# Board of Management
# Learning and Teaching Committee

**Date:   15 March 2016**

**Time:   2pm**

**Room: 1074b**

## A G E N D A

|  |  |  | Presented by |
|---|---|---|---|
| 1 | Welcome and Apologies | | DH |
| 2 | Declaration of Interest | | DH |
| 3 | Presentation – Overhead Lines Technician Course (Excellence Submission) | | |
| 4 | Minute of Meeting of 19 January 2016 | (attached) | DH |
| 5 | Matters Arising | | DH |
| 6 | Education Scotland Review | (verbal update) | CT |
| 7 | Funding to support the Developing Young Workforce | (report attached) | CT |
| 8 | Vice Principal (Learning & Skills) Update | (report attached) | AW |
| 9 | Student Association Update | (verbal update) | JW |
| | 9.1    Learner Engagement Survey | (report attached) | JW |
| 10 | Key Performance Indicators | (report attached) | JB |
| 11 | Quality Audit Reports/ Surveys | | |
| | 11.1   Complaints Handling Statistics | (report attached) | JB |
| 12 | Any Other Business | | |
| 13 | Date and Time of Next Meeting - Tuesday 31 May 2016 at 2pm | | |

# Board of Management
## Learning and Teaching Committee

**Minute of meeting of the Learning and Teaching Committee of the Board of Management held at the Dumfries Campus on Tuesday 15 March 2016 from 2.00 pm in Room 1074b.**

| | | |
|---|---|---|
| **Members present:** | Delia Holland (Chair) | Carol Turnbull (Principal) |
| | John Henderson | Kenny Henry |
| | Craig McGill | |
| | | |
| **Faculty representatives:** | Jim Maginess | Peter Woods |
| | | |
| **In attendance:** | Andy Wright, Vice Principal (Learning and Skills) | |
| | Jannette Brown, Secretary to the Board and Vice Principal (Corporate Services & Governance) | |
| | Brian Johnstone (Regional Chair) | |
| | Rob Field (Student Association Vice Principal, Dumfries) | |
| | | |
| **Item 3 only** | Alison Jardine (Business Development Community Services Manager) | |
| | Drew Easton (Head of Faculty, Building and Engineering Services) | |
| | | |
| **Minute Taker:** | Heather Tinning, Executive Team Assistant | |

## 1    Welcome and Apologies for Absence

The Chair welcomed all to the meeting, including the Regional Chair, Brian Johnstone and also Rob Field from the Student Association to his first Learning and Teaching Committee meeting. The Chair also thanked John Henderson for chairing the last meeting in her absence.

Apologies for absence were intimated on behalf of Barry Graham, Ian White, Julian Weir, David Denholm and Lorna Carr.

The Secretary to the Board confirmed the meeting was quorate with enough members present for decisions to be made.

## 2    Declaration of interest

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

## 3    Presentation – Overhead Lines Technician Course

Drew Easton, Head of Faculty for Building and Engineering Services and Alison Jardine, Business Development Manager gave a presentation on the Overhead Lines Technician Course.  Members noted that this course has been identified as excellent practice by Education Scotland during their review.  Members heard how the College had worked in partnership with Scottish Power and sub-contractors to develop and deliver a bespoke training course leading to guaranteed employment.  The training course includes additional qualifications in First Aid, Health and Safety, and Customer

Relations.  Following an interview and an assessment each successful applicant is invited to a further interview which includes an industry-simulated dexterity test carried out by contractors. Learners attend college five days a week for the first ten weeks of the 17 week programme. Thereafter, training continues with the subcontractor.  Learners are categorised as employees from the first day of the programme and are guaranteed employment upon successful completion. The Principal advised that a lot of resourcing and effort goes into building and maintaining these types of relationships.

Members congratulated the College on working with the sector to develop and deliver this course.

## 4      Minute of Previous Meeting
The Minute of the Learning and Teaching Committee held on 19 January 2016 was approved.

## 5      Matters Arising
There were no matters arising.

## 6      Education Scotland Review
The Principal reported that subject to a final moderation check the College will receive a full effectiveness statement following the Review.  There will be three main points for action and three examples of excellent practice:
- Overhead Lines Technician Course;
- Learning and Teaching Mentor Process; and
- Reablement and Partnership Working.

Members agreed that for a small college to be recognised for three excellent practices was an outstanding achievement.  The Principal advised that the Learning and Teaching Mentor Process had been welcomed by Lecturing staff, providing support and assistance when required.  Once the Report has been published the Executive Management Team will develop an action plan to address the main points for action.  The Principal advised that she was also keen to get staff involved in taking this forward.

Positive feedback had been received from Education Scotland on the strong working relationships and positive vibe that was obvious in the college.  Andrew Brawley from Education Scotland will attend the Board Meeting in June to discuss the main findings of the Report.

Members congratulated the College on the positive outcome of the Review and the work all staff put in leading up to the Review.

## 7        Funding to support the Developing Young Workforce

The Principal spoke to the report which had been issued.  An outline of the proposed use of the funds was tabled for information.  She advised that the College had submitted a bid to support some of the issues around the Developing Young Workforce, including gender imbalance and building school and employer relationships.  The bid was successful and the College was awarded £75,000 to support the activity up to end of July 2016.  In answer to a question on the Developing Young Workforce Conference, the Principal advised that the date was still to be confirmed and that following a recent discussion the focus will be on practitioners not employers.  Once the date has been set members will be advised.

The Vice Principal Learning and Skills advised that gender imbalance workshops had been arranged for the 19th April.  In terms of Sport, Peter Woods advised that gender imbalance is apparent with no females on the lower level classes.  Members spoke of the concern of the number of females that drop sport when leaving school.   In terms of the Care Sector, the Vice Principal, Learning and Skills advised that male and female students were required to support employment opportunities in Dumfries and Galloway and the ageing population.

The committee noted the report.

## 8        Vice Principal (Learning and Skills) Update

The Vice Principal Learning and Skills spoke to the report which had been issued.  He advised retention had improved in both the FE Computing and the HE Electrical Engineering by 7% and 6% respectively on last year's figures.  In answer to a question on facing the challenges of retention, Pete Woods advised that in sport an extra tutorial hour had been considered, framework had also been changed over time, and different delivery methods had been considered.  Members discussed the reasons students give for early withdrawal.  The Principal advised that only 11% of students leave early for employment.  The Vice Principal advised that the Princes Trust programme has great retention.  The selection process differs from other curriculum courses and students receive a lot of support prior to starting the course.

The Regional Chair spoke of the aspirations of young people which can have a negative effect due to health issues.  In terms of aspirations of young people, the Vice Principal Learning and Skills suggested that the process should start as early as primary school.

