

Board of Management Learning and Teaching Committee

Date: 19 January 2016

Time: 2pm

Room: 1074b

A G E N D A

			Presented by
1	Welcome and Apologies		DH
2	Declaration of Interest		DH
3	Presentation – Project Search		
4	Minute of Meeting of 27 October 2015	(attached)	DH
5	Matters Arising		DH
6	Annual Report on Institution-led Quality Review	(report attached)	JB
7	Key Performance Indicators	(report attached)	JB
8	Quality Audit Reports		
	8.1 How did we do?	(report attached)	JB
	8.2 Complaints Handling Statistics	(report attached)	JB
9	Student Association Update	(verbal update)	JW
10	Learning and Teaching Mentor Evaluation	(report attached)	AW
11	Vice Principal (Learning & Skills) Update	(verbal update)	AW
	11.1 Schools delivery 2016-17	(report attached)	AW
12	Any Other Business		
13	Date and Time of Next Meeting - Tuesday 15 March 2016 at 2pm		

Board of Management Learning and Teaching Committee

Minute of meeting of the Learning and Teaching Committee of the Board of Management held at the Dumfries Campus on Tuesday 19 January 2016 from 2.00 pm in Room 1074b.

Members present: John Henderson, (Acting Chair) Carol Turnbull (Principal)
Ian White Julian Weir
Craig McGill

Faculty representatives: Jim Maginess Peter Woods

In attendance: Andy Wright, Vice Principal (Learning and Skills)
Jannette Brown, Secretary to the Board and Vice Principal (Corporate Services & Governance)
Brian Johnstone (Regional Chair)

Minute Taker: Heather Tinning, Executive Team Assistant

1 Welcome and Apologies for Absence

Delia Holland, Chair had agreed with John Henderson to act as Chair for this meeting.

Apologies for absence were intimated on behalf of Delia Holland (Chair), Barry Graham, Kenny Henry, David Denholm and Lorna Carr.

The Chair welcomed everyone to the meeting and wished members a Happy New Year. The Chair also welcomed Brian Johnstone, Regional Chair and Heather Tinning, newly appointed Executive Team Assistant to her first meeting as Minute Taker.

2 Declaration of interest

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

3 Presentation – Project Search

June Holland, Head of Faculty, Ross McCreadie (Project Search Instructor) and Reagan Rodger (student on Project Search) were invited to give a presentation to members on Project Search.

June explained that Reagan has spoken at a number of events to promote for Project Search on behalf of the College. He is scheduled to attend an event at the Council this week.

Project Search is an American idea that started around 18 years ago. The programme was set-up to assist anyone with additional needs who are struggling to find employment. Although the programme was initially set up with the local hospital, June advised that the College is in partnership with the local Council at present. The Vice Principal, Learning and Skills advised that the Council purchased the license and that the College receives credits for the programme. Regular meetings take place to allow ongoing discussion on progress. The Learners, known as

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Interns, are registered as College students. The Interns are provided with a range of life skills, including developing confidence and core skills, including IT, Numeracy and Literacy. There are now 11 Project Search groups throughout Britain. The Instructor takes the lead role and is supported by 2 Job Coaches, who are employed by Dumfries and Galloway Council. The programme includes 3 weeks in-house training, prior to work placement. A Mentor/Buddy supports each Intern at placement, providing a supportive role. Ross recently hosted a Parent's Evening. June explained that Staff work very closely with the families, encouraging their support. Members watched a video, entitled Project Search 2015-16, showing case studies and identified skills learned by Interns.

Reegan spoke of his journey and experiences on the Project Search programme. He advised that the role of his buddy was very supportive and encouraging.

The perimeters of the programme allow learners aged 16-24 to participate. The placements help the Interns gain skills, boost confidence and independence. The main focus is on gaining employment at the end of the programme. If an Intern gains employment at the end of their placement, Project Search supports the employer for 6 months following employment.

June advised that through the Project Search programme a Car Wash business had been set up at Cargen Tower, cost of £5 per car, which is now a self run business.

Ross reported on the next steps for all Interns include Vlogs, a way to gather evidence allowing a portfolio to be created for each Intern. Updating CVs is continuous throughout the programme. Qualifications also to be offered include Site safety cards (CSCS), Valeting qualification, and Forklift licence. The future of Project Search includes Parent Recruitment to participate in a Steering Committee and the Twinning with Nebraska.

Members commented on how successful the programme was. Members enjoyed the presentation and thanked all involved.

4 Minute of Previous Meeting

The Minute of the Learning and Teaching Committee held on 27 October 2015 was approved.

5 Matters Arising

5.1 The Principal reported that the meeting arranged with John Swinney and Borders College had been postponed and was still to be re-convened. The Principal advised that the paper had not yet been published and that the reported was being developed by SoSA.

5.2 The Regional Chair reported that the bid submitted by the College, the Local Authority and the Chamber of Commerce to establish a Developing Young Workforce for Dumfries and Galloway had been approved. The 3- Year contract is due to be launched on 3rd February. Regions have been encouraged to bid for the funds. The Regional Chair advised that approximately £180,000 per year coming into the region. He advised that further work is required to integrate with existing arrangements to deliver Developing Young Workforce School Pathways.

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6 Annual Report on Institution-led Quality Review

The Vice Principal, Corporate Services and Governance spoke to the report, advised that owing to timing issues by the College, the Annual Report had not been to this committee prior to being considered and approved by the Board. The Report has now been submitted to the Scottish Funding Council. The Board felt that it was important that the Report was issued to members of the Learning and Teaching Committee. The Vice Principal asked members to consider the content and layout of the report with a view to any improvements that could be made when preparing next year's report. The Committee discussed the report and concluded that they were happy with the level of detail and layout of the report.

Action: The Vice Principal, to ensure planning schedule is amended to allow for this report to be considered by the Learning and Teaching Committee prior to going to the full board.

Members noted the report.

6.1 Regional Outcome Evaluation

The Vice Principal, Corporate Services and Governance, reported that much of the content is duplication from the Annual Report. The Vice Principal advised that the Scottish Funding Council is planning to review the need for two separate reports and this may change but not before session 2017-18. The Vice Principal explained that the information is used by the Scottish Funding Council along with information from Education Scotland as part of their review process. The Regional Chair asked if the College receives feedback from the Scottish Funding Council on the report. The Vice Principal confirmed that this does not happen but likely to be in touch should there be any issues highlighted in the report.

7 Key Performance Indicators

The Vice Principal, Corporate Services and Governance, spoke to the report, based on the position as at 12th January 2016, in particular highlighting that the College was concerned it may not achieve its activity target. There were a number of reasons for this, many full-time courses did not achieve recruitment target, two courses; Construction skills for DGHP and Overhead Lines Technician planned for did not run, likely to be 200 credit below target for school link activity and a Princes trust course start date has been delayed so will not be able to claim credits this session. The Vice Principal advised that the college can only claim credits following completion of the course within the same academic year. Discussions are ongoing with DGHP on the possibility of running courses before the end of this session.

The college made a decision at the end of April 2015 to run certain courses with lower numbers, to allow the recruitment of staff. Courses include Accounting second year and NC Construction. The Executive Team are looking at the shortfall and what action can be taken without additional costs. The Vice Principal advised that further discussion will take place at the Full Board meeting.

In response to the Chair's question on the reduced enrolments for 2015-16, the Vice Principal confirmed that the Enrolment figures also include courses run through CTS, many of which are full-cost recovery courses.

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The committee noted the report.

8 Quality Audit Reports

8.1 How did we do?

The Vice Principal, Corporate Services and Governance, spoke to the report, advising that this year the college produced a questionnaire on the induction process entitled 'How did we do'. Members noted that overall the responses were favourable and this indicates that we are doing well with the Induction experience. The questionnaire was completed by 372 learners, providing a return of 21%. Student comments have been passed to Faculty Heads to be actioned and included in self evaluation where appropriate.

In answer to Ian White's question on encouraging more learners to participate, the Vice Principal advised that the learner also completes other surveys including Learner Voices and Self Evaluation. Prizes have been offered in the past to also encourage participation on the surveys. Timing was also an issue for completion of this questionnaire, as Class Representatives had not yet been formed. Class Reps are a route to raising the profile.

The committee noted the report.

8.2 Complaints Handling Statistics

The Vice Principal, Corporate Services and Governance, spoke to the report advising that the College is required to return statistics on complaints in line with the Scottish Public Services Ombudsman. The report indicates that 14 complaints had been received between the period 1 September 2015 and 30 November 2015. The Vice Principal advised that a filtering process, separates enquiries from complaints is in place.

The committee noted the report.

9 Student Association Update

The Student Association President provided an update on the Student Association. A questionnaire required by Education Scotland had recently been completed by learners, both at Dumfries and Stranraer campuses. The President reported that 27 groups in total had participated in this questionnaire. The questionnaire had also been put online for completion. The report was to be submitted to Education Scotland by the end of play today. Members noted that overall the feedback was very positive.

The Student Association President and Vice President both reported on Christmas festivities including a Choir and Santa at both campuses. Two local primary schools at Stranraer and Cargenbridge Primary School in Dumfries formed the Choirs. Members noted a successful and very enjoyable event at both campuses.

