**Board of Management**

**Learning and Teaching Committee**

Dumfries & Galloway College

**Tuesday  7 October 2014**                                          **2.00 pm**

                                                                       **Room 1041**

## Presentation

**Faculty Overview:  Business, Computing and Creative Industries**          **Iain Hawker**

## A G E N D A

1    Apologies for Absence

2    Declaration of Interest

3    Minute of Meeting of 14 May 2014                          (attached)

4    Matters Arising

5    Key Performance Indicators                          (report attached)

6    Draft Annual Self Evaluation Report 2013-14          (report to follow)

7    Students Association

     7.1    Update from SA President                          (verbal update)

     7.2    Developments                          (verbal update)

8    Sports Development Officer                          (verbal update)

9    Any Other Business

10   Date and Time of Next Meeting

# 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 7 October 2014 from 2.00 pm in Room 1043, Dumfries campus**

| **Present:** | D Holland, Chair |
| --- | --- |
| | J Henderson, Board Member |
| | K Henry, Board Member |
| | S Glendinning, Student Member |
| | Claire Davies, Student Member |
| | C Turnbull, Principal |

| **In Attendance:** | R Anderson, Academic Staff Representative |
| --- | --- |
| | D Patterson, Academic Staff Representative |
| | J Maginess, Academic Staff Representative (Stranraer) |
| | A Wright, Vice Principal (Learning and Skills) |
| | J Brown, Vice Principal (Corporate Services and Governance) and Secretary to the Board |
| | S Sutherland, Executive Team Assistant |

| **Observing:** | J Goldie, Board Member |
| --- | --- |

- **Presentation:**  Faculty of Business, Computing and Creative Industries – Iain Hawker, Head of Faculty

The Committee welcomed a comprehensive presentation which prompted discussion on many of the challenges facing the College, and those particular to this Faculty.

## 1        Apologies for Absence
Apologies for absence were intimated on behalf of C Grant and K Somerville.

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

## 3        Minute of Previous Meeting
The Minute of the Quality and Curriculum Committee held on 14 May 2014 was approved.

## 4        Matters Arising
None.

## 5        Key Performance Indicators

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

The Committee noted that the College had achieved its WSUMs target for 2013/14, and the changing profile with HE course enrolments rising, and FE enrolments falling at Stranraer.  The meeting discussed the Commission for developing Scotland's young workforce and the College's continuing work with schools.

The Principal reported that for the first time in many years, two HNC classes had formed at Stranraer, and that two HNC Social care students had achieved their qualification by wholly online study.

Members also welcomed the improvement in student retention and outcomes, and that the Principal had challenged staff to increase by a further 2% above the Outcome Agreement target for 2014/15.

## 6   Draft Annual Self Evaluation Report 2013-14

The VPCSG spoke to the draft report which was tabled explaining that the Scottish Funding Council required each college to provide an annual report, endorsed by the governing body, describing the impact, nature and outcomes of college led quality review activities.  She apologised that the report had not been available prior to the meeting but the College only received notification in late August that the deadline for the report moving to end of October, previously end of December.

Following discussion, the Committee recommended the report to the Board, confirming that the college had: improved the retention and achievement rates where they were found to be low, through a range of proactive interventions and changes to processes; had continued to improve the effectiveness of arrangements to engage learners in enhancing their own learning; and developed new mechanisms and revised existing arrangements to fully engage staff in quality enhancement activities in the development and planning of high quality learning and teaching approaches.

## 7   Students Association

### 7.1   SA President's Update
Sam Glendinning, SA President advised on Student Association activities, and introduced the Committee to Claire Davies, Vice President, who had been elected that morning.  He advised on a strong executive membership of 17 in Dumfries and 8 in Stranraer, with elections for the four Officer posts to take place after the October break.

### 7.2   SA Developments
The VPCSG reported that the funding allocated to the College to support student engagement was being used to pay the SA President and Vice President (Stranraer) two days per week.  The College was also in the process of recruiting a full time Development Officer on a 16 month contract to assist with developing plans to achieve a sustainable student association.  It was hoped that this may address the continuity issues of a student population who may only be at college one or two years, which is always a major challenge.

## 8   Sports Development Officer

The Vice Principal, Learning and Skills advised that this development was progressing.

