

## Board of Management Learning and Teaching Committee

**Date: 5 December 2017**
**Time: 2pm**
**Room: 2089**

### A G E N D A

### Presented by

- |      |   |            |       |
|------|---|------------|-------|
| 1    | Welcome and Apologies   |            | DH    |
| 2    | Declaration of Interest   |            | DH    |
| 3    | Presentation – Virtual Care Academy   |            | JH    |
| 4    | Minute of Meeting of 3 October 2017   | (attached) | DH    |
| 5    | Matters Arising   |            |       |
| 5.1  | Passport to College – numbers enrolled on the course  | (verbal)   | JH    |
| 5.2  | Student Association Constitution  | (attached) | LT/AG |
| 5.3  | Annual Self Evaluation Report 2016/17 (How Good is Your College) – final document   | (attached) | AG    |
| 5.4  | New Management Structure – Stranraer Post   | (verbal)   | CT    |
| 5.5  | Review of Name of Committee   | (verbal)   | DH    |
| 5.6  | Review of attendees to Committee meetings   | (verbal)   | DH    |
| 5.7  | Review of Dates of Meetings   | (verbal)   | DH    |
| 5.8  | CDN Development Programme – L&T Workshop  | (verbal)   | AW    |
| 5.9  | Feedback from Recommended papers to the Board   | (verbal)   | DH    |
|      | <ul style="list-style-type: none"> <li>• Learning and Teaching Strategy</li> <li>• Access and Inclusion Strategy</li> </ul> |            |       |
| 5.10 | The Bridge - Update   | (verbal)   | CT    |
| 6    | Student Association Update  | (attached) | LT    |
| 7    | SI - How Good is our College  |            |       |
| 7.1  | Student Satisfaction and Engagement Surveys   | (attached) | AG    |
| 7.2  | Learner Destination   | (attached) | SAW   |
| 7.3  | Learner 'How Did We Do'? Survey 2017-18   | (attached) | AG    |
| 8    | SI - Progress against ROA   |            |       |
| 8.1  | Articulation  | (attached) | JW    |
| 8.2  | Senior Phase Work with the Schools  | (attached) | JH    |
| 9    | SI - Learning and Skills  |            |       |
| 9.1  | Curriculum Development Plan 2018/19   | (attached) | SAW   |
| 9.2  | Key Performance Indicators (KPIs) Update  | (attached) | AG    |
| 9.3  | Curriculum Update   | (attached) | SAW   |
| 9.4  | Learning and Teaching Mentor Evaluation   | (attached) | SAW   |
| 10   | Any Other Business  |            |       |
| 11   | Date and Time of Next Meeting - ?? Tuesday 27 Feb 2018 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 5 December 2017 from 2.00 pm in Room 2089**

**Members present:**

Delia Holland (Chair)	Carol Turnbull (Principal)
John Henderson	Kenny Henry
Ian White	Naomi Johnson
Rob Orr	Leah Thomas
Barry Graham	

**Curriculum representatives:**

David Denholm

**In attendance:**

Brian Johnstone, Chair of the Board of Management  
Andy Wright, Vice Principal Learning and Skills  
Andy Glen, Vice Principal Performance and Planning  
June Holland, Head of Curriculum  
Janet Weir, Head of Curriculum  
Ann Walsh, Secretary to the Board

**Minute Taker:** Heather Tinning, Executive Team Assistant

### **1 Welcome and Apologies for Absence**

The Chair welcomed members to the meeting. Apologies for absence were intimated on behalf of Peter Woods and Tony Conlon.

The Secretary to the Board confirmed the meeting was quorate.

### **2 Declaration of interest**

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

### **3 Presentation – Virtual Care Academy**

The Head of Curriculum, June Holland gave a comprehensive presentation to Members on the Virtual Care Academy. Key points to note:

- The College is working with the Open University
- Provision has been mapped
- Next steps to engage with industry Stakeholders

Members thanked June Holland for the presentation.

### **4 Minute of Meeting of 3 October 2017**

The Minute of the Meeting of 3<sup>rd</sup> October 2017 was approved.

## **5 Matters Arising**

### **5.1 Passport to College – numbers enrolled on the course**

The Head of Curriculum, June Holland, reported that the course has now been running for 6-weeks with 100% retention, still maintaining the 13 students who had originally enrolled for the course. The Head of Curriculum advised that there had been no referrals in terms of behaviour and felt that the dedicated support put in place has been a key factor in the positive retention to date.

### **5.2 Student Association Constitution**

The President of the Student Association confirmed that following recent amendments, the Constitution was now ready for signature by the Chair of the Board and the Student Association President.

**Decision:** Members approved the Constitution and authorised the Chair of the Board and Student Association President to sign the Student Association Constitution

The Chair of the Board and Student Association President signed the Student Association Constitution at the Learning & Teaching meeting of 5<sup>th</sup> December 2017.

### **5.3 Annual Self Evaluation Report 2016/17 (How Good is our College) – final document**

The VP Performance and Planning spoke to the Report which had been circulated, advising that this is the final report that had been submitted to Education Scotland. Representatives from Education Scotland and the Scottish Funding Council are in college for a Formal Endorsement meeting with EMT and Heads of Curriculum on 7<sup>th</sup> December. The Report will be published on the Education Scotland and Scottish Funding Council website, minus the scores, in January.

The Chair asked for thanks to be noted to the VP Performance and Planning and staff involved in the work that had been put into completing the document, and welcomed an update to the Committee in the future.

### **5.4 New Management Structure – Stranraer Post**

The Principal reported that following the recent interview process, the Panel decided not to appoint to the Position of the Stranraer Campus Development Manager. Moving forward, Eva Milroy who undertook the study to identify opportunities for the Curriculum Development in Stranraer and Wigtownshire, and has recently been appointed as Complete Training Solutions (CTS) Co-ordinator on a part-time basis, will extend her role to full time to include Stranraer.

A proposal is being explored for Foundation Apprenticeship Engineering in Stranraer Academy, using their workshop space.

In terms of school link, the Principal reported that she met with the Head of Education and Head Teachers from Douglas Ewart and Stranraer Academy. The Principal advised that the Facilities Manager and his Team attend the Stranraer Campus on a regular basis.

### **5.5 Review of Name of Committee**

Following discussion on the Name of the Committee, it was agreed to continue with the Title of Learning and Teaching Committee. It was agreed that the scope of the Committee is Learning and

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Teaching including Quality and Curriculum, and wider aspects around Employability and Articulation. The Chair advised that the Remit will remain unchanged.

**Decision:** The majority of Members agreed to retain the name of the Committee as Learning and Teaching Committee

### 5.6 Review of attendees to Committee Meetings

The Chair reported on the current membership, including:

- 5 Non-Executive Board Members
- 1 Executive Board Member
- 2 Student Association Board Members
- 2 Members of EMT in attendance
- 2 Curriculum Managers in attendance
- 3 Teaching Representatives – 1 vacancy from Stranraer

**Action:** The VP Learning and Skills is progressing the Vacancy in Stranraer

Members noted the Membership of the Committee.

### 5.7 Review of Dates of Meetings

To allow time for actions and decisions from the Committee to be taken forward to the Board Meeting, the Chair proposed to move the L&T Committee meetings to be held two weeks before the Board Meeting.

**Decision:** Members agreed to the revised dates for the Learning and Teaching Committee, noting that the L&T Committee will take place on the same day as the Finance and General Purposes Committee

**Action:** The Board Secretary to circulate amended meeting dates

### 5.8 CDN Development Programme – L&T Workshop

The Secretary to the Board reported that five Members had noted an interest in attending the L&T Workshop, to take place on 14th March 2018.

**Action:** The Secretary to the Board to co-ordinate transport

### 5.9 Feedback from Recommended papers to the Board:

#### Learning and Teaching Strategy

Following recommendation at the last L&T Committee, the Learning and Teaching Strategy was presented at the Board of Management meeting on 10<sup>th</sup> October and was approved.

#### Access and Inclusion Strategy

Following recommendation at the last L&T Committee, the Access and Inclusion Strategy was presented at the Board of Management meeting on 10<sup>th</sup> October and was approved.

### 5.10 The Bridge: Update

The Principal reported that Pat Shearer, who is leading on the Governance and Strategic Development of the Bridge, attended the college with colleagues to provide an update on the Bridge. Discussion included school college link delivery, challenges and timetabling. The Principal advised that college courses will be offered next year at the Bridge.

## **Board of Management Learning and Teaching Committee**

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Colin Grant and Colleagues from the Council are attending the Board Meeting on 12<sup>th</sup> December, to provide an Update on the Bridge to Board Members.

### **6 Student Association Update**

Leah Thomas, the Student Association President, provided an update on recent activities within the Student Association. Since the last L&T Committee, lunchtime activities have commenced including Tennis, Exercise Circuits and Baseball, to be run by the Student Association President together with Intermediate 2 Sports students. To raise awareness for International Disability Day staff and students had been invited to take part in Blind Football, which also takes place tomorrow in Stranraer.

The Principal is attending a Class Rep Meeting arranged for Friday 15<sup>th</sup> December. A meeting with Board of Management Representatives and Class Reps has been arranged for 11<sup>th</sup> December. The Student Association President reported that there are 9 Curriculum Representatives at Dumfries and 4 at Stranraer, with training arranged to take place. The Chair would welcome Presentations at the L&T Committee, once the team are in place. The VP L&S advised that the Head of Curriculum June Holland and the VP Performance and Planning having been working on the Self Evaluation process, advising that the Curriculum Reps are now part of this process.

The Chair thanked the Student Association President and colleagues for all their hard work.

### **7 SI How Good is Our College**

#### **7.1 Student Satisfaction and Engagement Surveys**

The Vice Principal Performance and Planning (VP P&P) reported on the Annual Survey, which is required by the Scottish Funding Council. The VP P&P spoke to the figures which show comparisons between 2015-16 and 2016-17 and other colleges in the Sector average. Members agreed that the resulting percentages were positive for the college. With regard to the overall survey responses, the VP P&P advised that the Student Association President relinquished his post half way through the year, which could explain the relatively low score awarded to this question.

#### **7.2 Learner Destination**

The Vice Principal Learning and Skills (VP L&S) reported on the Learner Destination report, highlighting the key measurement percentages for progression to further study and employment for 2015-16. Focus is on transition arrangements and how best to support them. Members asked for clarification on confirmed destinations and positive destinations. The VP L&S advised that this was Scottish Funding Council (SFC) terminology. The Chair requested to convert to 'our speak' for future reports.

#### **7.3 Learner 'How Did We Do? Survey**

The Vice Principal Performance and Planning reported on the Survey, advising that although there were more courses this year, the overall response had been less than the previous year. Each Curriculum Manager is provided with a detailed response, which is used to improve their own areas. Members noted the college's high performance in the overall college sector.

The Chair asked for thanks to be noted to all staff involved.

## **8 SI Progress Against ROA**

### **8.1 Articulation**

The Head of Curriculum Janet Weir spoke to the report which had been issued, reporting on new developments including discussion with:

- Edinburgh Napier for Electrical Engineering and Computer Science
- Glasgow School of Art
- Open University

The Principal advised that a Summary of Mainstream Courses are to be presented, as a work-in-progress, at the Board Meeting on 12<sup>th</sup> December.

Members noted the report.

### **8.2 Senior Phase Work with Schools**

Head of Curriculum (HoC) June Holland spoke to the report which had been issued. The HoC reported that she had been working on challenges around DLT including timetabling and expectations of the College. A new Focus Group has been set up to plan systematically better transition, including a 2-day workshop for school leavers coming to college. The HoC also spoke of School College Link Champions to meet with students and co-ordinate a tour of the college.

The Principal advised that over 1,000 Primary 7 pupils attended a Transition Evening in college last week. There was also a great turnout for the recent DLT/Careers Fayre and Open Evening. Primary 7 pupils are also invited to an Active Sports Day which takes place at the College.

**Action:** The Secretary of the Board to provide a copy of the School College Prospectus to the Chair

Members noted the report.

## **9 SI - Learning and Skills**

### **9.1 Curriculum Development Plan 2018-19**

The Vice Principal Learning and Skills spoke to the report which had been issued, reporting on the course provision for the CDP for 2018-19, including key challenges. The VP L&S advised that he meets with the 16 Secondary Schools to discuss choices for School College Link. Barry Graham reported on the value of this discussion for the schools. Further discussion took place in terms of part-time provision.

Members noted the report.

### **9.2 Key Performance Indicators (KPI) Update**

The Vice Principal Learning and Skills spoke to the report which had been issued. The report includes a breakdown over the last 3 Academic Years for Curriculum Areas, including withdrawal reasons for 2017/18. With regard to the declining retention figures, the VP L&S spoke of reasons

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including Course Related/Finance/ Family issues and Health. Members noted the low percentage of course related issues. The VP L&S spoke of how well the staff do given the challenges.

The Principal advised that entry requirements and admissions would be reviewed going forward. Members discussed the opportunity to share Best Practice with Scotland's other Rural Colleges.

**Action:** The Chair requested that the VP L&S enlarge the squares which identifies the FT HE Withdrawal reasons for next report

Members noted the report.

*Brian Johnstone left the meeting.*

### 9.3 Curriculum Update

The Vice Principal Learning and Skills spoke to the report which had been issued, providing a reflection of activities in terms of the curriculum. The VP advised that in addition to the updates in the report, a group of Hospitality students were serving a Sri Lankan Meal at Troqueer Primary School, as part of their studies.

Members noted the report.

*Barry Graham and Rob Orr left the meeting.*

### 9.4 Learning and Teaching Mentor Evaluation

The Vice Principal Learning and Skills spoke to the report which had been issued, providing an evaluation of the activity carried out by the Learning and Teaching Mentors for 2016/17. The VP L&S reported on the focus for this year, identified in the report and advised that an update would be provided at a future L&T Committee meeting.

**Action:** The Vice Principal Learning and Skills to provide an update at a future L&T Committee meeting

Members noted a very successful report.

### 10 Any other business

None

### 11 Date and Time of Next Meeting

The next meeting of the Learning and Teaching Committee will take place on Tuesday 27 February 2018 at 2 pm.

## 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 3 October 2017 from 2.00 pm in Room 2097**

**Members present:**

Delia Holland (Chair)	Carol Turnbull (Principal)
John Henderson	Kenny Henry
Ian White	
Leah Thomas	Tony Conlon

**Faculty representatives:** Peter Woods

**In attendance:**

Brian Johnstone, Chair of the Board of Management  
Andy Wright, Vice Principal Learning and Skills  
Andy Glen, Vice Principal Performance and Planning  
June Holland, Head of Curriculum  
Janet Weir, Head of Curriculum  
Ann Walsh, Secretary to the Board

**Minute Taker:** Heather Tinning, Executive Team Assistant

### **1 Welcome and Apologies for Absence**

The Chair welcomed members to the meeting, in particular Leah Thomas (Student Association President) and Tony Conlon (Student Association Vice President) who were attending their first Learning and Teaching Committee meeting. The Chair also welcomed Heads of Curriculum June Holland and Janet Weir to their first full Learning and Teaching Committee meeting, as attendees. Apologies for absence were intimated on behalf of Barry Graham, Rob Orr, Naomi Johnson and David Denholm.

The Secretary to the Board confirmed the meeting was quorate.

### **2 Declaration of interest**

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

### **3 Presentation – Passport to College**

The Head of Curriculum, June Holland gave a comprehensive presentation to Members on the new Passport to College course:

- The Passport to College course is a Certificated course, looking to engage individuals who lack confidence and/or qualifications
- A one-year course, running three-days per week
- Curriculum Manager Laura Webster is responsible for the course, with significant input from the Sports Team.
- Participants will receive a Group Award in Personal and Social Development



- At present there are 5 applications, with a target of 14 - confident will be on target to meet numbers when the course starts
- Course to commence 1st November, advice sessions to take place on 13<sup>th</sup> and 25<sup>th</sup> October
- Course marketed in different ways including Social Media, with direct marketing to schools

June Holland advised that in her new role as Head of Curriculum, she is looking to progress a focus group with key stakeholders from the schools with regard to links and common approaches with the schools.

Members thanked June Holland for the presentation.

#### **4 Minute of Meeting of 30 May 2017**

The Minute of the Meeting of 30<sup>th</sup> May 2017 was approved.

