7	Articulation
HNC SOCIAL CARE AND ADMINISTRATION	Students can articulate at SCQF level 8 to the BA in Adult Nursing or Mental Health at the University of West of Scotland on the Crichton Site
ACCESS TO NURSING (SWAP) (SCQF 6)	Students can articulate at SCQF level 8 to the BA in Adult Nursing or Mental Health at the University of West of Scotland on the Crichton Site; Dip HE Healthcare Practice or BSc (Hons)Mental Health Nursing at The Open University (only with employer sponsorship)

Board of Management

HNC SOCIAL SCIENCES	HNC students can articulate at SCQF level 7/8 (also under 2+2) to the BA in Health & Social Policy at the University of Glasgow on the Crichton Site; BA (Hons) Health and Social Sciences or BA (Hons) Open at The Open University
HNC SOCIAL CARE	HNC Students can articulate at SCQF level 7/8 (also under 2+2) to the BA in Health & Social Policy at the University of Glasgow on the Crichton Site. HNC Social Care learners who get an A in their graded unit and attend the required summer school can enter the 2nd year Social Work degree on the Crichton site; BA (Hons) Social Work (Scotland), BA (Hons) Health and Social Care or BA (Hons) Open at The Open University
HNC EARLY EDUCATION AND CHILDCARE	HNC students can articulate at SCQF level 8 (also under 2+2) to the BA in Childhood Studies at the University of West of Scotland on the Crichton Site
HNC HOSPITALITY	BA or BSc (Hons) Open at The Open University
HNC ELECTRICAL ENGINEERING	Currently discussing articulation arrangements with University of Strathclyde, Edinburgh Napier University; Heriot Watt University and BSc (Hons) Open at The Open University

The following table shows the articulation (with advanced standing) arrangements currently in place for learners successfully completely an HND at the College:

SCQF 8	Articulation
HND BUSINESS	HND students can articulate to: BA Business Management with University of West of Scotland on Crichton site; BA Rural Business Management with SRUC, Ayr Campus; BA (Hons)in Business Management or BA (Hons) Open with The Open University
HND ACCOUNTING	HND students can articulate to: BA Accounting with University of West of Scotland; BA Honours in Accounting with The Open University
HND COMPUTING: TECHNICAL SUPPORT	HND students can articulate to: BSc in Networking degree at Glasgow Caledonian University; BSc in Information Technology at the University of West of Scotland on the Crichton Site; BSc (Hons) Open with The Open University
HND COMPUTING SCIENCE	HND students articulate to BSc in Computing Science degree course at University of West of Scotland on the Crichton Site; BSc (Hons) Open with The Open University.
HND ART & DESIGN	HND students can articulate to BA Art & Design courses at various universities; or BA (Hons) Open with The Open University
HND PHOTOGRAPHY	HND students can articulate to BA Photography courses at various universities; or BA (Hons) Open with The Open University
HND VISUAL COMMUNICATION (GRAPHIC DESIGN & CREATIVE MEDIA)	HND students can articulate to BA Graphic Design courses at various universities; or BA (Hons) Open with The Open University
HND FITNESS HEALTH AND EXERCISE	HND students can articulate to BSc (Hons) degree in Sports, Fitness and Coaching with The Open University
HND COACHING AND DEVELOPING SPORT	HND students can articulate to BSc (Hons)degree in Sports, Fitness and Coaching with The Open University
HND BEAUTY THERAPY (no advanced standing arrangements)	HND students can articulate to BA or BSc (Hons) Open at The Open University

The College's largest campus is located on the outskirts of Dumfries adjacent to the Crichton Campus and the Universities of Glasgow and the West of Scotland, Scotland's Rural College (SRUC) and the Open University. The Crichton Campus is a unique collaboration between the College and these universities that brings a broad range of further and higher education to Dumfries. In

particular, the Campus brings the choice of university learning to a region that in the past people have had to leave to attend university.

The College relocated to a new building on a site adjacent to the Crichton Campus in 2008, and efficiencies and improved learner experience have been achieved through shared services with the Universities of Glasgow and the West of Scotland in the form of some shared building space and a single, cohesive, library service available to all students from each institution. Dumfries and Galloway College, University of the West of Scotland and University of Glasgow developed a unique shared library service under the banner of 'Crichton Library'. A single library management system is used by all institutions where all books, journals and e-books, irrespective of the host institution are included. This offers an enhanced service to students from all institutions, including college students studying at our Stranraer campus. In addition, University of West Scotland and University of Glasgow Student Services and Student Association services operate from within the College building and the College refectory, café and shop is available to all staff and students across all institutions as well as the wider community.

Board of Management

This outcome agreement is for the period 2017-20 and sets out the College's aims and aspiration during this planning period. It should be noted that this Outcome Agreement is supported by a number of College strategies.

Challenges:

Due to the characteristics of the Region, the College will remain financially challenged. 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 it 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 provision.

Since the College was reclassified as a public body in April 2014, the College is unable to build cash reserves, which in the past it used to develop its provision and estate.

Meeting the Needs of Learners

The College aspires to be 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. A new strategic plan, Vision 2020, for the period 2015-2020, sets out our priorities for that timescale.

The College is committed to improving the life chances for young people and adults in the Region by offering a breadth of curriculum at both campus locations that is aligned to relevant national and regional needs, taking account of Scottish Government and SFC priorities. The College continues to develop a curriculum, which offers learning opportunities from Access through to degree level in almost all curriculum areas. All curriculum areas, with the exception of motor vehicle, offer articulation and progression opportunities. The majority of HN programmes have University articulation opportunities including direct entry into 2nd year of University of the West of Scotland degree in Social Work.

At least 58% of college HN students entered university with advanced standing. Over the planning period the College plans to increase this to 60%.

New approaches to delivery have been piloted in the Introduction to Hairdressing and Beauty programmes. The College is committed to delivering high quality learning and teaching and the Learning and Teaching mentor team, now established and into its third academic year, was identified as best practice by Education Scotland, in terms of supporting staff and learners.

The College has a well established curriculum planning process and continually reviews its curriculum and courses to ensure decisions at strategic level are based on demand from learners, the needs of employers, internal performance measures, external environmental analysis, including the use of the Regional Skills Assessments as well as national initiatives such as *Opportunities for All* and *Developing The Young Workforce*. As well as collaborating with local employers and sector skills to inform, programme offering, design and delivery. The College will continue to adopt flexible, engaging delivery methods that promote accessibility and flexibility The College aims to offer progression and articulation opportunities in all its curriculum areas

Board of Management

South of Scotland Regional Skills Assessment 2012-2022 produced by Skills Development Scotland highlights Food, Drink and Tourism as the largest of the growth sectors in the region, accounting for 25% of all jobs. Greatest employment increases over the coming decade are expected to come from:

- Accommodation and Food
- Health and Social Work
- Engineering & Construction
- Arts & Entertainment
- Professional Services

The curriculum is increasingly shaped by employer involvement and further engagement of employers and industry boards in the design and support of the delivery of courses is a key objective of all college curriculum areas.

A key aim of the College is to improve its retention rates, particularly retention on full-time further education programmes. The College has established short-life working group to review the student attainment and retention strategy and to develop an action plan for improvement. The College has set an ambitious target for both retention and attainment over the period which take account of the SFC ambitions of sector average student successful outcome of 69% for full-time further education programmes.

Developing the Young Workforce

The college is committed to developing new partnerships with schools, universities and employers to deliver a broad range of vocational opportunities for pupils entering the senior phase of Curriculum for Excellence. It is planned to build strong partnerships to deliver STEM employability programmes. The College also works with SDS to offer programmes for targeted hard to reach groups. The College has built on its 'early adopter' project funded by the Scottish Funding Council Early Adopter Programme. The 'early adopter' aimed to shorten the learner journey offering 5th and 6th years the opportunity to study Higher National Certificates, which lead to direct entry to year two of a degree course on the Crichton Campus. The project also involved working with local secondary schools to remove barriers around some schools and parents seeing Higher National Certificates as a creditable alternative route to University and employment. However, the schools are still resistant to offering pupils Higher National Certificate programmes.

The Dumfries and Galloway Chamber of Commerce, in partnership with the College and the Local Authority, recently won a three year, £590k contract to establish a Developing the Young Workforce (DYW) D&G Regional Group under the terms of the Scottish Government Commission led by Sir Ian Wood. The primary aim of the contract is to "promote and facilitate the formation of long term partnerships between individual schools, colleges and employers, and bring employer's input to activity such as career advice, enterprise education and job search skills in schools". This partnership is an opportunity to make a positive difference to the future prospects of young people in Dumfries and Galloway. The Group recently presented to the College Board of Management its objectives, stressing the group is a key link between schools, colleges and the employer. It acts as a facilitator to present employment opportunities for young people.

The College is also working in partnership with Dumfries and Galloway Council to deliver Youth Guarantee Scheme. The scheme builds on foundations already in place as part of Curriculum for Excellence. The Youth guarantee scheme is an extension of the Scottish Government's

commitment that every single 16-19 year old in Scotland will be offered a learning or training place if they are not already in a job, modern apprenticeship or education.

The College is working closely with Dumfries and Galloway Council on the Dumfries Learning Town initiative where the Council is taking forward the review of Dumfries schools, in conjunction with the wider regeneration for Dumfries. Dumfries Learning Town is an innovative approach to provide a new model of 3 to 18 education delivery. This new approach will provide a greater range of subjects and learning environments to better meet the needs of all learners. Through refurbishing existing Burgh schools and building a new purpose built facility, known as the Bridge. The Bridge will promote and support the Burgh schools, a place where resources can be pooled, provide specialist facilities, a place for curriculum and professional development for teachers and a networking hub. The College has concerns that the Bridge will duplicate courses offered by the College. It is vital the College works in partnership with Dumfries Learning Town and local employers to mutual benefit of the learners, ensuring no duplication in offering but an enhancement and promotion of each others strengths.

Senior Phase
Over the next 3 years the College aims to increase its senior phase programme activity by 25%. By 2019-20 we plan to offer 260 places, an increase of 60 from 2016-17, increasing its credit activity to 1030 credits, an increase of 220 credits from 2016-17.

The College has a well established partnership with Dumfries and Galloway Council, the sole local authority in the region and, for many years, has been providing pupils in all sixteen secondary schools with the opportunity to achieve vocational qualifications at SCQF levels 4 to 7 as an integral part of their senior phase curriculum. These courses provide progression onto full-time college courses. There is clear evidence that the profile of pupils in the senior phase is changing in that pupils who would previously left school at the end of S4 are now staying at school to increase their portfolio of National 5 and Higher qualifications. (insert school data when published)

Working with the local schools, the College continues to take action to address gender imbalance in all school programmes. We will continue to promote choices to both genders and to dispel perceptions of stereotypical career choices influenced by gender. The College plans to do this in a number of ways such as school guidance, school competition, school visits, role models in college publications and highlight college staff who work in gender stereotype areas such as female construction lecturer, female sports lecturer, female digital gaming lecturer and male care lecturers. It will also offer sessions where pupils can try non-traditional vocational activities e.g. males into hairdressing, care and childcare and females into construction, engineering, computing and motor vehicle. The College has set a target where 25% of places will be ring fenced for underrepresented gender on significant gender imbalance courses.

Foundation Apprenticeships: During the period the College plans to offer six foundation apprenticeship pathways. In 2017-18, it will offer foundation apprenticeship pathway in Engineering. A further three pathways in and Social Services & Healthcare, Food Technology and Business will be offered in 2018-19, with Construction and Computing pathways being offered in 2019-10. Currently the framework for Social Services & Healthcare does not reflect local employer needs, which include reablement. The introduction of this foundation apprenticeship was planned for 2017-18 but has now been deferred until local employers and sector skills agency are engaged.

Dumfries & Galloway College

Board of Management

Higher National Certificates: The College will offer four Higher National Certificate pathways: HNC in Computing; HNC in Computer Science; HNC in Electrical Engineering and HNC in Business. Successful completion of the HNC Computing, HNC Computer Science and HNC in Business guarantees a place on the full-time year 2 HND course. Successful completion of the HNC in Electrical Engineering provides articulation on to courses at the University of Strathclyde and Edinburgh Napier University; BSc (Hons) Open at The Open University.

On successful completion of the HND Computing Science, students can articulate on to BSc in Computing Science degree course at University of West of Scotland on the Crichton Site; BSc (Hons) Open with The Open University. Successful completion of the HND in Business, students can articulate to BA Business Management with University of West of Scotland on Crichton site; BA Rural Business Management with SRUC, Ayr Campus; BA (Hons) in Business Management or BA (Hons) Open with The Open University.

In 2018-19 the College plans to offer a further two HNCs in Sports and Fitness and Sports Coaching. Successful completion of these HNCs guarantees a place on the full-time year 2 HND course. Successful completion of the HNDs provides articulation onto courses the BSc (Hons) degree in Sports, Fitness and Coaching with The Open University. The College plans to develop articulation arrangements with advanced standing for these HNDs. The College is also planning to introduce an HND Electrical Engineering to its fulltime portfolio. This will enable pupils who successfully complete the HNC Electrical Engineering to have a guaranteed place on the full-time year 2 HND course. The College will also develop articulation arrangements with advanced standing for this HND.

In addition, for 2019-20 the College plans to increase HNC opportunities by offering three additional HNCs: HNC Hospitality; HNC Construction and HNC Childcare/Early Education.

The College continues to seek opportunities to develop formal articulation routes. It is currently discussing engineering opportunities with Heriot Watt University, the University of Strathclyde and the Open University. The college recently signed a Memorandum of Agreement with Edinburgh Napier University to explore articulation opportunities – initially in the Engineering area but, potentially, this may expand to include other areas.

National Certificates: Over the next three years, the College plans to offer a range of new National Certificates:

> National certificate Computing Science (Nat 5),
> Sports and Recreation (Nat 5);
> National Certificate Early Education and Childcare (Nat 5);
> In partnership with the Association of Accounting Technicians (AAT) Foundation Diploma in Accounting and Business (SCQF 5); and
> Hospitality: Practical Cookery (Nat 4).

National Progression Awards: The College already offers a National Progressions Awards (NPA) in Activity Tourism (SCQF 4) and is planning to expand provision to include offering NPA in Food Manufacturing (SCQF 5) as a pathway to Foundation Apprenticeship; NPA in Reablement (SCQF 6); and NPA in Digital Design & Animation (SCQF 5). In 2018-19 the college plans to offer NPA in Computing.

Working in partnership with a local school and employer we have developed a new programme in Design Engineering and Construct (SCQF 4), a construction technician pathway leading to an HNC or Foundation apprenticeship will be offered in 2017-18.

