

Board of Management Learning and Teaching Committee

Date: 11 October 2016

Time: 2pm

Room: 1074b

A G E N D A

**Presented
by**

- | | | | |
|----|---|------------|----|
| 1 | Welcome and Apologies | | DH |
| 2 | Declaration of Interest | | DH |
| 3 | Presentation – Learning and Teaching Mentors – Mandy Wallace and Susan Bunyan | | |
| 4 | Minute of Meeting of 31 May 2016 | (attached) | DH |
| 5 | Matters Arising | | DH |
| | 5.1 Additional Committee Members - Update | (verbal) | DH |
| 6 | Student Association Update | (verbal) | SH |
| 7 | 2015-16 Annual Report on Institution-Led Quality Review | (attached) | JB |
| 8 | Vice Principal (Learning & Skills) Update | (attached) | AW |
| 9 | Key Performance Indicators Update | (attached) | JB |
| 10 | Quality Audit Reports/ Surveys | | |
| | 10.1 SFC Students Satisfaction Engagement Survey 2014-15 | (attached) | JB |
| | 10.2 Complaints statistics July 2016 | (attached) | JB |
| 11 | Any Other Business | | |
| 12 | Date and Time of Next Meeting - Tuesday 13 December 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 11 October 2016 from 2.00 pm in Room 1074b.

Members present: Delia Holland (Chair) Carol Turnbull (Principal)
John Henderson Kenny Henry
Scott Hardie Ian White

Faculty representatives: Jim Maginess David Denholm
Peter Woods

In attendance: Andy Wright, Vice Principal Learning and Skills
Jannette Brown, Vice Principal Corporate Services & Governance
Danni Rafferty, Student Association Vice President – Dumfries
Kay Bird, Secretary to the Board and Minute Taker

Item 3 only Mandy Wallace - Learning and Teaching Mentor
Susan Bunyan – Learning and Teaching Mentor

1 Welcome and Apologies for Absence

The Chair welcomed all to the meeting, in particular Scott Hardie and Danni Rafferty to their first L&T Meeting. Apologies for absence were intimated on behalf of Barry Graham and Emma Curtis.

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 – Learning and Teaching Mentors

Mandy Wallace, Susan Bunyan and Peter Woods gave a very interesting and informative presentation on the role of the Learning and Teaching Mentors. This area was highlighted as an example of excellence in the recent Education Scotland Review. The mentors work with staff to achieve best practice which has now been welcomed universally by staff. They work with staff on different teaching approaches, use of new technology, supported programmes, core skills and encouraging evaluation of lessons to ascertain what has worked for learners. It was confirmed that some of the biggest improvements have been working with new staff and their induction. New staff have up to 10 hours development training within the first six weeks and the mentors provide regular informal catch-up sessions with new staff. The College runs core themed courses and workshops of between 15-20 minutes for all staff.

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The Learning and Teaching Mentors are continually looking to move forward and improve the system. There is now a Mentor at the Stranraer Campus every week and the L&T Tab on the Adminet is being rebranded and in the future there will be videos for best practice.

The Chair gave her thanks for an excellent presentation and asked that a copy of the presentation be made available for all members.

Mandy Wallace and Susan Bunyan leaving the meeting.

4 Minute of Previous Meeting

The Minute of the Learning and Teaching Committee held on 31st May 2016 was approved.

5 Matters Arising

5.1 Additional Committee Members – Update

This was discussed under point 11 – Any Other Business.

5.2 Student Association Partnership Agreement

The Vice Principal, Corporate Services & Governance advised that the Student Association Partnership Agreement would come to a future L&T Committee Meeting, when Scott Hardie's executive is in place.

Action: The Student Association Partnership Agreement to be put on the Agenda for a future L&T Meeting.

6 Student Association Update

Scott Hardie provided a verbal report. He advised there had been a Student Engagement meeting with the Funding Council and school reps going into schools are a priority as well as developing pathway workshops in some schools. Wallace Hall Academy had offered assistance in this area. Scott Hardie will provide further updates to the Committee at future meetings. Scott Hardie advised he has been very proactive in talking to classes about the Class Reps role and wanting this to be a more positive experience. The Vice Principal, Learning and Skills advised school pathways is very important and for students to be involved into going into schools rather than staff. This will be piloted at Wallace Hall Academy. The Vice Principal, Corporate Services & Governance advised that we should consider inviting Elaine Crawford, who is the Student Liaison Officer, to attend at future L&T Committee Meetings.