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10 Learning and Teaching Mentor Evaluation

The Vice Principal, Learning and Skills spoke to the report. Members noted how successful this process had been in offering support to lecturers. The Vice Principal reported on the link to the evaluation process. The Chair advised that Delia Holland asked him to pass on that she was very impressed with the process.

Pete Woods, a member of the Learning and Teaching Mentor Evaluation team, reported on how the process reflects cultural change. The process was set up to replace the classroom observation process. He advised that the staff now encourage participation from a Learning and Teaching Mentor, and regularly invite them into their classes. The Learning and Teaching mentor evaluation, forms part of Peer Mentoring and Support.

Pete advised that the process can also identify Good Practice within the college, where staff share professional skills and experience with the Mentors.

In response to the Regional Chair's question, the Principal advised that other colleges follow a similar process. The Learning and Teaching Mentor is to support the lecturers as part of a development process and not a management process.

Pete advised that he has visited Dundee and Angus College; Perth College and Forth Valley to discuss their process for Learning and Teaching Mentoring. The Vice Principal, Governance and Corporate Services advised members that John Bowditch, from Education Scotland, has involved in discussions on the process and future developments with the L&T team, which has proved very successful.

The committee noted the report.

11 Vice Principal (Learning and Skills Update)

The Vice Principal, Learning and Skills, reported on the Education Scotland Review, week commencing 8th February. Meetings are ongoing, including staff and learner briefings.

The VP reported on ongoing Employer Engagement discussions, including Computing and the Care Sector.

The Vice Principal, Learning and Skills, and the Principal had recent discussions with Professor Malcolm Foley from University of the West of Scotland (UWS) to discuss articulation arrangements, for 2017-18.

The Vice Principal, Learning and Skills, reported on the UWS Restructure, advising that a major review is currently ongoing. Professor Foley advised that although UWS are focusing on the new building at present, they are keen to work with the College much more closely. One of the issues that UWS have reported is the lack of enrolment from school direct to UWS. The VP reported that the College HE numbers have increased, where UWS are reporting a decline in HE enrolments. The VP advised that there are a range of options to explore including further meetings with UWS and subsequent meetings with the Heads of Faculties.

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Staff have visited Strathclyde to look at the Engineering Academy. The Principal advised that she had requested to pilot this programme in 2016/17 but Strathclyde had already allocated funded places.

11.1 Schools Delivery 2016/17

The Vice Principal spoke to the report, identifying the delivery following discussions with schools across the region. The date for feedback from the schools is March 11th. Jim Maginess reported that the relationship with Stranraer Academy had improved over the last few months, with ongoing presentations at the Academy, providing information on college experience and funding. Members noted that the presentations had been well received. JM reported that he and Head of Faculty Drew Easton, are to take forward discussions with Douglas Ewart, which may help influence enrolments.

The Vice Principal, Learning and Skills, reported on the Gender Imbalance Programme to be progressed this year, capturing pupils at S3 level. He advised that pupils have more information to help make more informed choices. John Magill, Business and Community Liaison Officer, had been involved in various discussions with schools to take this forward.

The committee noted the report.

12 Any other Business

12.1 Developing Young Workforce(DYW)

The Principal reported that the Funding Council had allocated DYW funding to the College sector and that the College has been offered £75,000 to be spent by July 2016. The Funds can be used for new promotional material for DYW and the Gender Imbalance Workshops. The College is looking to host a regional conference towards the summer, in partnership with the Employability partnership, aimed at schools.

12.2 Technology

The Chair, requested on behalf of Delia Holland a presentation on the use of technology in the teaching process. The Vice Principal Governance and Corporate Services advised that can be arranged. However there may be some items following the Education Scotland review that might be of higher priority.

12.3 Education Scotland Review

The Chair wished the College Good Luck with the Education Scotland Review.

13 Date and time of the Next Meeting

The next meeting of the Learning and Teaching Committee will take place on Tuesday 15th March 2016 at 2pm.

Board of Management Learning and Teaching Committee

Minute of meeting of the Learning and Teaching Committee of the Board of Management held at the Dumfries Campus on Tuesday 27 October 2015 from 2.00 pm in Room 2009.

Members present: Delia Holland (Chair) Carol Turnbull (Principal)
John Henderson Ian White

Faculty representatives: David Denholm Jim Maginess
Peter Woods Lorna Carr

In attendance: Andy Wright, Vice Principal (Learning and Skills)
Jannette Brown, Secretary to the Board and Vice Principal Corporate Services & Governance
Brian Johnstone (Regional Chair)

Minute Taker: Caroline Donoghue, Executive Team Assistant

1 Apologies for Absence

Apologies for absence were intimated on behalf of Barry Graham, Craig McGill, Kenny Henry and Julian Weir

2 Declaration of interest

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

3 Welcome

The Chair welcomed everyone to the meeting, in particular recently nominated faculty staff members Lorna, Jim, David and Peter. The Chair also welcomed Brian Johnstone, Regional Chair.

3.1 Delia Holland, Chair, Learning and Teaching Committee - Update

The chair addressed the meeting to update members on the positive joint Board of Management meeting with Borders College held at the College on 21 October 2015.

A number of examples where the curriculum has been designed to meet the needs of the Region was highlighted, in particular the outcome of the College working with Laing O'Rourke, main contractors for the new hospital, who identified a skills gap for construction technicians. The College has now developed a programme to meet this need. It was also discussed the important role colleges play as drivers for change where they offer a building block approach to learning which improves access to education and offers an alternative route to university.

It was agreed that as the only two rural FE colleges covering the South of Scotland, the Colleges should work together to influence the Scottish Government on the challenges faced by rural colleges.

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A positive outcome from the joint meeting was that the Principal of each college would work with the Policy Lead from Borders Council to prepare a report for Scottish Government on the challenges faced by the South of Scotland.

Ian White reported that he found the meeting interesting and very positive.

The Chair then invited Brian Johnstone, Regional Chair, to provide the committee with an update on the sector.

3.2 Brian Johnstone, Regional Chair

The Regional Chair then addressed the committee and shared a number of matters he has been involved in.

Regional Chairs across the sector had been consulting with Scottish Funding Council on their strategic plan which was published in May 2015.

There had been a proposal by the General Teaching Council (GTC) for College lecturer's professional standards to be agreed by the GTC. However, following a review it was agreed that the sector would continue to set its own professional standards.

The Regional Chairs were continuing to work with Scottish Government teams on the five Change Themes on Developing the Young Workforce, highlighting the important role colleges' play and the need for appropriate funding. The Chair advised the committee that the bid for funding submitted by Developing Young Workforce regional group working closely with the Chamber of Commerce and Dumfries and Galloway Council, was looking very positive.

The Principal confirmed that the Board of Management have been given many good examples of changes made to teaching methods and accommodation as a direct result of Developing the Young Workforce initiative.

4 Minute of Previous Meeting

The Minute of the Learning and Teaching Committee held on 16 December 2014 was approved. It was noted that the last meeting of the committee formed part of the full board meeting held on 21 April 2015 and was recorded in the Board minute of that date.

5 Matters Arising

There were no matters arising.

6 Student Support and Guidance Report

The Vice Principal, Corporate Services and Governance, spoke to the report which had been issued. The Vice Principal stated that the purpose of the report was to highlight to the committee the diverse range of support offered to students at the college and also give a sense of the issues the support team have to deal with on a day to day basis. The Principal confirmed there is currently a review of the funding for extended learning support taking place by the Scottish Funding Council, who will be meeting with college staff shortly as part of that review. The Committee discussed the contents and complimented the Principal and staff on the comprehensive service offered to students.

The committee noted the report.

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6 Internal / External Moderation Report 2014 - 15

The Vice Principal, Corporate Services and Governance, spoke to the report which had been issued. The Vice Principal stated that the contents of the report indicate that the moderation system, the heart of the College quality assurance system, is effective. The moderation system is where the College gets assurance on the quality of learning, appropriate student assessments and that staff decision comply with awarding bodies. The committee felt they would like to gain a better understanding of the moderation system and requested a presentation to aid their understanding at a future meeting.

The Committee noted the report

Action: A presentation on Moderation will be prepared for a future Learning and Teaching committee meeting

7 SFC Students Satisfaction Engagement Survey 2014-15

The Vice Principal, Corporate Services and Governance, spoke to the report which had been issued. The Vice Principal explained to the committee that the College was working the Scottish Funding Council to pilot this survey. Although the number of students taking part in the survey was low (only 146) the results were encouraging in that a very high percentage noting they either agreed or strongly agreed with the statements in the survey.

The committee noted the report

8 Learner Voices Review 2014-15

The Vice Principal, Corporate Services and Governance, spoke to the report which had been issued. Members noted the Self Evaluation Wheel was mentioned frequently by students. The Vice Principal, Learning and Skills, confirmed the Self Evaluation Wheel is still evolving and updated where necessary. The committee was keen to be kept updated on progress on the self evaluation wheel.

The committee noted the report.

9 Complaints Statistics

The Vice Principal, Corporate Services and Governance, spoke to the report which had been issued.

The committee noted the report.

10 Education Scotland Annual Engagement Report

The Vice Principal, Corporate Services and Governance, spoke to the report which had been issued. Members were advised that this report was compiled by Education Scotland following the annual engagement visit to the College. John Bowditch, HM Inspector with Education Scotland will attend the Board of Management meeting in December to present the report. The committee were reminded that the College will be reviewed by Education Scotland in February 2016. Members congratulated the College on a positive report.