Pete Woods asked if the selection and entry requirements, a first come first served basis, was detrimental to retention.  The Principal reported that not many students were being turned away and advised that as a result of the Education Scotland report there would be a review of this process.  In response to a question on the FE Hospitality retention of 65%, the Vice Principal Learning and Skills, advised that there were always 'teething problems' on the first year of a new

course and that a review of the course will be undertaken. The Principal reported that following the recent Fairtrade Breakfast event, employers were very impressed with the students and that following this event some of the students had been offered employment. She advised that every Employer offered work placement opportunities. The Principal will ask the Marketing Department to write up a Case Study. The Chair advised that it would be useful for the Board to be provided with an update on how the course was going. Members commented on Zest and the positive experience that they had encountered on using the facilities. The Principal advised that Hospitality Courses at Stranraer also receive positive feedback with students successfully gaining employment.

The Vice Principal Learning and Skills spoke of the Curriculum Development Plan (CDP) for 2017-18 and the challenges of planning ahead when the funding level had not been confirmed. The Chair advised that she had attended a meeting with Faculty Heads to discuss the CDP 2017-18. The Vice Principal advised that it was important to address the skills in our region, and spoke of the Regional Skills Assessment review which allows us to look at the local skills needed.

Members noted the report.

## 9 Student Association Update

The Student Association Vice President (Stranraer) provided an update to members on the events taking place in the Student Association, including an end of year barbeque at Stranraer, Class Representative meeting with the Principal and Elections for President and Vice President to take place following the Easter break. The citizenship week has been delayed owing to the planned industrial action and will be held following the Easter break. The Student Association Executive was currently working on self evaluation framework and reviewing the Constitution. The Chair reported that the Vice Principal Corporate Services & Governance invited her to attend a meeting she had with the Student Association Executive on the 7th March. At the meeting the Student Association Executive updated on progress made in the development plan, development of a self evaluation framework and the review of the constitution. Arrangements for 2016-17 elections were also discussed.

The VP Corporate Services and Governance advised that another meeting with the Student Association Executive was planned for the 16th March. The purpose of the meeting was to consider the draft regional outcome agreement for 2016-17, progress on the review of the Constitution and self evaluation. Also to seek views on how best to resource the Association next session.

### 9.1 Learner Engagement Survey

The Vice Principal, Corporate Services and Governance, spoke to the report which had been issued. In preparation for Education Scotland Review the Student Association, supported by Quality Team, sought views from learners on a number of areas. Members noted a very positive report. Different mechanisms had been used to complete the survey, including focus groups and one to one discussions.

Members noted the report.

## 10      Key Performance Indicators

The Vice Principal Learning and Skills spoke to the report which had been issued, in terms of retention and outcomes. The report is also issued to update members on progression, including College to University, and employment. Following earlier discussions on retention, he asked that members note the report.

Members noted the report.

## 11      Quality Audit Reports/Surveys – Complaints Handling Statistics

The Vice Principal, Corporate Services and Governance spoke to the report, which had been issued. She advised that there was nothing significant compared to previous year. She advised that queries are often resolved in the classroom and not raised as a formal complaint.

Members noted the report.

## 12      Any other Business

### 12.1    Industrial Action

The Principal reported that the college had been notified by EIS that over half of the EIS members had voted for Industrial Action. The potential strike days identified amounts to 32 days, between March and the end of June. The college has put in place a communication strategy to ensure that all are kept informed including students; staff; board members and Key Stakeholders. The Principal advised that she had met with both Student Association Vice Presidents to discuss any issues and concerns raised they might have. She reported on Media interest, including a recent Standard publication and coverage on the local news. The Chair advised that the extent of the action was very concerning. The Principal advised that the focus would be on the learners and keeping disruption to a minimum. As well as maintaining good relationship with staff.

### 12.2    University of the West of Scotland

The Principal reported on a recent meeting with the University of the West of Scotland (UWS) and advised that UWS were keen to explore co-location with the College on the College site.

### 12.3    Learning and Teaching Committee Membership

The Chair spoke of the importance of this committee, in that it has overall responsibility for monitoring the direction and performance of learning and teaching and the quality of the learners experience at the College.  She believed that the Committee should be strengthened by more non executive board members.

**Action**: The Chair will seek additional members to join the Committee at the next meeting of the Board.

### 13    Date and time of the Next Meeting

The next meeting of the Learning and Teaching Committee will take place on Tuesday 31st May 2016 at 2pm.

# Board of Management

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

| | |
|---|---|
| **Present:** | R Anderson, Academic Staff representative |
| | I Beach, Assistant Principal (Quality and Estates) |
| | T Hydes, Board Member |
| | R Gunnell, Board Member |
| | D Holland, Chair |
| | B Kirk, Student representative |
| | M Lonsdale, Student representative (vc link to Stranraer campus) |
| | W Robertson, Student representative |
| | K Somerville, Academic Staff representative |
| | C Turnbull, Principal |
| | A Wright, Assistant Principal (Curriculum) |
| | |
| **Observing:** | A Hannah |
| | K MacGillivray-Fallis |
| | S Martin |
| | |
| **In Attendance:** | J Brown, Clerk to the Board |
| | S Sutherland (note) |

## Presentation

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

## Change of Chair

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

## 1       Apologies for Absence

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

## 2       Declaration of interest

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

## 3       Minute of Previous Meeting

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

## 4       Matters Arising

### 4.1     Item 4.2        *Transform Update*

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

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

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

### 4.2     Item 5  Key Performance Indicators:  Examples of Action Taken
The Assistant Principal, Curriculum (APC) spoke to the report giving examples of the actions taken by course teams where poor PIs had been identified.

### 4.3     Item 10          Annual Engagement Visit
The Assistant Principal, Quality and Estates (APQE) advised that John Bowditch, HMIe had made formal feedback to the Board on 20 January 2014, following the successful AEV in May 2013.

**Standing Items**

### 5       SI       Key Performance Indicators

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

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

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

### 6       SI       Curriculum Developments

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

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

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

### 7       SI       Complaints Handling Statistics

The APQE spoke to the report which had been distributed.

**7       SI       Learner Engagement**

*7.1     Complaints Handling Statistics*

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

**8       Quality – Internal Audit Reports**

**8.1     Admissions Survey**

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

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

*8.2     Induction Survey*

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

**9       SI       Students Association**

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

**10      SI       Institutional Sustainability**

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

**Business**

**11      Feedback on Aspect Visits**

**11.1    Maximising Learner Success – 12 February**

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

*11.2    Support for Learning – 26 February*

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

**12      SQA Systems Check**

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

**13      Credit Rating Project**

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

**14      Any other Business**
None

**15      Date and Time of Next meeting**
The next scheduled meeting of the Committee would take place on 14 May from 2.00 pm, to be confirmed nearer the time.