## 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 16 December 2014 at 2.00 pm.

# Presentation Overview

○ **The Faculty**
  - Courses
  - Learners
  - Staff

○ **PI Data**

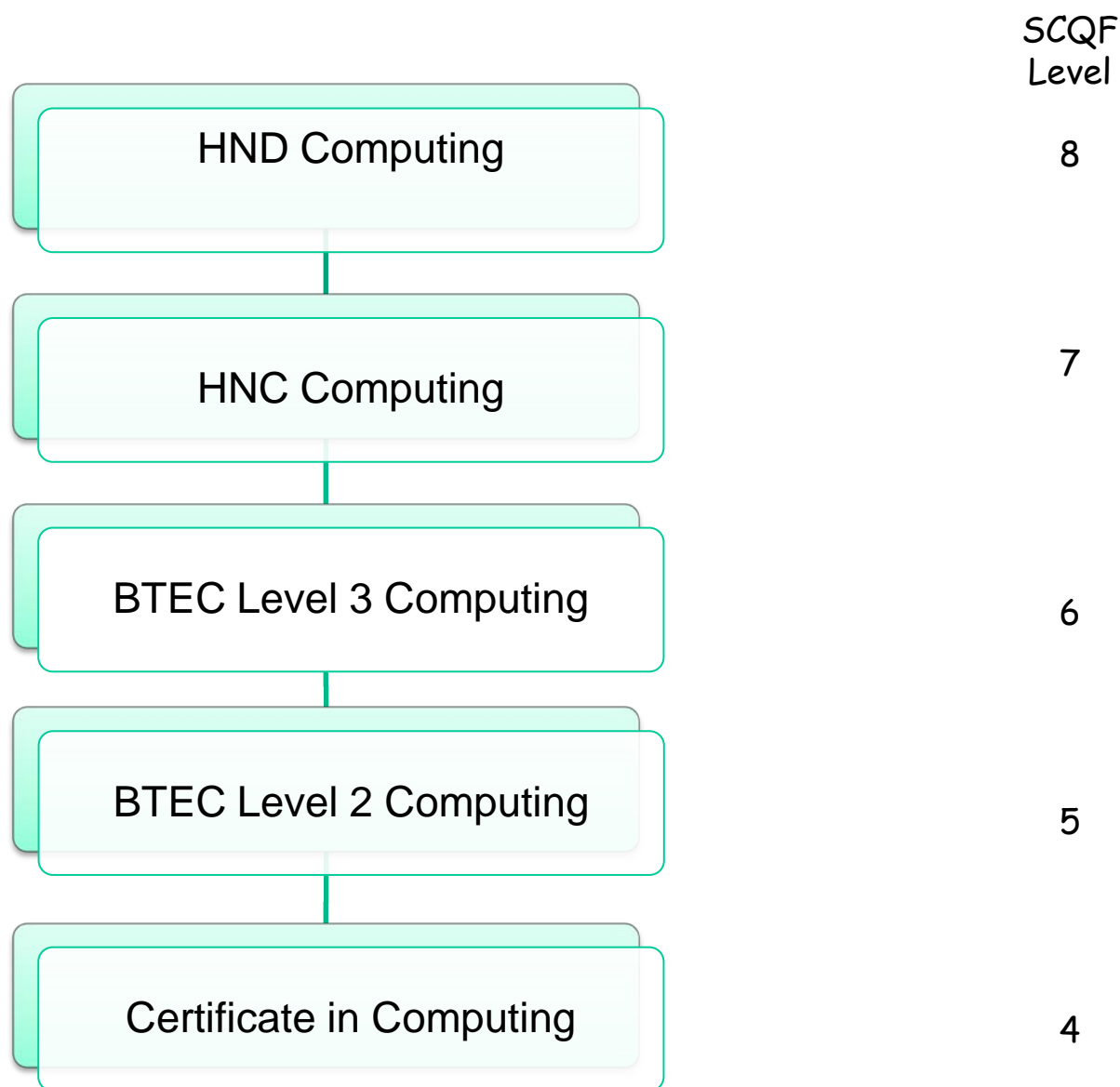○ **Learning & Teaching Observations**

○ **Challenges**

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# Courses – Business

| | |
|---|---|
| HND Business | HND Accounting |

**8**

| | |
|---|---|
| HNC Business | HNC Accounting |

**7**

| | |
|---|---|
| Higher Business Management & IT | Higher Administration & IT (Stranraer) |

**6**

National 5 Administration & IT (Stranraer)

**5**

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# Courses – Computing

SCQF Level

HND Computing — 8

HNC Computing — 7

BTEC Level 3 Computing — 6

BTEC Level 2 Computing — 5

Certificate in Computing — 4

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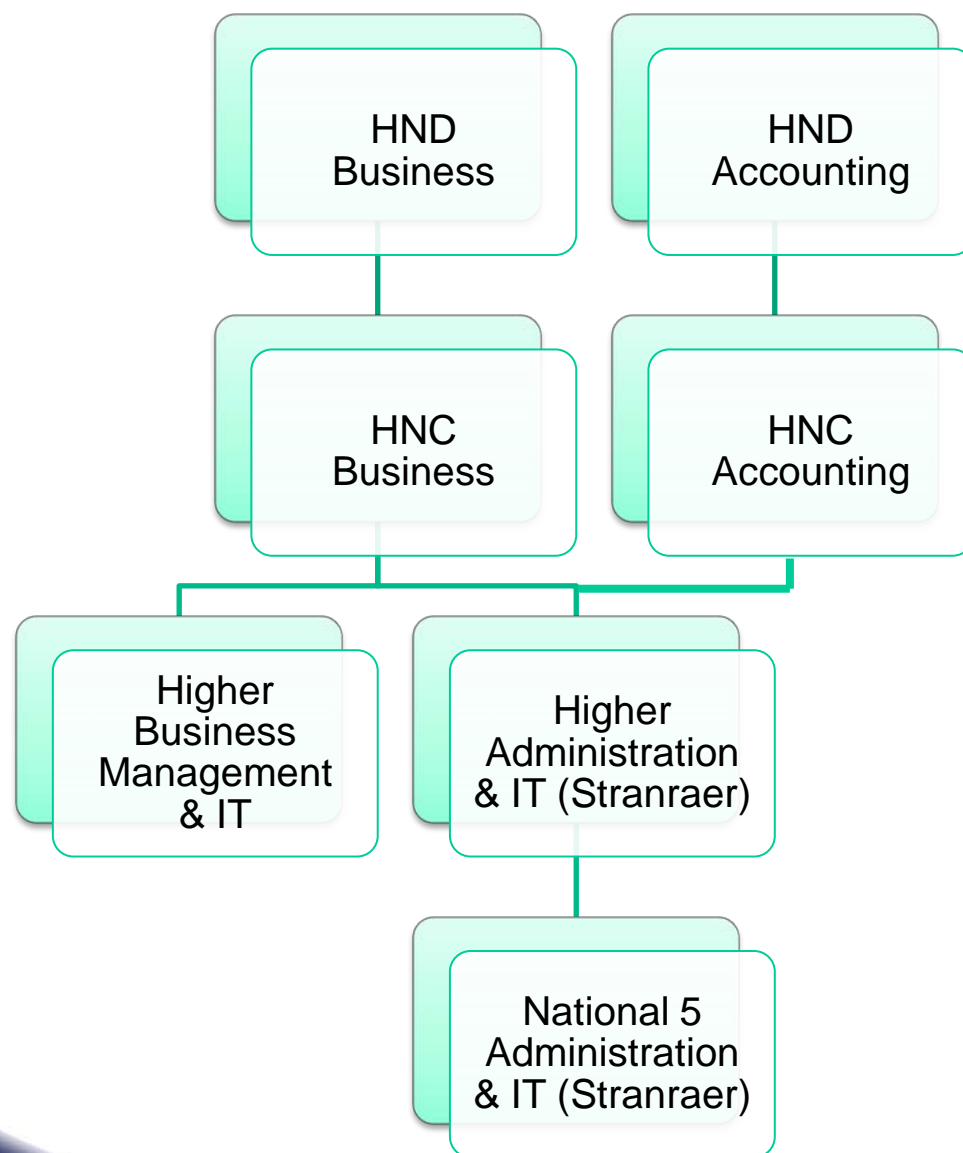
# Courses – Creative Industries

| | | | SCQF Level |
|---|---|---|---|
| HND Art & Design | HND Visual Communication | HND Photography | 8 |
| HNC Art & Design | HNC Visual Communication | HNC Photography | 7 |
| Cert in Art & Design (SQA) | Cert in Visual Comm. (SQA) | NC in Photography (SQA) | 6 |
| | Foundation Studies in Creative Industries (BTEC) | | 4/5 |

Shaded area: all new courses in 2014/15

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# The Faculty - Learners

- FE - (SCQF L4 to L6)
  - 9 FE courses at Dumfries
  - 2 FE courses at Stranraer

- HE - (SCQF L7 & L8)
  - 13 HE courses at Dumfries
    - 7 HNC courses and 6 HND courses

- Articulation
  - All HNDs have agreed articulation routes locally on Crichton Campus (UWS) and to OU