Skills for Work: We currently offer Skills for Work awards in Early Education and Childcare Nat5 (SCQF 5) and Nat 4 (SCQF 4); Construction Nat5 (SCQF 5); Motor Vehicle Nat5 (SCQF5); Energy Nat 5 (SCQF 5) and Hospitality Nat 4 (SCQF 4). The skills for works in Energy Nat 5, is delivered by the college, the school and a local employer.

School Partnership Arrangement

The College strongly believes it needs to engage with young pupils earlier than the Senior Phase to promote College courses as an alternative pathway to employment, college and university. The College has a well-established 'school partnership arrangement' offering a range of vocational opportunities to encourage pupils of all abilities to participate in vocational education. The College believes that the school-college link compliments its senior phase offerings and will continue to offer the following through its school-college link programme: Higher Construction; Higher Psychology; Psychology Nat 5; Construction skills, Introduction to Motor Vehicle; Introduction to Hospitality and Introduction to Hairdressing. In partnership with the school the college is developing a Sustainability Bronze Award (SCQF 3) aimed at S2 pupils as a route to Design Engineering and Construct (SCQF 4) and Construction Technician pathways to be offered in 2017-18.

As part of its communication and marketing strategy, the College will promote to parents and pupils the role the College can play in shortening the learning journey and in particular the value of foundation apprenticeships.

The college will again run a series of gender imbalance taster sessions for pupils from S2 and S3. Attendance was good and feedback was very positive. It is too early to measure the impact of these sessions as pupils are still at school but it is intended to arrange more for academic session 2017-18.

Employer Engagement

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. The College's Employer Engagement strategy aims to:

- **Extend and strengthen relationships with key stakeholders**, i.e. Scottish Government, Scottish Funding Council, Dumfries and Galloway Council, NHS Dumfries and Galloway, Skills Development Scotland, Chambers of Commerce, Federation of Small Businesses etc. in order to contribute to and influence policies and other decisions that will affect College operations and in turn the relationship with employers and businesses. (The College is already represented on a number of influential regional groups and bodies, i.e. Dumfries and Galloway Employability Partnership, Community Planning Executive, Creative Industries Strategy Group etc.)
- **Liaise closely with industry bodies** to ensure curriculum development and employer engagement meets industry standards (the College works closely with Skills Development

Scotland as well as sector skills bodies such as Habia, IMI, People 1st, Construction Industry Training Board etc)

- **Work with local and national employers** to develop robust niche courses and offerings to support the local economy, including renewable industries and Science, Technology, Engineering and Maths (STEM) programmes (recent examples include Overhead Linesmen Training, Electrical Competency and Welding Programme, and Wind Turbine Technician programmes)
- **Continue to build on, expand and strengthen existing relationships with local businesses and employers to:**
  - review and identify workforce development requirements and associated course offerings;
  - increase the number of work placements and Modern Apprenticeships
  - increase the number of students and graduates directly recruited by businesses;
  - identify and respond to skills needs to support the local economy;
  - support College staff to improve their vocational expertise and to gain knowledge of the latest operational developments in the sectors relevant to their curriculum areas;
  - facilitate with the identification and organisation of events to showcase good practice and skills, career fairs, presentations and competitions;
  - Develop further key progression routes and articulation opportunities for all learners with direct relevance to the local economy needs and requirements;
  - work closely with local schools to offer a path from secondary provision to local further and higher education opportunities in line with Curriculum for Excellence;

The College works with employers to better align the curriculum to any skills gaps or shortages. In many curriculum areas Employer Advisory Partnerships have been established. The purpose and remit of these partnerships is to ensure the curriculum is fit for purpose, to increase industry visits and work experience opportunities for learners, and to encourage more employers to directly recruit from the college.

The College has recently developed a partnership agreement with Community Integrated Care (CIC), one of the UK's largest health and social care charities, to provide placement opportunities and to deliver training to their local sites during the planning period. CIC has also agreed to offer mock interview experience to students studying National 4 in care. The College has also recently developed a partnership arrangement with the Chamber of Commerce and is currently discussing the demand for a locally delivered accountancy qualification and foundation apprenticeships. Working with Annan Academy and Young's Seafood (based in Annan) the college is looking to develop a foundation apprenticeship and other qualification in food processing. The college has established and chairs a Creative Industries Business Strategy Group made up of schools, DGC, Spring Fling and DGTAP. This approach works well for this type of industry where they provide live briefs for students as part of their course.   The College is currently in discussion with Ericsson to encourage them to use the college as first choice recruitment.

Work Experience and Placement

The College is currently developing a Work Experience/Placement Strategy (insert link to strategy). It is the College aim that all provision comprises of significant, relevant work related learning, work placement and work experience. All provision is being reviewed in light of the SFC publication on standards for work placement.

Board of Management

The local National Health Service (NHS), Dumfries and Galloway Council (DGC) and care providers offers approx. 180 placement opportunities to college students per year. Building on the NHS and DGC partnership, for 2017-18, it is hoped approx. 45 of these placements will lead to guaranteed interviews for employment.

The college has a range of work related learning, work experience and placements opportunities depending on the SCQF level of the course. Access (SCQF 1-4) programmes contain work related learning and or enterprise activities; SCQF 5 & 6 have work experience and or work placements, Access to HE programmes include volunteering opportunities as well as placement and HE programmes contain mandatory work experience units.

The College aims to build a stronger relationship with the local Job Centre to raise awareness of the content of our courses, which are designed in partnership with employer and sector bodies, and are a route to employment.

The College is also in discussion with the Region's Youth Guarantee Group to develop a programme for hard to engage learners furthest from the job market – a passport to education/ employment.

Modern Apprenticeships

The College is committed to the development and delivery of modern apprenticeships for effective workforce development. In line with Scottish Government, the College aims to increase activity over the planning period and is working with CITB, SECTT, SNIPEF and SDS to achieve this. The College is in early discussions with SECTT on the likely demand in the Region for adult apprenticeship routes on a day release basis.

The College is recognised as a key player and a member of the Crichton Campus Leadership Group (CCLG), which was created to facilitate a shared understanding of the skills, education and training needs of Dumfries and Galloway, through effective engagement with key stakeholders. It also plays a key role in raising the profile and maximising the impact of collaborative activity on the Crichton campus for the region, and capitalising on the attractiveness of its unique location in the UK and international markets. CCLG provide a strong strategic focus for academic provision and community outreach activities, directly relevant to the social, economic, workforce and cultural needs of communities in Dumfries and Galloway.

The Open University is a partner of the College and we have an agreement whereby they are able to use the College to hold tutorials and, OU students can come in and use IT equipment and library facilities

The Crichton Institute is a collaborative venture comprising Crichton campus academic and wider strategic partners. Its purpose is to deliver a programme of knowledge exchange, applied research, evidence synthesis and policy development that will have a transformational influence on the economic, social and cultural regeneration of South-West Scotland and is funded until January 2017 by the Scottish Funding Council. The Institute will be located in the Henry Duncan Building part of the main Dumfries campus.

Dumfries & Galloway College

Board of Management

Equality and Diversity

The College has a duty to comply with the Equality Act (2010) and the Public Sector Equality Duty. The College is required to determine its equality outcomes. They are:

Equality Outcome 1 - The College's gender pay gap will be reduced by addressing the causes of gender inequality to create a more equal and balanced workforce with men and women being more equally represented at all levels of the organisation.

Equality Outcome 2 - Opportunities will be created in targeted curriculum areas to address gender imbalance and stereotyping. The College will aim to eliminate barriers to subject choice and therefore enable learners to maximise their education and employment opportunities.

Equality Outcome 3 - Learners successful completion regardless of protected characteristics is increased.

Equality Outcome 4 - The College designs and delivers programmes and services to meet the needs of learners from all backgrounds and circumstances.

The full equality outcome report can be found (insert link)

Care Experienced

The college will continue to provide a dedicated student adviser to support, guide and assist care experienced learners progress at college and improve positive destinations. The College works with schools to assist in the transition to College.

The College in partnership with Project Search Europe and Dumfries and Galloway Council, will continue to deliver 'Project Search', a one-year transition programme providing training and education leading to employment for young people with disabilities and/or Autism. The programme is delivered on-site at the Council's Cargen Tower premises on the outskirts of Dumfries.

Carers

The College is committed to supporting staff and students with carer responsibilities. In order to support and understand students' needs, students are asked when they enrol if they have carer responsibilities. Students are also given opportunities through the personal tutor system to disclose this information at any point in the academic year. In 2017-18, the College will increase its student adviser service in order to promote a supportive environment for students. The adviser services will work in partnership with the Student Association to promote support for carers. The student funding services will also look to use discretionary funds to support carers. We will monitor retention and achievement of this group of students in order to continually improve student's progress and achievement as well our services to support them. We also aim to follow, where practicable, the Carers Trust 'Going Higher' campaign. The College is also working with Dumfries and Galloway Council to meet their carer duties.

In order to better support staff, during 2017-18 the College will ask staff to advise them if they have carer responsibilities. This will enable us to support staff and put in place reasonable adjustments.

Gender

Board of Management

Insert link to gender action plan

Access and Inclusion Funding

The College receives significant funding for the purposes of enhancing our inclusive practices and meeting the needs of students. The College has developed an Access and Inclusion Strategy **(insert link to strategy)?**

The access and inclusion strategy underpins our strategic plan. The strategy aim is to ensure our courses are accessible; can be accessed by all irrespective of a protected characteristic; qualification and background. We will be inclusive in our approach to all we do; provide the best relevant student support we can afford for those in most need. We will develop teaching methods to ensure the most able can progress at a faster pace and we can dedicate time to those who are less able; encourage those from deprived backgrounds to engage in education as a route to employment; ensure effective transition arrangements from school to college particularly for those with additional need. Ensure effective arrangements for those in care or care experienced; that we have a range of easy to access facilities to develop independent learning; ensure we have a range of effective welfare/pastoral support with robust and effective early warning systems for students 'at risk'. Provide post course advice on careers, employment, further education, university including developing articulation arrangements.

Science, Technology, Engineering & Maths (STEM)

The College currently delivers on a range of energy, engineering and computing courses. All courses from Computing and Digital media have been mapped to the STEM framework and the College is planning to introduce a new vendor qualification, such as CISCO, to its portfolio in 2017-18. The college has already started to include lifeskills mathematics (SCQF level 1-5) in some of its care and healthcare programmes. Biology is also embedded in a range of other subjects includes Reablement and Skills for Work Healthcare.   The new HNC Care and Administration course contains a life science unit and the new HNC Childhood Practice now includes a numeracy unit.

In 2018-19 the College is planning to offer a New level 6 Advanced Computing Certificate; a locally developed SCQF rated unit in Computational Thinking which embeds the required maths for computing students; offer a Foundation Apprenticeships in Food and Manufacturing which will be STEM assured.

The College is also offering a range of STEM courses to schools such as HNC Computing Science, Computer Science Nat 5; NPA Digital Design & Animation; Design Engineering and Construct (SCQF 4) and HNC Electrical Engineering. In 2018-19, the college plans to offer NPA in Computing.

The College now chairs the Dumfries and Galloway Renewable Energy Partnership Group. The group focuses on looking at the economic opportunities in Dumfries and Galloway with the College looking at development of skills and training. The Energy Centre which delivers energy courses as well as delivering an energy awareness session to all full time Construction students focusing on Sustainability. SOLAR, Biomass, Heat pumps, Oil Boiler (OFTEC oil) qualifications all delivered in the Energy Centre, enhancing the qualifications of our apprentices carry onto the BPEC certifications (emerging technologies).

Dumfries & Galloway College

Board of Management

During the planning period, the College is planning to further develop its engineering facilities at its Stranraer Campus.

It is an ambition of the College to become a STEM Centre of Excellence. To this end, the College is exploring partnership opportunities with the SRUC and the Dumfries Learning Town.

Early Years and Childcare
The College is committed to supporting Scottish Government's plans for expansion in early learning and childcare. This will increase the demand for qualified childcare practitioners and the opportunity for the College to play a key role to provide additional training, upskilling and recognised qualifications for practitioners. The College is currently working with Dumfries and Galloway Council to establish the impact on the Region's nursery provision. This is an opportunity to offer HNC Early Years/Childhood studies to senior phase pupils as a way of addressing the workforce expansions.

The College will also seek opportunities to increase its MA and SVQ offering to support the growth.

In addition, the College plans to increase its level 3 and 4 courses by 20% and introduce a PDA in Children's Health and Wellbeing in 2018-19 and a level 9 PDA in session 2019-20. In 2018-19 the College, plans to offer SCQF level 9 qualification in Childhood Practice and working with local providers develop level 8 and 9 qualifications in residential care.

The College is also in partnership with the Open University, the University of Glasgow, the University of the West of Scotland and Scotland's Rural College to consider the development of a Care Campus based around the Crichton estate. The aim is to seek to provide housing, social and community support with access to a continuum of care for older people.

European Social Fund
The College does not have any ESF funded activity.

British Sign Language
In support of the implementation of the British Sign Language Act 2015, the College plans to increase awareness of British Sign Language by encouraging and supporting staff to become signers through staff develop. Where staff and students have an identified need the college provides the required support for them to undertake their learning and complete their studies. We operate an 'induction loop system' for students, staff and visitors to college premises. The College is currently in discussion with Dumfries and Galloway Council on possible partnership to deliver British Sign Language courses.

Gaelic
The College aims to work with partners to identify local demand for Gaelic Language and develop provision accordingly. Through staff development, the College will promote and encourage staff to learn and speak Gaelic.

English for Speaker of Other Languages (ESOL)

The College is a member of the Regions Community Partnership subgroup on ESOL. Through the partnership, we deliver ESOL courses at a local resource centre as well as in College. The college also has a dedicated resource to support and track students from initial assessment to progression and destination. The College aims to increase its current target of four groups per session to six and to offer ESOL certification at SCQF level 3, 4 and 5.

Board of Management

An Efficient and Sustainable Institution

Financial sustainability and efficiency
Careful financial management and a commitment to efficiency of delivery and corporate functions are required in the context of constraints of public funding and the consequences of reclassification of Colleges in Scotland as public bodies.

The College recognises the need to increase its income from sources other than the SFC. This will be very challenging given the economic make-up of the Region. The College complies with all the terms of the Financial Memorandum with no identified weaknesses or failures. The College also meets the requirements in the Scottish Public Financial Manual in relation to severance schemes and settlement agreements. The College will seek every opportunity to explore efficiency and effectiveness through collaboration and shared services.