# Board of Management
# Learning and Teaching Committee

**Funding to Support Developing Young Workforce**

## 1. Purpose

This report provides an update to Members of the Learning and Teaching Committee on funding received by the College to support Developing Young Workforce initiatives.

## 2. Background

The College received a communication from the Scottish Funding Council in December 2015 stating that an indicative amount of funding (£75,000) had been allocated to the college subject to submission and subsequent approval of a proposal.

The funding had to be used by July 2016 and the proposal had to demonstrate additionality. (Letter attached).

A proposal was drafted, circulated to Employability Partnership members and submitted. (Proposal attached).

This was subsequently approved by the Scottish Funding Council. (Letter attached).

## 3. Progress
John Magill has been seconded to the post of DYW Co-ordinator and Lorraine Grierson to the post of DYW Administrator. Both posts are line managed by Andy Wright, VP Learning and Skills, and their job roles are to deliver the projects and events included in the funding proposal. Work is underway on the gender imbalance and other events. Curriculum staff have been identified and are undertaking the Development work.

## 4. Recommendation
Members are asked to welcome the funding support received and note progress on the proposal.


Carol Turnbull
Principal & CEO
March 2016

Ref: 245346388

2 December 2015

Dear Principal/Regional Chair

**Developing Young Workforce Funding 2015/16**

This letter offers college regions additional funding to support the ongoing implementation of Developing the Young Workforce - Scotland's Youth Employment Strategy[1]; to:

- build on the ambitions and outcomes already agreed and expected through the Outcome Agreements for AY 2015-16, and ambitions outlined in the SFC's recently published guidance for AY 2016-17; and

- support the sector to improve joint DYW planning and implementation between colleges, schools, local authorities, SDS and employers. Specifically this should support the development of high quality senior phase vocational pathways and engagement with employers by the regions and colleges, the focus of which could be, where appropriate: assisting young people to navigate the interface between schools and colleges; building capacity in the system for employer engagement with education and curricula development; improving gender imbalance; tackling inequalities; and enhancing STEM provision.

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[1] http://www.gov.scot/Publications/2014/12/7750

This funding supports achievement of our Strategic Outcome: *High-quality teaching and learning.*

In total there is £1.5million funding available, of which a small element has already been committed for research to support the development of a gender action plan. The individual college region allocations are shown in Annex A.

In accepting these funds college regions should discuss with their Outcome Agreement Manager and key delivery partners, particularly local authorities, schools and employers, how they can most effectively be used to:

- improve the effectiveness of joint regional planning in their area and provide evidence of a commitment from partners to achieving that

- commit to enhanced outcomes for AY 2015-16 (see following section).  This should include work to address gender imbalances, particularly in relation to senior phase vocational pathways and the Scottish Government's published KPI 8 on gender: " *Increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced superclasses by 2021"*

As outlined above, college regions will need to specify the enhanced outcomes in relation to gender imbalances, senior phase[2] vocational pathways and employer engagement that will be achieved with these funds.  Colleges may therefore wish to consider using the funds for the following activities to enable them to achieve that. Please note that this list is not exhaustive;

- extending the range of vocational pathways available to young people in school;
- building capacity in the system for employer engagement with education;
- promotional activities to tackle perceived gendered decision making;
- curriculum development and improvements with a focus on meeting employer needs;
- sector specific interventions that are relevant to regional labour market needs e.g. STEM or ICT etc.;
- securing high quality work-related learning experiences, work placements and other opportunities to engage with employers;
- investing in CPD for college lecturers, preferably joint CPD with teachers and match funded through Local Authority DYW funds;
- aligning the curriculum with the economic needs of the area to support the best future employment opportunities for our young people;

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[2] Definition of senior phase – both school/college students and college students in the senior phase age bracket

- providing positive transitions in AY 2015-16 for students with care experience[3] and/or who have disclosed a disability; and
- investing in and promoting strategic approaches to tackle gender imbalanced subject areas.

Consideration will also be given to the funding being used for the recruitment of dedicated personnel to support partnership working and improve joint planning.

**Conditions of funding**

This funding is offered in accordance with SFC's Financial Memorandum and the attached requirements for Strategic Funding grants.

**How to receive funding?**

To receive funding each college region should submit a two page outline of how it will use the funds, along with a preferred payment profile of the funding up to July 2016, to their Outcome Agreement Manager by **18 December 2015**. Please note that we will not release funding until this has been agreed. At this point we will also confirm both your FY and AY budget for 2015-16.

The actual timing of the payments will then be based upon the submission by the College of its monthly cash flow pro-forma where the College will request the amount of grant they need for each of their projects. All funds should be claimed by July 2016.

We would expect your two page outline to demonstrate:

- Clear objectives and outcomes for the funding received in line with the overall objectives as set out in the previous page
- How you will demonstrate achievement of these objectives and outcomes
- How you will measure success

**Monitoring and evaluation requirements**

It is a condition of these funds that each college region reports on the progress towards the outcomes of the funding it receives. College regions must therefore commit to:

- Regular monitoring and updates on progress and the developing impact of these funds through interactions with your Outcome Agreement Manager
- A progress and financial report in March 2016

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[3] Care experience is a term used to define people who have had experience of care. It is the term we are encouraged to use by Who Cares? Scotland. This includes the legal terms of care leavers and looked after children but excludes carers.

- A formal update on your key achievements, outcomes and emerging impact as part of your self-evaluation report in October 2016, to be completed jointly with partners
- Any other evaluative reporting that we might deem necessary

**Next steps**

College Principals, or Regional Chairs in the case of multi-college regions, are asked to complete the attached acceptance form and return it to Alison Meldrum at ameldrum@sfc.ac.uk by **4 December 2015**. In the case of the multi-college regions, regional chairs are also asked to provide the required funding split per college.