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# The Faculty - Learners

- 400 FT learners
- 10 PT learners (infill/DR)
- 17 learners on Digital Gaming Schools group (Lockerbie)
- <>7000 WSUMS
- Currently 9 (2%) FT learners withdrawn
- ESOL – separate SFC grant
  - 5 courses per session approx. 65 learners

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# The Faculty - Staff

○ Lecturers
- 26 staff approx. 15 FTE
- 0.6FTE at Stranraer

○ Academic Support
- 0.8FTE Technician (Creative Industries)
- 0.8FTE Secretary

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# PI Data - 2013/14

| Curriculum Area | Enrolments | Retention % | | | | | Outcome % | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | '13 | '12 | '11 | '10 | '09 | '13 | '12 | '11 | '10 | '09 |
| A0ADE: Creative Industries | 202 | 82 | 84 | 83 | 79 | 81 | 77 | 78 | 73 | 70 | 69 |
| A0BOM: Business | 129 | 77 | 83 | 82 | 85 | 87 | 68 | 76 | 75 | 73 | 72 |
| A0CMC: Computing | 100 | 79 | 76 | 73 | 84 | 83 | 68 | 59 | 65 | 61 | 63 |
| A1JJB: Business, Computing (Stranraer) | 24 | 83 | 76 | 77 | 87 | 88 | 54 | 71 | 77 | 60 | 66 |
| Grand Total | 455 | | | | | | | | | | |

- In the main, above sector in all areas, but still room for improvement.
- Last Education Scotland annual engagement visit focused on Business PIs.
- Mainly HE therefore less room for +ve PI, HND cannot fail any assessment/topic.

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# PI Data - 2013/14

| Curriculum Area | Enrolments | Retention % | | | | | Outcome % | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | '13 | '12 | '11 | '10 | '09 | '13 | '12 | '11 | '10 | '09 |
| A0ADE: Creative Industries | 202 | 82 | 84 | 83 | 79 | 81 | 77 | 78 | 73 | 70 | 69 |
| A0BOM: Business | 129 | 77 | 83 | 82 | 85 | 87 | 68 | 76 | 75 | 73 | 72 |
| A0CMC: Computing | 100 | 79 | 76 | 73 | 84 | 83 | 68 | 59 | 65 | 61 | 63 |
| A1JJB: Business, Computing (Stranraer) | 24 | 83 | 76 | 77 | 87 | 88 | 54 | 71 | 77 | 60 | 66 |
| Grand Total | 455 | | | | | | | | | | |

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# PI Data - 2013/14

| Curriculum Area | Enrolments | Retention % | | | | | Outcome % | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | '13 | '12 | '11 | '10 | '09 | '13 | '12 | '11 | '10 | '09 |
| A0ADE: Creative Industries | 202 | 82 | 84 | 83 | 79 | 81 | 77 | 78 | 73 | 70 | 69 |
| A0BOM: Business | 129 | 77 | 83 | 82 | 85 | 87 | 68 | 76 | 75 | 73 | 72 |
| A0CMC: Computing | 100 | 79 | 76 | 73 | 84 | 83 | 68 | 59 | 65 | 61 | 63 |
| A1JJB: Business, Computing (Stranraer) | 24 | 83 | 76 | 77 | 87 | 88 | 54 | 71 | 77 | 60 | 66 |
| Grand Total | 455 | | | | | | | | | | |

# PI Data –Drill down – 2013/14

| Course/Programme | Actual ENR | Retention % | | | | Outcome % | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | '13 | '12 | '11 | '10 | '13 | '12 | '11 | '10 |
| DCOS/2A/F0 : HND COMPUTING: TECHNICAL SUPPORT | 16 | 80 | 57 | 84 | 89 | 40 | 29 | 79 | 47 |
| HCOM/1A/F0 : HNC COMPUTING | 13 | 96 | 88 | 79 | 95 | 96 | 65 | 64 | 55 |
| C3IS/1A/F0 : BTEC LEVEL3 SUBSIDIARY DIPLOMA IN IT (ICT SUPPORT) | 17 | 75 | 90 | - | - | 67 | 76 | - | - |
| CDIT/1A/F0 : BTEC LEVEL 2 DIPLOMA IN IT (ICT SUPPORT) | 23 | 88 | 70 | 73 | - | 75 | 57 | 64 | - |
| SCCP/1A/F0 : CERTIFICATE IN COMPUTING | 14 | 47 | 67 | 56 | 79 | 35 | 50 | 50 | 68 |
| Curriculum Area Total | 97 | 77 | 74 | 73 | 88 | 63 | 55 | 64 | 57 |
| | | Average | | | | | | | |

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# L&T Observations

**AOBCC: Business, Computing, Creative Industries**
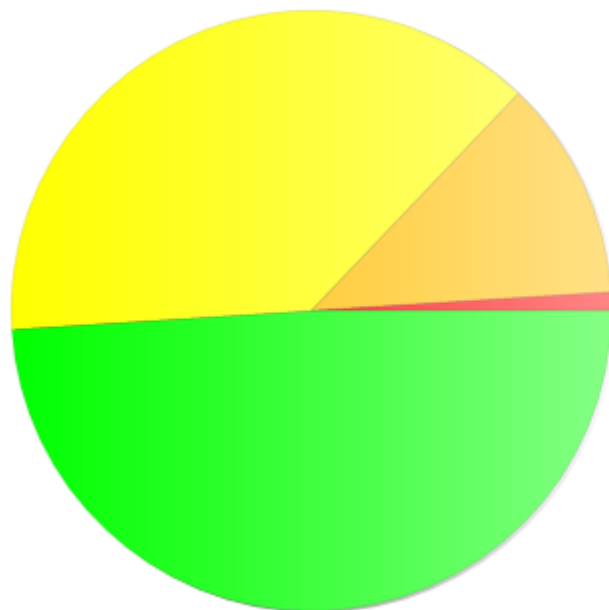


- High quality, impressive: 198 (49.0%)
- Creative with little weaknesses: 154 (38.1%)
- Adequate, but significant training needs: 48 (11.9%)
- Little/no strengths, major training needs: 4 (1.0%)

*Total Benchmark Analysis is based on 17 successful (of 26 total) observations(s)

**Total Benchmark Analysis***
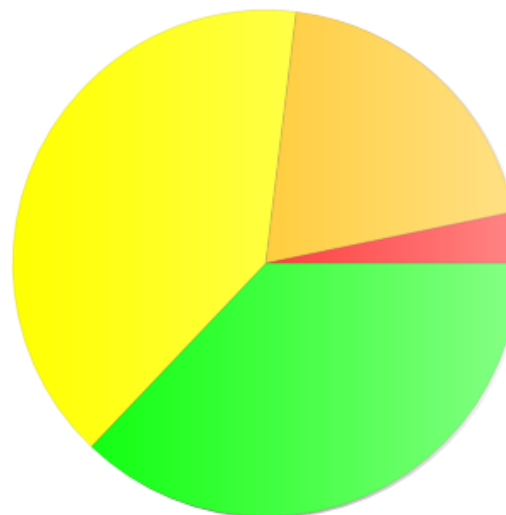


- High quality, impressive: 479 (37.1%)
- Creative with little weaknesses: 514 (39.8%)
- Adequate, but significant training needs: 256 (19.8%)
- Little/no strengths, major training needs: 42 (3.3%)

*Total Benchmark Analysis is based on 54 successful (of 80 total) observations(s) for selected criteria.