#### **5 Matters Arising**

##### **5.1 Planning for Your Future Event Update – Initial Survey Results**

The Principal spoke to the report which had been issued, advising that the Planning for Your Future Event was a great success, with 64 students attending the residential programme. She advised that college staff were heavily involved in the organisation and delivery of the Event. Members noted the Initial Survey results and the increase in the level of interest in college by over 10%, following the Residential Event. The Principal spoke of the challenge for the college, including how to maintain engagement and continue to build on the positive response. The Principal advised that the Academic Partners are keen to progress another event, with the intention to look at a slightly different cohort next year in terms of wider opportunities.

Members noted the initial positive response.

##### **5.2 Education Scotland – Short Life Working Groups**

The Vice Principal Performance and Planning spoke to the report which had been issued. The Vice Principal highlighted the key points:

- Look to change Self Evaluation model going forward to link in with How Good is Our College
- With regard to Learning and Teaching, look to work closer with Student Association – a key priority identified in 2016
- Adapted a Student Association model with colleagues from Borders College including the introduction of Curriculum Reps to summarise common themes from Curriculum areas
- The Vice Principal Performance and Planning meets monthly with Curriculum Managers to discuss retention. Members discussed their concerns over the retention figures that are reported to this committee, and agreed to monitor this. In terms of recruitment, the Principal advised that we operate a first come open access policy, where other colleges are more selective and also don't offer lower level courses
- The Vice Principal Performance and Planning is working with Curriculum Managers to identify students at risk and the Vice Principal Learning and Skills is working with teams on Course Assessment Planning

Members noted the report and were confident that issues identified are being addressed through the actions being implemented.

## **6 Student Association Update**

The Chair, Delia Holland, advised that a paper had previously been presented to the Board of Management identifying the need to have a vibrant Student Association, strong and effective and an Association that contributes to Quality and Governance. The Student Association President updated members on recent developments and reported on very positive feedback from Freshers' Week. The Student Association President is attending classes to update groups on the Student Association and the Class Rep Role, prior to forthcoming elections and subsequent training. To maintain consistent cover at the Stranraer Campus a member of the Student Association Executive Team will be based at Stranraer once a week.

### **6.1 Student Association Constitution**

The Student Association President advised that the Constitution has been revised following advice from NUS. The question was raised whether the Chair of the Board, rather than the Vice Principal, should sign on behalf of the Board. It was agreed to confirm this prior to the constitution being signed.

In terms of Audit of the Student Association Accounts, the responsibility lies with the Finance Manager, as part of an Audit.

#### **Decisions:**

- Members recommend that the Constitution be adopted for signature
- The Finance Manager to produce an Income and Expenditure Summary detailing the Student Association Finance as part of the Financial Update, including:
  - Income and Expenditure for year, up to July 2017
  - Budget up to July 2018

**Action:** The Constitution was approved, subject to confirmation of the signatory as discussed, for recommendation to be adopted by the Board.

### **6.2 Student Association Strategic and Operational Plan 2017-18**

The Student Association President spoke to the Strategic and Operational Plan, providing an overview on challenges throughout the year, based on Student Engagement and links with the Quality Framework. The plan includes key themes based on How good is Our College. The Operational Plan will be reviewed throughout the year by the Student Association President and the Quality Manager.

**Decision:** Members approved the plan and will receive regular updates

### **6.3 Student Association Partnership Agreement**

The Student Association President advised that the Partnership Agreement has been revised, finalised and signed by the Student Association President and the Principal. The Agreement sets out the agreed priorities for Academic Session 2017/18.

The Committee noted the content of the of the agreement.

The Chair thanked the Student Association President for the reports.

## **7 Annual Self Evaluation Report 2016-17 (How Good is Your College)**

The Vice Principal Performance and Planning spoke to the report which had been issued, reporting on the main points of the interim evaluative report. The Vice Principal reported that the college previously produced a Self-Evaluation Report of the college's ROA and Annual Quality Report and advised that an evaluation of both is included in the new process. Following a recent meeting with Education Scotland and the Scottish Funding Council to discuss the Report, an updated paper will be presented at the Board of Management Meeting on 10 October 2017. The final report is required to be signed by the Principal and submitted by 31<sup>st</sup> October 2017.

Following discussion on the Structure identified in the Report, the Principal advised that the Creative Industries Curriculum Manager position shown as Vacant has now been filled. In terms of the Stranraer post, the position remains vacant. The Principal and the Vice Principal Corporate Services are progressing the job description.

Members noted the comprehensive report, and agreed that the report was a fair representation of the college.

## **8 Vice Principal (Learning and Skills) Update**

### **8.1 Learning and Teaching Strategy**

The Vice Principal Learning and Skills spoke to the Learning and Teaching Strategy report for 2017-2020. The Vice Principal reported that meetings had taken place with Curriculum Managers, L&T Mentors and Heads of Curriculum to progress the Strategy, including identifying realistic, aspirational targets that are in line with the Regional Outcome Agreement (ROA).

**Decision:** Members approved the Learning and Teaching Strategy, for recommendation to the Board of Management for adoption

### **8.2 Key Performance Indicators**

The Vice Principal Learning and Skills spoke to the report that had been issued, providing an update on the colleges' Key Performance Indicators. The Vice Principal reported that the Sector percentage has still to be confirmed for 2016-17. Members noted an actual of 69% with a target of 76% for FT FE Retention. In comparison to 2015-16 an actual of 70% with a sector percentage of 83.5%, showed a significant difference particularly in FE retention and sector average. The focus for 2017/18 includes at risk learners for courses.

Members discussed progress against targets and thanked the Vice Principal for the report.

### **8.3 Curriculum Update**

The Vice Principal Learning and Skills spoke to the report that had been issued, summarising key issues including areas of poor retention. In terms of enrolment, the Vice Principal advised that we did not recruit to specific target figures. Members noted the shortfall of 167 full time learners across the college. The Vice Principal spoke of the challenges in moving forward and reaching our credit target, including pupils continuing with their education at school and changes to the

University Access policy in terms of wider access. The Principal reported of a meeting that she is attending with the Head of Education and Head Teachers in the West of the Region to discuss next steps in terms of developing appropriate pathways and progression routes.

Members noted the report.

## **9 Access and Inclusion Strategy**

The Vice Principal Learning and Skills spoke to the report which had been issued, advising that the Strategy had been completed by the previous Vice Principal Corporate Services and Governance as a requirement by the SFC, to support the Extended Learning Support fund included in the core grant.

**Decision:** Members noted the report and approved the Strategy and recommend it to the Board for adoption

## **10 Crichton Campus Consolidated Outcome Agreement 2017-18**

The Principal spoke to the Crichton Campus Consolidated Outcome Agreement 2017-18, an agreement between the SFC and the Academic Partners, and one that highlights areas of collaboration work. The Principal advised that the information in the Agreement is reflected in the College's Regional Outcome Agreement.

Members noted the contents of the Crichton Campus Consolidated Outcome Agreement.

## **11 Dumfries and Galloway College Regional Outcome Agreement 2017-18**

The Principal spoke to the report which had been issued, which following final funding allocation has now been signed by the Principal and the Chair.

Members noted the final, signed version of the Regional Outcome Agreement 2017-20.

In answer to a question on the Employer Advisory Board (EAB), the Principal advised that the EAB operates in different ways across different curriculum areas. The Head of Curriculum Janet Weir has responsibility for working with Curriculum Managers to implement the Employer Engagement Strategy that was approved by the Board.

With regard to the Bridge project, the Principal advised that discussions are ongoing at this stage. The Vice Principal Learning and Skills and Head of Curriculum June Holland are attending meetings with regard to the college's involvement and to look at timetabling and common theme approaches. The college name is included on the banner as one of the Partners outside the new Building. A Board Member commented on the appropriateness of this given that there is no firm strategy in place at this stage.

## **12 Quality Audit Reports/Surveys**

### **12.1 Complaints Statistics July 2017**

## Board of Management Learning and Teaching Committee

The Vice Principal Performance and Planning spoke to the report which had been issued, providing an update on the complaints statistics. Members discussed the complaints identified including an increase from 48 to 71 overall complaints for period 1<sup>st</sup> August 2016 to 31<sup>st</sup> July 2017. The Vice Principal advised that no complaint was recorded above stage 2, where the number of stage 2 complaints (the Investigation stage) decreased by 13.

Members noted the findings of the report.

### **13 Review of Name, Attendees and Dates of Meetings**

The Chair asked members to consider the name of the Committee, previously known as Quality and Curriculum Committee. The Chair also spoke of the current attendance at committee meetings, including Members, Faculty Representatives and Attendees. The Vice Principal Learning and Skills agreed to take forward the Vacant Stranraer position for the Faculty Representative.

**Actions:** Members to e-mail comments to the Board Secretary for discussion at the next meeting  
Review of Name, Attendees and Dates of Meetings to be included on next L&TC Agenda  
The VP Learning and Skills to progress the Vacant Stranraer position for the Lecturing Rep Vacancy

### **14 Any other Business**

#### **14.1 CDN Development Programme**

The Chair encouraged members to attend a CDN Board Development Programme on 14<sup>th</sup> March 2018 in Stirling, a specific Workshop for Learning and Teaching Committee members.

**Action:** Members to forward interest to attend to the Board Secretary

### **15 Date and Time of Next Meeting**

The Chair spoke of the concern that Learning and Teaching Committee meetings are very close to the Board meetings (just one week prior). Future dates of the Committee could be brought forward by one week. It was agreed to remain with the scheduled date of Tuesday 5<sup>th</sup> December 2017 at 2 pm for the next Learning and Teaching Committee meeting, with a decision regarding future meetings to be made then.

The Chair of the Board, Brian Johnstone, advised that all Board Members are invited to attend any Committee meeting.

# **DUMFRIES AND GALLOWAY COLLEGE**

## **STUDENTS' ASSOCIATION CONSTITUTION**

### **Introduction**

The Dumfries and Galloway Students' Association constitution is a legal document that sets out:

- What the Association can or cannot do,
- How it should operate; and
- How members can raise their concerns or issues.
- A copy of the relevant section [Section 22 of the Education Act 1994] is attached as Appendix I.

This Constitution will take effect from October 2017 and will be reviewed by Dumfries and Galloway Students' Association Executive Committee (referred to throughout this document as the 'Executive Committee') and the College Board of Management (referred to throughout this document as the 'Board of Management') at least every five years but no longer than this, in accordance with the Education Act 1994.

The Education Act 1994 requires the Board of Management to ensure that it takes all reasonable and practicable action to secure that any Students' Association for students at the establishment operates in a fair and democratic manner and is accountable for its finances.

The Board of Management recognises the Dumfries and Galloway College Students' Association (referred to throughout this document as 'The Association') as a democratically run organisation committed to serving and representing the students of the College.

The Board will endeavour to ensure that the activities of the Association do not contravene the College's Diversity and Equalities policies nor bring the College into disrepute.

The constitution is made up of three sections:

### **Section 1 – The Articles**

This section defines the aims and objectives of the Students' Association as well as setting out what can and cannot be done.

### **Section 2 – The Schedules**

This section gives further operational details in relation to how things get done.

## **Section 3 – The Appendices**

This section includes other regulations that the Association has to follow.

### **Contents**

#### **The Articles of the Students' Association**

- 1.1 Name and Status
- 1.2 Aims and Objectives
- 1.3 Mission Statement
- 1.4 Members of the Association
- 1.5 Powers of the Association
- 1.6 Property and Money the Association Holds
- 1.7 Code of Practice
- 1.8 Complaints Procedure
- 1.9 Opting Out
- 1.10 Declaration

#### **The Schedules of the Students' Association**

- 1: Election Regulations
- 2: Executive Committee
- 3: Meeting Regulations
- 4: Finance Regulations
- 5: Clubs and Societies Regulations

### **Appendices**

- 1: Section 2 of the 1994 Education Act 1994

#### **The Articles of the Students' Association**

##### **1.1 Name and Status**

The Board of Management of Dumfries and Galloway College agree that there shall be a Students' Association working on behalf of learners. The Dumfries and Galloway Students' Association is an unincorporated Association with exempt charitable status.

##### **1.2 Aims and Objectives**

1.2.1 To work with College Board of Management and College Management to promote learner engagement.

1.2.2 To provide a positive role model for learners.

1.2.3 To promote student campaigns for example, citizenship, equality & diversity and health, promoting positive behaviour.

1.2.4 To promote and support activities which will enhance the student experience of the College.

1.2.5 These aims and objectives shall be practiced without discrimination on the grounds of gender, age, race, sexual orientation, disability or medical condition, religion and belief, gender reassignment, pregnancy and maternity and marriage and civil partnership, except that action may be taken to promote equality of opportunity.

1.2.6 The Association shall practice the above aims and objectives independent of any political party or religious organisation.

### **1.3 Mission Statement**

The Students' Association mission is to engage with the college community, to promote learning, respect for self and others and responsible citizenship.

### **1.4 Membership of the Association**

1.4.1 The Association's members are:

- a) All students aged 16 and over who are registered at Dumfries and Galloway College unless they expressly wish to withdraw; and
- b) The appointed Sabbatical Officers.

1.4.2 Association members cannot transfer their membership to anyone else. Membership will automatically end when:

- a) the member ceases to be a registered student; or
- b) the member provides written notice to the Association that they do not wish to be a member of the Association; or
- c) as a result of a college or association process, membership is removed from a student.

1.4.3 Association members may make use of all facilities and take part in educational, social, sporting and cultural activities recognised by the Association. Association members may also speak and vote at Association meetings, stand and vote in elections, and hold office in clubs and societies.



## **1.5 Powers of the Association**

1.5.1 The Association has the powers to:

- a) Provide and promote activities, services and facilities to members;
- b) Raise funds and receive grants and donations;
- c) Trade whilst carrying out any other objectives and carry on any other trade which is not expected to lead to taxable profits.

## **1.6 Property and Money the Association holds**

1.6.1 Funds and property must only be used to help in the pursuit of achieving the objectives of the Association. This extends to include the provision of reasonable expenses to students attending College Board of Management meetings, and any other meetings and events relevant to their work and the work of the Association.

1.6.2 Sabbatical Officers cannot receive any money or property from the Association except:

- a) Their salary;
- b) Their reasonable expenses which are subject to the approval of an appropriate staff member of the college;

1.6.3 The appropriate staff member, acting through the College Board, will be able, in pursuit of its aims and objectives, to open bank accounts in the name of the Students' Association on behalf of the Executive Committee. The appropriate staff member will supervise all Association finances and ensure that proper books of account are maintained.

1.6.4 The appropriate staff member will be responsible for ensuring that the annual budget, amendments to the budget, audited accounts and all other short-term financial reports and financial proposals are discussed and approved by the President.

1.6.5 The College Finance Department will ensure that a copy of the Students' Association budget and the final accounts will be given promptly to the College Board each financial year for approval. This is in line with all other College departments as per College financial audit procedures.

1.6.6 The Students' Association finances should be subject to audit at the request of the Board of Management or any of its sub-committees.

1.6.7 The financial year of the Students' Association will run from 1st August to 31st July of the next College calendar year.

## **1.7 Code of Practice & Disciplinary Procedure**

All Student Association activities will be carried out within the guidelines of equality and diversity and will promote positive behaviour at all times. Members of the Student Association will avoid unacceptable behaviour that brings the college into disrepute. Anyone identified as acting in a manner that causes this to happen may be subject to the college Disciplinary Procedure, a consequence of which could be the removal of students' association membership or student status. This would prohibit persons from taking part in future activities or being elected as a Sabbatical Officer, unless it is agreed by College management that it would be beneficial in rehabilitating the student. A copy of the Disciplinary Procedure can be obtained from MyDay, Quality Staff or Sabbatical Officers. Please refer to the separate Student Association Code of Practice document which also contains Staff information. These procedures will be discussed during the training programme for newly appointed executive officers at the start of each session.

## **1.8 Complaints Procedure**

The Association will follow the Complaints Handling Procedure implemented by Dumfries and Galloway College. A copy can be obtained from MyDay, Quality Staff or Sabbatical Officer. This procedure will be discussed during the training programme for newly appointed executive officers at the start of each session.

## **1.9 Opting Out**

1.9.1 Every student has the right to choose not to be a member of the Association. The request to opt out must be put in writing to the Executive Committee.

1.9.2 Any student who chooses to opt out of the Association will not be permitted to stand for President or Vice President or participate in any of the decision making processes of the Association.

1.9.3 Any student who opts out of the Association will still have the right to attend Association organised events and participate in the activities of clubs and societies. Students with unacceptable behaviour or subject to college disciplinary procedures will not be eligible to participate in organised events and activities of clubs and societies unless it has been agreed by College Management and the Executive Committee that this would be beneficial in rehabilitating the student.

