Board of Management

Learning and Teaching Committee

Tuesday 27 October 2015 at 2pm in room 1074b

A G E N D A

			Presented by
	Student Association Video		**Abbie Baxter**
1	Apologies for Absence		
2	Declaration of Interest		
3	Minute of Meeting of 16 December 2014	(attached)	DH
4	Matters Arising		
5	Student Support and Guidance Report	(report attached)	JB
6	Internal/External Moderation Annual Report 2014-15	(report attached)	JB
7	SFC Students Satisfaction Engagement Survey 2014-15	(report attached)	JB
8	Learner Voices Review 2014-15	(report attached)	JB
9	Complaints statistics June 2015	(report attached)	JB
10	Education Scotland Annual Engagement Report	(report attached)	JB
11	Student Association Development Plan	(report attached)	JW
12	Vice Principal (Learning & Skills) Update	(report attached)	AW
13	Any Other Business		
14	Date and Time of Next Meeting		

19 January 2016 @ 2pm

Board of Management

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.

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.

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.

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

Board of Management

Minute of Meeting of the Learning and Teaching Committee of the Board of Management of Dumfries and Galloway College held on Tuesday 16 December 2014 from 2.00 pm in Room 2009, Dumfries campus

Present: D Holland, Board Member (Chair)
S Glendinning, Student member
J Henderson, Board Member
K Henry, Board Member
C McGill, Student member
C Turnbull, Principal and Board member

In attendance
R Anderson, Lecturing staff representative
K Somerville, Lecturing staff representative
A Wright, Vice Principal (Learning and Skills)
J Brown, Vice Principal and Secretary to the Board
S Sutherland, Executive Team Assistant

- **Introduction:** Student Association Development Officer, Gillian McKelvie

- **Presentation:** Student Support and Guidance, Shona Scott (Student Support and Guidance Manager)

The Committee welcomed a comprehensive presentation on the work of the Student Support and Guidance Area. During discussion Members expressed their appreciation of the excellent range of services provided to meet the many differing and complex needs of the students, to encourage them to achieve their individual goals. These ranged from transition from school, additional support in class, funding advice and links with many other support agencies. The Committee also agreed that it was important that students were made aware of what was available.

1 Apologies for Absence

Apologies for absence were intimated on behalf of C Grant, 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 Learning and Teaching Committee held on 7 October 2014 was approved.

4 Matters Arising

None.

5 Key Performance Indicators
The Vice Principal Learning and Skills spoke to the report which had been issued.

In terms of retention, the HE figure was very positive at 96% (OA target 82%) but the FE figure was 1% down on the same period the previous year, although the Heads of Faculty were confident that the % figure would even out and the OA target of 75% would be achieved. Staff teams were taking action on courses identified as being at risk.

Members noted the report.

6   Curriculum Developments

The Vice Principal Learning and Skills spoke to the report which had been issued.

The Committee noted that the College portfolio continued to develop across a broad range of programmes and the Curriculum Development Plan for 2015/16 had been agreed and was being developed, taking account of the Regional Skills Assessment issued by Skills Development Scotland and previous performance indicators/trends.

Members particularly noted the new level 6 Mechanical Engineering pathway; the agreed hospitality courses to commence in September 2015; a new HNC in Care and Administration in partnership with NHS and CDN: and continuing work with schools to develop vocational pathways.

The VP advised that the effect of the economic downturn was still affecting the Construction area and that Plastering had been removed from the curriculum in favour of a new multi-skilling programme in line with employer need. R Anderson advised that the availability of work placement was proving useful in encouraging students to focus on their employability skills.

7   Students Association Update

S Glendinning, Student Association President and C McGill, Student Association Vice President, advised on recent SA events and various amounts raised for charity. They reported that the SA Sustainability Officer had assisted in a bid for funding to the Climate Change Fund and on attendance by several members at the recent NUS conference.

8   Learning and Teaching Strategy

The Committee noted the draft Learning and Teaching Strategy which had been issued for information.

The Principal added that a new five year Strategic Plan would be issued early in 2015 when all the policies which fed into the L&T Strategy would be confirmed.

9   Any Other Business

None

10   Date and Time of Next Meeting

The next meeting of the Learning and Teaching Committee would take place on 10 March 2015 at 2.00 pm.

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Student Support and Guidance Report

1.   Purpose of the Report

The purpose of this report is to provide members with an update on the activity undertaken by the Student Support and Guidance Department.

2   Background - What is the Student Support and Guidance Service?

Dumfries and Galloway College is committed to providing inclusive learning to meet the needs of the individuals. Our aim is to provide appropriate learner centred support which will aid, develop and encourage learners from all backgrounds to fulfil their academic potential. This support is available at all stages of their learning from transition to college, to pre-exit support. The Student Support and Guidance Department covers six interlinked areas: safeguarding; student advisors; education support, IT support; transitional support and care experience support. Overall the Student Support and Guidance

The Team consists of 19 staff led by the Student Support and Guidance Manager: 4 student advisors; 4 learning centre/ flexible access centre support staff; a team leader for educational support along with 11 educational support workers. Some staff in the department have different roles for example some Advisers also carry out educational support and one advisor is also learning centre team leader and lectures in Sport. The benefit of staff working within different areas within the Department helps with staff communication and also results in a better understanding of students needs. For example Advisers understand the points to take into consideration when recommending Educational Support at a Needs Assessment, as they undertake it themselves in classes. The six areas are:

2.1   Safeguarding:

The Manager is the Safeguarding Coordinator for the college. This involves much liaison with staff across the College as well as outside agencies. Cases must be dealt with quickly to ascertain that a young person or vulnerable adult is not at risk, or if they are, action taken to support and help, for example referral to an appropriate agency.

2.2   Student Advisors:

Student Advisors support students experiencing personal and learning difficulties which impact on the students' experience and ability to study. They provide information, advice, support and guidance in a wide range of areas to support students at college as well as helping with different funding options. The advisors work with a wide range of external agencies as appropriate. Where a student has an identified support need, an advisor will undertake a needs assessment to determine what if any additional support me be required. These range from:

- Specific learning difficulties e.g. dyslexia, dyspraxia, attention deficit disorder

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- Students on autism spectrum
- Unseen disabilities such as epilepsy and diabetes
- Physical disability/mobility difficulties;
- Sensory impairment;
- Medical/health problems;
- Mental health problems;
- Social, emotional and behavioural difficulties; and
- Disabled Students' Allowance (DSA) applications

A full range of reasonable adjustments to both the physical environment and learning materials can be explored to effectively support students. Should it be identified that a student requires an educational support worker then the advisor refers this need to the educational support team.

2.3   Educational support:

The educational support team provides support to students who have an identified need. The team works closely with the student advisor service and curriculum departments to ensure that students received the support appropriate to the students' individual requirements as well as specific course requirements. The team provide a wide range of support measures and specific resources as listed above. A full range of reasonable adjustments to both the physical environment and learning materials may be required to effectively support students. Where a student has an identified need the student advisor service will prepare, in partnership with the student, a strategy of support. Depending on the needs of each individual student, additional support may include:

- The aid of an education support worker;
- Access to assistive technology e.g. electronic spellcheckers, digital voice recorders, adapted keyboards & ergonomic equipment and assistive software
- Interpreter support
- Additional individual study skills or small group tuition
- Course material in alternative formats e.g. Braille or audio
- Alternative Assessment Arrangements such as reader-scribes, text to speech software electronic question papers and extra time.
- The Student also has 5 personal learning and support plan meetings throughout the year to ensure all is well with their support, and if not alterations are made to ensure their needs are being met. Needs can change throughout the year and it is important that that is recognised and addressed.

2.4   Transitional support

For some students the transition from school to college can be difficult. To ease students transition the support starts before they attend college. The Student Support and Guidance Manager attends 'transitional and coordinated support plan' meetings in schools. A plan is then started for individuals. These meetings enable the College to better understand any particular needs/difficulties some students may have, enabling the College to be better prepared to help students settle into College life.

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Attendance at those meetings is vital to ensure vulnerable students move between learning environments with ease. The role the College can take in the young person's future is fully explained to school staff, social work, Skills Development Scotland, the parents, and most importantly the young person themselves, who can talk about their aims and aspirations for the future.

2.5   Learning Zone/Flexible Access Centre
The Department provides IT learning centres where students can drop-in to access the college network and be supported by trained staff. From the network students can access the College virtual learning environment LearnNet, a web-based system where students can access learning resources, online support, work on and submit assessments, and communicate with staff and students through discussion boards and live chat. These facilities help students develop their independent learning skills.

2.6   Care Experienced Student Support
For some students who have been 'looked after at home', in residential care, foster care or kinship care coming to college can be daunting. In many cases, a disrupted education or lack of family support may make the transition to college a more intimidating experience for care experienced individuals. The College has a dedicated advisor who can help students access a package of support, be it pastoral, educational or financial. The advisor support can offer students:
- sensitive and confidential support on a range of welfare and education issues
- guidance through all the various information and procedures
- practical help with enrolling and settling into College life
- someone to talk to who understands care experienced students' particular situation and needs

3   The Report - Another busy year
As usual it has been a very busy start to the year. Over the course of the year the following activities have taken place.

3.1   Needs Assessments: The Advisers undertook a total of 126 Needs Assessments throughout the last session.

3.2   Disabled Students Allowance (DSA) Applications: Nine of the needs assessments were for students applying for DSA from the Students Awards Agency for Scotland (SAAS). The breakdown of these applications from students studying higher education were to support: 2 dyslexic students, 2 dyspraxic students, a student with a hearing impairment, a student with attention deficit hyperactivity disorder(ADHD), a student with Meares-Irlen syndrome, and a student suffering from Acute compartment syndrome. Recommendations made included an Educational Support worker to support learning in classes, a laptop, a

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Dictaphone, an electronic spellchecker, and the software packages, Dragon Naturally Speaking and Read and Write Gold.