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# Challenges

- Major changes in curriculum delivery
  - Computing (BTEC and new revised HN)
  - FE Creative Industries
  - Development workload on small teams, some specialist areas have 1 team member
- CfE curriculum changes in Business (National 5 and Higher)
- Number of part-time staff - of 26 staff only 6 are FT on full contact hrs
  - Meetings at the right time and getting whole team together

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# Challenges

○ Technological changes in ICT, keeping up to date, CPD and development time

○ Employer engagement and work experience opportunities

○ Balance of learner's expectations and motivation with a FT course (2-3 days)

○ Part-time provision

- Market intelligence weak
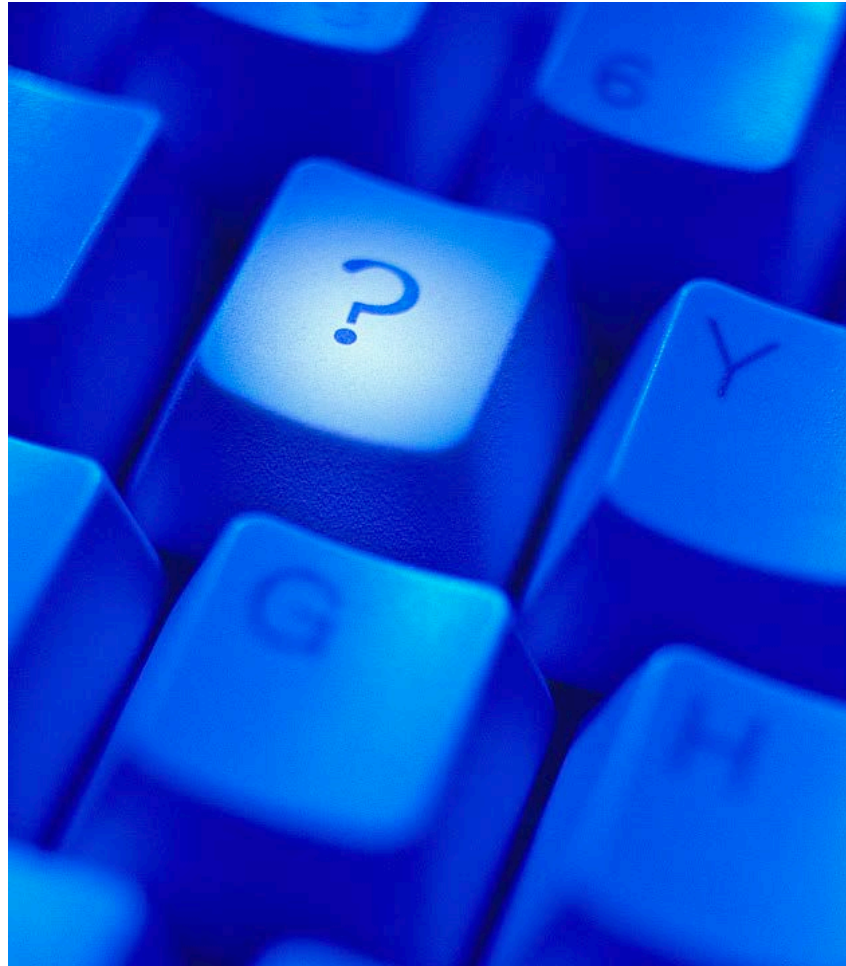- Right price for the learner when no funding support available

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# Challenges

○ Gender balance
- Business 60%/40% (F/M)
- Computing 3%/97% (F/M)
- Creative Industries 55%/45% (F/M)

○ Local articulation in specialised topics
- Accounting
- Computing (Technical)
- Creative Industries

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# Questions

# Faculty of Business, Computing & Creative Industries

## Iain Hawker
## 7 October 2014

Continuing Education   Company Training Solutions   Community Learning

**Minute of Meeting of the Quality and Curriculum Committee of the Board of Management of Dumfries and Galloway College held on Wednesday 14 May 2014 from 2.00 pm in Room 2089, Dumfries campus**


**Present:**          R Anderson, Academic Staff representative
                      I Beach, Assistant Principal (Quality and Estates)
                      T Hydes, Board Member
                      R Gunnell, Board Member
                      J Henderson, Board Member
                      D Holland, Chair
                      K Henry, Board Member
                      Cody Hardling, Student representative
                      W Robertson, Student representative
                      D Patterson, Academic Staff representative
                      C Turnbull, Principal
                      A Wright, Assistant Principal (Curriculum)

**Observing:**        S Martin (for Transform presentation)

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

- **Presentation:  Transform developments**

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

- The Reablement Project which was formed in partnership with NHS Dumfries and Galloway to provide a qualification for individuals promoting independence in the home.  It was noted that other colleges were now using the format, the project had been awarded a COSLA Silver Award, and on the AEV on 9 May was identified as a potential sector leading innovative practice.

- The HNC Social Care had been wholly transformed so that in theory the course could be completed without coming in college.  This was being trialled to companies and would be reviewed to make any necessary adjustments.

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

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

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

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

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

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

## 3      Minute of Previous Meeting
The Minute of the Quality and Curriculum Committee held on 11 March 2014 was approved.

## 4      Matters Arising
None.

**Standing Items**

## 5      SI      Key Performance Indicators

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

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

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

## 6      SI      Curriculum Developments

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

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

Members noted the report

## 7      Quality – internal audit reports

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

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

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

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

## 8     SI     Students Association

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

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

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

## 9     SI     Institutional Sustainability

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

**Business**

## 10     Annual Engagement Visit (AEV) – 9 May 2014

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

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

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

## 11     Any other Business
None.

## 12     Date and Time of Next meeting

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

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

## Key Performance Indicator Report

| | WSUMs | | Enrolments | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | **Full-time** | | | | | **Part-time** | **Total** |
| | **Actual** | **Target** | HE Dfs | HE Str | FE Dfs | FE Str | Total | | |
| 2014/15 ** | 31,670 | 42,529 | 471 | 36 | 859 | 215 | 1572 | 365 | 1937 |
| 2013/14 | 42,598 | 42,529 | 393 | - | 984 | 255 | 1632 | 4098 | 5730 |
| 2012/13 | 39,014 | 38,711 | 373 | - | 958 | 285 | 1616 | 3938 | 5554 |
| 2011/12 | 39,756 | 39,670 | 302 | - | 944 | 277 | 1523 | 4770 | 6293 |