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The committee noted the report.

11 Student Association Development Plan

The Vice Principal, Corporate Services and Governance, spoke to the report which had been issued. The Vice Principal advised that the College has been charged with developing a sustainable Student Association. This session for the first time, the College has a full time President, Julian Weir, and 2 part-time Vice Presidents. The Student Association followed the framework developed by National Union of Students (NUS) in preparing the development plan. The committee is keen to be kept updated on progress.

The committee noted the report.

12 Vice Principal (Learning and Skills) Update

The Vice Principal, Learning and Skills, spoke to the report which had been issued. The Committee discussed the contents and acknowledged the range of issues behind the Performance Indicators.

The Committee commended and noted the report.

13 AOB

The Vice Principal, Learning and Skills advised the committee that the College has been shortlisted for three Princes Trust Awards. The Committee congratulated the College on achievement and wished them well at the final event.

Peter Woods advised the Committee he attended the Scottish Learning Festival and would like to highlight to the committee the interesting reports on the Education Scotland website from the Festival. The Education Scotland website address is <http://www.educationscotland.gov.uk/slf/slf2015/slfhighlights.asp>

14 Date and time of the Next Meeting

The next meeting of the Learning and Teaching Committee will take place on 19 January 2016 at 2pm

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Annual Report 2014-15 on Institution-Led Quality Review

1. Introduction

- 1.1 One of the duties of the Learning and Teaching Committee is to consider the Annual Report on Institutional-led Quality Review and recommend approval to the full board.

2 The Report

- 2.1 Due to a timing mistake by the College, the Committee did not get the opportunity to review the annual report for 2014-15 prior to being considered by the full board. The attached report was considered and approved by the full board at its meeting on 15th December 2015.

It was agreed that this report still be reviewed by the Committee with a view to consider content and layout for future reporting.

3. Recommendation

- 3.1 The Learning and Teaching Committee is asked to consider the contents of the report, review elements no longer required to be reported on and suggest elements for inclusion in the Quality Review report for 2015-16.

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Annual Report 2014-15 on Institution-Led Quality Review

Introduction

All colleges in Scotland are required by the Scottish Funding Council, to provide them with an annual report, endorsed by the governing body, which describes the impact, nature and outcomes of college-led quality review activities as well as of reviews by professional, statutory and regulatory bodies, which have taken place in the previous academic year, including commentary on actions to be taken to address issues identified.

This report provides the requested information under three key principles which inform and underpin quality assurance and enhancement; ***high quality learning, student engagement and quality culture.***

1 Reflective Overview

1.1 Key Performance Indicators

In 2014-15 the College achieved 42,413 WSUMS, 116 short of the Scottish Funding Council target of 42,529. The College did actually achieve the activity target but had committed to an agreed number of funded places with University partners. If these places had been converted to WSUMS then the College would have exceeded its target by approximately 200.

Just over 84% of total WSUMS were delivered at the Dumfries campus with almost 16% delivered at the Stranraer campus. A total of 5,705 students enrolled on college programmes, which was a slight reduction on the previous year. 1,619 of these enrolled on full-time programmes which is a decrease of 13 on the previous year.

Higher National enrolments continue to grow with 505 full-time learners enrolled in 2014-15, compared to 393 in 2013-14. For the first time, Higher National Certificate courses were introduced in our Stranraer campus with 35 learners undertaking a range of Care, Early Education and Hair and Beauty programmes.

The student age range in session 2013-14 was similar to last session and like the gender balance fairly evenly spread as the following grid shows:

	All students		Full-time students		Part-time students	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
Under 16	288 (5%)	150 (3%)	61 (4%)	36 (2%)	227 (5%)	114 (3%)
16-17	891 (16%)	870 (15%)	457 (28%)	413 (26%)	434 (11%)	457 (11%)
18-19	782 (14%)	758 (13%)	430 (26%)	441 (27%)	352 (9%)	317 (8%)
20-24	829 (14%)	845 (15%)	330 (20%)	322 (20%)	499 (12%)	523 (13%)
25 and over	2949 (51%)	3082 (54%)	354 (22%)	407 (25%)	2595 (63%)	2675 (65%)
	5739	5705	1632	1619	4107	4086

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The overall student gender balance in session 2014-15 was similar to last session and fairly evenly spread as the following shows:

	All students		Full-time students		Part-time students	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
Female	2919 (51%)	2880 (51%)	808 (49.5%)	868 (54%)	2111 (51%)	2012 (49%)
Male	2820 (49%)	2825 (49%)	824 (50.5%)	751 (46%)	1996 (49%)	2074 (51%)
Totals	5739	5705	1632	1619	4107	4086

In session 2014-15, 88% of college enrolments were from students living within the Dumfries and Galloway region a similar pattern to previous session as follows:

	All students		Full-time students		Part-time students	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
DG1 & 2 Dumfries	2250 (39%)	2196 (38%)	733 (45%)	695 (43%)	1517 (37%)	1501 (37%)
DG3 Thornhill	122 (2%)	134 (2%)	37 (2%)	37 (2%)	85 (2%)	97 (2%)
DG4 Sanquhar	161 (3%)	140 (2%)	55 (3%)	48 (3%)	106 (3%)	92 (2%)
DG5 Dalbeattie	163 (3%)	178 (3%)	48 (3%)	50 (3%)	115 (3%)	128 (3%)
DG6 Kirkcudbright	180 (3%)	143 (3%)	40 (2%)	36 (2%)	140 (3%)	107 (3%)
DG7 Castle Douglas	360 (6%)	342 (6%)	103 (6%)	111 (7%)	257 (6%)	231 (6%)
DG8 Newton Stewart	329 (6%)	330 (6%)	99 (6%)	112 (7%)	230 (6%)	218 (5%)
DG9 Stranraer	644 (11%)	540 (9%)	195 (12%)	192 (12%)	449 (11%)	348 (9%)
DG10 Moffat	108 (2%)	130 (2%)	28 (2%)	39 (2%)	80 (2%)	91 (2%)
DG11 Lockerbie	341 (6%)	382 (7%)	102 (6%)	112 (7%)	239 (6%)	270 (7%)
DG12 Annan	407 (7%)	403 (7%)	141 (9%)	129 (8%)	266 (6%)	274 (7%)
DG13 Langholm	37 (1%)	38 (1%)	0 (0%)	2 (0%)	35 (1%)	36 (1%)
DG14 Canonbie	6 (0%)	13 (0%)	2 (0%)	1 (0%)	6 (0%)	12 (0%)
DG16 Gretna	40 (1%)	50 (1%)	9 (1%)	17 (1%)	31 (1%)	33 (1%)
Outside D&G	591 (10%)	686 (12%)	40 (2%)	38 (2%)	551 (13%)	648 (16%)
Totals	5739	5705	1632	1619	4107	4086

1.2 Stakeholder Engagement

The College is committed to ensuring learner engagement is central to improving the learner experience and quality of service the College offers. The College actively seeks to involve learners in discussions about their experience and in reviewing provision and delivery of services. It engages with learners in a number of ways:

- Self-Evaluation;
- Learner Voices;
- Class Representative System;
- Student Association;
- Comment Cards (including compliments and complaints); and

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- Perception Surveys.

Self evaluation underpins the College's approach to quality improvement and all teams – teaching and support- engage in self-reflective practice. This includes analysis of key performance indicators, feedback and internal audits. Key strengths include:

- Strong curriculum planning based on robust self-evaluation and feedback from learners, employers and auditors
- Strong focus on learner engagement and the results
- Strong quality assurance framework and quality culture
- Modern and well equipped facilities

The College continues to increase employer engagement activity with the establishment of Employer Advisory Boards in key sectors. The purpose of these is to facilitate employer engagement, input and advice on curriculum matters to ensure the College delivers education and skills development that meets the current and future needs of industry to support the local and national economy, and to ensure the curriculum prepares learners to be job (employment) ready.

There was little unmet demand for full-time places at the beginning of session 2014-15. Subsequent to receiving the Regional Skills Assessment published by Skills Development Scotland a full review of the Curriculum was undertaken in 2014-15 and changes made to the curriculum plan for 2015-16 to introduce new programmes in Hospitality and Professional Cookery at its Dumfries campus.

Dumfries and Galloway Secondary School Head Teachers conference was hosted by the College on Thursday (12) & Friday (13) March 2015. Approximately 40-50 senior staff from schools attended this event and we were delighted to welcome them to our Dumfries Campus. One of the sessions was based on School/College links and the Chair, Principal, VP Learning and Skills Heads of Faculty were involved.

This was followed up with individual meetings with each Head Teacher from the 16 secondary schools across Dumfries and Galloway. This has resulted in agreeing senior vocational pathway provision with 15 of the schools for 2015-16.

Dumfries and Galloway College and SRUC developed and signed a Memorandum of Understanding as means of promoting academic collaboration and organisational co-operation. The purpose of the Memorandum is to facilitate continued dialogue with specific reference to:

- The identification of areas of possible joint curriculum activity/development;
- The identification of potential collaborative opportunities and initiatives which benefit both organisations but also by working together to support the Regional Economy;
- The dissemination of information and the sharing of experiences among staff and students.