3.3   Personal Learning and Support Plans (PLSP): 126 students had a PLSP following a needs assessment. These students have 5 formal review meetings per year (more if they wish) to make sure the support recommendations are going well. Often adaptations are made in-year for example drop or increase educational support hours, allocation or removal of equipment student no longer find helpful. The information from the Needs Assessments is disseminated to relevant staff by the use of a 'hand' icon beside the students name on the online attendance register. Staff can click on the 'hand' icon and get a summary of the additional needs which assists to support students while in class.

3.4   Educational Support in Class: Out of the 126 students, 75 students required Educational Support in class (56 students at the Dumfries campus and 19 at the Stranraer campus). These classes cover all curriculum areas. Each week a total of 233.5 student hours of Educational Support in classes is provided.

There is a constant scanning of needs - Educational Support workers in classes supporting a student, are able to identify other students who would benefit from receiving Educational Support, such students, for various reasons have not flagged up to the College their need for support. The students are then encouraged to go through the Needs Assessment Process and a Personal Learning and Support Plan is opened to ensure they continue to be helped throughout the year. This has kept students on a Course who were about to leave.

3.5   Exam Concessions: Fifty students receive exam concessions. At present lecturers request assessment/exam concessions by completing a form and forwarding to the Student Support and Guidance Manager for approval. However, the paper based system is being replaced by an online system and should be operational late October 2015. The new system will result in a more efficient service for learners.

3.6   The Learning Centre/Flexible Access Centre: Provide support to learners where, in partnership with curriculum staff, students can shape their learning to fulfil their individual needs. Staff in these areas also deliver IT and LearnNet inductions at the start of the each academic year ensuring the students are empowered with all the knowledge and information they will require to support them on their learning journey.

3.7   Care Experienced Students: Last session there were a total of 412 "Looked After" children in the Dumfries and Galloway, 50 of these over 16.   In college there were 10 Looked after students and roughly 40 Care leavers. However some of the Looked After children /students supported came from out-with Dumfries and Galloway. To support the Looked After Children/ Care Leavers we now have a dedicated Adviser. Once introductions have been made with students they are informed that should they ever need advice or support, they can go to the Point and speak to the dedicated Adviser, or any other Adviser in her absence.

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It is very challenging to support students who are either in care or have experience of being in care. These young people lead chaotic unsettled lives and find it very difficult to settle in a new environment and to effectively interact with their peers. They often feel very negative about their own abilities. This can result in disaffection, truanting and a lot of interaction to support them to settle into their new environment. Supporting these students also requires a lot of inter-agency work. These young people are often supported out with classes in the College by agencies such as Common Thread, ACAD, and the Aberlour Trust etc. Some young people do not wish to inform us that they are in care/care leaver and therefore miss out on additional support.

The Student Support and Guidance Manager also attends the Corporate Parenting Group for Dumfries and Galloway, and the West of Scotland Care Leavers forum in order to better understanding and support young people. The Student Support and Guidance Manager is currently developing an action plan to ensure the College complies with the Children and Young People Act Scotland 2014 and 'Getting It Right For Every Child (GIRFEC) by the required implementation date of August 2016.

3.8   Safeguarding: This can often be a very time consuming process, which is ironic as a lot of safeguarding issues need a very quick response such as find a place of safety, visit to a doctor. Referrals mainly come from come from staff, or students themselves throughout the year, although usually at the beginning of the Academic year there is more activity. Issues raised usually involve working with external agencies - Social Work, Doctors, Community Mental Health Teams, CATS, Residential Homes, Police, Women's Aid, Yes, LGBT,CAMHS etc.

3.9   Transitional and Coordinated Support Plan meetings: The number of meetings varies from year to year, depending on the number of pupils with Additional Support Needs in schools that particular year. They are organised by the schools to ease the transition from school to College, and to ensure the College has time to carry out reasonable adjustments as necessary, to enable the young person to attend. There are roughly 40 meetings per year, but there have been 60 in the past. These meetings are vital for information sharing between the family, the student, and professionals such as Psychologists, Skills Development Scotland, Teaching Staff involved in Pupil Support, Social Work, to ensure the transition from School to a College Course is as smooth and stress free as possible.

Transition planning starts in 4th year although the student may not be planning to attend College until the end of 6th year. Some transitions take longer than others, e.g. a young person on the Autism Spectrum may need 2 years to feel confident all is in order for their arrival. They need to feel comfortable with the arrangements in place, and also their new route for travelling to College. These meetings are an opportunity for college staff to better understand the specific needs of the young person, what information the College would require to support the Needs, the Needs Assessment process, possible exam concessions,

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educational support in class, either shared or one to one, hand outs on a different colour of paper, the use of acetate overlays, font size and style, etc. Necessary equipment is also discussed, such as digital recorders, access application pens, transformers for deaf students, and height adjusted tables for wheel chair users. Prospective student are also encouraged to visit the College prior to deciding on their course.

4   A typical Day

The following snapshot and anonymised case studies have been provided to enable committee members to get a feel for a typical day in the Department. An important point to note is that there are no typical days!

4.1   Snap shot of a day in the Adviser area (October 2015).
- Student enquiring about discretionary funding –childcare and housing, i.e. how to apply, what documents are needed for evidence and how much they can receive if eligible.
- Student Award Agency for Scotland (SAAS) enquiries from tutor and student. Why haven't they received their money?
- Why are SAAS taking so long to process student applications?
- A student raising concerns about course content/delivery
- Reported bullying on buses.
- A student having trouble proving status to allow them to be eligible for certain funding
- A benefits enquiry - What can students claim if full time/part time?
- Enquiries via college online help line - COLIN
- A student raising concerns about finance, looked at emergency fund application Holywood Trust, and Crichton Foundation.
- Welfare concerns from tutors about students, health (anorexia in PE student), and anxiety (transgender art student)
- Equipment loan to support a student (laptop)
- 2 Needs Assessment meetings. One tried to rearrange after already forgetting an appointment a few weeks ago. Needed reassurance regarding the process.
- Safeguarding issue referred to Manager
- Complaint from a parent regarding an external trip.
- New member of staff induction

4.2   Case Study 1 – Ongoing Support
Jake - is 30 years old and undertaking Diploma in Sport level 3. He had a traumatic brain injury/ left sided haematoma in December 2006 when he was involved in a motorbike accident when at University in a European city. This has left him with multiple disabilities. He was in hospital for many months followed by rehabilitation for 18 months. He moved to Scotland to be near his mother and also felt that the treatment for, and attitudes to, people with disabilities is much better here than in his home land. Prior to his accident he was studying Biotechnology but he was unable to return to his studies.

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Jake has a very positive determined attitude. He walks unsteadily supported with one stick. His speech and his processing skills are very slow. He takes time to think through instructions and information. Jake hopes that by completing the Course he will be able to help other disabled people take up sport.

A detailed Needs Assessment was carried out with Jake to see how best to support his Educational needs and aspirations. To support Jake he has access to Educational Support, sometimes shared and at other times individual. He can use the Independent Learning Centre (ILC) as required and has been introduced to the staff there. He was offered both a digital recorder (to help with his retention difficulties) and a laptop or ipad but refused both.

The use of technology and how it can assist him with be discussed again at future Extended Learning and Support Plan meetings.   Educational Support Staff will also take on the responsibility of completing a 2 way diary with Jake which will assist him in remembering important dates, times, deadlines etc. The diary will also mean that different Educational Support Workers can share relevant information and comments which will help support Jake effectively.

The 3 Educational Support Workers who support Jake throughout his timetable will also meet once a week to discuss his progress, support and share any other information which is pertinent to his academic support and progress. Also, discuss exam concessions and separate accommodation, as he may need to move around.

Jake requires a sports wheelchair to be able to participate in classes in the gym. Accessing the appropriate chair has not been without problems. The Care Shop in Dumfries has worked with the Department and Jake to get the most appropriate chair. The Care shop staff have been extremely helpful and understanding of Jake's needs. The chair will be arriving any day. Unfortunately it was not here for the start of term due to a manufacturer letting them down. The chair is now coming from America. It is advantageous as the owners of the Care Shop know Jake well as he has ordered walking sticks, shoes etc .They have known him for years and it is apparent they want to do the very best they can. The wheelchair when it arrives will be delivered to the College. The cost is £ 2, 500. The Care Shop staff will learn how to carry out maintenance, which will enable them to support should anything go wrong or need adjusted.

Jake's start to the year has been very challenging for him and also the staff. Due to memory difficulties and recall problems there is a lot of repetition of info and the use of a digital recorder would greatly assist him. He also drops in for long periods on his days off just for reassurance about issues.

Jake gets anxious, and once at the very end of the day lost his passport which he had been carrying around in a bag round his waist. After extensive searches by staff it was eventually found in an area that Jake said he had not been to at all.

He has such a determined personality and also a wicked sense of humour. It is a pleasure for us all to support Jake.

When discussing buying/ funding for his chair my mouth fell open when he said " Don't worry Shona I still have 2 kidneys, so could sell one to finance it" At that point I did not know him well enough to realise he was amusing himself.

4.3   Case Study 2 – Dyspraxia and Personal Issues causing an impact on study.

Jane is 24 years old and is studying H.N.C Beauty Therapy. She has already successfully passed Beauty Care Higher and Beauty Care and Make-Up intermediate 2.

Jane was diagnosed with dyspraxia in 2004 and experiences problems with memory and organisational skills. She also has issues with planning, organising her thoughts, and with fine motor skills. Throughout her time at school she received a lot of support from classroom assistants.

The 2 years at College to date has seen Jane work independently. She relied heavily on word processing, spell check and completing/ doing additional work on her non college days to keep up with the work, and make sure she keeps to the deadlines. She is anxious about the HNC due to increased academic demands and workload.