Scott Hardie spoke of the South West Trophy and the promotion for participation between Dumfries and Stranraer Campuses, in various sports. In the future this could be open to the schools. There is an article on the College's Adminet.

The Members discussed involvement of supported programmes and the role of the Class Reps.

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The Chair thanked Scott Hardie for all the good work he was undertaking.

Action: The Chair and Vice Principal of Learning and Teaching to discuss inviting Elaine Crawford to the next L&T Meeting in December.

7 2015-16 Annual Report on Institution-Led Quality Review

The Vice Principal, Corporate Services and Governance spoke to the report which had been issued. She advised this had been an annual report required by the Funding Council to be produced by Colleges. Since 2015-16 this report is no-longer required by the Funding Council however it is the College's intention to produce this annual report which will not be required to be signed off by the Board. The report highlights the College's good practices over the year and provides a lot of key information. The Members discussed areas of the report and the Chair highlighted the four working groups set up to address the weaknesses highlighted in the Education Scotland Review. The Vice Principal, Corporate Services and Governance confirmed that the findings of the working groups will be collated by the Vice Principal, Learning and Skills and a report will be prepared to go to the Board. The Chair queried why the report would not come to the L&T Committee in the first instance and was advised the report would go to EMT to initiate changes and some aspects would be reported to the L&T Committee and/or the Board; as not all areas under the review are under the remit of the L&T Committee.

The Members discussed the poor retention rates around the new Hospitality programmes, which the Principal confirmed were disappointing given the recent investment in this area. The Principal gave assurances to the Members that EMT are working very hard to review this area and delivery of the courses to improve the retention rates.

John Henderson highlighted an error on page 11 of the report under point 4.4 – Internal Audit – 'substantial assurance' where it appears on line three should read 'reasonable assurance'.

Action: The Vice Principal, Corporate Services and Governance will amend the report at 4.4 accordingly and it will go to the Board as a 'For Information' document.

The Members noted the report.

8 Vice Principal, Learning & Skills Update

The Vice Principal, Learning & Skills spoke to the report which had been issued. The purpose of the report was to update Members on a range of curriculum matters. The Members discussed the report and in particular the retention and attainment issues and the Vice Principal of Learning & Skills reinforced the importance of the new working groups and advised that feedback from these

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working groups is already being used. The Principal commented that the transition from school to college needs work and the orientation days may need to be improved to help the learners.

The Members noted the report.

9 Key Performance Indicators Update

The Vice Principal, Corporate Services & Governance spoke to the report which had been issued. The report provided the Committee with information so it can monitor academic performance. The report reflects on the previous academic session and gives some early indicators of the 2016-17 session. It was confirmed that sector figures have been included in the report, as previously requested by the L&T Committee. The figures also include full achievement rather than partial achievement. More information will be available and brought to the L& T Committee Meeting in January 2017. The Vice Principal, Corporate Services & Governance advised that it will be a challenge for the College to meet the SFC's target to further increase the success rate for full-time further education students to 69% by 2016-17.

The Members discussed and noted the report.

10 Quality Audit Reports/Surveys

10.1 SFC Students Satisfaction Engagement Survey 2015-16

The Vice Principal, Corporate Services and Governance spoke to the report which had been issued. The report provided a summary of the outcomes of the Student Satisfaction Survey. The number of students participating was 203 and it is hoped that in this session there will be better participation with the help of the Student Association and Class Reps. The timing of the survey is not ideal as it clashes with Easter, study time and the exam period.

Members discussed and noted the report.

10.2 Complaints Statistics July 2016

The Vice Principal, Corporate Services and Governance spoke to the report which had been issued and advised it was the duty of the L&T Committee to monitor the number and themes of complaints. She advised of the three stages of report handling. The figure for 2014-15 had been included for comparison. There had been an increase in the number of complaints however 14 complaints regarding courses was the same complaint about one course. The College would like to promote a self-evaluation process and for the class reps to have a role in recognising complaints. The Chair commented it was reassuring there were no particular problems.

