

Board of Management Learning and Teaching Committee

Date: 31 May 2016

Time: 2pm

Room: 2058

A G E N D A			Presented by
1	Welcome and Apologies		DH
2	Declaration of Interest		DH
3	Presentation – Use of IT in delivery		
4	Minute of Meeting of 15 March 2016	(attached)	DH
5	Matters Arising		DH
	5.1 Additional Committee Members	(verbal)	DH
6	Education Scotland Review		
	6a College Review Report	(attached)	CT
	6b Learners Report	(attached)	CT
7	Student Association Update	(verbal update)	JW
8	2016-17 Funding to Support the Student Association	(attached)	JB
	8a Scottish Funding Council Letter	(attached)	
	8b Framework for the Development of Strong and Effective College Students' Association	(attached)	
	8c Development of Strong and Effective College Students' Association Self Evaluation framework	(attached)	
9	2016-17 Curriculum Delivery Plan	(attached)	AW
10	Vice Principal (Learning & Skills) Update	(attached)	AW
11	Key Performance Indicators	(attached)	JB
12	Quality Audit Reports/ Surveys		
	12.1 Complaints Handling Statistics	(attached)	JB
13	Any Other Business		
14	Date and Time of Next Meeting - Tuesday 11 October 2016 at 2pm		

Board of Management Learning and Teaching Committee

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

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

1 Welcome and Apologies for Absence

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

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

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

2 Declaration of interest

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

3 Presentation – Overhead Lines Technician Course

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

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

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

4 Minute of Previous Meeting

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

5 Matters Arising

There were no matters arising.

6 Education Scotland Review

The Principal reported that subject to a final moderation check the College will receive a full effectiveness statement following the Review. There will be three main points for action and three examples of excellent practice:

- Overhead Lines Technician Course;
- Learning and Teaching Mentor Process; and
- Reablement and Partnership Working.

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

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

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

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7 Funding to support the Developing Young Workforce

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

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

The committee noted the report.

8 Vice Principal (Learning and Skills) Update

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

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

Pete Woods asked if the selection and entry requirements, a first come first served basis, was detrimental to retention. The Principal reported that not many students were being turned away

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and advised that as a result of the Education Scotland report there would be a review of this process. In response to a question on the FE Hospitality retention of 65%, the Vice Principal Learning and Skills, advised that there were always 'teething problems' on the first year of a new course and that a review of the course will be undertaken. The Principal reported that following the recent Fairtrade Breakfast event, employers were very impressed with the students and that following this event some of the students had been offered employment. She advised that every Employer offered work placement opportunities. The Principal will ask the Marketing Department to write up a Case Study. The Chair advised that it would be useful for the Board to be provided with an update on how the course was going. Members commented on Zest and the positive experience that they had encountered on using the facilities. The Principal advised that Hospitality Courses at Stranraer also receive positive feedback with students successfully gaining employment.

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

Members noted the report.

9 Student Association Update

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

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

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9.1 Learner Engagement Survey

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

Members noted the report.

10 Key Performance Indicators

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

Members noted the report.

11 Quality Audit Reports/Surveys – Complaints Handling Statistics

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

Members noted the report.

12 Any other Business

12.1 Industrial Action

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

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12.2 University of the West of Scotland

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

12.3 Learning and Teaching Committee Membership

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

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

13 Date and time of the Next Meeting

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

Dumfries and Galloway College

8 April 2016

A report by HM Inspectors
on behalf of the
Scottish Funding Council

Full report



The external review process

HM Inspectors undertake an independent review of the quality of provision in Scotland's colleges on behalf of the Scottish Further and Higher Education (FE) Funding Council (SFC) under a service level agreement between the Council and Education Scotland. External review teams include HM Inspectors, associate assessors and a student team member.

During external reviews, members of the review teams observe learning and teaching and hold discussions with learners, staff and stakeholders. They consider information on learner attainment and evaluate learner progress and outcomes. They meet with members of the Board of Management and obtain feedback from community groups, partners and employers who work with the college.

The purpose of this report is to convey the main outcomes arising from the external review, to acknowledge the college's strengths and to provide a clear agenda for future action to improve and enhance quality.

This external review results in judgements of **effective** or **limited effectiveness** or **not effective** that express the external review team's overall evaluation of *high quality learning, learner engagement and quality culture*.

The report also uses the following terms to describe numbers and proportions:	
almost all	over 90%
most	75-90%
majority	50-74%
less than half	15-49%
few	up to 15%

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1. Introduction

The external review

The external review by Education Scotland took place during the week beginning 8 February 2016.

We examined learning and teaching and other important activities that impact on the quality of the learner experience. We evaluated these against the three key principles of *high quality learning*, *learner engagement* and *quality culture*, using the 13 reference quality indicators outlined in *External quality arrangements for Scotland's colleges, updated August 2013*. We also included QIs *1.3 Adherence to statutory principles* and *2.2 Relevance of programmes and services to learner needs*, to support our evaluations. We used information from previous visits to the college to decide the scope of the review.

We found examples of excellence which we describe in this report on page 17.

The external review team talked with learners, staff at all levels in the college, members of the Board of Management, employers, external agencies and other users of the college.

2. The college and its context

In carrying out the external review of Dumfries and Galloway College, Education Scotland took the following college context fully into account.

Dumfries and Galloway College operates within a single college region and delivers provision from two campus sites. The main campus is in Dumfries, located in a new building adjacent to the Crichton Campus. The college is part of the Crichton Campus partnership and shares services and resources with the University of the West of Scotland, the University of Glasgow, the Open University and Scotland's Rural College (SRUC). The college also has a campus in Stranraer from which it delivers almost 16% of total provision.

The Dumfries and Galloway region has the third largest land mass in Scotland. The area is also one of the most sparsely populated with 150,800 people spread over 6,426 square kilometres. The largest town is Dumfries (population 31,630), followed by Stranraer (10,290) and Annan (8,430). There are 16 secondary schools in the area and seven have fewer than 500 pupils. Nearly a third of the population live in remote areas further than 30 minutes drive from a large town.

The economy of the region consists mainly of micro firms employing ten people or less. Around 2% of businesses employ more than 50 people. The main employment sectors are agriculture, forestry, fishing, retail and construction.

The College offers a general curriculum from Scottish Credit and Qualifications Framework (SCQF) levels 1 to 9. This curriculum is delivered by four faculties: Business, Computing and Creative Industries; Education, Health and Social Services; Hairdressing, Beauty, Hospitality and Sport; and Building and Engineering Services. It also delivers a portfolio of programmes to provide workforce development opportunities for individuals and employers across the Dumfries and Galloway Region. In 2014, the college realigned its curriculum to provide growth in higher education (HE) provision and an increase in full-time further education (FE) programmes in engineering, health and social care and sport and leisure.

The College works closely with Dumfries and Galloway Council and the Local Employability Partnership and leads on the delivery of senior-phase Vocational Pathways and Foundation Apprenticeships.

In academic year 2014-15, the college enrolled 4137 learners on Scottish Funding Council (SFC) funded programmes. A total of 61% of these learners studied on a part-time basis which accounted for 18% of weighted Student Unit of Measurement (wSUM) activity. The total SFC grant-in-aid accounted for 82% of the college's total income. In academic year 2015-16, the college is contracted through the Dumfries and Galloway Regional Outcome Agreement (ROA), to deliver a target of 30,371 credits.

3. Outcomes of External Review

Judgement of *Effectiveness*

Section A: Overarching judgement

Dumfries and Galloway College has in place **effective** arrangements to maintain and enhance the quality of its provision and outcomes for learners and other stakeholders.

This judgement means that, in relation to quality assurance and enhancement, the college is led well, has sufficiently robust arrangements to address any identified minor weaknesses, and is likely to continue to improve the quality of its services for learners and other stakeholders.

Section B: Supporting statements

Learner progress and outcomes

In full-time FE programmes, further withdrawal rates have deteriorated over the past three years and are now at 21% which is four percentage points higher than national sector performance. Completed successful outcome rates for full-time FE programmes have fluctuated over the last three years and are now level with the national sector performance. The college is making good progress in developing its safeguarding arrangements to take account of its PREVENT and Corporate Parenting responsibilities. The college offers a broad range of programmes which are aligned closely to the needs of learners, local employers and the economy. Support services and curriculum teams work closely together to ensure learners are supported well. Learner satisfaction with college services and programmes is high. The majority of learners make good progress. Almost all learners who complete their programme gain a certificated award.

Learning and teaching processes

There are many areas of the college where information and communications technology (ICT) is used well to promote, enhance and support independent and flexible learning. Learners are well motivated and engage actively in their learning. They work collaboratively during lessons and engage enthusiastically in almost all learning activities. Almost all learners are making good progress in their work. Almost all learning activities are planned well by staff, and take good account of learner abilities and needs. During teaching sessions, staff draw productively on their professional and subject knowledge to provide relevant, real-life examples which promote knowledge and understanding. In general, pre-course information and guidance arrangements are effective. However, programme teams do not focus sufficiently on performance indicator (PI) trend data information to identify and agree actions for improvement. In addition, few programme reports include sufficient evaluative commentary on learning and teaching approaches.

Learner engagement

Almost all learners describe positive relationships with teaching and support staff and find staff very helpful and approachable. The majority of learners take opportunities offered to them to plan aspects of their own learning. This includes selecting project topics, undertaking research activities and planning how to make best use of learning resources. Twice-yearly *Wheel* discussions facilitate learner involvement in self-evaluation. However, a few learners comment that the *Wheel* is time consuming and contains language that is difficult to understand. Many learners engage in lunchtime events promoted by the Student Association. Class representative meetings are poorly attended and there is a lack of awareness by many learners of the purpose of their role. The Student President and executive team are committed and enthusiastic and engage well with the college senior leadership team to develop structures and processes to support learner engagement. Arrangements by the Student Association to gather class representatives' views and present them to the Board of Management are not effective.

Leadership and Quality Culture

The Regional Board of Management works collaboratively with the principal and senior managers to set a clear strategic direction for the college and shape and inform the curriculum review process. Staff are committed to, and understand well, the college's strategic aims. The college works closely with secondary schools and local employers to ensure its curriculum takes good account of the South of Scotland Regional Skills Assessment Plan and Dumfries and Galloway Regional Economic Strategy. The principal provides inclusive leadership and works effectively with a small team of senior managers. The college's *Learning and Teaching Strategy* and recently-revised *Retention and Learner Attainment Policy* do not provide sufficient direction to guide improvement. *Learning and Teaching Mentors*, deployed across the college's four faculties, provide effective support to staff to improve learning and teaching practice. Staff are well motivated and have a pride in working at the college. Leadership for services to support learners is effective. Completed self-evaluation reports rarely identify underlying reasons behind withdrawals and do not include sufficiently robust actions to improve learner retention.

Section C: Areas of positive practice

- Completed successful outcome rates for part-time FE programmes have improved recently and are now six percentage points above the national sector performance.
- The college is making good progress in developing its safeguarding arrangements to reflect it's PREVENT and Corporate Parenting responsibilities.
- Support services and curriculum teams work closely together to ensure learners are supported well.
- Learners who disclose an identified additional support need have arrangements put in place quickly.
- In many subject areas, ICT is used very well to support and encourage independent learning.

- Learners are well motivated and engage actively in their learning.
- In almost all lessons, teaching staff utilise a range of effective learning and teaching approaches to stimulate and enhance learning.
- Almost all learners describe positive relationships with teaching and support staff and comment they find staff very helpful and approachable.
- The Regional Board of Management work collaboratively with the principal and senior managers to provide clear strategic direction for the college.
- The principal provides inclusive leadership and works effectively with a small team of senior managers.
- *Learning and Teaching Mentors*, deployed across the college's four faculties, provide effective support to staff to improve learning and teaching practice.
- Leadership for services to support learners is effective. Managers and staff understand their roles and how their contributions shape and inform the learner experience.
- The college works closely with Dumfries and Galloway Council and 16 secondary schools located within the Dumfries and Galloway region. It delivers a range of programmes to school-aged learners at the college and on school premises.

Section D: Areas for development

- In full-time FE programmes, further withdrawal rates have deteriorated over the past three years and are now at 21% which is four percentage points higher than national sector performance.
- Programme teams do not focus sufficiently on PI trend data information to identify and agree actions for improvement.
- Arrangements for appointing representatives are not applied consistently and many have not yet received training to help them undertake their role.
- Arrangements by the Student Association to gather class representatives' views and present them to the Board of Management are not effective.
- The college's *Learning and Teaching Strategy* and recently-revised *Retention and Learner Attainment Policy* do not provide sufficient direction to guide improvement.
- Support staff do not routinely collate and analyse learner-related support service delivery information to reflect on performance, identify trends or draw up improvement plans. Managers are over reliant on informal day-to-day information to evaluate overall performance.

Section E: Main points for action

- **The college should implement college strategies to improve retention rates where these are low.**
- **The college should improve class representation arrangements and support the Student Association to ensure effective learner engagement in the work and life of the college.**
- **The college should improve approaches to self-evaluation to ensure that action planning leads to improvement in performance.**

4. How well are learners progressing and achieving relevant, high quality outcomes?

How effective is the college at achieving and maintaining high levels of retention, attainment and progression?

Early withdrawal rates for full-time and part-time programmes have remained close to the national sector performance level over the last three years. In full-time FE programmes, further withdrawal rates have deteriorated over the past three years and are now at 21%, which is four percentage points higher than the national sector performance. Further withdrawal rates for part-time FE programmes have remained constant over the last three years and are now two percentage points higher than the national sector performance. Further withdrawal rates for part-time HE programmes have remained at 19% for the last three years which is 14 percentage points higher than the national sector performance. Further withdrawal rates for full-time HE programmes have remained around the national sector performance level for the last three years.

Completed successful outcome rates for full-time FE programmes have fluctuated over the last three years and are now level with the national sector performance. Completed successful outcome rates for part-time FE programmes have improved recently and are now six percentage points above the national sector performance. Completed successful outcome rates for full-time HE programmes have fluctuated over the last three years and are now at the sector performance level. Overall, completed successful outcome rates for part-time HE programmes have improved over the last three years but remain four percentage points lower than the national sector performance.

Success rates on modern apprenticeship programmes have improved and compare well with the national sector performance level. Most learners whose destinations are known progress to further study, modern apprenticeships or employment.

How well does the college adhere to its statutory principles?

The college is making good progress in developing its safeguarding arrangements to take account of PREVENT and Corporate Parenting responsibilities. All relevant staff are now part of the Protecting Vulnerable Group (PVG) scheme.

The college has worked closely with key partners to develop its Corporate Parenting Plan. Staff have drawn on the experience gained through achieving the *Buttle UK Quality Mark* for care leavers to develop arrangements in line with *Centre for Excellence for Looked after Children in Scotland* (CELCIS) guidelines. The college has recently created a new post of *Student Advisor* with a specific remit to provide support for care-experienced learners. Working with local community partners, including Police Scotland, the college has developed an appropriate action plan in response to PREVENT legislation. It has adjusted its *Safeguarding Children, Young People and Adults at Risk* policy and procedure to incorporate PREVENT duties.

Awareness raising sessions with regards to both Corporate Parenting and PREVENT have been undertaken by Board members and staff. These sessions have been supported by Police Scotland. Staff with specific roles in relation to PREVENT duties, for example, the *Safeguarding Coordinator* and ICT staff, have received bespoke training. As a result, staff have a good awareness of their responsibilities, particularly in

relation to *PREVENT*. Plans are in place to extend Workshops to Raise Awareness of PREVENT (WRAP) training to all staff and the Students' Association over the next few months. Online WRAP training is being incorporated within induction arrangements for new staff.

How well do programmes and services meet learner needs?

The college offers a broad range of programmes which are aligned closely to the needs of learners, local employers and the economy. Following a curriculum review in 2014, the college re-aligned the curriculum to offer increased provision within health and social care, engineering, sport and leisure and a specialised Wind Turbine Technician qualification.

The college funds a number of dedicated bus services to enable learners in rural communities to travel to college. The college campus in Stranraer provides valuable access for learners in the surrounding areas to attend learning opportunities, including Higher National Certificate (HNC) programmes. The college works closely with secondary schools across the area to expand the range of vocational qualifications available to senior phase pupils. This has included the recent introduction of HNC awards.

All subject areas have appropriate access level programmes which do not require formal entry qualifications. Progression routes are well planned. All subject areas enable progression to HNC level study and many subject areas offer progression to Higher National Diploma (HND) provision.

Supported Programme learners have access to learning opportunities at SCQF levels 1 and 2. These programmes are structured to encourage and ease transition to further learning within subject areas. Well-established articulation agreements with the University of Glasgow, the University of the West of Scotland and the Open University provide good opportunities for progression with advanced standing for almost all curriculum areas. The college is working with a number of universities to further expand access to degree-level learning opportunities.

Teaching and support functions work well together to support learners during their college experience. Support services and curriculum teams work closely together to ensure learners are supported well. Learner satisfaction with college services and programmes is high.

How well do learners make progress, attain qualifications and achieve more widely?

The majority of learners make good progress. Almost all learners who complete their programme gain a certificated award. Almost all learners develop valuable employability skills through participating in work-based experiences, visits to industry, community-based projects and working to real-life project briefs. In a few subject areas, learners participate in competitions which help to extend skills and improve self-confidence. Learners on hairdressing, beauty therapy and hospitality programmes benefit from working in realistic industry environments to develop and enhance employability skills. As a result of these approaches, most learners are prepared well for future employment or further learning.

Many learners gain additional certificates or awards and experiences which enhance their employment prospects. These include the National Progression Award (NPA) Reablement certificate, the Starcatchers Creative skills programme, Advanced European Computer Driving Licence (ECDL) and John Muir Trust award. Core skills have been integrated into many FE level programmes to improve contextualisation and attainment. Core skills tutors are located within subject area faculties to facilitate effective communication and collaborative working practices. However, the impact of these changes on attainment is yet to be fully evaluated. Across a number of full-time FE programmes levels of further withdrawal are high, particularly for SCQF level 4 and 5 provision. Programme teams have introduced a number of changes to address this, including revised interview arrangements and allocation of additional tutor support time. However, it is too early to fully assess the impact of these initiatives.

5. How effective are the college's learning and teaching processes?

How well does the college design and deliver programmes and services to meet the needs of learners from all backgrounds and circumstances?