Governance
The College Board of Management is now well established and comprises of a Regional Chair (appointed through public appointments), a Principal, two student members, two staff members and nine non-executive members. The Board has eleven non-executive board members (5 males and 6 females) an even spread in terms of gender with members from a wide range of backgrounds and experience. The Board complies with the 'Code of Good Practice for Scotland's Colleges (August 2016) and the College Sector Board Appointments: 2014 Ministerial Guidance. The Board has a range of constituted committees with terms of reference approved by the Board. The committees are: Human Resources; Finance and General Purposes; Audit; Learning and Teaching; Board Development and Remuneration. All board and committee agendas, minutes and papers are available of the college website
http://www.dumgal.ac.uk/dumgalportal/index.php?pageid=BOM-Governance

Estates
In 2015-16, the College developed a 5-year estates strategy that was approved by the Board in December 2015. It includes the disposal of surplus property of its Catherinefield Building. Conditions surveys of both sites have been undertaken to inform the strategy. The Dumfries campus is only 8 years old and as such does not require significant capital investment. However, it does need to meet curriculum challenges, ensuring flexibility of its teaching spaces to reflect new teaching methods. Stranraer campus is 30 years old and as such requires significant investment, particularly in modern heating and ventilation system. Proceeds from the sale of Catherinefield will be re-invested in the Stranraer campus in order to expand engineering provision to the west of the region. Through our estates strategy we aim to:
- Provide flexible, fit for purpose accommodation to reflect modern delivery;
- Continue to ensure efficient space utilisation;
- Identify the need for rationalisation and disposal of assets which are surplus to requirements;
- Maximise the value of the estate, looking at existing and alternative uses;
- Establish and maintain clear routine, statutory and long term preventative maintenance plans;
- Consider opportunities for effectiveness through shared services with our Crichton Partners;
- Ensure the space is fully accessible, meeting all ability needs;

Dumfries & Galloway College

Board of Management

- Continue to reduce carbon emissions in line with the College's Climate Change Action Plan.

The Estates Strategy can be found on the College's websites
http://www.dumgal.ac.uk/dumgalcontent/uploads/2016/03/Estates_Strategy_BoM_Dec15.pdf

Environmental Sustainability and Energy Efficiency

The College recognises its responsibilities to the environment. The College is a signatory of the Universities and Colleges Climate Commitment Scotland. The College has developed a five-year Climate Change Action Plan. The College collaborated with the Carbon Trust in order to realise substantial carbon and cost savings. The College is committed to a target of reducing CO_2 by 20%, against a baseline year of 2014, by the 31st December 2019. A number of initiatives will achieve this target such as:

- Promote the College cycle to work and car sharing schemes and raise sustainable travel awareness
- Review efficiency of all lighting sensors
- Fit Low flow/aerated taps throughout each campus
- In partnership with the Student Association, run workshops raising awareness and behaviour change
- Replacing the heating system at the Stranraer Campus
- Consider electric cars and installation of charging stations once the technology is suitable

The full plan can be found on the College's website
http://www.dumgal.ac.uk/dumgalcontent/uploads/2016/03/Climate_Change_Action_Plan_Dec2015.pdf

Human Resources

In 2016, the College develop a 5-year Human Resource strategy as a key driver to support the College to maximise the potential of our most valued asset, our employees. Building on the College's existing HR policies and procedures, the purpose of the Strategy is to provide an effective framework for recruiting, developing and retaining staff in an effective, fair and supportive environment. To this end, the Strategy is structured around the four key themes:

1. An engaged, diverse and high quality workforce.
2. Adaptable, flexible and innovative staff, teams and organisation.
3. Excellent leadership and management.
4. A safe and healthy working environment.

The Human Resources Strategy can be found on the college website:
http://www.dumgal.ac.uk/dumgalcontent/uploads/2016/04/HR_Strategy_Document_April_2016.pdf

College Leaver Destinations

The College is committed to the annual collection of data on college leaver destinations for full-time learners and makes every effort to establish the destination of all qualifying learners. 91% of qualifying learners from 2014-15 were in a positive destination 6 months following the end of their course.

Board of Management

Student satisfaction and engagement

The College is committed to developing further the sector student satisfaction and engagement survey. Just over 90% of the students who participated in the 2015-16 survey were satisfied with their college experience. Working with the Student Association and class representatives the College aims to encourage more students to participate in this annual survey, promoting the survey as one of the ways they can influence improvements to their learning experience at the College.

Quality Arrangements

The College is committed to implementing the new SFC and Education Scotland quality arrangements 'How Good is our College?'. This new approach integrates quality arrangements with outcome agreement evaluation and reporting. The College will produce an evaluation report and enhancement plan in October 2017.

Measure		Target 2017-18	Target 2018-19	Target 2019-20	Note
1 (a)	Cedits delivered (Core)	30,067	30,067	30,067	
1 (b)	Volume and proportion of Credits delivered to learners aged 16-19 and 20-24	23152	23152	23152	
		77%	77%	77%	
	Volume and proportion of Credits delivered to learners aged 16-19	16,236	16,236	16,236	
		54%	54%	54%	
	Volume and proportion of Credits delivered to learners aged 20-24	6,915	6,915	6,915	
		23%	23%	23%	
1 (c)	Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas in Scotland	3,307	3,608	3,908	
		11%	12%	13%	
1 (d)	Volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers				
	Ethnicity				
	White	29,819	29,819	29,819	
		99.18%	99.18%	99.18%	
	Any mixed background	42	42	42	
		0.14%	0.14%	0.14%	
	Asian, Asian Scottish or Asian British	116	116	116	
		0.37%	0.37%	0.37%	
	Black, Black Scottish or Black British	47	47	47	
		0.15%	0.15%	0.15%	
	Other ethnic background	50	50	50	
		0.16%	0.16%	0.16%	
	Disability				
	No know disability	28,262	28,262	28,262	
		94%	94%	94%	
	Disabled	1,806	1,806	1,806	
		6%	6%	6%	
	Sex				

Measure		Target 2017-18	Target 2018-19	Target 2019-20	Note
	Male	15,033	15,033	15,033	
		50%	50%	50%	
	Female	14,884	14,884	14,884	
		50%	50%	50%	
	Other	0	0	0	
		0%	0%	0%	
Sexual Orientation					Not setting targets
Religion					Not setting targets
Care Experienced					
	Care-Experienced	360	360	360	
		1.20%	1.20%	1.20%	
2 (a)	Number of senior phase age pupils studying vocational qualifications delivered by the	224	248	260	
2 (b)	Volume and proportion of Credits delivered to senior pase age pupils studying covational qualifications delivered by colleges	870	975	1030	
		2.9%	3.20%	3.4%	
2 (c)	Volume and proportion of Credits delivered to S3 and above as part of 'school-college' provision	505	516	527	
		1.6%	1.7%	1.8%	
2 (d)	Volume and proportion of Credits delivered at HE level to learners from SHEP schools	-	-	-	N/a
		-	-	-	
3	Volume and Proportion of Credits delivered to learners enrolled on STEM courses	5600	5750	5900	
		18%	19%	20%	
4 (a)	Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)				
	Percentage of full-time FE students	69	70	71	
	Percentage of part-time FE students	82	84	86	
	Percentage of full-time HE students successfully	80	82	84	
	Percentage of part-time HE students successfully	80	84	88	
4 (b)	Proportion of enrolled MD10 students successfully achieveing a recognised qualification (FT & PT)achieving a recognised qualification				

Measure		Target 2017-18	Target 2018-19	Target 2019-20	Note
	Percentage of full-time FE students	76	77	78	
	Percentage of part-time FE students	82	84	86	
	Percentage of full-time HE students successfully	80	82	84	
	Percentage of part-time HE students successfully	80	84	88	
4 (c)	Proportion of senior phase aged pupils successfully achieveing a recognised qualification (FT & PT)				
	Percentage of full-time FE students	76	77	78	
	Percentage of part-time FE students	82	84	86	
	Percentage of full-time HE students successfully	80	82	84	
	Percentage of part-time HE students successfully	80	84	88	
5	The number of starts for direct contracted apprenticeships (including industry bodies such as SDS, CITB and SECTT)	100	110	120	
6	Number of full-time learners with "work placement experience" as part of their programme of study	834	875	918	
7	The number and proportion of successful students who have achieved HNC or HND qualifications who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	55	63	73	
		10%	12%	14%	
8	Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	966	976	987	
		92%	93%	94%	
9	SSES Survey - The percentage of students Overall, satisfied with their college expereince				
	Number and percentage of full-time FE students	92%	93%	95%	
	Number and percentage of part-time FE	92%	93%	95%	
	Number and percentage of full-time HE students	92%	93%	95%	
	Number and percentage of part-time HE students	92%	93%	95%	
10	Gross carbon footprint (three-year period)	1,117	1,087	1,051	

Dumfries & Galloway College

Board of Management

Equal Pay Statement and Policy 2017

1. Introduction

The purpose of this paper is to provide the Board of Management with an opportunity to consider the draft Equal Pay Statement.

2. Background

Under the Equality Act (2010) and the Public Sector Equality Duty, the College is required to publish an Equal Pay Statement. This was originally produced and approved by the Board of Management in 2013. Please find attached a revised Equal Pay Statement.

3. Recommendation

The Board of Management is asked to consider and, if so minded, approve the Equal Pay Statement.

Board of Management

Equal Pay Statement

Dumfries and Galloway College is committed to the principle of equal pay for all our employees and we aim to ensure that there is no gender bias in our pay systems.

We understand that equal pay between men and women is a legal right under both domestic and European law.

It is in the interest of the college to ensure that we have fair and just pay systems. It is important that our staff have confidence in the process of eliminating gender bias and we are therefore committed to working in partnership with the recognised trade unions. We are committed to take action to ensure that we provide equal pay.

We believe that by eliminating gender bias in our pay system, we are sending a positive message to our staff, students and partners. It makes good business sense to have a fair, transparent reward system and it helps us to control costs. We recognise that avoiding unfair discrimination will improve morale and enhance efficiency. The College has signed the National Recognition and Procedures Agreement and as such will abide by the outcome of National Collective Bargaining.

Our objectives are to:

- Eliminate any unfair, unjust or unlawful practices that impact on pay; and
- Take appropriate remedial action if any unequal pay is identified

We will:

- Implement an equal pay review in line with E.O.C guidance for all current staff and starting pay for new staff (including those on maternity leave, career breaks or non-standard contracts).
- Plan and implement actions in partnership with trade unions.
- Respond to any grievance on equal pay as a priority.
- In conjunction with trade unions monitor pay statistics annually.
- Reduce any horizontal or vertical occupational segregation and gender pay gap which currently exists, by means which are detailed in its Equality Outcomes.

Board of Management

Draft Equality Outcomes 2017

1. **Introduction**

   The purpose of this paper is to consult with the Board of Management on the College's Equality Outcomes for 2017-2021.

2. **Background**

   Under the Equality Act (2010) and the Public Sector Equality Duty, the College, in the exercise of its functions, has a general duty to have due regard to the need to:

   - Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010:
   - Advancing equality of opportunity between people of different groups;
   - Fostering good relations between people from different groups, tackling prejudice and promoting understanding between people from different groups.

   In addition to the general duty, the College has a specific duty to:

   - Report progress on mainstreaming the public sector equality duty
   - Publish equality outcomes and report progress
   - Assess and review policies and practices (impact assessment)
   - Gather and use employee information
   - Publish statements on equal pay
   - Consider award criteria and conditions in relation to public procurement
   - Publish in a manner which is accessible.

   The above reports are due to be published on 30 April 2017.

3. **Equality Outcomes**

   An equality outcome is defined as a result which you aim to achieve in order to further one or more of the needs mentioned in the General Equality Duty. The College currently has a set of outcomes which were approved by the Board of Management in 2013, due to be reviewed in 2017. Please find attached an update on the previous Equality Outcomes and proposed new Equality Outcomes for 2017-20121 which are currently out for consultation.

   These outcomes have been set using all the data, evidence and information currently available and are intended to be high level outcomes, the impact of which can be

measured. The College Equality and Diversity Committee will lead on taking forward the actions as identified and will report back to the relevant Standing Committee and Board as appropriate.

4. Recommendation

The Board of Management is asked to consider the information in this paper and approve in principle the adoption and publication of the Equality Outcomes on 30 April 2017.

Board of Management

Draft Equality Outcomes 2017-2021

Equality Outcome 1

The College's gender pay gap will be reduced by addressing the causes of gender inequality to create a more equal and balanced workforce with men and women being more equally represented at all levels of the organisation.

Evidence

The College has an overall gender pay gap of 8.8% (mean) which is caused by occupational segregation. In particular there is a clear predominance of female members of staff in lower graded posts, mainly undertaking administrative roles.

Equality Outcome 2

Opportunities will be created in targeted curriculum areas to address gender imbalance and stereotyping. The College will aim to eliminate barriers to subject choice and therefore enable learners to maximise their education and employment opportunities.

Evidence

The Scottish Government is working to reduce and remove the barriers faced by women and men in Scotland across a range of social and economic areas and has set out its gender equality objectives.

The Scottish Funding Council (SFC) Gender Action Plan sets out their ambition that by 2030 no college subject will have a gender imbalance of greater that 75% of one gender. This vision also supports the aspirations of Dumfries and Galloway College. The following subject areas in Dumfries and Galloway College have been identified with severe imbalances (greater than 75% of one gender):

Female under-representation
- Construction
- Engineering
- Computing
- Motor Vehicle

Male under-representation
- Child Care
- Care
- Hair and Beauty

Board of Management

The aims for the College are to:

1. By 2021, increase by 5% the minority gender share in each of the above areas, with a milestone target of 4.2% increase for 2019/2020.
2. By 2030, no subject has an extreme gender imbalance (75:25)

The College is currently developing its own Gender Action Plan to outline the actions we will take to address the aims of the plan. This will be done annually through the outcome agreement process with the first Gender Action Plan due to be published by July 2017.

Equality Outcome 3

Learners successful completion regardless of protected characteristics is increased.

Evidence

Analysis of the data available for 2015-16 for retention and achievement for learners across the protected characteristics is not clear if the protected characteristic has influenced the outcome. This is due to a number of factors including the level of disclosure across certain characteristics e.g. sexual orientation, religion, gender reassignment. This indicates a need to continue to work with learners to encourage disclosure and an on-going commitment to analyse and address any significant retention and attainment gaps across the College.

Based on the data available it appears that learners who declared the following protected characteristics had lower retention and attainment than the overall learner population. Although not significant for learners with a disability there is a need to analyse if the declared disability has impacted on the retention and attainment.