1.3 Improved progression in access-level provision

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Dumfries and Galloway College offers a comprehensive programme from Access level to Higher Education programmes across all curriculum areas. Articulation links with University partners continues to increase and an Honours option has been developed as part of the Degree in Applied Enterprise. The Early Adopter project piloted with a small number of pupils from Dumfries secondary schools who undertook the Higher National Certificate in Electrical Engineering whilst still at school proved very successful. All learners achieved their qualification and gained entry to the University of their choice. The College has an excellent track record in delivering Princes Trust programmes, aimed at disadvantaged young people and many participants progress to further programmes of study and/or into employment opportunities. Through our SDS Contract the College delivers a range of Employability programmes in key sectors.

1.4 Industry-linked provision with a focus on employer needs, including involvement of employers in curriculum design

The College continues to increase employer engagement and develops and delivers programmes working with industry. Employers in the Hair and Beauty industry worked with the college to advise on curriculum design and delivery and changes have been made as a result of these discussions. Changes have been made to the delivery pattern of Hospitality courses in our Stranraer campus to meet employer needs. Courses now finish at Easter in order to allow employers to recruit learners for the busy summer period. The College also works with Industry partners to deliver bespoke training and examples include Stena Line to deliver Professional Cookery qualifications (Chef's Certificate) to their staff and Dumfries and Galloway Housing Partnership to deliver a bespoke programme.

Employer Advisory Boards were established in key sectors in October 2014 with the aim of ensuring the curriculum is fit for purpose and meets the needs of industry and to facilitate an increase in work placement opportunities, study visits and guest speakers. The second meeting of the Employer Advisory Boards was held in January 2015 and, once again there was a positive response, particularly in Hospitality, Engineering, Motor Vehicle and Business. We will need to undertake some additional work to encourage more employers in to participate and this work will continue in 2015-16.

The CREST project completed at the end of January 2015 and the College achieved its output and financial targets. The Centre (now named the 'Energy Centre') has been fitted with some additional equipment and is used to deliver training programmes to businesses and to offer 'additionality' to full time students studying relevant programmes in Construction and Engineering. Our Gas Assessment Centre is being incorporated into the Energy Centre which will provide a distinct brand and feel.

The development of a new, state of the art training restaurant and kitchen at the Dumfries Campus was completed in early 2015 and the first intake of learners commenced in September 2015. This development was a direct response to local economic need and was completed using funding from Scottish Funding Council and from the Scottish Foundation Trust.

1.5 Engagement with Education Scotland

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The college was last reviewed externally by Education Scotland in March 2012 and received a positive set of evaluations with confidence being expressed in each area reviewed. Education Scotland commented that the college has made satisfactory progress against the three main points for action. Education Scotland annual engagement visit took place in May 2015. In 2014-15 the College participated in a three spate thematic aspect tasks on the Senior Phase in Curriculum for Excellence, My World of Work and Supporting Learners to Succeed

2 High Quality Learning

2.1 Student Retention

Overall student retention decreased during 2014-15. Retention of students on full-time FE programmes was 70% a decrease of 4% on last session and 3% below the sector average. The College focussed on the following FE areas where retention was below the college target:

- Business improved by 11% to 75%
- Computing declined by 8% to 64%
- Care declined by 5% to 60%
- Hair and Beauty (Dumfries) improved by 5% to 68%
- Hair and Beauty (Stranraer) declined by 18% to 59%
- Sport declined by 2% to 67%

Retention of students on full-time HE programmes last session was 84%, an improvement of 2% on the previous session and is now above the sector average. The College introduced two new programmes of HE at the Stranraer Campus, in Social Care and Early Education and Childcare with a first year retention rate of 96%. The College focussed on the following HE areas where retention was below the college target:

- Social Care improved by 8% to 75%
- Early Education and Childcare improved by 4% to 82%

All full-time programmes have been subject to self evaluation and where appropriate action plans have been developed for those programmes with poor retention rates.

2.2 Student Progress and Outcomes

The overall percentage of students achieving successful outcomes decreased during 2013-14 by 1%.

Success rates for learners on full-time FE programmes improved by 2% to 64%, which is 1%, down on the sector average. The College focussed on the following FE areas where successful outcomes were below the college target:

- Computing improved by 2% to 64%
- Engineering declined by 4% to 56%
- Social Care improved by 2% to 56%
- Hair and Beauty improved by 12% to 62%
- Business and Administration (Stranraer) improved by 18% to 71%

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- Engineering and Construction (Stranraer) improved by 10% to 71%
- Hair and Beauty (Stranraer) remained the same at 56%

Success rates for learners on full-time HE programmes decreased by 1% to 70%, which is in line with the sector average. The College focussed on the following HE areas where successful outcomes were below the college target:

- Beauty Therapy improved by 5% to 61%
- Electrical Engineering decreased by 16% to 47%
- Social Care Dumfries improved by 9% to 61%%

All full-time programmes have been subject to self evaluation and where appropriate action plans have been developed for those programmes with poor success rates.

The following provides a summary of the success rates for students by each equality category compared to the previous academic session. A more detailed report regarding equality will be prepared as part of the annual Equality Outcome monitoring report due to be published in March 2015.

	2012/13		2013/14	
	Enrolments	Success	Enrolments	Success
Disability	649	70%	712	72%
Age				
Under 16	239	60%	287	51%
16-17	823	68%	891	61%
18-19	736	68%	782	75%
20-24	785	70%	829	75%
25 and over	2971	78%	2949	84%
Gender				
Female	2950	74%	2919	76%
Male	2596	72%	2820	76%
Ethnicity (excl Scottish, English, Welsh Irish and Northern Irish)	320	66%	283	73%

2.3 School-college provision

During 2014-15 the college spent a large amount of time developing its relationships with the 16 schools across the region in developing and understanding and potential pathways associates with DYW. This resulted in 14 visits to Head Teachers and their Senior Management teams. The college also hosted the Annual Head Teachers Conference within the college to showcase its facilities and resources, as well as having a morning for discussions with all Head Teachers and the College Executive Team around the Developing Young Workforce issues and Challenges.

New programmes introduced during 2014-15 included Digital Gaming and a new National 5 in Energy Skills for Work. The HNC Early Adopters' programme also continued during 2014-15.

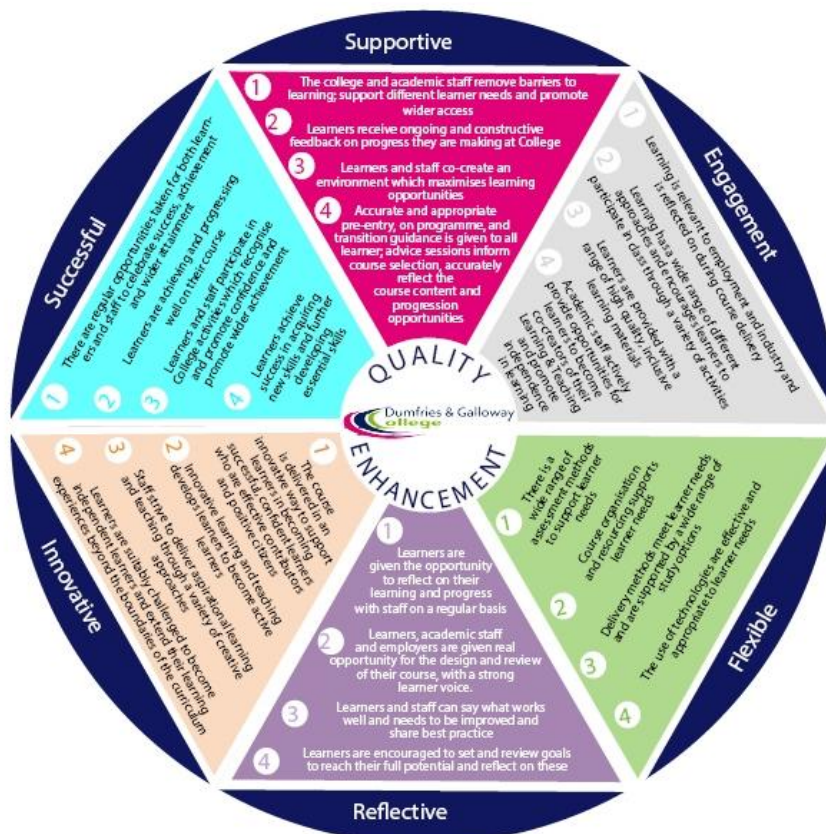
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2.4 Self Evaluation

All curriculum teams completed the self evaluation process at the end of academic year 2014-15, with input from learners relating to grading, impacts and actions.

The process has six key themes, which are *innovative, flexible, reflective, supportive, successful and engaging* learning and teaching is across the curriculum – it forms the ‘self evaluation wheel’.



The process was streamlined by using four key prompts ensuring greater accessibility for both staff and learners. A selection of programmes which have been evaluated undergo peer review which ensures consistency of evaluation and an opportunity to reflect on practice.

The improvement of learning and teaching across all college programmes is a key initiative for the college supported by the arrangements for self-evaluation and the evaluation of learning and teaching. The introduction of Learning and Teaching Mentors to support staff in their development was another key initiative for the College and has been proven to be so successful that these positions have now been made permanent. Mentors work with staff to agree supportive development action plans as well as delivering a range of bespoke workshops to support improvements in learning and teaching.