### **1.10 Declaration**

This Constitution has been revised in partnership with members of the Executive Committee in position in session 2017.18 and signed by the current student President and by the Board representative. This signed constitution supersedes all other constitutions and will be subject to review at least every 5 years.

**Signed on behalf of Executive**

**President:**

.....

**Signed on behalf of Board of Management    Chair of the Board:**

.....

## **Schedules of the Students' Association**

### **1.0 Schedule 1: Election Regulations**

This section outlines the rules for elections for all positions in the Association. It also outlines the procedure to follow if a vacancy occurs in any Executive Committee position.

#### **1.1 When elections should happen**

- i) Elections for President and Vice President will take place before the end of April of each session. Where there is an agreement to elect a sabbatical officer no person shall hold a major office position, or paid elected Association office, for more than two years in total, in accordance with the 1994 Education Act.
- ii) The dates of elections shall be publicised across College Campuses.
- iii) Where a vacancy arises, it may be appropriate for a re-election to take place, depending on the nature and timing of the vacancy. There cannot be co-option of a paid role or the major office holder positions.

#### **1.2 Elections**

- i) Appointment of Sabbatical Officers shall be by election process and all current college students will be entitled to vote by secret ballot. The Student Association Executive Committee shall agree the appointment of an independent Returning Officer, who shall not be a member of the student body or Association, to conduct the elections and shall satisfy itself that the elections to Executive Committee positions are fairly and properly carried out.
- ii) Nominations for the President and Vice President shall take place via Nomination forms and must be proposed and seconded. Prospective candidates are not able to nominate themselves.
- iii) Sabbatical Officers must be current college students.

#### **1.3 Voting Procedures**

Candidates who wish to stand for election or re-election for Sabbatical Officer positions at the college will be invited to produce a manifesto and will take part in an election campaign, which will be organised and monitored by the Returning Officer and their deputies to ensure fairness and democracy.

Following the nomination process, students will have the opportunity to vote. The candidate receiving the highest amount of valid votes in each case will be declared the winner.

## **1.4 Counting and declaring votes**

Students may only vote once. Any student who is identified as voting twice will have their vote declared void.

An independent Returning Officer will be appointed to ensure the integrity of the voting system and will validate the election results.

## **2.0 Schedule 2: Student Association Executive Committee (referred to as the Executive)**

### **2.1 The main functions of the Executive shall be:**

- i. The President and Vice President shall be responsible for the day-to-day running of the Association in accordance with the terms of the Constitution. Depending on their particular specialism, the Executive will be responsible for leading activities or performing tasks in line with the values of the Student Association
- ii. Promoting learner engagement is one of the main functions of the Executive. The Executive will be invited and expected to attend various College committees. This will be discussed with individuals prior to election and training will be provided for successful candidates.
- iii. Support and guidance for the Executive will be provided in partnership with the College and external organisations who may contribute to the training programme.

### **2.2 Roles and Remits**

2.2.1 The Executive Committee shall consist of the following positions:

- President
- Vice-President

#### **2.2.2 Role of President**

The President shall be the prime representative of the Student Association and will work with student representatives and staff to involve as many students as possible in Association activities. The President shall act as student representation on the Board of Management. A job description for the position of President shall be provided to prospective candidates prior to the election. The President shall be accountable to the Quality Manager in the first instance and to the wider student body.

### 2.2.3 Role of Vice President

The Vice President shall act as a member of the Executive and work with the President, student representatives and staff to involve as many students as possible in Association activities. The Vice President shall act as the second member of the College Board of Management. The Vice President shall assist the President in all aspects of Association organisation and may represent, where agreed, the President for college committees. Any member of the Executive attending committee meetings must respect the confidentiality of the position at all times. A full job description for the position of Vice President shall be provided to prospective candidates prior to the election.

## **3.0 Schedule Three: Meeting Regulations**

- 3.1** Formal Executive meetings shall be held at least twice per term. The President will Chair the meetings in the majority of cases. Only in exceptional circumstances and by prior agreement with the President will the Vice President act as Chair of meetings. An agenda will be produced by the President and a Minute of each formal meeting will be taken by staff, if requested.
- 3.2** At times members of the Executive Management Team, members of staff or individual student representatives or students may be invited or express an interest in attending Executive meetings. If possible, they will be asked to identify items for discussion in advance of the meeting and will be advised of the outcome of any specific agenda item by the President.

## **4.0 Schedule 4: Finance Regulations**

- 4.1** Dumfries and Galloway College Board of Management will allocate the Association an agreed amount of funding at the start of each session. The Association will work within this allocation or if a particular campaign is identified then fund raising may be an agreed option. Any distribution of funds for particular campaigns will be agreed through the Executive and approved by Quality Manager.

## **5.0 Schedule 5: Clubs and Societies Regulations**

- 5.1** At the start of each session the President will make request to the student body on the type of clubs that would interest them. Once identified, discussion will take place between the Executive and appropriate staff on arrangements required, including any support from staff.
- 5.2** Input from the Executive may be required to facilitate the club and continued arrangements. Should there be a cost incurred this will be discussed by the President and Executive to agree what action is required.

## Appendices

### Appendix 1: Section 22 of the 1994 Education Act

#### 22 Requirements to be observed in relation to students' unions.

(1) The governing body of every establishment to which this Part applies shall take such steps as are reasonably practicable to secure that any students' union for students at the establishment operates in a fair and democratic manner and is accountable for its finances.

(2) The governing body shall in particular take such steps as are reasonably practicable to secure that the following requirements are observed by or in relation to any students' union for students at the establishment—

- (a) the union should have a written constitution;
- (b) the provisions of the constitution should be subject to the approval of the governing body and to review by that body at intervals of not more than five years;
- (c) a student should have the right—
  - (i) not to be a member of the union, or
  - (ii) in the case of a representative body which is not an association, to signify that he does not wish to be represented by it, and students who exercise that right should not be unfairly disadvantaged, with regard to the provision of services or otherwise, by reason of their having done so;
- (d) appointment to major union offices should be by election in a secret ballot in which all members are entitled to vote;
- (e) the governing body should satisfy themselves that the elections are fairly and properly conducted;
- (f) a person should not hold sabbatical union office, or paid elected union office, for more than two years in total at the establishment;
- (g) the financial affairs of the union should be properly conducted and appropriate arrangements should exist for the approval of the union's budget, and the monitoring of its expenditure, by the governing body;
- (h) financial reports of the union should be published annually or more frequently, and should be made available to the governing body and to all students, and each such report should contain, in particular—
  - (i) a list of the external organisations to which the union has made donations in the period to which the report relates, and
  - (ii) details of those donations;
- (i) the procedure for allocating resources to groups or clubs should be fair and should be set down in writing and freely accessible to all students;
- (j) if the union decides to affiliate to an external organisation, it should publish notice of its decision stating—
  - (i) the name of the organisation, and
  - (ii) details of any subscription or similar fee paid or proposed to be paid, and of any donation made or proposed to be made, to the organisation, and any such notice should be made available to the governing body and to all students;
- (k) where the union is affiliated to any external organisations, a report should be published annually or more frequently containing—
  - (i) a list of the external organisations to which the union is currently affiliated, and

- (ii) details of subscriptions or similar fees paid, or donations made, to such organisations in the past year (or since the last report), and such reports should be made available to the governing body and to all students;
  - (l) there should be procedures for the review of affiliations to external organisations under which—
    - (i) the current list of affiliations is submitted for approval by members annually or more frequently, and
    - (ii) at such intervals of not more than a year as the governing body may determine, a requisition may be made by such proportion of members (not exceeding 5 per cent.) as the governing body may determine, that the question of continued affiliation to any particular organisation be decided upon by a secret ballot in which all members are entitled to vote;
  - (m) there should be a complaints procedure available to all students or groups of students who—
    - (i) are dissatisfied in their dealings with the union, or
    - (ii) claim to be unfairly disadvantaged by reason of their having exercised the right referred to in paragraph (c)(i) or (ii) above, which should include provision for an independent person appointed by the governing body to investigate and report on complaints;
  - (n) complaints should be dealt with promptly and fairly and where a complaint is upheld there should be an effective remedy.
- (3) The governing body of every establishment to which this Part applies shall for the purposes of this section prepare and issue, and when necessary revise, a code of practice as to the manner in which the requirements set out above are to be carried into effect in relation to any students' union for students at the establishment, setting out in relation to each of the requirements details of the arrangements made to secure its observance.
- (4) The governing body of every establishment to which this Part applies shall as regards any students' union for students at the establishment bring to the attention of all students, at least once a year—
- (a) the code of practice currently in force under subsection (3),
  - (b) any restrictions imposed on the activities of the union by the law relating to charities, and
  - (c) where the establishment is one to which section 43 of the **M1** Education (No.2) Act 1986 applies (freedom of speech in universities and colleges), the provisions of that section, and of any code of practice issued under it, relevant to the activities or conduct of the union.
- (5) The governing body of every establishment to which this Part applies shall bring to the attention of all students, at least once a year, and shall include in any information which is generally made available to persons considering whether to become students at the establishment—
- (a) information as to the right referred to in subsection (2)(c)(i) and (ii), and
  - (b) details of any arrangements it has made for services of a kind which a students' union at the establishment provides for its members to be provided for students who are not members of the union.
- (6) In subsections (2), (4) and (5) the expression "all students" shall be construed as follows—
- (a) in relation to an association or body which is a students' union by virtue of section 20(1), the reference is to all students at the establishment;



(b) in relation to an association or body which is a students' union by virtue of section 20(2), the reference is to all undergraduate, or all graduate, students at the establishment or to all students at the hall of residence in question, as the case may be;

(c) in relation to an association or body which is a students' union by virtue of section 20(3), the reference is to all the students who by virtue of section 20(1) or (2) are comprehended by that expression in relation to its constituent or affiliated associations or bodies.

(7) In this section the expression "members", in relation to a representative body which is not an association, means those whom it is the purpose of the union to represent, excluding any student who has exercised the right referred to in subsection (2)(c)(ii).

(8) In subsection (2)(j) to (l) the references to affiliation to an external organisation, in relation to a students' union for students at an establishment, include any form of membership of, or formal association with, an organisation whose purposes are not confined to purposes connected with that establishment.

(9) Subsection (2)(d) and (l)(ii) (elections and affiliations: requirements to hold secret ballot of all members) do not apply in the case of an open or distance learning establishment, that is, an establishment where the students, or the great majority of them, are provided with materials for private study and are not required to attend the establishment to any significant extent or at all.

## Learning and Teaching Committee

### Dumfries and Galloway College Evaluative Report and Enhancement Plan

#### Evaluation of 2016-17

##### Section 1 – Background Information

The Region of Dumfries and Galloway is situated in the South West of Scotland. The College is made up of 2 campuses, Dumfries as the main Campus and Stranraer which is 75 miles away. Dumfries campus is 77 miles from Glasgow and 79 miles from Edinburgh. The region has a population of 149,670, spread over 6,426km, and is one of the most sparsely populated and the third largest in Scotland in terms of land mass.

Rurality is a key characteristic of Dumfries and Galloway and while the areas around Stranraer and Dumfries are categorised at 'accessible' under the Scottish Government's Urban/Rural Classification (2021b) the rest of the region is classified as either 'remote' or 'very remote.' The College's approach to dealing with the rurality of the area is to provide a good infrastructure of travel to ensure that almost all learners can access either campus using College transport. The Region also has an aging population with only 14.5% of the population are aged 16 to 29 years, less than the Scottish average of 18.2% and persons aged 60 and over make up 31.5%, larger than the Scottish average of 24.2%.

Dumfries and Galloway College is the only general Further Education College in the region and provides a wide range of education and training opportunities across the region to meet the needs of individuals, communities and employers. The college covers a breadth of curriculum from Scottish Credit and Qualifications Framework (SCQF) levels 1 to 9 in the broad areas of:

- Creative Industries
- Business and Computing
- Care
- Childcare
- Engineering and motor vehicle
- Built environment
- Hair and Beauty
- Hospitality and sport
- Supported programmes e.g. Project Search and Princes Trust

The College aligns itself to the Scottish Funding Council (SFC) Regional Outcome agreement thereby delivering a portfolio of programmes to provide workforce development opportunities for individuals and employers across the region.

Since 2014, the College has adapted its curriculum to provide growth in Higher Education (HE) provision and an increase in full-time (FT) Further Education (FE) programmes in Engineering, Health and Social Care and Hospitality.

Due to the characteristics of the Region, the College will remain financially challenged and in particular, the need to duplicate a wide range of curriculum and services in Stranraer, affects, both financially and on course viability. Small learner numbers and demand makes it difficult to sustain some provision and some courses require to be structured differently to those in Dumfries e.g. by combining different levels

of learners or using mixed methods of delivery, in order to maintain that area of provision. This is also true for developing new curriculum.

## ***Section 2 - Evaluation Methodology***

The evaluation process for the preparation of this report involved the whole College, including the Student Association, to ensure that the overall report was fully inclusive of all Internal College Stakeholders. This included workshops with Learners, Lecturers, First Line Managers, Support Service staff, Heads of Curriculum, Executive Managers and Board Members. Key Stakeholders were identified and focussed discussions resulted in important themes being identified and recorded.

The Board's self-evaluation report and resultant action plan was analysed and the subsequent streamlined themes were also incorporated in this report. In addition to this, feedback received by external awarding body's audits was also considered, to highlight both areas of strength and areas for development.

Qualitative inputs from workshops together with information from all College programme self-evaluations, learner surveys, Learner Voices, Regional Outcome Agreement, Education Scotland and employer surveys, were triangulated with all of the Quantitative Performance Indicator (PI) data available as part of the evaluation. Through self-evaluation each course identified and implemented a series of actions which were then analysed by Heads of Faculty to highlight common themes and college wide improvements and developments, including, for example, areas around learner engagement to specifically arranged workshops and training.

## **1: LEADERSHIP AND QUALITY CULTURE**

### **HOW GOOD IS OUR LEADERSHIP AND APPROACH TO IMPROVEMENT?**

#### **1.1 Governance and leadership of change**

The Regional Board of Management works effectively and collaboratively with the Principal and the Executive Management Team (EMT) to set a clear strategic direction for the College. Staff are well aware of the College's strategic aims. The Principal provides inclusive Leadership and works effectively with her management team to provide a culture where change and innovation to improve is welcomed. Staff are well motivated and there is a pride in working for the college, enabling learners to reach their potential. EMT provide accurate and regular Board reports to highlight areas of strength and areas of concern, this enables Board members to carry out their duties effectively. The views of learners are accurately obtained through the Student Association who are fully engaged in Regional Board meetings and relevant sub-committees of the Board. Board members proactively engage with external stakeholders, including local employers, regularly and effectively. The Chairman represents the College on several Committees including DYW Regional Board, DYW National Group and CPP Strategic Partnership Board. Selected examples which demonstrate this statement are listed below.

- The Board of Management, the College Principal and the Executive Management Team have a clear, well-articulated mission statement and strategy, Vision 2020, which is aligned to the needs of the region and its stakeholders. The Board ensures that all of the College's business is fully implemented, being informed by Scottish Government priorities including Developing the Young Workforce (DYW), our Regional Outcome Agreement and Skills Development Scotland (SDS) Dumfries.
- Robust self-evaluation involves staff, learners, the Student Association and other selected stakeholders in ensuring that the process for change reflects key developments and requirements for local, regional and national priorities in an effective way.
- Both Academic and Support Managers together with the Executive Team form the College Leadership Team. Every manager, whether jointly or separately, ensures that they are current and up to date within their respective fields. As a collective, they ensure that the College Leadership Team develop appropriate plans and evaluates required changes in a pace and manner which is appropriate and effective.
- The Board ensures it has overarching leadership of performance monitoring KPIs through regular reporting at relevant committees and Board of Management meetings. The Members regularly interrogate this data.
- The Student Association is a key voice in all that we do at the College with full representation on the Board of Management and key Committees.

What should we improve?

A proportion of the staff are not fully aware of the Board of Management and their roles and responsibilities therefore the College aims to address this by:

- Raising the profile and role of Board Members.
  - The Chair of the Board provided a session for all staff at our annual all staff development day in August 2017.
  - Implement a mentoring scheme from Board Members to managers across the College to increase their visibility and support managers in their development.

Although all new Board Members receive an induction the effectiveness is variable. In order to improve this, we intend to:

- The Board will review the effectiveness of its induction process to ensure that we build upon good practice and to further ensure it meets the needs of new Board Members including taking account of the “Governance Effectiveness Review”.