Yours sincerely

**Laurence Howells**
Chief Executive

**Scottish Funding Council**
Promoting further and higher education

**Comhairle Maoineachaidh na h-Alba**
A' brosnachadh foghlam adhartach agus àrd ìre

## Annex A – Allocation of funds

| Region | 2015-16 Credit target | Minimum Share | % share of residual funding | Share of residual funding | Share of DYW Fund |
|---|---|---|---|---|---|
| Aberdeen & Shire | 136,514 | £75,000 | 9.1% | £36,530 | £111,530 |
| Ayrshire | 124,252 | £75,000 | 8.3% | £33,250 | £108,250 |
| Borders | 23,521 | £75,000 | - | - | £75,000 |
| Dumfries & Galloway | 30,371 | £75,000 | - | - | £75,000 |
| Dundee & Angus | 103,232 | £75,000 | 6.9% | £27,620 | £102,620 |
| Edinburgh & Lothians | 195,452 | £75,000 | 13.1% | £52,300 | £127,300 |
| Fife | 129,760 | £75,000 | 8.7% | £34,720 | £109,720 |
| Forth Valley | 83,984 | £75,000 | - | - | £75,000 |
| Glasgow | 367,761 | £75,000 | 24.6% | £98,410 | £173,410 |
| Highlands & Islands | 110,400 | £75,000 | 7.4% | £29,540 | £104,540 |
| Lanarkshire | 168,467 | £75,000 | 11.3% | £45,080 | £120,080 |
| SRUC | 18,241 | £75,000 | - | - | £75,000 |
| West | 159,025 | £75,000 | 10.6% | £42,550 | £117,550 |
| West Lothian | 41,116 | £75,000 | - | - | £75,000 |
| TOTAL | 1,692,096 | £1,050,000 | 100% | £400,000 | £1,450,000 |

*A minimum share of £75,000 has been allocated to each college region

*Where a regions' share of the national credit target would have resulted in an allocation under £75,000 there is no further allocation above the minimum allocation

*For regions with a credit share resulting in an allocation above the minimum, a further allocation of the residual £400,000 funding was made based on % credit share of total region activity for the 9 regions above the minimum

Scottish Funding Council
Apex 2
97 Haymarket Terrace
Edinburgh
EH12 5HD
T 0131 313 6500
F 0131 313 6501
www.sfc.ac.uk

**Annex B – Accepting the DYW funds**

I accept this offer of funding and agree to comply with the conditions of grant and the monitoring and evaluation requirements.

Name:

Position:

Signed:

Date:

Scottish Funding Council

97 Haymarket Terrace
Edinburgh
EH12 5HD
T 0131 313 6500
F 0131 313 6501
www.sfc.ac.uk

**Requirements for Strategic Funding grants**

1. You must use the grant to achieve the objectives and outcomes that you provided in your proposal and that we (SFC) agreed.

2. You must seek our agreement in advance for any alterations to the objectives or outcomes of the project/programme of work. You must also tell us immediately of any actual or anticipated problems with the project/work which are likely to affect the timetable, outcomes, or cost of the project. We may request additional reports if necessary.

3. If your pattern of spend differs significantly from the budget provided in your proposal, you must notify us as soon as possible.

4. We may audit the relevant project documentation to satisfy ourselves that you have used the grant appropriately and have met the conditions of grant.

5. We may suspend payments or recover grant paid if you do not comply with any of the conditions of grant or monitoring and evaluation requirements.

6. The nominated contact must act on behalf of your institution and accept responsibility for monitoring the use of the grant. You must notify us as soon as possible if the named contact changes.

7. You must consult us in advance of any publicity arrangements for the project/work so that we can advise on our inclusion in signage, advertising, media releases, and at events.

29 February 2016

Dear Principal/Regional Chair

**Developing Young Workforce Funding 2015-16**

We wrote to you on 2 December 2015 offering college regions additional funding to support the ongoing implementation of Developing the Young Workforce – Scotland's Youth Employment Strategy.

The purpose of this letter is to confirm that the release of these funds for your college/region has been approved and will be paid in accordance with the preferred payment profile submitted as part of your proposal.

I should remind you that it is a condition of these funds that each college region reports on the progress towards the outcomes of the funding it receives. This includes:

- Regular monitoring and updates on progress and the developing impact of these funds through interactions with your Outcome Agreement Manager.
- A progress and financial report by 31 March 2016.
- A formal update on your key achievements, outcomes and emerging impact as part of your self-evaluation report by 31 October 2016, to be completed jointly with partners.
- Any other evaluation reporting that we might deem necessary.

Yours sincerely

John Kemp
**Director of Access, Skills and Outcome Agreements**
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**Board of Management
Learning and Teaching Committee**

**Vice Principal (Learning & Skills) Report**

**1      Purpose of the Report**

The purpose of the report is to update members of the Learning and Teaching Committee on a range of curriculum matters.

**2      The Report**

**2.1   Retention**

On an ongoing basis all managers and academic staff along with learners monitor, reflect on, and evaluate retention issues related to their programmes of learning and implement agreed action plans. Teams are encouraged to consider retention issues as part of their general working practice.  Heads of Faculty with Curriculum Leaders continue to analyse retention reports and report on appropriate actions bi-weekly.

**Full-time Further Education programmes:**
Retention of students on full-time FE programmes in session 2015-16 are currently at 77% the same as last year's retention rate on a week for week basis, 3% above the sector average of 74%, and 2% above the outcome agreement target of 75%.

- 2015/2016    77%
- 2014/2015    77%
- 2013/2014    83%

Programmes that are currently performing poorly for retention in FE include: Hospitality 65%, Childcare 72% and Computing 75%, although it must be noted the Computing retention has improved by 7% on last year's figure of 68%.

**Full-time Higher Education programmes:**
Full-time Higher Education programmes in session 2015-16 are currently at 88%, 1% down on last year's retention rate on a week for week basis, 5% above the sector average 83%, and 6% above the outcome agreement target of 82%.

- 2015/2016    88%
- 2014/2015    89%
- 2013/2014    89%

Programmes that are currently performing poorly for retention in HE include: Care 75%, Hospitality 78%, Sport and Fitness 85% and Electrical Engineering 85%, although it must be noted the Electrical Engineering PI has improved by 6% on last year's current figure of 79%.

Self-Evaluation Reviews, Peer Reviews, Faculty plans and Operational Plans consider a variety of ways of supporting and improving retention including:
- Programme design and planning
- Assessment strategies
- Accommodation and resources for learning and teaching
- Removal of programmes from college portfolio
- Learning and teaching Strategies.