**** As at 4th September 2014**

| | Retention (%) | | | | Outcome (%) | | | |
|---|---|---|---|---|---|---|---|---|
| | **Full-time Further education** | | **Full-time Higher education** | | **Full-time Further education** | | **Full-time Higher education** | |
| | **Actual** | **Target** | **Actual** | **Target** | **Actual** | **Target** | **Actual** | **Target** |
| 2013/14 | 74 | 74 | 82 | 81 | 64 | 65 | 71 | 72 |
| 2012/13 | 73 | 74 | 80 | 80 | 63 | 63 | 70 | 73 |
| 2011/12 | 72 | 72 | 78 | 78 | 61 | 61 | 70 | 61 |

➢ **Finance at 30.06.14**

| | *Actual YTD (£M)* | *Flexed Budget YTD* | *Variance YTD* | *Revised Projection* |
|---|---|---|---|---|
| Income | £5.597 | £5.625 | -£0.028 | £16.402 |
| Expenditure | £3.419 | £3.458 | +£0.039 | £16.389 |
| Operating Surplus (Deficit) | £2.178 | £2.167 | +£0.011 | £0.013 |
| Historical Cost Surplus (Deficit) | £2.227 | £2.216 | +£0.011 | £0.209 |

| **Staffing** | **Session 13/14** | | **Session 12/13** | |
|---|---|---|---|---|
| | **Headcount** | **FTE** | **Headcount** | **FTE** |
| Academic | 110 | 85.8 | 116 | 86.53 |
| Academic Support | 41 | 19.9** | 35 | 15.42 |
| Support | 156 | 107.76** | 155 | 101.52 |
| **TOTAL** | **307** | **210.46**** | **306** | **203.46** |

**** FTE figure now includes holiday allocation for term time staff**

Context

The Scottish Funding Council asks that each college provide an annual report, endorsed by the governing body, describing the impact, nature and outcomes of college led quality review activities as well as reviews by professional, statutory and regulatory bodies which have taken place in the previous academic year, including commentary on actions to be taken to address issues identified.

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

This report has been derived from college wide internal reviews, learner engagement contributions, performance indicator data and external reports. The arrangements for reporting have been overseen by the Quality and Curriculum Committee for consideration by the Board of Management who fully endorsed the final report on October 2014.

**Endorsement by Governing Body**

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

Brian Johnstone
Chair of the Board of Management of Dumfries and Galloway College

1        **High Quality Learning**

Dumfries and Galloway College continues to make good progress against targets.  In 2013-14 the College achieved 42,761 WSUMs exceeding the SFC target of 42,529.  Just over 86% of total WSUMs were delivered at the Dumfries campus with almost 16% of WSUMs being delivered at the Stranraer campus.  A total of 5739 students enrolled on college programmes last session an increase of 185 (3.3%) on previous year.  1,632 of these enrolled on full-time programmes which is an increase of 16 students (0.8%) on the previous year.  HN numbers continue to grow with 393 full-time learners enrolled in 2013-14, compared to 373 in 2012-13.

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

|  | All students | | Full-time students | | Part-time students | |
|---|---|---|---|---|---|---|
|  | 2013-14 | 2012-13 | 2013-14 | 2012-13 | 2013-14 | 2012-13 |
| Female | 2919 (51%) | 2958 (53%) | 808 (49.5%) | 809 (51%) | 2111 (51%) | 2149 (55%) |
| Male | 2820 (49%) | 2596 (47%) | 824 (50.5%) | 807 (49%) | 1996 (49%) | 1789 (45%) |
| **Totals** | **5739** | **5554** | **1632** | **1616** | **4107** | **3938** |

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

| | All students | | Full-time students | | Part-time students | |
|---|---|---|---|---|---|---|
| | 2013-14 | 2012-13 | 2013-14 | 2012-13 | 2013-14 | 2012-13 |
| Under 16 | 288 (5%) | 239 (4%) | 61 (4%) | 65 (4%) | 227 (5%) | 174 (4%) |
| 16-17 | 891 (16%) | 823 (15%) | 457 (28%) | 498 (31%) | 434 (11%) | 325 (8%) |
| 18-19 | 782 (14%) | 736 (13%) | 430 (26%) | 439 (27%) | 352 (9%) | 297 (7%) |
| 20-24 | 829 (14%) | 785 (14%) | 330 (20%) | 328 (20%) | 499 (12%) | 457 (12%) |
| 25 and over | 2949 (51%) | 2971 (54%) | 354 (22%) | 286 (18%) | 2595 (63%) | 2685 (69%) |
| | **5739** | **5554** | **1632** | **1616** | **4107** | **3938** |

In session 2013-14, 90% of college enrolments were from students living within the Dumfries and Galloway region a similar pattern to previous session as follows:

| | All students | | Full-time students | | Part-time students | |
|---|---|---|---|---|---|---|
| | 2013-14 | 2012-13 | 2013-14 | 2012-13 | 2013-14 | 2012-13 |
| DG1 & 2 Dumfries | 2250 (39%) | 2285(41%) | 733 (45%) | 720 (45%) | 1517 (37%) | 1565 (40%) |
| DG3 Thornhill | 122 (2%) | 161 (3%) | 37 (2%) | 46 (3%) | 85 (2%) | 115 (3%) |
| DG4 Sanquhar | 161 (3%) | 103 (2%) | 55 (3%) | 29 (2%) | 106 (3%) | 74 (2%) |
| DG5 Dalbeattie | 163 (3%) | 124 (2%) | 48 (3%) | 47 (3%) | 115 (3%) | 77 (2%) |
| DG6 Kirkcudbriught | 180 (3%) | 178 (3%) | 40 (2%) | 40 (2%) | 140 (3%) | 138 (4%) |
| DG7 Castle Douglas | 360 (6%) | 294 (5%) | 103 (6%) | 95 (6%) | 257 (6%) | 199 (5%) |
| DG8 Newton Stewart | 329 (6%) | 406 (7%) | 99 (6%) | 116 (7%) | 230 (6%) | 290 (7%) |
| DG9 Stranraer | 644(11%) | 526 (9%) | 195 (12%) | 206 (13%) | 449 (11%) | 320 (8%) |
| DG10 Moffat | 108 (2%) | 112 (2%) | 28 (2%) | 29 (2%) | 80 (2%) | 83 (2%) |
| DG11 Lockerbie | 341 (6%) | 408 (7%) | 102 (6%) | 115 (7%) | 239 (6%) | 293 (7%) |
| DG12 Annan | 407 (7%) | 383 (7%) | 141 (9%) | 120 (7%) | 266 (6%) | 263 (7%) |
| DG13 Langholm | 37 (1%) | 39 (1%) | 0 (0%) | 5 (0%) | 35 (1%) | 34 (1%) |
| DG14 Cananbie | 6 (0%) | 6 (0%) | 2 (0%) | 3 (0%) | 6 (0%) | 3 (0%) |
| DG16 Gretna | 40 (1%) | 37 (1%) | 9 (1%) | 13 (1%) | 31 (1%) | 24 (1%) |
| Outside D&G | 591 (10%) | 492 (9%) | 40 (2%) | 32 (2%) | 551 (13%) | 460 (12%) |
| **Totals** | **5739** | **5554** | **1632** | **1616** | **4107** | **3938** |