In some subject areas, including hairdressing and care, learning activities take good account of equality and diversity themes and the diverse needs of individual clients. However, across a number of subject areas teaching teams do not actively promote equality and diversity-related themes when planning or delivering teaching sessions.

There is an appropriate range of programmes and tailored support arrangements for learners with additional support needs. Learners receive additional support in classes and staff make good use of individualised personal learning support plans and assistive technology to encourage and support learning.

There is an appropriate range of specialist vocational resources and workshop facilities for all learning programmes. There are many areas of the college where ICT is used well to promote, enhance and support independent and flexible learning.

How well do learners learn?

Learners are well motivated and engage actively in their learning. They work collaboratively during lessons and engage enthusiastically in almost all learning activities. Learners use a wide range of vocational and academic resources during lessons and outwith class times. They value and benefit from the resources provided through the college virtual learning environment (VLE) *LearnNet*, and resources available through the internet to develop independent learning skills. In many subject areas, ICT is used very well to support and encourage independent learning. However, in the Stranraer campus, there is limited library stock, and some learners are not fully aware of inter-campus library borrowing arrangements.

Across the majority of subject areas, learners develop independent learning skills through a range of learning approaches, including independent reading tasks and directed study time.

Almost all learners are making good progress in their work. They make good use of tutorial time to review the progress they have made and prioritise the work they need to do. Learners have good access to academic-related information on the VLE which helps them to keep track of their own academic progress.

How well do planning, teaching and the use of resources ensure effective learning?

Almost all learning activities are planned well by staff and take good account of learner abilities and needs. During teaching sessions, staff draw productively on their professional and subject knowledge to provide relevant, real-life examples which promote knowledge and understanding. Teaching teams take advantage of employer visits to refresh and update their knowledge of current industry practice. In most lessons, staff use digital resources well to encourage and support effective classroom-based discussions. Staff make resources and learning materials available on the VLE to enable learners who are absent from class to catch-up with their studies.

In almost all lessons, teaching staff utilise a range of effective learning and teaching approaches to stimulate and enhance learning. During demonstration activities, teaching staff promote vocational standards and reinforce the importance of health and safety and related themes. Where appropriate, during learning activities, teaching staff reinforce learner awareness and understanding of sustainability. In classes, teachers respond well to learner questions and demonstrate subject understanding and vocational expertise very well. However, in a few lessons teaching staff do not involve learners sufficiently in the planning of their own learning

Teaching staff establish constructive and respectful relationships with learners. This helps to promote a positive and purposeful learning environment which encourages learning activities. Programme teams provide useful opportunities for learners to develop confidence in working within a professional work environment. For example, learners on hair and beauty programmes work with clients to carry out consultations and apply treatments. Hospitality learners develop and improve their communication skills when taking orders and serving food in the college's Zest restaurant. During these activities, teaching staff set high standards and encourage learners to perform well. Within teaching activities, staff regularly make reference to relevant examples from industry. They make good use of guest speakers and industry visits to encourage and motivate learners to recognise what will be required of them in the world of work. However, in a few lessons, teaching approaches are not sufficiently engaging or motivating and learners are passive.

How well is assessment used to promote effective learning?

Programme teams plan assessment schedules well and assessment activities are spread evenly throughout the year. Staff provide appropriate advance notice of assessments and generally convey outcomes of assessments promptly to learners. Teaching staff make positive, constructive comments when returning assessed learner work. Learners benefit from this practice as it helps them to identify what they have achieved and what they need to do to improve further. Questioning techniques are used well by teaching staff during lessons which reinforces learning and understanding.

Assessment arrangements for learners with additional support needs are coordinated effectively through a central service. Arrangements are communicated promptly to teaching staff who ensure learners are supported to engage in assessment activities.

How well are potential and current learners provided with information, advice and support?

In general, pre-course information and guidance arrangements are effective. Learner applications are dealt with promptly and bursary applications are processed efficiently ensuring almost all learners receive accurate, prompt bursary and education maintenance allowance payments. Most potential learners are provided with appropriate information about programmes and are informed about what to expect before starting college. They are given helpful advice on funding and travel-related issues and these arrangements help learners to settle quickly into college. However, some learners did not have sufficient information to support them in decision making prior to entry.

Learner support services are accessible and readily available. Learners are well-informed about services available to them and many access support whilst studying at college to help overcome challenges or issues. Most learners make effective use of tutorial time and course-related and individualised attainment information on the college VLE to reflect on the progress. Young care leavers are supported well by staff to engage in their learning and remain on programme.

Personal Tutors provide accessible support and offer learners good opportunities to reflect on, and discuss their progress. These arrangements are valued by learners and encourage them to self-refer to support service staff where appropriate. When a learner requests advice or specialist help or assistance, access to services is arranged timeously. Learners who disclose an identified additional support need have arrangements put in place quickly.

How well does the college sustain continuous enhancement of learning and teaching through self-evaluation and internal review activities?

Programme review processes are systematic and structured. Teaching teams consider programme content, learning and teaching issues, qualifications delivered, and PI information. Employer advisory boards have been established to inform future programme planning. However, this is at an early stage and feedback from employers and stakeholders is not yet sufficiently established to fully inform planning for improvement.

Staff use learner views well to enhance learning and teaching approaches. Learners provide evaluative commentary on their learning experiences through completion of questionnaires and discussions held with teaching teams. Teaching staff and learners reflect on their programme performance, including teaching practice, through completion of the college's *Quality Wheel*. Programme teams identify areas of strength and actions for improvement. In addition, a *Peer Review* process supports self-evaluation arrangements, acts as a benchmark for report findings and encourages more rigorous reflection. However, programme teams do not focus sufficiently on PI trend data information to identify and agree actions for improvement. In addition, few programme reports provide sufficient evaluative commentary on learning and teaching approaches.

6. How well are learners engaged in enhancing their own learning and the work and life of the college?

How well do learners engage in enhancing their own learning?

The college demonstrates a clear commitment to promotion of learner engagement. The *Learner Engagement Strategy*, the *Wheel* and *Students' Association Development Plan 2015-16* provides clear, structured guidance to support learners to enhance their own learning. Almost all learners describe positive relationships with teaching and support staff and find staff very helpful and approachable.

The majority of learners take opportunities offered to them to plan aspects of their own learning. This includes selecting project topics, undertaking research activities and planning how to make best use of learning resources. In a few programmes, learners take opportunities to gain additional qualifications including ECDL, Reablement certification and Royal Environmental Health Institute Scotland (REHIS) qualifications to enhance further their employment prospects.

Most learners are aware of the progress they are making through active monitoring of *LearnNet*. During discussions held with *Personal Tutors*, they receive confirmation of unit achievement and regularly update their online tutorial records. Most learners access support services including, *The Point*, *Student Advisers* and *Student Funding* when required. Learners comment they are very satisfied with the support they receive from lecturing and support staff.

Almost all learners convey feedback on their learning experiences through individual discussions held with teaching staff or through information provided to their nominated class representative. Learners report that their views are listened to. They comment that teaching staff respond positively to suggestions for improvement. For example, adjustments have been made to timetables to accommodate learners with part-time jobs and epilepsy training has been introduced so learners can better understand the health issues of a classmate.

Twice-yearly *Wheel* discussions facilitate learner involvement in self-evaluation. Action plans and subsequent changes are reported to learners at *You Said - We Did* meetings. However, a few learners comment that the *Wheel* is time consuming and contains language that is difficult to understand. Learner views are captured through a range of helpful methods including surveys, comment cards and focus groups. Feedback is analysed comprehensively at both college and programme level. However, survey results are not communicated effectively to learners and many learners are not aware of any resulting actions for improvement. A few learners achieve more widely through participation in external competitions. This develops confidence and learner success is promoted and celebrated across the college. Many learners engage in lunchtime events promoted by the Students' Association.

How well do learners engage in enhancing the work and life of the college?

The Student President and executive team are committed and enthusiastic and engage well with the college senior leadership team to develop structures and processes to support learner engagement. This has included adoption of the National Union of Students Development of Strong and Effective College Student Associations in Scotland framework which is helping to ensure that the Student Association's development plans are embedded into wider college planning processes. The Student Association has members on college committees, including the Board of Management and the Learning and Teaching Committee.

The Student Association works collaboratively with the college to offer newly-enrolled learners a well-planned introduction to college life which includes a helpful range of *Fresher's Fayre* activities. College-wide themed weeks on topics such as citizenship or charity fund-raising events provide learners with opportunities to achieve more widely and develop skills for life and work. Representatives from external organisations including National Health Service (NHS) sexual health, Dumfries lesbian, gay, bisexual, and transgender (LGBT) and local volunteering organisations, work collaboratively with learners and support out-of-college activities.

Almost all classes have a nominated class representative. However, arrangements for appointing representatives are not applied consistently and many have not yet received training to help them undertake their role. This limits their ability to represent their peers and provide meaningful feedback on the learner experience. Learners often raise issues directly with teaching staff and tend to bypass formal college processes, including the class representative system, to provide feedback to staff on their college experiences. Class representative meetings are poorly attended and there is a lack of awareness by many learners of the purpose of their role. This limits opportunities to share information and exchange best practice from other areas of the college.

Arrangements by the Student Association to gather class representatives' views and present them to the Board of Management are not effective. As a result, the Board of Management does not receive sufficiently comprehensive information about issues which are of interest or concern to the wider learner body. This limits opportunities for the Board to explore issues more fully with learner representatives. Overall, current arrangements do not support effective learner engagement in enhancing the work and life of the college.

7. How well is the college led and how well is it enhancing the quality of its services for learners and other stakeholders?

The college's strategic aims are articulated clearly in the *Vision 2020 strategic plan 2015-20*. The six associated strategic outcomes provide clear direction for achieving the college's mission, values and aspiration to meet the changing needs of the local economy. These stated outcomes link closely to the ROA of 2014-17 and align well with local and national government priorities. The Regional Board of Management works collaboratively with the principal and senior managers to set a clear strategic direction for the college and shape and inform the curriculum review process. ROA targets are converted to operational plans which include key performance milestones against which the college measures and tracks progress made.

The *Board of Management* maintains an appropriate overview of college activity through a range of standing committees including *Learning and Teaching*. Board members engage frequently with senior managers and attend events and activities hosted by the college. The college is an active member of the Dumfries and Galloway Regional Developing the Young Workforce (DYW) Group which includes membership from the Chamber of Commerce, Dumfries and Galloway Council, and Skills Development Scotland. In recognition of its aspiration to promote and expand DYW opportunities to local residents, the DYW Group recently secured a £600,000, three-year funding grant from Scottish Government.

Staff are committed to, and understand well, the college's strategic aims. An all-staff conference, held at the beginning of the 2014 academic year, helped shape the college's *Vision 2020 strategic plan 2015-20*. The college works closely with secondary schools and local employers to ensure its curriculum takes good account of the South of Scotland Regional Skills Assessment Plan and Dumfries and Galloway Regional Economic Strategy. These plans inform curriculum planning, estate redevelopment and support effective partnership working. The college is committed to delivering provision for local learners of all abilities, across the region. A comprehensive curriculum review, conducted in 2014, resulted in significant changes to provision. These changes are ensuring the college provides a trained and qualified workforce to meet the current and future labour requirements of employers and the local economy. In the last few years, there has been a focus on increasing full-time HE provision recognising that the region has significantly fewer people with higher level qualifications.

The principal provides inclusive leadership and works effectively with a small team of senior managers. Together they provide clear and effective leadership for supporting college priorities and managing key college functions. Heads of Faculty and other managers responsible for curriculum and support services, work collaboratively together and feel well-supported by their senior team. However, the college's *Learning and Teaching Strategy* and recently-revised *Retention and Learner Attainment Policy* do not provide sufficient direction to guide improvement. Teaching teams are generally unaware of these documents.

Learning and Teaching Mentors, deployed across the college's four faculties, provide effective support to staff to improve learning and teaching practice. They conduct developmental observations of all teaching staff over a three-year timeframe. This approach is valued by staff and is particularly useful to newly-appointed teachers.

Staff are well motivated and have a pride in working at the college. They engage actively in planning and evaluation activities and almost all have a sense of being consulted and involved in decision making. The college has a strong commitment to continuous professional development (CPD) for staff. Newly-appointed teaching staff are supported well through induction arrangements to achieve teaching qualifications which provide a useful introduction to professional practice. Staff benefit from access to CPD events which enhance their knowledge and expertise.

Leadership for services to support learners is effective. Managers and staff understand their roles and how their contributions shape and inform the learner experience. Many staff are very experienced and are aware of how their roles impact on the wider work of the college. Support staff benefit from targeted and relevant CPD. They undertake online training activities which promote awareness and understanding of equality-related themes including safeguarding and data protection. Where additional update training is required the college is very responsive to these requests.

Support staff have developed effective links with a range of external agencies including local schools, social workers, the Dumfries LGBT centre, the local police and a range of third-sector organisations. They draw on these links to ensure staff are well informed and support arrangements are up-to-date.

Support service teams respond well to support-related requests from curriculum teams. They communicate and implement arrangements promptly and work closely with teaching teams across the college. However, self-evaluation arrangements for support services are underdeveloped and ineffective. Support staff do not routinely collate and analyse learner-related support service delivery information to reflect on performance, identify trends or draw up improvement plans. Managers are over reliant on informal day-to-day information to evaluate overall performance.

Staff have a clear commitment to improving the quality of the college experience for learners. The quality planning cycle includes key processes and milestones and arrangements are distributed evenly throughout the year. Teaching staff and learners grade learning experiences against criteria within the themes of *Supportive, Engagement, Flexible, Reflective, Innovative and Successful*. Through the *Peer Review* process selected teaching teams, across different subject areas, provide evaluative commentary and benchmark other teams' *Wheel* outcomes. These arrangements ensure consistent approaches to self-evaluation reporting.

Teaching staff often attribute the college's high levels of learner withdrawals to a variety of causal factors, including securing employment, health issues or causes unknown. Completed self-evaluation reports rarely identify underlying reasons behind withdrawals and do not include sufficiently robust actions to improve learner retention. Managers record and collate learner withdrawal data but do not evaluate or identify changes required in college policies, practices or procedures to bring about improvement.

8. How extensive and effective are college partnerships with communities, other learning providers, employers and agencies?

Partnership working is effective and is ensuring learners and staff benefit from collaborative arrangements at local and regional levels.

The college has developed many productive and effective relationships with local employers across the Dumfries and Galloway region. Employers speak very positively about communication with the college and arrangements which support local workers to enhance their skills and gain relevant qualifications. Through membership of the Crichton Campus Leadership Group, the college works collaboratively with a range of external stakeholders to facilitate a shared understanding of the skills, education and training needs of the Dumfries and Galloway region. Partners include a number of HE providers including the University of Glasgow, the University of the West of Scotland, the Open University and SRUC.

The college works closely with Dumfries and Galloway Council and 16 secondary schools located within the Dumfries and Galloway region. It delivers a range of programmes to school-aged learners at the college and on school premises. The college has helped create cluster groups of local schools to ensure viable group sizes and reduced travel time. The college leads on the development of senior-phase vocational pathways, foundation apprenticeships, and continues to strengthen school/college partnerships across the region. It has agreed curriculum offers with all secondary schools for 2016-17.

The principal is Chair of the Local Employability Partnership and the college was involved in an SFC Early Adopter Pilot Project to pilot delivery of an HNC in Electrical Engineering with S5 and S6 pupils. The college is working closely with Dumfries and Galloway Council on the Dumfries *Learning Town* project to explore opportunities for regeneration of Dumfries.

Many teaching staff work closely with employers to ensure learners access relevant work experience placements. There are effective links and a shared commitment with Skills Development Scotland to enhance educational opportunities for hard-to-reach learners. The college delivers an Employability Fund programme to support learners to remain in education and progress onto mainstream college provision. The college delivers a range of modern apprenticeship programmes across a number of vocational areas including engineering, motor vehicle, care, hairdressing, business administration and fabrication and welding.

9. Signposting excellent practice

During the Education Scotland external review, the college submitted examples of what it considered to be excellent practice worthy of dissemination.

9.1

Reablement and Partnership Working

College staff worked in partnership with NHS and Dumfries and Galloway Regional Council to devise the NPA in Health and Social Care: Promoting Reablement. The programme is at SCQF level 6, and is approved by the SQA. It is recognised by University of the West of Scotland as part of articulation from the Scottish Wider Access Nursing Programme.

The qualification is designed to meet the changing needs of a health and social care support worker role. It seeks to provide currency and transferability alongside up-to-date skills within a health and social care context. Learners attend college for four three-hour sessions over a six-month duration. Teaching approaches include joint delivery by college staff and NHS personnel to full-time learners. The contribution made by health care workers is considered to be particularly useful and very relevant to workforce needs. This approach enables learners to meet and speak directly to individuals in their workplace and this motivates them further and encourages learning choices. This partnership working provides a very useful platform for learners to negotiate mandatory work placements which are key components of their programme and equip learners well for future employment.

The programme commenced in 2013 and three cohorts of 22 health care workers have undertaken the provision. As a result of their experiences, almost all health care workers achieved the NPA Reablement qualification. The qualification enhances their professional development and most learners articulate on to HE level study or gain employment in the health or social care sector.

9.2

Industry Workforce Shortage Engagement

Dumfries and Galloway College has developed effective partnership working with Scottish Power and sub-contractors to deliver Overhead Electrical Lines Technician training provision. This 17 week programme, commenced in February 2013, and has to date provided 45 learners with a bespoke programme of training leading to guaranteed employment.

Following interviews, each successful applicant is invited to the college to undertake an assessment. Further interviews and industry-simulated dexterity tests are carried out by contractors' personnel, who as the employer lead the recruitment process. Successful candidates are informed the next day and shortly after begin their training and employment programme.

Recruited learners attend college five days a week for the first ten weeks of the 17 week programme. Thereafter, training continues with the subcontractor. Learners are

categorised as employees from the first day of the programme and are guaranteed employment upon successful completion. This approach is motivating for learners and is a key attribute in ensuring successful completion of the programme. To date, there has only been one withdrawal. This bespoke provision includes additional qualifications in First Aid, Health and Safety, and Customer Relations. Enthusiastic and dedicated staff provide additional evening support to learners for more challenging subjects such as Applied Maths.

