

Quality and Curriculum Committee

Tuesday 14 May 2014

2.00 pm

Room 2089

AGENDA

* Presentation on Transform Developments

* Presentation on action in areas of low attainment

- 1 Apologies for Absence
- 2 Declaration of Interest
- 3 Minute of Meeting of 11 March 2014 (attached)
- 4 Matters Arising

Standing Items

- 5 Key Performance Indicators (report attached)
- 6 Curriculum Developments (report attached)
- 7 Learner Engagement
- 8 Quality - Internal audit reports
 - 8.1 Learner Voices Review - Summary Reports (attached)
 - 8.2 Complaints Handling Statistics - February 2014 (attached)
- 9 Students Association (verbal update)
 - 9.1 Strategic Event - 29 April 2014 at South Lanarkshire College (verbal update)

"Developing Strong and Effective College Students' Associations in Scotland"
 - 9.2 Scottish Student Sport (verbal update)
- 10 Institutional Sustainability (report attached)

Business

- 11 AEV Visit - 9 May (verbal report)
- 12 Any Other Business
- 13 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 Wednesday 14 May 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
J Henderson, Board Member
D Holland, Chair
K Henry, Board Member
Cody Hardling, Student representative
W Robertson, Student representative
D Patterson, Academic Staff representative
C Turnbull, Principal
A Wright, Assistant Principal (Curriculum)

Observing: S Martin (for Transform presentation)

In Attendance: B Johnstone, Regional Chair
J Brown, Clerk to the Board
S Sutherland (note)

• **Presentation: Transform developments**

J Holland, L McCourtney and J Sayer presented on two examples of developments under the Transform project:

- The Reablement Project which was formed in partnership with NHS Dumfries and Galloway to provide a qualification for individuals promoting independence in the home. It was noted that other colleges were now using the format, the project had been awarded a COSLA Silver Award, and on the AEV on 9 May was identified as a potential sector leading innovative practice.
- The HNC Social Care had been wholly transformed so that in theory the course could be completed without coming in college. This was being trialled to companies and would be reviewed to make any necessary adjustments.

The Committee welcomed the presentations and noted that all developments were part of an ongoing process and courses would be adjusted in line with candidate feedback.

• **Presentation: Action in areas of Low Attainment**

J Holland, Head of Faculty (HoF), spoke to the reports from the faculty of Business, Computing and Creative Industries, and the faculty of Education Health and Social Studies, which had been distributed.

The Committee noted the reports, the myriad reasons for student withdrawal from their course, and the range of actions taken to try and improve retention and outcomes. The HoF and Assistant Principal Curriculum (APC) stressed that academic teams were constantly reviewing course programmes but there were many different challenges, particularly with Access courses. The Committee discussed the College's open access policy and noted that this may have to be reviewed in light of Education Scotland's ongoing focus on attainment levels.

1 Apologies for Absence

Apologies for absence were intimated on behalf of J Maginess and K Somerville.

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 11 March 2014 was approved.

4 Matters Arising

None.

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.

He advised that HE retention to date had increased by 3% on the previous year, and FE by 1%, although the sector average for the period was not yet known.

The Committee noted the report and asked that areas with particularly low levels of attainment report 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.

He reported on healthy numbers of applications for 2014/15 in most areas, with the exception of Construction generally. The Committee discussed the situation and noted that the staff team in construction was reviewing its course format in recognition of changing skillsets required by industry.

Members noted the report

7 Quality – internal audit reports

7.1 Learners Voices Review – Summary Reports

The Assistant Principal, Quality and Estates (APQE) spoke to the report which had been distributed, providing a summary of the Learner Voices Review programme which took place in late January/early February 2014.

The Committee noted that the majority of groups were happy with their course, were aware of whom to approach for additional help, felt the resources were adequate and happy with the assessment process. Following completion of the all reviews each Head of Faculty was issued with their Faculty area learner responses, for any further action.

7.2 Complaints Handling Statistics

The APQE spoke to the report which had been distributed, giving a summary of complaints handling information for the period 1 December 2013 to 28 February 2014.

The Committee welcomed the report and noted that all first line complaints had been dealt with within the required five working days.

8 SI Students Association

The student representatives present provided a verbal update on recent and forthcoming Association activities. The Committee also noted that the Association was in the process of reviewing its Constitution.