To assist Jane a Disabled Student Allowance assessment was carried out. This assessment is very detailed .We are recommending that SAAS provide Jane with a laptop and digital recorder to help with her studies.

Jane gets a reader, scribe and extra time for exams. Staff provide her with printed handouts. Jane's attendance has been a bit erratic since the start of the year which is very concerning. It has since come to light that she lives (lived) with her boyfriend in an abusive relationship and there are all sorts of alarming issues in her personal life. Jane has left the house which she shared with her boyfriend. However her name is on the Lease arrangement and she still has one month's rent to pay before the termination of the Lease.

Jane's mother has allowed her to move into an empty house she owns. This house has no furniture and bare floor boards. She does work a few hours in a care home in the evenings but is very short of money. Jane was late (despite lots of reminders) in providing documentation for her SAAS loan so that has not yet been processed by SAAS.

Jane stopped attending classes and sent an email saying she is not well and feeling ill physically and emotionally. She is reluctant to come in to see staff the days her class group are in College. We are trying to get in touch with Jane to invite her in to talk to an Adviser to try to support this situation. If we do not help with the life outside college there is a high

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chance she may drop out. We are waiting on Jane getting in touch to come in and intend to do the following to try to support:-
- Allocate food bank vouchers to help with the fact that she is not eating/ can't afford it.
- Give Holywood trust money to try to help with bills.
- Sign post her to Women's Aid and Relationship Scotland helpline to help with emotional issues.
- Sign post to SHAX to try to help with basic furniture.
- Within the College offer support emotionally, and practical solutions to assist with the work she has missed.

Jane is very proud and private so this is not an easy task. We will continue to keep trying to contact her. She has just got in touch to say she will come in to chat, but not when her class are in the building.

20 October 2015 - Jane has just been into College. All the recommendations are in place apart from the food bank vouchers which she refused. She is happy that there is a positive way forward.

4.4   Case Study 3 - Safeguarding
Phil is married with children, is an alcoholic and lives near Annan. Unfortunately while under the influence of alcohol he was sexually assaulted a year ago (now is the anniversary) He has been receiving counselling for this by professionals but has now stopped attending the sessions.

He told a member of staff who enquired as to why he left his College Course this week that nothing mattered and anyway as he was going to end his life in 5 days. This all happened just at the end of a College day.

Obviously this was hugely concerning. Work needed to be done quickly to ensure positive interventions with relevant supportive agencies.   The Community Mental Health Team were contacted and his Doctor (who said he would give him an emergency appointment). Phil actually did have a doctor's appointment booked but it was after the date in which he said he was going to take his own life. He has an emergency appointment with the "Cats" (Crises Assessment Treatment Service).

In a situation like this, there is a fine balance between respecting privacy and making sure a person is safe. His next of Kin on his college documents is his Father (but they are now estranged). His wife and the mother of his children is also a College student. It was actually very difficult as Phil put his father as his next of kin, and did not change that on his College documentation despite being estranged. However when his wife approached a member of staff it was obvious she was aware of all the issues. She also spoke to the Doctor and was

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going to accompany her husband to the appointment. Phil does a lot of good work in the community, helping with football training and is a family man.

It is hoped that he gets the professional help he needs as soon as possible and that he may in the near future when he is emotionally able resume his studies. It is so important that he feels a sense of achievement, and as far as he can does not allow the dreadful incident to ruin the rest of his life. The College will continue to support in whatever it possible.

The College has just been advised that Phil has been hospitalised for his own safety.

5   Recommendation
The committee is asked to discuss the contents of this report.

Shona Scott
Student Support and Guidance Manager
October 2015

Dumfries & Galloway College

Learning and Teaching Committee

Internal and External Moderation Report 2014-15

1   The Purpose of the Report

The purpose of the report is to provide a summary of the outcome of Internal and External Moderation for Session 2014-15.

2   Background to the Report

The purpose of Internal Moderation and Internal Verification is to ensure assessors and moderators/verifiers operating within the College Quality Assurance system are making consistent and accurate assessment decisions in accordance with assessment criteria set by External Awarding Bodies. Moderation and Verification are fundamental to the Quality Assurance System and should take place throughout the session.

3   The Report

Block 1 Moderation and Verification: As per the Quality Planning Cycle, Moderation Schedules and Verification Plans for Block 1 were to be downloaded and submitted to team members and Quality by 28th November 2014. Copies of minutes of meeting were also expected by this date. This deadline was extended from 15th November 2014 on the planning cycle to allow teams the opportunity to meet and allow minutes be produced.   Minutes of Moderation Group Meetings are a requirement of the Internal Moderation Procedure and also the Principal Moderator Systems Check. The deadline for completing System Checks for Block 1 was 9th January 2015. This session, in Block 1 there are 97 Moderation Groups and 26 Verification Groups with activity. All groups are split between 4 Principal Moderator/Verifiers and 11 Moderation/Verification Group Leaders.

Moderation – as at 26th January 2015

Moderation Activity	Number on Time	Number Received Late	Principal Moderator JW Outstanding	Principal Moderator JH Outstanding	Principal Moderator IH Outstanding	Principal Moderator DE Outstanding
Schedules (by 28/11/14)	49 **(51%)**	44 **(45%)**		**2** *(167 & 338)* ***(2%)***		**2** *(413 & 810)* ***(2%)***
Systems Check (by 9/01/15)	58 * **(60%)**	14 ** *** **(14%)**		**1** *(338)* ***(1%)***		**24** *(104, 160, 161, 165, 169, 171, 172, 173, 175, 177, 186, 212, 218, 231, 232, 274, 395, 401, 412, 413, 674, 675, 810, 870)* ***(25%)***
Record of Standardisation, (by 28/11/14)	27 **(28%)**	48 **(50%)**	**2** *(66, 298)* ***(2%)***	**4** *(278, 279, 338, 426)* ***(4%)***	**1** *(876)* ***(1%)***	**15** *(160, 169, 171, 173, 212, 218, 231, 232, 274, 395, 412, 413, 674, 675, 810)* ***(15%)***

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* *1 Systems Hold Placed*
** *6 Systems Holds Placed*
*** *1 HOF advised a number of Systems Checks would be late*

Verification - as at 26th January 2015

Verification Activity	Number on Time	Number Received Late	Principal Moderator JW Outstanding	Principal Moderator JH Outstanding	Principal Moderator IH Outstanding	Principal Moderator DE Outstanding
Strategy	n/a	n/a		**2** *(108, 242) (8%)*		**4** *(171, 173, 177, 187) (15%)*
Schedules (by 28/11/14)	19 **(73%)**	4 **(15%)**		**2** *(108, 242) (8%)*		**1** *(187) (4%)*
Systems Check (by 9/01/15)	12 **(46%)**	0 **(0%)**		**2** *(108, 242) (8%)*		**12** *(104, 165, 169, 171, 173, 177, 187, 352, 630b, 632, 637, 639) (46%)*
Record of Standardisation, (by 28/11/14)	17 **(65%)**	2 **(8%)**		**2** *(82, 242) (8%)*		**5** *(165, 169, 177, 187, 352) (19%)*

Block 2 Moderation and Verification: As per the Quality Planning Cycle, Moderation Schedules, Verification Plans and Minutes of Moderation/Verification Meetings for Block 2 were to be downloaded and submitted to team members and Quality by 3rd April 2015. The deadline for completing System Checks for Block 2 was 22nd May 2015.

This session, in Block 2 there were 108 Moderation Groups and 29 Verification Groups with activity. All groups are split between 4 Principal Moderator/Verifiers and 10 Moderation/Verification Group Leaders.

Moderation - as at 16th June 2015

Moderation Activity	Number on Time	Number Received Late	Principal Moderator JW Outstanding	Principal Moderator JH Outstanding	Principal Moderator IH Outstanding	Principal Moderator DE Outstanding
Schedules (by 3/04/15)	64 **(59%)**	29 **(27%)**				**15** *(160, 171, 173, 177, 212, 218, 231, 274, 275, 318, 395, 413, 674, 675, 870) (14%)*
Systems Check (by	61 **(56%)**	16 * **(15%)**	**2** *(443, 861) (2%)*	**5** *(338, 410, 646, 704,*		**24** *(104, 160, 161, 163, 169, 171, 172,*

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22/05/15				705) **(5%)**		173, 175, 177, 186, 212, 218, 231, 274, 275, 318, 395, 401, 413, 674, 675, 810, 870) **(22%)**
Record of Standardisation, (by 3/04/15)	86 **(80%)**	8 **(7%)**				**14** (160, 171, 173, 177, 212, 218, 231, 274, 275, 318, 395, 413, 674, 675) **(13%)**

* One Principal Moderator advised a number would be late

Verification - as at 16th June 2015

Verification Activity	Number on Time	Number Received Late	Principal Moderator JW Outstanding	Principal Moderator JH Outstanding	Principal Moderator IH Outstanding	Principal Moderator DE Outstanding
Strategy	n/a	n/a				1 (173) **(3.4%)**
Schedules (by 3/04/15)	17 **(59%)**	12 **(41%)**				
Systems Check (22/05/15)	11 **(38%)**	6 **(21%)**		**1** (242) **(3%)**		**11** (104, 165, 169, 171, 173, 177, 352, 630b, 632, 637, 639) **(38%)**
Record of Standardisation, (by 3/04/15)	20 **(69%)**	4 **(14%)**		**2** (82, 242) **(7%)**		**3** (177, 187, 630b) **(10%)**

External Verification Visits: This session the College has been involved in a total of 59 types of visits. These include visits in relation to external moderation/verification, centre approval and developmental as well as a number of Postal Verification activities.

Type of Visit	No.	%
Moderation Visits:	27	45.8%
Verification Visits:	21	35.6%
Approval/Development/Update Visits:	6	10.2%
Postal Verification:	5	8.5%

A number of areas of Good Practice and Development Points have been identified and a report has been published by Quality on AdminNet.