Members noted the report.

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11 Any other Business

The Chair advised the L& T Committee was not a compulsory Committee although recognised as having an important role in monitoring the learner experience. There had been major changes due to regionalisation and more emphasis on the Code of Good Governance and the remit of the Committee had not been reviewed for some time. The Chair of the Board of Management had asked for the remit to be reviewed and a report presented to the Board in December. The Chair asked Members to consider the role of the Committee and its refocus. The Chair had prepared a couple of questions for the Committee to consider. John Henderson commented there was insufficient lay-members on the Committee and the Chair advised she had been saying for some time that there should be more Board Members on the Committee and this should be considered as part of the review.

Action: It was agreed the Secretary to the Board would send Members a copy of the Remit of the L&T Committee and the Chair's questions and Members comments should be directed back to the Secretary to the Board for collation.

12 Date and time of the Next Meeting

The next meeting of the Learning and Teaching Committee will take place on Tuesday 13th December 2016 at 2pm.



Learning & Teaching Mentors

Tuesday 11th October 2016

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Introduction

○ Education Scotland Excellence

- All teaching staff benefit from Development Visits as part of a 3 year cycle
- Identifies strengths of teaching approaches as well as potential improvements
- Professional dialogues take place after each visit
- Part of a college-wide improvement for learning and teaching
- Helps inform Continuous Professional Development

Best L&T Practice

- Engaging
- Supportive
- Reflective
- Flexible
- Successful
- Innovative

Reaching “Outstanding”

- Faculty of Education, Health & Social Studies
- Faculty of Hairdressing, Beauty, Hospitality & Sport
- Faculty of Business, Computing & Creative Industries
- Faculty of Building & Engineering Services
- Learning & Teaching Mentors

Core Themes

- Personal Tutor
- Challenging Behaviour
- Building a Positive Learning Environment
- Faculty/Curriculum Team specific workshops
- Equality & Diversity
- Effective feedback

New Staff

○ Academic Induction

- More flexible approach
- More consistent approach

○ Professional Development Award (PDA)

- Increased focus on Learning & Teaching approaches

○ Teaching Qualification of Further Education (TQFE)

- Member of TQFE Board at Dundee University

Moving Forward

- Improving on Excellence
- Dual role of Manager/L&T Mentor
- Stranraer
- Rebranding of L&T tab (link)
- New staff



Thank you



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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 31 May 2016 from 2.00 pm in Room 2058.

Members present:	Delia Holland (Chair) Barry Graham Julian Weir	Carol Turnbull (Principal) Kenny Henry Ian White
Faculty representatives:	Jim Maginess	David Denholm
In attendance:	Andy Wright, Vice Principal (Learning and Skills) Jannette Brown, Vice Principal (Corporate Services & Governance) Kay Bird (Secretary to the Board and Minute Taker)	
Item 3 only	Iain Hawker (Head of Faculty, Business, Computing & Creative Industries) Robert Burns (Business, Computing & Creative Industries) June Holland (Head of Faculty, Education, Health & Social Studies) Stephen Shellard (Education, Health & Social Studies)	

1 Welcome and Apologies for Absence

The Chair welcomed all to the meeting, including the new Board Secretary, Kay Bird to her first Learning and Teaching Committee meeting.

Apologies for absence were intimated on behalf of John Henderson and Peter Woods.

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 – Use of IT in Delivery

Iain Hawker, Head of Faculty for Business, Computing & Creative Industries and Robert Burns Curriculum Leader, gave a presentation and demonstration on the use of technology in the computing courses using Microsoft One-Note software. The Vice Principal of Learning and Skills confirmed they are looking to develop the software into other areas. The Principal advised this facility could widen access to courses for Stranraer Students.

June Holland, Head of Faculty of Education, Health and Social Studies and Stephen Shellard, Lecturer, gave a presentation on the use of technology in their Faculty in particularly in self-

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evaluation, and organising the students learning, which is of particular assistance to remote learners. Members noted current use is targeted at two levels of learners, HNC in Social Sciences and Access to Higher Education students however the Faculty are looking to roll it out to other learners. Course BLOGS are used, giving a summary of class contents and linked in to LearnNet. Members further noted if a learner misses a class the tutor emails the learner with links to the course notice board they can pick up on what they missed. Schedules, revision checklist, additional course information, together with links to Podcast are posted on the course notice board.