8.1 Developing Strong and Effective Student Associations in Scotland

The APQE reported on recent consultations and of SFC funding being made available to support Student Associations in Colleges. DAGCOL had been awarded £70k for three years and SMT and the Students Association were currently considering how best to use the funding.

8.2 Scottish Student Sport

The APC reported that, as part of the Government's Health and Wellbeing Agenda, an initiative had been announced to encourage colleges to participate in national sporting activities. He was representing the College at development events and would report further on progress.

9 SI Institutional Sustainability

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

Business

10 Annual Engagement Visit (AEV) – 9 May 2014

The APC provided a verbal update on feedback from the Education Scotland AEV which had taken place on 9 May 2014. This had gone well, and all learners involved had been positive about their experience at the college. A formal written report would be received in due course.

During the AEV, the Education Scotland officers identified four potential Sector Leading Innovative Practices: the Learning and Teaching Mentors process; the Reablement project; the Healthcare App; and Facebook (Hairdressing) at Stranraer.

The Committee noted this excellent result and recorded their thanks and congratulations to all involved.

11 Any other Business

None.

12 Date and Time of Next meeting

The next meeting of the Learning and Teaching Committee would take place on 7 October 2014 at 2.00 pm.

The Chair also thanked Rona Gunnell, Board Member, and Wendy Robertson, Student representative, for their service on the Committee, as this was their last meeting.

Report for Q&C BoM

Faculty Business, Computing and Creative Industries

Context:

The curriculum area of Business has one FE course at SCQF level 6 (Higher Business Management) and 2 streams of HN level study (SCQF level 7 and 8). The HN programmes include an HNC and HND in Business and an HNC and HND in Accounting. For easy comparison an HNC is equivalent to the first year of a degree programme and an HND is equivalent to the second year of a degree programme.

Business Management & IT (UHBA)

This is a programme split across business which includes the full Higher in Business Management and the internationally recognised IT qualification, the European Computer Driving Licence (ECDL). Learners who complete the full ECDL (7 assessments) and the Improving Productivity assessment achieve the equivalence of a full SVQ Level 2 in Using ICT.

In 2012/13 the course enrolled 22 learners. The retention for this group has been strong over the previous two years showing a very good improvement from 2010/11. This year has showed a drop of 13% from last session but is still above the college target and sector average. The outcome improved gradually from session 2010 to 2011 but has dropped back by 7% this session. This however is 4% above the sector average and 1% below the college target.

Of the 4 learners who withdrew:

- 2 left to gain employment
- 1 left due to financial issues
- 1 left due to personal health/family issues

Only 3 of the learners remaining at the end of the programme did not achieve, the other 15 remaining achieved, with many progressing to the HNC. There was no single unit/topic identified as significantly underperforming. One of 3 the learners who did not achieve but remained on the programme until the end was an international learner.

HNC Business – B group (HBUA)

This is an SQA framework with a high percentage of core units. 14 learners enrolled in this group. 10 were enrolled in the A group. 5 learners withdrew from B group due to:

- 1 left due to medical reasons
- 1 left due to change of focus for a childcare course
- 1 left to gain employment
- 2 left for reasons unknown as learner did not respond to correspondence

Retention: Sector Average: 81%

The retention for the two full-time groups shows an average of 82% which is a 20% increase from the previous session and 1% above the Sector Average for Business.

Retention has shown a steady increase over Sessions 10/11 and 11/12 but a dramatic rise for the "A" group to 100% this session, whereas the "B" group is sitting at 64% which is 17% below the Sector Average.

Outcomes: Sector Average: 69%

The outcomes for the two Full Time groups show an average of 79% which is a 16% improvement on the previous year and is 10% above the Sector average for Business.

The number of successful learners has shown a 100% increase over the last three years for the "A" stream. The learners in the "B" stream have a 57% success rate this session which is 12% below the Sector average. The statistics for the "B" group have been adversely affected by the inclusion of the International learners. This was confirmed by both staff and learners in their individual evaluations.

HND Accounting (DACC)

This is an SQA framework with a high percentage of core units. 9 learners enrolled on this second year programme and consideration was given to either not run the course at all this session or run the course on reduced hours due to the low enrolment numbers. It was decided to run the course with a 25% reduction on contact hours. Due to the low numbers enrolled the percentages reported for retention and outcome are exacerbated. The raw figures are that only 2 learners withdrew and of the 7 that remained on the course to the end, 6 achieved their full HND.

