

Quality and Curriculum Committee

Tuesday 11 March 2013

2.00 pm

Room 2089

AGENDA

Presentation by Learning and Teaching Mentors

- 1 Apologies for Absence
- 2 Declaration of Interest
- 3 Minute of Meeting of 13 November 2013 (attached)
- 4 Matters Arising
 - 4.1 Item 4.2 Transform Report (attached)
 - 4.2 Item 5 KPIs (attached)
 - 4.3 Item 10 Annual Engagement Visit (verbal update)

Standing Items

- 5 Key Performance Indicators (report attached)
- 6 Curriculum Developments (report attached)
- 7 Learner Engagement
 - 7.1 Complaints Handling Statistics (attached)
- 8 Quality - Internal audit reports
 - 8.1 Admissions Survey (attached)
 - 8.2 Induction Survey (attached)
- 9 Students Association (verbal update)
- 10 Institutional Sustainability (report attached)

Business

- 11 Feedback on Aspect Visits:
 - 11.1 Maximising Learner Success - 12 February (verbal update)
 - 11.2 Support for Learning - 26 February (verbal update)
- 12 SQA Systems Check (verbal update)
- 13 Credit Rating **Project** (verbal update)
- 14 Any Other Business
- 15 Date and Time of Next Meeting

Minute of Meeting of the Quality and Curriculum Committee of the Board of Management of Dumfries and Galloway College held on Tuesday 11 March 2014 from 2.00 pm in Room 2089, Dumfries campus

Present: R Anderson, Academic Staff representative
I Beach, Assistant Principal (Quality and Estates)
T Hydes, Board Member
R Gunnell, Board Member
D Holland, Chair
B Kirk, Student representative
M Lonsdale, Student representative (vc link to Stranraer campus)
W Robertson, Student representative
K Somerville, Academic Staff representative
C Turnbull, Principal
A Wright, Assistant Principal (Curriculum)

Observing: A Hannah
K MacGillivray-Fallis
S Martin

In Attendance: J Brown, Clerk to the Board
S Sutherland (note)

Presentation

The Committee welcomed a presentation by members of the Learning and Teaching Mentors team on the process carried out to date and plans for the future.

Change of Chair

Following the retiral of Fraser Sanderson, Mrs Delia Holland assumed the Chair of the Committee, and wished to place on record her recognition of Mr Sanderson's work on the Committee.

1 Apologies for Absence

Apologies for absence were intimated on behalf of K Henry, J Henderson, J Maginess and D Patterson.

2 Declaration of interest

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

3 Minute of Previous Meeting

The Minute of the Quality and Curriculum Committee held on 30 September 2013 was approved.

4 Matters Arising

4.1 Item 4.2 Transform Update

The Assistant Principal, Learner Services (APLS) spoke to the report which had been distributed updating Members on the European funded 'Transform – South of Scotland e-hub' joint project with Borders College, the purpose of which is to create further capacity to align college services to support remote access and to develop blended learning materials.

The project had been due to end in July 2013, but early in 2013 it became clear that there would be an under spend in many budget headings and so an application to extend the project until July 2014 was made and approved. Both colleges were currently on plan to meet the additional targets and/or overall budget spend.

The Committee noted the report, and asked for a presentation on TRANSFORM developments at the May meeting.

4.2 Item 5 Key Performance Indicators: Examples of Action Taken

The Assistant Principal, Curriculum (APC) spoke to the report giving examples of the actions taken by course teams where poor PIs had been identified.

4.3 Item 10 Annual Engagement Visit

The Assistant Principal, Quality and Estates (APQE) advised that John Bowditch, HMIE had made formal feedback to the Board on 20 January 2014, following the successful AEV in May 2013.

Standing Items

5 SI Key Performance Indicators

The APC spoke to the report which had been issued on retention and learner outcomes to date for 2013/14.

The Committee noted that retention rates for full-time learners continued to move towards national averages, but a positive improvement across the sector meant that the college would need to improve even further.

Members discussed the areas of downward performance and it was agreed that the APC would provide a report to the next meeting on courses in the Business and Care areas where attainment was below 75%.

6 SI Curriculum Developments

The APC spoke to the report which had been issued informing Members of the key developments in the curriculum.

During discussion, the Committee noted that the College was working with all schools in the region except one, offering a range of delivery methods. Significantly for 2014/15 a range of programmes will be piloted for HNC including Electrical Engineering, Childcare and Education, Social Sciences and Sports and Fitness, supported through elearning with local Dumfries schools and Wallace Hall Academy as part of their Senior Phase provision.

The meeting also discussed the flexibility of online learning, and the student representatives confirmed that the College was offering a good mix of face to face and online learning, which was particularly helpful with revision, or where someone had missed classes.

7 SI Complaints Handling Statistics

The APQE spoke to the report which had been distributed.

7 SI Learner Engagement

7.1 Complaints Handling Statistics

The Assistant Principal, Quality and Estates (APQE) spoke to the report which had been issued, advising that the College was required to report annually on its performance in handling complaints in line with the SPSO requirements. The information in the report related to the period for 1 September 2013 to 21 February 2014. The Committee were pleased to note no major issues or trends and that all complaints had been resolved within the appropriate timescales.

8 Quality – Internal Audit Reports

8.1 Admissions Survey

The Committee noted the results from the on-line survey carried out for two weeks in November/December 2013 (a response rate of 265 of 1608 FT students). The report provided feedback from students in relation to the pre-application and admissions processes which included advice sessions.

The Committee discussed the number of students who had been referred by Job Centre Plus and acknowledged that, whilst this could be as a result of the changing age profile of students, it was disappointing and the meeting discussed ways of trying to create a better understanding of what the College has to offer.

8.2 Induction Survey

The Committee noted the report providing feedback on Learner Induction for 2013-14 session (326 responses of 1608 FT students).

9 SI Students Association

The student representatives present provided a verbal update on recent and forthcoming Association activities. They stressed how difficult it was to arrange a full executive meeting, ie including those members from the Stranraer campus. The Principal advised that, provided sufficient notice was given in terms of class attendance, the Association could agree advance date(s) in the year when this could happen.

10 SI Institutional Sustainability

The Committee noted the IS table which had been distributed, with no change from the previous meeting.

Business

11 Feedback on Aspect Visits

11.1 Maximising Learner Success – 12 February

The APC reported on a positive visit involving representatives from college partners, schools and staff and students. A minor issue was raised by the students during feedback which was being addressed.

11.2 Support for Learning – 26 February

The APC reported on an positive visit when Education Scotland identified the excellent nature of learning support in the College, including the symbols used on CMIS to identify where there were support needs identified, and the joined up approach between support and lecturing staff.

12 SQA Systems Check

The APQE reported that whilst SQA external verification visits occurred throughout the year, this visit was to monitor overall management. There were no development points identified and only one recommended action, which was a very positive outcome.

13 Credit Rating Project

The APQE reported on the partnership with Borders College where the College was able as a centre to award accreditation to unrecognised qualifications, eg the eportfolio system.

14 Any other Business

None

15 Date and Time of Next meeting

The next scheduled meeting of the Committee would take place on 14 May from 2.00 pm, to be confirmed nearer the time.

Minute of Meeting of the Quality and Curriculum Committee of the Board of Management of Dumfries and Galloway College held on Wednesday 13 November 2013 from 9.30 am in Room 2089, Dumfries campus

Present: R Anderson, Academic Staff representative
I Beach, Assistant Principal (Quality and Estates)
T Hydes, Board Member
R Gunnell, Board Member
K Henry, Support staff representative
J Maginess, Academic Staff representative
R Maloney, Student representative
W Robertson, Student representative
F Sanderson (Chair)
K Somerville, Academic Staff representative
C Turnbull, Principal
A Wright, Assistant Principal (Curriculum)

In Attendance: J Brown, Clerk to the Board
S Sutherland (note)

Presentation

A student and staff group from the Faculty of Education, Health and Social Studies gave a presentation on their experience of developing a mobile application on health and wellbeing in conjunction with the NHS, and the benefits of the project to their personal development and that of the wider community.

1 Apologies for Absence

Apologies for absence were intimated on behalf of D Holland and D Patterson.

2 Declaration of interest

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

3 Minute of Previous Meeting

The Minute of the Quality and Curriculum Committee held on 15 May 2013 was approved.

4 Matters Arising

4.1 Item 5 Sports Development

Members noted that the new Sports facility was officially opened on 11 October.

The Committee felt this proved the College's commitment to providing the best possible curriculum for the Region, and represented an efficient and timely response to an identified need.

4.2 Item 9 Transform project

In response to a question from Mrs Gunnell, the Principal advised that there was evidence that blended learning was being used across the College, and that one of the outcomes of the project was to address the challenge of delivery of increased WSUMs with reduced funding.

The Assistant Principal, Learner Services (APLS) reported that all targets had been achieved in terms of outputs for the Project but that not all monies had been spent, which was why the College had requested an extension of one year, which had been granted. She agreed to provide a progress report for the next meeting.

4.3 Item 10 Self Evaluation Wheel

The Assistant Principal, Curriculum (APC) advised that the final adjustments had been made to the wheel and it could now be found on AdminNet, which he demonstrated. The process was being rolled out to all staff, and appropriate staff development provided to embed its use.

Standing Items

5 SI Key Performance Indicators

The APC spoke to the report which had been issued on retention and learner outcomes for 2012/13. The Committee was pleased to note the progress achieved, and that most areas in the College were at or above the sector average. The APC would bring examples of actions being taken in those areas with poor performance indicators, to the next meeting.

6 SI Curriculum Developments

The APC spoke to the report which had been issued informing Members of the key developments in the curriculum. The report highlighted that the portfolio continued to develop across a range of programme areas.

During discussion, the Committee noted the decline in Construction apprenticeship numbers due to the poor economy, and also that the preferred option in respect of the Dumfries Learning Town would be considered by the Council Education Committee in December.

7 SI Learner Engagement

The Assistant Principal, Quality and Estates (APQE) spoke to the reports which had been issued:

7.1 Quality Cards

The client comments summary for 2012/13 showed a continuing decline in the number of comments received. Members noted that the highest number of comments related to student behaviour. The APQE highlighted that the Student Association was keen to encourage good student behaviour, and that often students themselves reprimanded their peers for inappropriate behaviour.