Learners and Scottish Power are very positive about the Overhead Electrical Lines Technician training programme. They recognise the value of their learning experiences and the important role the programme plays in delivering a trained workforce for the electrical distribution sector in Scotland.

9.3

Learning and Teaching Mentor Process

As a result of the 2012 Education Scotland External Review, Dumfries and Galloway College identified the need to improve learning and teaching practice further. To support improvement, the college appointed four *Learning and Teaching Mentors* who were given nine hours per week remission from teaching duties. Their role was to improve teaching practice through use of various best practice approaches. The *Learning and Teaching Mentors* are managed by the e-learning manager, who is also responsible for personal development planning and other CPD activities. *Learning and Teaching Mentors* support improvement and development for all full-time and part-time teaching staff. They engage in regular discussions with Heads of Faculty who prioritise their own faculty requirements, which includes staff support and other themed activities.

Announced or unannounced developmental visits occur during teaching sessions. All teaching staff benefit from these experiences at least once over a three-year period. Classroom visits, conducted by the *Learning and Teaching Mentors*, 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. Where relevant, improvement recommendations are agreed and where further support is required appropriate CPD is often provided. The *Learning and Teaching Mentors* meet regularly with Heads of Faculties to discuss their developmental visits. Classroom visit outcomes inform faculty-based self-evaluation reports and planning for CPD.

Teaching staff view the classroom visits positively. They comment that the *Learning and Teaching Mentors* support teaching improvement and individual reflection on teaching practice. These arrangements support college-wide improvement for learning and teaching and provide helpful information which informs planning for CPD development.

10. What is an overarching judgement?

Education Scotland uses an overarching judgement of *Effectiveness* to express the findings of the review team. The judgement of effectiveness takes into account all the evidence gathered through the external review. Such judgements express outcomes as:

effective;
limited effectiveness; or
not effective.

This judgement is further detailed by supporting statements which substantiate the judgement of effectiveness. Education Scotland evaluates and reports according to the three key principles. In this report, the principles and supporting statements relate to:

Key principle 1 – High quality learning (supporting statements numbers 1 and 2)

Key principle 2 – Learner engagement (supporting statement number 3)

Key principle 3 – Quality culture (supporting statement number 4)

Judgements of effectiveness and supporting statements provide stakeholders with assurances, or otherwise, about the quality of a college's provision. These judgements are based on trends and track record of a college, the findings at the time of the external review, and the college's capacity to continue improving.

A judgement of *effective* indicates that the college has in place **effective** arrangements to maintain and enhance the quality of its provision and outcomes for learners and other stakeholders. This judgement means that, in relation to quality assurance and enhancement, the college is led well, has sufficiently robust arrangements to address any minor weakness, and is likely to continue to improve the quality of its services for learners and other stakeholders.

A judgement of *limited effectiveness* indicates that the effectiveness of the college's arrangements to maintain and enhance the quality of its provision and outcomes for learners and other stakeholders is **limited**. This judgement means that there are some strengths in the college's arrangements for quality enhancement. However, there are weaknesses in arrangements for *high quality learning* and/or *learner engagement* and/or *quality culture*. If not addressed, the importance of these weaknesses will continue to **limit the effectiveness** of the college's arrangements.

A judgement of *not effective* indicates that the college's arrangements to maintain and enhance the quality of its provision and outcomes for learners and other stakeholders are **not effective**. This judgement means that there are significant weaknesses in the arrangements for *high quality learning* and/or *learner engagement* and/or *quality culture*. There is a high probability that, without significant and comprehensive action, with external monitoring and support, the college will fail to improve current low-quality provision and outcomes to an acceptable level. Education Scotland does not have evidence that the college has the capacity and commitment to identify and implement effective and comprehensive action.

Scottish Funding Council response to judgements

If the overarching judgement is **effective**, the Council will expect the college to engage with Education Scotland in follow-up activity, as appropriate, and, one year after the publication of the review reports, to provide a report, endorsed by its governing body (see *Council guidance to colleges on quality from August 2012*, paragraphs 62-66 [SFC/13/2012](#) setting out its response to the review).

If the overarching judgement is of **limited effectiveness** or is **not effective**, the Council will require the institution to prepare and fulfil an action plan to address the shortcomings identified (see paragraph 67 of guidance). Education Scotland will provide advice to SFC on the adequacy of the action plan and on how it is being implemented. SFC, taking into account any advice from Education Scotland, will normally require a formal follow-up review at an appropriate time, usually within no more than two years.

11. What happens next?

Education Scotland will continue to monitor progress during annual engagement visits to the college.

There will be feedback to the learners at the college.

One year on from this report, the college will produce a report setting out what it has done to address the main points for action and/or areas for development in the report and other quality assurance and enhancement activities. There will be a link to this report from Education Scotland's website.

Andrew Brawley
HM Inspector

12. Further information

The review and judgements relate to the college as a whole and do not provide information about individual programmes of study or subjects. For further information on these or any other queries, contact the college or look on its website - <http://www.dumgal.ac.uk/dumgalportal/>

For further information about Education Scotland, the external review methodologies, or other information about reviews, see www.educationscotland.gov.uk

For further information about the Scottish Funding Council, see – www.sfc.ac.uk

13. How can you contact us?

This report has been produced as a web-only publication and is available on our website at

<http://www.educationscotland.gov.uk/inspectionandreview/reports/othersectors/collegereviews/DumfriesandGallowayCollege.asp>

If you would like to receive this report in a different format, for example, in a translation please contact the administration team on 0131 244 5684.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0131 244 4330, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to The Complaints Manager, Denholm House, Almondvale Business Park, Livingston, EH54 6GA.

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Appendix 1

Glossary of terms

CELCIS	Centre for Excellence for Looked After Children in Scotland
CPD	Continuing Professional Development
DYW	Developing the Young Workforce
ECDL	European Computer Driving Licence
FE	Further Education
HE	Higher Education
HNC	Higher National Certificate
HND	Higher National Diploma
ICT	Information and Communications Technology
LGBT	lesbian, gay, bisexual, and transgender
NHS	National Health Service
NPA	National Progression Award
PI	Performance Indicator
PVG	Protecting Vulnerable Group
QI	Quality Indicator
REHIS	Royal Environmental Health Institute Scotland
ROA	Regional Outcome Agreement
SCQF	Scottish Credit and Qualifications Framework
SFC	Scottish Funding Council
SRUC	Scotland's Rural College
VLE	Virtual Learning Environment
WRAP	Workshops to Raise Awareness of PREVENT
wSUM	weighted Student Unit of Measurement

Appendix 2

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the Database.



SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	SVQs/MAs
12	Some SQA qualifications are changing between 2013-2016. See www.sqa.org.uk/readyreckoner		Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Professional Apprenticeship SVQ 5
10			Honours Degree, Graduate Diploma, Graduate Certificate	Professional Apprenticeship
9			Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Technical Apprenticeship SVQ 4
8		Higher National Diploma	Diploma Of Higher Education	Technical Apprenticeship SVQ 4
7	Advanced Higher Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ 3
6	Higher			Modern Apprenticeship SVQ 3
5	National 5 Intermediate 2			Modern Apprenticeship SVQ 2
4	National 4 Intermediate 1	National Certificate	National Progression Award	SVQ 1
3	National 3 Access 3			
2	National 2 Access 2			
1	National 1 Access 1			

2016 LEARNERS REPORT

A summary of our
Education Scotland
Review

www.dumgal.ac.uk



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What is a Learner's Report and Key Messages

In February 2016, Dumfries and Galloway College was visited by reviewers from Education Scotland who evaluated the quality of learning and teaching as part of our normal quality review process.

The external review team spoke with students, staff at all levels, employers, businesses, groups we work with and other College users to get a full account of the education experience provided at Dumfries and Galloway College.

Of the three levels of judgement which can be awarded after these reviews, Dumfries and Galloway College was granted the highest level – “Effective” and this Learners' Report will give you a short overview of what we have done to achieve this very positive report.

The full report can be found on Education Scotland's website: http://www.educationscotland.gov.uk/Images/DumfriesGallowayRev080416_tcm4-875457.pdf

Summary of key points:

- Almost all learners describe positive relationships with teaching and support staff and comment they find staff very helpful and approachable.
- In almost all lessons, teaching staff utilise a range of effective learning and teaching approaches to stimulate and enhance learning.
- In many subject areas, ICT is used very well to support and encourage independent learning.
- Learners who disclose an identified additional support need have arrangements put in place quickly.



Recognised Excellences

Reablement and Partnership Working

In partnership, the College, NHS and Dumfries and Galloway Regional Council have devised a National Progression Award in Health and Social Care: Promoting Reablement. This SCQF Level 6 award is recognised by the University of the West of Scotland as part of articulation from the Scottish Wider Access Nursing Programme. The award is designed to meet the changing needs of the role of a health and social care support worker.

Learners attend college for four three-hour sessions over a six-month duration. Teaching approaches include joint delivery by college staff and NHS personnel to full-time learners. The contribution made by health care workers is considered to be particularly useful enabling learners to meet and speak directly to individuals in their workplace.

This partnership working provides learners with mandatory work placement, equipping them well for future employment.

Industry Workforce Shortage Engagement

The College has developed an Overhead Electrical Lines Technician training programme in partnership with Scottish Power and sub-contractors. Learners are required to successfully complete an interview, an assessment and an industry simulated dexterity test before being recruited on to the programme.

Learners are categorised as employees from the first day of the programme and upon successful completion of the training programme are employed. The programme also includes additional qualifications in First Aid, Health and Safety, and Customer Relations. Learners spend the first ten weeks of the programme in college and the following 7 weeks with a subcontractor.

Learners and Scottish Power are very positive about the Overhead Electrical Lines Technician training programme. They recognise the value of their learning experiences and the important role the programme plays in delivering a trained workforce for the electrical distribution sector in Scotland.

Learning and Teaching Mentor Process

To support improvement and development of all teaching staff the College has appointed four Learning and Teaching Mentors. These mentors are given remission from teaching so that they can support their colleagues to further develop and improve their teaching practices. The College had developed a process to support improvement and development for all teaching staff.

Announced or unannounced developmental visits occur during teaching sessions. All teaching staff benefit from these experiences at least once over a three-year period. Classroom visits identify strengths of teaching approaches and potential improvements.

Teaching staff view the classroom visits positively. They comment that the Learning and Teaching Mentors support teaching improvement and individual reflection on teaching practice. These arrangements support college-wide improvement for learning and teaching and provide helpful information which informs planning for Continuous Professional Development.

Strengths in Learner Progress & Outcomes

- Rates of successful completion for learners on full-time programmes are now level with the national sector performance level.
- FE level programmes offer clear progression to HNC level study and many offer progression to High National Diploma provision.
- Learners make good progress and almost all gain a certificated award.
- Learners develop valuable employability skills through participating in work-based experiences, visits to industry, community based projects and working to real-life project briefs.
- Learners are prepared well for future employment or further learning.
- Relationships between learners and staff are positive and learners find staff to be helpful and approachable.



Strengths in Learning and Teaching

- Learners are well motivated and engage actively in their learning.
- In many subject areas, ICT is used well to promote, support and encourage independent and flexible learning.
- Learning activities are planned well by staff, and take account of learner abilities and needs.
- Learners use a wide range of vocational and academic resources during lessons and outwith class times.
- Learners provide evaluative commentary on their learning experiences to identify actions to improve programmes and services.
- Teaching staff make positive, constructive comments when returning assessed learner work.
- Teaching staff utilise a range of effective learning and teaching approaches to stimulate and enhance learning.
- Support services and curriculum teams work closely together to ensure that learners are well supported.



Strengths in the College

- College staff are well motivated and have a clear commitment to improving the quality of the college experience for learners.
- The College works closely with secondary schools and local employers to ensure its curriculum reflects and supports the South of Scotland Regional Skills Assessment Plan and Regional Economic Strategy.
- The College is committed to delivering provision for local learners of all abilities, across the region.
- The College has a strong commitment to continuous professional development.
- Partnership working is effective and is ensuring learners and staff benefits from collaborative arrangements at local and regional level.
- The College is making good progress in developing its safeguarding arrangements to take account of it's Corporate Parenting responsibilities.



Our Next Steps

Dumfries and Galloway College received six areas for development and three main points for action.

The three main points for action are:

- The college should implement college strategies to improve retention rates where these are low.
- The college should improve class representation arrangements and support the Student Association to ensure effective learner engagement in the work and life of the college.
- The college should improve approaches to self-evaluation to ensure that action planning leads to improvement in performance.

‘We are working together to provide students at Dumfries and Galloway College with the best experience possible’

Carol Turnbull
Principal and Chief Executive

Julian Weir
Student Association President



JOHN WILSON
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Board of Management Learning and Teaching Committee

Funding to Support the Students' Association

1. Purpose

The purpose of this report is to advise members of two sections in the revised code of good governance relating to the Quality of the Student Experience and the actions which are planned by the College to comply with these requirements.

2. The Report

The 'Student Engagement' area of Section B: Quality of the Student Experience of the revised code of good governance (currently out for consultation) has been expanded to clearly state the Boards duties in relation to the Students' Association. The code now states:

- B.1 The board must have regard to the Framework for the Development of Strong and Effective Students Associations, including by having embedded partnership processes to work together to achieve change and regular and open communications (e.g. set out in a Partnership Agreement).**
- B.2 The college board must encourage a strong and independent students' association and ensure that the students' association is adequately resourced.**

The College also received a guidance letter from the Scottish Funding Council in May 2015 advising us as follows:

"for a small college, with a small geographical coverage, there would be a need for one full-time student officer (or equivalent), one full-time staff member employed for the purpose of supporting and developing the association and its activities, and an operational budget to support core activities and duties. It is likely that the budget required for this would be in the region of £75,000 to £85,000."

In setting the budget to support the Students' Association the College has considered the Scottish Funding Council letter of Guidance, a proposal submitted by the Students' Association President regarding officer posts and has also taken into account one of the main points for action identified following the recent Education Scotland Review:

"The college should improve class representation arrangements and support the Student Association to ensure effective learner engagement in the work and life of the college."

The following documents are attached to this report for information:

- 9a - Scottish Funding Council Letter of 27 May 2015
- 9b - Framework for the Development of Strong and Effective College Students' Association
- 9c - Development of Strong and Effective College Students' Association Self Evaluation framework

Board of Management Learning and Teaching Committee

The budget the College has set for the Students' Association for academic year 2016-17 is £95,544, broken down as follows:

Staffing:		Comments
President (full time)	£20,663	(if part-time president elected, additional payment will be offered to the executive officers to help spread the work load)
Vice President x 2 (1 day per week)	£5,376	
SA admin (Stranraer)	£4,332	
SA admin (Dumfries)	£11,082	
Learner Engagement Co-ordinator	£29,091	New post
Total cost of staffing	<u>£70,544</u>	(plus 2016-17 pay award pending)
Operational budget (based on 15/16)	£25,000	(budget for activities, events, conferences, travel, hospitality, marketing etc)
Overall budget	<u>£95,544</u>	

Members will note that the College is looking to introduce a new post of learner engagement co-ordinator. The exact job title, job description and person specification is still being considered. This additional resource will address the main point for action identified by Education Scotland mentioned above.

The College has asked the Students' Association to provide a list of activities planned for 2016-17 to ensure the correct level of operational budget is set. The operational budget above is based on 2015-16 activities.

3. Recommendation

Members are asked to note the contents of the report.

27 May 2015

By email

To Principals of Colleges
Cc Chairs of Colleges

Dear Principal

Future Development of Student Associations

The regionalisation agenda has provided an opportunity to focus on the development of college Students' Associations in line with Scottish Government priorities for the sector. Excellent progress has been made in developing college Students' Associations, supported initially by SFC funding to both single college regions and merging colleges and a huge commitment from college staff, students and senior management. This is a continuing priority for the Government, SFC and NUS who have been working together with the sector to develop a framework and associated tools to support colleges continue to make good progress with this development. This, the Framework for Developing Strong and Effective College Students' Associations, will be launched by the Cabinet Secretary on 3 June.

To support this development further SFC will be looking at the AY16-17 guidance for Outcome Agreements to make links with the Framework and the work that colleges are doing to continually improve, and to include appropriate measures.

In the meantime we understand that colleges will be making important decisions about the funding for their Students' Association in 2015-16. We are looking to the sector to continue to make an ongoing commitment to an adequate level of funding to cover the Students' Association core capacity. SFC is currently working with NUS to consider what an appropriate baseline might be and we will provide further guidance as we progress the current work with the sector on utilising the Framework and the tools available. We understand that early meetings are underway in each region to ask colleges what support you may need to take this important work forward.

Early advice from NUS suggests that for a small college, with a small geographical coverage, there would be a need for one full-time student officer (or equivalent), one full-time staff member employed for the purpose of supporting and developing the association and its activities, and an operational budget to support core activities and duties. It is likely that the budget required for this would be in the region of £75,000 to £85,000. Colleges with multiple campuses, larger student populations, and/or a disparate geographical spread would need to consider the additional resources required to ensure a strong association with effective representation in place.

This information is provided as a guide for the sector and we urge you to engage with NUS staff and Outcome Managers on this and other issues related to the future development and sustainability of your Students' Association when you meet for introductory discussions around the Framework and your aspirations for your Students' Association.

Yours sincerely



John Kemp
Director of Strategic Development



Framework

for the Development of Strong and Effective
College Students' Associations in Scotland

nusscotland
national union of students

 colleges
scotland

 Scottish Funding Council
Promoting further and higher education

 The Scottish
Government
Riaghaltas na h-Alba



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Ministerial Foreword

I want to thank students, principals and other college staff, college chairs and other college board members, as well as colleagues in sparqs, NUS Scotland and the Scottish Funding Council for their contribution to this, Scotland's first framework for supporting the development of effective students' associations.

Its publication marks another important step in our collective journey to put students at the centre. I endorse the approach it takes, including the five principles on which it is based – autonomous, partnered, accountable, representative and sustainable.

This Government has done more to advance student representation than any other, legislating as we have to put students at the heart of college life. It is no accident that the Post-16 Education (Scotland) Act 2013 contains more references to students' associations than any other piece of legislation in Scottish history. Or that one of the first changes made by the Act was

to require colleges to seek to ensure the interests of their students are represented by an association. We have introduced new duties to consult and collaborate with associations and doubled the number of students they nominate to incorporated college boards.