Of the 2 that withdrew:

- 1 left due to increasing costs of childcare
- 1 left for reasons unknown as learner did not respond to correspondence

Actions

Actions taken to date to improve Retention and Outcomes in the Business curriculum area:

- Self Evaluation feedback from staff and learners completed and actions carried out
- Reviewed optional units on frameworks
- Negotiate credits where workload too high to 12 credits for HNC
- Late enrolments brought forward (was week 4 now week 3)
- Staff training in CPD and lesson observations/development visits from L&T Mentors
- Development visits from SQA for new and/or updated curriculum
- Academic staff now involved in advice sessions and interviews
- SQA Higher Business Management external examination is now optional

- DACC/2A in 2012/13 ran group with small number of 9 on reduced hours...statistics as percentages look bad but 6 out of 9 achieved their HND, with 6 achieving the HND out of the 7 that remained on the course till the end.
- The recruitment process for International learners has been fully reviewed and now includes 2 Skype interviews.

Further actions now planned to improve Retention and Outcomes in the Business curriculum area:

- Review entry criteria for all courses with regards to identifying specific topics and core skills profiles
- Feed into proposed working group on admission and selection process.
- Review ICT skills and additional support options, particularly for mature learners.
- Review entry criteria for courses again particularly with new FE curriculum needed for 2015/16 to replaced Higher.
- Feed into working group on admission and selection process.
- Learn from other curriculum areas particularly in the area of holistic/project based assessment across several units/topics.

Iain Hawker
Head of Faculty
Business, Computing & Creative Industries

8 May 2014

Report for BoM Quality and Curriculum

Faculty of Education Health and Social Studies

Context:

For the first time in many years in the previous Academic Year Learner Outcome was measured from Day 1 so was also impacted on by retention as in previous years learner outcomes were measured as a percentage of those who finished and completed. While this represents a very accurate and stark picture in terms of all PI reporting in programmes where there were issues the figure as compared to the previous year is likely to be lower:

Introduction to Health and Social Care

This is an Access level programme and there are no entry requirements. It is offered for learners, who have no real qualifications and many are often in the MCMC bracket and/or have not completed education at school.

Of the 9 learners who have left

- 3 were in need of and given additional support
- 2 had identified mental health needs
- 2 were Looked After young people who were supported by New Horizons

Currently the remaining 9 learners are all on track to successfully complete

Actions taken to improve Retention and Outcomes:

- Changes are being made to some of the Units delivered with a focus on more project and team based learning in the style of the very successful Princes Trust Programmes
- A support programme will be offered over the Summer for any learners identified as Care Leavers to work with them to resolve any barriers they may face particularly at the start of their programmes
- Although there is no work place programmes a “ Making a Difference “ project is being introduced with a focus on learner ownership of placement based activities and this has been successfully introduced in other Colleges

Intermediate 2 Health and Social Care

This course is used as a progression route for Intermediate 1 Care students and also can be direct entry for those who have the required qualifications

Its broad aims are further developing knowledge and skills at an Intermediate 2 level and enhance the qualities required to work in the care sector. It prepares learners for a career in care, by developing appropriate values, skills and attitudes and may be used as a basis to progress to Higher Care courses.

As well as personal reasons given for some of the withdrawals last year there was also a significant amount of staff sickness cover for this group with new staff taking learners through externally assessed projects

Actions taken to improve PIs were

- Changes were made to the programme last year and currently there is a prediction of a 76% Outcome Rate.
- Appropriate work placement experience: which has been refined in terms of timing, location and duration
- The introduction of a Health and Well Being project which develops capacities in learners as part of promoting Healthy Communities and which has received an award at a national Public Health Conference in Perth this year
- A focus on consistency in delivery by making attempting to reduce the number of staff delivering and making the team tighter and more integrated

Higher Health and Social Care.

The design of this programme was something of a hybrid to bridge the gap between Intermediate 2 and Higher based programmes for learners wishing to progress to University etc

This programme also had an additional emphasis on employability qualifications and supporting progression to the HNC Social Care

It has been closely monitored and as we were aware that it was consistently falling short of improved outcomes the decision was made this year to remove it from the curriculum

We now have an additional Intermediate 2 programme which will have an emphasis on national awards and will support Academic progression with the original Intermediate 2 having a more vocational emphasis

SWAP West Access to Nursing

This programme provides the opportunity for progression to a nursing degree (adult or mental health nursing) at UWS or progression to further study at a Higher level. The course will give you the opportunity to attain the work place experience and qualifications necessary to articulate into Higher Education.