Members raised concerns whether all students were capable of managing this technology on entry. The Vice Principal Learning and Skills advised many students were comfortable with using technology and those less confident will highlight this and receive assistance. For students coming straight from school many use technology in the school environment however it was commented there could be discussions with schools to smooth transition in this area.

4 Minute of Previous Meeting

The Minute of the Learning and Teaching Committee held on 15 March 2016 was approved.

5 Matters Arising

The Chair advised there was a shortage of Non-Executive Members on the Committee and Non-Executive Members could widen their knowledge from more contact with staff and students.

Action: The Chair will raise this at the Board Meeting on 7th June 2016.

6 Education Scotland Review

6a College Review Report

The Principal advised this was the final report and the college achieved a level of “effective” which is the highest level. The report contained many positive statements in particular a Good Practice in ICT and three example of Excellence. Retention was highlighted as a main point for action. Andrew Brawley, Lead Officer Colleges, will be giving a presentation on the Review at the Board Meeting on 7th June 2016. The Chair congratulated the college on the excellent report and was pleased to report that the College was referred to as a good example, in a recent governance meeting she had attended.

The Chair acknowledged problems with retention had been a long-term problem and staff had tried hard to improve retention rates. The Principal advised one of the issues was there was no pattern to the retention rates which made addressing the problem difficult. One area to consider which may improve retention is the improvement of transition for S4 and S5 pupils giving more exposure to the College and the courses. The Principal advised consideration needs to be given to a Board/Staff Workshop to focus on retention to gather new ideas.

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Action: Board/Staff Workshop to be tabled at the next Committee meeting on 11th October 2016.

The Vice Principal Corporate Services & Governance raised a question on behalf of Peter Woods, Learning & Teaching Mentor. He was keen to know from the committee their hopes / suggestion for what may change within the mentoring process and offer an update on the process at a future meeting. The Chair put to the Committee how the Board and College can take mentoring forward. The Vice Principal of Learning and Skills advised it is essential to move forward as a group and it is essential not to lose the relationship with the mentors and the staff. It was agreed that the Vice Principal Learning & Skills to keep committee updated on any changes. The Committee agreed to a presentation at its next meeting.

Action: Peter Woods to give a presentation at the next Committee meeting on 11th October 2016.

6b Learners Report

The Chair commented this was an excellent shorter Learners Report, prepared by the College and published on the College website.

The Principal advised the Committee that Education Scotland is introducing a new quality framework, full details to follow but there is likely to be an annual review at a lighter level with external reviewer input.

7 Student Association Update

Julian Weir, Student Association President, advised the members the Students' Association is currently working with the College to develop a partnerships agreement. The partnership agreement will be presented to this committee at its next meeting. Julian Weir confirmed the election for the new President and Vice-Presidents close today and there will be a handover so the incoming office bearers are fully updated as to the current position.

8 2016-17 Funding to Support the Student Association

The Vice Principal of Corporate Services & Governance spoke to the report which had been issued, together with the Scottish Funding Council letter, the Framework for the Development of Strong and Effective College Students' Association and Development of Strong and Effective College Students' Association Self Evaluation Framework. The purpose of the report is to provide members with assurance that the Students' Association is being adequately funded. The Chair commented that a lot is now being asked of the students and asked when feedback on the self-evaluation process is expected. The Vice Principal of Corporate Services & Governance confirmed regular updates on the development plan and outcomes from self-evaluation will be presented to this Committee and the Board. She reminded the Committee that the Students' Association Development Plan was approved by the Board at its December meeting. The Chair thanked Julian Weir for his contributions and wished him all the best for the future.

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The Committee noted the report.