I look to colleges and associations to work in partnership with common purpose in a spirit of openness, trust and mutual respect. The distinctive contribution that associations make to college life arises from their autonomous, representative role. It is therefore essential to the success of partnership that this is cherished and developed. It makes sense for colleges to support vibrant, autonomous and thriving students' associations, given how integral they are to colleges' mission to deliver positive outcomes for students. In line with the Code of Good Governance for Scotland's Colleges, I have no doubt that they will ensure they are adequately resourced.



**Cabinet Secretary for Education
and Lifelong Learning -
Angela Constance MSP**

The Framework

The Role and Importance of Students' Associations

Students' associations are the legally representative voice of students.

A strong, effective students' association should enable students to make their voices heard, and to take collective action to change and improve their student experience.

Strong students' associations will be able to work as equal partners with their college, acting as critical friends, and enabling the college to develop robust quality and governance processes. A well-developed association will enable students to self-organise and speak in a representative, autonomous voice in discussions and decision making. Students' associations can introduce students to democratic activity and empower them to become active citizens both within the college and in the wider world. Students' associations can also come together to strengthen the student voice at a national level.

Scotland is world-leading in student engagement but students' associations have, in the past, been relatively underdeveloped. Students' associations have made great strides forward in recent years, even as the expectations on them have increased. This has included both new duties in legislation and increased responsibilities under sector policies.

However, both student officers and college staff recognise that there is still much work to be done. This Students' Association Development Framework is a sector-agreed shared way forward for students' association and college partnership development.

Legislative Context: Summary

1994 Education Act

The 1994 Education Act places a number of obligations on relevant governing bodies with regard to the proper running of their students' association. This includes ensuring that the association operates in a fair and democratic manner and is accountable for its finances. The governing body has a duty to prepare and revise a code of practice on how the various requirements are observed by or in relation to the association.

Post-16 Education (Scotland) Act 2013

- Two student members on incorporated college boards. Two student members on Regional Boards.
- The Scottish Funding Council (SFC) must be satisfied each college has suitable "arrangements for the purpose of seeking to ensure that the interests of the body's students are represented by a students' association".
- Regional colleges and regional strategic bodies must:
 - seek to secure the collaboration of students' association(s) (so far as is consistent with the proper exercise of their functions).
 - consult students' association(s) where they consider it appropriate to do so in the exercise of their functions.
- Other specific duties to consult students' associations on regional strategic bodies, Regional Boards, Ministers and SFC.

In multi-college regions, students' associations will therefore have a direct relationship with their regional strategic bodies, as well as with their colleges.

Please see **Legislation Supplement: References to Students' Associations** in Legislation at saframework.co.uk

Sector Expectations of College and Students' Association Partnerships

The Student Engagement Framework for Scotland identifies and defines five Elements of Student Engagement. Students' associations have a particularly key role to play in Element 4 which focuses on "formal engagement with institutions through representative structures and processes operated primarily by students' associations" but they can also contribute to the delivery of the other elements.¹

Since 2007 'Student Engagement' has been one of the three Pillars underpinning college quality arrangements in Scotland. Education Scotland emphasise the role of students through a confidence statement against the question "How well are learners engaged in enhancing their own learning and the work and life of the college?"² Students' associations therefore have a key role to play in supporting college quality processes and quality enhancement. They also have an increasingly key role to play in external quality reviews.

The College Code of Good Governance states that the college governing bodies "must have close regard to the voice of its students and the quality of the student experience should be central to all board decisions." It goes on to say that "the board must lead by example in relation to openness, by ensuring that there is meaningful on-going engagement and dialogue with students, the students' association and as appropriate staff and trades unions in relation to the quality of the student experience."³

Students' associations also play a key role in the negotiation of Outcome Agreements. SFC expect to see evidence of how "outcomes within the outcome agreements have been developed and discussed with the students' association."⁴

Purpose of Framework

Students' associations need to be strong and effective in order to fulfil their role in the partnership, and both the college and students' association have a key role to play in making that partnership a success. The Framework has been developed through strategic dialogue with the college sector including colleges, students' associations, government, and sector agencies. Its purpose is to set out a sector-agreed framework for how colleges and students' associations can work in partnership, with the support of sector agencies and NUS Scotland, to develop strong and effective students' associations.

This Framework therefore provides:

- a shared vision for students' association development and a common understanding of its key concepts and qualities.

It is accompanied by a Self-Evaluation and Development Planning Tool which outlines:

- a set of standards and indicators/prompts which identify the resources and support a students' association needs to be effective.

The Self-Evaluation and Development Planning Tool enables colleges and students' associations to measure the current level of development of their students' associations and college/association partnership against the broad Principles of the Framework, to identify strengths and areas for development, and to agree actions for a Development Plan.

Implementing the Framework

As the students' association and the college both have key roles to play in ensuring students' association effectiveness, a partnership approach is essential for the effective implementation of this Framework.

Joint Working Group

Students' associations and colleges will want to set up a Joint Working Group to implement this Framework locally. Membership of this group should include student officers and senior college staff. Some partnerships may have already established groups which can take on this remit.

Resources and Support

In order for students' associations to be able to develop they need resources and support. Dedicated, highly skilled staff who are accountable to the students' association are absolutely fundamental to developing effective students' associations, and to their ongoing success. Students' associations will also need buy-in and support from all college staff.

Resources and tailored support is available nationally from sparqs and NUS Scotland.

Development of the Framework

The Framework has developed out of the increased focus and expectations placed on students' associations as a result of the Post-16 Reforms first identified in the Review of Further Education Governance in Scotland. The review recommended that "Student participation and representation become a commitment across the College Sector. Student Associations should be strengthened and become appropriately funded, autonomous and sustainable."⁵

NUS Scotland, SFC, and the Scottish Government led on the development and were joined by a representative from the Regional Chairs Group to provide high level sector support. Four Strategic Dialogue Events were held in May 2014 at which over a hundred and fifty delegates from across the college sector discussed good practice and areas for development in their students' association and college partnerships, and their vision for the future. Feedback on the final draft of the Framework was sought from seventy stakeholders at Validation Events in January 2015.

Through these events common themes were identified and these have guided the development of the Framework. Some key themes included:

- The need for a common language or framework for students' association development.
- The need for the development of both a culture supportive of students' associations and the embedding of processes and structures to enable students' associations to function effectively.

Some of the key issues identified included:

- Lack of resources, both in terms of operating budget and dedicated association staff and paid officers. However, associations who had accessed temporary funds cited their increase in sabbatical officers and dedicated staff as key factors in their success.
- Lack of autonomy, and confusion over what is meant by that term, and unclear accountability processes.
- Need to develop partnership working between the association and all levels of the college.
- Difficulty maintaining and building on achievements over multiple years.

Introduction to the Principles and Themes

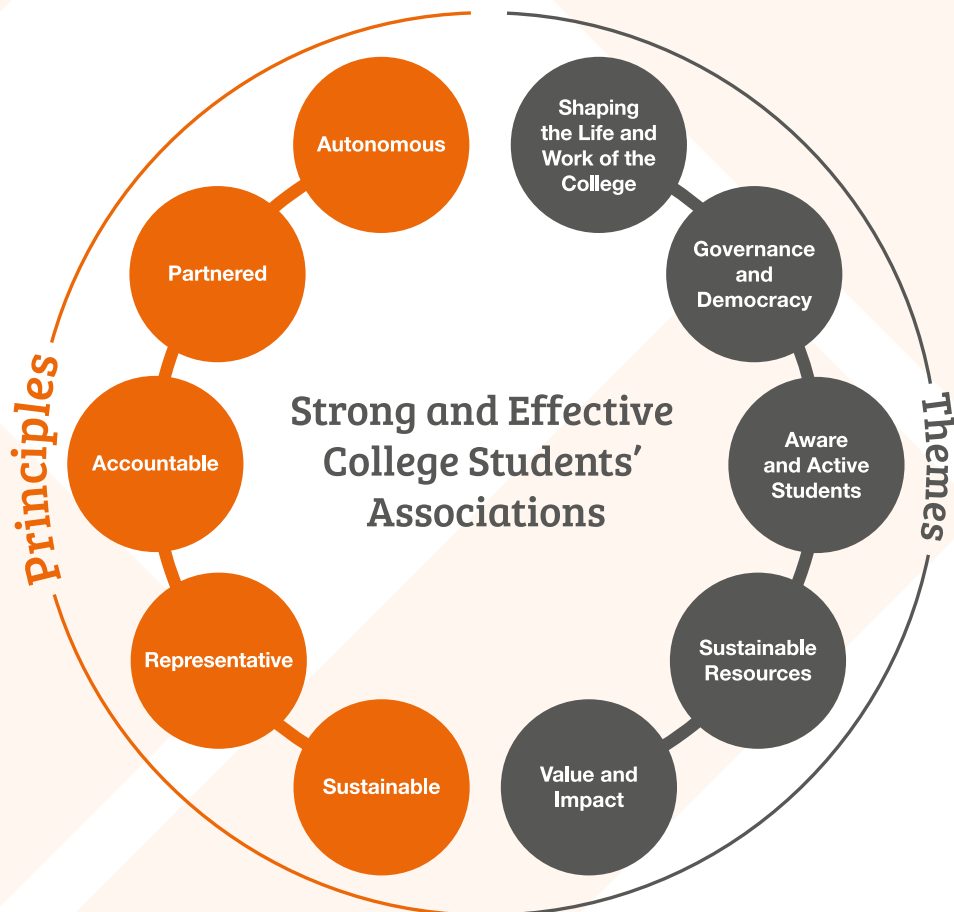
There are two interdependent factors which are key to developing and sustaining effective students' associations. These are:

One: A culture within the college which actively values, supports, and encourages the students' association to develop and deliver its autonomous, representative role.

The Principles section outlines five key principles that must underpin, and drive forward, all the development and work of students' associations if they are to operate effectively.

Two: A scaffolding of resources, working structures, processes, and procedures which govern the students' association and ensure that it is able to deliver its responsibilities and manage the changeover between student officers and between staff.

The Themes section outlines five areas of development that colleges and students' associations will need to work together to put in place in order to enable the students' association to develop the key Principles and to fulfil its role effectively.



The Principles

The Principles

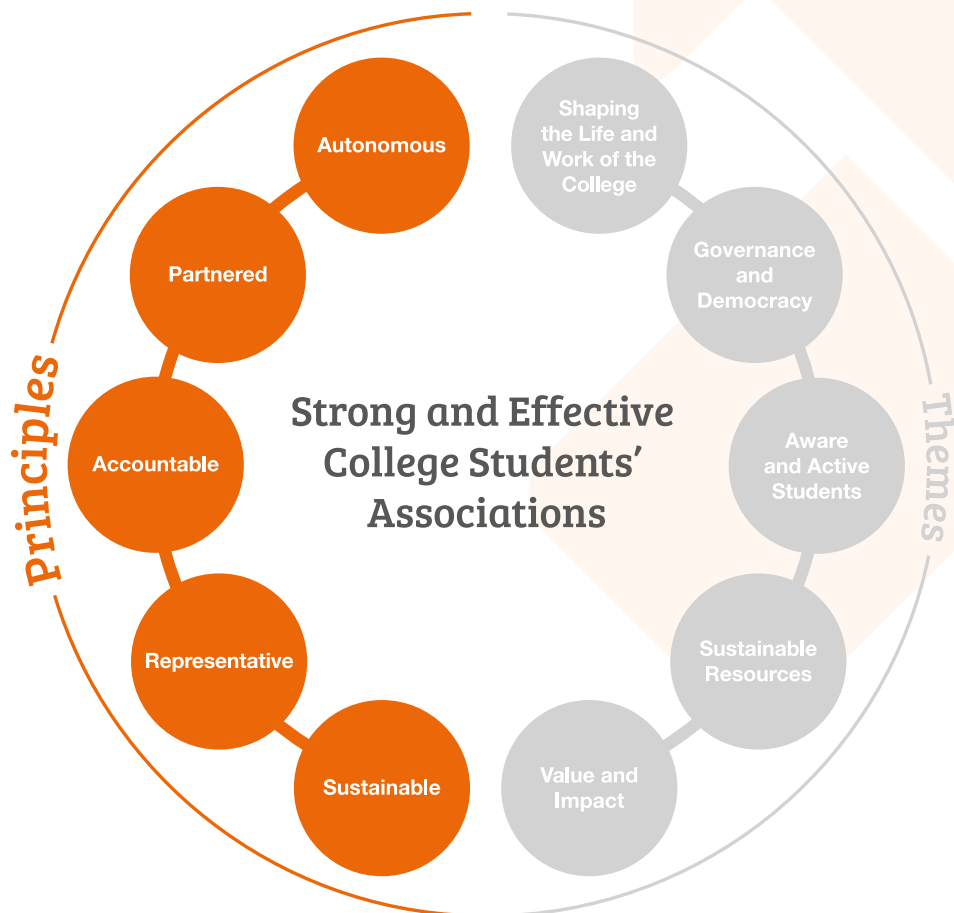
There are five Principles:

- ▣ Autonomous.
- ▣ Partnered.
- ▣ Accountable.
- ▣ Representative.
- ▣ Sustainable.

These Principles together make up the foundations of strong, effective students' associations and a culture which enables students' associations to thrive. This section of the Framework provides definitions

of these Principles that students' associations and colleges will need to develop and implement.

All of the Principles are interdependent and therefore need to be developed simultaneously in order to succeed. If not, the students' association risks becoming unstable and will be unable to fulfil its representative purpose. For example, a students' association which has a well-developed Partnership will lose all progress if it's not also Sustainable. Similarly a students' association with a well developed representative structure will not be able to speak in an unbiased, independent student voice if it is not also Autonomous.



Autonomous

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

Why Autonomy is Important

Autonomy enables students to determine their own policies and priorities independently which means that they are able to set the agenda for discussion and ensure the focus is kept on students. This enables the students' association and college to build a stronger relationship as the college is able to hear un-influenced truth about the quality of learning and teaching and the wider student experience

The students' association and college must be able to act as critical friends to each other, supporting each other to grow and develop. Students' association autonomy rebalances the distribution of power between the association and the college by ensuring the association is able to determine its own direction. This gives student officers the confidence to raise student identified issues, speak in an impartial and unbiased voice, and disagree with the college without fear of repercussions. Equally, the college should feel able to offer advice and recommendations to support the association while being mindful of the power differential between the association and college and ensuring that recommendations are not misinterpreted as directions.

By working together as equal partners in this way the students' association and the college can deliver stronger outcomes for students.

Autonomy will mean different things to students' associations at different stages

of development; some will want to develop as separate organisations, others will be more comfortable with a greater degree of closeness with the college. As the principles outlined in this Framework are embedded, self-determination will develop and grow.

Key Characteristics

- The college, as the association's principal partner and funder, recognises the natural power imbalance and the degree to which it could unduly influence the association. It therefore releases its controls over the association and actively supports its autonomy.
- The students' association is able to decide, within its agreed budget and financial management procedures, how to use the resources and support it receives from their college. It is supported by staff who are accountable to the association and who can provide advice and guidance.
- The students' association has organisational autonomy. It is able to decide how best to organise to represent its students, and make decisions on its own structures and processes. It has procedures and processes in place which enable it to resolve any internal issues itself, and sufficient resources to manage its own structures.
- The students' association is able to develop and articulate an independent student voice; students can decide their own priorities, ideas, and plans. The students' association's right to run campaigns is recognised and supported.
- The students' association is able to take ownership of projects and responsibilities. It has the 'freedom to fail' and to learn from its experiences.
- The students' association is included in the colleges' governance and decision making processes as an equal partner, not as a sub-department of the college.

Partnered

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

Why Partnership is Important

Partnership is a widely accepted concept in colleges in Scotland. Effective students' associations are built on a strong, equal partnership between the students' association and the college.

College support is key to students' association success, and strong partnership is fundamental to the development of strong and effective students' associations. The relationship between the two organisations, and between college staff and student officers, is therefore key.

There will be times when the students' association and college will disagree. A strong partnership relationship enables the students' association and college to disagree on some areas, and the students' association to campaign on college policies, while continuing to respect each other, and to work in partnership on different areas of work or policy. Assurance that the partnership will survive disagreement gives the students' association confidence to act as a critical friend.

Partnership working is the most effective way for students' associations to deliver change, and therefore a strong partnership relationship between the students' association and the college enables the students' association to represent students effectively within the college's decision making processes and achieve positive change on their behalf. This also enables the students' association to contribute effectively to college governance and quality procedures.

Key Characteristics

- The roles and responsibilities of the association and the college within the partnership are clear and understood. In particular, the association's role as the college's 'critical friend', and the importance of this role to college governance, is understood by college staff. Both partners have realistic expectations of each other.
- The students' association and the college have embedded partnership procedures through which they can work together to achieve change and which are supported by regular and open communications.
- Partnership working takes place at both strategic and operational levels. The students' association is involved in all decision making which impacts students. Both the college and the students' association supports their partner to work more effectively, for example, taking each other's priorities and vision into account when developing strategic plans.
- The college ensures that their students' association has the support and resources it needs in order to realise their ambitions.
- The college and the students' association respect each other, recognising that they both bring a unique and valuable perspective to the partnership, and work to build trust, being mindful of the other's perspectives. For example, the association utilises its resources responsibly and the college hands areas of responsibility to the association.
- The college encourages student officers to develop into equal partners and avoid slipping into a 'teacher-student' or 'employer-employee' relationship which could put the officers' ability to think and act autonomously at risk.
- The college works proactively with the association, is actively committed to partnership working to create a direct positive impact on the student experience, and validates the importance of the students' association's role.

Accountable

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

Why Accountability is Important

An accountable students' association knows what it is responsible for. Responsibility encourages the association to take ownership of its activities.

If the students' association is not accountable to its student members then it loses its legitimacy as the voice of students and is unable to fulfil its role in its partnership with the college. Conversely, an accountable students' association can speak on behalf of the student body with authority and credibility.

An accountable students' association supports the college's governing body to fulfil its responsibility under legislation to seek to ensure that there is a students' association which represents the interests of its students.

Robust accountability processes enables the students' association to develop autonomously because they give the college and students reassurance that it can self-monitor and function effectively day to day.