Not Accepted Decisions: Over the session 55 holds were applied.

Type of Hold	No.	%
Internal Hold:	31	56.3

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Internal Hold – SVQ:	11	20
Internal Hold – Systems Checks:	8	15
External Holds:	5	9.0

As of the 16th June 2015 there were 3 external holds placed by SQA and BTEC. We also have 5 internal holds, including 1 SVQ hold for reasons including Insufficient Evidence of Candidate Performance and Assessor Not Confirming Sufficiency.

Quality Team Meetings with Heads of Faculty

Meetings with Heads of Faculty (HoF) were scheduled on a fortnightly weekly basis. The agenda covers Outstanding Approvals, Sampling Schedules, Systems Checks, EV Visits, Not Accepted/Hold Decisions and the Complaints Procedure. In the Quality Assurance System each Head of Faculty is also a Principal Moderator.

In the main these meetings took place as planned however there were issues relating to non attendance and lack of progress in addressing quality issues.

Where approval requirements were not discussed at these meetings this resulted in a high number of online core packs being submitted for audit, over a short period of time towards the end of session, for approvals that were outstanding from session 2012-13, moved to session 2014-15, remained outstanding and then submitted in a Curriculum Delivery Plan for session 2015-16.

Below is a summary of the number of meetings and attendance.

Principal Moderator	Attended	%
Iain Hawker:	17/17	100
Janet Weir:	16/17	94
Drew Easton:	10/14	71
June Holland:	10/17	59

For session 2015-16 the College is moving to a risk based approach to auditing core packs. The quality team will audit packs on a sampling basis.

Conformance Measures

Conformance Measures are applied where an assessor has had more than 2 'not accepted/holds' decisions over the session.

As of the 16th June 2015, 8 members of staff have had 2 or more holds applied.

All information has been passed to Vice Principal (Learning and Skills) for appropriate action.

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Action Required

Next session, Moderation Group Leaders and Principal Moderators operating the system should ensure that the timescales indicated on the Quality Planning Cycle are adhered to, where possible.

It should be noted that staff who have been subject to an internal hold/not accept should be subject to further moderation in the new session and also they should not be able to moderate/verify work until they have a proven track record.

4   Summary

In conclusion, the moderation system is effective. However, areas for improvement are in retrospective moderation and meeting the moderation completion deadline.

Quality Staff will undertake a further review of the Internal Moderation Procedure prior to moderation taking place in session 2015-16. This review will seek to align the moderation procedure with the verification procedure, which should make this more in line with current awarding body practice. Moderation training, delivered by Quality Manager, will be offered to all assessors, moderators and verifiers in the new session.

The Quality Team
24th June 2015

Learning and Teaching Committee

SCOTTISH FUNDING COUNCIL
STUDENT SATISFACTION AND ENGAGEMENT SURVEY 2014-15

1   The Purpose of the Report

The purpose of the report is to provide a summary of the outcome of the Scottish Funding Council Student Satisfaction and Engagement Survey for Session 2014-15.

2   Background to the Report

The Scottish Funding Council (SFC) developed the pre-pilot Student Satisfaction and Engagement Survey (SSES) as a means to evaluate and enhance college provision in Scotland. The survey will enable the SFC to test what they expect will become a sector wide survey from which will derive, among other benefits, benchmarking and quality enhancement. Their intention is that a national approach to monitoring student satisfaction and engagement will help to create a consistent measure and contribute to quality enhancement.

The nine questions were developed by the SFC in light of existing college practice, consultation feedback, development by the SSES Working Group and have undergone cognitive testing by Ipsos Mori. The SFC requested that all nine questions were mandatory to help to promote consistency in survey results.

The SFC has advised that the data will not be made public. The intention is to share findings – to include survey experiences, uptake levels and college sector summary results- at a dissemination event in September 2015 and to inform future survey developments.

3   The Report

Using the college's in-house 'Lime Survey' tool the survey was made available to full-time students over a four week window, Monday 20th April to Friday 15th May 2015. Students were advised of the survey through Personal Tutors, Curriculum Leaders, LearnNet, text messaging and electronic message boards.

A total of 30 groups comprising of 146 students participated in the review.

Faculty	No of Groups	Course	Number of students
Business, Computing and Creative Industries	5	Business Administration and IT (JN5AD 1A)	3
		Advanced Business Administration and IT (JUHAD 1A)	2
		Subsidiary Diploma in IT (ICT Support Level 3) (C3IS 1A)	3
		Diploma in IT (ICT Support Level 2) (CDIT 1A)	9
		HND Computing: Technical Support (DCOS 2A)	7

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Faculty	No of Groups	Course	Number of students
Building and Engineering Services	6	Introduction to Construction Crafts (C1CS 1A)	7
		Skills in Construction – Carpentry and Joinery (NJOI 1A)	6
		Skills in Construction – Carpentry and Joinery NJOI 1B)	4
		Skills in Construction – Plumbing (NPLU 1A)	7
		Skills in Construction (JC2CO 1A)	1
		Electrical Engineering Level 6 (NEE6 1B)	7
Hair, Beauty, Hospitality and Sport	9	HNC Beauty Therapy (HBRA 1A)	1
		Hairdressing Higher (SHHR 1A)	2
		HNC Beauty Therapy (JHBEA 1A)	2
		Higher Beauty Care (JNBEC)	1
		Hairdressing Intermediate (JS2HR 1A)	4
		Diploma in Sport Level 3 (CDSP 1A)	13
		HNC Coaching and Developing Sport (HSCD 1A)	6
		Introduction to Professional Cookery (JC1PC 1A)	8
		SVQ 3 Professional Cookery (JW3PC 1A)	4
Education, Health and Social Studies	10	HNC Early Education and Childcare (HEEC 1A)	7
		Introduction to Childcare (N1CH 1A)	9
		Early Education and Childcare, National Certificate (NEEC 1A)	9
		Early Education and Childcare, National Certificate (NEEC 1B)	5
		Next Steps to Early Education and Childcare (U2EC 1A)	5
		Next Steps to Early Education and Childcare (U2EC 1B)	8
		HNC Social Care (HSOC 1A)	1
		HNC Social Care (HSOC 1B)	5
		Access to Nursing (SNUR 1A)	4
		HNC Early Education and Childcare (JHEEC 1A)	1

The questions posed during the Survey and the response figures are given below:

Overall, I am satisfied with my college experience			
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
57 (39%)	78 (53%)	10 (7%)	1 (1%)

Staff regularly discuss my progress with me			
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
52 (35%)	81 (56%)	10 (7%)	3 (2%)

Staff encourage students to take responsibility for their learning			
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
80 (55%)	62 (42%)	4 (3%)	0 (0%)

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Staff involve me in planning course work and scheduling assessments			
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
45 (39.5%)	81 (56%)	18 (13%)	2 (1.5%)

The way I am taught helps me learn			
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
51 (35%)	86 (59%)	8 (5%)	1 (1%)

My time at college has helped me develop knowledge and skills for the workplace			
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
71 (49%)	66 (45%)	8 (5%)	1 (1%)

I believe students suggestions are taken seriously			
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
34 (23%)	83 (57%)	23 (16%)	6 (4%)

I believe all students at the college are treated equally and fairly by staff			
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
54 (37%)	65 (44%)	19 (13%)	8 (6%)

The College's Student's Association influences change for the better				
Don't know	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
83 (57%)	8 (5.5%)	31 (21%)	11 (7.5%)	13 (9%)

Learner Comments

A space within the survey was allocated for students to add any relevant comments on learning and teaching at the college. This was included based on feedback from the Working Group suggesting the move valuable data from surveys often came through open text boxes. It is the expectation from the SFC that colleges will retain this data and use it for their own analysis.

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Course	Comment
CDIT 1A	Having a way to find out what assessments are due and not submitted would be handy for the website. That way you wouldn't need to go through each unit of each subject to look for unfinished work
JC2CO	More organization
NPLU 1A	room changes can get confusing and should be kept to the ones on the timetable
NEE6 1B	Just overall amazing and great!
JW3PC 1A	The staff have been very helpful this year but we have been hindered but we where hindered by the computers
JC1PC 1A	A member of staff needs to stop comparing everyone and everything to Manchester United and anything Football related. To be frank, his metaphors and examples are down right idiotic, I remember on one occasion he compared teamwork to a glass of milky water. "If it's milky you cannot see through to the other side, whereas if it is water, it is clear and you can see your way through the glass" are the wise words I believe he infused into our young minds. So therefore I believe he should tone these remarks down as it purely wastes our time. Otherwise I have no negative complaints on the course, you get the odd rascal in class whom disrupts the others within the class but not too bad. Another tutor is a very good tutor whom has made a bright impression on me during my college course.

Far too many breaks and holidays over the span of the year that holds up the progress of the course. I believe that is all of my concerns mentioned so I am happy to say it was a decent course. Thanks |
HSOC 1B	I feel the teaching from one of my lecturers lets the college down as it is of far less structure and consistence than other lecturers. The time it takes to receive submitted essays from this lecturer are also long compared to others and not marked as completed on learnNet. It means we can't rely on feedback to progress and must rely on other lecturers for guidance
HEEC 1A	Staff should be reminded to act in a professional manner at all times
HSOC 1B	Most of the boxes I have ticked are agree. The reason for this is that while one tutor was very professional in her role, I felt that another was less so. Consistency returning essays so we could improve using the feedback did not often happen and for this reason we relied on the first tutors feedback as a guide. Personally I also preferred her teaching method, I felt we had a lot less learning in the other tutor's class. This is meant as constructive criticism not personal as he is a nice man but possibly to laid back and slightly unorganised for an HNC class.
HSOC 1B	Have felt this course has been badly organised and on the whole have not been impressed by my time in college.