This programme is designed for adults over the age of 21, who left school without any qualifications or have qualifications which are now out of date and are therefore unable to apply to University.

The team evaluated that there were 2 main reasons for previous poor PIs

- All applicants were given a specific interview which carried quite a lot of sway in terms of selection.
- Up until now the 19 units on this programme were agreed and selected by SWAP and if learners were not selected to go on to the Nursing programme or if they themselves then felt that they wanted to work in the Sector but not go to UWS then the Units they obtained were not credited as valuable by employers and also did not meet the entry criteria for the HNC Social Care

Actions taken to improve PIs were

- The interview questions were sent out in advance so that applicants could fully prepare and judgements were made on this basis, rather than just who performed well in a very brief window and the criteria for selections were enhanced to ensure higher level responses
- Units were renegotiated with SWAP and as well as meeting the SWAP entry criteria they now also offers learners a cutting edge new qualification in Reablement as well as the option of taking a Higher Care exam which supports exit into employability as well as progression . This year we are currently predicting an 80 % success rate

Higher Healthcare

This programme was the most Academic of the FE programmes and allowed learners to obtaining Highers to support progression to Nursing and also for other programmes in University. It was the only programme which did this but the subject specific nature was not what applicants wanted and the PIs were poor in terms of retention although in general those who, stayed were extremely successful

Actions taken to improve PIs

- This programme has been removed from the portfolio
- A new Access to HE programme replaced it and this was so popular last year that here were in fact 50 successful applicants so 2 groups were offered. Creative timetabling ensured learners could truly co create learning and within reason could select their own learning pathway from 6 Highers, 2 Intermediate 2 course and a placement based experience
There have been mixed fortunes and obviously the programme is being closely evaluated.
- Currently there are predicted outcomes for 70% although this will depend on performance for National exams
- Also as learners need to have 15 Academic credits some learners take on one Higher or INT 2 too many and are spread very thinly across the programme in terms of workload and stress. Therefore additional units will be available to give vocational emphasis and allow some learners to study 2 Highers very well rather than select too many exam based credits
- The new Intermediate 2 programme will also provide a solid learning platform ensuring underpinning knowledge at this level for those who require it to enable them to more successfully progress

HNC Social Care

The award is specifically for learners who are currently working within the field of health and social care but who have not yet been able to register with the Scottish Social Services Council (SSSC) as practitioners. It will allow them to integrate the theory and their current practice to provide an informed approach to health and social care. The award also consists of either 3/4 SVQ units which can also assist learners in gaining the joint award of SVQ3 Health and Social Care in the future. Learners who may already have gained the SVQ 3 Health and Social Care award are only required to complete the theoretical units to achieve the HNC award. This Professional Award and is a requirement by the Scottish Social Services Council (SSSC) to work within social care. This award can be used as a stepping stone to a degree in Social Work and articulates to the 2nd year of the MA Health and Social Studies at Glasgow University on the Crichton Campus.

Learners may progress to Higher Education, such as Degree in Social Work, MA Public Services. The qualification will also provide learners to become registered as Practitioners with the Scottish Social Services Council (SSSC).

This programme attracts a number of people who are working in the Care Sector. This has been in part the reason for some of the dropout rates in so far as Organisations agree to release staff 2 days per week and then are unable to fulfil that commitment.

Also in the past year 4 learners have had to leave as despite being aware that they require a positive disclosure once on the programme it has been discovered that this is in fact not the case

Actions taken to address PI s

- All applicants now sign a statement prior to being offered a place that they have no issues regarding Disclosure
- Additional discussions with organisations and applicants regarding the levels of commitment in releasing staff to come to College and also the team can now use the on line materials where learners have problems attending but can manage course work
- It is predicted that there will be a 2% increase in the success rate and this means a 5% increase over the past 2 years to 68%

June Holland
Head of Faculty
Education Health and Social Studies

Board of Management

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 retirement 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.