	Early retention	Overall retention	Attainment
All Full time learners	90%	73%	64%
Protected Characteristic			
Disability	85%	68%	62%
Gender Reassignment	60%	60%	50%

Equality Outcome 4

The College designs and delivers programmes and services to meet the needs of learners from all backgrounds and circumstances.

Evidence

Board of Management

The recent Education Scotland review indicated that although some areas take good account of equality and diversity themes and the diverse needs of individuals this is not across all curriculum areas in the College. The report indicated that a number of subject areas do not actively promote equality and diversity related themes when planning and delivering courses.

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, the Region, as well as feedback from various meetings, and to encourage further discussion.

2   Colleges Scotland/Sector/Regional Chair's Group

2.1 I attended the Colleges Scotland Board meeting, and was delighted to be joined by Carol Turnbull who has joined the Colleges Scotland Board. Main agenda items were Scottish Government Draft Budget, Learning and Skills Journey and National Bargaining. We also heard presentations from Professor Peter Scott, Commissioner for Fair Access, and the Very Reverent Dr Lorna Hood, member of the Commission on Parliamentary Reform.

2.2 I attended a meeting of the Regional Chairs, which included a presentation from CDN Chief Executive and a presentation from Audit Scotland.

2.3 I attended a Scottish Funding Council Strategic Dialogue meeting with the Executive Management Team, Pat Kirby and Barry Graham.

2.4 I attended a Crichton Campus Leadership Group meeting.

2.5 I chaired the Colleges Scotland Audit Committee.

2.6 I attended Colleges Scotland presentation on the 'Think Piece' on Learning and Skills Journey.

3   Regional Business

3.1 I attended a meeting of the Scottish Affairs Committee of Westminster MPs held in Dumfries. I also attended an informal lunch before the meeting. Discussion included economic challenges for South of Scotland Enterprise and Skills review and I was able to highlight the important role of the college in contributing to enhancement of skills in the region.

3.2 Stuart Martin, Rona Gunnell and I carried out interviews with Board applicants. I am delighted that two new Board Members, Naomi Johnson and Rob Orr have joined us. Stuart and I are meeting with a potential third candidate (whom we interviewed by telephone).

3.3 The Principal and I met with Brian Whittle MSP and Richard Arkless MP.

3.4 I attended a Skills Development Scotland workshop on Regional Skills Assessment in the college.

3.5 I have attended various meetings with Scottish Government, South of Scotland Alliance and with the CCLG on the Enterprise and Skills Review (phase 2). I would like to update colleagues and engage discussion at our Board meeting.

Board of Management

3.6 I Chaired our Board Development Day on 24th January (see separate minute). Jan Polley facilitated part of this event, and also spoke of her work to date on the (very positive) Effectiveness Review which she is undertaking.

3.7 I attended Audit Committee and Learning & Teaching Committee 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
March 2017

Board of Management

Principal and Chief Executive Report: December 2016 – February 2017

1 Purpose of the Report

To provide members with an update on key college activities.

2 The Report

2.1 *University of the West of Scotland – Partnership & Co-location*

Unfortunately, previous meetings to discuss this have been postponed by UWS.. An alternative date is currently being agreed.

2.2 *SRUC – Partnership & Co-location*

The Principal, along with representatives from SRUC (including their Principal, Wayne Powell) attended a meeting organised by Scottish Funding Council where they asked for an update on developments in terms of SRUC rationalisation of Estates infrastructure.   SRUC Principal indicated that they would like to re-open discussions with the College regarding potential co-location but confirmed that the rationalisation of their curriculum, initiated last year, has yet to be completed and approved by their Board. It was agreed that SRUC would contact DAGCOL Principal to resume discussions.

2.3 *Indicative letter of Funding*

The College has received an Indicative letter of Funding for 2017-18 from Scottish Funding Council, which provides the following headline figures:

Credit target for 2017-18 is 30,067 which is the same as current year.
Figures show a 1.8% increase (£154,643) in core funding but a decrease in capital funding of £85,454 reduces this to an overall increase of £69,189 (0.8%).

Table showing SFC Teaching Grant and Capital Funding from 2014-15

	Credits	Teaching Grant	Capital	Total SFC Funding	Increase on 16/17
2017-18	30067	£8,745,960	£373,114	£9,119,074	£69,099
2016-17	30067	£8,591,317	£458,658	£9,049,975	
2015-16	30371	£8,413,961	£378,942	£8,792,903	
2014-15	30070	£8,330,655	£506,553	£8,837,208	

The final offer of grant letter will be submitted to Finance and General Purposes Committee once it is received.

Board of Management

2.4 Vice Principal Recruitment

Advertising for the Vice Principal post is ongoing (link to micro site was previously circulated to Board members) with the closing date for applications set as Monday 13 March and it is anticipated that final interviews will be held week beginning 24 April (this is to allow for the 2-week Spring break). An Executive Team structure and a copy of the Vice Principal (Planning & Performance) Job Description is attached for information.

2.5 Academic Restructure

Consultation on the proposed academic restructure has now concluded. The proposed structure recommended:

- Retain two Head of Faculty (previously 4)
- Removal of Curriculum Leader Role (9)
- Introduction of 8 Academic Managers
- Introduction of a Campus Manager at Stranraer

In total 20 comments were received from individuals or teams. Comments support the proposal of the removal of the Curriculum Leader role and the introduction of 8 academic managers with an additional manager post at Stranraer. An alternative structure was proposed by the EIS Union which supported the proposed structure but had an additional post of 'course tutor'. This role would be responsible for the coordination at course level, personal tutor duties etc.

Executive Team are finalising Academic Structure and considering the proposal for a course tutor role (depending on affordability and further discussion – including with Academic Managers once they are appointed).
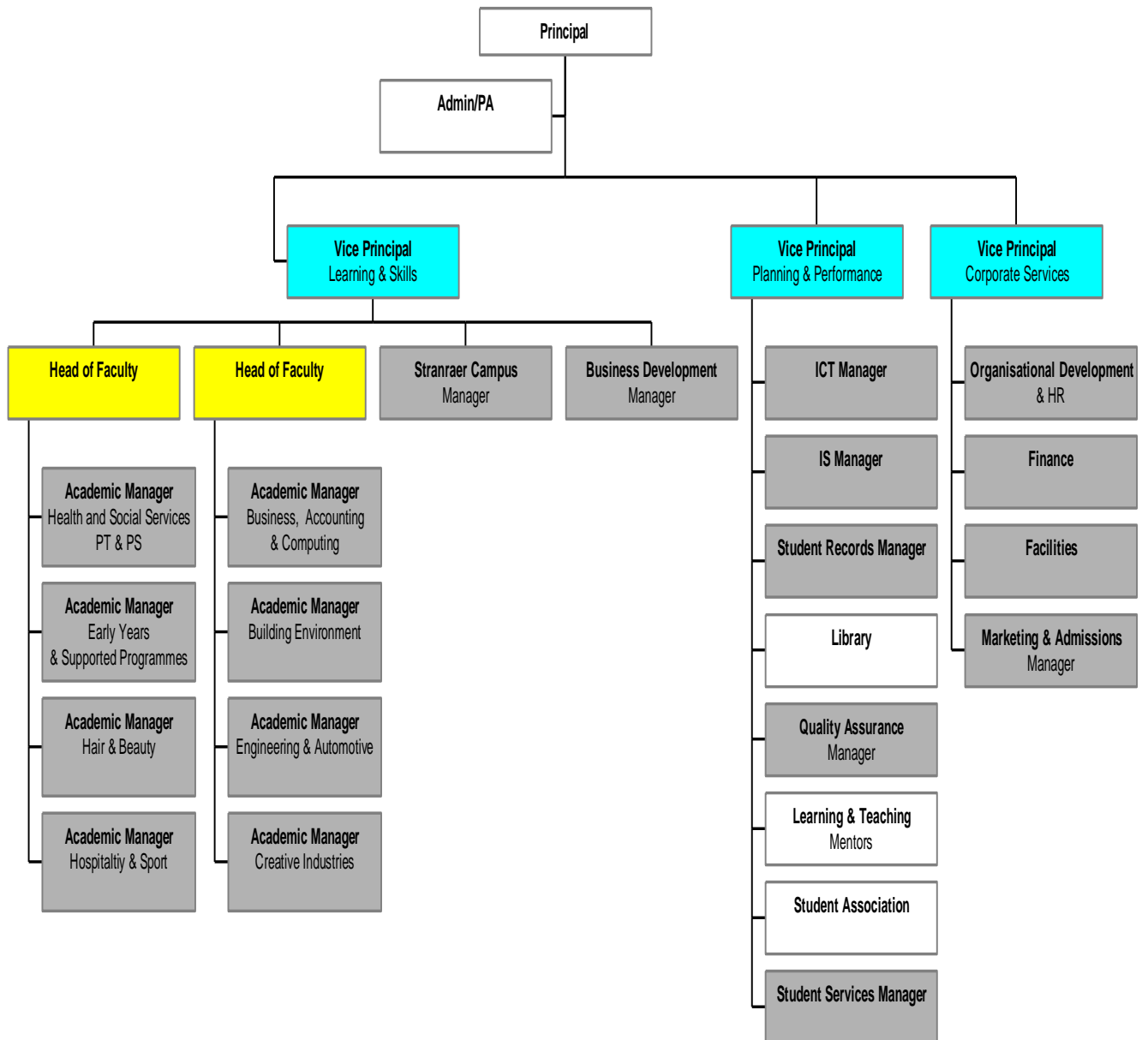
3 Recommendation

Members are asked to note the update on key College activities.

Carol Turnbull
Principal and Chief Executive Officer
March 2017

Board of Management

Proposed Structure

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                          ┌──────────────┐
                          │  Principal   │
                          └──────┬───────┘
              ┌──────────────┐   │
              │   Admin/PA   ├───┤
              └──────────────┘   │
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Vice Principal
Learning & Skills

Vice Principal
Planning & Performance

Vice Principal
Corporate Services

Head of Faculty

Head of Faculty

Stranraer Campus
Manager

Business Development
Manager

ICT Manager

Organisational Development
& HR

Academic Manager
Health and Social Services
PT & PS

Academic Manager
Business, Accounting
& Computing

IS Manager

Finance

Academic Manager
Early Years
& Supported Programmes

Academic Manager
Building Environment

Student Records Manager

Facilities

Academic Manager
Hair & Beauty

Academic Manager
Engineering & Automotive

Library

Marketing & Admissions
Manager

Academic Manager
Hospitaltiy & Sport

Academic Manager
Creative Industries

Quality Assurance
Manager

Learning & Teaching
Mentors

Student Association

Student Services Manager

Board of Management

Job Description

Job Title:	**Vice Principal (Planning and Performance)**

Accountable to: **Principal**

Line managed by: **Principal**

Direct Reports: **Head of Quality Enhancement**
Student Records Manager
ICT Manager
Business Systems Manager
Student Support and Guidance Manager
Librarian

1   Job Purpose

As a member of the Executive Management Team (EMT) provide strategic leadership to enable the College to achieve its vision, mission and strategic outcomes, upholding and promoting the values and reputation of the College.

2   Key task Summary

2.1   Provide Executive leadership, innovative development and delivery for designated areas ensuring high quality and efficient services to support the strategic aims and objectives of the College.

2.2   Provide inspirational leadership in the development of the College's strategic planning, risk management (including internal audit), business continuity and performance in order to support strategic planning.

2.3   Provide leadership for the development and performance management of the Regional Outcome Agreement, including integration of College self evaluation, in conjunction with key internal and external stakeholders to support the College in delivering its strategic aims and objectives.

2.4   Provide leadership to embed a culture of continuous quality enhancement through review and evaluation of services and effective quality assurance within statutory quality framework.

2.5   Lead and develop the provision of excellent, professional and proactive student support services, including Student Association, which ensure the students are supported and at the heart of the College decision making, with responsibility for the use of discrete SFC funding to support inclusive packages.

Board of Management

2.6   Lead on college strategy in relation to activity credits, ensuring compliance with Scottish Funding Council directives and submission of credit funding claims, leading the student records and management functions.

2.7   Lead and promote good and effective governance ensuring the College complies with the Code of Good Governance, data protection, freedom of information, safeguarding, corporate parenting, PREVENT and complaints handling.

2.8   Lead on strategy development to influence key stakeholders to inform key strategic decisions in order to develop College strategies based on robust education policy, national, regional and economic drivers and social need.

2.9   Lead and oversee the management and development of the College's robust ICT infrastructure and information management environment ensuring resilience and capacity for future needs to enable the College to deliver on students' and staff expectations of accessing learning services on the move.

2.10   Provide effective leadership for the development, implementation and monitoring of the College's strategic objectives and prepare regular reports on strategic performance indicators for the EMT, Board of Management and Committees.

2.11   Lead in the further improvement and development of learners' experience and services including transformational/digital activity both inside and outside the classroom.

2.12   Responsible for co-ordinating and developing the College's response to policy issues, initiatives, consultations and opportunities as appropriate.

2.13   Ensure statutory returns are submitted accurately and timeously.

2.14   Formally deputise for the Principal as required.

2.15   Promote equality and diversity in all aspects of College provision and service.

2.16   Establish effective relationships with stakeholders and partners, both internal and external to the College, to develop professional understanding and co-operation which will support the College's strategic planning and performance management frameworks.

2.17   Demonstrate and exemplify positive behaviors and attitudes and act as a College Ambassador in order to support the development of a culture based on shared values, vision and principles and thereby build on the reputation of the College with learners, stakeholders and the communities it serves.

2.18   Perform duties alongside other agreed whole college responsibilities commensurate with salary as agreed annually with the Principal.

2.19   Discharge duties and responsibilities under the College's Health and Safety Procedures which may include Risk and COSHH Assessments and participation in evacuation procedures as necessary.

Board of Management

2.20   Carry out quality duties relevant to your role in the organisation which meet the needs of the College in relation to quality assurance or any external awarding body requirements.

2.21   Comply with all College Policies and Procedures

3   Objectives

Agreed as part of PMR.

These tasks are not intended to be exhaustive but simply highlight a number of major tasks of the post. The post holder may be required to undertake additional duties which might reasonably be expected and which form part of the function of the post.