7.2 Complaints (new procedure)

The client comments summary for August – October 2013 was recorded by the headings of the new SPSO complaints handling procedure. The highest number of comments had been raised regarding Funding issues. Members noted that there could be various reasons for this eg insufficient funding/timing of funding payments which were outwith the control of the College. The Principal advised that the College continued to review its processes to assist students with early application for funding.

8 SI Students Association

Rhona Maloney provided a verbal update on recent Student Association events and activities, the monies raised for various local and national charities, ongoing recycling, and the student radio station. She advised that class representatives had been identified and training had been undertaken. The Principal was meeting with class reps at Dumfries on 14 November, and Stranraer on 19 November.

9 SI Institutional Sustainability

The Principal spoke to the table which had been issued, advising of only one addition, under Item 33 “appropriate quality of provision” that the learning and teaching mentors programme had commenced but that it was too early yet to gauge any impact.

10 Education Scotland Annual Engagement Report

The Report on Annual Engagement, main fundings following the visit on 21 May 2013 had been prepared by the College HMI John Bowditch, and agreed with senior management in the College.

The Committee noted the very positive nature of the report, and the actions taken to address the main findings, eg the establishment of the Learning and Teaching Mentors team.

Members discussed the ongoing confusion caused by SFC and ES using different statistics on retention, and noted that HMI Bowditch would attend the Board meeting in January 2014.

11 Annual Report on Institution-led Review of Quality

The Committee noted the draft report which had been issued. SFC requested the information under three key principles which inform and underpin quality assurance and enhancement: high quality learning, student engagement and quality culture. The APQE added that the report recognised any weaknesses but identified actions to be taken to address these.

Members approved the report for submission to the Board, but again questioned the necessity of the report and the apparent duplication with other documents requested by SFC, eg the Outcome Agreement, and quality assurance statements as part of the Financial Accounts.

13 Learning and Teaching Mentors Update

The APC gave a verbal update on the establishment of the team and staff development undertaken. The team had devised a development checklist which would give an overview of how individual faculties were performing. There had been a positive response by most staff to this new process to encourage good practice of learning and teaching across the college.

14 Learner Journey Project

The APLS spoke to the report which had been issued providing an update on the project funded by SFC under their Transformational Fund initiative, on a partnership with a Dumfries secondary school to develop a programme of HNCs designed for flexible delivery and which could be studied both in school and college. The survey of pupils and discussion between the College and the school identified the top four HNCs to be progressed. It had been planned to pilot each of the HNCs during 2013-14 but unfortunately, due to a delay in issuing this option to school pupils, this had not been possible. A further meeting was planned for November to progress the project and the College had also agreed to extend the project and develop an online HNC in Social Sciences in addition to the four HNCs currently on offer to the schools

The Committee noted the position and discussed the opportunities this project would open for school pupils in more rural parts of the Region.

15 Any Other Business

None.

Date and Time of Next Meeting

The next meeting would take place on 26 February 2014 at 9.30 am.

Quality and Curriculum Committee

Transform Update

1 Purpose of Report

To update members on the European funded 'Transform – South of Scotland e-hub' joint project with Borders College.

2 Background to Report

The 'Transform – South of Scotland e-hub' project built on a 3 year project called Blend2Learn supported through Area Mapping funding provided by Scottish Funding Council which involved Borders, Dumfries and Galloway and Barony Colleges. At the end of this project both Borders and Dumfries and Galloway Colleges agreed to build on the significant achievements of the Blend2Learn project and take this to the next stage.

The aim of the 3 year 'Transform – South of Scotland e-hub' project was to create further capacity to align college services to support remote access and to develop blended learning materials which are appropriate and accessible to staff within Small and Medium-sized Enterprises (SME's) located in remote areas.

3 The Report

The 'Transform – South of Scotland e-hub' project was due to end in July 2013. Early in 2013 it became clear that there would be an under spend in many budget headings.

At that time Dumfries and Galloway College was on plan to achieve all outcome and results targets by the project end date. However, Borders College was not on plan to achieve all outcome and results targets. Both colleges agreed that if the project could be extended for a further 12 months, Dumfries and Galloway College could engage with a further 10 businesses and Borders College could successfully achieve the outcome and results targets for the project.

There were no additional financial implications to seeking an extension although a re-profile of budget headings within the overall budget was required to be submitted along with the notification of change requesting the extension. In July 2013, an application to extend the project until July 2014 was made and approved.

Both colleges are currently on plan to meet the additional targets and / or overall budget spend.

4 Recommendation

Members are asked to note the report

Quality and Curriculum Committee

KPIs: Action taken

1 Purpose of the report

To provide Members with examples of action taken following identification of poor PIs

2 Actions

2.1 HND Computing

Action	Expected Impact
Timetable the graded unit 2 for one hour per week in Block 1	Reduction of the Block 2 workload and opportunity to complete planning prior to the start of B2. Will improve motivation and balance assessment requirements across both blocks
Business/industry involvement	Increased industry visits/speakers would increase confidence in the course and focus efforts on achieving the course in order to improve employment opportunities
Identify and support work experience opportunities	Increased industry visits/speakers would increase confidence in the course and focus efforts on achieving the course in order to improve employment opportunities
Consider increasing class contact in order to reduce reliance on independent study options	Increase learner confidence and motivation through additional contact with staff on a technically complex course
Consider timetabling unsupervised class time in order to allow learners the opportunity to discuss content and provide peer support	Peer support will enhance understanding and instil confidence in learner approach to understanding complex content.
Consider offering learners the opportunity of contributing to the course timetabling process	Increased ownership of the timetable should motivate learners and improve attendance and PI statistics
Review existing innovating learning and teaching approaches	Innovative learning and teaching approaches may improve learner attendance, motivation and learner attainment
Access OU Report Writing module as part of essential skills development	Confident report writing skills will support identified failing in the graded unit
Review opportunities for increasing employer/industry engagement for visits and/or visiting speakers	Maintain focus of learner on achievement and confirm relevance of skills to the world of work to have subsequent positive effect on retention

2.2 BTEC Level 2 Diploma in Sport

Action	Expected Impact
Consistent personal tutor for both blocks	Learners respond better and remain comfortable with consistent Personal Tutors, particularly subject specific tutors.
Better structure to tutorial classes offering clear and consistent support targets	The Guidance hour/week offers opportunities to motivate and enhance the learning experience.
Pre course guidance should be more accurate reflecting college, staff and learner expectations	Learner expectations regarding content and access to resources will be better managed.
Existing transformed units to identified and used within classes (requires learners to have access to computing classes in order to access the online resource)	Existing portfolio of Transformed units have limited opportunity to enhance learning and teaching when not in an IT Class.
More engagement with the community to improve learner experience.	Identification of opportunities to increase community participation would motivate and add relevance to course exit employment opportunities.
Introduce an overall course assessment plan to allow learners to appropriately time manage submissions.	Learners will be able to time manage more effectively raising attainment and motivation.
Consider assessment submission deadlines flexibly to account for the needs of individual learners.	Learners will be able to time manage more effectively raising attainment and motivation.
Ensure that all learners are aware of the range of feedback opportunities that exist within both the college and programme.	Learners will understand the range of reflective opportunities that exist and be able to utilise them appropriately.
Individual feedback to learners should provide appropriate points that stimulate learner reflection.	Challenge learner reflection on course content will lead to better understanding and improved attainment.
Review college procedures to disseminate good practice among faculties.	Identification of innovative practices could lead to improved learners engagement, attainment and motivation.
Consider an end of year awards ceremony that does not utilise the learners normal place of study (sports hall)	Enhanced motivation and raising of the awards ceremony profile would improve learner motivation.
Move towards the embedding of core and essential skills within the sport curriculum.	Contextualised delivery within recognised units would improve core and essential skills relevance, leading to improved attainment and motivation.
Online assessment tracking at the unit level for learner feedback.	Learner feedback would be improved leading to greater motivation to achieve and progress.

Quality and Curriculum Committee

Quality Key Performance Indicators (KPIs)

1 Purpose of the report

To inform Members of issues related to Retention Performance to date for 2013/14.

2 KPIs

2.1 Retention report 21 February 2014

Higher Education (HE) full time programmes across college retention:-

- 2013/2014 89% (Sector average 2012/13 82%)
- 2012/2013 88% (Outcome agreement target 80%)
- 2011/2012 83%

Further Education (FE) full time programmes across college retention:-

- 2013/2014 83% (Sector average 2012/13 76%)
- 2012/2013 83% (Outcome agreement target 74%)
- 2011/2012 83%

All (FE/HE) full time programmes across the college retention:-

- 2013/2014 85%
- 2012/2013 84%
- 2011/2012 83%

2.2 Performance issues

Retention rates for full time learners have improved over the last three years and continue to move towards the National Averages. However, a positive improvement has been seen in FE/HE across the sector, so the college will need to continue to improve even further to be above the new National Averages set during 2012/13.

Areas with downward performance to date compared to 2012/13

FE

Business	73%	- 13% from 2012/13
Childcare	86%	- 4% from 2012/13
Hair and Beauty	76%	- 4% from 2012/13

HE

Creative Industries	90%	- 2% from 2012/13
Childcare	92%	- 8% from 2012/13
Care	70%	- 16% from 2012/13

3 Conclusions

The College has continued to make good progress on retention during 2013/2014, although an upwards shift in Sector Average performance above 2% means the college will also require a shift above target to remain level in terms of the retention performance indicator.

4 Recommendation

Members are invited to discuss the report and identify any further action or information required.

Quality and Curriculum Committee

Curriculum Developments

1 Purpose of the report

To inform Members of the key developments in the College Curriculum.

2 Developments

2.1 Courses

The College portfolio continues to develop across a range of programme areas. The following are new Curriculum courses which are planned for 2014/15 and have now been offered to full time learners applying to college. The Curriculum teams are working on the full development and approval of these awards and courses.