Overall student retention improved during 2013-14. Retention of students on full-time FE programmes last session was 74% an improvement of 1% on last session and 1% below the sector average. The College focussed on the following FE area where retention was below the college target:

- Engineering improved by 7% to 79%
- Technology (Stranraer) improved by 3% to 75%
- Hair and Beauty (Stranraer) improved by 7% to 77%
- Hair and Beauty decreased by 6% to 63% (This is impacting on college final PI)
- Care decreased by 5% to 65% (This is impacting on college final PI)

Retention of students on full-time HE programmes last session was 82% an improvement of 2% on the previous session and is now in-line with sector average. The College focussed on the following HE areas where retention was below the college target:

- Electrical Engineering has increased by 29% to 79%
- Social Care - retention has increased by 2% to 67%
- Computing - retention has increased by 16% to 91%

All programmes with identifiable negative trends are subject to detailed self evaluation reviews and have supporting action plans.

The overall percentage of students achieving successful outcomes improved during 2013-14. Success rates for learners on full-time HE programmes improved by 1% to 71%, which is 2% above the sector average. The College focussed on the following HE areas where successful outcomes were below the college target:

- Accounting improved by 6% to 63%
- Computing HND improved by 11% to 40%
- Computing HNC improved by 31% to 96%
- Electrical Engineering improved by 49% to 74%
- Social Care improved by 8% to 56%

Success rates for students on full-time FE programmes improved by 1% to 64% in-line with the sector average. The College focussed on the following FE areas where successful outcomes were below the college target:

- Hospitality (Stranraer) improved by 28% to 73%
- Health and Social Studies (Stranraer) improved by 15% to 74%
- Technology (Stranraer) improved by 5% to 61%
- Care remained the same at 57%
- Hair and Beauty decreased again by 8% to 45%

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

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

| | 2012/13 | | 2013/14 | |
|---|---|---|---|---|
| | Enrolments | Success | Enrolments | Success |
| **Disability** | 649 | 70% | 712 | 72% |

| **Age** | | | | |
|---|---|---|---|---|
| Under 16 | 239 | 60% | 287 | 51% |
| 16-17 | 823 | 68% | 891 | 61% |
| 18-19 | 736 | 68% | 782 | 75% |
| 20-24 | 785 | 70% | 829 | 75% |
| 25 and over | 2971 | 78% | 2949 | 84% |

| **Gender** | | | | |
|---|---|---|---|---|
| Female | 2950 | 74% | 2919 | 76% |
| Male | 2596 | 72% | 2820 | 76% |

| **Ethnicity** (excl Scottish, English, Welsh Irish and Northern Irish) | 320 | 66% | 283 | 73% |
|---|---|---|---|---|

| Religion | | | | |
|---|---|---|---|---|
| Christian/Protestant | 187 | 71% | 323 | 69% |
| Roman Catholic | 51 | 73% | 86 | 69% |
| Other Christian | 43 | 77% | 57 | 74% |
| Muslim | 10 | 70% | 10 | 65% |
| Buddhist | 10 | 60% | 15 | 40% |
| Jewish | 1 | 100% | 1 | 0% |
| Any other religion | 19 | 47% | 17 | 53% |
| Not categorised | 4026 | 73% | 3414 | 83% |
| Prefer not to say | 1207 | 74% | 1816 | 65% |

| Sexual Orientation | | | | |
|---|---|---|---|---|
| Heterosexual | 1391 | 74% | 2318 | 69% |
| Gay Man | 16 | 63% | 25 | 56% |
| Gay Woman/Lesbian | 11 | 55% | 12 | 50% |
| Bisexual | 22 | 55% | 22 | 55% |
| Other | 16 | 75% | 20 | 70% |
| Prefer not to say | 4098 | 73% | 3342 | 82% |

## 2 Planning and development of high quality learning and teaching

All curriculum teams completed the self evaluation process at the end of academic year 2013-14, with input from learners relating to grading, impacts and actions. The process has six key themes, including how *innovative, flexible, reflective, supportive, successful and engaging* learning and teaching is across the curriculum. The improvement of learning and teaching across all college programmes is a key initiative for the college supported by the introduction of new arrangements for self evaluation and evaluation of learning and teaching.  This has facilitated teams in planning for high quality learning and teaching.  The introduction of Learning and Teaching Mentors to support staff in their development is another key initiative for the College.  Mentors work with staff to agree supportive development actions plans.  The Mentors also delivered a range of bespoke workshops during the staff development week to support improvements in learning and teaching.

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

- Creative Industries despite having generally high KPIs, are now delivering for 14/15 SQA National Certificates that are more current for learners and better support progression to SCQF level 6 for photography, visual communications and art and design.
- Construction have introduced the new entry level 1 programme with the new BTEC award, this brings with it a greater support for learner engagement and planning, with up to date resources.
- Accounting and Business teams are working towards a more holistic approach for learner assessment where this can be achieved; this will be rolled out for 14/15.
- Computing HNC learners where introduced to the new framework during 2013/14 which immediately addressed the poor KPI issue for retention and outcomes ,these learners will now progress onto the new HND framework which should also achieve a positive response in terms of KPIs
- Health and Social Care programmes continue on some courses to have poor PIs. During self evaluation it has been raised that a move towards more vocational pathways from higher academic demands will address this issue, for instance using the new reablement qualification alongside and academic programme will help address PIs.

- Hair and Beauty, a programme area with a trend of poor KPIs are introducing a more suitable entry approach to their programmes with learners starting on access programmes during the first weeks being supported to ensure correct levels of learning are in place to support the learners for 14/15.
- Supported programmes are developing a new programme with Dumfries and Galloway Employability and skills team called" project search" to support real transition employment opportunities for its learners into the region.
- The Engineering area following employer engagement for 14/15 now offers the Performance Engineering Level 2 Qualification across all it's HE and NC level work, to support regional need. It also is now delivering the HNC Electrical Engineering Programme as the pilot roll out with three local burgh schools through a blended learning approach. Alongside this the Engineering programme area continues to work closely with Scottish Power and its subcontractors to deliver the Overhead Lines Technician programme to support the region ,this will also include for 14/15 additional development in Jointing and Up skilling for further workforce development.
- The Sport programmes now have a bespoke gym area and further discussions with the Crichton Estates team have ensured new sports pitches are available for learners on the campus and also for Scotland's Colleges Sports development. New programmes have been introduced at BTEC level 3 and a new HNC in Coaching and Developing Sport are now available for learner pathways.
- The Hospitality programme in Stranraer has introduced a new City and Guilds qualification for learners' which better supports learner need and also reflects industry practice. This was introduced following extensive research, but also to support the new Hospitality development at the Dumfries Campus for 15/16.