### 2.3 Curriculum Developments

The Committee is asked to note the following activity updates from each of the Faculties which give an overview of actions that are taking place to support college strategic objectives:

**Faculty of Business, Computing and Creative Industries**
- Best Practice visit for staff in Computing to North Lanarkshire College sharing delivery models, resources, progression routes, and learning and teaching practices.
- Employer Guest Speaker programmes underway across all areas of the Faculty. Themes include
  - Outdoor design
  - Real life experience student to artist
  - Digital design and the current industry
  - Print making, visual signage and presentation
- Visual Communication learners progressing Studio 31 and 55 designs with employers from Elite Display
- BBC Make it Digital programme has started
- Creative Industries Business Strategy Group meet in college to look at employability and skills for learners, with presentations made on Regional Outcome Agreements, Regional Skills Assessments and Scottish Funding Council directives
- Employer Advisory Board in Computing has met to look at the new HNC pathway for Computing Science for 16/17 delivery
- Series of workshops held for learners and staff for the new Maklab in Dumfries

**Faculty Hairdressing, Beauty, Hospitality and Sport**
- Employers in the Hospitality sector are to be invited in for breakfast as part of the Fair-Trade Fortnight theme, presentation on Fairtrade by Rosie Rutherford
- Hairdressing learners and staff have been working with Basement 20 and their Creative Directors to create a Heritage look, with learners creating mood boards. This has resulted in 4 learners being selected to work with the Basement 20 Creative team to work on a Heritage event later in the year

- A Barbering event is being hosted with Wella for local salons and staff at the college in April
- Hannah Mason a local business woman is delivering a workshop on Make up to Beauty Therapy learners
- Primary school pupils from Brownhall Primary are coming into college to be involved in Learner's Activities along with the HE learners in Sports Coaching
- Hospitality learners have had a range of guest speakers including: the Crichton Farm, Mabie House Hotel, Millbank Farm Lockerbie and Glenn Urr Ice Cream
- Employers have also been invited in to "pitch" to learners to work for them or gain work experience

**Faculty Building and Engineering Services**
- Head of Faculty has had a positive meeting with Glasgow Caledonian University for students completing the new HNC in Construction to articulate onto 2$^{nd}$ year programmes for a range of degree programmes
- The faculty had success in a range of competitions including:
  - ➢ Steven Harper, Scottish Electrical Apprentice of the year competition
  - ➢ Kieran Swan, winner in the Bricklaying Skillbuild regional heats at Glasgow
  - ➢ Kieran Paterson winner in the Joinery Skillbuild regional heats and also Bronze medal winner in the world skills UK final. Kieran is now going on to compete in the Worlds Skills final in Abu Dhabi 2017
- There is a breakfast meeting planned for Construction employers covering a variety of themes
  - ➢ Developing your Business
  - ➢ Workforce Development
  - ➢ Young People into Construction
- A number of full time Construction Technician learners have progressed into full time employment with Laing O'Rourke
- Laing O'Rourke is delivering the Project Management unit to our learners at the new hospital site
- As part of the Faculty's commitment to STEM, the Bloodhound project will be developed to support young people to consider a career pathway in Engineering as part of schools pathways this involves building and running rocket concept cars
- Very positive engagement with schools and employers on the Foundation Apprenticeship Pathway for Engineering further sessions have been arranged for March
- Motor Vehicle learners are having visits to individual car dealers, developing positive relationships with the college. Dealers have been very receptive to the visits
- The college is working with manufacturers of diagnostic equipment, working towards running a trade event at both Dumfries and Stranraer to bring local dealers into the college for training and also give employers the chance to reflect on proposed changes to course content and delivery

**Faculty Education, Health and Social Studies**

- Childcare Learners from Dumfries and Stranraer attended a bespoke training event which offered excellent networking opportunities as well as giving them access to materials and information. Sessions included:
  - ➢ Foodborne Disease
  - ➢ Allergen Management
  - ➢ Outbreak Management
  - ➢ Blood Borne viruses in a Childcare Setting
- The College hosted a region wide Reablement Conference with speakers from across the region which continues to support college partnerships but also has been put forward as Excellence Practice to the Education Scotland review team
- The Faculty is progressing a new pathway in terms of School College Links for Care in 16/17, piloting this with Wallace Hall Academy
- The Faculty is delivering Awareness Training to 20 STARS (Short Term Assistant Response) staff across the region on Reablement
- Members of the Princes Trust team have been invited to Buckingham Palace in June as part of a 40th Anniversary Garden party with Prince Charles
- High demand for places on Care programmes is continuing with 585 applications already in the system for 540 full time places
- All Supported Programme Learners are attending residential study trips as part of their learning programmes
- Princes Trust Team 24 has begun, 17 learners have been recruited, the largest team to date
- The Faculty are preparing to deliver Reablement training across Dumfries and Galloway, to an estimated 1750 staff, including staff from NHS, Dumfries and Galloway Council and Third Sector services

## 3     Recommendation

Members are invited to discuss the contents of this report.

Andy Wright
Vice Principal (Learning & Skills)
March 2016

# Board of Management
## Learning and Teaching Committee

**Education Scotland Learner Questionnaire**

Education Scotland requested that the Student Association President of Dumfries and Galloway College issue a Learner Questionnaire to college students. The survey was received on 7th January 2016 with a return date of 21st January 2016 for the report.

The Student Association President was invited to attend an information session at NUS in Edinburgh in November 2015. A representative from Education Scotland was on hand to provide clarification on the requirements of the questionnaire and writing of the report. It was also suggested that a simplified version of the questions should be used based on the framework prompts. The Student Association agreed the questions to be asked and suggested using the results from the 'How Did We Do' questionnaire issued at the end of October 2015 to gather information on pre course guidance. Overall almost all students were very satisfied with the induction process and information and support provided prior to them joining the course.

The timing for completion of the questionnaire was at the same time as the planned Learner Voices Review, which is facilitated each year by Student Association Executives. All student groups are given the opportunity to meet with members of the Student Association over a 3 year cycle. Normally tutorial time would be used for this exercise but as time was short, to avoid duplication and reduce any disruption to learners, our selection for focus groups was based on the plan for facilitation of the Learner Voices Review. Groups selected covered different programme levels and across a number of subject areas from both campuses. Twenty three focus groups were facilitated by the President and members of the SA executive. The groups visited included full-time, part-time and evening classes.

We asked for assistance with issuing the questionnaire to learners and using the college internal survey system, the questionnaire was also made available on LearnNet and included Open Learning groups. A total of 45 groups completed the on line questionnaire (304 learners) 23 focus groups.

Once the questionnaire and focus group visits had been completed, a member of Quality staff generated the data from the survey facility. The Student President reviewed the data and summarised the report. Any issues identified will be discussed with the groups and advised of the Complaints Handling Procedure. Student Association Executive will follow up comments made to ensure responses have been received by the groups and assess the level of satisfaction.

This report has been produced by the Student President on behalf of all learners at Dumfries and Galloway College

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Learners were asked 23 questions, devised by the Student Association Executive, covering the various aspects of college services and considered Education Scotland key prompts.