Curriculum developments agreed for 2014/2015

Faculty of Business, Computing and Creative Industries

BTEC Level 1 Creative Industries (New)
NC Photography (New)
NC Art and Design (New)
National Progression Award Level 5 and 6 in Digital Media/Visual Communications (New)
HND Computing Technical Support (Framework)
Level 3 National Diploma in Sport
HNC Visual Communications (Framework)
National 5 in Administration and IT (framework) at Stranraer

Faculty of Education, Health and Social Studies

Special programmes to have new units introduced across all levels
HNC in Social Science (New)
HNC Social Care on line pilot.
HNC Early Years and Childcare on line pilot

Faculty of Hairdressing, Beauty, Hospitality and Sport

HNC Beauty Therapy (Stranraer New)
City and Guilds Diploma in Craft Kitchen Skills (New)
HNC Coaching and Sports (New)

Faculty of Building and Engineering Services

BTEC Level 2 Built Environment (Brickwork, Carpentry, Painting and Decorating, Plastering (New)
HNC in Construction (New)
Performance Engineering Operations Level 1 (New)
Wind Turbine Technician (Previously 18mths take down to 12mths)

Business and Development

MA Customer Service Level 2
MA Customer Service Level 3
Work Ready Skills Intermediate 1
Work Ready Skills Access 3
SDS Employability Programmes (Work Readiness)
Wind Farm and development of community benefit funds engagement.

2.3 Other Areas to note

Engineering

This curriculum area continues to develop. Recent areas include work with Scottish Power and Subcontractors to maximise qualifications and learning for the overhead linesperson programmes; introduction of Performance Engineering Qualifications to run along with other full time programmes to enable progression to Modern Apprentice Programmes at level 3; and development of renewable energies and micro renewable work is ongoing, plus development of the CREST programme creating an enhanced provision for our BPEC approved gas assessment centre. The college has also commissioned a STEM development project to support its continued development towards a centre of excellence status. Recent talks have also been held with SDS Innovation Manager to look at pathways to Advanced Modern Apprenticeships.

Hospitality

The original timeline for the development, planning and build phase for the new hospitality curriculum development has been adjusted to commence in Session 2015/16, although the development of the City and Guild programmes will go ahead at our Stranraer Campus in 2014/15. This will give the team time to reflect on delivery methods for the opening of the Hospitality provision in Dumfries

Schools

The normal partnership programmes are being agreed for school college delivery, with a range of delivery at college, combined delivery at college and school, or delivery at the school. Significantly for 2014/15 a range of programmes is being piloted for HNC including Electrical Engineering, Childcare and Education, Social Sciences and Sports and Fitness, supported through elearning with local Dumfries schools and Wallace Hall Academy as part of their Senior Phase provision.

Articulation

Articulation routes continue to be developed with our University Partners. At the moment some learners from our Care and Childcare are being identified as Associate University Students with UWS and Glasgow University to support learner journey transitions from Further Education to University. The Applied Enterprise Degree developed in partnership with our university partners is being further developed to offer an Honours degree year, and students from Creative Industries and Sport and Beauty have the opportunity to access this degree programme.

Care

The care team have now embedded the brand new NPA in Reablement into their qualifications which was developed by the college with NHS and other key partners. This qualification and its delivery will be rolled out across Scotland, and will have an impact on Care Providers across the workforce. One member of staff from the college is part of a team waiting to hear if they have won the National COSLA gold award for this provision.

2.4 Success Stories

The list below shows Members just some of the activities and success stories the College has been involved in since October 2013

- Stranraer Campus has been awarded with the LGBT (Lesbian, Gay, Bisexual and Transgender) Charter Mark. The Charter assists organisations to improve and diversify their services to ensure LGBT individuals feel included, supported and valued.

- The sports team took learners to the Galloway Activity Centre for a team building event and some learners followed this up in their own portfolios.
- As part of the school college partnership, Castle Douglas High School senior pupils who have been part of the hospitality provision held a pop up restaurant at Threave Gardens led by college staff member Tony Budde. This was a fantastic success and a credit to Tony and all the learners on this programme.
- Rhian Arnott a BTEC Extended Level 3 Learner was placed third in the British Power lifting Classic Event
- Beauty care and make up students recently went along to the Head Teachers conference held at Easterbrook Hall to give hand and arm massages during the intervals which was greatly enjoyed by all.
- As part of their personal development unit “Self in Society” our intermediate 2 childcare students undertook a garden renovation project with Nethermill primary school
- Princes Trust students have been volunteering at Summerhill Community Centre and Dumfries YMCA on a range of duties including gardening, painting, litter collecting, washing down outdoor equipment, wood carving and turning an old tyre into a flowerbed. The team now have the best performance PIs in Scotland and the previous team had the best PI in the UK.
- School pupils, teachers, college staff and students took part in Chinese New Year celebrations in College on 31 January 2014, including Chinese Dumpling wrapping and cooking, Chinese sweets with fortune cookies, using chop sticks, Chinese character art, Chinese hairdressing and some traditional Chinese games.
- The college has had a hairdressing student from Dumfries get through to the final of a Wella Exposure competition following on from a submission of photographic evidence. Beauty students from Stranraer have won through to the National finals competition in Blackpool for makeup and nails.
- The construction joinery learners have been busy with an enterprise event that made £130, the plan being to give to a charity and finance an outing for themselves at the end of the year
- The hairdressing students raffled a pair of GHD straighteners prior to Christmas and raised £376 which was presented to Motor Neurone Disease fund raiser George Tunnock.
- Creative Industries learners have been working in partnership with Dumfries and Galloway Council for a climate week exhibition to go on display from 3 March at Bakers Oven, High Street, Dumfries.
- 13 International students from China have successfully completed their 6 month study visit on the HN Accounting, HN Business and BTEC Level 3 Computing courses.

3 Recommendation

Members are asked to note the report.

COMPLAINTS HANDLING STATISTICS – QUALITY AND CURRICULUM BOARD OF MANAGEMENT MARCH 2014

Dumfries and Galloway College are required to report annually on our performance in handling complaints in line with the Scottish Public Services Ombudsman (SPSO) requirements. This analysis includes statistics showing the volume and type of complaint as well as key performance details, for example on the time we took to resolve complaints and at what stage they were resolved.

Overview of Complaints

The information below summarises complaints handling information from the period 1st September 2013 to 21st February 2014.

Total number of Complaints Received – Frontline Resolution (Stage 1) ACKNOWLEDGE RECEIPT WITHIN 3 WORKING DAYS & FINAL DECISION WITHIN 5 WORKING DAYS	Number	Percentage
Number and percentage of complaints considered	44*	100%
Number and percentage of complaints closed within 5 working days	39	89%
Number and percentage of complaints where an extension to the 5 working day timeline was agreed	5**	11%
Number of complaints as a percentage of all complaints closed at this stage	43	98%
Average time in working days to resolve complaints	3.5 days	

Total number of Complaints Received – Investigation (Stage 2) INVESTIGATION - ACKNOWLEDGE RECEIPT WITHIN 3 WORKING DAYS & PASS ONTO APPROPRIATE COLLEGE STAFF FOR ACTION	Number	Percentage
Number and percentage of complaints considered	0	0%
Number and percentage of complaints closed within 20 working days	0	0%
Number and percentage of complaints where an extension to the 20 working day timeline was agreed	0	0%
Number of complaints as a percentage of all complaints closed at this stage	0	0%
Average time in working days to resolve complaints	0 days	

Please note:

*One complaint was received from a member of the public, and 43 were current college students

**5 complaints have now been resolved at frontline resolution stage following the agreement of additional time.

Complaint Categories		
Area	Quantity	Percentage
IT	3	7%
Staff	6 (1 multiple)	14%
Courses	6 (1 multiple)	14%
Funding	18	41%
Canteen	1	2%
Transport	5	11%
Student Behaviour	1	2%
Heating	1	2%
Estates	3	7%

Examples of Complaints received and actions taken to address the issues raised

Complaint	Action Taken to resolve issues
Staff - A number of complainants raised issues in connection with staff members.	The appropriate College Manager contacted the students to discuss the issues which were also discussed with the staff members in question.
Courses- A number of complainants had raised issues regarding progress on their course.	The Head of Faculty responded to advise the complainants that systems would be put in place to monitor this on a weekly basis. Some of their issues were relating to staff absence and the College took steps to employ an agency worker to resolve the staffing issues.
Funding - A number of complainants advised that they had not yet received their bursary or EMA payment.	The Finance Manager responded to complainants advising some to provide additional information to support their applications and also advised that there had been a high level of funding applications received. Finance staff worked additional hours to process the backlog of applications.
Student Behaviour - Complainant was unhappy about the behaviour of some students on the bus to and from the College to the town centre. The customer was also unhappy about students being given free travel.	The Transport Co-ordinator responded to the customer advising that the bus company should report unacceptable behaviour to the college. She also advised the customer that the College has paid for a duplicate bus to reduce overcrowding.

Admissions Survey Report – December 2013

265 responses

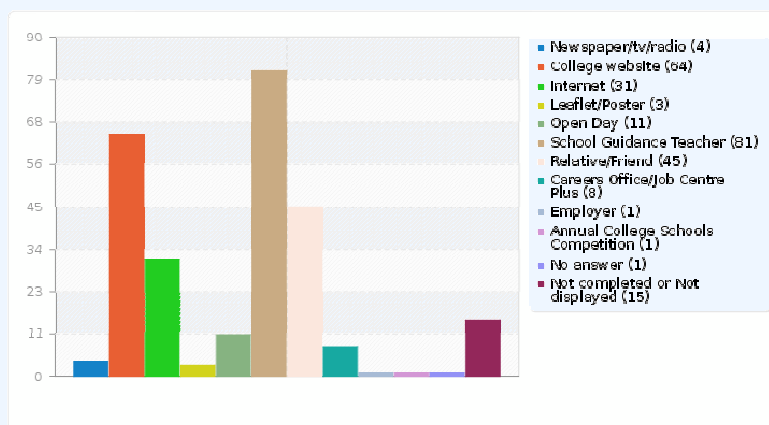
The on-line survey was made available to students for two weeks during November/December 2013. A total of 265 students, from 38 courses across both Dumfries and Stranraer campuses completed the survey.

This report provides feedback from students in relation to the pre-application and admissions processes (which include the advice sessions). If you are involved in any aspect of these processes please make note of the feedback provided with a view to making improvements to enhance the student experience. There is also some very good feedback, please note this too. We will be improving the survey with the help of the Quality team for next session but still keeping it short for ease of completing, if you would like to contribute to any changes please contact Sandra Norris (Admissions & Marketing Ext: 4090, Room 2092).