The self evaluation process is focused on learner impact, and across the college learners are kept informed of supporting action plans and progress related to the impact on their learning and teaching. The process is also now updated throughout the year and is not left to one off dates for meetings to take place. As well as the examples of curriculum change mentioned above, the following issues were raised which impact on learners progress and have been raised during self evaluation for some programmes:

- Give learners better guidance on where they are with assessments and where they are with targets related to assessment needs.
- Courses having better assessment plans and learners understanding these demands.
- Ability for learners that miss in assessments to be able to reschedule assessment outside of normal learning time.
- Reduced academic weeks in some areas resulted in high loads of assessments at peak times
- Some learners felt there had been a reduction in support time with academic staff and this was impacting on their progress.
- LearnNet (College virtual learning environment) was often identified as a positive tool for learners to use but it was also identified inconsistent quality and quantity of the resource for learners.
- Learners in some areas would still like a greater input from employers, industry, guest speakers and industrial visits.

Course teams continue to improve the contextualisation of essentials skills and make these more vocationally relevant for learners. A new concept for enterprise and business is to be developed during 2014-15. Contextualisation of core skills still continues to be developed and in some areas these are now delivered by vocational staff as part of the programme, good progress has been made with communication and IT, but there are still issues around the contextualisation of numeracy.

A positive example of essential skills development was where a local artist who is a labyrinth expert and experienced outdoor leader, worked with Creative Industries learners where he combined the learners own art and design knowledge with numeracy and communication core skills in one single activity to create a labyrinth in the colleges own grounds. There continues to be strong evidence across curriculum areas of a focus on the 4 capacities for Curriculum for Excellence and the embedding of these into vocational work through real projects, live briefs and citizenship activities. The new learning and teaching mentor team during observations have key prompts related to Curriculum for Excellence. Some curriculum areas still demonstrate widespread examples of volunteering and work placement, and in Care and Childcare work placement coordinators are in place to support the demand for this.

Computing still focus on essential skills for vendor qualifications that develop skills related to employer need but these are now delivered at a different time of the academic year due to the impact on full time PIs.

The College is establishing Employer Advisory Boards for Construction, Engineering, Care, Childcare, Creative Industries, Hospitality, and Hair and Beauty with a clear remit to work with the college in ensuring curriculum is fit for employer need, essential skills are in line with employer need and issues around volunteering and work placements with the sector can further be improved. The college remains committed to a Citizenship Week each year which gives learners at all levels an opportunity to develop confidence, self esteem and work across other curriculum areas and supports Curriculum for Excellence values, but for 2014-15 an approach how to captures this and build into learner qualifications is being looked at. Learners still compete in national, regional and sector based competitions to a very high standard and with excellent results, examples include Stranraer Beauty students getting to the National finals competition in Blackpool, our supported programme learners took part in the "Special Olympics" and returned with two gold's two silvers and two bronze awards. The college and its programmes continue to ensure Employability skills and Essential skills are embedded into course design particularly on its FE portfolio.

**3        Learner Engagement**

Following discussions with staff and feedback from learners a modified process was rolled out for self evaluation for 2013-14.Where previously two evaluation wheels had been used, one for learners and one for staff these where put together to form the same self evaluation tool for learner and staff, "One Wheel" This new tool is designed to provide even better engagement with learners on their chosen programmes and in general learners were very positive about this new approach. The language for self evaluation tool was also modified for 2012-13 following staff and learner feedback for the previous process. Feedback indicates that most learners still feel they have the chance to influence their learning and this is evidenced in the action plans developed as part of the self evaluation process.

There is clear evidence that learners who made direct recommendations to course teams regarding classroom activities and  suggestions that influenced course design have been actioned In most internal reviews learners felt very positive about the relationships they have developed with staff to address course related issues. The Quality Wheel continues to  show a positive impact on improving learner engagement with course teams including debates between staff during peer review meetings relating to differing grades segments of the wheels between staff and learners, which in some cases has then lead to an improvement in the original grade or a downwards grade award.

The self evaluation process was reviewed again at the end of 2013-14 with learner comments again being used to facilitate an improved process, this will see another modified process for 2014-15 building on the original process, which should simplify the process and focus on learner impacts. Through the new Learning and teaching Mentor team there is unique information available to Management teams related to the Quality of the Learning and Teaching within the college for each Faculty.  This is in line with the colleges key prompts, and allows benchmark statements to be awarded for observed development visits of staff for the quality of learning and teaching related to how supportive, engaging, flexible, reflective, innovative and successful the quality of learning and teaching.  During 2013-14 there were 53 unplanned development visits to staff, 37% where high quality and impressive, 40% where creative with little weakness, 20% where adequate but with significant training needs and 3% had little or no strengths and significant training needs. This process has also been reviewed with a cross college meeting and changes have been made to improve the process further for 2014-15 including linking learning and teaching mentors to faculties to support staff development, and mentors to engage closely with Heads of Faculty to address improvement issues related to the quality of learning and teaching, including learner engagement.  Targets have been set related to the improvement of learning and teaching for the mentor teams to achieve in 2014-15.

In session 2013-14 the Student Association, supported by Quality staff, including a dedicated Student Association Assistant at Stranraer campus, actively supported and organised a number of campaigns.  These included Citizenship Week, Diversity Week, Climate Change Week and a number of Health related campaigns.  The Student Association also hosted an independence debate with invited guests for the panel including a number of local MSPs/MPs.  This

was very well attended by students and staff and proved to be a very lively event. Over the past few years we have developed a very successful formula where elections for positions on the Student Association Executive take place in the month of May and this ensures that there is the continuity of the President's post and further executive positions are in place by the end of October each year.

The elected Student Association President attended a number of committee meetings including Board of Management and along with members of the Student Association Executive has also attended a number of cross college committees where the student voice is always welcome. The student voice helped to shape a number of policy reviews, including Bursaries and Student Discipline. An established event in the Student Association calendar is a Freshers Fayre held at both college sites. Twenty organisations both from the local community and national companies visited the College over the first 2 weeks of the session. These included representatives from Police Scotland, Debenhams, Stagecoach, Worldwide Volunteering, DG Voice, LGBT and a few more. These organisations are very supportive of students and some return on an annual basis.