### Section 1: High Quality Learning

### Guidance and Support

**Responses from on-line questionnaire**

| Question | Strongly Agree | Agree | Disagree | Strongly Disagree | Total no. Of Responses |
|---|---|---|---|---|---|
| The continuing guidance and academic support I receive from my tutor meets my needs. | 166 (54.6%) | 128 (42.1%) | 7 (2.3%) | 3 (1.0%) | 304 |
| The continuing guidance and support I receive from other staff meets my needs (consider financial/welfare and additional support for learning). | 139 (45.7%) | 154 (50.7%) | 10 (3.3%) | 1 (0.3%) | 304 |
| Staff support prepares me well for further study, higher education or employment | 141 (46.4%) | 148 (48.7%) | 11 (3.6%) | 4 (1.3%) | 304 |

**Responses from Focus groups**

| Question | Strongly Agree | Agree | Disagree | Strongly Disagree | Total no. Of Responses |
|---|---|---|---|---|---|
| The continuing guidance and academic support I receive from my tutor meets my needs. | 8 (34.8%) | 12 (52.2%) | 2 (8.7%) | 1 (4.3%) | 23 |
| The continuing guidance and support I receive from other staff meets my needs (consider financial/welfare and additional support for learning). | 5 (21.7%) | 17 (73.9%) | 1 (4.3%) | 0 (0.0%) | 23 |
| Staff support prepares me well for further study, higher education or employment | 9 (39.1%) | 11 (47.8%) | 3 (13.0%) | 0 (0.0%) | 23 |

**From the responses received to our Learner Questionnaire and focus groups facilitated by the Student Association Executive**, almost all groups were happy with the guidance and support received from academic tutors and other members of staff.  Almost all of the groups were very satisfied with the staff support received to prepare them for the next step.

**The comments made for improvement on guidance and support included,** 1 group advised that a tutor being absent for a number of weeks had caused concerns but they have a new tutor now. One evening class group identified that most of the time they did not require support from other member

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of staff but they should be made more aware of this service and one group advised that being aware of the Student Association and how they could help would have been beneficial.

**Programme of study**

**Responses from on-line questionnaire**

| Question | Strongly Agree | Agree | Disagree | Strongly Disagree | Total no. Of Responses |
|---|---|---|---|---|---|
| My course of study is what I expected it to be (based on the information provided prior to the start. | 145 (47.7%) | 134 (44.1%) | 19 (6.3%) | 6 (2.0%) | 304 |
| My course is flexible enough to suit my domestic arrangements. | 146 (48.0%) | 148 (48.7%) | 8 (2.6%) | 2 (0.7%) | 304 |

**Responses from Focus groups**

| Question | Strongly Agree | Agree | Disagree | Strongly Disagree | Total no. Of Responses |
|---|---|---|---|---|---|
| My course of study is what I expected it to be (based on the information provided prior to the start. | 8 (34.8%) | 9 (39.1%) | 3 (13.0%) | 3 (13.0%) | 23 |
| My course is flexible enough to suit my domestic arrangements. | 14 (60.9%) | 7 (30.4%) | 1 (4.3%) | 1 (4.3%) | 23 |

**From the responses received to our Learner Questionnaire and focus groups facilitated by the Student Association Executive,** almost all learners were happy with their course and the times of attendance.

**The comments for improvement made on programme of study included**, information about timetable before starting would have been helpful for a few groups e.g. two days one block, 3 days next and advice session information could be reinforced especially for late starters. Two groups made comment on the content of the course being not what they expected.

**Relationships**

**Responses from on-line questionnaire**

| Question | Strongly Agree | Agree | Disagree | Strongly Disagree | Total no. Of Responses |
|---|---|---|---|---|---|
| I feel I am treated equally and fairly by the college. | 205 (67.4%) | 94 (30.9%) | 4 (1.3%) | 1 (0.3%) | 304 |
| I have a good working relationship with Staff and other learners. | 171 (56.3%) | 129 (42.4%) | 3 (1.0%) | 1 (0.3%) | 304 |

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| | | | | | |
|---|---|---|---|---|---|
| I feel that the college effectively promoted equality and diversity (consider the protected characteristics e.g. Gender Age, Disability, Sexual Orientation, Religion and Belief, Gender Reassignment Pregnancy and Maternity, Marriage and Civil Partnership. | **183** (60.2%) | **113** (37.2%) | **7** (2.3%) | **1** (0.3%) | **304** |

**Responses from Focus Groups**

| Question | Strongly Agree | Agree | Disagree | Strongly Disagree | Total no. Of Responses |
|---|---|---|---|---|---|
| I feel I am treated equally and fairly by the college. | **17** (73.9%) | **3** (13.0%) | **1** (4.3%) | **2** (8.7%) | **23** |
| I have a good working relationship with Staff and other learners. | **17** (73.9%) | **6** (26.1%) | **0** (0.0%) | **0** (0.0%) | **23** |
| I feel that the college effectively promoted equality and diversity (consider the protected characteristics e.g. Gender Age, Disability, Sexual Orientation, Religion and Belief, Gender Reassignment Pregnancy and Maternity, Marriage and Civil Partnership. | **15** (65.2%) | **8** (34.8%) | **0** (0.0%) | **0** (0.0%) | **23** |

**From the responses received to our Learner Questionnaire and focus groups facilitated by the Student Association Executive,** almost all groups felt they were treated fairly and equally by the College and also felt that equality and diversity was very well promoted. They felt they had a good working relationship with staff and other learners.

**The comments made for improvement on relationships included,** additional information on using LearnNet for evening class and day release learners, further discussion on any available funding for mature learners and one group had an issue with hardware not working properly at the start of the course but now resolved.