## **1.2 Leadership of learning and teaching**

What do we do well?

Comprehensive curriculum plans are systematically produced and rigorously evaluated through the line management structures within the College. A clear strategic plan of the curriculum to be developed and delivered over the next 5 years has been completed successfully. In partnership with key stakeholders, this reflects the needs of local industry, government priorities, targets set in the Regional Outcome Agreement and the aspirations of learners. There is a systematic process for self-evaluation within the college, which includes clear feedback from learners relating to their College experience, to learning and teaching staff around teaching methods. The College has a robust programme for Continuous Professional Development in place for teaching staff and all are supported to gain their teaching qualifications. Examples listed below put this statement into context.

- Annual ‘all-staff’ sessions, where all staff are freed up from teaching to allow both the Principal and the Chair of the Board to address staff and to clearly articulate the strategic direction of the College and to present staff with any key messages necessary.
- A robust and effective learning and teaching strategy ensures that the College’s aim to be outstanding in the field of learning and teaching is progressed effectively. This system supports individual and whole College progress over time and clear analysis triangulates the quantitative detail of how much improvement has been made and how much still requires input.
- An effective Learning and Teaching Mentoring system is embedded and this ensures best practice is shared, reflective practice is encouraged and development is implemented where appropriate.
- Learner Engagement is at the heart of all of the College’s aims and therefore robust processes including self-evaluation, Learner and Student Association representative feedback, together with robust analysis ensures effective improvements in the delivery of learning and teaching.
- An annual Staff Development Review takes place which enables staff the opportunity to discuss with their Line Manager any Continuing Professional Development (CPD) they feel necessary. The College actively encourages staff to complete further training.

- The Learning and Teaching Mentor Team is valued as an excellent staff resource. Staff can request members of the team to observe their classes for an open, professional evaluation of their teaching methods. All staff are encouraged to peer observe colleagues which supports reflective development and the dissemination of best practice.

What should we improve?

Although completion rates for self-evaluation is high, feedback from staff has indicated that it has limited ownership and learners could be more involved. In order to improve this:

- The self-evaluation process is being re-developed to fit with the outcomes and themes from the SFC and Education Scotland “How Good is our College” guidelines. Clear guidance, training and support will be carried out with all staff to ensure we have a consistent and college wide approach to self-evaluation. Similar training will be undertaken with class representatives and Student Association members to ensure the highest level of learner engagement in this process.
- The College intends to adopt a similar ‘Council’ model to that at Borders College, using the Student Association, and class reps working with the curriculum teams, to empower learners in their own learning.

### **1.3 Leadership of services to support learning**

What do we do well?

There is effective leadership of services to support learners within the College where strategies to support and improve services for learning are communicated and understood by staff. Support Services work collaboratively with curriculum teams to ensure effective plans are in place to support learning. As with Learning and teaching staff, there is a comprehensive system for staff development to enable staff to develop to achieve the agreed priorities. The Student Association has continued to develop over the past 12 months and this is now integrated into the core structures and processes within the College. The College has extensive partnerships with key stakeholders, which assist in identifying enhancements for the support of our learners. The bullets list below support these assertions:

- The College regularly updates and disseminates all key documents and strategies including those that pertain to the effective planning, reviewing and development of support services for learning. This ensures, in a variety of ways, that all learners are inclusively supported to have their needs raised and be afforded bespoke packages of support which ensures equity and underpins positive learning.
- Any learner progressing to College from the school environment who has additional support needs attend transitional meetings prior to the start of their courses. These meetings are used to create an individualised needs assessment and any resource requirements falling out of these meetings, whether physical or technological, are put in place for the start of session. An indicator (a hand) is placed on the learners’ CMIS record to highlight their needs. All staff confirmed they understand the meaning of icons and where they would be found. This ensures supportive and effective transitions for all learners ensuring access and equality of provision.

- Personal Learning and Support Plans (PLSPs) are undertaken 4 times per year for each learner to ensure that changing needs are effectively responded to and the service provided maintains its integrity and efficacy.
- Although now in a very new structure, all managers are supported to provide effective leadership. This is being done via a variety of means, which include bespoke training of leadership team training and coaching and mentoring support, by Heads of Curriculum. The positive impact on service delivery is being monitored and reviewed through probationary reviews and Performance Monitoring Reports (PMR), all of which promote effective leadership for learning.
- Key links are maintained with Support and Learner Services and curriculum to ensure a joined up effective network of support for all learners.
- The leadership of Support Services is enhanced by good and effective partnerships with local external stakeholders, such as the NHS, Police and local Schools. Various projects which positively impact upon learners within the college have arose out of these partnerships.

What should we improve?

Although our relationships with our partners has been evaluated as good, we strive to be better and the College can see areas where improvements can be made and we will;

- Improve relationships with stakeholders such as schools and industry, as it is felt that this could be better, an example being to continue to develop links with private care providers. We will further develop our curriculum by continuing to develop links with external agencies and key stakeholders to gain a 360<sup>o</sup> approach to curriculum design and planning.
- A review of student support has identified the need for enhanced arrangements to support learners with mental health issues and those who are carers. We will therefore work closely with the Student Association to develop services, support learners and investigate a clearer pathway to signpost learners with mental health difficulties.

#### **1.4 Evaluation leading to improvement**

What do we do well?

The College has valuable and effective relationships with a range of key stakeholders which support the evaluation and improvement of curriculum design and delivery. The College has excellent information systems which are well maintained with a large amount of data for staff, much of this in real time which is essential to support forensic evaluation using critical indicators to review learner progress and support needs. This is illustrated in the following bullets:

- Self-evaluation process which includes learners, completed for every programme delivered in College, highlight any issues which may arise. Action points impact on the updated design and delivery of curriculum to meet needs and improve outcomes.
- Many curriculum areas have invited employers to look at courses with a view to adapting the courses to suit employer needs and there are examples of bespoke training to best meet the regional skills requirements.

- Strategic partnerships such as DYW and Health Care Skills Academy, together with partnerships such as The Prince's Trust and D&G Employability ensure that there are cohesive opportunities for learners to commence and exit a variety of learning pathways which best fit their needs.
- Examples of the Colleges excellent data systems is the for lecturer review system, which shows live data. This is analysed by relevant managers in order to capture areas of good practice and develop areas where improvements may be needed. Common development needs make up the staff development days or training days where specific topics are taught. Examples in the past have been training sessions on the Self-Evaluation process and local induction procedure updates

What should we improve?

Despite having extensive live data available, the use of this data is sometimes inconsistent across all areas of the College, therefore consistent analysis of the information is an area identified for improvement. In order to address this we will;

- Although the College has excellent information systems, enhancements are required to make this information more user friendly.
- Significant PI analysis has determined that this College has its highest dropout rates in March/April therefore a full evaluation is looking to improve on this by streamlining assessments, mapping out delivery, better balancing the overall workload leading to higher retention and learner outcomes.

## **2: DELIVERY OF LEARNING AND SERVICES TO SUPPORT LEARNING**

### **HOW GOOD IS THE QUALITY OF THE PROVISION AND SERVICES WE DELIVER?**

#### **2.1 Safeguarding and child protection**

What do we do well?

The College fully adheres to legislation and national guideline around Safeguarding. All relevant staff are part of the Protecting Vulnerable Groups (PVG) scheme which ensures all appropriate checks are in place. Our College has a robust Corporate Parenting Plan which was developed in conjunction with key partners. The College has very comprehensive systems in place, which has been tested efficiently by approximately 60 referrals during 2016/17.

Further examples which demonstrate this assertion are listed below:

- Have a clear policy and procedure for safeguarding, with a small user friendly wallet size information card given to all staff for ease of reference, coupled with updated training for all staff every 3 years along with induction to safeguarding for every new member of staff within 6 weeks of their starting date. All of which ensure that the college is effective in how it adheres to national guidelines and legislation.



- The arrangements for Safeguarding are clearly communicated to all stakeholders including agencies and individuals where there are learners bringing their own support staff to College.
- The College adheres to MAPA (Management of Actual or Potential Aggression) protocol, following national guidelines for the safety of both learners and staff.
- Princes Trust programmes work with many young people in care; all risk assessments are now gained before learners are in place on their programmes and all Princes Trust learners have 3 one to one meetings with staff before they come to college allowing staff to have a full picture of their needs.

What should we improve?

- Although we have very comprehensive procedures in place, the college continues to have challenges with key providers in gaining sufficient information; therefore, we will continue to improve communication links with key stakeholders.

## 2.2 Curriculum

What do we do well?

The College has a well-established curriculum planning process and continually reviews its curriculum and courses to ensure decisions at strategic level are based on demand from learners, the need of local employers, sector skills, internal performance measures, external environmental analysis including the use of the Regional Skills Assessment as well as national initiatives such as “Opportunities for All” and “Developing the Young Workforce”. In 2012 a full curriculum review was undertaken to ensure the College portfolio was aligned to local and national priorities and needs. A curriculum review and planning process is undertaken on an annual basis.

Supported by:

The College invested in the development of a new kitchen and training restaurant at its Dumfries Campus in order to meet local skills needs. This was opened in May 2015 and the first cohort of learners undertook programmes in 2016-17.

- All Curriculum Plans are discussed and have input from Support Managers, curricular teams and employers to sense check their relevance and to maximise ownership.
- In all areas, the staff work very closely with industry, consulting with them in all aspects of the curriculum to allow the College to tailor courses around industry needs which supports effective planning and delivery.
- The College’s Reablement programme has become integral in the Local Council and NHS’s training programme, assisting their staff to develop a culture of independence. We are, at present, in the process of training 2000 health workers in Reablement and are now looking at developing a Paediatric Reablement Programme.
- All Creative Industry classes are taught holistically using projects and live briefs from both internal and external sources. Excellent PIs have resulted from this – in both retention and outcome figures.

- In almost all areas staff form excellent relationships which ensure learner input, supporting opportunities to adapt the curriculum, making it as accessible as possible to individual learner needs.
- Curriculum planning supports progression and ensures entry and exit points from very part time learning through to degree and with routes into employment at almost all points.
- In consultation with local schools the College has continued to expand its Senior Phase portfolio that reflects the needs of the region and routes to employment. This includes a new portfolio of Foundation Apprenticeships that provide a direct link to employment opportunities across the region and Skills for Work courses with school links programmes to support DYW progression opportunities.
- The College employs placement coordinators who create and maintain significant placements and links with industry ensuring the effective development of employability skills and opportunities.
- The College has an inclusive approach to working with learners to support representation and learner-centric planning. Working with Class reps, the SA and whole classes there is a very robust self-evaluation which tries to involve almost all learners. Learners are also consulted at the beginning of term when plans made for their programme by the previous cohort are discussed and if needed modified.
- Staff are encouraged to participate as Markers, Appointees, Team Leaders and EV's with awarding bodies. This ensures a real currency in curriculum design and planning which maximises curriculum opportunities for learners and teams.
- Hairdressing in Stranraer use social media very successfully to communicate between learners, staff, employers and suppliers; this has allowed for closer relationships between the College and Employers which has allowed placement places and job opportunities to fall out of these relationships
- Make classes exciting and interactive, we will expand the use of "Kahoot IT" which is used in the Construction area. This is an online quizzing tool which can be used with mobile phones. Learners have become very engaged in class and enjoyed working with this, they have even asked to use it during lessons.

What should we improve?

We have identified that not all learners are effectively involved in the development of their own learning, particularly at SCQF level 4, and require additional support to be more fully engaged. In addition, the support provided to learners regarding career progression skills i.e. job applications can be inconsistent. We will therefore

- Provide development to teaching staff to equip them with the necessary skills to assist learners with the principle of freedom of choice in order that learners can become authors of their own learning.
- Career progression skills need to be more systematically embedded into and implemented within the personal tutorial system.

### 2.3 Learning, teaching and assessment

What do we do well?

Lecturers are well motivated and draw on their extensive industry experience to develop and continually improve their course offerings to learners. Nearly all learners make good progress in their work and almost all learning activities are well planned by staff, and they tailor the course to the abilities of their learners, taking into account the specific needs of each learner. The structure of the courses offered by the College allows learners to make informed choices around progression to the next level with clear progression and articulation routes consistently communicated. The following bullet points exemplify this statement.

- Robust self-evaluation supports inclusion of staff teams and learners to consider and evaluate each full time programme. This supports reflection of delivery and assessment strategies and actions points are made to provide continuous improvement e.g. the experience of HN learners in Sport who are very engaged, working in the industry, which allows them to be able pick their specialisms.
- The College is furnished with a range of learning technologies to a very high specification and there is support for all staff to enhance their own digital skills from College Blended Learning Advisors. This has proved very effective in using one-note and Microsoft 365 to track progress and plan assessments. Another example is where, in Engineering, they use virtual learning software (LG Create and Learning lounge) which reflects industry standards and ensures learners have the necessary skills to make the transition to employment.
- An online portfolio system is used well in Engineering. Learners choose how to complete the portfolio, some use an essay style approach, some use a digital approach, and as the learner makes the choices themselves, it helps the learner achieve and build confidence.
- We continually take account of learner feedback and consistently evaluate course design, delivery and assessment schedule e.g.
  - SCQF Level 4 and 5 learners are most disengaged in areas throughout the College, this is shown in poor retention figures with these levels. Changes to level 4 and 5 courses have been made to become more vocational and engaging.
  - Some classes in the Social Sciences area have staff delivering in schools and conducted learner centric lessons where the learners lead the learning. When this proved to be less effective with school pupils, approaches were changed following consultation.
  - Some learners felt that their assessments were all scheduled around the same time. Teams have met to conduct mapping exercises and have created appropriate assessment plans.
- Areas across the College use the Moodle platform alongside google drive and social media for formative and summative assessment strategies which can be accessed from home which is useful and works well for both staff and learners. The use of Turn – it – In has more than doubled and training and is well received by learners.

What should we improve?

As identified above the College has areas of excellent practice however there is a need to share this consistently across the curriculum.

## **2.4 Services to support learning**

What do we do well?

As highlighted in the 2016 Education Scotland report, learner support services remain good, accessible and readily available. This comprehensive system for supporting learners in place at the College, commences prior to enrolment. Not every learner however, choses to utilize the support on

offer. There are strong external networks and personal relationships between professionals that are well established and have been developed over years that enhance the support offered by the College. This can be seen in the examples listed below.

- Student Support staff have a prominent position within the college and are accessible to all learners and are especially key in supporting learners with coursework and assessments.
- Our system for moderation is now available online. This means the process is more transparent and provides reminders for all staff and team leaders. Awarding body monitoring visits are now mostly paperless. An online system for VQ verification is currently being piloted for use in 17/18. All of this supports our service delivery to learners, particularly those who are not attending College regularly.
- Improvements in on line systems have enhanced services to the learners e.g. on line enrolments and learner funding application system. This has resulted in a smoother learner focussed service and learners receiving funding more efficiently. This has reduced challenges and barriers encountered by learners.
- Additional investment to the Student Adviser Team has resulted in a greater focus on Care Experienced learners. This ensures that the College affords real opportunities for success for those learners whose challenges include being Care Experienced or being identified as Carers.
- Pre entry meetings and advice sessions with student advisors allow for any needs or issues to be identified and arrangements put in place prior to the commencement of their studies. Transition arrangements can mean that in some cases, trial visits are made to acclimatise the learner to the College before they begin their programme.
- The assessment needs provision for all learners (approximately 130 in 2016/17) is reviewed 4 times each year to allow for the changing needs of learners. The system is effective and evidence is provided through feedback. The planned review meetings are not held with the member of staff supporting the learner but with an independent member of the team to allow learners to speak freely if necessary.
- Staff set appropriately challenging standards which support learners to access career opportunities at a variety of levels within each respective sector.
- targets for support service staff set in the ROA have been achieved, for example upgrading the IT provision in Stranraer was completed with minimal disruption to learners and staff.

What should we improve?

Although learners are supported effectively further work is required to determine the impact of that support regarding retention and attainment. This will be achieved through the review of the College self-evaluation process.

Due to the remoteness of the Region and the distance between Campuses it is important that the College continually review and improve services.

Pre entry arrangements could be enhanced to ensure that learners are well informed prior to commencing study. To support this we will promote the availability of information to learners, and will trial the use of "MyDay" in 2017-18 session.

## 2.5 Transitions

What do we do well?