A copy of this report will be posted on the Quality Section of AdminNet for staff information and also on LearnNet for student information.

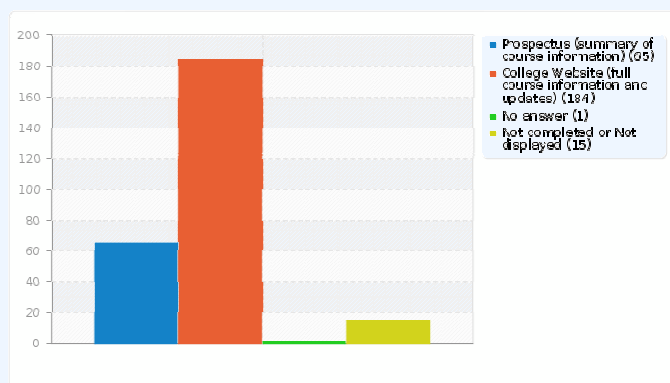
How did you find out about the College?

Answer	Count	Percentage
Newspaper/tv/radio (a)	4	1.51%
College website (b)	64	24.15%
Internet (c)	31	11.70%
Leaflet/Poster (d)	3	1.13%
Open Day (e)	11	4.15%
School Guidance Teacher (f)	81	30.57%
Relative/Friend (g)	45	16.98%
Careers Office/Job Centre Plus (h)	8	3.02%
Employer (i)	1	0.38%
Annual College Schools Competition (j)	1	0.38%
No answer	1	0.38%
Not completed or Not displayed	15	5.66%



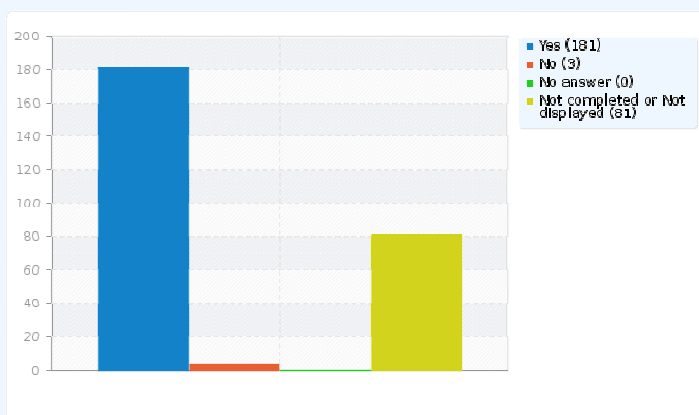
Where did you find course and support information from?

Answer	Count	Percentage
Prospectus (summary of course information) (a)	65	24.53%
College Website (full course information and updates) (b)	184	69.43%
No answer	1	0.38%
Not completed or Not displayed	15	5.66%



Did you find the course information on the College website useful/helpful?

Answer	Count	Percentage
Yes (Y)	181	68.30%
No (N)	3	1.13%
No answer	0	0.00%
Not completed or Not displayed	81	30.57%



If you answered No - what additional information would help?

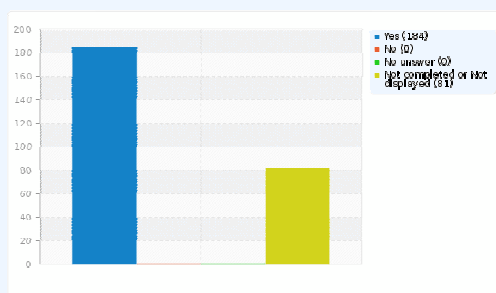
Answer	Count	Percentage
Answer	2	0.75%
No answer	1	0.38%
Not completed or Not displayed	262	98.87%

Please note comments are as students have typed them:

- It was very short, not enough information about the expected amount of work.
- there wasnt alot of information on what the course is about and how intense the course is

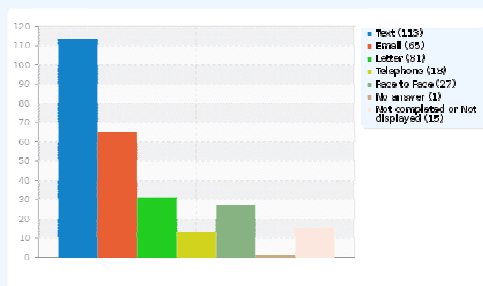
Did you find the support information on the College website useful/helpful?

Answer	Count	Percentage
Yes (Y)	184	69.43%
No (N)	0	0.00%
Not completed or Not displayed	81	30.57%



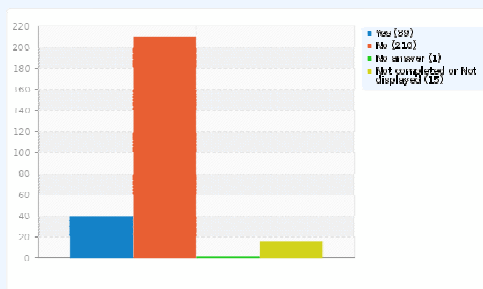
What is your preferred method of communication/to receive information?

Answer	Count	Percentage
Text (a)	113	42.64%
Email (b)	65	24.53%
Letter (c)	31	11.70%
Telephone (d)	13	4.91%
Face to Face (e)	27	10.19%
No answer	1	0.38%
Not completed or Not displayed	15	5.66%



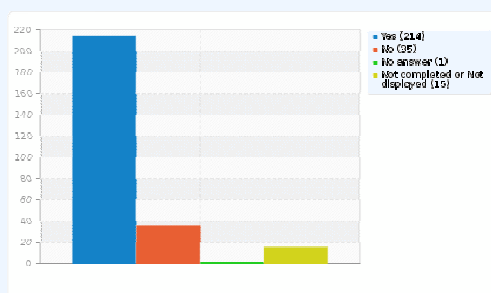
Have you downloaded the College app?

Answer	Count	Percentage
Yes (Y)	39	14.72%
No (N)	210	79.25%
No answer	1	0.38%
Not completed or Not displayed	15	5.66%



Do you use a Smartphone (i.e. mobile phone capable of using apps/touch screen?)

Answer	Count	Percentage
Yes (Y)	214	80.75%
No (N)	35	13.21%
No answer	1	0.38%
Not completed or Not displayed	15	5.66%



If no, do you intend to purchase one in the near future?

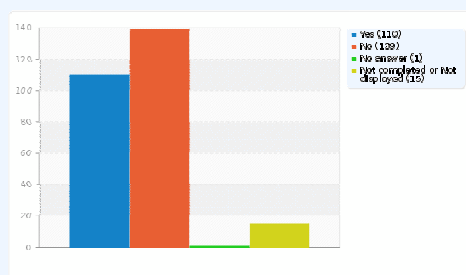
Answer	Count	Percentage
Answer	32	12.08%
No answer	3	1.13%
Not completed or Not displayed	230	86.79%

Please note comments are as students have typed them:

- Yes x 5 students
- No x 16 students
- Not sure
- I don't know
- Maybe x 2
- possibly, but i have a tablet which i use a lot but the app is not suitable to them.
- no money x 2
- No, because I've only had my current phone for just over a year.
- i will intend to purchase touchscreen mobile phone in the future .
- I use a blackberry curve, but would like 2 it a iphone/touch screen in the future when I can afford 2 buy one.
- not yet

Do you use a Tablet (i.e. an iPad or other tablet capable of using apps/touch screen)?

Answer	Count	Percentage
Yes (Y)	110	41.51%
No (N)	139	52.45%
No answer	1	0.38%
Not completed or Not displayed	15	5.66%



If no, do you intend to purchase one in the near future?

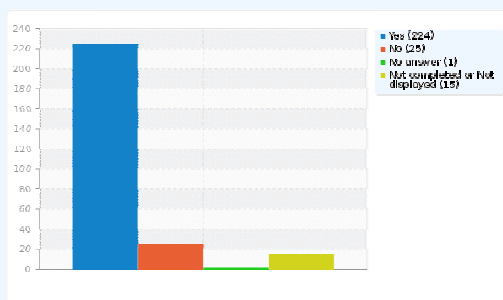
	Count	Percentage
Answer	120	45.28%
No answer	19	7.17%
Not completed or Not displayed	126	47.55%

Please note comments are as students have typed them:

- Yes x 36
- no x 46
- Possibly x 3
- Maybe x 4
- I don't know x 2
- Probably x 2
- Perhaps
- if i can afford it yes.
- yes i intend on buying a hudl
- yes hopefully in the near future
- yes iphone properly
- i would definetely consider it
- nope my phone does everything i need
- No, just use phone x 2
- no i do not intend to as i have a smartphone.
- not sure
- no money x 5
- no not in the near future
- if i recieve discesionary pay then may consider one
- maybe! don't see the need for one at present as my smartphone is pretty much a tablet.
- not really thought about it
- No because my siblings would fight over it!
- If it's capable of doing more than or about the same as a laptop or computer, then I might consider purchasing.
- I have a fairley recent up 2 date laptop which I've only had no longer than one year. Would like 2 buy a touch screen device/computer but as again it will depend on when I can afford 2 buy one. But intent on gttin one in near future.
- Yeah if you give me money to buy one then i would use it for my course.
- not really
- some point
- I have considered buying a tablet but as I have an up to date smartphone I do not feel the need at this time.

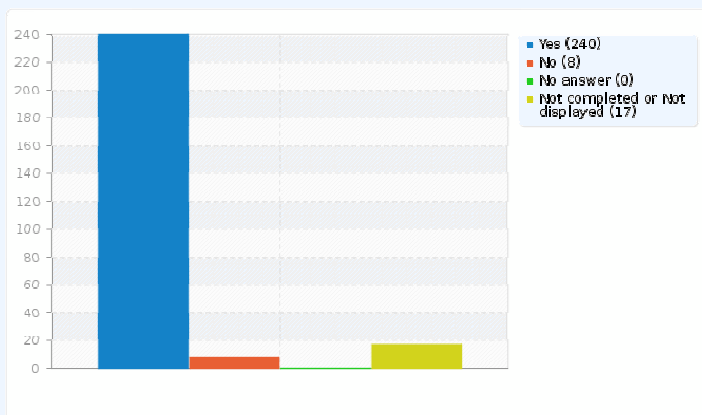
Do you have ready access to a PC?