Examples of positive changes to the curriculum as a result of more detailed self evaluation of programmes include:

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- Creative Industries delivered National Certificates across the three curriculum streams which offered learners better progression opportunities and outcomes.
- Accounting and Business teams improved retention and learning outcomes using a holistic approach and increased e-assessment opportunities for learners.
- Computing HND was made more current using learner co-creation of optional unit choices which included computer forensics and ethical hacking.
- Health and Social Care programmes continued to have some courses with poor PIs. A new national 5 academic programme to better support higher academic requirements was introduced. As a result of learner feedback, those on the vocational pathway will now access more placement experiences.
- Hair and Beauty, a curriculum area with a trend of poor PIs were addressed using a number of measures. In terms of the ROA it was felt essential to avoid duplication of provision and therefore some programmes in this area were removed. More suitable and robust on course support is in place to ensure this trend is being reversed for session 2015/16.
- In the Hairdressing area at Stranraer, an innovative approach to delivery has been designed to be piloted in session 2015/16. The approach uses a completely blended method that allows learners a flexible attendance, learning and assessment pattern.
- “Project Search” is a programme developing real employability skills for young adults with identified needs. It is being implemented with a view to being rolled out in 2015/16 in conjunction with D&G College’s partner D&G Council.
- The Engineering area has successfully delivered the HNC Electrical Engineering Programme as part of the local burgh schools senior phase. Building on this success this programme is being rolled out across the burgh using a blended learning approach.
- The Engineering area continues to work with Scottish Power and its subcontractors to deliver the Overhead Lines Technician programme to support the region.
- All key curriculum areas are progressing developments to establish STEM centre approval.
- As a result of a successful introduction of HNC in Coaching and Developing Sport, the HND is now offered to allow learners to progress to SCQF level 8.
- Following extensive research the new hospitality initiative for the Dumfries campus has been fully realised and is running with three full-time programmes from SCQF level 4 to 7. A SCQF level 8 is planned for 2016/17.

The self-evaluation process continues to focus on learner impact, and across the college learners are kept informed of supporting action plans and progress related to the impact on their learning and teaching. The process is updated throughout the year and is not left to specific dates for meetings to take place. As well as the examples of curriculum changes mentioned above, the following issues were raised which impact on learners progress:

- Course teams producing focused assessment plans enabling learners to plan for and meet the demands of the programme.
- Timetabling and sequencing of learning was adapted based on learner feedback.
- As a result of learner feedback the learning experience was enhanced with a more focused inclusion of added value study visits and team building activities.

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- Late enrolments having a higher probability of being unsuccessful, the college has staggered the full-time induction week with the classes starting two weeks later from session 2015/16.
- Learner and staff feedback on delivery time for 15 credit HNC/D programmes resulted in the programmes being extended by one full academic week from session 2015/16.
- Some learners felt there had been a reduction in support time with academic staff and this was impacting on their progress.
- LearnNet (College virtual learning environment) continues to be identified as a positive tool for learners to use and the quality and quantity of the resource for learners is being supported by the Blended Learning Advisors and Learning and Teaching Mentors.

Course teams continue to improve the contextualisation of essentials skills and make these more vocationally relevant for learners. Contextualisation of core skills continues to be developed and in some areas these are now delivered by vocational staff as part of the programme.

There continues to be strong evidence across curriculum areas of a focus on the four capacities for Curriculum for Excellence (CfE) and the embedding of these into vocational work through real projects, live briefs and citizenship activities. Where relevant all curriculum areas have now fully embedded the new CfE qualifications at SCQF level 1 to 6. The Learning and Teaching Mentor team during observations have key prompts related to Curriculum for Excellence. Some curriculum areas still demonstrate widespread examples of volunteering and work placement, and in Care and Childcare work placement coordinators are in place to support the demand for this. Expansion of Childcare placements has been supported to develop Stranraer and has also been enhanced using partnership with NHS and D&G Council. Building on this success a new placement co-ordinator has been appointed for Hospitality and Sport. Computing continue to use vendor qualifications to add value to the programme and enhance employability skills.

The College is continuing to establish Employer Advisory Boards for Construction, Engineering, Care, Childcare, Creative Industries, Computing, Hospitality, and Hair and Beauty with a clear remit to work with the college in ensuring curriculum is fit for employer need, essential skills are in line with employer need and issues around volunteering and work placements with the sector can further be improved. The college remains committed to a Citizenship Week each year which gives learners at all levels an opportunity to develop confidence, self esteem and work across other curriculum areas and supports Curriculum for Excellence values.

Learners continue to compete in national, regional and sector based competitions to a very high standard and with excellent results.

3 Student Engagement

Following discussions with staff and feedback from learners a modified self evaluation process was rolled out in 2013-14. Where previously two evaluation wheels had been used, one for learners and one for staff these were put together to form the same self evaluation tool for learner and staff, "One Wheel". Learner engagement is planned to be enhanced for session 2015/16 with learners completing online self-evaluation

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questions. This new tool is designed to provide even better engagement with learners on their chosen programmes and where piloted in session 2014/15 feedback received from learners were very positive about this new approach. Feedback indicates that most learners still feel they have the chance to influence their learning and this is evidenced in the action plans developed as part of the self evaluation process.

There is clear evidence that learners who made direct recommendations to course teams regarding classroom activities and suggestions that influenced course design have been actioned. These actions are dealt with efficiently and the impact is measured as a result and continually discussed with learners.

Through the Learning and Teaching Mentor team there is unique information available to Management teams related to the quality of the learning and teaching within the college for each Faculty. This is in line with the colleges key prompts, and allows benchmark statements to be awarded for observed development visits of staff for the quality of learning and teaching related to how supportive, engaging, flexible, reflective, innovative and successful the quality of learning and teaching. In 2014/15 there was measureable progress in areas where previous learning observations identified challenges and weaknesses. Robust action plans were put in place followed by subsequent further observations and in all occasions positive progress was made. To further develop this progress mentors are now attached to specific faculties working closely with each respective Head of Faculty to focus on the faculties individual priorities.

In 2014/15 there were 39 observation visits which identified an increase of 2% in high quality and impressive learning experiences, an increase of 3% in creative with little weaknesses and a decrease of 8% in adequate, but significant training needs with only 1% indicating there were little/no strengths requiring major training needs. Targets have been set related to the improvement of learning and teaching for the mentor teams to achieve in 2015-16.

In session 2014/15 the Student Association, supported by Quality staff, including a dedicated Student Association Assistant at Stranraer Campus, actively supported and organised a number of campaigns. These included Citizenship Week, Diversity Week, Climate Change Week and a number of Health related campaigns. Over the past few years we have developed a very successful formula where elections for positions on the Student Association Executive take place in the month of May and this ensures that there is the continuity of the President's post and further executive positions are in place by the end of October each year.

During the month of May elections took place for the Student Association President. Discussions had previously taken place with the student body and it was agreed to support a sabbatical post on a part-time basis for one session. The post was funded through a project with the Scottish Funding Council and this also allowed the Student Association to elect and pay for one day per week 2 Vice Presidents and a number of officers. The Student Association President attended a number of committee meetings including Board of Management and along with members of the Student Association Executive has also attended a number of cross college committees where the student voice is always welcome. An established event in the Student Association calendar is a Freshers Fayre held at both campuses. Twenty organisations both from the local community and national companies visited the College over the first 2 weeks of the session. These included representatives from Police Scotland, Debenhams, Stagecoach, Worldwide Volunteering,

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DG Voice, LGBT, Alive Radio and a few more. These organisations are very supportive of students and some return on an annual basis.

The Learners Wheel is a self evaluation tool used by curriculum staff so it was important to include this in the class rep training programme delivered by the Quality Manager. Following election, class reps are invited to a training event to discuss the roles and responsibilities of the post but also to provide training on cross college procedures. Over the past few years the feedback on the training programme continues to be extremely positive.

The Learner Voices Review was again facilitated by trained members of the Student Association with minimal support required by Quality Unit staff. This approach is now well embedded and utilises learners to evaluate the experience of their peers.

The Quality Unit continues with the approach of reviewing information taken from previous sessions, along with other intelligence led data to discuss plans for internal reviews with learners at the heart of the review. Senior Management and Student Executives meet on a regular basis to review college processes prior to re-issue.

4 Quality Culture

4.1 Developments in quality assurance

The Quality Manager is part of a Complaints Handling Advisory group that meets with the Scottish Public Service Ombudsman (SPSO) on a regular basis to review current practice and ensure compliance with the procedure. Further discussion has taken place on the use of the original IT tool to support the recording of complaints but as no further development has been undertaken to update the tool, the College has made the decision to work with the IT tool developed by the College, which is proving to be very successful.

The courses offered through EDEXCEL continue to prove beneficial for learners and are very successful in assisting progression to HN level. A number of areas including Sport and Construction now offer these awards to learners.

In session 2014/15 we were subject to a systems development visit from SQA and this provided good feedback on the College Quality system. This visit was developmental and confirmed that the College quality systems were fit for purpose and only minor adjustments were necessary to ensure compliance with the new approach. For next session further developmental visit will be offered to allow both the College and SQA to review the process. It is likely that from session 2015.16 a more formalised systems visit will be organised. The majority of monitoring visits from awarding bodies were very successful with a few minor issues to be addressed in a small number of subject areas

The College plan to develop further units/awards through SCQF Credit Rating process. Staff from the Creative Industries faculty plan to develop a number of units/award for delivery in 2015.16 that will meet the needs of learners where an awarding body option is not available or not suitable.