The College has comprehensive transition arrangements in place with a range of partner universities, including on the Crichton Campus. Progression from Schools to the College are generally good with the development of excellent pathways for learners to access. The College continues to have good onward progression statistics with a high percentage of learners finding relevant work after achieving their qualification. The College has very good transition arrangements in place to support learners with additional and complex needs. The statements below highlight some of the very good examples of transition working.

- Staff work with a wide range of external stakeholders to ensure effective bespoke transition arrangements to meet a wide range of individual learner requirements. These include attending needs meetings, College school visits and hosting events for external agencies and potential learners.
- Schools competition/taster days ensure that the College is engaging effectively from S1 –S6 to ensure positive transitions from School to College. 12 schools and 250 pupils attended in 2016/17
- In response to industry demands the College has developed programmes of study e.g. DEC / CREST project, which is delivered to S2 to S4 pupils using a sustainable housing project in conjunction with local employers and supports a clear route into Construction courses from technician level through to HNC or trade route.
- Transition arrangements allow opportunities for learners to come and try some classes, for learners who are progressing into mainstream programmes for the Supported Programme area and from Princes Trust programmes or Project Search.

What should we improve?

Although transition arrangements for learners with additional/complex needs are very good, on occasion communication of the specific needs could be improved to further support the learner. We will therefore:

- Explore opportunities for better communication and put in place appropriate data sharing agreements with the Local Authority and Skills Development Scotland.

## 2.6 Partnerships

What do we do well?

Partnership and collaboration are at the heart of what we do. A partnership approach with our Crichton Campus partners has enabled development of a critical mass in student numbers, activity and funding leverage that would not otherwise have existed. In 2015/16 over 6,800 students were enrolled to study at the Crichton and across the region. In recent years, the collective capacity of the academic partners to attract strategic funding has

intensified. An additional £2m provided by the Scottish Funding Council has supported partnership initiatives such as the South of Scotland Knowledge Transfer Partnership (Skills Utilisation); Crichton Institute and the Crichton Campus Development Manager post.

Recognising the unique challenges faced in the region, the Scottish Government has committed to create a new vehicle to meet the enterprise and skills need of the South of Scotland. The established partnership and collaboration model of the Crichton Campus Leadership Group will have an important role in helping to identify and highlight what has already been achieved so far through a successful collaborative model.

The College has developed many productive and effective partnerships with local employers across the regions which has resulted in an increased number of bespoke and non-bespoke programmed and an increase in non-SFC income. The College engages effectively with a range of key stakeholders and is represented on a number of partnerships and groups, including:

- Local Employability Partnership.
- Dumfries Leaning Town Strategic Partnership.
- Community Learning and Development Partnership
- Youth Guarantee Partnership
- Project Search Steering Group
- SQA Advisory Council
- Curriculum Development Committee with CDN
- Crichton Campus Leadership Group
- Community Planning Partnership Group
- Crichton Campus Joint Academic Strategy Group
- Dumfries and Galloway Chamber of Commerce
- Energy Skills Partnership
- Dumfries and Galloway Economic Leadership Group

Further examples of good partnership working include:

- In partnership with the Education Department an agreement has been reached to guarantee 12 jobs for school pupils who complete the HNC Childhood practice as part of the Senior Phase in 2018/19.
- Collaboration with schools has resulted in an increased portfolio for pupils e.g. HNC Electrical Engineering, CREST and DEC
- A partnership between the College, schools and Queen Margaret University has resulted in school pupils being members of the Health Care Skills Academy. Which allows them to participate in QMU workshops covering a range of Health Sector roles and if successful, a guaranteed interview for a Health Care University place

- The College works with 16 secondary schools and SDS across the region with employer coordination group which is looking at providing positive destinations for young people. This allows the College to track and support learners that are vulnerable and may face barriers in succeeding in College.
- The Employability Team work well with SDS in the provision of programmes allowing learners not in the job market to gain employability skills and confidence. E.g. bespoke training for a local housing partnership to train and support unemployed individuals to access employment.
- The College has worked in partnership with a range of schools, Universities and the Barony College in the successful delivery of the first “Planning for your Future” Event where 64 hard to reach pupils attended a residential programme over 3 days on the Crichton Campus.
- In partnership with the NHS the College has devised and delivered a programme of training for 2500 members of health and social care staff on the theme of reablement. Further expansion is leading to working with managers in promoting a reablement culture and are offering workshops to champions and carers.
- Our Complete Training Solutions team in partnership with local employers have offered and delivered an increasingly wide range of courses to industry in the past year, and contributed to our targets.

What should we improve?

While there are many positive examples of good employer engagement across the College this could be more effective in some areas. We want to continue to raise the profile of the College within the region and will develop our relationships with key stakeholders throughout the year. Listening to their needs and perhaps encouraging those still heavily involved in industry to become Board members when vacancies arise. Listening to, and promoting what we offer are the key objectives and this in turn will shape our curriculum offerings. We will focus on some “hard to reach” strategic stakeholders, for example some of our region’s employers.

### **3: OUTCOMES AND IMPACT**

#### **HOW GOOD ARE WE AT ENSURING THE BEST OUTCOMES FOR ALL OUR LEARNERS?**

##### **3.1 Wellbeing, equality and inclusion**

What do we do well?

The College has robust policies and procedures in place to promote equality and diversity and is compliant with all current legislation. This ensures the College works effectively to eliminate any barriers for learners, and staff, to studying and working within its campuses. The College operates an Open Access Policy and Leaders within the College lead by example and promote equality and fairness. The College is accessible to all learners and staff are supportive in helping every learner achieve. To support this:

- Core Equality and Diversity Training forms part of the compulsory online Induction training package for all staff.
- The College works closely with a range of partners and representative bodies to ensure that equality and diversity best practice is achieved and community voices are heard. This includes membership of the local Equality and Diversity Working Group which has members from a range of

public and third sector contributors and reports to the local Strategic Partnership Committee.

- A recent analysis has resulted in an action plan to update equality and diversity practice across the college.
- The Students Association plays an active role in promoting equality and diversity across the College and is represented on the College's Equality Committee.
- The College supports learners well in the provision of supportive technology/equipment to ensure that they are able to access learning e.g. provision of a specially adapted wheelchair for a sports student.
- Reported very positively in last Education Scotland visit an example of good practice is in Construction, where the DEC programme delivered to S2 pupils in Secondary schools across the region is made up of 50% female learners addressing Gender Imbalance issues.
- The College endeavours to provide equipment, technology or physical support to any learner who requires it to ensure equality of opportunity for learners to access the curriculum.
- Cultural diversity is celebrated throughout the College e.g. Equality and Diversity Week which is led by the Student Association.
- The College has invested in an Equality Officer to ensure we continue to meet all relevant legislation and to further embed wellbeing, inclusion and equality into the College culture

What should we improve?

Across a number of subject areas teaching teams do not actively promote equality and diversity themes when planning or delivering teaching sessions. To improve this:

- Development will be provided to staff to raise their knowledge and awareness to actively promote equality and diversity. New academic staff will attend a Human Diversity and Global Citizenship training session as part of their induction.
- We aim to be seen as a leading example of equality and diversity within Scotland and we have arranged for Stonewall Training to take place in November 2017, this will be a first of its kind in the FE sector for the UK.

### **3.2 Equity, attainment and achievement for all learners**

What do we do well?

The College operates an Open Access policy that encourages learners of all abilities to apply for courses appropriate to their needs and actively encourages learners from deprived SIMD post codes, care experience learners and learners from other disadvantaged groups to come to the college. The College has good attainment rates for those learners who complete their course of study and also has good performance indicators for learners into positive destinations after gaining their qualification.

- Out of 1001 learners who completed their programmes during 2016/17, 873 had a positive outcome, 64 had a negative outcome and in 64 not known.
- In the year 2016/17 the college exceeded credit target of 30,067 by achieving 30,338 Credits.



- The Colleges Regional Outcome Agreement continues to challenge the College to improve and we regularly review progress against the agreed ROA, for example in 2016/17 the College aimed to achieve 3216 credits from the 10% most deprived postcode areas within our region. The College exceeded this target and achieved 3434 credits.
- The College has an excellent library resources (which is shared with other Crichton Campus academic partners), by taking into account the remote and rural nature of our learner population the library provides an excellent service by operating region wide and allowing learners to access materials in a preferred format.
- Celebration of learning events are well attended and well received across all sectors from Princes Trust and Project Search through to FE and HE Graduations with a separate graduation at the Stranraer Campus.
- Princes Trust – this programme has the highest retention and attainment figures in Scotland. Learners applying for a place on the Princes Trust programmes have 3 points of contact with staff before they come into college to ensure they are ready for the programme.

#### What should we improve?

Overall retention figures remain low with FT FE retention rate of 69%, the College target for the academic year was 76%. For FT HE overall retention was 81% with a target of 85%. Although the College has a wealth of information further work is needed to analyse this data in order to identify the specific issues and to develop a strategy for improvement. There is a knock impact of low retention rates on attainment rates, as attainment is measured as a percentage of enrolments, therefore the College is aware that increasing retention rates will also improve attainment rates. In support the following will take place:

- Extension of dashboards to provide tailored information to all academic and support staff – to include personalised information as well as general college and department PIs will ensure at a glance, intelligence which will support quicker and more effective interventions where appropriate.
- A new, more enlightened predictive model for examining data is a priority in order to reduce early leavers which will allow interventions at an early stage to support learners in danger of leaving.
- Entry and interview process should be more robust to ensure courses are suitable for applicants, especially progressing learners who struggled to complete their previous course.
- No pre-selection for courses can be an issue. Some learners have appropriate qualifications for a course but not the maturity to be on the course. To address this issue, the College are running a “Passport to College” course which will help the Learners ‘find their feet’ before they find their vocation and in building confidence. The course will have its own support worker to assist as necessary. Some Learners do not feel comfortable declaring they have mental health problems for fear they will be discriminated against. Training and work needs to be done to address this.
- There are difficulties in supporting the more remotely based learners to have access to our curriculum. The College offers a range of blended learning methods to support learners however recognise the challenges and that further improvements are required in this area.

## **Capacity to Improve**

The new structure implemented in August 2017, and referred to throughout this document, is designed to make improvements to our College. The new Curriculum Managers (CMs) are now all in post (7 internal appointments and 1 external). A tailored and individual training programme for each new CM is in place and regular support meetings are scheduled to take place.

A College wide meeting was held where staff were encouraged to identify “breakable plates” and to identify areas where they could make a real difference to the lives of learners.

A new Vice Principal has been employed bringing with him a new perspective and the chance to look at things afresh. The College is confident that we will make progress on our priority of reducing early learner withdrawals and maintaining the good standards of academic quality that exist within our College.

Improving the retention rates across the College is the priority for the coming year with 31% of full time FE learners starting courses with our College and subsequently leaving early. We are relatively satisfied with other KPI’s and there are other smaller actions as a result of this report that we will undertake. However, it is clear to the EMT and Board of Management that our focus in the coming year is to address retention, which has remained low for a number of years.

**Retention figures planned actions** - Some measures already highlighted in this report, such as the monthly meetings between Curriculum Managers and the Vice Principal for Planning and Performance, have already been implemented, initial feedback and recent data is encouraging. The new structure having Curriculum Managers to take ownership of their own KPIs is hoped to be a positive step too. This may well involve a named person in each curriculum area being a point of contact, but it will be down to Curriculum Managers to determine what would work best for their learners, rather than a prescriptive “one size fits all” approach.

Lastly, and as previously stated, we hope to provide academic staff with detailed information about learners that might be at risk at the time of enrolment. Ultimately the College aims to get in place a “Predictive Success” tool to give live information about learners in danger of leaving early.

**Remote and Rural Support** -The College will also complete an option appraisal exercise to inform the development of education provision in the West of our region and to offer outstanding opportunities to learners who wish to study at our Stranraer Campus.

We aim to maximise the income for the region by applying to various funds available to us and it is hoped we will develop some unique and high class opportunities for learners.

### **Enhancement Plan - Monitoring of the Actions for Improvement**

Action	Expected Impact	Progress		
		Date	By Whom	Progress
Introduce a new management structure with 8 Curriculum Managers and 2 Heads of Curriculum	With a clear priority of improving retention rates it is hoped that closer monitoring of each course via the Curriculum Manager will result in an Improved retention rate.	August 2017	Principal	Completed
Improve learner retention figures across each curriculum area. We will share best practice across the curriculum areas in order to develop tailored solutions for courses with low retention rates.	College FT FE retention figures to improve to at least 85% in the year 2020	July 2018	Curriculum Managers, with support from Vice Principal Performance and Planning	
Carry out an option appraisal to inform the development of provision of education in the West of the region	Widen Access for learners from a remote and rural background	July 2018	Vice Principal Learning and Skills	
Develop a tool for assessing learners against the known risk factors for early leaving from their course	With a tool which takes into account all risk factors (Including attendance) for learners withdrawing from a course we will aim Improve retention rates of learners and assist in curriculum planning	November 2017	Vice Principal Performance and Planning	
Introduce a "Passport to College" course	Prepare learners at risk of leaving early if they enrol on full college courses., To experience college and prepare themselves which will ultimately reduce early leavers	November 2017	Heads of Curriculum	
Introduce a new self-evaluation tool for academic staff, which is simpler to use than the current "Wheel" and is aligned with the "How Good is our College?" Quality indicators	Staff better able to critique themselves and to enhance the learning experience of learners	July 2018	Vice Principal Learning and Skills	
Introduce a new structure for the management of the Student Association class reps system	A structure which mirrors the new management structure where we can have curriculum council meetings which takes on board the learners views, resulting in learner issues being addressed and ultimately improved retention	December 2017	Vice Principal Performance and Planning	

### **Grading Outcomes**

Principle	Grade
Leadership and Quality Culture	Good
Delivery of Learning Provision	Good
Outcomes and Impact	Satisfactory

## **Learning and Teaching Committee**

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### **Report to the Learning and Teaching Committee by the President of the Students' Association**

#### **1 Introduction**

The purpose of this report is to update the Learning and Teaching Committee on projects and ongoing work in the Students' Association.

#### **2 Halloween**

Dumfries and Galloway Students Association (DGSA) was giving away free sweets to students at both campuses on Halloween to get them actively engaging with myself and the DGSA.

During lunchtime on Halloween we had the recruiting agency Stafforce in the college, Business students were down at the Student Association selling cupcakes for charity, and we had the Blood Bikes in with one of their bikes promoting the charity, collecting donations and looking for volunteers to work with them.

#### **3 Student Association Constitution**

The constitution has now been amended from the Board of Management meeting on 10/10/2017 and is now fit for purpose and is awaiting signing by myself and Brian Johnstone.

#### **4 Lunchtime activities and Sports Events**

Sports activities have now started over lunchtimes for students and staff to attend. These activities are every Monday and Wednesday lunchtime and include a range of different activities to get involved with.

Both campuses now have a Football team and have attended a friendly match at Palmerston on 22/11/2017. Sports events will be ongoing throughout the year.

#### **5 Class Rep Training and Curriculum Reps**

Class reps have now been trained and are awaiting their first meeting which will be with the Principal. Class Rep details are below;

- 164 class reps have been elected
- There have been 18 training sessions
- An extra training session will be taking place in Dumfries on 28/11/2017 and one in Stranraer in January
- 122 class reps have attended training (74%)
- 42 class reps still need to attend training (26%)
- 20 classes are still to elect class reps
- The first class rep meeting will be on 15/12/2017

Potential Curriculum Reps are now being contacted and training for them will commence within the next two weeks.

## **Learning and Teaching Committee**

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### **6 Charities**

The Blood Bikes have been in the college a few times now and they will be returning on the Open Evening.

Class Reps in Stranraer visited the Wigtownshire Foodbank and discussed with them how they can get involved over the year, the class reps have gone back to have discussions with their classes.

### **7 Recommendation**

It is recommended that the Board note the contents of this report

Leah Thomas  
President Students' Association

Date: 27/11/2017

## Learning and Teaching Committee

### STUDENT SATISFACTION AND ENGAGEMENT SURVEYS

#### 1 Background

The Scottish Funding Council (SFC), in partnership with colleges, developed this Student Satisfaction and Engagement Survey (SSES) as a means to evaluate and enhance college provision in Scotland. The SFC established a working group of college practitioners to assist them with developing the survey further.

Information gained from these surveys is used to improve college provision and services. The results of the surveys are provided to Heads of Curriculum and Curriculum Managers for inclusion as part of their self-evaluation process.

The SFC asked Colleges to survey learners across all levels and modes of attendance, Full-time, Part-time, Distance/Flexible.