Answer	Count	Percentage
Yes (Y)	224	84.53%
No (N)	25	9.43%
No answer	1	0.38%
Not completed or Not displayed	15	5.66%



Did you apply online through the College website?

Answer	Count	Percentage
Yes (Y)	240	90.57%
No (N)	8	3.02%
No answer	0	0.00%
Not completed or Not displayed	17	6.42%



If no, what is the reason for not doing so?

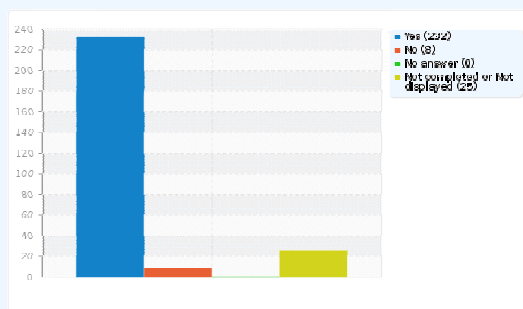
Answer	Count	Percentage
Answer	6	2.26%
No answer	2	0.75%
Not completed or Not displayed	257	96.98%

Please note comments are as students have typed them:

- i came in to attend
- no computer
- No
- just came up to the college
- I filled a form in
- I live a few minutes from the college so I walked in and signed up via paper

Was the online application form easy to use?

Answer	Count	Percentage
Yes (Y)	232	87.55%
No (N)	8	3.02%
Not completed or Not displayed	25	9.43%



How can we improve the online application form?

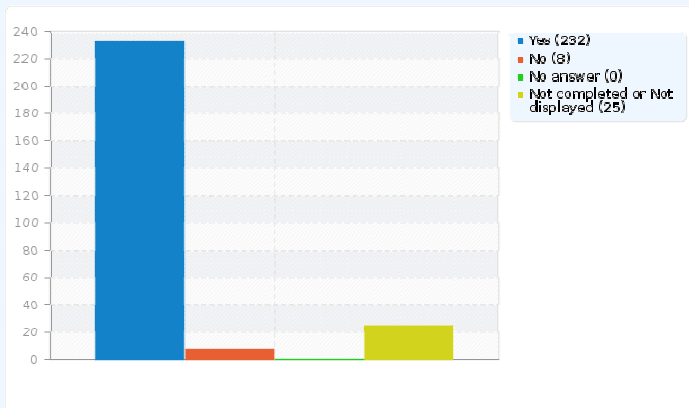
	Count	Percentage
Answer	7	2.64%
No answer	1	0.38%
Not completed or Not displayed	257	96.98%

Please note comments are as students have typed them:

- various ways
- It was easy but the part that was a nuisance was when you had to list all your qualifications. surely there is a database you can look at this
- make it easy
- do not really use computer
- make its easier to understand
- i was not very experienced with computers and was trying to do it on a mobile phone which was a bit fiddly. would probaby have been easier with a keyboard. also found it hard to log in. kept saying passwords were not valid.
- make it more straight forward

The online application form requires that you provide us with an email address, this is to enable us to keep you informed of the progress and success of your application. Did you check the email address you gave us on a regular basis for news of your application?

Answer	Count	Percentage
Yes (Y)	232	87.55%
No (N)	8	3.02%
Not completed or Not displayed	25	9.43%



If no, what was the reason for not doing so?

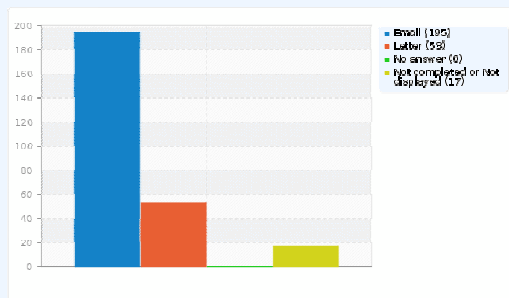
	Count	Percentage
Answer	6	2.26%
No answer	2	0.75%
Not completed or Not displayed	257	96.98%

Please note comments are as students have typed them:

- forget
- So many junk emails
- NEVER!!!!
- Cant remember the password.
- Don't check emails often.
- i dont access the internet everyday

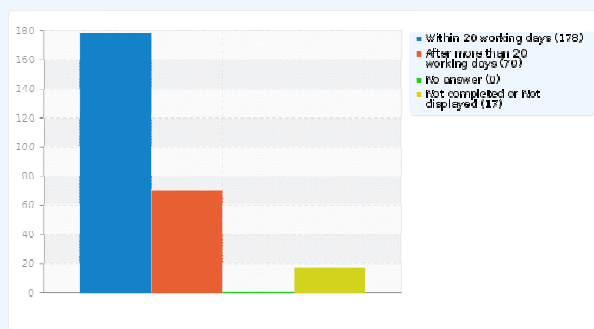
After completing my application I received an offer (conditional/unconditional/alternative offer) by:

Answer	Count	Percentage
Email (a)	195	73.58%
Letter (b)	53	20.00%
Not completed or Not displayed	17	6.42%



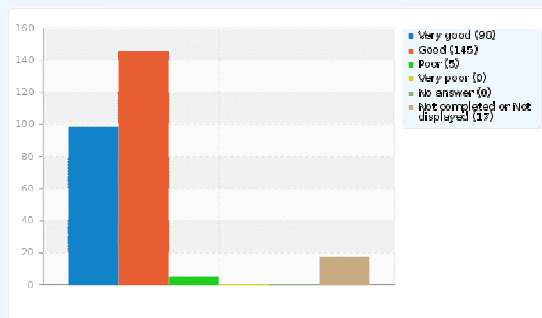
I received my offer (conditional/unconditional/alternative offer):

Answer	Count	Percentage
Within 20 working days (1)	178	67.17%
After more than 20 working days (2)	70	26.42%
Not completed or Not displayed	17	6.42%



In general, how did you rate communication you received after you submitted your application?

Answer	Count	Percentage
Very good (a)	98	36.98%
Good (b)	145	54.72%
Poor (c)	5	1.89%
Very poor (d)	0	0.00%
Not completed or Not displayed	17	6.42%



If you answered 'Poor' or 'Very Poor) please comment below:

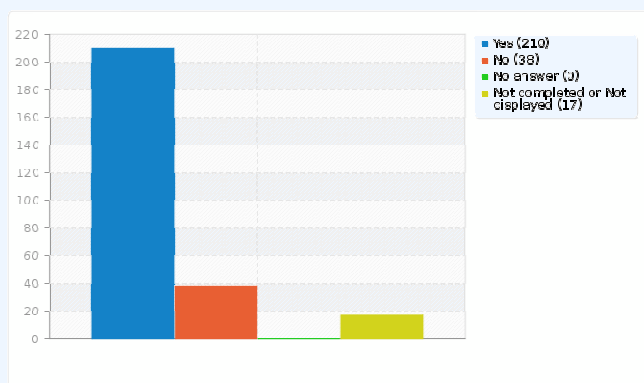
	Count	Percentage
Answer	5	1.89%
Not completed or Not displayed	260	98.11%

Please note comments are as students have typed them:

- Took a long time to receive any word back about the course.
- i was told i was on a waiting list with no information on how long the list was or how possible it was that i would have a place, so i phoned for more information and was then offered an unconditional place a week later so it was not necessary.
- i never got a letter for about 2 months then when i did get one it said i never got the place on the course. then a week before the course started i got a letter saying do i still want the place !
- because the emails I received were not very clear
- Went 6 weeks without EMA

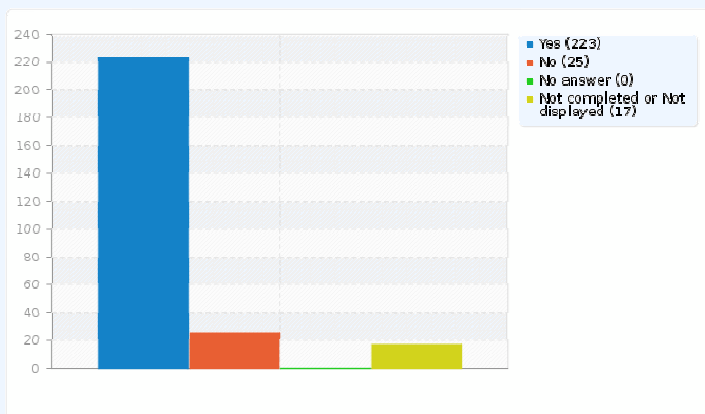
Did you attend an Advice Session with teaching staff?

Answer	Count	Percentage
Yes (Y)	210	79.25%
No (N)	38	14.34%
Not completed or Not displayed	17	6.42%



Did you attend the first Advice Session appointment offered to you?

Answer	Count	Percentage
Yes (Y)	223	84.15%
No (N)	25	9.43%
Not completed or Not displayed	17	6.42%



If No, what prevented you from attending your first Advice Session?

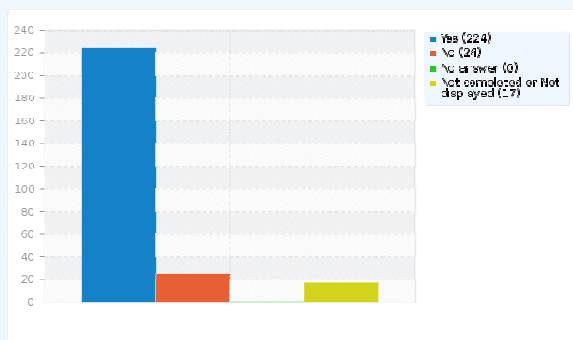
	Count	Percentage
Answer	24	9.06%
No answer	1	0.38%
Not completed or Not displayed	240	90.57%

Please note comments are as students have typed them:

- I was never offered i was offered a place 2 weeks into the course
- i double booked i had a meeting on the day
- I was offered the place late
- Didn't receive the first invite. Some sort of mix up with emails.
- Progressing student
- Continued on from course before.
- Ski Trip with the school
- no
- i went on my first year of college and didn't think it would be useful to me this year.
- transport
- i did not need an advice section
- I wasn't offered one
- never had to go to one
- I never had an advice session as I was already a college student
- Placed on awaiting list
- I had a meeting on the same day.
- was not required to attend
- I did not apply for College at the earliest times as I was awaiting for offers from other universities.
- started 2 weeks later than the course
- i didn't have to go to an advice session as i had one the year before for the same course
- My uncle was rushed to ICU.
- Returning student
- Don't remember.
- I was unable to attend the first advice session given to me because i had a previously booked holiday that this advice session fell on.