- ♦ This job description will be subject to review on an annual basis, or
- ♦ As a result of a change in strategic management, or
- ♦ As a result of operational requirements, or
- ♦ As a result of agreed staff development and career review needs and objectives, or
- ♦ Within six months of appointment

Date description created/revised: 6 February 2017

Date of next review: At Performance Review

Signed: ……………………………   ………………

Employee receiving job description   Date received

Board of Management

Report to the Board by the Vice 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 including the following:

- Student Association Executive Officers and Structure
- Student Association Elections
- Student Partnerships in Quality Scotland [Sparqs]
- Events and Campaigns
- Class Representatives
- Student Partnership Agreement
- Future Events

2.   Student Association Executive Officers and Structure

The Student Association President, Scott Hardie resigned during the Christmas holidays with immediate effect. Danielle Rafferty, the Vice President at the Dumfries Campus has resigned this week due to work commitments, and two other Executive Officers at the Dumfries Campus, Michael Turner and David Neilson have had to step down this month due to other commitments. Danielle and Michael however have advised they will still be involved with future projects where their course commitments allow this. Rob Fields, who was the Vice President at the Dumfries campus last year, has joined the Executive team this month. A number of Class Reps at the Dumfries campus have also indicated they will help with upcoming events between now and the end of the academic year.

The Student Association Office bearers at Stranraer campus remains unchanged and they have indicated they are willing to come to Dumfries to cover events between now and the end of the year.

Following advice and guidance from NUS Scotland, the decision has been made to proceed next year with two full time sabbatical officers, one President and one Vice President. This has been discussed with existing Executive Officers and Class Reps at both campuses who agree with the change of structure. Students can stand for both position from either the Dumfries or the Stranraer campus and must be willing to travel between campuses. All other Executive positions will be on a voluntary basis and Class Reps will be used on campaigns also, therefore spreading the workload.

3.   Student Association Elections

The two full-time positions will be advertised early March 2017. Potential candidates who wish to stand will be provided with a job description clearly explaining what is involved in the role. NUS Scotland guidance is clear that the job description should be adhered to however, there is also

political autonomy attached to the role to challenge areas such as course provision and funding, but not autonomy in relation to the job description.

All potential candidates will be identified and ready to campaign during March 2017. Elections will take place the week commencing Monday 27 March with results announced by Friday 31 March.

4.   **Student Participation in Quality Scotland (Sparqs) and the Quality Framework**

The Scottish Funding Council's new quality arrangements for colleges and Educations Scotland's new quality framework both include active participation by students and have elements which are mapped against the Student Engagement Framework. The Student Engagement Officer has attended Sparqs events in order to understand the new quality arrangements to support the Student Association Executive moving forward.

5.   **Student Association Events and Campaigns**

October – December 2017
- Police Scotland – Walk the line and beer goggles
- South West Trophy round 2 – Stranraer students came to Dumfries and won
- Free candy bar at both campuses
- Campus lunch organised by the Stranraer Executive
- DG Vibes live Christmas show at Stranraer
- DG Vibes pre-recorded shows at Dumfries
- Visit from St Josephs and Belmont Primary Schools at Stranraer with Santa presenting the children with selection boxes
- Christmas hamper appeal for the Trussell Trust at Dumfries
- Sleigh dog food collection for the local dog shelter at Stranraer
- Christmas jumper day at both campuses raising money for Westsound's Cash for Kids and Save the Children

January 2017
Health Awareness Week at both campuses. Events, campaigns and visitors included:
- C4U Sexual Health Team
- LGBT+ and LGBT Youth
- Community Safety Officers
- Dumfries and Galloway Alcohol & Drugs Abuse
- Student Association made healthy smoothies for students to try
- Free table tennis
- Student Association offered free football session at the Ryan Centre - over 20 participants on the day
- Smoking Matters

- Hospitality students provided salads from around the world
- Health checks for staff and students by Sports students
- Smalls for All and Nathan's Wastesavers launch
- Women's Aid
- Support in Mind
- Meningitis Research
- Soul Soup Youth Group
- ADDACTION Dumfries and Galloway – Alcohol and Drugs Abuse

Burns Night – Student Association questionnaire to win boxes of Scottish goodies at both campuses

Chinese New Year – Displays and fortune cookies and red envelopes with £1 vouchers in for the canteen for students at both campuses

February 2017
LGBT History Month – displays and LGBT questionnaire at both campuses

DG Vibes are producing regular weekly shows at Stranraer with two trained DJ's who are returning students next year and are committed to the shows. At Dumfries, training continues with staff and students and pre-recorded shows are playing.

The Student Association has just secured fortnightly sporting activities at the Ryan Centre in Stranraer with football and badminton both being available.

As well as organising these events and working with community partners, the Students' Association also continues to work with different student groups to assist them with their own class projects to raise awareness and fundraise. Recent examples include:

- The Prince's Trust for the Dumfries campus garden
- Business students for Macmillan and Marie Curie
- Care students for Pride not Prejudice
- Computing students for coeliac awareness

6.   Class Reps
Class Reps have been active at both campuses. There have been two Class Reps meetings at each campus and they have been consulted about, or involved with the following:

- Education Scotland Focus Group
- Learner Engagement Working Group
- College calendar for 2017/18
- Activities for students during orientation week

Board of Management

- Class Rep Christmas hamper appeal at Dumfries campus collecting food donations and money for the Trussell Trust
- Volunteers to take part in Focus Groups to look at the canteen layout and décor
- Committee for the end of year social event

7. Student Partnership Agreement

Student Partnerships were first explored through the quality working group as a Scottish alternative to the rest of the UK. The government's Post 16 consultation refers to wanting 'learners to have a strong voice in shaping their experience' and sets out the desire to 'strengthen current arrangements, including the profile of student unions'. Sparqs facilitated meetings in the college between previous SA Executive Officers, staff members and students. The current Executive have also had input into the Partnership Agreement and plan to discuss it with the new President and Vice President, once they are in post, to finalise it before the end of the session.

8. Moving Forward

Planning for the following events is underway:

- Pancake day (28 February)
- Stop smoking day (8 March)
- Scottish Parliament visit (24 March)
- Wear your hat day for Brain Tumour Research (28 March)
- Citizenship activities
- South West Trophy round 3
- End of year social event – Cairndale Hotel (10June)

9. Recommendation

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

Emma Curtis
Vice President
Students' Association

February 2017

Dumfries & Galloway College

Board of Management

Discussion Paper on Student Engagement and Student Association

1   Introduction

The purpose of this paper is to provide members with background information to assist a discussion on how the Board engages with students and the Student Association.

2   Background

The Board is fully aware of its duty to comply with the Code of Good Governance. One of the areas within the code is student engagement. The code states:

Student Engagement
B.1 The board must have close regard to the voice of its students and the quality of the student experience should be central to all board decisions.

B.2 The board must lead by example in relation to openness, by ensuring that there is meaningful on-going engagement and dialogue with students, the students' association and as appropriate staff and trade unions in relation to the quality of the student experience. Consultation is essential where significant changes are being proposed.

B.3 The board must consider the outcome of student surveys and other student engagements, and monitor action plans that could impact on the quality of the student experience.

B.4 The college board must have regard to the Framework for the Development of Strong and Effective College Students' Associations in Scotland. It must put in place robust partnership procedures (e.g. partnership agreement) to work together to achieve change and which are supported by regular and open communications.

B.5 The college board must encourage a strong and autonomous students' association and ensure that the students' association is adequately resourced.

B.6 The college board must ensure that the students' association operates in a fair and democratic manner and fulfils its responsibilities.

B.7 The college board must review the written constitution of its students' association at least every five years.

3   The Discussion

The Board's Objective:
> "We want a vibrant, autonomous and thriving Student Association which is strong and effective, which is empowered to make changes to improve the student experience, and which contributes to quality and governance."

The Board wants:
1. To hear a representative student voice.
2. To learn about the student experience
3. Collaboration with the student association

Board of Management

The Chair would like members to consider and discuss the following:

1. Are the culture and structure in place to support and encourage the Student Association?
2. Is the student association engaged and involved at all levels of college governance, quality development, and decision making?
3. How do we engage and consult?
4. Is the student association effective and autonomous?
5. How can we improve?

Brian Johnstone
Regional Chair
February 2017

Governance Effectiveness Review

Dumfries and Galloway College

Report compiled by Jan Polley and Eleanor Emberson

Polley Solutions Ltd

February 2017

Polley Solutions

Overview

1. This Governance Effectiveness Review was facilitated independently by Polley Solutions Ltd. This report records the main findings of the review. It was conducted in an open and engaged manner, including:

   ❖ an initial discussion with the Board Chair and Secretary

   ❖ observation of a board meeting

   ❖ one-to-one structured confidential discussions with a sample of board members

   ❖ a desktop review of the college's governance documentation

   ❖ a facilitated workshop for board members at which they reviewed their existing Board Development Plan and agreed the areas for development for next year.

2. From this evidence, Dumfries and Galloway College has a strong, conscientious and thoughtful board that takes real ownership of and has a belief in strong governance including adherence to the Code of Good Governance. The Board works in close and constructive partnership with a team of senior staff who have made considerable efforts to promote good governance and support the Board in its role.

Areas of good practice

3. The Board already has in place a system for evaluating its own performance against the requirements of the Code of Good Governance. It does this on an annual basis and keeps the resulting action plan under review, using the Board Development Framework guidance issued by the College Development Network for this purpose. This review identified a number of existing areas of particular good practice including:

Code of Good Governance sections	Examples of good practice
Leadership and Strategy, Partnership Working	Exceptionally good evidence of strong collaboration and partnership working in the best interests of the region. The college's Strategic Plan, Regional Outcome Agreement, Education Scotland External Review and Crichton Campus Outcome Agreement demonstrate active engagement with a wide range of partners. Board members are engaged in events with partners, including employers and local schools, and the Board has consciously recruited members with direct links to schools and students. One board member summed up the approach as *there is a real sense that we are the servants of the people of our area*.
Accountability	Strong evidence of a commitment to transparency by both board members and staff. The college has published all minutes and papers from board and committee meetings since 2014 and so has available a clear audit trail.
Effectiveness	Substantial evidence that the Board promotes a culture of continuous improvement when it comes to governance, taking its own learning and development seriously. In addition to their Annual Development Plan, there is a mature process of annual appraisal for each board member. A number of members expressed their appreciation of the support they receive from the Chair. All board members make considerable efforts to take part in national training initiatives. The Board recently met with the Board of Scottish Borders College to discuss issues of common interest.

New board development plan

4. A facilitated board workshop was held in January 2017 at which board members received feedback on the main findings of the independent desktop review of documents, the confidential discussions held with a sample of board members and the board meeting observation. (See detailed findings below.) They also took note of their existing Development Plan for 2016-17.

5. It was noted that the review concluded that the college meets its obligations under the Code of Good Governance and, in a number of areas, promotes highly effective governance. Board members concluded therefore that they wished to focus their Development Plan for next year on those aspects of their governance that could further enhance their effectiveness. Areas identified for further development are:

Governance development actions agreed for 2017-18

Leadership, strategy and partnership working

❖ Board to ensure it has overarching leadership of performance-monitoring by taking stock of which KPIs and other performance indicators are overseen by which committees, and ensuring it makes clear whether it expects committees to examine performance issues in more detail and report progress back

❖ Build on existing partnership and collaboration by identifying and focussing new efforts on a few 'hard to reach' strategic stakeholders, e.g. certain employers or parts of the region

Quality of the student experience

❖ Take stock of the range of mechanisms that should be used to ensure the Board engages with students, e.g. existing student member reports to the Board, hear more from student representatives, invitations to attend student events

❖ Continue the ongoing review of the Learning and Teaching Committee and its relationship with the Board in the light of the requirements of the new Education Scotland Quality Framework.

Accountability

❖ Review board agendas to make best use of time by ensuring papers for decision or substantive discussion come first and papers for noting, including committee minutes, are not discussed unless members ask the Chair or Secretary beforehand

❖ Minutes of committee meetings which meet infrequently to be made available to the Board more quickly, in draft if necessary; more generally ensure all minutes make clear the reasons for decisions

❖ Take stock of the range of sources of evidence on staff views available to the Board and ensure that sources provide a breadth of information; explore mechanisms for more board member engagement with staff, including clarity of its purpose and how findings are fed back to the Board

❖ Review the role and membership of the HR Committee to ensure it can provide strategic support for the recent staff restructuring plan, helping to clarify the objectives of the plan and monitoring the associated success indicators

❖ Ensure all members of the Remuneration Committee complete the obligatory national on-line training and new board members attend the national induction training workshop

Effectiveness

❖ Review the induction programme offered to new board members to ensure it meets their needs, and includes opportunities to meet the Executive Team and other board members

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6. This review examined a selection of the very substantial body of governance documentation published on the college's website, and a range of other documents helpfully provided by the Board Secretary and senior staff. Structured confidential discussions were held with four board members, including a staff board member, with all chosen to reflect a range of board experience and backgrounds. A board meeting in December 2016 was also observed. A list of the evidence sources used for this review is shown at the end of this Report.

7. This Review assessed the Board's performance under each section of the Code of Good Governance.

<u>Leadership and strategy</u>

8. The college has created a Governance Manual which is given to all board members. It covers all the key governance topics, including the Nine Principles of Public Life and cross-references to the Ethical Standards in Public Life etc. (Scotland) Act 2000. Board members are invited to indicate if they have a conflict of interest at the beginning of every meeting. Also, a paper at the December 2016 board meeting reminded members of the requirement to adhere to the Code.

9. The Board has held training sessions on equality and diversity topics, while every board member is required to complete an on-line equality training module. The Board receives reports on equality and diversity matters and policies from time to time and it currently has an exact 50:50 male:female balance. A recent board recruitment round emphasised the college's wish to promote diversity and equality. At a board development workshop in January 2017, board members agreed to maintain their efforts to reflect the diversity of their local community in their work.

10. Board members have been closely involved in developing the college's strategic vision, priorities and performance indicators. The Vision 2020 document sets out clear strategic priorities which are consistent with those in the Regional Outcome Agreement. A range of targets and performance indicators track progress against the strategic priorities. The Board has, quite rightly, chosen a subset of high-priority measures that it reviews at each board meeting. Committees carry out monitoring of other indicators and targets; the Vice Principal Corporate Services and Governance ensures regular reporting.

11. A clear framework of which governance body is responsible for overseeing which performance indicators can be helpful in enabling new board members to get up to speed quickly on the system they are joining. It also facilities communication between a Board and its committees – allowing a Board to remit weak performance to a committee

for investigation and reminding each committee of their duty to alert the Board to any areas of concern that they are responsible for monitoring.

12. The college has considerable evidence of its engagement with regional and national stakeholders during the development of its Regional Outcome Agreement and its Vision 2020. The college is also involved in collaboration with University of Glasgow, University of West of Scotland, Open University and SRUC. Board agendas often include items relating to the college's partnerships, while individual board members have been specifically recruited to bring first-hand experience of regional partners.