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4.2 Developments in quality improvement:

We continue to look for new ways to improve and enhance quality initiatives. The Learners Wheel is now well established in the College curriculum cycle and staff and learners continue to monitor the effectiveness of this initiative. A review of class representative training will be undertaken with the prospect of offering a volunteering award to those class reps who engage fully with the process.

4.3 Good practice in the Curriculum:

A number of examples of good practice identified from across a range of curriculum areas:

- Hair and Beauty students were involved in a project with Salon Basement 20 in Dumfries. Salon owner Ralph Yates–Lee a former student at the college offered learners a chance to work on a “live brief” giving them valuable work experience and a chance to showcase their work in his salon.
- The college ran a pre-employment course in partnership with the Job Centre and Marston’s Brewery to identify potential employees for the restaurant. Several candidates were successful and went onto employment with Marston’s.
- The college reached a milestone when we celebrated our 20th Prince Trust Programme with a special awards ceremony. Over 100 people from previous programmes gathered with friends and family at the college as part of the day. The programme has run for over six years at the college gaining 350 young people to gain confidence, skills and experience, the programme is also now one of leading colleges in Scotland for Princes Trust in terms of retention and attainment.
- Following last year’s success it was decided to hold a Robert Burns themed reception and buffet dinner at Castle Douglas High School. The buffet gave students new experiences which helped develop a wide range of skills. The event was part of the schools and colleges commitment to supporting Curriculum for Excellence values.
- The college was shortlisted for the STAR Awards as a result of ongoing curriculum work related to sustainability and because of the approach of combining environmental issues with health concerns. As a result, the college collected the highly commended award in the Innovation Category.
- Following on from the successful CREST project the college has continued with the project and opened its own energy centre, which will focus on short courses and development opportunities for the regions employers around Solar Thermal Technologies, Heat Pumps and Biomass with potential for further developments in the future.
- The college developed a new bespoke hospitality area to deliver programmes in 15-16 for full time and part time learners named “ZEST”. Target numbers have been set for 4 full time groups at Dumfries from Access level to HE due to employer demand for these skills in the region.
- The college hosted the Dumfries and Galloway Secondary Head Teachers’ Conference with Head Teachers and around 40 senior teachers attending. Some extremely positive and dynamic discussions took place relating to Developing the Young Workforce.
- Kieran Paterson, a 2nd year Joinery Apprentice, won the top prize at this year’s Scottish Association of Timber Trades teachers held at Forth Valley College.
- Citizenship week was another vibrant exciting time in the college and involved the college working for many organisations including, Moat Brae House, Young Carers, Help for Heroes, the Food Train, West Sound Cash for Kids, the Big Issues Scotland, Nith inshore lifeboat and the Bumblebee Trust.

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- Due to the success of the partnership between Sports HE students and the NHS Building Health Communities the Heart and Soul project was nominated for “Innovative Practice Award” which it helps to support providing an excellent learning experience for all.

4.4 Internal Audit

In 2014-15 the College commissioned independent audits by Baker Tilly UK against 3 key areas of its operations:

- student Data activity;
- Student Funding; and
- Partnerships / Collaborative Arrangements

The audit opinion issued for all areas was ‘substantial assurance’. The auditor identified a couple of helpful recommendations, all of which are now either completed or on target to completion during 2015-16.

Endorsement by Governing Body

On behalf of the Board of Management of Dumfries and Galloway College, I confirm that we have considered the college’s arrangements for the management of quality of the learning experience for academic year 2013-14, including the scope and impact of these. I further confirm that we are satisfied that the college has effective arrangements to maintain and enhance the quality of its provision. We can therefore provide assurance to the Council that the quality of the learning provision at this institution continues to meet the requirements set by the Council.

Brian Johnstone
Chair of the Board of Management

Carol Turnbull
Principal

Board of Management Learning and Teaching Committee

Key Performance Indicator Report

(** As at 12 January 2016)

Credits	Target	Actual	Variance	Projected Further Credits	Projected Total	Projected Clawback
2015/16 **	30,371	27,050	(3,321)	3,321 See note 1	30,371	-
2014/15	42,529	42,413	(116)	n/a	n/a	£25,000
2013/14	42,529	42,761	232	n/a	n/a	none
2012/13	38,711	39,014	303	n/a	n/a	none

Note 1

There are early signs that the College may not achieve its credit target. Two courses which the College planned to deliver will now not take place. These are Construction skills course for DGHP and an Overhead Lines Technician course. In addition the school link activity generated 200 less credits than planned for. As well as not being able to claim credits for one of the Princes Trust courses until session 2016-17 due to a change in start date.

Enrolments	Full-time					Part-time	Total
	HE Dfs	HE Str	FE Dfs	FE Str	Total		
2015/16 **	456	24	894	225	1,599	2,436	4,035
2014/15	470	35	895	215	1,615	4090	5,705
2013/14	393	-	984	255	1,632	4,098	5,730
2012/13	373	-	958	285	1,616	3,938	5,554

Retention	Early Retention (%)		Retention (%)			
	Full-time Further Education	Full-time Higher Education	Full-time Further Education		Full-time Higher Education	
	Actual	Actual	Actual	Target	Actual	Target
2015/16 **	89	95	84	75	91	82
2014/15	91	96	70	74	84	81
2013/14	92	94	74	74	82	81
2012/13	91	94	73	74	80	80

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HOW DID WE DO? Report

1 The Purpose of the Report

This report provides the results from the Learner 'How Did We Do'? questionnaire. The purpose of the questionnaire is to find out what kind of induction experience learners had.

Course results are given to Faculty Heads to take forward as part of the self evaluation process. This information will be used to monitor, and where appropriate, improve the Induction process.

2 The Report

On the 8th October 2015 1751 learners were advised that online questionnaire was available for completion, with a closing date set at the 6th November 2015. The on-line questionnaire was made available to full time learners. 372 learners from 73 courses completed the survey (a return of 21%).

In addition the Quality Manager met with learners on a supported programmes course, Keyskills (NKEY), for an informal session. The learners advised that they were enjoying their course and got all the help they needed from staff. During the conversation they demonstrated a DVD they had been filming and were excited to confirm they were going to Gretna on the train for Christmas lunch and a residential trip to Centre Parcs in February.

Learners were asked 8 questions covering the various aspects of college services.

Question 1: Did you receive a Key Information Leaflet?

Answer	Response (Total surveys completed 372)	Results as a Percentage
Yes	272	73.12%
No	77	20.70%
No answer	2	0.54%
Not completed this question	21	5.65%

Question 2: How beneficial was the Key Information Leaflet?

Answer	Response (Total surveys completed 372)	Results as a Percentage
Very beneficial	142	38.17%
Quite beneficial	126	33.87%
Not relevant	10	2.69%
Not completed this question	94	25.27%

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Questions 3 to 8

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not completed this question
3. My College experience so far has prepared me for my course of study.	160 (43.01%)	185 (49.73%)	5 (1.34%)	3 (0.81%)	21 (5.65%)
4. I feel that all points listed on the Induction Checklist have been fully covered.	159 (42.74%)	185 (49.73%)	5 (1.34%)	2 (0.4%)	21 (5.65%)
5. I know who to go to for help outwith my Tutor	199 (53.49%)	129 (34.68%)	22 (5.91%)	1 (0.27%)	21 (5.65%)
6. I am aware of the opportunity of getting involved with the Student Association	162 (43.55%)	165 (44.35%)	20 (5.38%)	4 (1.08%)	21 (5.65%)
7. The importance of the class rep role was explained to me by my tutor.	178 (47.85%)	155 (41.67%)	14 (3.76%)	4 (1.08%)	21 (5.65%)
8. Overall, I am satisfied with my college experience to date	202 (54.30%)	143 (38.44%)	6 (1.61%)	0 (0%)	21 (5.65%)

A copy of all comments made by learners, have been forwarded to Faculty Heads for inclusion course self evaluation.

3 Summary

Overall the responses are very favourable, information from this questionnaire will be fed into the self evaluation process. There were some common themes from the learner comments such as:

- Learners starting the course late did not receive full induction;
- Part-time learners did not receive full induction; and
- Learners returning to college receive the same key information as new learners.

This questionnaire is another way in which the college seeks learner opinion in order to improve its services.

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

The Quality Team
November 2015

COMPLAINTS HANDLING STATISTICS

Under section 16B of the Scottish Public Services Ombudsman Act 2002 (as amended by the Public Services Reform (Scotland) Act 2010) the College must comply with the Scottish Public Services Ombudsman model Complaints Handling Procedure.

In August 2013 the College adopted the model Complaints Handling Procedure, provided the Ombudsman with a compliance statement and a self-assessment of compliance with the model.

The College is required to report annually to the Scottish Public Services Ombudsman (SPSO) on its performance in handling complaints. This analysis includes statistics showing the volume and type of complaint as well as key performance details.