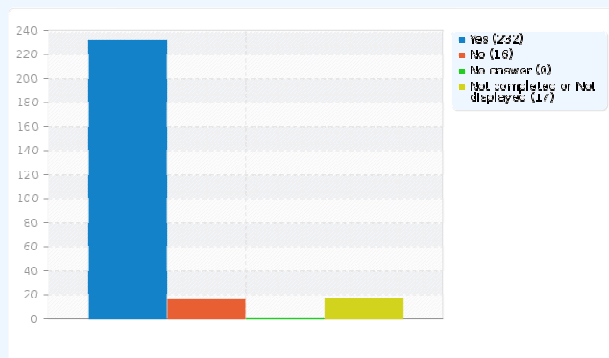
Was it made clear that attendance at an Advice Session was an entry requirement to your course?

Answer	Count	Percentage
Yes (Y)	224	84.53%
No (N)	24	9.06%
Not completed or Not displayed	17	6.42%



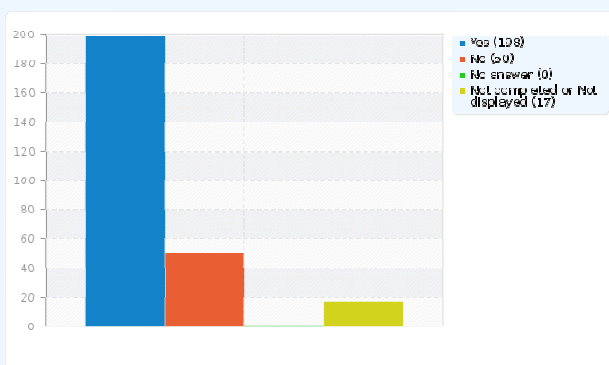
Were you offered a place on your chosen course?

Answer	Count	Percentage
Yes (Y)	232	87.55%
No (N)	16	6.04%
Not completed or Not displayed	17	6.42%



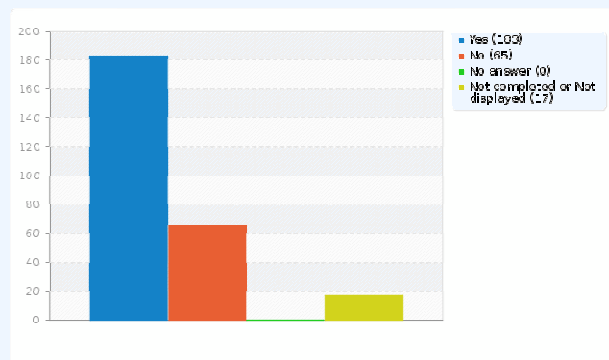
Were you told of the type of offer you would receive at your Advice Session?

Answer	Count	Percentage
Yes (Y)	198	74.72%
No (N)	50	18.87%
Not completed or Not displayed	17	6.42%



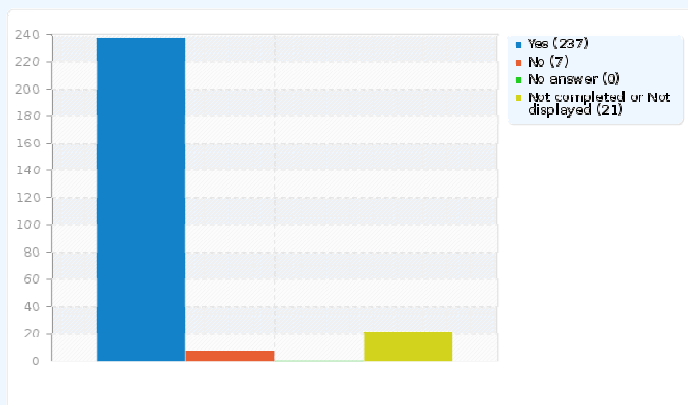
Did you receive any advice or guidance on funding at your Advice Session, or told who to speak with for information?

Answer	Count	Percentage
Yes (Y)	183	69.06%
No (N)	65	24.53%
Not completed or Not displayed	17	6.42%



Did you find the information in your Welcome/Induction Letter/Email (start date etc) useful?

Answer	Count	Percentage
Yes (Y)	237	89.43%
No (N)	7	2.64%
Not completed or Not displayed	21	7.92%



Was there any information missing that you would have been useful for you to have? If so, please comment.

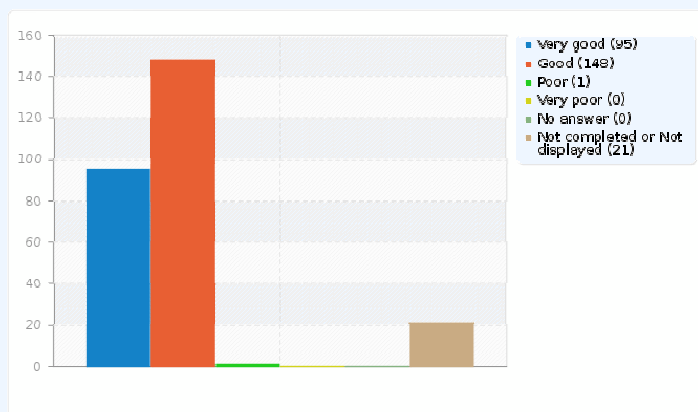
	Count	Percentage
Answer	48	18.11%
No answer	196	73.96%
Not completed or Not displayed	21	7.92%

Please note comments are as students have typed them:

- No x 32 students
- could have been more detailed with regards to funding etc.
- Discretionary funding information would be useful for students who have children
- Although teachers and staff where very helpful and friendly in telling me where i would get any help or advice needed for funding. I found that once i was actually in the point the same friendly and helpfulness had gone. I felt that i was in the way, not given time and felt more as though i was an inconvenience to the memebers of the point. I didn't feel supported or have a peace of mind when leaving, infact i now dread having to go into the point for advice.
- Nothing Missing.
- it really good
- the starting date for college
- Was happy with information given.
- nope found it all helpful
- n/a
- Would be useful to know what days we are in college before induction week as I work
- How to apply for founding
- At the advice session people where not informed that there would be serving in the restaurant.
- It was informative and simple enough to understand.
- No, I feel that all the information that I had been given was useful.

How did you rate the application process as a whole?

Answer	Count	Percentage
Very good (a)	95	35.85%
Good (b)	148	55.85%
Poor (c)	1	0.38%
Very poor (d)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	21	7.92%



Please comment:

Answer	Count	Percentage
	41	15.47%
No answer	203	76.60%
Not completed or Not displayed	21	7.92%

- It was straight forward.
- it was easy to apply in general
- it was very detailed and easy to do.
- easy to follow
- Good communication from the college
- Application process is very good and is a good format for applying for college.
- the course is very intresting i am enjoying it
- it is easy to understand.
- I found the application process a little confusing in some areas but that is on my behalf as being a "mature student" I've been out of education for awhile and had problems recognising different qualifications etc.
- good
- it was quick and easy.
- easy
- I wasn't made aware that I had forgot to hand in a document to get funding, This led to a delay in my funding.
- It was fine.
- I was very pleased with the service
- i found the applictiaon process good as it gave clear instructions of how to do it.
- It was very easy to use, and it was put in an easy langauge so I can understand and follow the instructions.
- Very helpful and pleaty of information
- It was good. Got letters in advance and was able to prepare for inductions and other bits of the app process.
- it was good
- IT really good the application was very good .
- the application process was easy enough to follow

Please comment:

Count

Percentage

- It was very clear
- Childcare funding application was very slow to go through and the college didnt make them aware that we were in for an extra day for first two weeks before timetable was changed. Also its not ideal for the childcare payments to go into the students account rather than straight to the childcare provider as it did previously.
- Happy with all information given + very happy with my course.
- i thought it was easy to understand and straight forward
- good application process
- thanks for letting me take part
- didnt understand one of the question but ask someone to help me with it.
- I found applying and communication very easy. I knew where I stood with my application.
- funding was terrible to get up and running
- it was relatively simple as it was just a few sheets of A4 paper
- Everything has been a good experience at college.
- Straight forward and easy to use.
- The process of the application was very quick.
- application process was fine but funding was not.
- I think it was very good because It was just simple and easy and if you needed any help you could just phone in and the college kept in contact be it via email or phone if anything was wrong or missing.
- I found the application process, advice session and induction to be very informative and straight forward. The online application was very simple and I recieved an email very quickly after applying.

I would like to be entered into the Admissions Survey Prize Draw

Answer

Count

Percentage

Yes (Y)

196

73.96%

No (N)

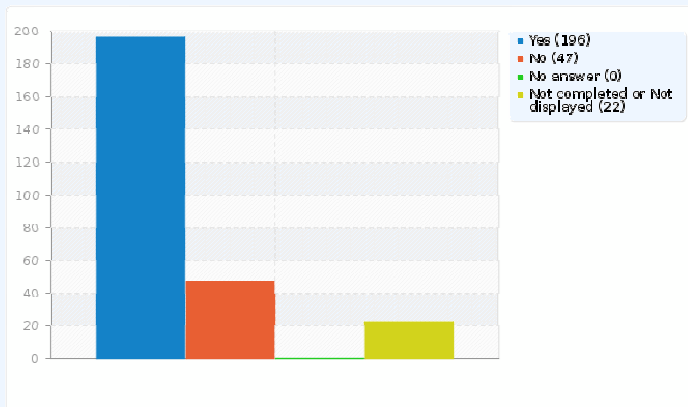
47

17.74%

Not completed or Not displayed

22

8.30%



196 students provided their name and ID Number, the Names and Student ID Numbers have been removed from his report for confidentiality purposes.

Induction Survey November 2013 Report

326 responses

This report provides the results from the Learner Induction Survey for Session 2013-2014. Course results relating to each Faculty will be issued separately. This information should be used to monitor, and where appropriate, improve the Induction process.