Key Characteristics

- The students' association has clearly defined and understood lines of accountability which have been developed in partnership. Expectations are realistic.
- The students' association takes its mandate from the wishes of its students, and regularly and formally justifies what it says and does on their behalf to its student members. Student members understand their right and responsibility to hold their association to account. Democratic processes are the means by which the students' association is held to account for its policy decisions. The students' association also has other governance processes, such as a Trustee or Advisory Board, which complements and enforces the democratic processes and hold the students' association to account for its overall functioning.
- There are formal arms-length processes in place, though not line management of sabbaticals, through which the college can scrutinise the students' association and thereby uphold its legal responsibilities. This may include written agreements for delivery of services. For example, as part of budget negotiations reasonable terms and conditions may be agreed; the college should ensure that these do not overly limit association decision-making.
- The college supports the functioning of the association's democratic procedures. For example, providing meeting space, facilitating publicity, encouraging students to attend meetings and participate in elections, etc.
- The students' association has robust financial processes through which it is held to account for expenditure against its budget.
- Student officers who are also college board members are accountable to the board in their role as a board members, and to the association in their role as representative officers.

Representative

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

Why Representation is Important

A students' association must be representative in order to fulfil its core function of representing the interests of all students. It is important that the quality of the representation is high in order to ensure that the students' association is performing its function well and giving value to the students it represents. This increases the association's legitimacy in the eyes of the students, the college, and national bodies.

A representative students' association will challenge the college on occasion. This is important as it demonstrates that the association is fulfilling its roles and bringing issues which might be damaging to the college to its attention. If the association never challenges the college, this should be a cause for concern.

A representative students' associations has the right to speak out on issues of interest to its student members. If an acceptable compromise cannot be reached through the association and the college's partnership working structures the students' association must have the ability to continue the campaign through other methods. Preventing the students' association from doing so would be preventing it from representing its students. It is therefore important that the college understands that the students' association can exercise this right and it is important that the association takes into account the college's concerns when it does so.

Key Characteristics

- The students' association represents the interests of its students and should not be dominated by the views of a vocal minority. It is able to evaluate the different voices of the students it represents in order to develop a single students' association vision. A representative students' association understands that the majority opinion is not always the representative opinion, and ensures that the interests of disadvantaged minority student groups also shape students' association policy. On occasion, this may mean that the needs of the few will outweigh the wishes of the many.
- The college recognises and values the benefits of the students' association's representative role to the quality, life, and work of the college. It supports the association to gather evidence, influence decision making, and have an impact on student lives.
- The students' association supports all students to have a voice on decisions that affect them. The students' association actively engages with students with protected characteristics and with 'non-traditional' students to ensure it is representing different groups and that its democratic processes are accessible.
- Officers are elected in free and fair elections, receive training in their representative role, and are supported by skilled staff.
- The students' association has effective democratic and accountability structures. Class reps and student members are able to actively engage in the democratic processes and ensure that the association speaks in a legitimate voice.

Sustainable

■ **A sustainable students' association is able to function effectively and deliver its core representative purpose, at the same or a higher level, year after year. There is continuity of organisational memory, skills, plans and structures.**

Why Sustainability is Important

Student officers are elected for one year terms, and most will serve only two. Under the 1994 Education Act students may only serve two paid terms in total at an institution. This means that there is a high turnover of student leadership within the association. If a students' association is not sustainable it has to start from the beginning every year, which means that it can do very little to fulfil its representative purpose.

Sustainability ensures that all the work and resources put in to students' association development are not wasted, and that there is value for money, because the achievements of one year are not immediately lost. Because the students' association and the college are not continually 'reinventing the wheel' structures and activities can be reviewed and improved in an incremental and organic way.

Sustainable does not mean the association is self-funding; a students' association reliant entirely on commercial activity would be very unsustainable as funding could never be guaranteed, and commercial efforts would leave little time for the association to deliver its representative purpose. The college will need to ensure that the students' association has the resources and support it needs to function effectively. The support and advice needed by the association may vary year to year.

Sustainability of structures and resources makes future planning possible, and enables the students' association and college to embark on long term projects and services which improve the student experience.

Key Characteristics

- The students' association has the resilience and flexibility to respond to challenges and solve problems using its own structures and processes.
- The students' association has long term dedicated staff who ensure the organisation continues to work and develop year on year, who manage progression planning and knowledge transfer, and who develop partnership relationships with college staff.
- The students' association is not person dependent or vulnerable to changes in leadership. It is able to maintain its structures and processes, and maintain and increase its levels of effectiveness regardless of changes in personnel and relationships due to elections and staff changes. It is not reliant on the goodwill of individuals.
- The primary responsibility for supporting and advising the students' association is written into the role of a key senior college staff member.
- There is effective progression planning, handover, and induction for students' association officers.
- The students' association is able to make long term plans for the future. Student officers are able to leave a legacy, and incoming officers are able to build on the achievements of previous years.
- The students' association has continuity of funding and resources. These are taken into account during the college's planning processes.
- There is continuity of organisational knowledge, planning and activities, structures, and processes. This includes both internal students' association processes, partnership processes with the college, and resources.
- The students' association has a college who is committed to partnership working.

Themes

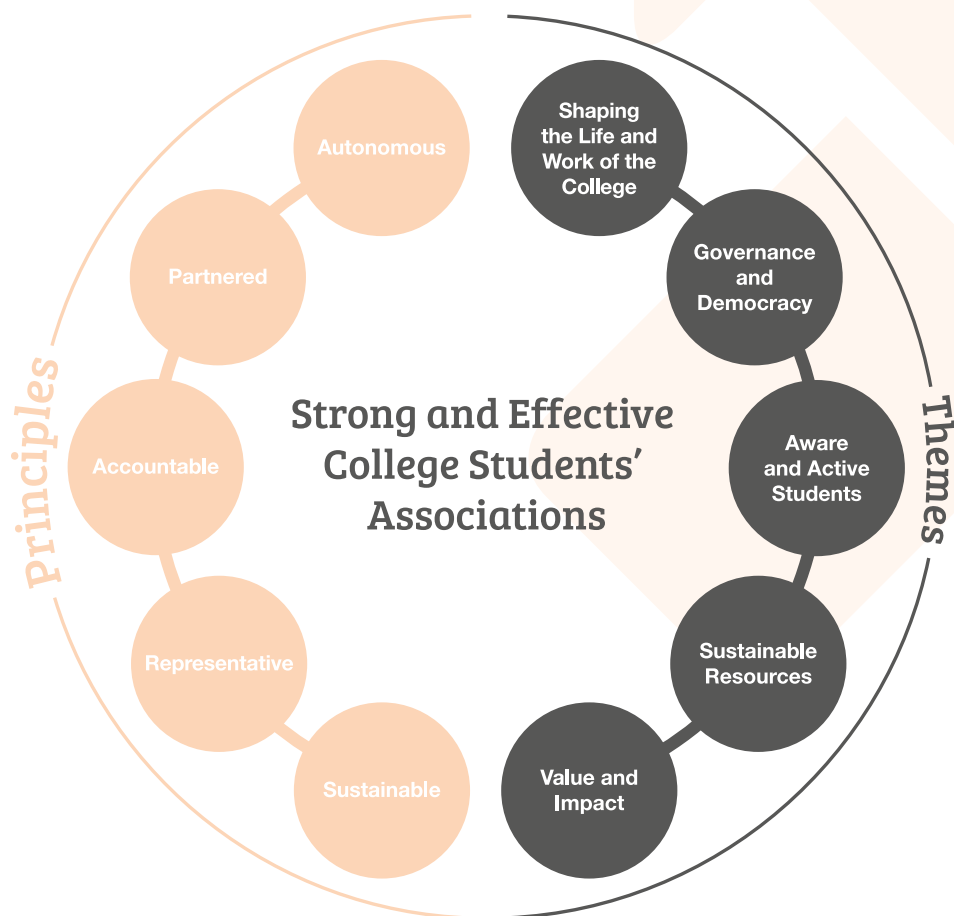
This section looks at the processes, procedures and structures – ‘the scaffolding’ – that enables a students’ association to function. These are the practical steps and actions that students’ associations need to take in order to embed the Principles and to represent the interests of their students effectively.

These development actions have been organised into five thematic areas:

- ▣ Shaping the Life and Work of the College.
- ▣ Governance and Democracy.
- ▣ Aware and Active Students.
- ▣ Sustainable Resources.
- ▣ Value and Impact.

Each Theme feeds into and enhances the quality of the others. Each Theme also contributes to all five of the Principles. Students’ associations and colleges therefore need to move forward on all of them together.

This section introduces each of the Themes and briefly summarises the elements of development they cover. The Self-Evaluation and Development Planning Tool breaks each Theme down further into actionable measures.



Shaping the Life and Work of the College

This Theme looks at how colleges and students' associations can ensure that students, and the student voice, are at the centre of everything that colleges – and the sector – do. It looks at what actions and processes colleges and students' associations need to put in place if students' associations are to be able to act as co-decision makers within the college and be able to influence its direction for the benefit of students and, ultimately, the college itself.

It is about:

- Ensuring that the students' association is regarded as an integral part of the college's governance, quality development, and decision making processes.
- Ensuring that the students' association is fully involved at all levels of the college decision making processes.
- Developing partnership working relationships between the students' association, senior management, board members, and teaching and non-teaching staff.
- Developing the association into an autonomous partner who is able to identify issues, set the agenda for discussion, and act as a critical friend to the college.
- Recognising that the association is a democratic, representative organisation which must be able to campaign for the needs and interests of its members.
- Ensuring that the college engages and consults with students through the association and seeks where possible to collaborate with the students' association on matters of common interest.

Self-Evaluation Measures

- There is a strong culture throughout the college that the association's influence on college policies, strategies, and delivery is highly valued, that the association is a high priority, and that it should be supported to deliver its core purpose.
- Robust, equal relationships based on trust, respect, and frequent communication exist between the association officers and the college staff. They identify, develop, and agree shared values and a shared vision and objectives for the college.
- All college staff, from the Senior Management Team to teaching staff, understand and value the role of the students' association and have clear responsibilities for supporting and facilitating the association's work.
- The partnership has mutually agreed and established equal partnership structures and processes which are embedded in the appropriate documents. For example, a Partnership Agreement.
- Students' associations act as co-creators and co-decision makers and have input into every decision which impacts on the student experience.
- The students' association acts as co-creators in the review and development of the curriculum and learning and teaching.
- Students' associations set the agenda for discussion as well as responding to the college's priorities.
- Two members of the college's governing body are students nominated by the students' association.
- The students' association is able to represent their students' interests at both a local and a national level, if they choose, and to work with NUS Scotland to ensure this takes place.
- Skilled, engaged class reps contribute to a smooth flow of information from class reps to the student officers, enabling the development of a college-wide evidenced student voice; the class rep system is integrated into the college's quality processes.

Governance and Democracy

This Theme looks at how students' associations and colleges can ensure that the association has an effective and democratic governance structure in place which enables it to represent the interest of its student members. It looks at how students' associations, with the support of their colleges, can develop robust governance systems.

It is about ensuring that:

- The students' association has organisational autonomy and takes autonomous positions.
- The students' association has appropriate lines of accountability in place.
- All student members have the opportunity to influence the priorities, decisions, and actions of the association and to hold their elected officers to account.
- The students' association and college are able to monitor the governance structures to check they are functioning effectively.
- Governance and democratic processes are sustained year on year.

Self-Evaluation Measures

- Student officers make autonomous decisions - informed by student opinion - on the organisation of the association, its priorities, and its activities. Student members are able to influence and shape the students' association's agenda throughout the year.
- The college and students' association ensure that all major officer roles are elected through free and fair elections.
- The association is structured in a way that best enables it to meet the needs of its student members and to represent their interests to the college.
- Student officers are accountable to their student members for the decisions and actions they take on their behalf.
- The students' association has governance structures which complement and reinforce its democracy and which ensure the students' association is appropriately accountable. The college's governing body has confidence that the association is operating effectively and fulfilling its responsibilities.
- Robust procedures are in place to hold paid officers to account and to safeguard their autonomy and ability to act as a critical friend to the college.
- The governance structures and processes are embedded and sustained year on year.
- The association's governance and democratic structures are reviewed regularly to ensure they are functioning effectively.

Aware and Active Students

This Theme looks at how students' associations and colleges can ensure that all students are aware the association exists, that they understand its representative role, and that they are able to play an active role within it. It looks at how the association is able to develop an evidenced, representative student viewpoint.

It is about ensuring that:

- The students' association is visible to students and that it delivers accessible and relevant services which meet their needs.
- Students feel able to bring their issues and concerns to the students' association.
- The students' association is able to gather views from all student groups.
- Student members engage with the association's democratic governance structures enabling them to function effectively.
- Enthusiastic, motivated students take up leadership roles at all levels of the association, from President to Faculty Reps to event organisers, in order for the association to develop and deliver services and activities effectively.

Self-Evaluation Measures

- The students' association is highly visible in all aspects of students' college experience. All students are aware of their students' association, understand its role as their representative body, and know how to engage with it.
- A significant number of students choose to take part in association activities and fulfil their roles as members of a democratic organisation. This will range from attending association organised social events, bringing their concerns to the attention of the association, and voting in elections. Students are able to see the changes that result from their engagement.
- A significant number of students choose to take a more active role in the association. This may be through volunteering as a course rep, organising events, societies, and campaigns, or running for election.
- There is a pool of motivated students running for major officer posts each year, supporting the sustainability of the students' association.
- All students are able to engage with the students' association and make their voices heard. The students' association is able to understand the perspectives of different groups of students and represent them effectively. This includes students on all campuses, part time, evening, and distance learners, students with protected characteristics, and students with additional or complex support needs.

Sustainable Resources

This Theme looks at how colleges and sector agencies can ensure that students' associations have the resources and support they need to function and to deliver their core purpose effectively. Without resources, students' associations can't function.

It is about:

- Ensuring that the students' association has the resources it needs, particularly funding, paid officers, and students' association staff.
- Ensuring that officers and association staff have the skills they need in order to deliver their roles.
- Ensuring that all resources are managed in a way which supports both the association's autonomy and its partnership with the college.

Self-Evaluation Measures

- The students' association has a sustainable funding stream. The funding is at a level which enables it to have functioning organisational structures, to deliver its core representative purpose, and to have a positive impact on the student experience and the life and work of the college.
- There is an agreed process and timeline by which the students' association budget is negotiated and signed off.
- The students' association has robust financial management processes.
- The students' association has dedicated, long term staff who provide continuity, sustainability, and a stable skills base which enables the development and operation of an effective students' association.
- The students' association's major office holders are able to focus on their representative role. They have time to plan ways to increase the effectiveness of the students' association, to engage with hard to reach student groups, to attend college meetings and to build relationships with college staff and, where relevant, the college's regional strategic body.
- Volunteer officers and volunteers in general play a valuable role in the association, increasing its capacity, ensuring it has officers who are also current students, enabling students to get involved at all levels and stimulating interest in the major association offices.
- Student officers are equipped with the skills and knowledge they need to carry out their role effectively. There is an effective handover and induction process for new officers.
- Students' association has a dedicated social or office space.

Value and Impact

This Theme looks at how students' associations can prioritise and plan activities that meet the needs of their students and deliver positive change. It looks at how students' associations and colleges can evaluate and measure the partnership's success and ensure that students' associations represent students and have a positive impact on their experience at college. A students' association's success is highly dependent on its college's actions, and so any evaluation of impact must evaluate the contributions of both partners.

It is about:

- Enabling the association to articulate how it is aiming to improve the lives of students, and to evidence and evaluate how well it is succeeding.
- Exploring the other forms of beneficial activities students' associations can deliver, over and above their core representative purpose, and being able to identify the students' association's own priorities.

Self-Evaluation Measures

- The students' association plans its aims and activities to respond to the needs of its students.
- The association has continuity and sustainability of vision and planning and the flexibility to respond to changing contexts and the priorities of newly elected officers.
- The students' association and college evaluate how effectively the students' association is representing students, delivering beneficial impacts to them, and carrying out its plan. They determine whether it needs additional resources and support, and how it can continue to improve and develop.
- The students' association and college demonstrate impact to students and external partners.
- The students' association acts on the evidenced voice of students to represent them and achieves change on their behalf.
- The students' association takes ownership of college services, or works in partnership with the college to deliver them, where students' association leadership can add value to the services.
- The students' association delivers direct services or activities which enhance the student experience. The students' association's core representative purpose is prioritised. These are not essential, and should not be prioritised over the students' association's core representative purpose.

Acknowledgements

We would like to thank the following colleges for hosting the Strategic Dialogue and Framework Validation Events.

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Website

For full framework and supporting documents see: saframework.co.uk







Development of Strong and Effective
College Students' Associations in Scotland:

Self-Evaluation

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Themes

Introduction to the Self-Evaluation and Development Planning Tool

The primary purpose of the self-evaluation is to enable student officers and college staff to take stock and take action. It focuses on two simple but very challenging questions:

- How good are we now?
- How good can we be?

The self-evaluation should facilitate a shared assessment of the current effectiveness of the students' association in representing the interests of students. It should enable recognition of skills and good practice, as well as areas for development, and spark off new ideas and opportunities. As the students' association and the college both have key roles to play in ensuring the students' association's effectiveness, the self-evaluation should assess the activities and practices of both organisations. To enable the Joint Working Group to do this the Self-Evaluation Tool sets out a series of Measures, organised by Theme, and recommended Indicators of Good Practice.

The process of self-evaluation should aid learning and common understanding between partners. Recognising that each partner may have different perspectives, students' association and college may want to carry out separate evaluations first, and then combine results. This would enable the students' association and college to identify any conflicting perceptions, expectations, or priorities, and to explore and develop their own knowledge and practice. They would then be in a strong position to agree objectives and ways forward. Openness, honesty, and trust between the partners will be key.

Partners should take care to ensure that the process of self-evaluation is consistent with the Principles of the Framework, and support and embed student leadership of the association. College staff and officers should undertake the process as equal partners, but final decisions about the organisation of their association should be made by students themselves.

Timescales

The self-evaluation should be carried out yearly. After the first year it may only require updating in line with new evidence and priorities, and to ensure that each officer team is able to bring in new perspectives. The timing of the self-evaluation should fit with the students' association's and college's own planning cycles. However, there is value in holding it later in the academic year when officers will be able to speak with more experience.