**Learning and Teaching**
**Responses from on-line questionnaire**

| Question | Strongly Agree | Agree | Disagree | Strongly Disagree | Total no. Of Responses |
|---|---|---|---|---|---|
| The resources provided by the college assist me in my learning (consider access to IT, library resources, technical equipment, specialist classrooms and workshops). | **165** (54.3%) | **131** (43.1%) | **7** (2.3%) | **1** (0.3%) | **304** |

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| | | | | | |
|---|---|---|---|---|---|
| I am able to contribute to lesson planning with staff. | **115** (37.8%) | **159** (52.3%) | **25** (8.2%) | **5** (1.6%) | **304** |
| I am given the opportunity to provide feedback to staff on how lessons have gone. | **117** (38.5%) | **161** (53.0%) | **22** (7.2%) | **4** (1.3%) | **304** |
| Teaching staff discuss sustainability and environmental issues within the course content. | **101** (33.2%) | **162** (53.3%) | **28** (9.2%) | **13** (4.3%) | **304** |
| Assessments are carried out regularly and planned well in advance. | **126** (41.4%) | **157** (51.6%) | **18** (5.9%) | **3** (1.0%) | **304** |
| Assessment arrangements consider any support needs learners may have. | **144** (47.4%) | **153** (50.3%) | **6** (2.0%) | **1** (0.3%) | **304** |
| I am given opportunities to review my progress. | **132** (43.4%) | **153** (50.3%) | **18** (5.9%) | **1** (0.3%) | **304** |
| I feel I have learned a lot since starting my course. | **186** (61.2%) | **102** (33.6%) | **14** (4.6%) | **2** (0.7%) | **304** |

**Responses from Focus Groups**

| Question | Strongly Agree | Agree | Disagree | Strongly Disagree | Total no. Of Responses |
|---|---|---|---|---|---|
| The resources provided by the college assist me in my learning (consider access to IT, library resources, technical equipment, specialist classrooms and workshops). | **9** (39.1%) | **9** (39.1%) | **4** (17.4%) | **1** (4.3%) | **23** |
| I am able to contribute to lesson planning with staff. | **10** (43.5%) | **9** (39.1%) | **2** (8.7%) | **2** (8.7%) | **23** |
| I am given the opportunity to provide feedback to staff on how lessons have gone. | **17** (73.9%) | **5** (21.7%) | **1** (4.3%) | **0** (0.0%) | **23** |
| Teaching staff discuss sustainability and environmental issues within the course content. | **3** (13.0%) | **12** (52.2%) | **5** (21.7%) | **3** (13.0%) | **23** |
| Assessments are carried out regularly and planned well in advance. | **8** (34.8%) | **6** (26.1%) | **8** (34.8%) | **1** (4.3%) | **23** |
| Assessment arrangements consider any support needs learners may have. | **14** (60.9%) | **9** (39.1%) | **0** (0.0%) | **0** (0.0%) | **23** |
| I am given opportunities to review my progress. | **14** (60.9%) | **7** (30.4%) | **2** (8.7%) | **0** (0.0%) | **23** |
| I feel I have learned a lot since starting my course. | **16** (69.6%) | **4** (17.4%) | **3** (13.0%) | **0** (0.0%) | **23** |

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**From the responses received to our Learner Questionnaire and focus groups facilitated by the Student Association Executive,** almost all learners were happy with the resources provided by the college, felt able to contribute to lesson planning and were happy to feedback to staff on how well lessons had gone. When asking the question on sustainability and environmental issues some of the focus groups identified that not all learners were aware of this being discussed in their course. However, through further discussion some learners were aware that they had discussed this with their tutors and that some of the materials they used had been recycled.

Almost all learners were happy with assessment arrangements and any support needs they had. They were also happy with the arrangements in place to review their progress and felt they had learned a lot since they started on the course.

**The comments made on Learning and Teaching included,** number of books available in the library for one group, tutorial time being too early for learners travelling to the college for another group, having additional computers in classrooms for one group and having individual progress meetings prior to UCAS applications was raised by one group. A request for access to office 2013 in the learning zone was also made.

**Section 2: Learner Engagement and Quality Culture**
**Learner Representation**

**Responses from online questionnaire**

| Question | Strongly Agree | Agree | Disagree | Strongly Disagree | Total no. Of Responses |
|---|---|---|---|---|---|
| I am able to express my views on aspects of college life and how the college operates. | 126 (41.7%) | 163 (54.0%) | 12 (4.0%) | 1 (0.3%) | 302 |
| I am aware of the opportunity to get involved with The Student Association. | 127 (42.1%) | 156 (51.7%) | 17 (5.6%) | 2 (0.7%) | 302 |
| I feel that the class rep system helps my group put forward its views to staff. | 98 (32.5%) | 149 (49.3%) | 43 (14.2%) | 12 (4.0%) | 302 |
| College staff listen to learners views and act on them. | 115 (38.1%) | 165 (54.6%) | 19 (6.3%) | 3 (1.0%) | 302 |
| Learners are given feedback on comment and suggestions made. | 120 (39.7%) | 160 (53.0%) | 21 (7.0%) | 1 (0.3%) | 302 |
| The college's involvement with external organisations (NUS, SPARQS, NHS, LGBT, local charities, Police Scotland) supports student activities and campaigns. | 100 (33.1%) | 187 (61.9%) | 12 (4.0%) | 3 (1.0%) | 302 |

**Responses from Focus Groups**

| Question | Strongly Agree | Agree | Disagree | Strongly Disagree | Total no. Of Responses |
|---|---|---|---|---|---|
| I am able to express my views on aspects | 11 | 9 | 2 | 1 | 23 |

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| Question | Strongly Agree | Agree | Disagree | Strongly Disagree | Total no. Of Responses |
|---|---|---|---|---|---|
| of college life and how the college operates. | (47.8%) | (39.1%) | (8.7%) | (4.3%) | |
| I am aware of the opportunity to get involved with The Student Association. | 13 (56.5%) | 8 (34.8%) | 1 (4.3%) | 1 (4.3%) | 23 |
| I feel that the class rep system helps my group put forward its views to staff. | 8 (34.8%) | 10 (43.5%) | 3 (13.0%) | 2 (8.7%) | 23 |
| College staff listen to learners views and act on them. | 9 (39.1%) | 11 (47.8%) | 1 (4.3%) | 2 (8.7%) | 23 |
| Learners are given feedback on comment and suggestions made. | 8 (34.8%) | 10 (43.5%) | 5 (21.7%) | 0 (0.0%) | 23 |
| The college's involvement with external organisations (NUS, SPARQS, NHS, LGBT, local charities, Police Scotland) supports student activities and campaigns. | 6 (26.1%) | 15 (65.2%) | 1 (4.3%) | 1 (4.3%) | 23 |

**From the responses received to our Learner Questionnaire and focus groups facilitated by the Student Association Executive,** almost all learners felt they were able to express views on college life. They were also aware of the opportunity to get involved with the Student Association, although reasons for not getting involved were mainly due pressure of work or family commitments. Almost all learners were happy with the class re system, evening class groups felt that time was too short for them to be involved in this system but they were all mostly aware of the process to follow if issues arose.

**The comments made on Learner Representation included**, one group advised that no-one advised about the Student Association. Past experience was felt they were not listened to, 10 learners were lost from the class. One group was split - some staff listen to learners views and some don't. Feedback should be given more often throughout the year. Two groups felt that they had not been given any information on class rep training and felt that nothing done when issues are taken further to senior staff. One evening class group were not aware of the Student Association and felt this should be part of their induction. One group advised they had not received feedback from the learners wheel.