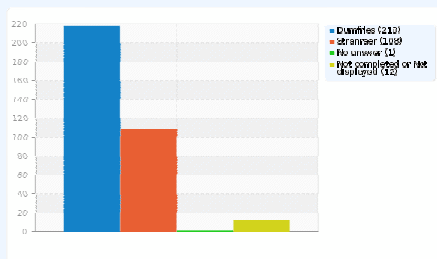
From the information provided by each Faculty and CMIS, the on-line survey was made available to full time students. From a possible 1608 students, 326 students completed the survey (a return of 20.2%). 38 courses completed the survey, with 59 courses not completing (further information on non-returns can be provided on request to Quality).

Students on supported programmes (NKEY, NLST, JNSK2) met with the Quality Manager and their tutors for an informal session on the induction process. The groups were able to answer most questions positively and this confirmed an awareness of most of the induction information.

A copy of this report will be posted on the Quality Section of AdminNet for staff information and also on LearnNet for student information.

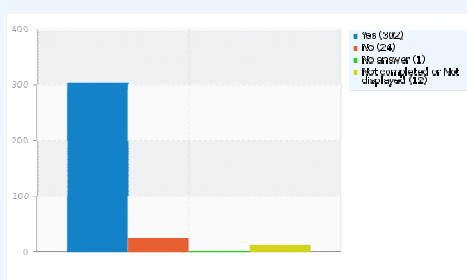
Which Campus do you study at?

Answer	Count	Percentage
Dumfries (a)	218	64.31%
Stranraer (b)	108	31.86%
No answer	1	0.29%
Not completed or Not displayed	12	3.54%



Did you attend an Orientation Day?

Answer	Count	Percentage
Yes (Y)	302	89.09%
No (N)	24	7.08%
No answer	1	0.29%
Not completed or Not displayed	12	3.54%

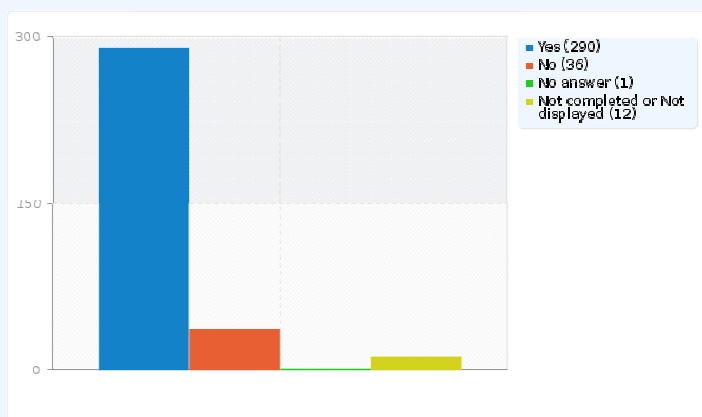


Why did you not attend an Orientation Day?

	Count	Percentage
Answer	24	7.08%
Comments made have been forwarded to the appropriate Head of Faculty		

Did you find the Orientation Day useful?

Answer	Count	Percentage
Yes (Y)	290	85.55%
No (N)	36	10.62%
No answer	1	0.29%
Not completed or Not displayed	12	3.54%

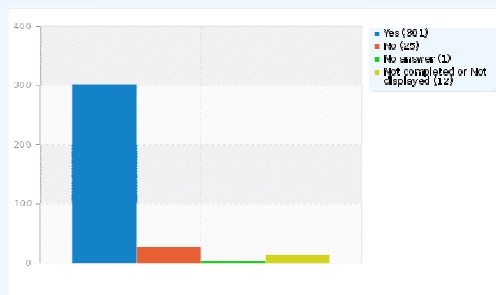


If no, then please give your reasons why:

Comments made have been forwarded to the appropriate Head of Faculty

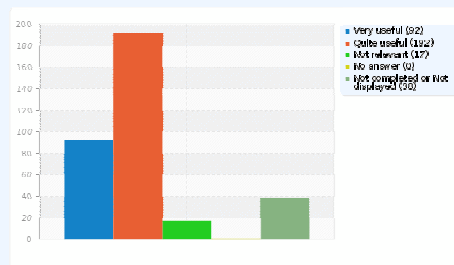
Did you receive a Key Information leaflet?

Answer	Count	Percentage
Yes (Y)	301	88.79%
No (N)	25	7.37%
No answer	1	0.29%
Not completed or Not displayed	12	3.54%



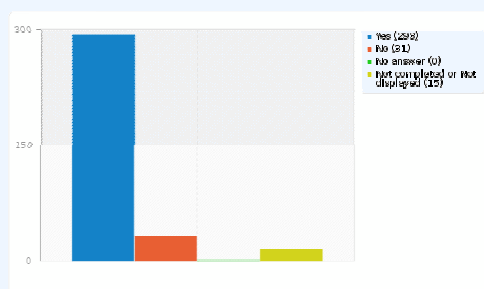
How useful was the Key Information leaflet?

Answer	Count	Percentage
Very useful (1)	92	27.14%
Quite useful (2)	192	56.64%
Not relevant (3)	17	5.01%
Not completed or Not displayed	38	11.21%



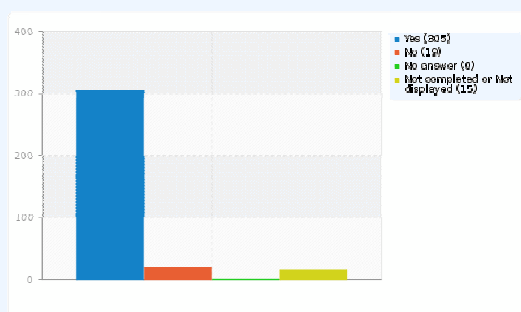
Please indicate which information you received during Induction: [Welcome Presentation from the Principal]

Answer	Count	Percentage
Yes (a)	293	86.43%
No (b)	31	9.14%
Not completed or Not displayed	15	4.42%



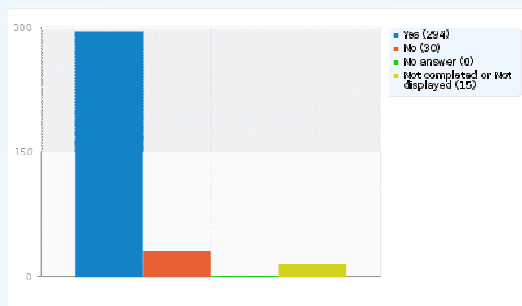
Please indicate which information you received during Induction: [College Rules and Guidelines (on-line Student Handbook)]

Answer	Count	Percentage
Yes (a)	305	89.97%
No (b)	19	5.60%
Not completed or Not displayed	15	4.42%



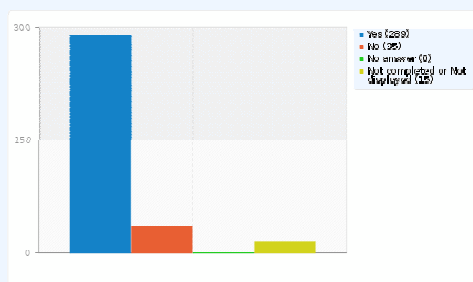
Please indicate which information you received during Induction:
[Learning Together Leaflet]

Answer	Count	Percentage
Yes (a)	294	86.73%
No (b)	30	8.85%
Not completed or Not displayed	15	4.42%



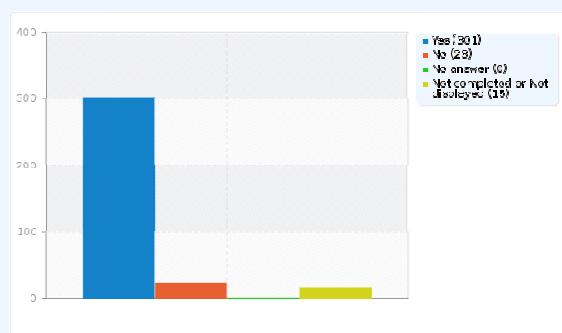
Please indicate which information you received during Induction:
[Safety and First Aid Procedures leaflet]

Answer	Count	Percentage
Yes (a)	289	85.25%
No (b)	35	10.32%
Not completed or Not displayed	15	4.42%



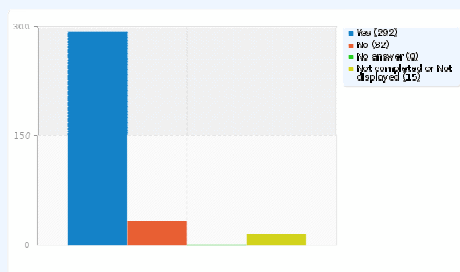
Please indicate which information you received during Induction:
[Introduction to Members of staff]

Answer	Count	Percentage
Yes (a)	301	88.79%
No (b)	23	6.78%
Not completed or Not displayed	15	4.42%



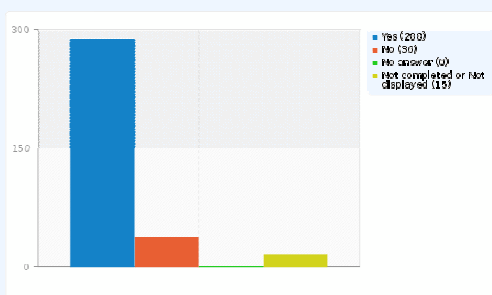
**Please indicate which information you received during Induction:
[Information on Election of Class Representatives]**

Answer	Count	Percentage
Yes (a)	292	86.14%
No (b)	32	9.44%
Not completed or Not displayed	15	4.42%



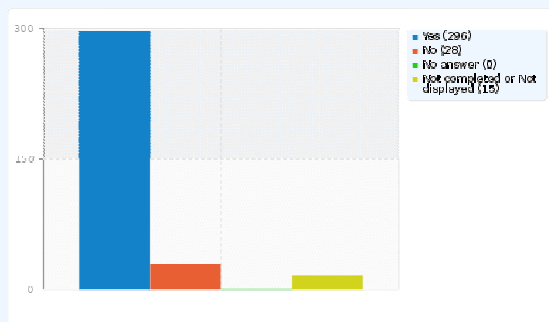
**Please indicate which information you received during Induction:
[Good Citizenship and Sustainability]**

Answer	Count	Percentage
Yes (a)	288	84.96%
No (b)	36	10.62%
Not completed or Not displayed	15	4.42%