Sources of Evidence

Self-evaluation should be based on verifiable evidence gathered from a range of sources. The more robust the self-evaluation the more reliance can be placed on it. A key source of information for completing the self-evaluation will be professional discussions between student officers and college staff. Taking other sources into account will enable partners to corroborate their own judgements. The Joint Working Group will also need to refer to written guidance and documentation and cross reference this with what actually happens. Completing the self-evaluation should also ideally include conducting research into students' views of the association and student voice in the college to ensure that planning takes the needs of student members into account.

Self-Evaluation Process

The students' association and the college should agree a process which ensures that all partners are able to be involved in the self-evaluation and planning; the outcomes of the partnership working are jointly agreed; and this strategic level planning translates into action at an operational level. Partners will need to ensure that there is sufficient time and resources available for this process to be effective.

Using the Self-Evaluation Tool

Key measures for students' association development are organised into Themes, and organised into a Self-Evaluation Plan to support students' association and college partners to work through them.

- **Self-Evaluation Measures:** key elements against which you can gauge your development of a strong and effective students' association.
- **Indicators of Good Practice:** practical steps to take to implement the Measure, with space to add your own.
- **Self-Evaluation Score:** Assign your partnership a numerical score which will enable you to identify your priority areas within the self-evaluation, and to measure your progress over time.
- **What do we do well? What can we do better?:** A space to record your own strengths and areas for development.
- **What will success look like?:** A space to record your ambitions and actions which can then be used to populate your Students' Association Development Plan.

Self-Evaluation Scoring System

Score 4. The element is strongly evident in the work of both partners, is consistent with the Principles, and helps enable the association to represent the interests of students.

Score 3. The element is evident in the work of both partners and is consistent with the majority of the Principles.

Score 2. The element is present in the work of the college and students' association intermittently. There are some activities or processes in place which might support its development, but no coherent approach to embedding the measure.

Score 1. The element is not present in the work of the college or the students' association.

This self-evaluation tool is intended to evaluate how effectively the students' association is able to function and represent the interests of students. The impact of its representational activities should be evaluated by the most appropriate mechanism. Eg, Partnership Agreements. The Value and Impact theme goes into this in more detail.

Students' Association Development Plan

The Joint Working Group will need to create a multiyear Students' Association Development Plan. This plan should set out how the students' association and the college will work together to address weaknesses identified through the self-evaluation process and to develop the students' association and strengthen its ability to fulfil its representative purpose.

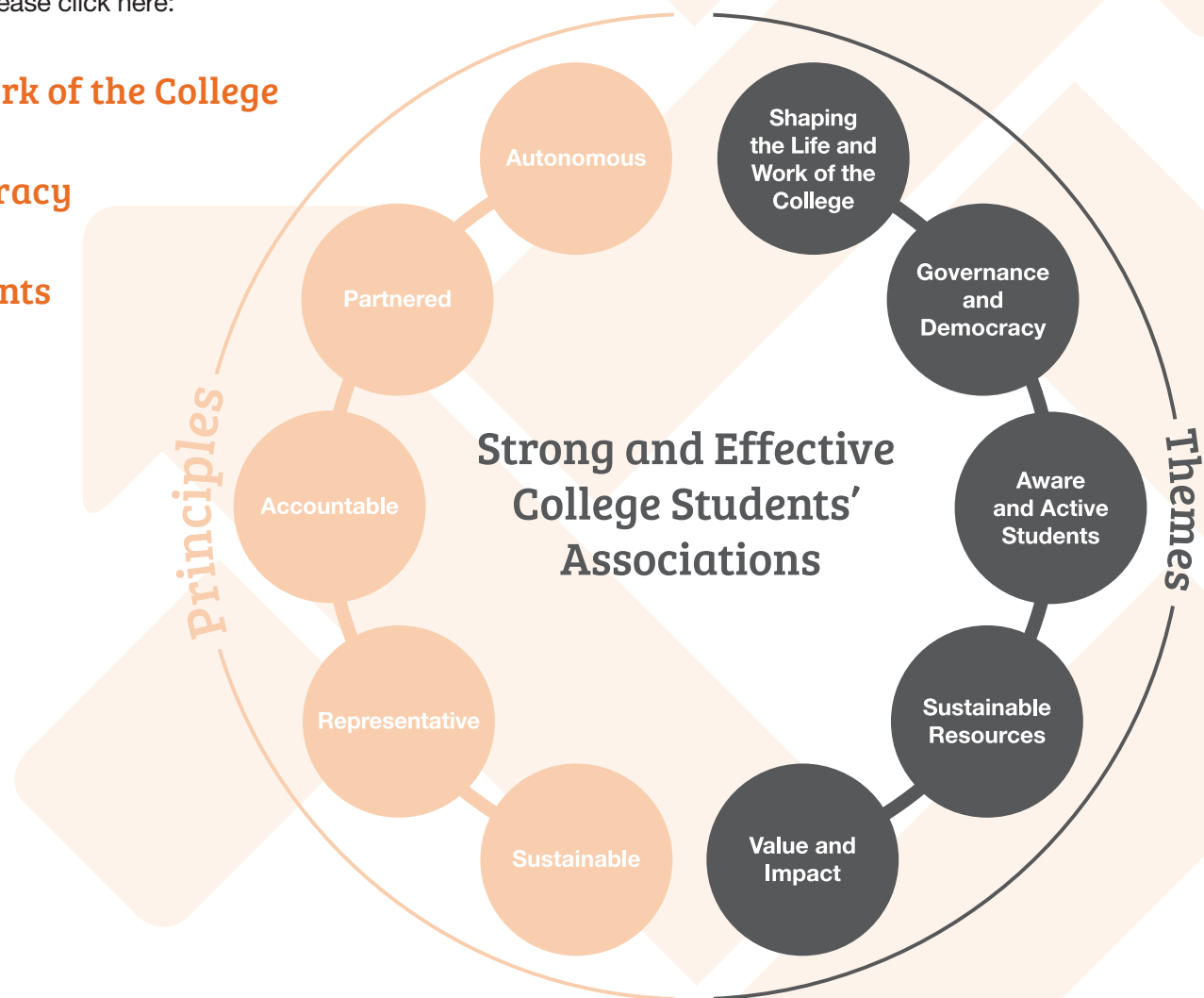
All students' associations and colleges will be at different stages of development and they will all have different contexts which will influence their approach. Joint Working Groups will need to tailor the model project plans to meet the needs of their own students. Project Plans should be able to demonstrate how the chosen methods will enable the college and association to deliver the Principles. Principles should become standard and normalised throughout the college culture.

The Students' Association Development Plan should be jointly owned by the college and the students' association in order to support both partnership working and sustainability. Senior Management will need to ensure that it is embedded in the college's planning process and committees. Incoming officers should be introduced to the partnership's ongoing Development Plan by the Joint Working Group as part of their induction.

Theme Downloads

If you wish to download just one Theme please click here:

-  **Shaping the Life and Work of the College**
-  **Governance and Democracy**
-  **Aware and Active Students**
-  **Sustainable Resources**
-  **Value and Impact**





Shaping the Life and Work of the College



Download this section

This theme looks at how colleges and students' associations can ensure that students, and the student voice, are at the centre of everything that colleges – and the sector – do. It looks at what actions and processes colleges and students' associations need to put in place if students' associations are to be able to act as co-decision makers within the college and be able to influence its direction for the benefit of students and, ultimately, the college itself.

It is about:

- Ensuring that the students' association is regarded as an integral part of the college's governance, quality development, and decision making processes.
- Ensuring that the students' association is fully involved at all levels of the college decision making processes.

- Developing partnership working relationships between the students' association, senior management, board members, and teaching, and non-teaching staff.
- Developing the association into an autonomous partner who is able to identify issues, set the agenda for discussion, and act as a critical friend to the college.
- Recognising that the association is a democratic, representative organisation which must be able to campaign for the needs and interests of its members.
- Ensuring that the college engages and consults with students through the association and seeks where possible to collaborate with the students' association on matters of common interest.

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>There is a strong culture throughout the college that the association's influence on college policies, strategies, and delivery is highly valued, that the association is a high priority, and that they should be supported to deliver their core purpose.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> Senior staff regularly give out key messages that the students' association is a high priority. The college's partnership approach to student representation is defined and is highlighted in college communications. There are specific forums dedicated to ensuring these priorities are taken forward. 			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>Robust, equal relationships based on trust, respect, and frequent communication exist between the association officers and the college staff. They identify, develop, and agree shared values and a shared vision and objectives for the college.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> As part of the Partnership Agreement, Strategic Planning and/or Outcome Agreement process the college and the students' associations agree a shared vision for the college and shared values for how the partnership will work together. The Principal has regular meetings with the students' association's major office holders. 			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>All college staff, from the Senior Management Team to teaching staff, understand and value the role of the students' association and have clear responsibilities for supporting and facilitating the Association's work.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> Training on the students' association is included in all staff induction and continuing professional development. Students' association deliver or participate in staff training. The students' association includes staff in their communications and keeps them up to date. The responsibility to promote student representation is included in all staff members' objectives and/or role description, eg, Teaching staff promote students' association and encourage students to get involved. 			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>The partnership has mutually agreed and established equal partnership structures and processes which are embedded in the appropriate documents. For example, a Partnership Agreement.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> ■ The student engagement strategy is developed in partnership and sets out how the students' association links to the other forms of college led student engagement. ■ College governance documents incorporate the students' association's role. ■ A Partnership Agreement is agreed through open dialogue, is revised each year, and sets out the college and students' association's: <ul style="list-style-type: none"> - shared priorities. - mutual expectations. - roles and responsibilities. - boundaries. 			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>Students' associations act as co-creators and co-decision makers and have input into every decision which impacts on the student experience.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> Regional colleges and regional strategic bodies must, so far as is consistent with the proper exercise of their functions, seek to secure the collaboration of students' associations. Required as a result of the Post-16 Education (Scotland) Act 2013. See Legislation Supplement. Regional colleges, regional strategic bodies, Scottish Ministers and the SFC have duties to consult students' associations Required as a result of the Post-16 Education (Scotland) Act 2013. See Legislation Supplement. The college keeps the students' association informed about college policy making and decisions so it has the opportunity to get involved and influence them. The college actively consults the students' association on all matters which are important to students. 			

Continued ▼

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<ul style="list-style-type: none"> Students are involved in college meetings and committee structures at all levels and work in partnership with the college executive and leadership teams. Students are represented on all the college's key decision making bodies. The students' association has enough paid officer and volunteer officer capacity to send members to participate in all relevant meetings. The students' association ensures that the papers and points it puts to committees and boards are backed up by evidenced student opinion. Students are able to participate meaningfully at committees. They are treated with respect as equal partners and have the opportunity to represent the student voice. The students' association is involved in the formulation of college policies. For example retention and recruitment. Students' association works with the college to develop and discuss the outcomes within the outcome agreement. <p>Taken from SFC College Outcome Agreement Guidance 2015-16.</p>			

Continued ▼

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>■ Students have an opportunity to contribute to the recruitment process of the College Principal. The views of students are sought as part of the process for setting the Principal's performance indicators. Students have a role in gathering and submitting evidence to the committee deciding the Principals' remuneration.</p> <p>Taken from the College Code of Good Governance.</p>			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>The students' association acts as co-creators in the review and development of the curriculum and learning and teaching.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> ■ The students' association is involved in curriculum planning and the development of learning and teaching. ■ There is an effective student review process of learning and teaching. 			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>Students' associations set the agenda for discussion as well as responding to the college's priorities.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> ▀ The right of the students' association to campaign on behalf of its students is recognised and supported by the college. The students' association exercises this right responsibly. ▀ Students are supported to put items on the agendas of the meetings they attend, from committees to the college's governing body. They are able to identify both issues and solutions. ▀ The students' association has the ability to run campaigns on issues that affect students both locally, regionally (where relevant) and nationally. ▀ Student board members, in their capacity as student governors, are able to put items on the agenda of college's governing body. 			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>Two members of the college's governing body are students nominated by the students' association.</p> <p>Required under the 2013 Post-16 Education (Scotland) Act. See Legislation Supplement.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> ■ The students' association has clear procedures for nominating the student board members which are recorded in its governing documents. If the association has decided that the nomination is part of the President's, or a Vice President's role, this is made clear in the candidate briefing. ■ Student board members are full board members and are not excluded from board business unless there is a clear conflict of interest, in common with all board members. <p>Taken from the College Code of Good Governance.</p> <ul style="list-style-type: none"> ■ The board and the students' association establish clear guidelines on relationships and effective communication. <p>Taken from the College Code of Good Governance.</p>			

Continued 

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<ul style="list-style-type: none"> ■ The chair ensures that new board members receive a formal induction on joining the board, tailored in accordance with their individual needs. <p>Taken from the College Code of Good Governance.</p> <ul style="list-style-type: none"> ■ Student Board members have access to ongoing support throughout the year, including via a mentor on the board. ■ All Board members receive training about the role of the association and the role of the student board members, and support and encourage them to speak at Board meetings. 			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>The students' association is able to represent their students' interests at both a local and a national level, if they choose, and to work with NUS Scotland to ensure this takes place.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> ■ The students' association is able to engage students in campaigns on national issues of interest to students. ■ An affiliated students' association is able to actively engage with NUS Scotland's democratic processes through attending events such as National Conference and thereby play a role in setting NUS' priorities and national agenda. <p>Delegates' discussions at national events are based on the policies agreed through their students' association's democratic structures.</p> <ul style="list-style-type: none"> ■ An affiliated association is able to set the policy of the National Union of Students who will then take it forward on their behalf. ■ Students' association staff are able to support student officers to engage at a national level. 			

Continued ▼

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<ul style="list-style-type: none"> ■ The students' association is able to get involved in national campaigns it believes are relevant to their students and are able to gather strong evidence in order to support the case for national change. ■ Strong and effective local students' associations come together into a powerful college student movement which can lobby on behalf of students at national level. 			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>Skilled, engaged class representatives contribute to a smooth flow of information from class reps to the student officers enabling the development of a college wide evidenced student voice; the class rep system is integrated into the college's quality processes.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> ■ A robust class representatives system with established processes to enable the flow of information from class representatives to student officers is well established. ■ The college and the students' association both support the development and operation of the class representative system. For example, lecturers are responsible for promoting and conducting class representative elections in the first week of terms, and all class reps are able to access quality training. The college ensures it is adequately resourced. ■ The class representative system is integrated into the students' association structure, with class representative and faculty/lead representative feedback flowing to the students' association's decision making processes. 			

Continued ▼

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<ul style="list-style-type: none"> Class representatives receive accreditation for their work. The students' association and college demonstrate to class representatives how their contributions have had an impact and formally recognise the work they do. 			



Governance and Democracy



Download this section

This theme looks at how students' associations and colleges can ensure that the association has an effective and democratic governance structure in place which enables it to represent the interest of its student members. It looks at how students' associations, with the support of their colleges, can develop robust governance systems.

It is about ensuring that:

- The students' association has organisational autonomy and takes autonomous positions.

- The students' association has appropriate lines of accountability in place.
- All student members have the opportunity to influence the priorities, decisions, and actions of the association and to hold their elected officers to account.
- Students' associations and colleges are able to monitor governance structures to check they are functioning effectively.
- Governance and democratic processes are sustained year on year.

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>Student officers make autonomous decisions - informed by student opinion - on the organisation of the association, its priorities, and its activities. Student members are able to influence and shape the students' association agenda throughout the year.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> ▀ The college understands and supports the autonomy and accountability of its students' association. The college and the college's governing body ensure that the association has the necessary support and advice to ensure the association's democratic structures function effectively. ▀ College staff provide mentoring support to student officers to enable them to develop into the elected leaders of an autonomous partner organisation. ▀ The process for making decisions is clearly set out, as are which officers or groups of officers are responsible for making which decisions. 			

Continued ▀

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<ul style="list-style-type: none"> Student decision makers have access to the information they need to make informed decisions. For example, class representatives meeting reports, college performance indicator data, etc. The students' association has democratic processes through which students can influence the association's plans for the year. These are tailored to the needs of the college's students and are accessible to all students in all locations and programmes of study. Consultation procedures are built into the association's decision making processes. Course representatives are able to feed into the association's decision making processes. 			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>The college and students' association ensure that all major officer roles are elected through free and fair elections.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> Appointment to major union offices is by election in a secret ballot in which all members are entitled to vote. The college's governing body satisfies themselves that the elections are fairly and properly conducted. <p>Required of incorporated colleges under the 1994 Education Act. See Legislation Supplement.</p> <ul style="list-style-type: none"> The association has the resources and support necessary to run fair and vibrant elections. This might include extra staff support, online capability, marketing and communications and an election budget. Barriers to students voting are understood and every effort is made to remove them. All students have the opportunity to vote. There is a robust online voting system or similar arrangements to facilitate multi campus voting. 			

Continued ▼

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<ul style="list-style-type: none"> Current student officers are not involved in planning or managing the election; this helps to maintain the integrity of the democratic process and avoid perceptions of bias. Election regulations are set out in the association's governing documents and are upheld by the Returning Officer. Returning Officers are ideally either external staff from NUS Scotland, the College Board Secretary, or a senior member of college staff who does not have direct responsibility for the students' association. The Returning Officer is supported by Deputy Returning Officers who are usually students' association staff. There is an appropriate complaints and appeals process. There is an official reporting mechanism to the college's governing body enabling them to ensure that the elections are fairly and properly conducted. A robust process is in place to deal with officer resignations. 			

Continued ▼

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<ul style="list-style-type: none"> ■ All college staff understand the purpose of the elections and support and promote them to students. ■ A person should not hold sabbatical union office, or paid elected union office, for more than two years in total at the establishment. <p>Required of incorporated colleges under the 1994 Education Act. See Legislation Supplement.</p>			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>The association is structured in a way that best enables it to meet the needs of its student members and to represent their interests to the college.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> It is clear which officer, or which officer group, is responsible for making which decisions. Responsibilities for key association activities are assigned to specific officers or staff. These include: <ul style="list-style-type: none"> ensuring democratic processes function and are upheld. deciding on strategic priorities and direction. financial planning. legal compliance. staff management. There is a process for evaluating gathered student opinion and, if there are contradictions, deciding on a way forward. These meetings are minuted. The students' association has a balance between locally focused roles and activity and whole-association/college remit based roles and activity. 			