The information below summarises complaints handling information from the period 1st September 2015 to 30th November 2015.	Number and percentage of complaints considered	Number and percentage of complaints closed within 5 working days	Number and percentage of complaints where an extension to the 5 working day timeline was agreed	Not upheld at Stage 1
Total number of Complaints Received – Frontline Resolution (Stage 1) ACKNOWLEDGE RECEIPT WITHIN 3 WORKING DAYS & FINAL DECISION WITHIN 5 WORKING DAYS	1	1 (100%)	0	0
Courses				
Course content	1 (100%)	1 (100%)		
Total number of Complaints Received – Investigation (Stage 2) ACKNOWLEDGE RECEIPT WITHIN 20 WORKING DAYS AND PASS ONTO APPROPRIATE COLLEGE STAFF FOR ACTION	Number and percentage of complaints considered	Number and percentage of complaints closed within 20 working days	Number and percentage of complaints where an extension to the 20 working day timeline was agreed	Not upheld at Stage 2
	13	8	5	0
Staffing				
Academic Staff	3 (23.1%)	3 (32.5%)		
College Policies and Procedures				
College course application	1 (7.7%)	1 (12.5%)		
Transport				
Transport provider service and staff	3 (23%)		3 (60%)	
Courses				
Modern Apprenticeships	1 (7.7%)		1 (20%)	
Study Trip	1 (7.7%)	1 (12.5%)		
Engineering Apprenticeships	1 (7.7%)		1 (20%)	
Course application	1 (7.7%)	1 (12.5%)		
Students Behaviour				
Students Behaviour	2 (15.4%)	2 (25%)		

Board of Management Learning and Teaching Committee

Learning and Teaching Mentor Evaluation

1. Purpose

This report provides an evaluation of the Learning and Teaching Mentor Pilot undertaken during August 2013 to July 2015 and summarises planned outcomes for the future.

2. Background

As part of its Learning and Teaching Strategy, the College is committed to delivering high quality learning and teaching that supports learner achievement and progression to further learning and future employment.

The College started with a working group which represented all areas and levels in the curriculum. The outcome of the working group was its vision to ensure that Learning and Teaching was outstanding and the way to implement this vision was to use Learning and Teaching Mentors (LTM). In 2013 the College introduced the new role of LTM to support the Learning and Teaching Strategy. The role of the LTM is to support all full time and part time teaching staff to become outstanding practitioners of learning and teaching through the promotion of appropriate learning methodologies, flexible delivery approaches, use of technology and use of the observation process in a reflective and evaluative way to develop and implement detailed individual development plans.

4 LTMs were recruited in August 2013 on temporary contracts as a pilot and were given remission from their teaching roles to support teaching staff across the College. The LTM was allocated a number of staff to mentor across the College however in 2014 a change was made to allocate a LTM to a Faculty. This was to enable the LTM to build better relationships with the staff they would be mentoring and gain a fuller understanding of the curriculum and factors which influence their delivery. This has allowed for a more flexible, responsive, bespoke approach. As part of our investment in the curriculum the College identified funding to continue the transformation of learning and teaching and this funding has been used in a variety of ways to support the work started through Transform and continues with our aim to support the College's vision to "**Deliver Outstanding Learning and Teaching**".

3. Development Visits

An initial key task for the LTMs was to review and revise the current observation process for teaching staff to ensure that the process was evaluative and offered staff

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the opportunity to develop their learning and teaching skills. There was appropriate collaboration with the academic area which developed a process which mirrored the current Self Evaluation process using the 6 key themes of:

- Supportive
- Engagement
- Flexible
- Reflective
- Innovative
- Successful

Further detail on each theme can be found in appendix 1.

Within each theme there are 4 sub categories which are evaluated and the learner experience is then benchmarked against the following criteria:

1. High quality, impressive, creative with no weaknesses - HI
2. Creative with little weaknesses, has a number of very positive qualities. Only limited input required to achieve highest level - 2
3. Adequate and acceptable, meets all requirements, contains some strengths but also has significant training needs - 3
4. Does not meet the requirements of 'Adequate and acceptable, meets all requirements, contains some strengths.' Has little/no strengths and major training needs identifies - LOW

In approaching a Development Visit the entire process is evaluated based on:

- Intelligence gathered beforehand :PIs, LearnNet, Register details etc:
- What is observed in the class
- Discussions with or questions for learners
- Professional Dialogue with Staff

The above process is completed electronically and staff and their Head of Faculty were subsequently provided with a development plan, where appropriate, based on the findings above.

The first development visits using the new method commenced in October 2013. During the 2013/14 academic session 54 development visits took place (49% of teaching staff). Out of the potential 1296 criteria areas (24 per visit), 1291 were benchmarked resulting in the following:

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HI	2	3	LOW
37%	40%	20%	3%

In 2014 38 development visits (35% of teaching staff) were conducted. Out of a potential 912 criteria areas, 905 were benchmarked resulted in the following:

HI	2	3	LOW
38%	43%	17%	1%

Across the 2 years this has resulted in a total of 77 staff having received a visit (70% of teaching staff).

Where learning experiences were evaluated in several areas as 3 or LOW in certain criteria, action plans/recommendations were agreed and follow up visits/meetings were arranged to identify if the action plan had been successful and improvement obtained. This would involve at least one unannounced development visit.

Of the 77 staff visited, 14 have received formal follow up development visits with a result in an improvement in the benchmarked areas for each learning experience. The average results for the 14 staff are:

	HI	2	3	LOW
2013/14	7%	31%	47%	15%
2014/15	19%	50%	30%	2%

Of the remaining 63 staff development plans/recommendations are being monitored and the LTM and in some cases follow up development visits will be arranged for 2015/16.

The LTMs have been working with each individual visited to provide assistance in relation to improving their learning and teaching. This has involved differing techniques such as classroom management strategies, strategies to encourage student engagement, use of equipment to enhance the lesson, guidance on lesson structure, team teaching, how to motivate learners, identification of potential training and resources including possible courses. The LTMs are reporting a wider range of strategies being used within the classroom and this work will continue across the college.

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Where the learning experiences did not indicate any significant development requirements or were deemed to be examples of good practice for others they will be visited as part of the normal cycle every 3 years. Where staff have been identified as displaying outstanding practice in the learning experiences during their visit recommendations were made to other staff in the College to attend their class as development.

The LTMs provide regular feedback to the Head of Faculty (HoF) to inform them of activities and highlight any areas of best practice or concern. The HoF can then ensure that any development areas are addressed and monitored. As the LTM is attached to a Faculty the HoF also has the opportunity to discuss with the LTM if there are any staff who would benefit from a development visit and therefore prioritise visits.

4. Staff Development

During 2013/14 a number of common themes were identified by the LTMs as key areas which all staff would benefit from development and the following workshops were held during the staff development week:

- Planning for Outstanding learning
- Managing multi Level delivery
- Co-operative Learning
- Developing the Characteristics of Outstanding Teaching

For 2014/15 a number of key themes were identified from Development Visits, Self Evaluation Wheels and HoFs as areas where a workshop would be beneficial for all staff. These were:

- Preparing for moderation
- Creating a positive learning experience
- Effective and meaningful reflective feedback
- Dealing with challenging behaviour
- Promoting independence in learning
- Building ambition through a growth mindset

These were delivered as short workshops throughout the year. All new staff were required to attend and recommendations were made during development visits for staff to attend where appropriate. The LTMs have reported that where staff have attended workshops there is evidence to confirm that they have improved in the

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specific area. For 2015/16 the development visits will review practices in relation to the workshops to identify improvements across the College.

During visits/meetings with mentees the LTMs have had opportunities to discuss teaching materials used and how these are accessed by learners. This has identified in a number of situations where staff development from the Blended Learning Advisers (BLA) would be beneficial. The mentee has then been directed to a BLA who has then provided advice and guidance developing the lecturer to become a digital practitioner. Examples of the support have included effective use of the interactive whiteboard, clickview, how to effectively upload materials to LearnNet, placing new resources on LearnNet, and on line training opportunities. A newsletter is also circulated from the BLA's to staff to remind them of the services provided by the BLA's and to identify any top tips available on Lynda.com. This work has resulted in an increase in the number of materials available on line on LearnNet.

5. Academic Induction

Each new member of staff has been allocated to a LTM who will take them through a 6 week induction programme upon appointment which also includes development visits. This is an opportunity for the LTM to work closely with the new member of staff and provide guidance and training on their development. Evaluation of the induction process for 2014/15 has been conducted with new staff that started last year and evaluation has been positive. Minor changes have been made to the process with reminders highlighted on LearnNet for induction to the library and Quality.

6. The Way Forward

Due to the positive responses and identified improvements during the pilot period the role of the LTM is to continue on a permanent basis. Following evaluation of the documentation used in the pilot the key themes remain the same however the criteria has been enhanced to provide a fuller picture of the learning and teaching skills (appendix 2). During 2015/16 session there will be a continuation on the bespoke support provided to individuals within Faculties but also an emphasis on reviewing key themes across the College to continue the improvement in learning and teaching e.g. personal tutors have attended a session run by the LTM on the personal tutor role.

7. Recommendation

The Learning and Teaching Committee are asked to note the report.