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 15th May 2014

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

- 2013/2014 86% (Sector average 2012/13 82%)
- 2012/2013 83% (Outcome agreement target 80%)
- 2011/2012 79%

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

- 2013/2014 77% (Sector average 2012/13 76%)
- 2012/2013 76% (Outcome agreement target 74%)
- 2011/2012 76%

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

- 2013/2014 79%
- 2012/2013 78%
- 2011/2012 77%

2.2 Performance issues

Retention rates continue to improve for full time learners HE and FE and at this point in time are still above sector average figures for 2012/13. However until figures are released for sector average rates for 2013/14 we will not be able to confirm if we are in line with the new sector average retention rates. At the next Quality and Curriculum Committee performance indicators will also be presented for learner outcomes.

Areas with downward performance to date compared to 2012/13:

FE

Business	64%	- 22% from 2012/13 (Below Sector Avg)
Childcare	77%	- 8% from 2012/13
Hair and Beauty	68%	- 4% from 2012/13 (Below Sector Avg)
Business (Stranraer)	84%	- 4% from 2012/13

HE

Creative Industries	87%	- 5% from 2012/13
Childcare	88%	- 2% from 2012/13
Care	67%	- 4% from 2012/13 (Below Sector Avg)

Areas with improved performance to date compared to 2012/13

FE

Creative Industries	82%	up 4% from 2012/13.
Construction	83%	up 6% from 2012/13
Engineering/MV	81%	up 1% from 2012/13
Stranraer (all)	83%	up 8% from 2012/13

HE

Computing	97%	up 13% from 2012/13
Electrical Engineering	79%	up 16% from 2012/13 (Below Sector Avg)
Beauty	100%	up 8% from 2012/13
Sport and Fitness	91%	up 15% from 2012/13

3 Conclusions

The College has continued to make good progress on retention during 2013/2014 with some areas showing real improvement. However this needs to be kept in context of overall sector average improvements generally made during 2012/13. If that trend does continue then the College will still be under sector average performance, this can only be confirmed once we have the sector average data for 2013/14.

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

Full-time applications for 2014/125 are extremely health and the information provided below gives an update on the process as at 1 May 2014.

Curriculum developments agreed for 2014/2015 (Full time)

Faculty of Business, Computing and Creative Industries

Creative Industries, Target 218 / Places filled 187
Business. Target 123/Places filled 105
Computing, Target 104/Places filled 101
Stranraer, Target 20/Places filled 7

Faculty of Education, Health and Social Studies

Early Education and Childcare, Target 154/Places filled 133
Special Programmes, Target 30/Places filled 29.
Health and Social Care, Target 217/Places filled 211.
Stranraer, Target 114/Places filled 92.

Faculty of Hairdressing, Beauty, Hospitality and Sport

Hair and Beauty, Target 168/Places filled 131.
Sport, Target 124/Places filled 111.
Stranraer, Target 134/Places filled 91

Faculty of Building and Engineering Services

Construction, Target 103/Places filled 54
Engineering, Target 215/Places filled 130
Stranraer, Target 82/Places filled 59

Courses from 14/15 Development Plan with Low Numbers.

Certificate in Visual Communications.
HNC Construction
NC Construction
Business/Advanced Business (Stranraer)
Introduction to Care (Stranraer)

Courses from 14/15 Development Plan with High Demand

Introduction to Construction
Skills in Carpentry and Joinery
HNC Early Education and Childcare
Introduction to Childcare
Early Education and Childcare Int 2
HNC Electrical Engineering
HNC Social Care
Vocational Studies Health and Social Care
Intermediate 2 Health and Social Care
Int 2 Beauty Care and Make Up
Hairdressing Intermediate 2
Introduction to Hair and Beauty.

2.3 Other Areas to note for Curriculum Development 14/15

- Increased Portfolio development of self financing short courses.
- Pilot new Access programme structure
- Continued improvement KPIs ,Retention /Attainment
- New HNC pathways pilot with schools, Electrical Engineering, Social Sciences, Early Education and Childcare, Sport and Fitness
- Pilot course teams use of delivery hrs
- Achieve STEM status
- Increase work renewable sector with Partners and at Starnraer
- Introduce new Portfolio for Hospitality
- Increase transitions to new Enterprise Honours Programmes
- Ensure Employability Skills and Essential Skills are embedded into each Course
- Use of Employer Advisory boards in Each Faculty
- Continued improvement in Learning and Teaching (Through Mentors)
- Further Development of Employability Programmes
- Introduce new full time programmes to replace existing or new

2.4 Recommendation

Members are asked to note the report.