9 2016-17 Curriculum Delivery Plan

The Vice Principal Learning and Skills spoke to the report which had been issued and sought the views of the Committee. He confirmed Stranraer Academy was the school with no take up and this was due to a disagreement on the offer, however the College had had positive talks with the school about the future and discussions are ongoing. The Foundation Engineering Course is not going to run as only four learners wanted to follow this pathway. Barry Graham suggested a big issue is this course needs a clearer path to university and links with university as at present universities will not accept this qualification as equivalent to a Higher. The Vice Principal Learning advised the key to this course was leading onto employment and not about entry to university which was why employers were involved in the design of the course. Barry Graham had not appreciated this and suggested the purpose of the course is re-examined. The Chair suggested the different pathways are made clearer and there is better engagement with parents in improving their understanding that there are alternative routes to university. The Principal commented schools should have more input and Skills Scotland involvement was required too.

Action: The Vice Principal Learning and Skills will review the course pathways with emphasis on engagement of parents, schools and career opportunities.

10 Vice Principal (Learning and Skills) Update

The Vice Principal Learning and Skills spoke to the report which had been issued. He advised that HE retention had remained stable and acceptable however there are still issue in FE programme. The Chair commented that this does need to be addressed however understands that the College and staff have been trying to address this issue. The Vice Principal Learning and Skills commented that there were no defined patterns for reasons for retention issues which made addressing problems difficult. Taster courses are being considered.

Action: It was agreed the Principal Learning and Skills and the Principal would consider new strategies and work with the Board to take this forward.

Members noted the report.

11 Key Performance Indicators

The Vice Principal Corporate Services & Governance spoke to the report which had been issued. The report distinguished between early student retention which was down 3% on last year, and on-course student retention. The Committee discussed one of the reasons for early student retention issues is that the course is not what the learner thought it was going to be and a way forward would be to ensure the learner has as much information as possible on the course before

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enrolment. The Principal will discuss with Gillian Brysdon, the Head of Education for Dumfries & Galloway Council working with schools and better engagement with pupils to reduce early student retention. The Principal commented that Skills Development Scotland should be picking up on the students who have left, however the schools know the students better and their involvement may be beneficial. The statistics for Progression are correct up to the end of June 2015 and most have progressed. Student Outcomes are on target and the Vice Principal Corporate Services & Governance confirmed these targets are set through the Outcome Agreement. Barry Graham asked whether the National Average figures could be inserted into future reports for a comparison, the Committee agreed the Sector Average would be more beneficial.

Action: The Vice Principal of Corporate Services & Governance will insert the Sector Average Figure for comparison.

Members noted the report.

12 Quality Audit Reports/Surveys – Complaints Handling Statistics

The Vice Principal, Corporate Services and Governance spoke to the report which had been issued, a comparison had been inserted for the previous year. The Ombudsmen recently reviewed the categories of complaints resulting in changes next year. Members noted that it had taken a while for the new system to come in and Staff Awareness Programme had resulted in staff being more confident with the procedures.

Members noted the report.

13 Any other Business

13.1 University of the West of Scotland

The Principal reported progress was limited, the matter was with the Funding Council and a response was awaited.

13.2 Chamber of Commerce Scotland - Awards

The Chair congratulated the College on their success at the Award Ceremony.

14 Date and time of the Next Meeting

The next meeting of the Learning and Teaching Committee will take place on Tuesday 11th October 2016 at 2pm.

Learning and Teaching Committee

2015-16 Annual Report on Institution-Led Quality Review

Introduction

On an annual basis the College reviews and reflects on its quality assurance and enhancement over the previous session.

Up until session 2015-16 colleges in Scotland were required by the Scottish Funding Council (SFC), to provide them with an annual report, endorsed by the governing body, which describes the impact, nature and outcomes of college-led quality review activities as well as reviews by professional, statutory and regulatory bodies, which have taken place in the previous academic year, including commentary on actions to be taken to address issues identified. However, with the introduction of a new quality framework for 2016-17, the Scottish Funding Council acknowledges that Colleges will need to dedicate time and resources on preparing for the new arrangements. The SFC has informed colleges that it does not require them to return this report for session 2015-16.