Continued ▼

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<ul style="list-style-type: none"> As far as possible the students' association mirrors its college's structures. This makes it easier for college and association to engage with each other, and for the association to represent student interests. The students' association actively explores examples of good practice from other associations and regions. 			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>Student officers are accountable to their student members for the decisions and actions they take on their behalf.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> ▀ The college recognises that the students' association is accountable only to its student members for decisions on priorities, policies, and activities. ▀ Students are informed of their responsibility to hold officers to account and how they can do this. (See Aware and Active Students). ▀ Decision making processes are open and transparent. The association publishes its plans and minutes of decision-making meetings, ideally on an association website. Student officers report to students on the actions of the association at set times using the most accessible formats available. ▀ There are clear procedures in place by which students can no-confidence an officer. 			

Continued ▼

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>■ Students are kept informed of the association’s affiliations to external organisations, and there are procedures by which continuing affiliations may be decided by referendum.</p> <p>Required of incorporated colleges under the 1994 Education Act. See Legislation Supplement.</p>			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>The students' association has governance structures which complement and reinforce its democracy and which ensure the students' association is appropriately accountable. The college's governing body has confidence that the association is operating effectively and fulfilling its responsibilities.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> ▣ The students' association has a Trustee Board or Advisory Group which is responsible for overseeing and safeguarding the organisation. It ensures that the governance of the students' association is functioning effectively, and that it is delivering on the objectives that have been agreed through its democratic processes. This Trustee Board or Advisory Group should comprise the major student office holders, student representatives, and externals. ▣ All student officers are signed up to a code of conduct which has been developed by the students' association. ▣ There is a code of conduct for student members. 			

Continued ▣

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<ul style="list-style-type: none"> There is a students' association complaints procedure which is available to all students. It aims to resolve the complaint within the association first, but includes provision for an independent person appointed by the college's governing body to investigate and report. Required of incorporated colleges under the 1994 Education Act. See Legislation Supplement. The college complies with all relevant legislation on students' associations including the Further and Higher Education (Scotland) Acts of 1992 and 2005, including as amended by the Post-16 Education (Scotland) Act and the Education Act 1994. Where suitable the students' association has charitable status, its own legal identity, and is additionally accountable to the Office of the Scottish Charity Regulator in accordance with charitable law. There are processes in place to ensure that the association is accountable for the use of its budget. See Theme: Sustainable Resources for more information. The students' association has robust financial governance procedures in place. See Sustainable Resources for full details. 			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>Robust procedures in place to hold paid officers to account and to safeguard their autonomy and ability to act as a critical friend to the association.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> ■ The employment status of paid student officers is agreed by the college and the students' association. Whether officers are employed by the college or are office holders with a service level agreement there are robust safeguards in place to protect their autonomy and ability to act as a critical friend to the association. ■ Student officers have clearly defined role descriptions which are publicised during elections. These include responsibilities for sitting on college committees or Boards, and other actions agreed between the association and the college. ■ There is a process in place for dealing with allegations of gross misconduct. 			

Continued ▼

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<ul style="list-style-type: none"> There is a separate Performance Management Policy in place for student officers. Student officers are not line managed as staff. Day to day support and challenge is provided by students' association staff and/or senior college staff member to enable the officers to deliver against their democratically agreed objectives. Minor performance issues are addressed informally. Student officers are accountable to the Trustee Board, Advisory Group, or relevant student democratic body for their performance against their democratically agreed objectives. If the association considers there are grounds for formal action over performance issues, the association's Performance Management Policy should be followed. This should follow a staged process with multiple warnings and provision of support. If there is no improvement the issue should be referred to the relevant democratic body for a vote of no confidence. There is a robust process that allows students to call for a vote of no confidence in students' association officers. 			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>The governance structures and processes are embedded and sustained year on year.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> ▀ The students' association has a written constitution mutually agreed by the college's governing body and the association. <p>Required of incorporated colleges under the 1994 Education Act. See Legislation Supplement.</p> <ul style="list-style-type: none"> ▀ Appropriate supplementary governing documents or schedules which contain additional detail are in place. ▀ The students' association's staff are responsible for supporting the democratic processes of the association. Eg, arranging meetings, posting minutes, etc. 			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>The association governance and democratic structures are reviewed regularly to ensure they are functioning effectively.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> ▀ The association's constitution is reviewed at least every five years. <p>Required of incorporated colleges under the 1994 Education Act. See Legislation Supplement.</p> <ul style="list-style-type: none"> ▀ By-laws and schedules that supplement and support the constitution are in place and can be changed through the processes outlined within the constitution when necessary. <p>They are reviewed at least every five years.</p> <ul style="list-style-type: none"> ▀ The students' association innovates and regularly reviews its democratic structures taking into account new forms of participation and good practice. 			



Aware and Active Students



Download this section

This theme looks at how students' associations and colleges can ensure that all students are aware the association exists, that they understand its representative role, and that they are able to play an active role within it. It looks at how the association is able to develop an evidenced, representative student viewpoint.

It is about ensuring that:

- The students' association is visible to students and that it delivers accessible and relevant services which meet their needs.
- The students association is able to gather views from all student groups.

- Students feel able to bring their issues and concerns to the students' association.
- Student members engage with the association's democratic governance structures enabling them to function effectively.
- Enthusiastic, motivated students take up leadership roles at all levels of the association, from President to Faculty Reps to event organisers, in order for the association to develop and deliver services and activities effectively.

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>The Students' Association is highly visible in all aspects of students' college experience. All students are aware of their students' association, understand its role as their representative body, and know how to engage with it.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> ▣ The college and students' association work together to agree messages and develop a co-ordinated approach to promoting the association. ▣ The association has a dedicated office or social space in a high traffic location, and similar spaces or signposted areas in all major centres. ▣ All teaching and support staff understand the role of the association and actively signpost it to their students. (See 'Shaping the Life and Work of the College' for more detail). ▣ The college promotes the students' association through its marketing and communication materials, particularly as part of the induction process. 			

Continued ▣

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<ul style="list-style-type: none"> ■ The students' association creates its own communication tools, such as a website or a social media presence. ■ The students' association is an active presence in the college. ■ Students have the right not to be represented by the association and there is a process by which they can exercise that right. They are not unfairly disadvantaged by, for example, provision of services, because they have done so. The governing body of the college brings this right to the attention of all students at least once a year. <p>Required under the 1994 Education Act. See Annex 1.</p> <ul style="list-style-type: none"> ■ The governing bodies of incorporated colleges set out a code of practice as to how the requirements set on them by the 1994 Education Act will be carried out and bring this and any restrictions imposed on the activities of the association by the law relating to charities to the attention of all students at least once a year. <p>Required under the 1994 Education Act. See Annex 1.</p>			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>A significant number of students choose to take part in association activities and fulfil their roles as members of a democratic organisation. This will range from attending association organised social events, bringing their concerns to the attention of the association, and voting in elections. Students are able to see the changes that result from their engagement.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> ▀ The students' association reaches out to students through democratic structures and other routes and actively seeks to make the association's activities relevant and accessible. ▀ Teaching staff promote the course representative role and support them to engage with their students. ▀ The students' association fulfils its promoted role and takes forward the concerns students raise with it. The association and the college feedback to students on the changes that have happened as a result, incentivising further engagement. Otherwise there is a significant risk of students becoming disillusioned. 			

Continued ▀

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<ul style="list-style-type: none"> ■ The college and students' association demonstrate the value of the association, and the importance the college places on it, by promoting its impacts and successes. The promotion is done in a way that stimulates interest by proving that students who participate can have a positive impact that will be of benefit to them and their fellow students. ■ The students' association and college implement a range of communication methods to ensure that the widest possible range of students is aware of and involved in the association. This includes: <ul style="list-style-type: none"> - The college enabling the association to access college communication channels, such as the students' association being able to email all students. - Officers making themselves available and approachable in both formal and appropriate informal settings. - Students' association activities being highly visible with clear information for students about how to take part and/or shape the associations priorities. For example, students' associations and colleges promoting elections to engage students and generate vigorous campaigning. - The association developing creative ways to engage students. 			

Continued ▼

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<ul style="list-style-type: none"> ■ The association maintains a steady level of engagement with students. ■ The college works with the Association to emphasise the importance of elections and to build momentum and excitement. ■ Students are encouraged to question and challenge officers. ■ Students are informed of what they will get out of taking part in students' association activities. For example: <ul style="list-style-type: none"> - Support in studying for their course. - Increased employability through skills learned. - Volunteering activities to go on their CV. - The opportunity to engage with support networks eg LGBT or Black and Minority Ethnic (BME) student groups. ■ The students' association identifies, and takes action on, issues which are of urgent, important interest to students. 			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>A significant number of students choose to take a more active role in the association. This may be through volunteering as a course rep, organising events, societies, and campaigns, or running for election.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> ▣ The college and association highlight and advertise opportunities to take up roles in the association, and actively encourage students to take them on. Getting involved provides valuable opportunities for students including influencing college life, personal development, and leadership experience. ▣ The students' association has opportunity profiles which outline what the role is, what skills they will develop through involvement, how much time commitment is required, if there is payment, any other benefits or rewards, and an idea of what it could lead to. ▣ The college recognises and rewards student engagement. 			

Continued ▣

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<ul style="list-style-type: none"> ■ The students' association creates opportunities for students to take an active role and, based on evidence of interest or need, sets up activities which volunteers can then take over, rather than waiting for students to come up with ideas and start up activities themselves. ■ The college and students' association actively seeks to empower students to use their skills to deliver change and encourage and supports students to step up to a greater leadership role. 			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>There is a pool of motivated students running for major officer posts each year, supporting the sustainability of the students' association.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> ■ The association develops a communication and engagement plan through which it identifies all the different student groups it needs to engage with, any gaps, and the most effective communication channels by which to reach them. The college helps its students' association to maximise the range of different channels and approaches available to communicate and engage with students. Approaches are tailored to fit the needs of different student groups. ■ The college ensures the association has access to the resources it needs to engage with all student groups effectively. The students' association has sufficient resources in terms of a travel budget, paid officer time, and access to video conference equipment to enable it to deliver to, and engage with, students across the college. ■ There is parity of provision and access across campuses; students are not disadvantaged by the campus they study at. All students are able to access its services. 			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>All students are able to engage with the students' association and make their voices heard. The students' association is able to understand the perspectives of different groups of students and represent them effectively. This includes students on all campuses, part time, evening, and distance learners, students with protected characteristics, and students with additional or complex support needs.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> ■ The college recognises and rewards student engagement and builds this into its formal structures. ■ The college and students' association actively seek to empower students to use their skills to deliver change and encourage and support students to step up to a greater leadership role. 			



Sustainable Resources



Download this section

This theme looks at how colleges and sector agencies can ensure that students' associations have the resources and support they need to function and to deliver their core purpose effectively. Without resources, students' associations can't function.

It is about:

- Ensuring that the students' association has the resources it needs, particularly funding, paid officers, and students' association staff.
- Ensuring that officers and association staff have the skills they need in order to deliver their roles.
- Ensuring that all resources are managed in a way which supports both the association's autonomy and its partnership with the college.

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>The students' association has a sustainable funding stream that is at a level which enables its organisational structures to function, to deliver its core representative purpose, and to have a positive impact on the student experience and the life and work of the college.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> ✓ The students' association receives its core funding from its college governing body ensuring its sustainability. ✓ The students' association core funding enables it to have: <ul style="list-style-type: none"> - a strong people resource, including sabbatical officer roles and professional level association staff. - sufficient funding for its organisational, governance, and democratic structures. - an operational budget that enables it to deliver high quality representation and other activities and to deliver its work to all student members across all its campuses. 			

Continued ▼

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<ul style="list-style-type: none"> ■ The students' association is able to supplement this with commercial activity where it chooses. ■ The students' association has certainty regarding sabbatical officers, dedicated staff, and long term funding, enabling it to plan and develop its activities more effectively. This enables the recruitment of long term staff and advanced officer election and activity planning, thereby increasing sustainability. ■ The students' association is included in the college's strategic plan to ensure that it is in the operational plan and is therefore funded. 			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>There is an agreed process by which the students' association budget is negotiated and signed off.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> ▀ Budget planning reflects the priorities of both the students' association and the college. The students' association gathers and evaluates student priorities as part of the budget planning process. It researches, measures, and justifies the need for resources and the worthwhile impact they will have. The students' association make use of its strategic and operational plan as part of its budgeting process. See 'Value and Impact.' ▀ The students' association's budget for the following academic year is signed off in sufficient time for sabbatical and other paid officer posts to be advertised and elected before the end of the summer term. ▀ The students' association leads on the development of its budget; the association writes the first draft. 			

Continued ▀

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<ul style="list-style-type: none"> ■ The college acts as a critical friend to the association, using staff members' professional expertise to support the association in this important area. Staff help the association to think through its plans in depth and to identify the impacts of its budgeting priorities on students and the college as a whole. ■ There is an agreed timeline for budget discussions and decisions. ■ Both parties approach discussions openly and transparently and there is mutual comprehension of the consequences budget decisions will have. ■ The students' association is able to evaluate their progress, mistakes, and successes in order to make the case for future resources. See 'Value and Impact.' 			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>The students' association has robust financial management processes.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> ▀ The students' association has robust financial management processes. ▀ The College's governing body ensures the students' association fulfils the requirements of the 1994 Education Act. The financial affairs of the association are properly conducted and appropriate arrangements exist for the approval of the association's budget, and the monitoring of its expenditure, by the governing body. Financial reports are published annually and are available to the governing body and all students. <p>Required of incorporated colleges under the 1994 Education Act. See Legislation Supplement.</p> <ul style="list-style-type: none"> ▀ The students' association officers have access to their budget. They receive training on how to interpret and manage it, including budgeting across the year. 			

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Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<ul style="list-style-type: none"> ■ The students' association staff assist new officers to quickly understand the budget and to get up to speed. ■ The students' association has a set of democratic processes by which officers decide, in line with their budget, how funding is spent. For example, expenditure over specified limits (such as £500) requires a majority vote by the association executive. ■ The students' association spends within the budget agreed; if the budget needs to be adjusted there is a set process to do this. ■ The students' association and the college have financial processes that check that democratic processes have been followed and that all funding is spent properly and accounted for. ■ The college ensures that the association has access to the expertise it needs in order to publish its financial reports. For example, the college's Director of Finance might assign time to support the association to fulfil its obligations, and to design functional financial management processes. 			

Continued 

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>■ The procedure for allocating resources to groups or clubs is fair, set down in writing, and accessible to all students.</p> <p>Required of incorporated colleges under the 1994 Education Act. See Legislation Supplement.</p>			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>The students' association has dedicated, long term staff who provide continuity, sustainability, and a stable skills base which enables the development and operation of an effective students' association.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> There is a clear distinction between students' association staff who support the students' association and learner engagement or liaison staff who engage with students on behalf of the college. Both roles are key and the teams should work closely together. Staff have the skills and experience necessary to fulfil their role and support the student officers. This includes managerial and organisational skills and capacity. They ensure the association meets its obligations and runs effectively, and free up officers to concentrate on their representative role. 			

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Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<ul style="list-style-type: none"> ■ Dedicated staff are employed on long term or permanent contracts. They manage and support the handover and transition between student officers. They coordinate succession planning ensuring progress isn't lost between one officer team and the next, which enables the college to have greater certainty about the activity the association will deliver year on year. They develop and keep an organisational memory for the association. ■ Association staff are remunerated at a level which reflects their remit and level of responsibility and have access to continuing professional development opportunities throughout the college, as well as national specialist development opportunities. These measures help enable the association to recruit and retain highly skilled staff. ■ Staff are mindful of the student-led nature of the organisation, and understand and support the association's role as an autonomous, representative body. Association staff provide advice and support, but the elected officers make the final decision and set the work of the association. 			

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Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<ul style="list-style-type: none"> Staff support students to engage with often daunting work such as attending big meetings and acting as a critical friend to the college. They support them to develop confidence. The students' association sets its staffs' objectives. The college is mindful of the potential conflict of interest students' association staff face in being responsible for supporting a representative organisation. Students' association staff are not held to account for the actions they support the association to take, but for how well they support it to deliver its objectives. Student officers take the lead in working out what the 'right' staff support would be for their association. Ideal minimum would be one professional or managerial level staff member and one admin support. Additional support is determined by the size of the association, and its priorities. For example, recruiting someone to manage the development of a sports union. Student officers play a full role in the recruitment process with support from their college. 			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>The students' association's major office holders are able to focus on their representative role. They have time to plan ways to increase the effectiveness of the students' association, to engage with hard to reach student groups, to attend college meetings and to build relationships with the college staff.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> ▀ Sabbatical officers receive a remuneration which enables them to focus on their role without having to take another part time job, and to maintain a good standard of living during their period in office. ▀ Sabbatical officers are elected before the end of the summer term enabling the association to function and to prepare for the new academic year over the summer months. 			

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Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>■ The students' association has sufficient sabbatical posts to enable it to meet the needs of the student population. All students' associations have at least one sabbatical officer and aim to have at least two to give the association maximum flexibility. The number of paid sabbatical officers takes into account:</p> <ul style="list-style-type: none"> - The size of the student population. - The number of campuses and the travel time between them. - The level of activity the association is expected to deliver. <p>Note: Students' associations might experiment with a combination of full time and part time paid officers. Part time paid officers, however, will face the same challenges of balancing their course of study with their representative role that volunteer officers will. In some colleges in which student numbers are very low a full time sabbatical officer might not be cost effective and other ways to deliver the same benefits should be sought.</p>			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>Volunteer officers and volunteers in general play a valuable role in the association, increasing its capacity, ensuring it has officers who are also current students, enabling students to get involved at all levels and stimulating interest in the major association offices.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> ■ The association has a mix of full-time paid and volunteer officer posts. ■ Volunteers are supported through appropriate training and development. ■ There is a range of opportunities for students to volunteer in the association across the whole college community. 			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>Student officers are equipped with the skills and knowledge they need to carry out their role effectively. There is an effective handover and induction process for new officers.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> Officers receive both induction and continuing professional development support throughout their time in office. This is delivered by students' association staff, by the college, and by national organisations such as NUS and sparqs as appropriate. Training is timely and ongoing throughout their term to ensure officers' skills and knowledge are current and that it enables them to fulfil their role effectively. Training is appropriate to the needs of individual officers and their college environment. It covers skills development, such as decision making and relationship management, and knowledge development such as the students' association's and college's decision making processes. 			