#### 2 Report details

This report provides comparison data based on our college returns for Sessions 15-16 and 16-17 in relation to sector average.

#### 3 Student Responses

##### Dumfries and Galloway College/Sector

Mode of study	Session 15-16		Session 16-17		Change in years	
	D & G College	Sector	D & G College	Sector	D & G College	Sector
Full time	14.0%	36.8%	26.44%	41.4%	12.44 pp	4.6 pp
Part-time	3.75%	11.3%	1.82%	15.6%	-1.93 pp	4.3 pp
Distance/Flexible	3.47%	6.4%	9.64%	9.4%	5.93 pp	3.0 pp

##### Dumfries and Galloway College Return

Session 15-16		Session 16-17			
203 Learners		<b>180 Learners</b>	Total	HE	FE
Full time	166	Full time	152	29	123
Part time	28	Part Time	20	4	16
Distance/Flexible	9	Distance/Flexible	8	0	8
69 groups		58 groups			

The response figure for session 16-17 is lower than Session 15-16. This may be as a result of the Student Association President resigning from post. This had an impact on the awareness raising and learner participation in the survey.

## Learning and Teaching Committee

### 3.2 Questions and Responses

The surveys consist of 10 questions, nine relating to the student satisfaction and with one question on engagement with the Students Association.

The overall satisfaction figure is the key outcome agreement measure for student satisfaction and is based on the combined figure for “Strongly Agree” and “Agree” for the Question, “Overall, I am satisfied with my college experience”.

#### Satisfaction level comparison for combined (HE and FE) FULL TIME students

*Figures in green indicate above sector*

*Figures in red indicate below sector*

Question	Session15-16		Session 16-17	
	D & G College	Sector	D & G College	Sector
Overall, I am satisfied with my college experience	89.8%	90.1%	96.7%	90.2%
Staff regularly discuss my progress with me	89.8%	80.5%	87.5%	80.9%
Staff encourage students to take responsibility for their learning	97.6%	94.2%	98.0%	94.0%
I am able to influence learning on my course	88.6%	85.6%	94.7%	86.1%
I receive useful feedback which informs my future learning	93.3%	83.9%	94.1%	84.9%
The way I am taught helps me learn	87.9%	84.7%	90.8%	84.8%
My time at college has helped me develop knowledge and skills for the workplace	90.9%	88.8%	95.3%	89.1%
I believe students suggestions are taken seriously	78.9%	74.1%	82.9%	74.4%
I believe all students at the college are treated equally and fairly by staff	88.6%	82.0%	90.1%	81.7%
The College’s Student’s Association influences change for the better	58.4%	59.4%	66.45%	57.5%

#### Satisfaction level comparison for combined (HE and FE) PART TIME Students

*Figures in green indicate above sector*

*Figures in red indicate below sector*

Question	Session15-16		Session 16-17	
	D & G College	Sector	D & G College	Sector
Overall, I am satisfied with my college experience	92.9%	93.1%	100%	94.6%
Staff regularly discuss my progress with me	96.4%	86.0%	85%	87.3%
Staff encourage students to take responsibility for their learning	92.9%	95.8%	95%	96.3%
I am able to influence learning on my course	96.4%	90.4%	95%	90.4%
I receive useful feedback which informs my future learning	96.4%	87.6%	90%	89.7%
The way I am taught helps me learn	92.86%	89.6%	90%	90.1%
My time at college has helped me develop knowledge and skills for the workplace	96.4%	91.0%	100%	91.8%
I believe students suggestions are taken seriously	89.3%	76.1%	90%	85.8%
I believe all students at the college are treated equally and fairly by staff	92.9%	89.9%	90%	91.1%
The College’s Student’s Association influences change for the better	82.1%	60.1%	60%	59.2%

## Learning and Teaching Committee

### Satisfaction level comparison for combined (HE and FE) DISTANCE/FLEXIBLE Students

*Figures in green indicate above sector*

*Figures in red indicate below sector*

Question	Session15-16		Session 16-17	
	D & G College	Sector	D & G College	Sector
Overall, I am satisfied with my college experience	100%	88.1%	100%	92.7%
Staff regularly discuss my progress with me	100%	72.2%	100%	84.6%
Staff encourage students to take responsibility for their learning	100%	90.7%	100%	94.7%
I am able to influence learning on my course	88.9%	82.5%	100%	85.5%
I receive useful feedback which informs my future learning	100%	82.4%	100%	89.4%
The way I am taught helps me learn	66.7%	81.5%	87.5%	87.9%
My time at college has helped me develop knowledge and skills for the workplace	66.7%	84.9%	100%	90.7%
I believe students suggestions are taken seriously	100%	79.7%	100%	83.9%
I believe all students at the college are treated equally and fairly by staff	88.9%	86.4%	100%	91.9%
The College's Student's Association influences change for the Better	44.4%	39.9%	25%	50.1%

### 3.3 Learner Comments

As well as answering set questions students were also given the opportunity to comment on learning and teaching. Comments made were provided to Heads of Curriculum and Curriculum Managers for consideration as part of their self-evaluation process.

The Quality Team  
 November 2017



## Learning and Teaching Committee

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### College Leaver Destination Summary

#### 1 Purpose of the Report

The purpose of this report is to provide an update on Dumfries and Galloway College Leavers 2015-16, benchmarked against the recent SFC Statistical publication (College Leaver Destinations Ref SFC/ST/07/2017) for 2015-16, and also compare against statistical information from the 2014-15 FES return.

#### 2 The Report

This report provides further information on key measurements for progression to further study and employment for all age groups for 2015 -2016.

	<b>College Sector 2015 – 16 (%)</b>	<b>D &amp; G College 2015 – 16 (%)</b>	<b>D &amp; G College 2014 – 15 (%)</b>
<b>Learners Qualified with confirmed destinations</b>	87.2	93.6	95.7
<b>Learners moving into positive destinations</b>	94.9	87.3	88.4
<b>Of the Learners who left college to move into positive destinations % who gained employment</b>	47.9	33.1	29.5
<b>Learners who remained in education to progress to a higher level of study</b>	84.9	66.9	70.4
<b>Learners who became unemployed</b>	8.3	5.9	6.5
<b>Learners who were unavailable for work</b>	4.1	1.7	3.3

## Learning and Teaching Committee

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### 2.1 In Summary

The number of qualified learners with confirmed destinations is slightly less than the previous year but is still 6.4% above the sector average. However, the college remains below the sector average in terms of learners moving into positive destinations, those taking up employment, and learners moving onto a higher level of study. The College performed better than the sector average in that fewer learners became unemployed and the numbers unavailable for work are significantly lower than the sector average.

### 3 Conclusion

The report is useful in benchmarking our position on terms of positive leaver destinations, but does give us information so further improvements can be made. If the College targets learners in supporting study to a higher level, this would make a significant impact on the statistical information regarding positive destinations. This would also support the college in terms of recruitment of learners to programmes and achieving the College credit target.

The Academic teams will be asked to focus on this task to ensure recruitment is maximised for learners entering higher levels of study.

### 4 Recommendation

Members are invited to note and discuss the contents of this report.

The full report can be found on **SFC Statistical publication, 26<sup>th</sup> September 2017, Reference SFC/ST/07/2017, a direct link to the report can be accessed at [www.sfc.ac.uk/publications-statistics](http://www.sfc.ac.uk/publications-statistics)**

Andy Wright  
Vice Principal Learning and Skills  
November 2017

## Learning and Teaching Committee

### **‘HOW DID WE DO?’ Survey - Session 17-18**

#### **1 The Purpose of the Report**

This report provides the results from the Learner ‘How Did We Do?’ Survey, carried out in Session 2017-2018. The purpose of the survey is to find out what kind of induction experience learners had.

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

#### **2 The Report**

On the 3<sup>rd</sup> October 2017 1356 learners were advised that online survey was available for completion, with a closing date set at the 13<sup>th</sup> October 2017. Due to a low response rate the closing date was extended to 8<sup>th</sup> November. The on-line survey was made available to full time learners.

<b>Session 17-18</b>	<b>Session 16-17</b>	<b>Session 15-16</b>
490 learners (36.1 % return)	630 learners (39.4% return)	372 learners (21% Return)
75 courses	72 courses	73 courses

The figures presented in the following table indicate percentage increases/decreases over the past three sessions:

#### **Comparison summary results including satisfaction percentage by questions**

##### **Increase/decrease of Overall satisfaction in percentages**

<b>Question</b>	<b>17-18</b>	<b>16-17</b>	<b>15-16</b>
How beneficial was the Key Information Leaflet?	90.27% ▼ 1.41%	91.68% ▼ 6.85%	98.53%
My College experience so far will prepare me for my course of study.	88.98% ▼ 3.24%	92.22% ▼ 0.52%	92.74%
I feel that all points listed on the Induction Checklist have been fully covered.	88.16% ▼ 2.47%	90.63% ▼ 1.84%	92.47%
I know who to go to for help outwith my Tutor	86.53% ▼ 1.88%	88.41% ▲ 0.24%	88.17%
I am aware of the Student Association	85.71% ▲ 2.06%	83.65% ▼ 4.25%	87.90%
The importance of the class rep role was explained to me by my tutor.	86.33% ▲ 0.46%	85.87% ▼ 3.65%	89.52%
Overall, I am satisfied with my college experience to Date	88.57 ▼ 2.54%	91.11% ▼ 1.63%	92.74%

## Learning and Teaching Committee

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The main summary results are as follows:

*(The overall satisfaction figure is based on the combined figure for “Strongly Agree” and “Agree”).*

- The proportion of Learners who found the Key Information Leaflet to be beneficial has decreased over the last three sessions.
- 88.98% of learners indicated that their college experience so far would prepare them for their course of study, this was a decrease in 3.24 % in comparison to the previous session.
- Awareness of the Student Association has increased, with an increase of 2.06%
- The proportion of learners who confirmed that the importance of the class rep role was explained by tutors increased slightly from the previous session
- The proportion of learners with overall satisfaction with their college experience to date is 88.57%, a decrease of 2.54% from the previous year.
- Although satisfaction percentages for the majority of the questions have decreased on comparison to the two previous sessions satisfaction responses for all questions are over 85%

### **Learner Comments**

Learners were given the opportunity to make comments about their college experience to date. In addition to positive comments about the induction experience comments also identified areas for improvement.

Copies of all comments made by learners have been forwarded to relevant College Managers for discussion and relevant action, and if appropriate will be included in the College Complaint's Handling Procedure.

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

The Quality Team  
November 2017

## Learning and Teaching Committee

### Articulation

#### 1 Introduction

The purpose of this paper is to provide the Learning and Teaching Committee with an update on the progress made towards working with Higher Education Institutions to develop and agree articulation arrangements.

#### 2 The Report

The College currently has articulation routes for six Higher National Certificate (HNC) programmes and ten Higher National Diploma (HND) programmes with both Higher Education Institutions and the Open University. These agreements will be reviewed and refreshed where necessary this academic session.

The College continues to seek opportunities to develop other formal articulation routes, focussing on Advanced Standing from HND in areas where the College delivers at this level, and HNC in other areas.

Discussions are in progress in the following curriculum areas:

- Glasgow School of Art for Creative Industries.
- University of the West of Scotland for Creative Industries.
- Edinburgh Napier University for Electrical Engineering and Computer Science.
- University of the West of Scotland for Computer Science (collaboration agreement) for delivery at the College for academic session 2019/20.
- Open University for an on-campus delivery in Care for delivery 2019/20.

#### 3 Recommendation

The Committee is asked to note the report.

Name Janet Weir

Title Head of Curriculum

28 November 2017

## Learning & Teaching Committee

### **SUMMARY REPORT ON TRANSITIONS, SCHOOL LINKS & GENDER IMBALANCE**

While the College has a well-established partnership with Dumfries and Galloway Council providing opportunities to all secondary schools to achieve vocational qualifications at Scottish Credit & Qualification Framework (SCQF) levels 4 to 7 as an integral part of their senior phase curriculum; there are currently some changes to drive and underpin this partnership. These include the following:

- A school-college prospectus has been developed in consultation with all 8 Curriculum managers which sets out potential provision including delivery at College, cluster delivery or individual school delivery. Work has also commenced with Dumfries Learning Town (DLT) looking at delivery and curricular requirements. This latter part is not without challenges in so far as there appears to be little or no change in timetabling approaches which in turn does limit some aspects of delivery and presents a number of ongoing challenges
- There is now a focus group set up to look at developing and sustaining, as well as enhancing our school-college partnership. The college representatives on this group are the Head of Curriculum and the Business & Community Liaison Officer. The primary focus is to develop a 3-year plan which will ensure that our school-college partnership has a direction of travel which meets all stakeholders' needs as well as being fit for purpose. There are 4 deputy head teachers from schools plus Sheelagh Rusby whose role is Quality Improvement Manager, Dumfries and Galloway Council. The concept here is to develop systematic approaches to transitions including: additional workshops for school leavers thus better preparing them for College: additional workshops for Care Experienced people who are coming to college and a series of planned activities which address issues related to STEM: Gender Imbalance etc.
- A more detailed report has been given to EMT outlining other key proposals including for example -: STEM based learning to be used working with Primary 7 children which is also effective in promoting gender imbalance in specific areas. Using specific staff as school champions who take direct responsibility for college transition activities including tasters in their areas
- Very recently we have had our three Foundation Apprenticeship (FA) bids confirmed which are Engineering for the 2<sup>nd</sup> year running as well as new FAs in Business and Early Years. This is exciting for the College and plans are quickly in hand to meet and develop requirements to ensure we are up and running to commence by June 2018
- Currently the College is piloting work with Queen Margaret University (QMU), Edinburgh, where school pupils undertaking Reablement are part of QMU Skills Academy. Initially this is with Wallace Hall but is being rolled out potentially to all schools

## Learning & Teaching Committee

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The College has commenced a brand new Passport to FE programme. This programme is focussed on supporting transitions particularly where learners have not engaged well in school or may have confidence issues and require skills development. To date in week 4, we have 13 on the programme with a retention of 100%. Learners have been asked what they enjoy about the programme and in summary have said they particularly like: being treated as adults: the variety of subjects they get to do: staff support. This programme is a very inclusive one which supports transitions well.

Some work has commenced on the Gender Action Plan as part of this remit. Initially with a review of deadlines breached, or any that are imminent, with any changes being updated and where appropriate amendments made. As a first step training is being identified related to curriculum planning and design and will be rolled out to Curriculum Managers and staff this coming year.

June Holland

Head of Curriculum  
November 2017

## **Learning and Teaching Committee**

### **Curriculum Development Plan 2018/19**

#### **1 Purpose of the report**

The purpose of this report is to advise the Learning and Teaching Committee of the course provision for the Curriculum Development Plan for 2018/19.

#### **2 The Report**

Dumfries and Galloway College is moving into an exciting stage of its development, building on successes of the past and driving forward our aspiration to be an “outstanding” college. We aim to deliver the highest quality learning for our students to make a positive contribution to the local and national economies and to utilise the expertise of our staff to deliver continuous improvement. “Vision 20/20” sets out our vision, inspiring our people, businesses and communities to be successful. Our mission is “One College, One Team” where learners come first, the changing needs of the economy are met, and innovation, collaboration, and creativity are core to what we do.

A planning meeting recently took place with Heads of Curriculum, Curriculum Managers and the Business and Development Manager to review the course provision in line with national and local need using a variety of information.

This information included:

- Self-evaluation reviews
- Data related to retention and attainment
- Trends in terms of numbers and demand
- Employer feedback from curriculum areas
- DYW Scotland’s Youth Employment Strategy
- SDS Regional Skills Assessment
- Woods summary report
- Dumfries and Galloway Outcome Agreement
- Vision 20/20
- Dumfries and Galloway Skills Assessment

This plan is in line with both the College’s Mission Statement and Strategic Outcomes for the region including:

1. We will provide opportunities to access and progress through education and training at all levels
2. We will deliver education and training that is a route to employment and career development and is aligned to local and national economic need
3. We will be first choice for recruitment, training and development of the workforce
4. We will enable communities to grow and develop through local education and training
5. We will support more business to start up, grow, and diversify
6. We will enable people to build their independence and confidence in a supportive environment



## Learning and Teaching Committee

This Curriculum Development Plan will also support Dumfries and Galloway College's submission to the Scottish Funding Council in terms of its Outcome Agreement and key aims and objectives.