This report provides information on the review of session 2015-16, under three key principles which inform and underpin quality assurance and enhancement; **high quality learning, student engagement and quality culture.**

1 Reflective Overview

In February 2016, the College was reviewed by Education Scotland. They examined learning and teaching and other important activities that impact on the quality of the learner experience. Education Scotland evaluated these against the three key principles of *high quality learning, learner engagement and quality culture*. Education Scotland's overarching judgement was:

*"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."*

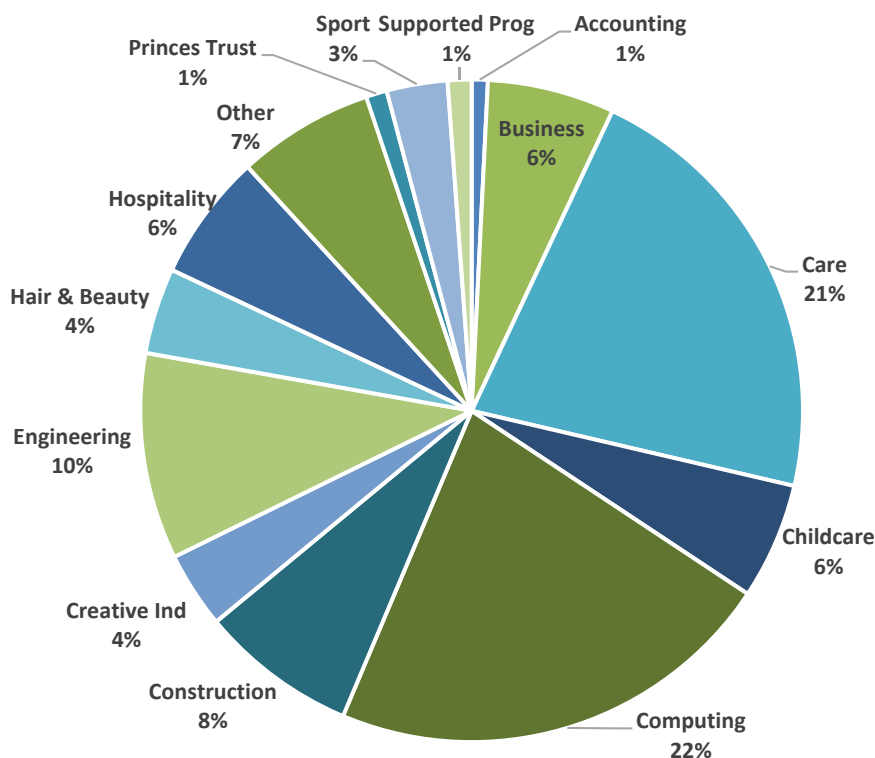
Education Scotland's report highlighted areas of positive practices, examples of excellence as well as main points for actions for the College to address. The College has established a number of short life working groups to develop strategies to address the areas for development and the main points for action.

1.1 Activity

For session 2015-16, WSUMs activity target was replaced with a much simpler activity measure known as credits. The College delivered 29,871 credits, 500 short of the SFC target of 30,371. There are a number of reasons for this: increase of 3% in early student retention, some full-time groups did not achieve target numbers, and one of the Overhead Lines Technician programmes did not run because of changes in the Sector.

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Just over 86% of total credits were delivered at the Dumfries campus with almost 14% delivered at the Stranraer campus. The following chart shows overall credit activity delivered in session 2015-16 at subject level:



1.2 Enrolments

A total of 6,474 students enrolled on college programmes, an increase of 769 (13%) on the previous year. 1,600 of these enrolled on full-time programmes which is a decrease of 19 on the previous year.

Overall, a higher % of females than males enrolled on programmes in session 2015-16, an increase on the previous session. Although the gender split of students on full-time programmes is similar to the previous session.