4   Summary

An analysis of the survey questions and responses pertaining to their faculty area was provided to Faculty Heads for inclusion in their self evaluation.

The Quality Team
June 2015

Learning and Teaching Committee

LEARNER VOICES REVIEW SESSION 2014-15

1   The Purpose of the Report

The purpose of the report is to provide a summary of the outcome of the Learner Voices Review for session 2014-15.

2   Background to the Report

Dumfries and Galloway College is committed to ensuring that every student's voice is heard, that they are involved in making decisions about the student experience, how they are supported and what type of learning and teaching experience they want. One of the ways we seek student's views is through the 'Learner Voices Review' process.

Over a three year period the 'Learner Voices Review' engages with learners from all college programmes. For programmes delivered over 8 weeks or more learners are given the opportunity to meet face to face with the review team in their class groups. For programmes delivered in less than 8 weeks or for part-time day/evening, open learning and school links programmes, learners will be invited to engage in the review through focus groups and/or by completing a short course evaluation form. The questions asked during the review are based on the key prompts from Education Scotland quality framework for external review.

An analysis of the evaluation forms/questionnaires are provided to Faculty Heads and Support Managers for inclusion in the college self evaluation.

3   The Report

In December 2014 the groups to be reviewed were identified. In addition to the groups identified the IMIAL Certificate in Vehicle Maintenance programme was added following a request by the Head of Faculty. To aid their development, a Learning and Teaching Mentor asked to be part of the group review for HNC Fitness, Health and Exercise and for the review to be facilitated by the class representative for this group. The Review took place late January / early February 2015 and was facilitated by members of the Student Association Executive working together with Quality staff (including student association support staff). The review team agreed dates and times when access to the groups was convenient with Heads of Faculty and Personal Tutors.

A total of 24 groups comprising of 253 students participated in the review:

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Faculty	No of Groups	Course	No of Students
Business, Computing and Creative Industries	6	HND Accounting – DACC 2A	10
		HND Technical Support – DCOS 2A	10
		Subsidiary Diploma in IT (ICT Support) – C3IS	11
		Certificate in Art & Design – CART 1A	13
		Certificate in Visual Communication – CVIC 1A	12
		HNC Art & Design – HART 1A	17
Building and Engineering Services	6	IMIAL Certificate in Vehicle Maintenance – CCVM 1B	10
		Skills in Construction – JC2CO	10
		National Certificate in Construction – NBUI 1A	7
		Skills in Construction Carpentry and Joinery – NJOI 1B	9
		Skills in Construction Plumbing – NPLU 1A	11
		Introduction to Engineering – SIEP 1A	7
Hair, Beauty Hospitality and Sport	5	HNC Beauty Therapy – HBEA 1A	6
		HNC Coaching and Developing Sport – HSCD 1A	14
		HNC Fitness – HSPO 1A	16
		Intro to Professional Cookery – JC1PC 1A	7
		Hairdressing Intermediate 2 – JS2HR 1A	9
Education, Health and Social Studies	7	HNC Social Sciences – HSSO 1A	15
		HNC Early Education and Childcare – JHEEC 1A	11
		HNC Social Care – JHSOC 1A	10
		Keyskills – NKEY 1A	5
		Lifestart – NLST 1A	8
		Access to Nursing – SNUR	13
		Next Steps to Care – U2HE 1A	12

The questions posed during the Review and some of the responses given are detailed below:

Question	Group	Comments:
Did you attend /contribute to the Curriculum Review?	Subsidiary Diploma in IT (ICT Support)	Learners Wheel completed and group raised that they have an early lunch at 11.30am. Could this be changed? Response from HOF: *Lunch hours are staggered to allow an acceptable level of service with regards to queuing in the canteen. It is planned that no learner group is consistently scheduled at either early or late lunches*
	Certificate in Visual Communication	Yes attended and all ok. Raised issue regarding workload but has now been fixed.

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Question	Group	Comments:
	(Graphic Design and Creative Media)	
	Skills in Construction, Plumbing	Class have not yet completed the Learners Wheel. This was advised to the HOF.
	Access to Nursing	Yes completed – raised lack of Mental Health preparation for interview (future students).
	Next Steps to Care	Learners Wheel completed. Only 1 issue raised regarding timetabling. Group have discussed with tutors and they may be able to accommodate their request.
	Lifestart	All students enjoying the course. Computing and cooking are the things they like best. They also enjoy going on visits and doing sports.
Are you enjoying the course? What part do you like the best?	HND Accounting	All enjoying the course.
	HNC Art & Design	Enjoy the practical work the most – a variety on this course, practical and history of art.
	Access to Nursing	Tutors are great, very good at making changes to be flexible.
	Keyskills	All enjoy the course. Cooking and sports are the parts they like best.
	HNC Early Education and Childcare	Yes – students are enjoying being treated as mature responsible learners and working independently. Students are enjoying placement.
	HNC Social Care	Yes, they have a good lecturer.
Is there anything you would change?	Certificate in Art & Design	Would like more time to work on final pieces, a lot of time spent on collage in block 1. Would like more information on career options, progression in Art & Design field. Perhaps visits from working artists, visits to studios.

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Question	Group	Comments:
	HNC Art & Design	MACS – no instruction given on operation of the MACS – only given advice on log-ins. *Response from HOF: MAC induction is to be planned for the beginning of each session and a MAC specialist is now employed in the Learning Zone to assist learners during the session*
	Introduction to Engineering	Would like more time on practical work.
	HNC Fitness Health and Exercise	Most people agreed that canteen food could do with improvements. Also being able to use all the gym equipment would be great. *HOF response: No change to current usage of equipment in the fitness suite. Free weights cannot be used.*
	HNC Social Care	Students would like to have a recommended reading list issued prior to the start of the course. Students would be happy to purchase books needed – this might be a problem for p/t students who are not funded.
Do you use suitable rooms, equipment for your course?	HNC Beauty Therapy	Room 1035, sinks would be beneficial. The smartboard is difficult to see sometimes due to sunshine as there are no blinds.
	Introduction to Professional Cookery	Yes, all rooms and equipment suitable.
	HNC Fitness Health and Exercise	Rooms like 1030 and 2064 are great- whenever these rooms aren't available we tend to get a room that is right for a small class and there isn't enough room for everyone. Also being able to use all the gym equipment. *HOF response: No change to current usage of equipment in the fitness suite. Free weights cannot be used.*

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Question	Group	Comments:
Are you told in advance when assessments will take place and are you given appropriate feedback on time?	National Certificate in Construction	Told in advance when assessments will be and given appropriate feedback.
	Introduction to Engineering	Told in advance of assessments, given feedback from tutors.
	HNC Social Sciences	Told in advance about assessments. Sometimes it takes two months before feedback is given. Resubmissions – not returned quickly either.
Do you know who to approach for additional help?	National Certificate in Construction	Tutors are supportive.
Do you think what you are learning will prepare you for employment/further study?	HND Accounting	Most of the class are already in employment.
	Certificate in Visual Communication (Graphic Design and Creative Media)	Students plan to progress to HN next year.
	Introduction to Engineering	Prepares them for the next level of study.
	HNC Fitness Health and Exercise	All the modules we have are in perfect balance between practical and theory. Good for future studies and employment.
	HNC Social Sciences	Good basis for progression to university course. Most of the class are moving onto study at university.
	Next Steps to Care	Yes, majority of class are planning further study.

4   Summary

In conclusion, 92% of the groups are happy with their course and 100 % are aware of whom to approach for additional help. 62.5% of the groups felt that the resources are adequate for the course and are happy with the assessment process. 87.5% of learners felt that what they are

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learning will prepare them for employment or further study. Five groups advised that they had not been invited to take part in the Learners Wheel section of the College Self Evaluation Review and Heads of Faculty were advised of this. Feedback from the Learning and Teaching Mentor and the class reps who facilitated the group review of HNC Fitness, Health and Exercise was positive.

There were a number of areas of good practice identified as well as areas for improvement:

4.1   Good Practice

Group	Comments:
HND Computing: Technical Support	Record of Work for students at the beginning of the session – the tutor set this up for students and they can keep a track of their workload, they know what they will be working on throughout the session, if students are absent they can check to see what stage they should be at.
Certificate in Art & Design	Relevant trips, all beneficial this year. More choice on work that can be completed for final pieces of work.
Hairdressing Intermediate 2	Use of ipads – the course is paper free which removes the need for printing.
Introduction to Professional Cookery	The training restaurant gives students the opportunity to purchase food at a reasonable price.
HNC Early Education and Childcare	Students have enjoyed a variety of teaching methods, external visits and placements.

Students felt it would be an advantage for them to speak to progressing students to share their experience of their course, workload and placement. |

4.2   Areas for Improvement

Group	Comments:
HND Computing: Technical Support	Lynda.com – would be beneficial to include this in classes, in addition to students working on it in their own time.
Response from HOF: Good to see that the Lynda.com investment is being well received by the student group and they are asking for more units to reference this material. Students have been advised that they do have full access to all the Lynda.com resources which they are free to search and access (they are not limited to the ones lecturers signpost).
Subsidiary Diploma in IT(ICT Support)	Some subjects – Communication and Numeracy – if already completed before, students should not have to complete/duplicate work.

More recreational facilities – more comfortable spaces required as only have learning zone and eating zones. |
| Hairdressing Intermediate 2 | Better computers in FAC – poor internet access – wifi issues, important that the class has reliable wifi for the ipads. |

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Introduction to Professional Cookery	Computers too slow downstairs – wifi needs improving – students struggle to get a signal.
	Locker space – need bigger lockers – students need to have both whites and uniform due to flexible teaching.
	HOF response: *Size of lockers is being looked into by Estates on HoFs behalf. When issues with wifi arise, this is to be reported back to IT for a solution.*

4.3   Student Reviewer comments:

Keyskills	Rooms are not always set up how they should be for the group. The class go into rooms and the furniture has often been moved which makes it difficult for wheelchair access. Head of Faculty advised of this.
IMIAL Certificate in Vehicle Maintenance	Class feel they are not taught sufficient electrical knowledge in the first year. Students feel the course could be done in 6 months.