Quality of the student experience

13. The Board has two student members, the President and Vice President of the Student Association, who are also members of the Learning and Teaching Committee. Board agendas include a standing item for student members to report to the Board. The Learning and Teaching Committee has an agenda item for a verbal student update. It also regularly reviews evidence of student satisfaction (which appears to be high from recent survey data). There is a Student Association Development Plan 2015-16 which draws on the NUS publication Development of Strong and Effective Student Associations in Scotland.

14. Education Scotland's external review report from April 2016 noted that class representation arrangements are improving, and suggested that further action be taken to support the Student Association's role in ensuring effective learner engagement. The Board and senior staff have worked together in taking that recommendation forward in recent months, and the Student Association is due to bring its revised Constitution and Partnership to the Learning and Teaching Committee in early 2017.

15. Unfortunately, the Student President resigned for personal reasons at the turn of the year and so the college is now working with NUS to recruit another President who can hopefully stay in position until the end of the next academic year in order to ensure continuity. The college also plans to put in place ad hoc arrangements to ensure the student voice continues to be heard at board meetings. It was clear from the one-to-one discussions with board members that a number of them take the chance to attend student events. Also, at the development workshop in January 2017, board members agreed that they wished to explore more mechanisms to ensure they were aware of student views including the establishment of class rep focus groups.

16. As indicated in the section above (Leadership and Strategy) this college has a strong culture of working with regional partners. In the one-to-one discussions with board members, their commitment to making links with schools and employers in order to ensure coherent and relevant learning for the people of the area was very clear. Board

members have taken part in employer forums; one board member who is a school headmaster works closely with staff to build links with schools; and the student board member was leading an initiative to take students into schools to act as ambassadors for the college. Board members have agreed that continuing to extend and improve those links should be an important part of their Development Plan in the coming year.

<u>Accountability</u>

17. The college has six committees – Audit, Remuneration, Learning and Teaching, Human Resources, Finance and General Purposes, and Board Development. The latter Committee is also responsible for selection and appointments. The remits of all the committees were reviewed by the Board in April 2016. Strategy documents, progress against key KPIs, the papers and minutes of the Board and committees are all published on the college website. The Board monitors progress towards the Regional Outcome Agreement. Also, there is evidence in the minutes, at least once in the last year, of the Board requesting follow-up action when performance was unsatisfactory. The Governance Manual sets out the committees' remits and delegations to the Chair, Principal and Board Secretary. There is also a clear statement of the authority reserved to the Board.

18. Committee minutes routinely go to the Board, although some relating to committees that meet infrequently, have been unduly delayed. The Board agreed at its December 2016 meeting to address this weakness. Minutes are generally of very good quality, although recently and understandably, with the arrival of a new Board Secretary there are a few instances of where the key issues considered as part of a board or committee decision have not always been clear.

19. It was clear from the one-to-one discussions and from the facilitated board workshop that members are content with the timing and quality of board discussions and the quality of papers. Several people commented on the fact that the Chair keeps the discussion 'tight' and that the staff tend to take a back seat unless asked, in order to allow board member discussion. There was however a suggestion that more time is needed to discuss the most important topics. During the facilitated workshop it was suggested that board agendas focus on issues for decision, monitoring and discussion and that papers for noting, including minutes of committee minutes, are not discussed unless a member asks the Chair beforehand. This is a very sensible approach but requires that the purpose of papers is considered carefully so that, for example, an important topic is designated as requiring board agreement and not just noting.

20. A strategic risk register is in place, managed in line with the college's clear and succinct Risk Management Policy which sets out the risk appetite and risk scoring framework. The Board reviewed the Risk Management Policy in June 2016, and the risk register is

considered at every board meeting. While it is not clear from the board minutes how substantial discussions of this agenda item have been, interviewed board members indicated that they were generally content with the level of debate. An example quoted was that the risk of failing to deliver on an aspect of the Regional Outcome Agreement had been identified and addressed under this section of the agenda.

21. Audit and finance processes reviewed are consistent with the requirements of the Code of Good Governance. Internal audit plans clearly draw on the strategic risk register, and other core governance and business areas. They look over multiple years to ensure coverage. An Internal Audit Strategy paper considered in May 2016 helpfully mapped key risks and their sources of assurance against strategic objectives. Committee minutes show that members regularly review progress against audit actions and also identified those strategic risks that cannot be assured through internal audit. All members of the Audit Committee are non-executives, while the Chair is an experienced auditor and financial manager. Committee members met the internal and external auditors in September 2016 without college staff present. No causes for concern were noted. The college received a good External Audit Report.

22. The Remuneration Committee is chaired by the Board Vice-Chair; its remit is set out clearly in the Governance Manual. The Committee agreed a performance review process including staff and student participation for the Principal in April 2016. Remuneration of the Principal was considered by the Board in March 2016 in conjunction with a review by the Executive Management Team. The Board Secretary informed committee members in late 2016 of their obligation to undertake the on-line national training. at the time of finalizing this report, some committee members have still to complete it.

23. Two staff members sit on the Board, and the college has a published HR strategy. Currently, the HR Committee meets annually to review staffing levels, the employee engagement survey and data such as absence levels and complaints. There may be a case for increasing the HR Committee's use to provide strategic support to the Principal during the current staff restructuring process. A strategic role in this situation would probably involve supporting the Principal to identify the objectives of the restructuring and then to monitor progress against agreed success indicators.

24. More generally, all concerned referred to a constructive and mutually supportive culture between the Board and staff. This was seen as a particular strength of the college, although board members were quick to point out that this should never stop them being willing to challenge robustly when required. There was general acknowledgement that board members must ensure that they have mechanisms for engaging with staff at all levels in the organisation while recognising that this has to be done appropriately and

that members have limited time. The workshop agreed that it would be helpful to take stock of what the college already does in this regard and what more could be done.

Effectiveness

25. Evidence indicates that the Board and its committees have a good skills mix, and that each member is encouraged by the Chair to consider his or her own development during the annual appraisal process. Time is set aside several times a year for board development activity, supported by the Board Development Committee, and there is a Board Development Plan in place which is kept under review by the Board.

26. A staff board member sits on the Remuneration, Learning and Teaching, Human Resources and Finance and General Purpose Committees. There was clear evidence that staff members feel that they are treated as full board members whose views and insights are valued. The Chair has indicated that, should it ever be required, staff members can raise issues with him directly.

27. The review heard a range of evidence that the Chair is performing well. His style of engagement, ability to balance his relationships with the Board and senior staff, and his leadership of the Board were all praised. Comments included
    ❖ *the Chair runs a good ship and has a good rapport with the Principal*
    ❖ *Brian is very inclusive and encourages everyone to speak up so if I ever had a concern I would do so*
    ❖ *the Chair is good with a light touch. We don't always all agree which is good*
    ❖ *Brian has worked to bring more diversity to our board.*

28. The relationship between the Chair and the Principal was also seen as a strength with an appropriate balance between support and challenge. All board members spoken to were appreciative of the efforts of the Principal and senior staff to furnish them with the information they request – even if this meant unexpected work for the team.

29. The college has been moving over the last year from a very experienced and knowledgeable board secretary who was also a member of the Executive Management Team to a new individual who is independent of the college senior team. This has necessarily resulted in a steep learning curve for the new board secretary and there have been some issues about the time management required for this role. The issue has been acknowledged and is being addressed.

30. Ongoing training and development are given a high priority in this college. Most board members have completed the national induction training, but there were some suggestions that college-level induction could be improved to ensure that it meets the needs of individual members and also allocates time to meet both senior staff and

board members at an early stage. The Board agreed at its facilitated workshop to take this forward.

31. All board members, including the Chair and Principal, are subject to an annual appraisal process in line with sector guidance. The Remuneration Committee agreed a performance review process for the Principal in April 2016 involving the Board setting performance measures and the Chair using this and feedback from staff and student focus groups to evaluate performance.

32. Recent recruitment of new board members was carried out in accordance with Ministerial guidance. The procedures for the recruitment of student and staff members are similarly clear and open and set out in the Governance Manual.

Relationships and collaboration

33. There is considerable evidence of partnership working at local and regional levels. The college also demonstrates in its papers and minutes that it is well aware of and engages with national strategies, policies and guidance. In 2016 the college board met with its counterparts in Borders College to explore opportunities for playing a pro-active role in responding to the Scottish Government's Enterprise and Skills Review.

34. A review carried out by Internal Audit in late 2014 on partnerships and collaborative arrangements gave an opinion of 'substantial assurance' that the control framework for this work is well designed and operating well. The Education Scotland External Review published in April 2016 recognised the work being done with local schools. Of three areas of excellent practice highlighted for wider dissemination, two (Health and Social Care Reablement, Overhead Lines Technician Training) arose from partnerships with employers.

Conclusion

35. Staff and board members have taken part in this review in an open and professional manner, with all concerned showing a commitment to and enthusiasm for the continuous improvement of the governance of the college. Polley Solutions would like to thank everyone at Dumfries and Galloway College for their help and support in the compilation of this Report.

Sources of evidence used in this review

❖ One-to-one interviews with a sample of board members
❖ Views expressed during a facilitated workshop held with board members in January 2017
❖ Observation of the December 2016 board meeting

<u>Written Evidence</u>

❖ Governance Manual, including roles, remits and delegated authorities
❖ Minutes and papers relating to board meetings during 2016, and selected earlier meetings
❖ Minutes and papers relating to committee meetings during 2016, and selected earlier meetings
❖ Regional Outcome Agreement
❖ Vision 2020 strategic plan
❖ Equality Mainstream Report 2015
❖ Equality Outcome Update 2013-2015
❖ Various policies including Equal Opportunities, Health and Safety
❖ Student Association Development Plan 2015-16
❖ Education Scotland External Review 2016
❖ Annual Quality Review Report to SFC
❖ Registers of interest and Board member details shown on website
❖ Risk Management Policy and Strategic Risk Register
❖ Annual Internal Audit Report
❖ Internal Audit Strategy 2015
❖ Internal Audit Report into Partnerships 2014
❖ External Audit Report
❖ Learner Engagement Survey January 2016 and SFC Student Satisfaction and Engagement Survey 2014-15
❖ Published HR Strategy
❖ Board member skills matrix
❖ Board member recruitment pack
❖ Board Development Plan 2015-16
❖ Board Member Induction Programme

Dumfries & Galloway College

Board of Management

Key Performance Indicator Report

1   Introduction

The purpose of this paper is to provide the Board of Management with an update on the Colleges Key Performance Indicators (KPI).

2   The Report

One of the many duties of the board is to ensure satisfactory delivery of the College's performance targets (including financial) and to monitor progress against target. Where there is a likelihood that a target will not be achieved the Board needs to be satisfied that is understands the reason for this and agrees actions to address it.

The Board has agreed four Key Performance Indicators (KPIs) to monitor and review at each board meeting. The KPIs are: Activity; Retention (both early and further); Student Outcomes, and Income & Expenditure. Where relevant and know sector figures have now been included in the report.

2.1   Activity

2.1.1 Credits
The Scottish Funding Council (SFC) provides grants to colleges who undertake to deliver a specified volume of activity measured in credits (One credit is equivalent to 40 hours of learning).

The table below shows actual activity against target. Activity for session 2016-17 is the current position (24 February November 2016) which includes a forecast to the end of the session. There is growing interest from Scottish Government in Full Time Equivalent (FTE) funded places delivered by colleges. FTE figures have now been added to the table below:

	Target	Actual	Variance	Projected Further Credits	Projected Total	Potential /actual Claw back	FTE
2016-17	30,067	29,187	(880)	**880**	**30,067**	**£187,677**	**2004.5**
2015-16	30,371	29,871	(500)	n/a	n/a	£106,634	1990.5
2014-15	42,529	42,413	(116)	n/a	n/a	£22,806	n/a
2013-14	42,529	42,761	232	n/a	n/a	none	n/a
2012-13	38,711	39,014	303	n/a	n/a	none	n/a

Achieving our credit target will again be challenging. Curriculum and Business Development management teams are currently looking at additional courses for delivery in session 2016-17 in order to ensure the College delivers on target.

Board of Management

2.1.2 Enrolments

Whilst enrolment figures do not form part of the Board KPIs, the College reports them for information. The table below shows the total enrolment for session 2016-17 to date (24 February 2017), compared to final audited enrolment figures for the previous four sessions.

Enrolments	Full-time					Part-time	Total
	HE Dfs	HE Str	FE Dfs	FE Str	Total		
2016-17	495	28	823	214	1,560	3375	4,935
2015-16	456	24	895	225	1,600	4,874	6,474
2014-15	470	35	895	215	1,615	4,090	5,705
2013-14	393	none	984	255	1,632	4,098	5,730
2012-13	373	none	958	285	1,616	3,938	5,554

2.2 Retention

There are two retention KPIs the Board monitors:

- Early Student Retention – a measure of the number of students that meet the required retention date for Credit funding purposes (1st November for all full-time courses) as a percentage of total enrolments; and
- Student Retention – a measure of the number of students who complete the course as a percentage of total enrolments.

2.2.1 Early Student Retention

The table below shows early student retention figures for session 2016-17 to date (24 February 2017), compared to final retention figures for the previous four sessions. Early retention of full-time further education students is below the sector average. Early retention of full-time Higher Education students is in line with sector average.

	Full-time Further Education		Full-time Higher Education	
	Actual	Sector	Actual	Sector
2016-17	90	-	92	-
2015-16	88	91.0	95	95.4
2014-15	91	91.4	96	95.6
2013-14	92	92.3	94	95.5
2012-13	91	91.6	94	94.4

The College has short-life working groups looking at long-term strategies to improve early retention.

Dumfries & Galloway College

Board of Management

2.2.2 Student Retention

The table below shows the student retention figures for session 2016-17 to date (24 February 2017), compared to final audited retention figures for the previous four sessions. Retention of full-time further education students is below the College target and below the sector average. Retention of full-time Higher Education students was above College target and slightly above the sector.

	Full-time Further Education			Full-time Higher Education		
	Actual	**Target**	**Sector**	**Actual**	**Target**	**Sector**
2016-17	78	76	-	88	85	-
2015-16	70	75	74.5	83	82	82.8
2014-15	70	74	74.6	84	81	82.7
2013-14	74	74	77.3	82	81	84.2
2012-13	73	74	76.9	80	80	82.3

The College has short-life working groups looking at long-term strategies to improve retention.