### Priority outputs include:

- Achieve College activity target of 30,067 credits. (credit target still to be agreed by SFC)
- Improve retention and attainment both FE and HE
- Increase the number of learners with positive destinations
- Ensure the curriculum reflects the skills needed both locally and nationally.
- Increase the amount of income from non-SFC funding sources.

### Some Key Challenges

The College continues to face some key challenges through its curriculum delivery to support key objectives over the next few years.

Including:

- Addressing gender balance
- Ensuring learners benefit from high quality work placements or other work experiences
- Progressing with Science Technology Engineering and Maths (STEM) programme to support learners
- Improving retention and attainment issues particularly related to fulltime learners on FE programmes
- Supporting further developments in Senior Phase and DYW pathways.
- Increasing employer engagement
- Further developing articulation with advanced standing
- Achieving credit targets
- Substantially increase the number of part-time learners in accordance with demographics

The College has work placement coordinators in almost all areas supporting the implementation of the College's Work Placement Action Plan. Learners at the college will experience the world of work and develop their skills for employment by:

- Working in simulated environments
- Developing entrepreneurial skills
- Engaging in volunteering or social enterprise opportunities
- Employer engagement
- Career management skills
- Involvement in competitions

The College continues to face key challenges in addressing gender balance for some areas and will continue to implement and support key targets related to its gender action plan in

## Learning and Teaching Committee

2018/19. Working with key partners across the region, to develop a pipeline model that will address gender balance from primary through to the Senior Phase and ensuring STEM is used as a vehicle for delivering approaches to gender balance.

Key areas in the College will also include:

- Males into Childcare, Care, Hair and Beauty courses
- Females into Construction, Engineering, Computing and Motor Vehicle Courses

### 3 Plan Summary 18/19 Credits

College Target 18/19	30,067
Planned Activity 18/19	31,998
Surplus Target	1931

Planned Activity Breakdown.

Full time	26,394	(less retention 90%)
CTS	4390	
Part Time /Schools	3853	

**Grand Total**                      **31,998**

### 4 New Courses Proposed

#### Strategic Aims, 1, 2,3,5,6

The College Curriculum continues to work with key principals in terms of details related to provision and meeting targets in the college outcome agreement. These include strategic themes discussed in the first part of this report and the following specific areas.

- Increase STEM provision across the college.
- Widen Access and Inclusion
- Develop more part time provision.
- Target key groups
- Increase Articulation opportunities
- Support better transition with schools
- Address gender balance
- Improve retention and Attainment
- Improve employer engagement
- Develop enterprise as skills to develop learners.

## Learning and Teaching Committee

### Full-time

A new HND in Electrical Engineering has been proposed. The curriculum team are following up further in terms of demand. This is to establish the most suitable design for delivery for full time or part time learners.

### 5 School Provision for 18/19

#### Strategic Aims, 1, 2, 3, 4, 6

School programmes were discussed and a new protocol is to be agreed ensuring all Schools Link classes attain a minimum number of 12, with any shortfall being met with additional income from the Local Authority. School curriculum will be offered at the same credit levels as the previous year, with a focus on key sectors for the region. A new School Link brochure is under development and will be circulated to all schools across the region to support in communicating the offer to school pupils.

#### 5.1 Foundation Apprenticeships 18/19

Two new pathways will be introduced on a day release basis for S5 Learners in the Senior Phase. These new pathways are supported through successful funding bids. These pathways support regional developments and national skills requirements. After the two years, these programmes will then be established as core funded college programmes. The new pathways are **Business Skills and Social Services working with Children and Young people**. As well as this new provision, the College will deliver the second year programme for the **Engineering pathway**.

#### 5.2 Senior Phase

Along with these programmes, options will again be offered for some HNC programmes. The HNC in Electrical Engineering will continue to be delivered. A new HNC in Childhood Practice will be offered as part of the continued partnership work. Senior Phase other choices will include: -

- HNC Business (infill)
- HNC Computing Science (infill)
- HND Computing Science (infill)
- HNC Electrical Engineering
- HNC Childhood Practice.
- HNC Accounting (infill)
- HNC Visual Communication (infill)
- HNC Photography (infill)
- HNC Art & Design (infill)

## Learning and Teaching Committee

### 5.3 Other School Provision

The college will continue to support the following areas:

- Construction
- Computing Science and Networks
- Sport and Recreation
- Early Education and Childcare
- Hairdressing
- Psychology
- Motor Vehicle
- Hospitality
- Activity Tourism
- Sustainability Bronze Award Crest
- Design Engineer and Construct (DEC)
- Energy
- Accounting
- Creative Industries
- Care /Reablement
- Cyber Security

### 6 Part time provision

#### Strategic Aims, 1, 2,3,5,6.

A new part time course is proposed, to address the demographics for the region, for a PDA Level 8 in Children and Young People's Health and Wellbeing as part of the Education Studies curriculum area for 2018/19 and would be delivered concurrently with the SVQ 4 in Care Management. These will feed directly into the proposed PDA in Childhood Practice at SCQF Level 9 to be rolled out across the region for 2019/20 as part of upskilling in the Early Education and Care Sectors.

As part of achieving the overall credit target for the college two more Princes Trust Teams will be offered. One additional programme would be offered at both campuses. This is dependent on a successful funding bid currently to Holywood Trust. (Due in March)

Each team will work closely with CTS in terms of developing a part time portfolio that will address key issues related to ageing demographics for the region and potential reduction in full time numbers. This will be through a range of flexible learning provision and will support allocation of the 4500 credits for CTS delivery. This provision will start to embed the community learning development plan and support college targets in the outcome agreement related to hard to reach learners from the 10% deprived postcode areas. This will be developed and agreed by teams prior to the end of this academic year through Heads of Curriculum.

## Learning and Teaching Committee

### 7 Retention and Attainment

Retention and attainment performance will continue to be analysed. A particular focus will be on for gender imbalance, deprived postcodes zones and additional support needs and care experienced and deemed to be at highest risk of withdrawal. Another key strategic development is in the sharing of learner information from schools to college to support transition arrangements.

Curriculum Mangers have agreed to a new approach for SCQF level 4 programmes for 18/19 to improve both retention and attainment.

The new approaches to SCQF Level 4 programmes will have three key phases as well as continuing to attain qualifications, which support progression:

- **Phase One**

This first phase will focus on essential skills and appropriate contextualisation of core skills (with the emphasis on early certification)

- **Phase Two**

This phase will focus on vocational skills and developing independence in learning.

- **Phase Three**

This phase will include a project which as well as supporting learning will form a key part of the Celebration of Success.

A full review has also taken place in terms of Access Programmes entry criteria, and teams are looking for learners to clearly demonstrate a commitment to the area of study through a serious of new interventions, including a brief report of why they are interested in a particular programme and a range of initial essential skills developments. If learners are found not be at the right level a referral will be made to the Access to FE passport programme, or the Princes Trust teams.

Educational support teams are also key to learner attainment and retention the teams will continue to offer support in class, dealing with assistive technologies, needs assessments, advice to academic staff on dealing with specific support needs and emotional support. The learning zones will also be taking forward bite sized information days to support learner's in key retention areas to support core and essential skills development.

The college will develop an enhanced strategy to support leavers from schools in terms of providing information to the college on a range of learners deemed at high risk. Support for Cares and Care Leavers is being progressed so a more structured approach is taken for learners.

### 8 Recommendation

Members are invited to note and discuss the contents of this report identify other key priority areas to be progressed in terms of the Developments for 2018/19.

**Andy Wright**

Vice Principal Learning and Skills

10 November 2017

## Learning and Teaching Committee

### Key Performance Indicator Report

#### 1 Introduction

The purpose of this paper is to provide the Learning and Teaching Committee with an update on the Colleges Key Performance Indicators.

#### 2 The Report

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

The committee will recall that last year a short life working group analysed some of the reasons and there is another paper that highlights the outcomes of that process and it also lists further action to be undertaken this academic year.

##### 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 percentage of total enrolments.

Sector figures have now been included in the report, although the sector figures for 2016-17 will not be available until January 2018.

##### 2.1.1 Early Student Retention

The table below shows early student retention figures for session 2017/2018, compared to final retention figures for the previous four sessions at the time of the first FES (7<sup>th</sup> November) return

	Full-time Further Education		Full-time Higher Education	
	Actual %	Sector %	Actual %	Sector %
<b>2017-18</b>	90	Available Jan 19	94	Available Jan 19
<b>2016-17</b>	92	Available Jan 18	95	Available Jan 18
<b>2015-16</b>	90	91	97	95.4
<b>2014-15</b>	91	91.4	96	95.6
<b>2013-14</b>	92	92.3	94	95.5
<b>2012-13</b>	91	91.6	94	94.4

## Learning and Teaching Committee

As can be seen in the above table in session 2017-18 early student retention of full-time Further Education students decreased by 2%, and decreased by 1% for Higher Education Students. These figures are at 24<sup>th</sup> November 2017

### Curriculum areas retention rates for Full Time FE

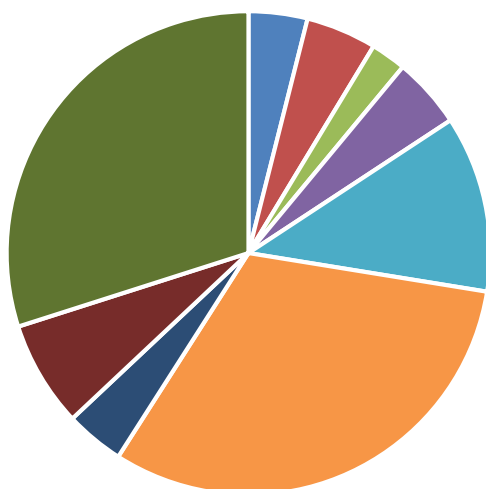
Area / Programme	2017/ 18				2016/ 17				2015/ 16		
	ENR	RET	%	% diff	ENR	RET	%	% diff	ENR	RET	%
<b>Creative Industries</b>	54	46	85	-10%	56	53	95	2%	57	53	93
<b>Construction</b>	142	123	87	-3%	156	141	90	3%	145	126	87
<b>Business</b>	27	22	81	-15%	28	27	96	2%	36	34	94
<b>Computing</b>	56	49	88	-8%	56	54	96	11%	60	51	85
<b>Childcare</b>	120	111	93	-1%	130	122	94	1%	141	131	93
<b>Engineering/Electrical/ Motor Vehicle</b>	127	114	90	-1%	128	116	91	6%	177	151	85
<b>Care</b>	222	190	86	-2%	194	170	88	-3%	214	194	91
<b>Hair and Beauty</b>	159	138	87	5%	141	116	82	-10%	144	132	92
<b>Sport and Fitness Provision</b>	64	60	94	-2%	47	45	96	4%	51	47	92
<b>Hospitality</b>	68	58	87	-3%	67	60	90	-2%	76	70	92
<b>Total</b>	<b>1039</b>	<b>911</b>	<b>88</b>	<b>-2%</b>	<b>1003</b>	<b>904</b>	<b>90</b>	<b>0%</b>	<b>1101</b>	<b>989</b>	<b>90</b>

### Withdrawal Reasons Full time FE 2017/18

Reason	Total
<b>OBTAINED JOB - NOT RELEVANT TO PROGRAMME FOLLOWED</b>	5
<b>OBTAINED JOB - RELEVANT TO PROGRAMME FOLLOWED</b>	6
<b>PROGRESSED TO A PROGRAMME AT ANOTH EDUCATIONAL EST</b>	3
<b>SELF WITHDRAWAL - FINANCIAL REASONS</b>	7
<b>SELF WITHDRAWAL - HEALTH REASONS</b>	15
<b>SELF WITHDRAWAL - OTHER REASONS</b>	40
<b>TRANSFERRED TO ANOTHER PROGRAMME AT COLLEGE</b>	5
<b>Unknown</b>	9
<b>WITHDRAWN BY DAGCOL - SPECIFY REASON</b>	38
<b>Total</b>	<b>128</b>

## Learning and Teaching Committee

**Full Time FE Withdrawal Reasons 2017/18**



- OBTAINED JOB - NOT RELEVANT TO PROGRAMME FOLLOWED
- OBTAINED JOB - RELEVANT TO PROGRAMME FOLLOWED
- PROGRESSED TO A PROGRAMME AT ANOTH EDUCATIONAL EST
- SELF WITHDRAWAL - FINANCIAL REASONS
- SELF WITHDRAWAL - HEALTH REASONS
- SELF WITHDRAWAL - OTHER REASONS
- TRANSFERRED TO ANOTHER PROGRAMME AT COLLEGE
- Unknown
- WITHDRAWN BY DAGCOL - SPECIFY REASON

### Curriculum areas retention rate for Full Time HE

Area / Programme	2017/ 18				2016/ 17				2015/ 16		
	ENR	RET	%	% diff	ENR	RET	%	% diff	ENR	RET	%
<b>Creative Industries</b>	87	86	99	3%	92	88	96	-3%	89	88	99
<b>Business</b>	88	84	95	4%	97	88	91	-1%	86	79	92
<b>Computing</b>	51	49	96	2%	49	46	94	-6%	29	29	100
<b>Childcare</b>	83	75	90	-3%	99	92	93	-1%	89	84	94
<b>Engineering/Electrical/Motor Vehicle</b>	39	35	90	-2%	37	34	92	-8%	38	38	100
<b>Care</b>	64	48	75	-10%	62	53	85	-7%	61	56	92
<b>Hair and Beauty</b>	20	20	100	10%	29	26	90	-7%	29	28	97
<b>Sport and Fitness Provision</b>	57	56	98	0%	66	65	98	5%	68	63	93
<b>Hospitality</b>	10	10	100	9%	11	10	91	2%	9	8	89
<b>Total</b>	<b>499</b>	<b>463</b>	<b>93</b>	<b>0%</b>	<b>542</b>	<b>502</b>	<b>93</b>	<b>-2%</b>	<b>498</b>	<b>473</b>	<b>95</b>

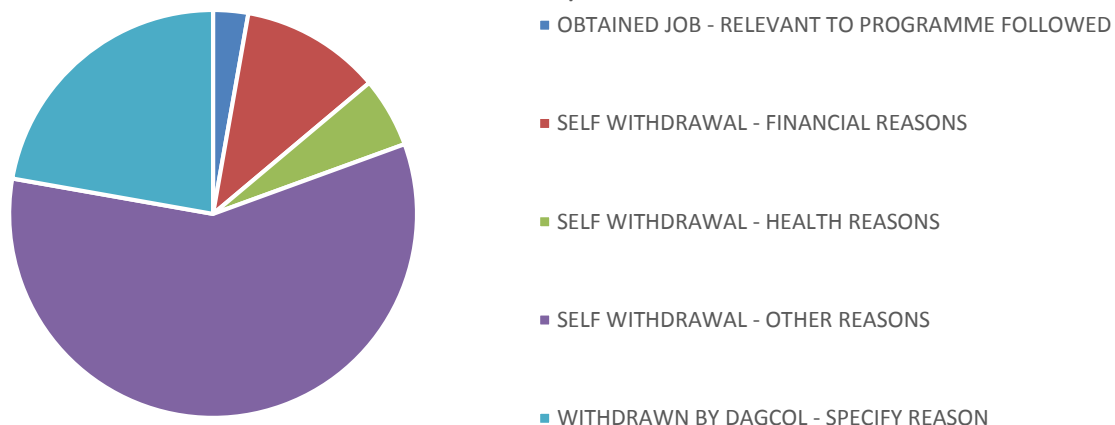


## Learning and Teaching Committee

### Withdrawal Reasons Full Time HE 2017/18

Reason	Total
OBTAINED JOB - RELEVANT TO PROGRAMME FOLLOWED	1
SELF WITHDRAWAL - FINANCIAL REASONS	4
SELF WITHDRAWAL - HEALTH REASONS	2
SELF WITHDRAWAL - OTHER REASONS	21
WITHDRAWN BY DAGCOL - SPECIFY REASON	8
Total	36

Full Time HE Withdrawal Reasons 2017/18



### 2.2 Leaver Destinations (Progression)

Student leaver destinations data is gathered on an annual basis as part of a national measure on destinations of successful full-time college leavers in Scotland. The College is required to gather this data by the Scottish Funding Council who specifies the destination categories to be reported upon. Leaver destination data is considered as part of course team self-evaluation.