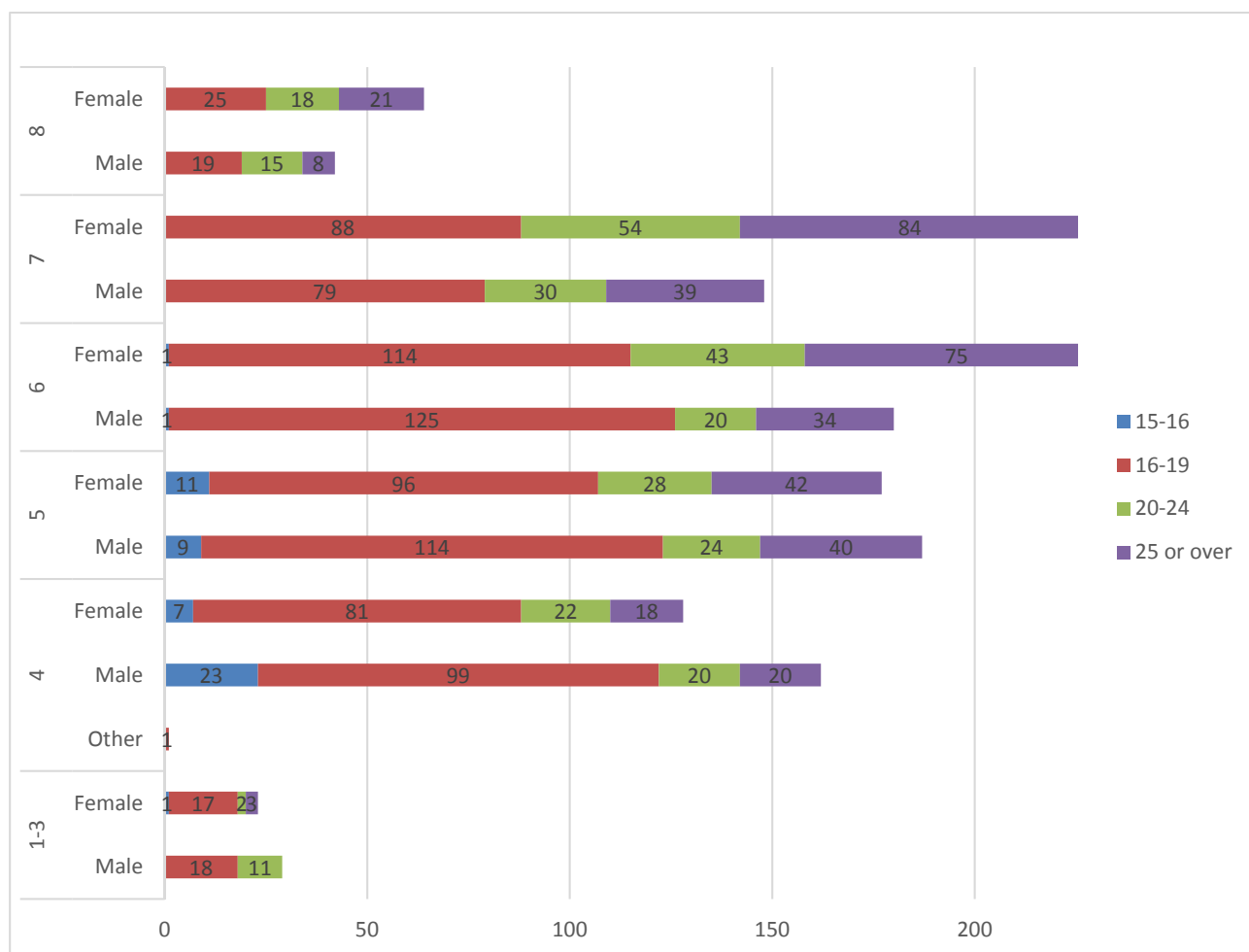
	All students		Full-time students		Part-time students	
	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15
Female	3604 (56%)	2880 (51%)	851 (53%)	868 (54%)	2753 (56%)	2012 (49%)
Male	2870 (44%)	2825 (49%)	749 (47%)	751 (46%)	2121 (44%)	2074 (51%)
Totals	6474	5705	1600	1619	4874	4086

The total number of students in the age range '25 and over' was slightly higher in 2015-16 compared to the previous session, particularly students on part-time programmes. Overall, the age range of students on full-time programmes was similar to previous session.