2.3 Student Outcomes

The student outcome measures the percentage of successful students as a percentage of total enrolments. This measure is analysed at the end of each session. Sector figures have now been included in the table below. The sector figures for 2015-16 will be available in January 2017. Headline student outcomes for the past five sessions are as follows:

	Full-time Further Education			Full-time Higher Education		
	Actual %	**Target %**	**Sector%**	**Actual %**	**Target %**	**Sector%**
2015-16	61	70	65.5	71	76	72.2
2014-15	64	67	64.0	71	74	71.4
2013-14	64	65	65.9	71	72	71.3
2012-13	63	63	65.5	70	73	70.3
2011-12	61	61	63.5	70	61	68.9

In session 2015-16 college student outcome rate for further education full-time learners was 4.5% below the sector rate and 1.2% below sector average for high education full-time learners. The College has short-life working groups looking at long-term strategies to improve student outcomes.

The Scottish Funding Council has targeted colleges to further increase the success rate for full-time further education students to 69% by 2016-17.

Board of Management

2.4   Income and Expenditure

Monitoring of income and expenditure against budget forecast is also undertaken by the Finance and General Purposes Committee and reported regularly to the Board.

Income and expenditure	PERIODS 1 TO 6 (January '17)		FORECAST TO JULY 2017		
	Actual	Budget	Forecast	Budget	*Variance*
	£000	**£000**	**£000**	**£000**	**£000**
Income (1)	5,849	5,865	11,737	11,755	*-18*
Staffing Costs (2)	4,028	4,029	8,405	8,414	*9*
Other Costs (3)	1,678	1,743	3,687	3,712	*25*
Total Expenditure	5,706	5,772	12,092	12,126	*34*
Operating Surplus/(Deficit)	143	93	(355)	(371)	*16*
Underlying Operating Surplus/ (Deficit) – net of depreciation cash expenditure	181	131	0	(16)	*16*

3.   Recommendation

Members are invited to discuss the contents of this report and agree any actions.

Board of Management

**CONCLUSIONS OF NETWORKING EVENT FOR
SENIOR INDEPENDENT MEMBERS - 7ᵀᴴ DECEMBER 2016**

The following SIM role description was agreed –

The Senior Independent Member is appointed by the Board as a whole to provide advice and guidance to the Board Chair, as required and on its members' behalf, in order to support good standards of corporate governance and the maintenance of collective responsibility. Situations in which that advice and guidance may be required include

a) Leading the annual appraisal of the Board Chair, alone or in conjunction with the Vice Chair, including ensuring
   i. All board members have an opportunity to express their views on the Chair's performance over the last year and areas for development over the coming 12 months
   ii. The Chair is given the opportunity to understand and discuss the collective views with the SIM
   iii. An annual development plan is agreed with the Chair and the SIM ensures the board is informed of its content
   iv. If required, the SIM facilitates the provision of information from the appraisal process to the Chair's appointing body (Scottish Government or the Regional Strategic Body)
b) Intervening with the Chair, on behalf of the Board, if board members, the board secretary or senior staff are concerned that the Chair's actions are undermining good standards of corporate governance and the maintenance of collective responsibility, including if the Chair
   i. Is unable to fulfil the responsibilities set out in the letter of appointment
   ii. Fails to make pertinent information available to the Board as a whole
   iii. Undermines the collective responsibility of the Board as a whole
   iv. Acts in a manner which brings the Board into disrepute, including failing to address personal conflicts of interest
   v. Is unable to work with the Principal to ensure that the staff of the organisation provide the Board with the service required, including adequate sources of information and assurance and delivery of performance
c) Acting as a sounding board for the Chair in pursuit of good standards of corporate governance and collective responsibility.

Should a SIM ever have serious concerns about the propriety, regularity or governance of the college, and these cannot be resolved satisfactorily with the Chair, they should inform the Scottish Funding Council or, in the case of an assigned college, the relevant Regional Strategic Body.

Attributes of a SIM

It was agreed that when appointing a SIM, Boards should give careful consideration to the personal attributes required of that postholder. The following attributes were suggested –

- Seen as having personal integrity and being independent of the Chair and Principal
- Experienced in and knowledgeable of the requirements of good governance and collective responsibility
- Respected by all board members and able to engage constructively with all concerned
- Ability to consider matters calmly and constructively, striking an appropriate balance between support and challenge

It was agreed that it should be for each Board to decide whether the SIM also holds other senior roles e.g. Vice Chair, Chair of Audit but, in doing so, Boards must satisfy themselves that any additional roles will not undermine the individual's ability to fulfil the role of SIM – the role of SIM is set out in the Code of Good Governance and is therefore a condition of grant.

When appointing the SIM, Boards may wish to give consideration to how long the appointment should last.

5th January 2017

Delia Holland,
SIM,
February 2017

Board of Management

TERMS OF REFERENCE REVIEW – DECEMBER 2016

1. BACKGROUND

1.1 The Student Experience is central to the vision, mission and operations of Dumfries and Galloway College. Learning and Teaching is therefore of strategic importance and requires a robust framework to support its effective management and implementation.

1.2 The responsibility for high level review of this aspect of the college's operations has traditionally been delegated to the Learning and Teaching Committee, which provides a robust monitoring of the strategic objectives in relation to learning and teaching and student engagement, including

- Enrolment trends
- Retention and Achievement targets
- Progression
- Destinations
- Growth and Strategy targets
- Internal and External Stakeholder partnerships
- Academic Self Evaluation and Quality Assessment

1.3 Over the past two years a number of factors have influenced the traditional role of the committee, including

- Regionalisation and changes in governance nationally, where the Regional Chair is appointed by the Government and has particular responsibility for monitoring national and regional educational trends and developing external partnerships. This has led to challenges in 'information flow' to and from the committee Chair and members of the committee and some duplication in effort within the college structure, contributing to a lack of focus and understanding of the precise terms of reference of the Learning and Teaching Committee

- Internal restructuring of the Executive Management Team, where responsibility for Learning and Teaching sits with the VP Learning and Skills and who is responsible for supporting the Learning and Teaching Committee, and Quality (including statistical reports) with the VP Corporate Services and Governance, whose reports go directly to the Regional Board. In addition, some reports from the Principal which were traditionally presented to the Learning and Teaching Committee for discussion and recommendation to the Board now go directly to the Board via the Regional Chair

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

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

Board of Management

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

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

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

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

All respondents were in agreement that the committee had an important role to play in the monitoring of the learning and teaching experience across the college, and believed that the committee offered an opportunity for in-depth discussion with a broader range of both academic staff and students than was possible at Regional Board meetings.

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

2. Recommendations

It is recommended that:

2.1 The Learning and Teaching Committee, which serves the key function of robust monitoring and evaluation of the learning, teaching and quality experience at the college and is a model adopted by the majority of colleges across Scotland, should remain as an integral part of the governance structure of the college, with delegated responsibility from the Regional Board.

2.2 The Terms of Reference of the committee should be revised to provide a more focussed approach on learning and teaching to ensure this robust monitoring of the student experience and learner journey is undertaken. A recommended revised version of the Terms of Reference is given in Appendix 1, together with a copy of the current Remit.

   Section 2 of the existing Committee Remit in relation to external partnerships has been removed and it is recommended that this role be undertaken by the Regional Chair reporting to the Regional Board as part of the external stakeholder agenda.

2.3 Membership of the Committee should be increased to 7 Regional Board Members, to include the Principal, academic staff member, student association president and four non-executive Board Members.

2.4 In attendance at the meetings would be the VP Learning and Skills, the VP Corporate Affairs and Governance and a representative from each of the four faculties, which could be the Heads of Faculty.

Board of Management

2.5   Clarification is required on the procedure for preparation of the Meeting Agenda and papers and for committee members to submit items for inclusion in the agenda.

2.6   All Regional Board members would be welcome to attend the committee meetings.

2.7   The Chair and non-Executive members of the committee should be elected by the Board during the review of the committee structure planned for Spring 2017.

2.8   An effective information flow procedure should be developed by the VP Learning and Skills to ensure that the committee chair is kept informed of national, regional and college initiatives concerning areas within the committee's remit. This should involve regular briefings by the Regional Chair, the Principal and the VP Corporate Affairs and Governance.

2.9   There should be a review of the timetabling of committee meetings to enable a timely written report by the committee chair to the Regional Board on committee discussions and recommendations (Standing Agenda Item) and a process for timely dissemination of committee minutes both to committee members and to members of the Regional Board.

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

Delia Holland
Chair, Learning and Teaching Committee
Dec 2016

Board of Management

Appendix 1

DUMFRIES AND GALLOWAY COLLEGE

LEARNING AND TEACHING COMMITTEE

(PROPOSED)TERMS OF REFERENCE

1. Membership

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

In Attendance
The Vice Principal – Learning and Skills
Heads of Faculties – or their representatives
Quorum: Meeting shall be quorate if four members of the committee are present

2. Remit

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

2.1 To discuss and monitor issues relating to the development of the College's Academic Programme and wider curriculum.

2.2 To monitor and review progress on the College's strategic education objectives

2.3 To monitor and approve the annual Learning and Teaching Strategy for recommendation to the Regional Board.

2.4 To monitor and discuss the College's academic performance through its performance indicators relating to academic performance, student retention and attainment, ensuring appropriate procedures are in place to address any areas of concern.

2.5 To discuss and approve the College's annual Self Evaluation and Development Plans for recommendation to the Regional Board.

2.6 To discuss and approve the annual Quality Report and Self Evaluation Report for recommendation to the Regional Board.

2.7   To monitor the Quality Assurance Strategy, ensuring appropriate mechanisms are in place for the effective oversight of the learning and teaching experience in the college and partnerships with other appropriate sector quality agencies.

2.8 To monitor and approve College arrangements for Student Representation, Self-Evaluation, Student Association Development Plan and Student Association funding for recommendation to the Regional Board.

2.9 To monitor Student Satisfaction

2.10 To monitor college complaints and compliments

3. Meetings

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

4. Reporting

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

Board of Management

Minute of the Meeting of the Audit Committee of the Board of Management of Dumfries and Galloway College held on 21 November 2016 at 12.30pm in Room 1074b

Present:	Hugh Carr (Chair)	Pat Kirby
	Stuart Martin	
In attendance:	Carol Turnbull, Principal	Karen Hunter, Finance Manager
	Philip Church, Client Manager, RSM	Angela Pieri, Grant Thornton
	Rob Barnett, RSM	Jackie Bellard, Grant Thornton
	Jannette Brown, Vice Principal Corporate Services & Governance	
	Brian Johnstone, Chair Board of Management	
	Kay Bird, Secretary to the Board/Minute Taker	

1   Apologies

The Chair welcomed members to the meeting. Apologies for absence were intimated on behalf of Delia Holland.

The Secretary to the Board confirmed the meeting was quorate with enough members present to allow decisions to be made.

2   Declaration of Interest

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

3   Minute of Meeting of 10 May 2016

The Minute of the Audit Committee meeting held on 10 May 2016 was approved.

4   Minute of Meeting of 20 September 2016

The Minute of the Audit Committee held on 20 September 2016 was approved.

5   Matters Arising

5.1   Update on Lennartz Ruling

The Finance Manager spoke to the report which had been circulated providing an update. Three colleges have made submissions to HMRC and these submissions have been rejected. Scott Moncrieff have been in College looking at the College's annual adjustments on Lennartz and the Finance Manager will provide further updates in due course. There is now less than two years remaining for the repayments. The Committee discussed the matter and the Vice Principal of Corporate Services and Governance advised that it should be noted that Ernest & Young are not wanting to go forward with this. Brian Johnstone asked what the worst case scenario would be and the Finance Manager advised that this would be if we put in a claim and it was rejected by HMRC and

the College incurred penalties and interest. The College will continue to make repayments and the Finance Manager confirmed the monies have been sent aside.

Decision: It was agreed by the Committee that no further action should be taken, subject to further advice from Scott Moncrieff and this matter would be taken to F&GP next week and the Board in December.

6   2015-16 External Audit Annual Report

Jackie Bellard spoke to the report which had been circulated. Jackie Bellard congratulated the college on providing good quality accounts, on time and meeting all the new reporting requirements. In particular, she highlighted on page 8 of the report that new financial statements were required under FRS102 and this had been handled very well by the College. There had been just one adjustment to the financial statements in 2015/16 being a £1000 increase to comprehensive income. It was confirmed this had no significant impact on the bottom line. There were no other areas of significance to report under financial statements.

Jackie Bellard reported that under the governance section there was again nothing specific to report and the auditors were satisfied that the arrangements in place were working well.

Jackie Bellard confirmed that under the performance section there was a requirement for new reports with additional requirements to the last year's accounts however these had been well written by the College and the auditors had no concerns.

Members entered into a full discussion and it was confirmed that the technical deficit would be long term due to the pension liability. Stuart Martin asked if the College had taken advice from the Council regarding the pension liability and the Principal confirmed that the Director of Organisational Development and Facilities sits on a steering group in this respect.

Angela Pieri advised this was the end of Grant Thornton's five year appointment with the College and thanked Karen Hunter, Finance Manager and Jannette Brown, Vice Principal Corporate Services & Governance for all their assistance and confirmed that it had been a pleasure working with the College which had been one of the best. Stuart Martin commented that Grant Thornton's reports had always been of high quality. The Chair expressed his thanks to Karen Hunter and her team for an outstanding year.

The Committee noted the report.

7   2015-16 Financial Statements

The Finance Manager spoke to the report which had been circulated highlighting the change in format of the accounts and the main changes in the reporting of deferred capital grant and pensions. Due to the changes in format EMT have worked together with the Finance Manager in producing the narrative accompanying the Financial Statements, to enable third parties to fully understand the accounts.

Due to the new accounting and budget rules on the treatment of pensions and depreciation, the Income and Expenditure Account shows a deficit for the year however the Finance Manager advised the Committee that if these accounting changes had not come into effect the College would be operating on a surplus, and the narrative provides an explanation of this. The Finance Manager, when asked by the Chair, confirmed that all Colleges would be in the same position.

The Committee discussed the report. Stuart Martin asked if there was a joint approach which would be taken by all the colleges with regard to press releases to mitigate figures being manipulated by the press. The

Principal confirmed Colleges' Scotland will co-ordinate a statement on behalf of the sector and the College will adapt this accordingly. The Principal advised if recommended by this Committee the accounts will be signed off by the Board in December and then they go to the Funding Council and Audit Scotland and are not released into the public domain until March 2017.

Brian Johnstone enquired whether it was for this Committee or F&GP to consider producing a one-page statement of key facts on the accounts. The Vice Principal of Corporate Services & Governance advised this was for the Board to agree and the Principal confirmed that EMT could draft a statement to bring to the Board.

Decision: The Committee approved the Financial Statements for the year ending 31 July 2016 for recommendation to the Board of Management at its meeting on 6th December 2016.

8 Internal Audit Reports

8.1 Student Activity Data

Rob Barnett spoke to the report which had been circulated and confirmed in line with the audit guidance from the SFC Substantial Assurance had been given. This was a very positive report and no management actions were raised.