Following the completion of all reviews each Head of Faculty was issued with their Faculty area responses and asked to feedback to learners within agreed timescales. Where appropriate, issues were also highlighted as 'first request for service' under the College Complaints Handling Procedure where actions are required. Relevant comments were also forwarded to Support Manager for Estates, IT, Catering and the Library. Feedback from these areas was provided to Curriculum Leaders.

Heads of Faculty have since confirmed that all required actions have been included in their self evaluation action plans.

The Quality Team
June 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 March to June 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
Total number of Complaints Received – Frontline Resolution (Stage 1) ACKNOWLEDGE RECEIPT WITHIN 3 WORKING DAYS & FINAL DECISION WITHIN 5 WORKING DAYS	*10*	*8 (80%)*	*2 (20%)*
Complaint received regarding qualification requirements for progression to UWS and completion of units on course			1
Complaint received regarding 'hot water solution'		1	
Complaint received regarding College's Admissions Procedure		1	
Complaint received regarding the availability of a water cooler on the upper floor		1	
Complaint received from to advise of the attitude of staff member		1	
Complaint received regarding treatment of a student by members of staff		1	
Complaint received from a group regarding anatomy unit/lack of resources		1	
Complaint received regarding gym induction			1
Complaint made regarding noise levels in the Gas Assessment Centre (Gas Assessment Team)		1	
Complaint made regarding availability of food in the canteen for students on later lunches, 1.30pm to 2.30pm. A suggestion was also made by the student regarding a change of timetable/lunchtime arrangements.		1	

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
	9	**8 (90%)**	**1 (10%)**
Complaint received regarding achievement of unit and course		1	
Complaint received regarding adherance to Assessment Policy		1	
Complaint received regarding cancellation of Licence Holders course/issue of invoice for non attendance at replacement course and subsequent receipt of debt collection letters		1	
Complaint received from a group regarding a member of staff		1	
Complaint made regarding a member of staff		1	
Complaint made regarding fluctuation of gas pressure in the Gas Assessment Centre (Gas Assessment Team)			1
Anonymous complaint received regarding a swallow in the sports hall and comment made by a member of staff		1	
Complaint received regarding a course		1	
Complaint received regarding a course		1	

Annual engagement: main findings

Name of college: Dumfries and Galloway College

Date of visit: 15ᵗʰ May 2015

Context

Dumfries and Galloway College has undergone a few changes in its management structure since its last annual engagement visit. The departure of a member of the senior management team has resulted in some strategic responsibilities being dispersed amongst other senior managers. The college has also recruited a new Head of Faculty in Building & Engineering. Within the context of regionalisation, the college is the single college within the region of Dumfries and Galloway. In the current academic year, the college has participated in a SFC-funded thematic aspect task on the Senior Phase in Curriculum for Excellence, My World of Work and Supporting Learners to Succeed.

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. The college has made satisfactory progress against the three main points for action.

Learner Progress and Outcomes

Contextual information

In 2013-14, the college increased its SUM activity level by about 7% from the previous year. During the same period there was an increase of 13% in learner enrolments across all modes of delivery. There has been an increased uptake in HE provision by at the college since 2011-12 by 3%.

In 2013-14, full-time FE activity represents 66% of SUMs and 24% of enrolments. Part-time FE activity represents 16% of SUMs and 64% of enrolments. Total HE activity represents 18% measured by SUMs, and 12% in terms of learner enrolments.

Trends in student success

The tables on the next pages show the proportion of learners who completed their FE or HE programme successfully, over the last three sessions. The PIs discount those programmes not leading to a recognised qualification.

Full-time FE

	College			
	Early withdrawal	Further withdrawal	Partial Success	Completed successfully
2011-12	9%	18%	11%	62%
2012-13	9%	18%	10%	63%
2013-14	7%	19%	12%	62%
	National sector performance			
	Early withdrawal	Further withdrawal	Partial Success	Completed successfully
2011-12	9%	16%	11%	64%
2012-13	9%	15%	11%	65%
2013-14	8%	15%	11%	66%

Full-time HE

	College			
	Early withdrawal	Further withdrawal	Partial Success	Completed successfully
2011-12	10%	12%	7%	70%
2012-13	7%	14%	9%	70%
2013-14	5%	12%	10%	72%
	National sector performance			
	Early withdrawal	Further withdrawal	Partial Success	Completed successfully
2011-12	6%	12%	12%	69%
2012-13	6%	12%	12%	70%
2013-14	5%	11%	13%	71%

Part-time FE

	College			
	Early withdrawal	Further withdrawal	Partial Success	Completed successfully
2011-12	1%	7%	12%	79%
2012-13	3%	7%	11%	78%
2013-14	4%	8%	11%	78%
	National sector performance			
	Early withdrawal	Further withdrawal	Partial Success	Completed successfully
2011-12	3%	6%	12%	79%
2012-13	4%	6%	12%	77%
2013-14	3%	5%	13%	78%

Part-time HE

	College			
	Early withdrawal	**Further withdrawal**	**Partial Success**	**Completed successfully**
2011-12	2%	17%	7%	74%
2012-13	2%	20%	7%	70%
2013-14	2%	20%	4%	74%
	National sector performance			
	Early withdrawal	**Further withdrawal**	**Partial Success**	**Completed successfully**
2011-12	4%	6%	14%	75%
2012-13	4%	6%	14%	76%
2013-14	3%	5%	14%	78%

Early and further withdrawal trends

The early withdrawal rate for full-time FE learners has improved over the previous years and now sit just below the national sector performance level. The early withdrawal rate for full-time HE learners has also improved over the previous three years and sits at the national sector performance level. Early withdrawal rates for part-time learners remain low, sitting around national sector performance levels. Further withdrawal rates for full-time FE learners, have increased over the previous year, and sit 3 percentage points above the sector performance level. For FT HE learners, further withdrawal rates have improved, and now sit just above the sector performance level. Further withdrawal rates for part-time FE learners have increased in the last year, sitting 3 percentage points above sector performance level. Further withdrawal rates for part-time HE learners have remained high and are significantly higher than the sector performance level.

Successful outcome trends

The percentage of learners on full-time HE programmes who completed successfully has improved over the previous three years and sits just above the sector performance level. However, the success rate for full-time FE learners has not improved overall during the previous three years and sits 4 percentage points below the sector performance level. The high further withdrawal rates are contributing to this figure.

Success rates by equalities breakdowns

There were 612 learners with a disability at the college in 2013-14, 12% of the overall learner population. Of these, 542 took a course leading to a recognised qualification, with a 67% success rate, 4 percentage points below the sector (71%).

96 learners at the college were from an ethnic minority background, 88 of whom were on a course leading to a recognised qualification. The success rate of 73% is 3 percentage points above sector performance for learners from an ethnic minority background (70%).

Discussions with curriculum teams

Curriculum teams outlined a range of approaches and interventions that have been adopted to further enhance programmes or address programmes where retention and attainment are low.

In Care, staff have provided additional support to learners during the first 6 weeks of their programmes by providing "double tutorials". This has been well-received by learners who value the regular contact with curriculum staff during the induction period. Staff are also identifying learners who may be at risk of not completing, or completing with partial success, by using a weekly report on attendance and progress.

In Hospitality, staff are introducing a suite of City and Guild qualifications which appear to suit local needs better. Current learners have enhance their employability skills in these programmes through participation in activities such as the "*Members' Dining Event*" at the Scottish Parliament. The college has also completed its new training restaurant and hospitality suite (*Zest*) at the Dumfries campus in response to regional demand for hospitality training. In the new academic year, 60 full-time places will be offered to learners.

In Hairdressing, learner further withdrawal rates are high and have not improved significantly in the last three years. This is impacting on success rates for leaners on these programmes. Learners on programmes at SCQF level 4 are at the greatest risk of withdrawing due to a range of personal, health and financial issues. Additional measures introduced this year to further support learners include a greater emphasis on developing salon skills during the first 6 weeks of the programmes, to better engage learners. A learner charter has also been piloted with level 4 leaners. Changes to learning delivery has included running salon and theory classes in parallel one day a week, to enable learners to move between classes and support better differentiation in learning. Further withdrawal rates for learners on SCQF level 5 programmes appear to have improved in the current year with a greater emphasis on promoting this class for adults returning to learning. Staff in the Stranraer campus are continuing to use social media and technology well to engage learners and support their studies.

In Engineering, the curriculum continues to reflect the skill shortages identified within the Regional Skills Assessment. The importance of Science, Technology, Engineering and Mathematics (STEM) related provision is reflected in the delivery of short programmes as an extension of the curriculum in the newly developed Energy Centre. Micro-renewables and energy industry training will be delivered to local business. The curriculum team has identified issues of low successful completion rates on the Diploma in Light Vehicle Maintenance and Repair and have introduced measures to support staff delivering the programme to ensure higher rates of successful completion.

High quality learning

College developments in enhancing learning and teaching

The college continues to place great importance on high quality learning and teaching as central to improving outcomes for learners. Teaching staff are well-supported in developing and delivering sound teaching practice.   The team of learning and teaching mentors are now well-established and the posts have been made permanent. Teaching staff continue to find the support they receive from the mentors particularly useful to help them reflect better on their own classroom practice. Learning and teaching mentors are now assigned to a particular department. This allows mentors to better understand issues relating to a specific curriculum area and provides greater focus on maintaining supportive relationships with teaching staff.