## Learning and Teaching Committee

### 2.2.1 College Leaver Destinations

The table below shows the destination of college leavers 6 months after qualifying in session 2015-16:

2015-16 Full-time Student Destinations			No of students	
Positive Destinations:	FE	HE	Total	Total
Engaged in full-time further study, training or research	397	178	575	
Engaged in part-time further study, training or research	8	2	10	
Working full-time	125	86	211	
Working part-time	46	30	76	
Due to start a job by the 31st March		2	2	874
Negative Destinations:				
Not employed but NOT looking for employment, further study/training	8	1	9	
Permanently unable to work/retired	0	0	0	
Taking time out in order to travel	2	1	3	
Temporarily sick or unable to work/looking after the home or family	14	3	17	
Unemployed and looking for work	26	8	34	63
Unconfirmed Destinations:	36	28	64	64
Total number of students				1001

### 2.3 Student Outcomes

The student outcome measures the percentage of successful students as a percentage of total enrolments. This measure is analysed at the end of each session.

	Full-time Further Education			Full-time Higher Education		
	Actual %	Target %	Sector%	Actual %	Target %	Sector%
2016-17	62	73	Available Jan 18	72	74	Available Jan 18
2015-16	61	70	65.5	71	76	72.2
2014-15	64	64	64.0	71	71	71.4
2013-14	64	65	65.9	71	72	71.3
2012-13	63	63	65.5	70	73	70.3
2011-12	61	61	63.5	70	61	68.9

It should be noted that the SFC Sector average is based on courses that contain recognised qualifications.

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### **3. Future Plans**

The Board will be aware of regular meetings between Curriculum Managers and the Vice Principal for Planning and Performance around retention figures. The College is in discussion with Ayrshire College around the sharing of a predictive success tool, which in Ayrshire appears to have been well received by Academic staff who have noted improvement in retention figures there. In addition, the pilot of the “Passport to College” course has some encouraging early figures, which is hoped that might prove to assist in improving Full Time FE retention rates.

### **4. Recommendation**

The Committee is asked to discuss progress against targets

Andy Glen  
Vice Principal (Planning & Performance)  
November 2017

# Learning and Teaching Committee

## Curriculum Update Report

### **1 Purpose of the Report**

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

### **2 The Report**

#### **2.1 Curriculum Development Plan (CDP) 2018/19**

Members of the College's academic, support and business teams have been working together on the CDP for 18/19. The CDP is linked to the five-year curriculum plan, which was recently approved. The CDP 18/19 is included on the Learning and Teaching Committee meeting agenda for further discussion. The key areas the teams considered:-

- Aligning the plan with the College's Mission Aims and Vision.
- Addressing retention and attainment issues.
- Achieving priority outputs for the College.
- Addressing the new Work Placement and Gender Imbalance Strategic Plans
- Progressing Science, Technology, Engineering and Maths (STEM) programmes for the College and the region.
- Achieving the College's credit targets.
- Further course provision for Developing the Young Workforce (DYW) and Senior Phase Activity.
- Progress of part-time activity linked to predicted demographics for the region.

The plan, once fully approved, will be shared with a range of stakeholders across the region.

#### **2.2 Local Authority Community Development Plans 2017/2020**

The College has been working closely with the Local Authority, National Health Service, Community Partners and a range of third sector representatives to ensure a Community Development Plan is aligned with the College Outcome Agreement. This will support partnership and collaboration arrangements for new training and development opportunities for communities across the region. Existing schools across the region will act as hubs for delivering support that is key to the plan.

The College had a successful bid to SSE which secured £47k of funding now has a Community Coordinator to support these plans. This will focus on understanding what different communities feel they need to support them. This is a bottom up approach for developing programmes termed: "By the Community for the Community".

The partnership has recently had an Education Scotland review for strategic planning with positive initial feedback. A further Education Scotland 4-day field review will take place to assess delivery in the Dumfries region. The College is involved as a key partner in this process.

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### 2.3 Stranraer

Early discussions have taken place with representatives from Stranraer linked to potential development in terms of Marine Courses with a range of qualifications for personnel in areas of Shipping and Maritime provision. Meetings are taking place with Stranraer Academy to explore general Engineering qualifications and the potential of using facilities at Stranraer Academy to deliver Engineering programmes. The College also is progressing curriculum development work with Energy Skills Partnership (ESP) for Engineering with the schools, supporting the College in hosting events that address STEM and Gender Imbalance issues for the region.

### 2.4 Developing Scotland's Young Workforce and Senior Phase Engagement

The College has been successful in a bid to Skills Development Scotland to support development of the Foundation Apprenticeship Pathways in line with the College Outcome Agreement. Areas to be agreed with the schools for delivery in 18/19 include Engineering, Business Skills and Social Services Working with Children and Young People. The bid includes time for subject specialists to work with schools to support the understanding and communication of Foundation Apprenticeships (FAs). Alongside this a full time coordinator will be based at the College. The College continues to offer schools across the region a variety of options for Senior Phase including HNCs in a range of subjects.

Meetings to address timetabling details are now taking place with Dumfries Learning Town (DLT) to support the offer. These are proving challenging but both the College team and the DLT team, remain committed to ensuring these pathways are available for learners.

Similar issues are occurring sector wide for colleges and schools who want to work effectively together to support reducing learner journey issues. Scottish Government has noted this and is hosting a conference on December the 4<sup>th</sup> 2017 in Glasgow to discuss the challenges and barriers further.

### 3.0 General College Updates

- The College has successfully inducted 14 learners onto the new Passport to College course. A new programme to support transitions from schools to College and address retention issues at SCQF Level 4. The course has additional support for learners in class and after 6 weeks of delivery currently has 100% retention.
- Beauty learners along with their lecturers participated in Dementia training at the Stranraer Campus. The training was delivered by Alzheimer's Scotland and was a real success for both learners and staff in understanding this area. The session will be repeated at the Dumfries Campus later in the year.
- Hospitality learners from both campuses enjoyed a day in Edinburgh for a College Development Network event for Food and Drink careers, with access to over 25 different industry professionals.
- Beauty learners at both campuses recently received industry training from Eve Taylor Product Development including facial demonstrations and spa and body training. New skills were gained by the learners to support their employment vocational skills.

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- HND Sports learners recently supported the Dumfries and Galloway Disability Sport event held at the College. The event supported learners from 10 schools across the region.
- In partnership with Dumfries and Galloway Council, plans have been agreed that will see the College Sports learners, across all academic levels, support more than 1700 people throughout the region to "Get Active and Get Healthy".
- Another successful graduation ceremony for our HN learners took place in August where family members and staff were able to celebrate learners' success.
- Princes Trust team 8 at Stranraer were involved in the Stranraer Oyster Festival as part of the team's community project. The team worked as guides at the festival which celebrated local produce and the coastal heritage of Stranraer.
- The College is offering a range of evening provision leading up to Christmas and through the winter months including:
  - Shellfish Spectacular
  - Impressive Desserts
  - How to Butcher and Cook Lamb
  - Upcycling of Furniture
  - Introduction to Photography
  - Patchwork Quilting
  - Christmas cooking classes.

### 3.1 Recommendation

Members are invited to note and discuss the contents of this report.

Andy Wright  
Vice Principal (Learning & Skills)  
November 2017

## Learning and Teaching Committee

### Learning and Teaching Mentors (LTMs) Evaluation 2016/17

#### The Purpose

The purpose of this report is to provide the Learning & Teaching Committee with an evaluation of the activity carried out by the Learning and Teaching Mentors (LTMs) for session 2016/17.

#### Introduction & Background

As a result of the 2012 Education Scotland External Review, Dumfries and Galloway College identified the need to improve learning and teaching practice across the College. A working group was established, comprising representatives from all areas and levels in the curriculum and also included Trade Union representatives. The outcome of the working group was a vision to ensure that learning and teaching was outstanding and to support achieving this vision LTMs were introduced. The college appointed four LTMs who received remission from their teaching duties. Their role was to improve teaching practice through use of various best practice approaches. The LTMs are managed by the Professional Development Manager, who is also responsible for personal development planning and other CPD activities. The LTMs support improvement and development for all full-time and part-time teaching staff. They engaged in regular discussions with Heads of Faculty who prioritised their own faculty requirements.

All Faculties worked closely with an allocated mentor and agreed key developments for their areas. For the third year, the LTM's continued to support their allocated faculties. The benefits of this are that it enabled supportive relationships to be built facilitated by attending curriculum meetings, which helped identify trends and tailor workshops to meet faculty specific needs. This ongoing association helped change the culture within the college where development visits are embedded in career long professional learning, whereby strengths are recognised and lecturers have the opportunity to reflect on their practice and work towards identified areas for development. Staff have requested development visits and are engaging in the process of peer visits. The introduction of peer visits has been found to be valuable in observing different strategies and innovative styles of delivery.

#### Objectives for 2016/17

The following objectives were set as a result of the 2015/16 evaluation and the outcome detailed below.

Objective	Outcome
<b>LTM's to have an appropriate credited qualification</b>	All four LTM's completed a Diploma in Coaching and Mentoring, strengthening their current practice and enhancing their credibility, especially when mentoring experienced staff.
<b>New lecturers to have the opportunity to carry out peer observations</b>	This was carried out by 4 new staff and they found the process very beneficial to their practice. They adopted techniques such as effective questioning, evaluation of lessons and peer critique.
<b>Provide a training calendar for academic year 16/17</b>	This was completed and resulted in a high level of attendance allowing staff the opportunity to plan their CPD in advance and will continue on an annual basis.

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<b>Work with Curriculum Leaders and Heads of Faculty to identify areas for improvement from the Evaluation Wheel</b>	This culminated in identifying common themes for workshops to be delivered to teaching staff.
<b>Training to be provided regarding the role of Personal Tutor</b>	One to one sessions with staff and workshops were conducted at the start of the session and consistency of application will continue to be reviewed by the mentors.
<b>Condense development visit paperwork</b>	This has been postponed for one year to coincide with the review of the Evaluation Wheel and will match the categories of 'How good is our college'.
<b>Academic Induction to be carried out by LTM's</b>	This has proved less effective than when carried out by one individual and resulted in some inconsistencies in delivery.
<b>LTM's attend faculty/curriculum meetings</b>	This only happened in one area but was found to be beneficial. The LTM was able to identify areas for improvement within curriculum teams and bespoke training took place. This added to credibility of the LTM within the faculty and helped to further establish and develop relationships with the faculty staff. The reason why this didn't happen in all faculties was due to the LTMs being required to stay in their specialised area to offer support to new staff who needed one to one support with class preparation, assessments and marking decisions.
<b>Standardisation event for development visits. LTM's to shadow each other while carrying out a development visits.</b>	This has been postponed for one year due to the LTMs concentrating on new staff and their faculties.

### Training for lecturing staff

In order to prepare a training plan for the session a review was conducted of the self-evaluation documentation and development visits. This identified areas for improvement including tutor feedback, assessment schedules and delivery methods. 8 workshops were then prepared and all teaching staff were informed that they must attend at least 2 workshops. The workshops were:

- Building and Maintaining Effective Relationships with Learners
- Evaluation on Lessons
- Effective Feedback
- Working with Learners with Challenging Behaviour
- Engaging Learners from Start to Finish of a Lesson
- Flipped Classroom
- Learner Led Learning
- Personal Tutor



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The majority of fulltime staff attended 2 workshops and part time staff attended at least one. These workshops have proved to be effective as improvements in learning and teaching have been recorded through the development visits.

### Development Visits

Developmental visits occur during the teaching session and can be planned or unplanned. All teaching staff benefit from these experiences at least once over a three-year period. Classroom visits, conducted by the LTMs, identify strengths of teaching approaches and potential improvements to teaching practice. The overall learning experience is benchmarked against criteria which initiates professional dialogue at the end of the teaching session (appendix 1).

There were a total of 42 development visits completed for the session involving 44 teaching staff. The development visits were a mixture of 33 unplanned and 9 planned. These have recorded improvements in key areas such as: effective questioning, establishing clear boundaries and ground rules, evidence of ongoing constructive feedback, pace of learning, supportive relationships between lecturer and learners. The development visits will continue to align with the quality framework, including self-evaluation, to improve the quality of teaching and learning for individual lecturers as part of their CPD and overall strategies for the curriculum area.

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

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

The following are examples of where the LTMs have supported staff to improve their learning and teaching:

- A development visit showed only a Hi benchmark category of 6 out of 24. It was found during the visit that the lecturer needed to improve the structure of the lesson and ground rules for the class with clear objectives. It was suggested that the staff member attend a series of workshops, these included: managing challenging behaviour, exceptional teaching and effective learning, teaching and assessment. The next development visit followed 2 months later and the Hi benchmark moved up from 6 to 12. More recommendations were made and a further visit took place 10 months later after all recommended workshops had been attended. There was a vast improvement moving from 12 to 20 in the Hi benchmark. This staff member has more structure in the class and the learners know exactly what is expected of them.
- Another development report showed 0 in the Hi category. After the professional dialogue this member of staff was determined to improve their performance and made a point in attending as many workshops they possibly could. In the latest unplanned development visit there were 20 in the Hi category. With vast improvements in the relationship with learners, ground rules, engaging learners, effective feedback and learner led learning were apparent.
- An unplanned development visit identified that there were only a Hi benchmark of 2 out of 24 with the majority of the benchmarks in category 2. The LTMs provided one to one support and team teaching and this staff member attended a number of workshops and completed their TQFE. They condensed their learning and put into practice their knowledge

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and their latest unplanned visit resulted in a Hi benchmark category of 18 with only 7 in the benchmark 2 category.

- In response to concerns raised by EV relating to collation and documentation of assessment evidence for HART & DART learners, the LTM was asked to coordinate a meeting with appropriate staff to discuss improvements that could be made in this area. This resulted in valuable suggestions being to improve consistency within the team including numbering sketchbook pages, incorporating outcome guidelines inside sketchbooks for cross-referencing and incorporating e-portfolio tasks where appropriate. Further input was provided in the form of streamlining units and assessment planning over a number of sessions during non-student days as staff felt that there were changes within the curriculum timetable delivery that would benefit both the learners and staff in future delivery. This input resulted in positive feedback from EV.
- Following feedback from learners regarding their assessment schedule and timeframes for completion of units, sessions were held with the team to plan out the year of assessments and provide each learner with a copy of this. Assessments were then scheduled evenly throughout the year and learners were happier as they didn't feel as much pressure. In addition, staff felt the schedule eased their marking commitments.

### **Recommendations for 2017/18**

The LTM's process will continue to align with other quality frameworks including self-evaluation to improve quality of teaching and learning. The following objectives are set for 2017/18

- Peer visits to be extended for staff with identified development needs in specific areas that can be matched to lecturers who demonstrate best practice in those particular areas with new lecturers also having the opportunity for peer visits.
- Development visits to the LTM's from an Education Scotland Associate Assessor to ensure that they continue to be outstanding in their practice.
- LTM's to work across college rather than be Faculty based to extend their skills and knowledge and provide more directed support to an allocated workroom on a monthly basis
- Review of development visit paperwork to align with the new self-evaluation process to be completed by January 2018
- Induction process for new teaching staff to be undertaken by the Professional Development Manager to ensure a more consistent approach.
- The Professional Development Manager to work with Curriculum Managers to identify ways of supporting curriculum development to improve KPIs.
- LTM's to deliver the PDA: Teaching Practices in Scotland's Colleges
- Standardisation event for development visits. LTM's to shadow each other while carrying out a development visits.

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### Appendix 1

#### Benchmark Tiers

A LTM would expect to see substantial evidence that a benchmark has been met in order to tick the box in the following pro forma.

**Hi** = The key word in awarding a “High quality, impressive, creative with no weaknesses.” is ‘Outstanding’. Virtually all the agreed features will be ticked ‘yes’ and the lesson would have been conducted with flair, energy and imagination. All the students will have experienced positive and extended learning.

**2** = To obtain the benchmark “Creative with little weaknesses, has a number of very positive qualities. Only limited input required achieving highest level.” a lecturer will have done most of the right things effectively; that is all or most of the guidance criteria supporting most of the agreed features will have been met.

**3** = To obtain the benchmark “Adequate and acceptable, meets all requirements, contains some strengths but also has significant training needs.” a lecturer will have done most of the right things but not fully effectively; that is not all the supporting criteria have been met for several of the agreed features.

**Lo** = To gain the benchmark of “Does not meet the requirements of ‘Adequate and acceptable, meets all requirements, contains some strengths.’ Has little/no strengths and major training needs identified.” a lecturer may not be ‘doing the right things.’ The lecturer will be ineffective with regard to several agreed features. For some features the supporting criteria will not have met at all.

Helen Pedley  
Vice Principal, Corporate Services  
28 November 2017