The Committee noted the report.

8.2 Student Support Funds

Philips Church spoke to the report which had been circulated and confirmed the Internal Audit Opinion resulted in Substantial Assurance. One medium priority had been identified regarding one over-payment of bursary monies and EMT have accepted this action point and confirmed the College has robust procedures in place.

The Committee noted the report.

8.3 Safeguarding

Philip Church spoke to the report which had been circulated and confirmed this was a new matter on the Agenda with terrorism being a new area. There was one medium priority and two low priority recommendations which resulted in the overall opinion of Substantial Assurance. The medium priority concerned PVG checks which were not cleared prior to staff commencing their employment and although procedure had been in place this informal arrangement needed to be fully documented and EMT have confirmed this will be undertaken.

The Committee noted the report.

8.4 Marketing and Communication

Philip Church spoke to the report which had been circulated. There were two areas of high priority and two of medium priority which resulted in the overall opinion of Partial Assurance. Action is required to strengthen the control framework in this area. The Chair expressed his concern regarding the Partial Assurance opinion given and improvement is required. The College needs to

develop a Marketing Strategy and the Principal advised EMT have discussed the report's findings and taken them on board, and the points raised will be incorporated into a new Marketing Strategy and consideration will be given to outsourcing. Brian Johnstone enquired of the Principal whether the College had a Marketing Strategy and the Principal advised that the College did have a Marketing Strategy however this had not been updated recently to support Vision 2020.

Action: EMT will develop a Marketing Strategy in line with the findings in the report.

8.5   Follow-up Report

Philip Church spoke to the report which had been circulated and sought questions from the Committee. The Chair asked about the VAT – Impact on the Wakefield Appeal and what impact this could have in Scotland. The Finance Manager advised that the VAT rules are the same throughout the whole of the UK and therefore applicable to Scotland and there could be an impact on Scottish Colleges.

The Committee noted the report.

9   Strategic Risk Register

The Vice Principal of Corporate Services and Governance spoke to the report which had been circulated. She advised there was no change since the last report with 11 risks identified. Risk No. 4 was a watching brief as the impact of the pay settlement is still unknown.

Decision: The Committee approved the Strategic Risk Register.

10   Any other Business

The Chair expressed the Committee's thanks to Grant Thornton for all their work over the last five years. Angela Pieri advised she will be attending the Board Meeting in December which will be her last meeting at the College.

11   Date and Time of Next Meeting

The next meeting of the committee is to take place on Tuesday 21 February 2017 at 2 pm.

Board of Management
Learning and Teaching Committee

Minute of meeting of the Learning and Teaching Committee of the Board of Management held at the Dumfries Campus on Tuesday 13 December 2016 from 2.00 pm in Room 1074b.

Members present:	Delia Holland (Chair)	Carol Turnbull (Principal)
	John Henderson	Kenny Henry
	Barry Graham	Ian White
	Emma Curtis	
Faculty representatives:	Jim Maginess	David Denholm
In attendance:	Andy Wright, Vice Principal, Learning and Skills	
	Brian Johnstone, Chair of the Board of Management	
	Kay Bird, Secretary to the Board and Minute Taker	
Item 4 and 10 only	June Holland, Head of Faculty	
Item 4 and 10 only	Janet Weir, Head of Faculty	

1   Welcome and Apologies for Absence

The Chair welcomed members to the meeting and in particular welcomed Emma Curtis to her first L&T Committee Meeting and the Chair of the Board of Management.   Apologies for absence were intimated on behalf of Scott Hardie, Peter Woods and Jannette Brown.

The Secretary to the Board confirmed the meeting was quorate with enough members present for decisions to be made.

2   Declaration of interest

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

3   Review of the Learning & Teaching Committee Remit

The Chair spoke to the report which had been issued. The Chair advised there was a need, due to the changes implemented by regionalisation, to ensure the governance structure within the College is fit for purpose and thus a need to review the remit of the L&T Committee which she had undertaken.   The Chair had asked all members of L&T to put forward suggestions and to address three questions raised which were noted in her report, together with recommendations. The Chair had had a meeting with Barry Graham and the she thanked Barry for all his support and input. It was agreed that the Committee had an important role to play, should be retained and the remit refined. It was further agreed the whole Committee should take ownership of the report and approve the changes to be made. The Members discussed the report.

Barry Graham commented it was healthy to review the remit and the Committee is essential in supporting students in the College and he supported the contents of the paper. Barry asked if there was a similar publication within the College Sector to 'How Good is Our School', which provides a framework. The Vice Principal, Learning and Teaching confirmed there will be a

publication released in the near future called 'How Good is Our College' and it was agreed this would give focus to the remit.

Kenny Henry confirmed his agreement to the report and emphasised it was essential there was a forum for staff and the board to interact and see what each other were doing.

The Vice Principal, Learning and Teaching advised it was important for the Committee to decide what it wanted to take to the Board, ie. more discussion papers, presentations, mentors, the signing off of the curriculum plan and it would be advantageous to obtain staff members and student members views on the plan.

John Henderson commented Committee members' interaction with staff and students was essential. In his opinion the Committee was one of the most important committees and he was in agreement with the report. He commented that staff and students are more comfortable to exchange ideas and make suggestions in the L&T Committee environment than at the Board Meetings. He thought extending the number of members could be a problem as Board Members are already heavily committed.

David Denholm also queried increasing the number of members. He felt staff and member interaction should not be limited to just Faculty Heads but to all members of staff. He felt it was one of the most important committees and should not be absorbed into the Board.

Ian White agreed with the report and endorsed the importance of the Committee. He would like to see more Board Members attending but recognises this could be difficult.

Jim Maginess commented he agreed with the report and recommendations.

The Chair commented that since reorganisation it was more difficult to split strategic and operational matters. The Principal suggested some of the wording should be changed. The starting point is that the Committee is responsible for the monitoring of the quality of the learner experience and from here the Committee can look at what it should be focussing on. The Committee should have more operational information presented to it and the can identify strategic issues which need to go to the Board. The Principal commented that the two key strategic documents for the L&T Committee to focus on are, (1) How Good is Our College, and (2) Education Scotland's New Quality Framework. It was agreed that the Committee should focus on key strategic issues which need to go to the Board for discussion.

It was agreed that four meetings per academic year was not necessary and three meetings would suffice, following the pattern – Sept/Oct meeting to cover key reports; Jan/Feb meeting to cover updates and national trends and the May/June meeting to cover what is coming up in the College.

In the 2016-17 meeting schedule the L&T Committee meetings had been scheduled after the Board Meetings with the result that information going to the Board was out of date. The Chair, the Principal, the Vice Principal of Learning and Teaching and the Board Secretary will look at changing this for the next academic year.

The Chair would like to ensure that in future there is an opportunity for members of the Committee to input into the meeting agendas.

The Chair commented that in the past Student Association documentation came to the L&T Committee however the current procedure appears to be a written report goes directly to the Board and only a verbal report comes to L&T. The Principal confirmed this sits with the Quality Department at present. The Chair of the Board of Management commented that in his opinion Student Association documentation should go straight to the Board.

The Chair of the Board of Management thanked the Chair of L&T for her well drafted and comprehensive report and could not disagree with anything. The key element of learning, teaching and employability have been covered. He thought it would be a good idea to increase the number of Board Members on the Committee.

The Members discussed whether Employer Engagement should be removed from the L&T Committee and transferred to the Board.

Barry Graham suggested a small working group be set up, to meet as a one-off to further this matter.

Action: It was agreed that a small working group consisting of the Chair of L&T, the Chair of the Board of Management, the Principal and the President of the Student Association set up to work on the suggestions and draft a new remit. The Chair to discuss suitable dates.

Emma Curtis left the meeting.

4   Discussion Paper on SG Priorities – Work Placement/Work Experience Standards
Janet Weir spoke to the report and the SFC Guidance on Work Placement Standards for Colleges which had been issued. Janet Weir reported she had attended an event on this, the outcome being there was a lot of good practice in the Sector which the College is implementing. The focus was on all learners who were studying in a college and should have a work placement or other work experience linked directly to their course, appropriate in nature, duration and location and tailored to their individual needs. The College recognised this was key and would be reviewed however a lot of the College learners were receiving appropriate work experience. The Members discussed the report. It was recognised that the College should not be competing with schools but

working in partnership with schools. The College does have work placement personnel for some of the areas however it had been recognised that the College should have a standard and needs to ensure there are high quality work placements for all of the College's learners. Janet Weir commented that the College also provided working environments within the College. Jim Maginess suggested 'Work Engagement' might be a broader term to use than work placement or work experience.

The Principal advised that Appendix 1 of the Guidance was the heart of this and highlighted clearly what was expected. The Chair suggested it was very important that the employers understand what the learner are trying to achieve and she enquired about the interaction of the College with employers on work placements. The Vice Principal, Learning and Teaching offered employer engagement time to all teaching staff and this was being developed further. The Chair recognised this was a challenging area for the College given the rural environment, lack of employers and transport difficulties in Dumfries & Galloway.

Members noted the report.

(10)   Discussion Paper on SG Priorities – Early Education and Childcare
It was agreed this item would be moved up the Agenda.

June Holland spoke to the report which had been issued. The Scottish Government was expanding the provision for free early learning and childcare. This expansion of provision had no negative impact on the College and was very positive for engagement. June Holland advised the College was in the process of being approved for residential childcare. The College offered courses through CTS and the College was already meeting what is required. There would be a push to have people qualified and a review on delivery to include more on-line delivery. Flexibility on delivery is key and the College is ready and able to deliver this.

The Members discussed and noted the report. The Vice Principal, Learning & Teaching advised that a meeting had taken place with Gillian Brysdon, Head of Education to discuss this issue. The Principal commented that the College needs to maximise on recruitment and strengthen its partnership with CTS.

The Chair thanked June Holland and Janet Weir for their discussions and June Holland and Janet Weir left the meeting.

5   Minute of Previous Meeting
The Minute of the Learning and Teaching Committee held on 11th October 2016 was approved, subject to the removal of Barry Graham from the Members Present as he was noted under

Apologies for Absence, and Aileen Crawford should read Elaine Crawford where it appears in the action point of item 6.

Action: Board Secretary to amend Minute.

6   Matters Arising

The Principal suggested that as noted in item 6 of the last Minute Elaine Crawford should be invited to the L&T Meetings.

Action: The Board Secretary will ensure that an invitation is extended to Elaine Crawford for the next L&T Meeting.

7   Student Association Update

As Scott Hardie was unable to attend the meeting the Chair confirmed that Scott had given a very comprehensive report at last week' Board Meeting. The Chair of the Board of Management congratulated Scott on organising the South West Trophy event bringing Stranraer and Dumfries campuses together. Stranraer campus was the winner!

Action: The Board Secretary will email to all members of the L&T Committee Scott Hardie's report presented at the Board Meeting on 6th December 2016.

8   Curriculum Development Plan 2017-18

The Vice Principal, Learning and Teaching spoke to the report which had been issued. The purpose of the report was to advise and receive feedback from the L&T Committee on the new course proposals for learners for 2017-18, as well as provide information on programmes to remove. Areas such as gender imbalance, credits and STEM related programmes have been considered. The Members discussed the report.

Barry Graham commented that the College was undertaking a great deal of good work with a wide range of options and schools should be pleased. The Chair commented it was important for the Committee to have an overview of the work between the schools and the College and this would be put on the Agenda for a future meeting, and would involve Barry Graham and John McGill. Ian White expressed concerns regarding removal of courses and implications on staff jobs. The Vice Principal, Learning and Teaching advised that no final decisions where being at this meeting. The Chair of the Board of Management stressed the importance of articulation routes and the meeting with Heriot Watt and Napier Universities which had been undertaken.

Action: Board Secretary to note for future Agenda the item on overview of work between schools and the College.

9   Gender Imbalance Action Plan

The Vice Principal, Learning & Skills spoke to the report which had been issued and advised the College's action plan builds on the recent SFC Corporate publication addressing the gender imbalance issue at course level. By 2030 no college subject would have a gender imbalance of greater than 75% of one gender. The College supported this view and is working on making this action plan live. There are certain courses where this would be very challenging and initially course places will be set aside in certain courses to accommodate the minority gender. Educating parents and employers to embrace gender imbalances in certain careers is essential for this action plan to succeed.

The Members discussed and noted the report.

10   Discussion Paper on SG Priorities – Early Education and Childcare

It was agreed for this item to be moved up the Agenda, see page 4 of this Minute.

11   Key Performance Indicators Update

The Principal spoke to the report which had been issued. She advised that to make this information more meaningful to Board Members EMT had revisited College KPIs and short life working groups have been set up to address action points following the Education Scotland Review. The Principal reported retention was very good however the College is still to finalise the early student retention figures. The Principal confirmed that leavers' destination data would be released next week and would be presented at the next Board Meeting. The College's 2015-16 statistics were given however the sector figures were not being released until January 2017 so it would be difficult to give the Committee, at present, a full picture until all the information were to hand.

The Principal advised that feedback from the retention working groups would be reported to the Board via the L&T Committee which would discuss and make recommendation to the Board. The Chair, who sits on two of these working groups, acknowledged that staff are doing all they can to improve the retention figures.

The Members noted the report.

12   Quality Audit Reports/Surveys

12.1   Complaints Handling Statistics

The Principal spoke to the report which had been issued. The Principal advised there had been an increase in complaints but this was because of work the College had undertaken with staff who were recording more effectively. It was not because the number of actual complaints had

increased. The Chair commented positively on the small number of complaints. The Chair to the Board of Management asked the Principal why this matter came to the L&T Committee and the Principal advised that as there were student representatives present at this Committee it was the most appropriate forum.

Members discussed and noted the report.

12.2   How Did We Do?

The Principal spoke to the report which had been issued. The purpose of the report was to report on the findings of the questionnaire leaners had completed to find out the learners' induction experiences. The Principal confirmed this is part of the continuous improvements and the overall responses were positive. The Principal advised the responses were forwarded to the relevant manager and if appropriate would enter into the complaints process. The Quality Team follow up on action points. Members discussed the report and Barry Graham commented it was positive.

Members noted the report.

13   Any other Business

The Chair asked the Principal if the name of the report writer could be included at the end of each report for ease of reference, which she agreed to.

Action: EMT will ensure the name of the report writer is included at the end of each report.

The Chair wished all members a very Happy Christmas.

14   Date and time of the Next Meeting

It was agreed that the next meeting of the Learning and Teaching Committee should take place prior to the Board Meeting in March 2017 and would take the slot allocated for the F&GP Committee meeting and will therefore take place on Tuesday 28th February 2017 at 2pm.