DUMFRIES AND GALLOWAY COLLEGE

ACADEMIC SESSION 2013/2014

**LEARNER VOICES REVIEW - SUMMARY
REPORTS**



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Areas of Good Practice identified from the review:

- None further to previous reports

Essential Actions for Next Session:

Recommendations	Responsibility	Action taken to date
Head(s) of Faculty to provide response on feedback given to learners within the agreed timescales.	Assistant Principal, Curriculum	Heads of Faculty advised that all required action have been built into the Learners Wheel.

LEARNER VOICES REVIEW SUMMARY: SESSION 2013/14

Summary:

During the last week in January and the first week in February the Learner Voices Review programme was facilitated by members of the Student Association Executive with Quality staff and the Campus Administrator at Stranraer acting as support. Using intelligence information from last sessions review programme, 22 student groups were identified and dates and times were agreed with Heads of Faculty and Personal Tutors. This review programme is the second year phase of a 3 year cycle of review to ensure that all groups are visited within this period.

Faculty Area	Number of Groups
Business, Computing and Creative Industries	6
Building and Engineering Services	5
Hair, Beauty Hospitality and Sport	7
Education, Health and Social Studies	4

Findings

At the time of the reviews (February) a number of groups advised that they had not been invited to take part in the new college Self Evaluation Review (Learners' wheel) or had not received feedback following attendance at a Self Evaluation meeting. Heads of Faculty have been advised of the groups not taking part. The majority of groups are happy with the course and are aware of whom to approach for additional help. Most of the groups felt that the resources are adequate for the course and most groups are happy with the assessment process. The majority of groups are aware that course learning materials can be accessed through LearnNet. The majority of learners felt that what they are learning will prepare them for employment or further study.

Following the completion of all reviews each Head of Faculty was issued with their Faculty area learner responses.

The deadline for feedback to students on any areas for discussion was agreed with a timescale of Friday 10 March. The deadline was set to enable Quality to produce an overall College Learner Voices Review 2013/14 Report and also a summary of the report for issuing on AdminNet and LearnNet. In all Faculties except one, feedback relating to comments made by learners has been received. Heads of Faculty advised that any identified issues will be built into the Learner Wheels for each area and the appropriate action taken.

COMPLAINTS HANDLING STATISTICS FEBRUARY 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 December 2013 to 28th 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	14*	100%
Number and percentage of complaints closed 1 within 5 working days	9	64%
Number and percentage of complaints where an extension to the 5 working day timeline was agreed	5	36%
Number of complaints upheld as a percentage of all complaints closed at this stage	14	100%
Average time in working days to resolve complaints	6.5 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 upheld as a percentage of all complaints closed at this stage	0	0%
Average time in working days to resolve complaints	0	

Please note:

* Two complaints were received from members of the public, and 12 were from current college students

Complaint Categories		
Area	Quantity	Percentage
IT	1	7%
Staff	2	14%
Courses	3	22%
Funding	2	14%
Canteen	0	0%
Transport	4	29%
Student Behaviour	0	0%
Heating	0	0%
Estates	2	14%

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

Complaint	Action Taken to resolve issues
IT – Complaint made regarding a Promethean board	IT Manager advised that the board had been checked and was calibrated correctly and is working within expected parameters. Student advised to contact his tutor if there were any further issues with the board.
Courses – Complainant was unhappy about access to computers to complete online coursework and requested additional days at the end of term.	The Head of Faculty responded that progress on the course would be monitored and actions required will be put in place where necessary to support completion of the programme.
Transport - A number of complaints were raised in connection with College transport – the arrival time of the Moffat bus and insufficient seating.	In all cases the Transport Co-ordinator liaised with the bus company regarding the issues raised and provided a full explanation to the students. According to the tracker on the bus the driver was adhering to her timings and the numbers on the bus have been monitored and there was sufficient seating for all passengers. The students were informed that Transport Co-ordinator could be contacted again should any further issues arise.
Estates – A complaint was made regarding the use of E-cigarettes on the college premises.	The student was advised on the College's Smoke Free Policy and the rules and regulations for smoking on college premises, including the use of electronic cigarettes.

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. Also monitored through revised Self-evaluation process.	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 to 73%.	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 on a part-time study basis.	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