**Overall satisfaction**

Responses from online questionnaire

| Question | Strongly Agree | Agree | Disagree | Strongly Disagree | Total no. Of Responses |
|---|---|---|---|---|---|
| Overall, I am satisfied with my experience at Dumfries and Galloway College. | 189 (62.8%) | 106 (35.2%) | 4 (1.3%) | 2 (0.7%) | 301 |

Responses from Focus groups

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| Question | Strongly Agree | Agree | Disagree | Strongly Disagree | Total no. Of Responses |
|---|---|---|---|---|---|
| Overall, I am satisfied with my experience at Dumfries and Galloway College. | 11 (47.8%) | 6 (26.1%) | 5 (21.7%) | 1 (4.3%) | 23 |

**From the responses received to our Learner Questionnaire and focus groups facilitated by the Student Association Executive,** almost all groups completing the on-line questionnaire were happy with their experience at the college.  Most of the focus groups were happy with their experience but a few issues were identified as needing improvement.

**The comments made on Overall Satisfaction included**, a social mixer, activities that encouraged students to participate and meet people. This could be ongoing throughout the year.  One learner advised that they were satisfied with the course but frustrated by the college systems for second year registration for the course.

**Summary**

It is the intention of the Student Association President to meet with groups making comment to further discuss comments made.  Any comments that are further investigated will be treated in the strictest confidence.  It will be explained to groups that if they wish further action to be taken the comments could be included in the Complaints Handling Procedure and therefore would be forwarded to the appropriate College manager for action.

Julian Weir
Student Association President
January 2016

# Board of Management
## Learning and Teaching Committee

**Key Performance Indicator Report**

### 1      Introduction

The purpose of this paper is to provide the Board of Management with an update on the Colleges Key Performance Indicators.

### 2      The Report

One of the many duties of the Committee board is to monitor academic performance, including student retention, progression and outcomes.

### 2.1    Retention

There are two retention KPIs the Committee monitors:

- Early Student Retention – a measure of the number of students that meet the required retention date for Credit funding purposes (approx 25% of the course duration) as a percentage of total enrolments; and
- Student Retention – a measure of the number of students who complete the course as a % of total enrolments.

The table below shows the retention figures for session 2015-16 to date, compared to final retention figures for the previous three sessions.  At this stage in the session there is unlikely to be much movement in the early student retention figure, however, full-time students still have 11 weeks of their course to run, therefore student retention is likely to further decrease.

|  | Early Student Retention (%) | | Student Retention (%) | | | |
|---|---|---|---|---|---|---|
|  | Full-time Further Education | Full-time Higher Education | Full-time Further Education | | Full-time Higher Education | |
|  | Actual | Actual | Actual | Target | Actual | Target |
| 2015/16 | 88 | 95 | 77 | 75 | 87 | 82 |
| 2014/15 | 91 | 96 | 70 | 74 | 84 | 81 |
| 2013/14 | 92 | 94 | 74 | 74 | 82 | 81 |
| 2012/13 | 91 | 94 | 73 | 74 | 80 | 80 |

### 2.2   Progression

Student progression data is gathered on an annual basis as part of a national performance measure on Destinations & Employment of full-time college leavers.

For students successfully completing a full-time course we gather information on:

- Primary Classification (Destination)
- Industry of Employer (where applicable)
- Destination of Further Study (where applicable).

The College has just completed the gather the information of 2014-15 college leavers. The report will be available to the Committee at its next meeting.

### 2.2 Student Outcomes

The student outcome measures the % of successful students as a % of total enrolments. This measure is analysed at the end of each session. Headline student outcomes for the past four sessions are as follows:

|  | Full-time Further Education | | Full-time Higher Education | |
|---|---|---|---|---|
|  | Actual % | Target % | Actual % | Target % |
| 2014/15 | 64 | 64 | 71 | 71 |
| 2013/14 | 64 | 65 | 71 | 72 |
| 2012/13 | 63 | 63 | 70 | 73 |
| 2011/12 | 61 | 61 | 70 | 61 |

### 3. Recommendation

The Committee is asked to discuss progress against targets.

**COMPLAINTS HANDLING STATISTICS**

Under section 16B of the Scottish Public Services Ombudsman Act 2002 (as amended by the Public Services Reform (Scotland) Act 2010) the College must comply with the Scottish Public Services Ombudsman model Complaints Handling Procedure.  In August 2013 the College adopted the model Complaints Handling Procedure, provided the Ombudsman with a compliance statement and a self-assessment of compliance with the model.  The College is required to report annually to the Scottish Public Services Ombudsman (SPSO) on its performance in handling complaints.  This analysis includes statistics showing the volume and type of complaint as well as key performance details.

| The information below summarises complaints handling information from the period 1st September 2015 to 30th November 2015. | Number and percentage of complaints considered | Number and percentage of complaints closed within 5 working days | Number and percentage of complaints where an extension to the 5 working day timeline was agreed | Not upheld at Stage 1 |
|---|---|---|---|---|
| **Total number of Complaints Received – Stage 1 Frontline Resolution (**Acknowledge receipt within 3 working days & final decision within 5 working days) | **1** | **1 (100%)** | **0** | **0** |
| **Courses** | | | | |
| Course content | **1** (100%) | **1** (100%) | | |
| | | | | |
| **Total number of Complaints Received – Stage 2 Investigation (Acknowledge recept within 20 working days and pass onto appropriate college staff for action)** | Number and percentage of complaints considered | Number and percentage of complaints closed within 20 working days | Number and percentage of complaints where an extension to the 20 working day timeline was agreed | Not upheld at Stage 2 |
| | **13** | **8** | **5** | **0** |
| **Staffing** | | | | |
| Academic Staff | 2 (15.4%) | 2 (25%) | | |
| Support Staff | 1 (7.7%) | 1 (12.5%) | | |
| **College Policies and Procedures** | | | | |
| College course application | 1 (7.7%) | 1 (12.5%) | | |
| **Transport** | | | | |
| Transport provider service and staff | 3 (23%) | | 3 (60%) | |
| **Courses** | | | | |

| | | | | |
|---|---|---|---|---|
| Modern Apprenticeships | 1 (7.7%) | | 1 (20%) | |
| Study Trip | 1 (7.7%) | 1 (12.5%) | | |
| Engineering Apprenticeships | 1 (7.7%) | | 1 (20%) | |
| Course application | 1 (7.7%) | 1 (12.5%) | | |
| **Student Behaviour** | | | | |
| Students Behaviour | 2 (15.4%) | 2 (25%) | | |