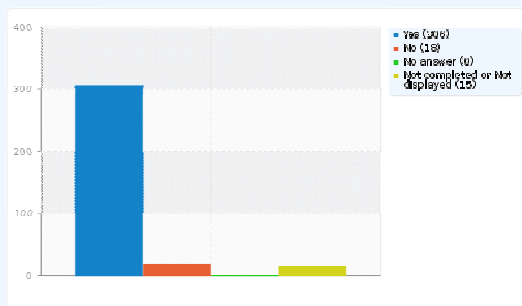
**Please indicate which information you received during Induction:
[Explanation of Equality]**

Answer	Count	Percentage
Yes (a)	296	87.32%
No (b)	28	8.26%
Not completed or Not displayed	15	4.42%



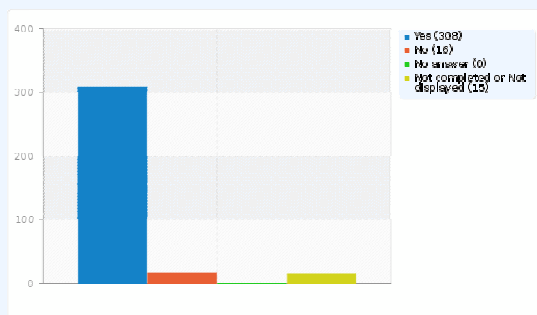
Please indicate which information you received during Induction:
[Issue of timetables and/or Course Information Books]

Answer	Count	Percentage
Yes (a)	306	90.27%
No (b)	18	5.31%
Not completed or Not displayed	15	4.42%



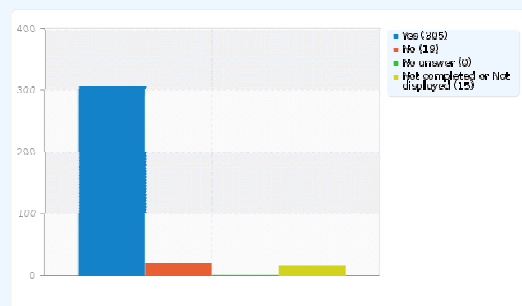
Please indicate which information you received during Induction:
[Library, ILC and I.T. Induction]

Answer	Count	Percentage
Yes (a)	308	90.86%
No (b)	16	4.72%
Not completed or Not displayed	15	4.42%



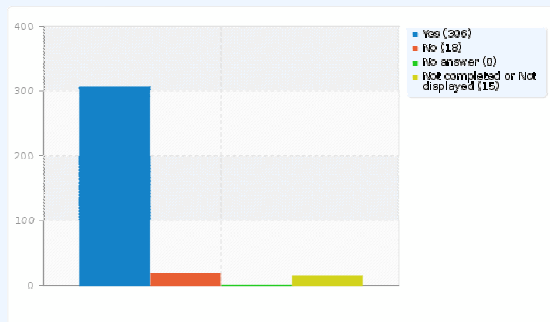
Please indicate which information you received during Induction:
[Absence and Referral System]

Answer	Count	Percentage
Yes (a)	305	89.97%
No (b)	19	5.60%
Not completed or Not displayed	15	4.42%



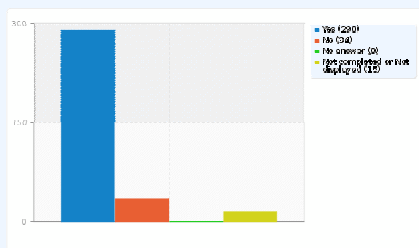
Please indicate which information you received during Induction:
[Tutorial and Individual Learning Plan/Personal Tutor]

Answer	Count	Percentage
Yes (a)	306	90.27%
No (b)	18	5.31%
Not completed or Not displayed	15	4.42%



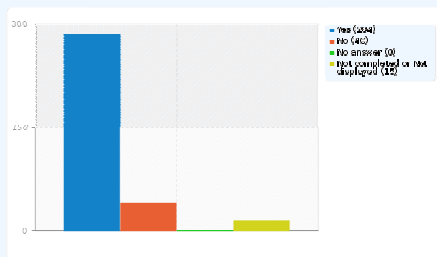
Please indicate which information you received during Induction:
[Explanation of Assessment and Appeal System]

Answer	Count	Percentage
Yes (a)	290	85.55%
No (b)	34	10.03%
Not completed or Not displayed	15	4.42%



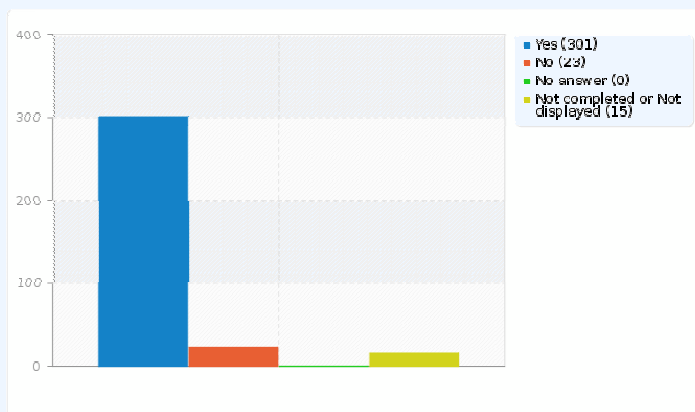
Please indicate which information you received during Induction:
[Plagiarism/Issue of Course Work Leaflet]

Answer	Count	Percentage
Yes (a)	284	83.78%
No (b)	40	11.80%
Not completed or Not displayed	15	4.42%



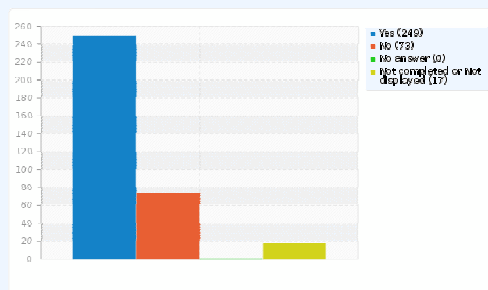
**Please indicate which information you received during Induction:
[Explanation of the Discipline/Appeals Procedure]**

Answer	Count	Percentage
Yes (a)	301	88.79%
No (b)	23	6.78%
Not completed or Not displayed	15	4.42%



Have you and your Tutor signed your Induction Check List?

Answer	Count	Percentage
Yes (Y)	249	73.45%
No (N)	73	21.53%
Not completed or Not displayed	17	5.01%



Please use this box to provide any further comments about your Induction (if you would like a response from the Quality Manager please provide your name and student id)

Answer	Count	Percentage
	26	7.67%

Comments made have been forwarded to the appropriate Head of Faculty

Institutional Sustainability 2013-14

						F = F+GP A = Audit Q = Q+C = Staff	S E = External I = Internal
22	Provide high quality facilities and services for staff and students	Staff and student satisfaction surveys, estate condition data, estates strategy, ICT strategy	L	Staff and Student Surveys. Comment Card system and Suggestion Scheme. Post Occupancy Evaluation studies Phase I and II. Estates Strategy reviewed on annual basis. Condition Surveys and inspection reports	1	Q	I
28	Appropriate range of provision that is relevant to the needs of the community and the wider economy	Student satisfaction survey, user survey, performance against activity target, use of new learning technology, 'flexibility' of curriculum, self-evaluation	M	Feedback from a wide variety of sources indicates provision meets the needs of community and wider economy, apart from peripheral issues which are marginalised by cost effectiveness. Funding Council targets are consistently met or exceeded, internal targets generally met and regularly monitored through internal processes. Strategic intervention for flexible delivery with 3 year plan supported by Board includes financial support. Comprehensive self-evaluation framework. College operates wherever possible in the local community given constraints of a large rural area.	3	Q	I
29	Appropriate levels of student achievement and attainment	Student statistics	H	Students generally achieve well, including wider achievement. However some areas of the college are not producing consistently high levels, these are being monitored through internal processes including a sub-committee of the Board. Risk that this may affect funding in the future	3	Q	I
30	Appropriate levels of student retention	Student statistics	H	Retention is generally in line with sector averages and remains fairly static year on year for the college as a whole. Some areas of the college have poor retention and these are being monitored through internal processes including a sub-committee of the Board. 2011/12 saw a 4% improvement in FE (full-time) retention to 72%, and 2012/13 saw a further improvement in retention.	2	Q	I
31	Commitment to equality and diversity of provision	Student statistics	L	Across the college as a whole statistics indicate that commitment to equality and diversity is achieving representative engagement. This is reflected in regular monitoring and reporting. At course team levels there is a need to improve representation in some curriculum areas, this is being encouraged through internal processes and monitored by a sub-committee of the Board Student representative on Equality Committee. Scotland's Colleges Award for Diversity week in recognition of joint working with students on equality strands	1	Q	I

Institutional Sustainability 2013-14

32	Commitment to widening participation	Student statistics	M	As one of the colleges strategic aims this is an area where the college has performed well given the constraints of a large rural area and a diverse range of needs from a distributed population. Statistics show representation from almost all areas of the region and from a very good range of minority groups. However reduction in funding 2012/15 and focus on 16-24 year olds likely to impact on ability to maintain this.	2	Q	I
33	Appropriate quality of provision	HMIE review reports, student satisfaction survey	M	Education Scotland Review resulted in full confidence statements but highlighted some concern in the quality of teaching and learning.	2	Q	I
34	Productive engagement with other colleges, universities, schools and other stakeholders, including wider community	Articulation agreements, involvement in sector working groups, benchmarking groups, number of voluntary groups using college premises, shared services agreements, self evaluation	H	College operates benchmarking arrangements with other colleges and is actively involved in sector initiatives. We share premises with two universities and the Open University. There are articulation agreements with local and other universities including the development of articulation pathways and college staff teach on university courses. There is engagement with schools in the region and pupils attend college on various courses. CTS engage with the business community in regional premises and at the main college sites. The college sites are open for use by the community through appropriate booking arrangements (engagement with partners is likely to be adversely affected by their and our own funding cuts eg LAYP, UWS contract. Major potential development resulting from the introduction of the Dumfries Learning Town with implications for tertiary provision.	3	Q	I
37	Appropriate quality of support services	Staff, student satisfaction surveys	L	Evidence from internal and external evaluations all indicate that there is a high quality of support service accompanying those directly related to curriculum delivery	1	Q	I
39	Curriculum	Sustainability of multiple campuses/provision	M	Marginality of operation some courses - as funding reduces the challenge increases	2	Q	I