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Appendix 1

Key themes and criteria utilised August 2013 – July 2015

Key Theme	Criteria
Supportive	The College and academic staff remove barriers to learning; support different learner needs to promote wider access.
	Ground rules were discussed and agreed or referred to if appropriate.
	Learners receive ongoing and constructive feedback on progress they are making at College.
	The learning environment was appropriate for the mode of delivery and could easily be adapted for group work if appropriate.
Engagement	Learning is relevant to employment and industry and is reflected on during course delivery
	Learning has a wide range of different approaches and encourages learners to participate in class through a variety of activities.
	Learners are provided with a range high quality, inclusive learning materials.
	Academic staff actively provides opportunities for learners to become “co-creators” of their Learning and Teaching and promote independence in learning.
Flexible	There are a wide range of assessment methods to support learner needs.
	Class organisation and resourcing supports learner needs.
	Delivery methods meet learner needs and are supported by a wide range of study options.
	The use of technologies are effective and appropriate to learner needs
Reflective	Learners are given the opportunity to reflect on their learning and progress with staff on a regular basis.
	Encourage the learners to review and reflect upon their learning
	Learners and staff can say what works well and needs to be improved and share best practice.
	Learners are encouraged to reach their full potential and reflect on these.
Innovative	The learning is delivered in an innovative way to support learners to become successful, confident learners who are effective contributors and positive citizens
	Innovative learning and teaching develops learners to become active learners
	Staff strive to deliver aspirational learning and teaching through a variety of creative approaches.
	Learners are suitably challenged to become independent learners and extend their learning experiences beyond the boundaries of the curriculum.

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Successful	There are regular opportunities taken for learners and staff to be praised by staff to celebrate success, achievement
	Learners are achieving and progressing well on their class.
	Learners and staff participate in activities which recognise and promote confidence and promote wider achievement.
	Learners achieve success in acquiring new skills and further developing essential skills.

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Appendix 2

Key themes and criteria utilised with effect August 2015

Key Theme	Criteria
Supportive	Tutor manages issues related to support needs?
	No barriers are apparent?
	Is the set up of the room and resources conducive to promoting best practice in learning?
	Are all learners supported to contribute to class?
	How are attendance, punctuality and organisational issues effectively managed by the tutor?
	Is learning environment conducive to the activities in class? Seating arrangements /temperature/size etc?
	The learning environment was appropriate for what the lecturer was trying to achieve?
Engagement	Learning has a wide range of different approaches and encourages learners to participate in class through a variety of activities?
	Learners are working with a range high quality, inclusive learning materials?
	Are learner experiences valued from other aspects of their lives? E.g. to build on essential skills such as organisational; or timekeeping skills?
	Does the tutor have a secure knowledge and understanding of the content?
	Are classroom activities managed efficiently and effectively by the tutor?
	How fully and with what degree of enthusiasm do learners participate in the learning process?
	Is there evidence of good working relationships which inspire learning?
	Are materials used effectively and imaginatively?
Flexible	There are a wide range of assessment methods to support learner needs?
	Class organisation and resourcing supports learner needs?
	Delivery methods meet learner needs and are supported by a wide range of study options?
	The use of technologies are effective and appropriate to learner needs?
	In class are different approaches evidenced in the Development Visit?
	If technology is used, is it used appropriately and flexibly?
	Was there a missed opportunity to use technology?
	Is there evidence of different approaches used concurrently to suit learning styles?
Reflective	The use of technologies are effective and appropriate to learner needs?

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	Encourage the learners to review and reflect upon their learning?
	Is there sufficient recapping to elicit learner reflection on progress and understanding?
	Is effective questioning being used to offer opportunities to reflect on learning and progress?
	In class are a variety of formative activities observed?
	In Class what is the quality of the learners' response to the tasks they are set?
	How much of an opportunity exists for learners to get on with things independently or with other learners
	How much of an opportunity is there for learners to work in smaller groups or on their own with the tutor?
	Do learners have the ability to give the lecturer constructive feedback?
	Are learners encouraged to reflect?
Innovative	The learning is delivered in an innovative way to support learners to become successful, confident learners who are effective contributors and positive citizens
	Innovative learning and teaching develops learners to become active learners
	Staff strive to deliver aspirational learning and teaching through a variety of creative approaches?
	Learners engage in activities beyond the curriculum?
	In class is there evidence of different and flexible approaches being used in the same lesson or concurrently?
	Improving learners' access to information?
	Is there reference to employability skills?
	Does learning relate to sector or industry requirement?
	Are techniques, legislation, equipment and applications of ICT current and in keeping with sector requirements?
Successful	There are regular opportunities taken for learners and staff to be praised by staff to celebrate success, achievement?
	Learners are achieving and progressing well on their class?
	How challenging is the work for learners of differing abilities?
	Are learners set challenging goals and given support to attain these?

Schools Programmes - 2016/17				Agenda item 11.1		
School	Qualification	Approx no of deliver hrs	Venue for delivery	Target nos.	Approx Credits	Approx TRAVEL
<u>Eastern Clusters</u>						
Host :- Langholm,with Lockerbie,Annan,Moffat	National 4/5 Early Ed and Childcare	108	Annan	16	43	51
Host:- All schools across the region	HNC Electrical Engineering	216	College	4	22	0
Host:TBC	National 5 Energy	180	TBC	12	54	51
Host:- Annan, with Moffatt ,Langholm,Annan	SFW Construction	108	College	12	32	0
Host:- Lockerbie, with Moffat,Langholm,Annan	HNC Computing Science	216	College	4	22	0
Host:- Annan, with Moffatt ,Langholm,Annan	National 4 Activity Tourism	102	TBC	12	31	51
Host:-Moffat	Nat 4 Hospitality Practical Cookery	108	Moffat	12	32	51
<u>Castle Douglas,Dalry,Kircudbright,Dalbeattie</u>						
Castle Douglas	SFW Hospitality Int2	102	Castel Douglas	40	102	51
Kircudbright	National 5 Psychology	102	Kircudbright	16	41	51
Kircudbright	Motor Vehicle Nat 4	102	Kircudbright	12	31	51
Host :- Dalbeattie.Kircudbright	Higher Psychology	136	TBC	16	55	51
Host:- Kircudbright ,Castle Douglas,Dalbeattie,Dalry,	Digital Gaming	108	CD/or Dalbeattie	16	27	34
Castle Douglas	NC Hospitality	432	Castle Douglas	12	130	34
Host:-Dalbeattie,Kircudbright,Castle Douglas,Dalry	Higher in Computing	136	CD/or Dalbeattie	12	41	51
Host:-Castle Douglas,Kircudbright,Dalbeattie,Dalry	National 5 Energy	180	CD/or Dalbeattie	12	54	51
Host:-Kircudbright	IMI Motor Vehicle 2nd Year	102	Kircudbright	12	31	51
<u>North Region</u>						
Wallace Hall/Sanqhaur	National 5 Construction	108	Wallace Hall	12	32	34
Wallace Hall/Moffat	Higher Psychology	136	College	20	68	0
Wallace Hall Academy/St Joseph's Call	National 5 Energy	180	College	12	54	0
Wallace Hall/Sanqhaur/Acad/St Joes/Max High	HNC Electrical Engineering 1 yr	Line 6	College	10	54	0
Wallace Hall	HNC Computing Science	0	College	2	11	0
Wallace Hall	NPA in Reablement	432	Wallace Hall	10	108	34

Schools Programmes - 2016/17				Agenda item 11.1		
School	Qualification	Approx no of deliver hrs	Venue for delivery	Target nos.	Approx Credits	Approx TRAVEL
Burgh Schools, Wallace Hall, Kircudbright	Foundation App Engineering Process	216	College	12	65	0
Sanquhar	National 5 Energy	180	Sanquhar	12	54	68
Sanquhar	HNC Computing Science	Line 9	College	2	11	0
<u>Burgh Schools</u>						
Dumfries Academy/High school	Higher in Computing Science	180	Academy/High S	12	54	0
Dumfries Academy	National 4 Early education and Childcare	102	College	20	51	0
Dumfries Academy/Dumfries High School/St Josephs'	Introduction to Hairdressing/Beauty	102	College	12	31	0
Dumfries Academy/St Josephs Call	Higher Psychology	136	college	20	68	0
Dumfries Academy	SFW Construction bwk	102	Dumfries Acd	12	31	0
Dumfries Academy/St Joes/High School/Max High	Foundation App Engineering Process	0	College			0
Dumfries High School/St Joseph's College	Introduction to Motor Vehicle	102	College	12	31	0
Dumfries High School/St Josephs College	National 5 Early Education and Childcare	102	College	20	51	0
Dumfries High School/St Josephs College	National 5 Energy	102	College	12	31	0
Dumfries High School	Hospitality Practical Cookery	102	Dumfries High	12	31	0
St Josephs' College/High School	NC in Hospitality Day release over 2 years	216	College	12	65	0
Maxwellton High School	BTEC Level 3 in Sport	432	Coll/MH	12	129	15
Maxwellton High School	Digital Gaming	108	Max High	12	27	15
High School	Digital Gaming	108	High School	12	21	0
High School	Photography and Digital Imaging	102	High School	12	21	0
High School	NPA in Digital Media	102	High School	12	21	0
<u>West of Region</u>						
Stranraer Academy	SFW Construction	102	College	12	31	0
Stranraer Academy	National 5 Energy	180	Academy	12	54	0
Douglas Ewart	Digital Gaming	108	DE	12	27	34
Douglas Ewart	4 Week Construction Taster	306	College	12	36	0
Douglas Ewart	National 5 Energy	180	DE	12	54	34
Totals		6664		576	2070	863