Following on from the introduction of the Learners Wheel in session 2012-13, in early October the Assistant Principal for Curriculum held meetings with the Student Association Executive to discuss any suggested changes for session 2013-14. The Learners Wheel is a self evaluation tool used by curriculum staff so it was important to include this in the class rep training programme delivered by the Quality Manager. Following election, class reps are invited to a training event to discuss the roles and responsibilities of the post but also to provide training on cross college procedures. Over the past few years the feedback on the training programme continues to be extremely positive.

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

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


## 3       Quality Culture

Awareness raising sessions on the Complains Handling Procedure held with staff provided clarification on the process to be followed to ensure compliance with the SPSO requirements. However there was a delay in finalising the IT tool to be used and the College took the decision to stay with the original monitoring documents we developed which were in line with the SPSO requirements. In the future we may move to using the database provided. A report is produced on a quarterly basis and submitted to the Board of Management and published on the College website.

The courses offered through EDEXCEL continue to prove beneficial for learners and are very successful in assisting progression to HN level.

In session 2013/14 we entered a new phase of quality assurance arrangements with SQA. A systems development visit from SQA provided good feedback on the College Quality system and only minor adjustments were necessary to ensure compliance with the new approach. The majority of monitoring visits were very successful with a few minor issues to be addressed in a small number of subject areas

The successful SCQF project resulted in the development and credit rating of 3 additional units to the college curriculum. E-portfolio, Introduction to Sustainability and First Aid for the Outdoors Industry units are now available for learners or private organisations to undertake.

We continue to look for new ways to improve and enhance quality initiatives. The Learners Wheel is now well established in the College curriculum cycle and staff and learners continue to monitoring the effectiveness of this initiative.

Developments in quality improvement:
There were a range of new quality initiatives developed and implemented during 2013/14 that built on and enhanced previous quality arrangements following learner and staff feedback. The key aim of this continues to be for academic staff in supporting approaches to planning high quality learning and teaching across the college. The Quality Wheel and the New Learning and Teaching Mentor team where developed with staff and learners to promote better engagement with staff and learners and underpin the college aim of being "outstanding "at learning and teaching. The Quality Wheel encourages greater dialogue between learners and staff together with additional peer review group scrutiny to identify actions for improvement, impacts, and to agree grade profiles. Similarly the Learning and Teaching Mentors allow for the Quality of Learning and teaching to be measured across a range of benchmark statements in line with the college aim of "Outstanding" Both processes where reviewed at the end of 2013/134 and recommendations made for changes to content and process for 2014/15

## 4        Self evaluation

Following the completion of self evaluation reviews for 2013/14 each course now has a set of development needs that are included in their self evaluation action plans. These actions are linked to the areas that require development, for example the *Supportive Segment* of the Quality Wheel. The development plans for course areas are shared with learners prior to meeting for their first course review of the academic year so learners are clear of the key issues raised by learners and staff in the previous year. The Learning and Teaching Mentors meet staff during their development visits and agree supporting action plans to address any identified needs. These action plans form part of the individual's staff development review in a more formal assessment of their skills with their line manager. All actions and skill sets required are linked to the achievement of outstanding learning and teaching across the college.  Heads of Faculty will during 2013/14 be able to raise any cross college development needs identified through this process that require input during the annual cross college staff development week.

Good practice in the Curriculum:
Below are a few examples of good practice identified from across a range of curriculum areas.

- Stranraer hairdressing team were delighted to pick up National awards for learning and teaching in further education from JISC RSC Scotland iTech award. This was in recognition of the Stranraer Cutting Crew facebook page which encourages communication between learners and tutors. The facebook page has now grown and is used as a tool for supporting learning and teaching, including assessment as well as preparing learners for the workplace.
- Three years ago the college was the first in Scotland to obtain the Frank Buttle Trust Award for its commitment to improving Education for Looked after Young People in care. The award is reviewed every three years and the College has once again been successful and awarded the highest award of three categories "Exemplar Practice"
- The Care intermediate 1 learners took part in a one day course delivered by Action on Smoking and Health (ASH).This was not just for raising personal awareness but also for working in the healthcare sector
- Computing learners where the first in the college to complete the "Equality for All" training course as part of their diversity training and development.
- This year 2013/14 saw the further development of the health and wellbeing project to the care programme, whereby staff and learners worked in partnership with two health care professionals from Dumfries and Galloway's NHS health and well being promotion team.  A mobile phone application has been developed as a supporting tool for the Intermediate 2 Health Care course. This has now been shortlisted for the National College Development Annual awards under the health and well being category.
- As part of the school college partnership, Castle Douglas High School senior pupils who have been part of the hospitality provision held a pop up restaurant event at Threave Gardens.

- Beauty Care and Make up learners went along to the region Head Teachers conference held at the Easterbrook Hall in Dumfries to give hand and arm massages during the conference intervals as part of their portfolio development.
- Princes Trust learners have been volunteering at Summerhill Community Centre and Dumfries YMCA on a range of duties including gardening, painting, litter collecting washing down outdoor equipment ,wood carving, and turning old tyres into flowerbeds. The Princes Trust teams now have some of the best Performance in Scotland and the UK
- School pupils, teachers, college staff and learners took part in the Chinese New Year celebrations in college in January, including, using chop sticks, Chinese dumpling wrapping and cooking, Chinese sweets, Chinese character art, Chinese hairdressing and some traditional Chinese games.
- Creative Industries learners have been working in Partnership with Dumfries and Galloway Council for a climate week change exhibition which took place on March

Self evaluation in support areas has previously been a bi-annual event based on the Sector Review process. Following the Education Scotland Review in March 2012 the senior team reviewed the self evaluation and internal review processes across the college based on findings from the review team. It was concluded to modify the Sector Review process for academic areas in favour of the approaches outlined in this report to better focus on the improvement of learning and teaching across the college.  Now that the academic self evaluation process is fully embedded the College plans to integrate the self evaluation for support services with the academic self evaluation process.

**Progress on Main Points for Action**

The college has made good progress in addressing the three main points for action identified during the external review by Education Scotland in March 2012. Full details of the actions taken during the 2013/14 academic year are contained in the Response to Education Scotland Review submitted to Education Scotland and endorsed by the Board of Management in June 2013.

**In summary:**

- Overall the college has improved the retention and achievement rates where they were found to be low through a range of pro-active interventions and changes to processes.
- The college has continued to improve the effectiveness of arrangements to engage learners in enhancing their own learning. The revised self evaluation process and Quality Wheel for learners and staff are the core vehicles for achieving these improvements.
- The college has developed new mechanisms and revised existing arrangements to fully engage staff in quality enhancement activities in the development and planning of high quality learning and teaching approaches. Extra staff resource in the form of Learning and Teaching Mentors has been provided to support these improvements.