The college has been proactive in establishing Employer Advisory Boards in key employment sectors. This has been helpful in supporting the delivery of strong employability skills within programmes to better prepare learners for the workplace. Members of the advisory boards have participated in talks and workshops to learners, and advised on industry visits and work placement/experience opportunities. The annual citizenship week continues to provide excellent opportunities for many learners to participate in a wide range of volunteering and fund-raising activities that promote the wider work and life of the college.

Learner engagement

Conversations with learners

Learners from both Dumfries and Stranraer campuses expressed positive views about their college programmes and the support they receive from staff. Learners describe different ways in which their views on their learning experience are sought by staff, and feel that this feedback is listened to and acted upon. However, some learners commented negatively on the use of the *quality wheel* in collecting their views and found the process cumbersome and too lengthy. Class representatives receive appropriate customised training for their role, delivered by the college staff. There are advanced plans to offer class representatives a volunteering award, to enhance the role and give it greater currency on learners' curriculum vitae. Learners views on the value of class representatives is mixed,

with some commenting they don't make use of them because they find senior staff very approachable and can raise issues with them directly, if necessary.

The majority of learners are continuing to make good use of the online portal, *LearnNet*, to support learning and assessment. However, a few learners commented that some material was out-of-date and not helpful. In some classes, learners are also using other online resources, including social media, to assist communication and enhance learning.

Quality culture

College developments in quality

The college continues to be fully committed to further improving the experience for learners by engaging staff groups in quality improvement activities. Over the last year there has been a review of self-evaluation arrangements, including the use of the *quality wheel* tool. The *quality wheel* continues to be a key tool to support self-evaluation within curriculum teams and assist discussion around learning and teaching with learners. The learning and teaching mentor team also use the quality wheel to inform the lesson observation process to ensure the quality of learning and teaching can be evaluated across a range of benchmark statements. These relate to how well learning and teaching can be: supportive; engaging; flexible; reflective; innovative; and successful.

Peer-team review of curriculum self-evaluation reports continues to be viewed by staff as a useful part of the arrangements for self-reflection and action planning for improvement. This peer-based scrutiny provides an additional tier of dialogue and is helpful in calibrating grade profiles to ensure greater consistency across the college. The Quality and Curriculum Committee of the Board of Management continue to oversee issues around learning, teaching and quality and receives regular updates from senior staff.

College plans for implementing the recommendations of Developing the Young Workforce

College managers are fully committed to the principles and recommendations contained within Developing the Young Workforce(DYW). The Board of Management is also well-positioned to support DYW as the chair of the Board of Management also chairs one of the national advisory boards for DYW. Senior college staff have been proactive in meeting with all secondary head teachers and their teams within the region to discuss the senior phase and DYW. College staff are now working with cluster groups of secondary schools to look at local need across the region and explore curriculum options. The college has articulated a commitment to increasing the number and range of school/college programmes over the next few years, to support the re-alignment of the school curriculum with the regional skills analysis. In March 2015, the college hosted the Dumfries and Galloway Secondary Head Teachers Conference, with around 40 head teachers

and senior staff attending. Conference discussions on school/college links and developing vocational pathways in schools relating to DYW included inputs from senior staff and the chair of the Board of Management.

This year the college has successfully piloted a HNC in Electrical Engineering aimed at S6 school pupils. The pilot aims to enhance candidates' employment prospects, develop learning and transferable skills and support transition from school to higher education. A group of 4 pupils participated in the pilot and next year it looks likely to attract a cohort of 15 candidates from local schools.

Example of excellent practice

The college submitted several examples of potential excellent practice and these will be considered more fully during a future visit to the college.

John Bowditch HMI

Date: 5th August 2015

Dumfries and Galloway College

Students' Association Development Plan 2015-16

Dumfries and Galloway College is committed to developing a strong, effective students' association to enable students to make their voices heard, and to take collective action to change and improve their experience.

The College aims to develop a students' association where the students' association will be able to work as equal partners with the College, acting as critical friends, and enabling the college to develop robust quality and governance processes. To enable the College to achieve this aim the College has adopted the 'Development of Strong and Effective College Students' Associations in Scotland' framework developed by the National Union of Students.

The framework is a sector agreed shared way forward for students' association and college partnership development. Students' associations are the legally representative voice of students. The framework identifies five elements of student engagement. They are:

1. **Autonomous**

2. **Partnered**

3. **Accountable**

4. **Representative**

5. **Sustainable**

This development plan sets out how the students' association and the college will work together to develop partnership working and sustainability. This development plan will be embedded in the college's planning process and committees.

Progress on actions will be reported to the Learning and Teaching Committee of the Board of Management. The College Students' Association will undertake self-evaluation annually after the spring term. Any resulting actions will be identified and planned for the following session.

Dumfries and Galloway College Students' Association - Development Plan 2015 -2016

1   Autonomous

An autonomous students' association is one which enables students to articulate an independent student voice, and which can ensure that voice will be heard at the highest levels. Students determine its internal organisation and representative structures. Student representatives act according to the student determined priorities and policies and engage with college leaders as equal partners to negotiate how these priorities will be implemented

Priorities	Process	Measurable actions	Responsible	Timescale
1.1 Good working links with the college and students' association	• The college will work with the students' association as principle partner and funder and support the autonomy of the students' association	Supported by staff, the students' association is able to work within an agreed budget. The students' association can organise its resources and structure to best support the student body.	Staff Student President Student Exec Committee	Established at beginning of academic year Revised as a new committee is elected.
1.2 Officers are able to understand about making Autonomous decisions and understand Accountability	• Staff provide mentoring support to student officers to enable them to develop into their positions within the Students' association • The process for making decisions is clearly set out, as are which officers or groups of officers are responsible for making which decisions.	Following the induction process for all elected officers [see SA Induction manual] Officers will have the opportunity to meet with all necessary staff and be aware of job roles and how this fits in with the running of the college as a whole. This will create two relationships building and opportunities for staff to get to know elected members with students	SA Exec Committee Staff	Completed within the first two weeks of appointment
1.3 Executive committee will set a working plan for the year to represent the needs of the student	• Clear programme of events should be decided at beginning of the academic year, this should ensure the SA exec team are developing the working plan for their current year. • President should have a clear idea and vision as to how the SA will run throughout their elected term. • SA Exec should plan activities and services to respond to the needs and interests of the current students	Research can be done during Fresher's Week to gauge wants and needs of the current student body. SA executive committee should ensure that the student body is aware they can approach the SA to bring up any additional ideas throughout the academic year. SA Execs need to be fully aware of the responsibility of the SA during these events SA Executive officers should work towards set dates	SA Exec Committee	Established within the first month of appointment and can be adapted as year progresses

2   Partnered

A college and students' association in partnership have an equal relationship based on mutual value, trust, and respect. They have clearly agreed roles and responsibilities and work together to deliver positive change for students

Priorities	Process	Measurable actions	Responsible	Timescale
2.1 Roles and responsibilities of the association and the college within the partnership are understood Awareness raising of students' association [SA] throughout the college with students and staff	• Senior staff give out key messages that the students' association is a high priority.	SA President Executive Officers attend faculty meetings as appropriate to raise awareness to staff. Executive committee members meet with staff appropriate to their role.	SA Exec Staff	Beginning of SA president role Beginning of academic year
	• The college's partnership approach to student representation is defined and is highlighted in college communications.	Work closely with marketing department to ensure this good practice continues. SA could offer more ideas/contributions.	SA and Marketing Department	Local News – Monthly College News – Quarterly
	• There are specific forums dedicated to ensuring SA priorities are taken forward.	• Class Rep Meetings • Faculty meetings • Meet with Support Staff • Meet with SMT	SA Exec	Appropriate to timetable of scheduled meetings
	• Training about students' association included in all staff induction and continuing professional development	Access to staff during non student days	SA Exec Staff	Staff Development Days
2.2 Awareness raising of Students' association [SA] with Partners	• Students' association work with feeder schools and training providers to promote Students' association benefit to potential students	Develop and train SA execs who would carry out this workshop	SA Exec Staff	January to August
	• Students' association to work with partners to promote services and work together to provide student campaigns e.g. citizenship, equality & diversity, health.	Partners work with the students' association and attend table top stalls at specific points in the academic year. This allows them to promote their services, many return at additional later dates	SA Exec Staff	Freshers week Volunteering Week Health Week Citizenship week

2.3 The association is structured in a way that meets the needs of the students whilst being a 'critical friend' to the college	• Students' association should mirror the college's structures. This will make it easier for college and association to engage, and for the association to represent student interests. • Students' associations should actively explore and identify examples of good practice from other associations and regions.	SA Exec Roles have been established to support the structure of the college. E.g. Equalities Officer, Sustainability Officer Officers know exactly what is expected of them. They should be coming the post with lots of ideas and a genuine interest for the needs of the role	SA Exec Staff	
2.4 The college encourages the SA to work proactively and build a direct positive impact on the student experience	• There is an effective student review process of learning and teaching. • SA get the opportunity to listen to the student and are able to give feedback to the college • SA has an input and understanding of the college outcome agreement.	Meeting with student regularly to hear about their experience College and SA work together to discuss and ideas, needs, concerns found from talking with the student body. Student Association look at the college outcome agreement annually [even although the agreement lasts 3 years] and integrates it in to the working plan for the year ahead.	SA Exec Staff	Daily and formally through focus Annually

Dumfries and Galloway College Students' Association - Development Plan 2015 -2016

3   Accountable

An accountable students' association has clearly defined lines of accountability for its policy decisions and for its performance. It is accountable to its student members for what it says and does on their behalf. It is accountable, where appropriate, to its college's governing board for its compliance with the 1994 Education Act, the agreed terms and conditions of the funding it receives from its college, and for its performance against any other such agreements the students' association and the college have made in partnership.