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Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<ul style="list-style-type: none"> ■ New officers are supported through an effective handover and induction process developed and coordinated by the students' association staff, supported by the college. This includes: <ul style="list-style-type: none"> - Full training programme. - Support to develop their own plans for the priorities they want to take forward. - Effective handover from their predecessors to ensure continuity and transfer of knowledge and skills. - Association team building. - Relationship building with key college staff. ■ The association has access to the following resources to enable it to deliver effective inductions and continuing officer development: <ul style="list-style-type: none"> - Students' association staff who can deliver training and development. - College staff mentoring time. - Appropriate training and development opportunities, including national training programmes such as those delivered by NUS Scotland (for affiliated associations) and sparqs. - Officers able to access corporate college induction and staff development days. 			

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Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<ul style="list-style-type: none"> ■ The college ensures that student officers are aware of and can access training and development opportunities in house and through regional collaboration and national programmes. ■ College staff support the students' association by giving it access to their specialist skills and advice. For example, College Finance Director might work with the association to develop robust financial procedures. 			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>Students' association has a dedicated social or office space</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> ▀ The students' association has a dedicated social or office space at a high traffic location in the college. ▀ The students' association has a dedicated space on every major campus, and a physical information point on all campuses. 			



Value and Impact



Download this section

This theme looks at how students' associations can prioritise and plan activities that meet the needs of their students and deliver positive change. It looks at how students' associations and colleges can evaluate and measure the partnership's success and ensure that students' associations represent students and have a positive impact on their experience at college. A students' association's success is highly dependent on its college's actions, and so any evaluation of impact must evaluate the contributions of both partners.

It is about:

- ▣ Enabling the association to articulate how it is aiming to improve the lives of students, and to evaluate how well it is succeeding.
- ▣ Exploring the other forms of beneficial activities students' associations can deliver, over and above their core representative purpose, and being able to identify your own students' association's priorities.

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>The students' association plans its aims and activities to respond to the needs of their students.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> ■ The students' association plans its activities and services to respond to the needs and interests of students. See 'Aware and Active Students'. ■ Developing the strategic plan involves consultation and research into the needs and issues of the students and the college. ■ The students' association takes college priorities into account when setting its own objectives. The students' association, in turn, has a role in jointly agreeing the college's priorities. 			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>The association has continuity and sustainability of vision and planning and the flexibility to respond to changing contexts and the priorities of newly elected officers.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> ■ The students' association has an established planning process which facilitates the development of both long term and short term plans. ■ The students' association has long term strategic planning processes and a two to five year strategic plan which includes pieces of work that will take longer than a single officer's term. It sets out the association's vision for the future of the college and the students' association. ■ There is sufficient staff resource to support the delivery of the strategic plan. ■ The strategic plan is a flexible working document which is revised every year to ensure it is responsive to changing student needs, and to enable elected representatives to take forward their manifesto commitments. 			

Continued ▼

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<ul style="list-style-type: none"> ■ The students' association has operational planning processes which create a work plan for the year after the new officers are elected. ■ The association has key priorities which keeps it moving forward between officer teams. 			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>The students' association and college evaluate how effectively the students' association is representing students, delivering beneficial impacts to them, and carrying out its plan. They are able to determine whether it needs additional resources and support, and how it can continue to improve and develop.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> Students' association and college are able to demonstrate impact to students and external partners. The students' association is able to measure, evaluate, and demonstrate its success and impact in delivering its plan and representing the needs of students. Evaluation takes into account the influence of college controlled factors. The association and the college have robust joint evaluation and review processes which demonstrate where the student voice was heard and how it was acted upon. The college records and publishes what it has done differently as a result of the student voice. 			

Continued ▼

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<ul style="list-style-type: none"> ■ The association has processes which enable it to evaluate how effectively it is responding to the needs of students and to utilise the results to make improvements. ■ Direct feedback from students is sought as a measure of impact. ■ Evaluation takes into account impact on all stakeholders, including externals. ■ The association keeps a log of its activity. ■ The association regularly measures and evaluates its progress in delivering their plan. ■ Impact is publicised to students, and to prospective students through, for example, an annual report. The impact of students' association activity, such as sitting on committees, is demonstrated. ■ Both partners recognise that students' association impacts may not be instant, and that they may be soft impacts such as building student confidence which is difficult to measure. 			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>The students' association acts on the evidenced voice of students to represent them and achieve change on their behalf.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> ▀ The students' association is able to achieve change through representation, partnership working, and campaigning. See 'Students at the Centre'. 			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p data-bbox="96 225 553 453">The students' association takes ownership of college services, or work in partnership with the college to deliver them, where student association leadership can add value to the services.</p> <p data-bbox="96 475 492 544">Indicators of Good Practice. Might include:</p> <ul data-bbox="96 563 508 662" style="list-style-type: none"> ■ The respective roles of the association and the college are clearly defined and understood. 			

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<p>Students' associations deliver direct services or activities to enhance the student experience. These should respond to student interests and should not be prioritised over the students' association's core representative purpose.</p> <p>Indicators of Good Practice. Might include:</p> <ul style="list-style-type: none"> Students' association delivers activities tailored to the interests and needs of the students, and which are appropriate to the association's capacity and resources. These activities might include: <ul style="list-style-type: none"> Activities which aim to address issues which impact on students such as domestic violence, bullying, and mental and sexual health, or which promote equality and diversity. Activities aimed at involving students in the democracy of the students' associations and in national democracy, supporting students to develop as active citizens. For example, many students' associations played a role in raising student awareness of the Independence Referendum. 			

Continued ▼

Self Evaluation Measures	Self-Evaluation Score	What do we do well? What can we do better?	What would success look like?
<ul style="list-style-type: none"> - Social activities which help the development of social networks and promote the creation of a college community. - Students' association develop, or supports students to develop, social activities. 			



Development of Strong and Effective
College Students' Associations in Scotland:

Self-Evaluation

Board of Management Learning and Teaching Committee

2016-17 Curriculum Delivery Plan

1 Purpose of the Report

This report will highlight key development areas to the committee in terms of the curriculum delivery plan for 16/17.

2 The Report

2.1 Schools

This year's plan has seen delivery to 319 learners to schools across the region; next year's plan has been developed with all schools across the region with only one school where there has been no take up. The college now has 533 learners who have chosen college options for 16/17 delivery. There has been little take up of HNCs and work in the senior phase remains limited this will be developed further with the schools for 17/18. New areas being delivered for 16/17 include:-

- National 4 in Activity Tourism
- NPA Award in Reablement Level 6
- National 5 in Computing Science
- HNC in Computing Science
- Photography and Digital Imaging Level 5
- National 5 in Sport and Recreation
- National 4/5 Hospitality Practical Cookery
- National 5 in Motor Vehicle
- S2 Design Engineer and Construct.
- Foundation Engineering programme NC

2.2 Curriculum Plan for 16/17

Faculty Building and Engineering Services.

For 16/17 delivery, the faculty will consolidate its existing curriculum delivery as they have, over recent years, seen significant developments in this area. The Performance Engineering Operatives qualification will continue to be rolled out alongside all level 6 courses as part of its portfolio. There has been further development with employers and schools to develop the Foundation Apprenticeship Engineering pathway for 16/17. There continues to be growth in the schools pathways related to the National 5 in Energy and Motor Vehicle programmes.

Construction remains in a difficult position re numbers engaged with traditional construction trades, and courses still need to be delivered together, with apprentices and full time learner's having joint delivery. The technician area also continues to struggle in terms of numbers but is working closely with employers on some new development for this area. An exciting new course called "Design Engineer Construct" is being delivered to all 72 S2 pupils at Dalbeattie School, which will then be rolled out across the region. This will impact positively in technician take up in future years.

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Faculty Hairdressing Beauty Hospitality and Sport.

Following a major restructure of this areas portfolio during 15/16 Hair and Beauty was significantly reduced and Hospitality portfolio to be developed for the region. A consolidated approach will take place for 16/17 with only one new full time programme being introduced for level 2 learners in the Hospitality area. Sport/Hospitality and Activity Tourism have new school courses, and significant development work is taking place with employers, schools and SDS on a new foundation Apprenticeship pathway for the Food Technology and Processing sector for 17/18.

Faculty Education Health and Social Studies.

This faculty has continued to grow and now has the largest amount of learners at the college with a target 540 full time learners for 16/17. The faculty has seen major change in terms of new qualifications throughout its Care and Childcare programmes from National 4 level to HNC frameworks. The Faculty continues with a successful Princes Trust programme and will continue to work with the Employability Partnership team for Project Search. A new pilot programme in Reablement is being delivered with Wallace Hall School. The area is working with NHS partners looking to introduce Foundation Apprentice pathway for Care in 17/18. This is a significant area of delivery for Dumfries and Galloway regionally.

Faculty Business Computing and Creative Industries

The Faculty has seen major changes in new SQA Qualifications particularly related to its Business and Computing areas. The Faculty had little input into school college pathways and this remained a target for its plan in 16/17. Through engagement with the schools, these new pathways now include, Digital Gaming, National 5 in Computing, HNC Computing Science, Higher Computing, Photography and Digital Media. The area has developed for 16/17 a new full time HNC IN Computing Science which is now full with 21 learners on the course. The faculty also deliver employability programmes in the use of digital media and will continue to support this for 16/17.

2.4 Other areas to Note

College courses by % size.

- Accounting 2%
- Business 6%
- Care 21%
- Childcare 9%
- Computing 6%
- Construction 10%
- Creative Industries 10%
- Engineering 12%
- Hair and Beauty 11%
- Hospitality 5%

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- Sport 8%

College courses by Scottish Credit Qualifications Framework (SCQF)

- Level 1 to 3 has 3% activity levels
- Level 4 14%
- Level 5 26%
- Level 6 24%
- Level 7 25%
- Level 8 8%

3 Recommendation

Members are invited to discuss the contents of this report.

Andy Wright
Vice Principal (Learning & Skills)
October 2015

Board of Management Learning and Teaching Committee

Vice Principal (Learning & Skills) Update

1 Purpose of the Report

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

2 The Report

2.1 Retention

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

The recent Education Scotland review highlighted retention as a **main point for action**.

- “The College should implement strategies to improve retention rates where these are low.

Areas for development. In full time FE programmes, further withdrawal rates have deteriorated over the past three years and are now at 21% which is 4% higher than the national sector performance.

Other comments. Revised interview arrangements and allocation of additional support time to address retention issues have been introduced; however it is too early to assess the impact of these initiatives. Some learners did not have sufficient information to support them in decision making prior to entry.

The College Academic Teams are to fully review the current retention and attainment policy to incorporate any further strategies to support continued improvement in these areas. The Vice Principal and other members of the academic management are organising a range of best practice visits to other colleges where high retention has been identified.

The Learning and Teaching Committee will be fully informed of decisions and development to improve retention in future meetings. Heads of Faculty with teams are currently exploring new options for 16/17 particularly to improve early student retention indicators. (ESR)

Full-time Further Education programmes:

Retention of students on full-time FE programmes in session 2015-16 are currently at 72% the same as last year's retention rate on a week for week basis, 5% below the sector average of 77%, and 3% below the outcome agreement target of 75%.

- 2015/2016 72%
- 2014/2015 72%
- 2013/2014 76%

Programmes that are currently performing poorly for retention in FE include: Hospitality 60%, Childcare 67% and Sport and Fitness 69%.

Board of Management

Learning and Teaching Committee

Full-time Higher Education programmes:

Full-time Higher Education programmes in session 2015-16 are currently at 84%, 2% down on last year's retention rate on a week for week basis, in line with sector average 84%, and 2% above the outcome agreement target of 82%.

- 2015/2016 84%
- 2014/2015 86%
- 2013/2014 85%

Programmes that are currently performing poorly for retention in HE include: Care 72%, Hospitality 67%, Business 80%

Self-Evaluation Reviews, Peer Reviews, Faculty plans and Operational Plans consider a variety of ways of supporting and improving retention in line with the college retention and learner attainment policy. The policy will be reviewed and updated again with supporting staff development given during 16/17.

2.3 Curriculum Developments

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

General Updates.

- Education Scotland has carried out an aspect review on Employability Skills for learners and the issues faced by the College in delivering these skills. The 2 day review was positive, learners on the college employability programmes were commented on as an excellent example of learners practicing and demonstrating these skills. The full review will be released later in the year. Education Scotland has also recently completed another thematic aspect review at the college on the curriculum planning process through engagement with academic management teams and employers. Again the findings for the review will be published later in the year, but feedback was positive for the day visit.
- New school pathways have been chosen for delivery for 16/17 across the region. 533 schools students have chosen options (current number 364). New provision includes, Activity Tourism, Digital Gaming, Nat 5 in Computing, NPA in Reablement, HNC Computing Science, Nat5 in Sport, and Photography.
- Gender imbalance programmes have been rolled out at the college and had positive feedback from pupils and school staff. The intention is to continue to roll out further tasters for 16/17 for both S2 and S3 schools at different points of the year.
- The college has recently validated through an internal quality panel its first full time programme at level Scottish Credit Qualifications Framework (SCQF) 5 for creative industries. The validated units will be added to the SCQF qualifications base for other colleges to access.
- The college had detailed discussions with the local Chamber of Commerce on how DYW pathways can be supported in partnership, each faculty has met with the chamber of commerce representatives to see how they can engage with new proposals.
- The college hosted and presented to schools newly promoted DYW representatives across the region. With full updates of college approaches, including development of foundation apprenticeships pathways. This was done in partnership with other school representatives and the employability partnership team.

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- The Principal and Vice Principal met with Senior Managers and Head teachers from West of the region to develop relationships to support DYW pathways, recent uptake had been poor for 16/17. The meeting was, and one programme in care is now to be delivered for 16/17, other pathways explored for 17/18.
- The college continues to be involved with schools on a range of issues for Dumfries Learning Town, including timetabling as well as core and collaborative approaches to curriculum pathways and also with feedback on design space planning for the new Bridge development in Dumfries.

Faculty Updates

- The Engineering area recently hosted an employer's forum to help shape the design of curriculum provision for 16/17.
- The Foundation Apprenticeship pathway has been developed and agreed with schools and employers. A successful bid was proposed to SDS to support the pathway for 16/17; unfortunately only 4 learners opted for the pathway so will now be rolled over for delivery in 17/18. A full review meeting is being arranged with all key stakeholders.
- Dalbeattie High School in partnership with the local education authority and new school developers, Grahams, are rolling out to all S2 learners a new community based programme called Design, Engineer, Construct focused at the technician industries in Construction and Engineering.
- The Colleges Princes Trust team have won one of only three awards for best delivery partner in Scotland, against 93 other providers across Scotland.
- The Princes Trust team have attended the Queens recent garden party at Buckingham Palace and met Prince Charles as part of their day.
- The Creative Industries area has developed a partnership arrangement with the Dumfries and Glasgow based team MAKlab to support staff and students to work on 3D image and projects. This will also be rolled out for engineering students with trips being arranged for the Glasgow based lighthouse team to support learning here.
- Joint meetings have been held with UWS Business, Computing and Creative Industries staff to focus on refreshed articulation pathways with agreement on the curriculum structure and delivery methods.
- Shambellie House recently hosted photography HND students' most recent exhibition "The Tangerine Collective".
- Moat Brae house will for a second year running host the Art and Design exhibition in June.
- The engineering sections are working on a new competition for schools across the region, called the "Bloodhound Challenge", building small rocket cars and racing them.
- Princes trust team 24 recently hosted their graduation event.

3 Recommendation

Members are invited to discuss the contents of this report.

Andy Wright
Vice Principal (Learning & Skills)
March 2016

Board of Management Learning and Teaching Committee

Key Performance Indicator Report

1 Introduction

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

2 The Report

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

2.1 Retention

There are two retention KPIs the Committee monitors:

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

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

	Early Student Retention (%)		Student Retention (%)			
	Full-time Further Education	Full-time Higher Education	Full-time Further Education		Full-time Higher Education	
	Actual	Actual	Actual	Target	Actual	Target
2015/16	88	95	70	75	83	82
2014/15	91	96	70	74	84	81
2013/14	92	94	74	74	82	81
2012/13	91	94	73	74	80	80

2.2 Progression

Student progression data is gathered on an annual basis as part of a national performance measure on Destinations & Employment of full-time college leavers. The College is required to gather this data by the Scottish Funding Council who specify the destination categories to be reported upon. The destination information of all full-time students in attendance at the end of session 2014-15 is as follows:

2014-15 Full-time Student Destinations	No of students
Engaged in full-time further study, training or research	634
Engaged in part-time further study, training or research	6
Working full-time (including apprenticeships, self-employed/freelance, voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship)	204
Working part-time (including self-employed/freelance, voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship)	58
Not employed but NOT looking for employment, further study or training	4
Permanently unable to work/retired	4
Taking time out in order to travel	4
Temporarily sick or unable to work/looking after the home or family	34
Unemployed and looking for work	29
Due to start a job by the 31st March	1
Unable to contact	49
Total number of students	1027

2.2 Student Outcomes

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

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

3. Recommendation

The Committee is asked to discuss progress against targets.

Complaints Handling Statistics

Agenda No 12.1
LTC 31.05.16

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

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

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

The information below summarises complaints handling information from the period **1st September 2015 to 23rd May 2016**.

	Number and percentage of complaints considered	Number and percentage of complaints closed within 5 working days	Number and percentage of complaints where an extension to the 5 working day timeline was agreed	Not upheld at Stage 1	Total complaints made in same period 2014-15
Total number of Complaints Received – Frontline Resolution (Stage 1) ACKNOWLEDGE RECEIPT WITHIN 3 WORKING DAYS & FINAL DECISION WITHIN 5 WORKING DAYS	7	6	1	0	24
Courses	1	1			7
Staffing				6	6
College Policy/Procedure	1	1		3	3
Canteen	1	1			
Student Funding				1	1
IT x 3	3	3			
Estates and transport	1		1	7	7
Total number of Complaints Received – Investigation (Stage 2) ACKNOWLEDGE RECEIPT WITHIN 20 WORKING DAYS AND PASS ONTO APPROPRIATE COLLEGE STAFF FOR ACTION	32	21	7	1	9
Courses	12	6 (3 ongoing)	3		3
Staffing	12	10	1	1	4
College Policies and Procedures	2	2			1
Estates and Transport	4	1	3		1
Students behaviour	2	2			0