Priorities	Process	Measurable actions	Responsible	Timescale
3.1 The students' association has clearly defined and understood lines of accountability	• Formal processes are established between the students' association and the college to ensure the college can assess that the association	Policies and procedures are in place to ensure the current executive know what is expected of them.	Staff SA Executive	September
3.2 Student association is accountable to the student body and ensures they carry out their duty with credibility	• SA researches the wishes of the student body to develop working plan. • Association has processes which enable evaluation and effectiveness • SA should be able to measure, evaluate, and demonstrate its success and impact in delivering its plan and representing the needs of students.	Reflection as to how it met the needs of the student Students' association reports back regularly to the student body in a media that is appropriate to the needs of the student. SA regularly measures and evaluates its progress in delivering their plan	SA Executive	End October Weekly meetings

4 Representative

A representative students' association takes its mandate from its student members through its democratic processes. It speaks on their behalf with a collective, evidenced, and informed voice and is able to make claims, negotiate solutions, campaign, and create the change their members want. Its officers are elected through free and fair elections

Priorities	Process	Measurable actions	Responsible	Timescale
4.1 The college and students' association ensure that all major officer roles are elected through free and fair elections.	- There is a robust online voting system or similar arrangements to facilitate multi campus voting. - The association has the resources and support necessary to run fair and vibrant elections. - There is an appropriate complaints and appeals process	Online process is updated to support new systems Paper copy available if needed Staff attend NUS training Election Policy is written specifically for Dumfries and Galloway College	Staff IT Staff Staff with US support	Before spring break January/ February
4.2 The students' association will ensure their work will include responding to the needs of the learner in class.	The Students' association will plan their activities to respond to the needs of the students, giving continuity and sustainability of vision and planning and the flexibility to respond to changing contexts and the priorities of newly elected officers.	Training will be given as to how to carry out the meetings and also how to deal with information that comes from the meeting SA should plan its activities to respond to the needs and interests of students Creation of an annual working plan including planning processes	Staff SA Exec	At beginning of elected post By October
4.3 The students' association has effective democratic and accountability structures	- Input to class rep meetings - Access to class rep details - Ensure representation of all student groups	Regular contact with class reps and student members Supporting all student groups including 'non traditional' groups and protected characteristics	SA Exec	All scheduled class reps meetings

Dumfries and Galloway College Students' Association - Development Plan 2015 -2016

5   Sustainable
A sustainable students' association is able to function effectively and deliver its core representative purpose, at the same or a higher level, year after year. There is continuity of organisational memory, skills, plans and structures. The framework is accompanied by a self evaluation and development planning tool which outlines a set of standards and indicators/ prompts which identify the resources and support a students' association needs to be effective

Priorities	Process	Measurable Actions	Responsible	Timescale
5.1 Robust Training and continued development of Students' association Executive and Volunteers	• The students' association has resilience and flexibility to respond to challenges using its own structures and processes	Association has a mix of full-time paid and volunteer officer posts Volunteers are supported through appropriate training and development.	Staff SA Exec	During Induction
	• There is a range of opportunities for students to volunteer in the association across the whole college community	The offer of volunteering qualification is extended to include class reps	Staff SA Execs	Class rep training Detailed in plan
	• Student board members receive induction and training from the college's governing body which equips them to understand and fulfil their role.	Student Board members have access to formal training and ongoing support throughout the year. Student Board Members have training and awareness on college outcome agreement.	College Staff NUS Training SMT for Board Training	First few months of elected term
5.2 The Students' association has dedicated, long term staff, to provide training, support and continuity between changing SA Exec Teams	• Staff ensure that the students' association is not person dependant or vulnerable to changes in leadership	Training is timely and ongoing throughout their term to ensure officers' skills and knowledge are current and that it enables them to fulfil their role effectively. There is an effective handover and induction for students' association officers	SA Staff /SA President	Within first month of being elected June
	• Training is appropriate to the needs of individual officer role and their college environment.	Training covers skills development, such as decision making and relationship building, and knowledge development such as the students' association and college's decision making processes.	Staff SA Exec	October January

Learning and Teaching Committee

Vice Principal (Learning & Skills) Report: October 2015

1   Purpose of the Report

This is the first report to the Committee for academic year 2015-16 to provide an update on a range of curriculum matters.

2   The Report

2.1   Retention

Full-time Further Education programmes:

Retention of students on full-time FE programmes in session 2014-15 was 70% a decrease of 4% on the previous session, 3% below the sector average and 4% below the outcome agreement target. Retention over the past four sessions:

- 2014/2015   70%
- 2013/2014   74%
- 2012/2013   73%
- 2011/2012   72%

Programmes that performed poorly included Computing, Care, Sports, Hair and Beauty at Stranraer.

Full-time Higher Education programmes:

Full-time Higher Education programmes continue to make generally positive progress overall and for 2014-2015 retention continues its 4 year trend of improvement and is now above the sector average. Retention for session 2014-15 was 84% an increase of 2% on the previous session, 4% above the sector average and 3% above the outcome agreement target. Retention over the past four sessions:

- 2014/2015   84%
- 2013/2014   82%
- 2012/2013   80%
- 2011/2012   77%

Programmes areas with poor retention are in Care and Electrical Engineering. Through self-evaluation actions have been identified to address low retention. These include:

- Team building events with staff and students facilitated by staff who deliver on the Princes Trust courses. Ongoing support from staff delivering on Princes Trust throughout the session.
- Weekly meetings between Curriculum Leaders and Personal Tutors focussing on "at risk learners" and developing strategies to support them.
- Personal tutors on courses with low retention to be given additional time to support 'at risk learners'.
- Review and clarification on the role of the personal tutors.
- Redesign of hair and beauty delivery.

2.2   Attainment

Full-time Further Education programmes:
Attainment of students on full-time FE programmes in session 2014-15 was 64% an improvement of 2% on the previous session, achieved the outcome agreement target but 1% below the sector average. Attainment over the past four sessions:
- 2014/2015   64%
- 2013/2014   62%
- 2012/2013   63%
- 2011/2012   61%

Programmes with poor attainment are in Engineering/Motor Vehicle, Sport, Hair and Beauty at Stranraer.

Full-time Higher Education programmes:
Attainment of students on full-time Higher education programmes in session 2014-15 was 71% a decrease of 1% on the previous session, achieved the outcome agreement and 1% above sector average. Attainment over the past four sessions:
- 2014/2015   71%
- 2013/2014   72%
- 2012/2013   70%
- 2011/2012   70%

Programmes with poor attainment are in Computing, Care and Electrical Engineering. Through self-evaluation actions have been identified to address low attainment however, in some cases there is a link between low retention and low attainment therefore the action is same for both. These include:
- Review of entry requirements for some courses.
- The e-Skills lab modified to have more space allocated to high bench practical work areas.
- Target numbers reviewed and on some courses lowered.
- New SQA HN framework implemented with increase in holistic assessment within and across units.

2.3   Curriculum Developments

The Faculty teams in the Academic areas have had two planning days to review the current 2015-16 portfolio and plan for new full time courses 2016-17. The teams at this stage also review target numbers for some curriculum areas and explore articulation arrangements with Universities and Partners.

New Full time 2016-17:
- Level 2 Diploma in Professional Cookery (Dumfries)
- HNC Computing Science (Dumfries)
- City and Guilds Level 3 Energy Transmission (Dumfries)
- HNC Construction/Civil Engineering (Dumfries) – to be developed for delivery in 2017-18

New Articulation Developments:
- BA in Creative Practice with UWS
- Strathclyde Engineering Academy Access Programme
- UWS BA Social Work
- University of Glasgow Primary Education Pathway
- Glasgow/Napier for Construction Pathways

Developing the Young Workforce (DYW) /Partnership meetings with Schools:
All meetings have taken place with schools across the region to look at new pathways to be developed for learners for 2016-17. Follow up meetings are taking place between schools, employers and Faculty teams to agree delivery details. All school college partnerships have committed to working together to deliver taster awareness sessions to address gender imbalance issues in a range of curriculum areas.

New Full Time School Pathways include:
- HNC Computing Science
- NC in Hospitality
- National Progression Award in Reablement
- Foundation Apprenticeship Engineering Processes
- BTEC Level 3 in Sport

New Part Time School Pathways include:
- National 4 in Adventure/Tourism
- Higher in Computing
- Photography and Digital Imaging
- National Progression Award in Digital Media.

There are also a range of new recreational courses planned for the autumn and the winter months, which for Stranraer include, Beginners Spanish, Patchwork Quilting, Upholstery Upskilling, and Introduction to Photography. Dumfries continues to offer recreational programmes with the addition of a Christmas cooking programme.

2.4   Other areas to Note
During the summer break three beauty salons were redeveloped to provide two large salons offering state of the art facilities for learners to experience to simulate the operations of commercial salons. These facilities now include nail bars and reception to support learners in developing their skills further. Dumfries and Stranraer held HE Awards Ceremonies with over 300 learners receiving HNC/HND Qualifications. FE awards ceremonies have also been held in the Curriculum areas for learners in terms of celebrations of their success. The new hospitality area "Zest" is now up and running with a total of 63 full time learners have enrolled on programmes from Access Level to Higher National Certificate. The area is already developing short programmes and will start with evening cookery Christmas programmes shortly.

The College has been shortlisted for the Princes Trust Awards in three categories: Young Achiever of the Year Award; The Breakthrough Award and the Community Impact Award. This is a great achievement for staff and learners involved in these programmes.

The first group of learners started at the College's new Energy Centre including plumbing apprentices from across the region who are undertaking a course in" Emerging Technologies". Funding for this was secured through Energy Skills Partnership, giving apprentices the skills to install, maintain solar thermal and heat pumps.

Fresher's Fayre was a great experience across both campuses with Barbecues, Music, and Health awareness sessions, generally creating a positive buzz and feel at both campuses.

3   Recommendation

Members are invited to discuss the contents of this report.

Andy Wright
Vice Principal (Learning & Skills)
October 2015