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	All students		Full-time students		Part-time students	
	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15
Under 16	195 (3%)	150 (3%)	53 (3%)	36 (2%)	142 (3%)	114 (3%)
16-19	1573 (24%)	1628 (28%)	876 (55%)	854 (53%)	697 (14%)	774 (11%)
20-24	850 (13%)	845 (15%)	287 (18%)	322 (20%)	563 (12%)	523 (13%)
25 and over	3856 (60%)	3082 (54%)	384 (24%)	407 (25%)	3472 (71%)	2675 (65%)
	6474	5705	1600	1619	4874	4086

An analysis of full-time students by age and gender at SCQF level shows that there were 100 more females (290) than males (190) studying at SCQF level 7 & 8, 53 more females (233) than males (180) studying at SCQF level 6, 34 more males (162) than females (128) studying at SCQF level 5, similar number of females (177) to males (187) studying at SCQF level 4. The following tables shows full-time students numbers broken down by gender and age at SCQF level.



In session 2015-16, 90% of college enrolments were from students living within the Dumfries and Galloway region a similar pattern to previous session. The table below shows enrolments broken down by postcode:

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	All students		Full-time students		Part-time students	
	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15
DG1 & 2Dumfries	2612 (40%)	2196 (38%)	709 (44%)	695 (43%)	1903 (39%)	1501 (37%)
DG3 Thornhill	144 (2%)	134 (2%)	27 (2%)	37 (2%)	117 (2%)	97 (2%)
DG4 Sanquhar	146 (2%)	140 (2%)	36 (2%)	48 (3%)	110 (2%)	92 (2%)
DG5 Dalbeattie	175 (3%)	178 (3%)	49 (3%)	50 (3%)	126 (3%)	128 (3%)
DG6 Kirkcudbright	185 (3%)	143 (3%)	21 (1%)	36 (2%)	164 (3%)	107 (3%)
DG7 Castle Douglas	413 (6%)	342 (6%)	121 (8%)	111 (7%)	292 (6%)	231 (6%)
DG8 Newton Stewart	445 (7%)	330 (6%)	106 (7%)	112 (7%)	339 (7%)	218 (5%)
DG9 Stranraer	719 (11%)	540 (9%)	182 (11%)	192 (12%)	537 (11%)	348 (9%)
DG10 Moffat	120 (2%)	130 (2%)	41 (3%)	39 (2%)	79 (2%)	91 (2%)
DG11 Lockerbie	371 (6%)	382 (7%)	114 (7%)	112 (7%)	257 (5%)	270 (7%)
DG12 Annan	387 (6%)	403 (7%)	135 (8%)	129 (8%)	252 (5%)	274 (7%)
DG13 Langholm	22 (0%)	38 (1%)	1 (0%)	2 (0%)	21 (0%)	36 (1%)
DG14Canonbie	18 (0%)	13 (0%)	1 (0%)	1 (0%)	17 (0%)	12 (0%)
DG16 Gretna	68 (1%)	50 (1%)	20 (1%)	17 (1%)	48 (1%)	33 (1%)
Outside D&G	649 (10%)	686 (12%)	37 (2%)	38 (2%)	611 (13%)	648 (16%)
Totals	6474	5705	1600	1619	4874	4086

2 High Quality Learning

2.1 Student Retention

Retention of full-time further education students in session 2015-16 was 70%, 5% below college target and 4% below the sector.

The College performed less well across a number of areas including:

- Creative Industries 3% decline to 73%
- Construction 1% decline to 71%
- Early Education and Childcare 8% decline to 67%
- Engineering and Motor Vehicle 3% decline to 65%
- Hair and Beauty remained the same for Dumfries and Stranraer at 68%and 59%
- Sport 4% decline to 63%
- New Hospitality programmes had a poor retention of 59%

Areas which showed improvement across the college included Business 11%, and Care 9%

Retention of full-time Higher Education students was 83%, 1% above college target and slightly above the sector. The College introduced a new programme of Higher Education in Hospitality at the Dumfries Campus with a disappointing first year retention rate of 67%. The College performed less well in the following areas:

- Business 12% decline to 76%
- Computing 2% decline to 79%
- Health and Social Care 5% decline to 70%
- Beauty at the Dumfries Campus 17% decline to 77%
- Sport 8% decline to 82%

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Areas that did show improvement across the college included Creative Industries, an increase of 6%, Early Education and Childcare 9% and Electrical Engineering 6%.

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

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 students who complete their course. The College is required to gather this data by the Scottish Funding Council who specify the destination categories to be reported upon.

The College is third highest in the sector for positive destinations and almost 4% above the sector. The table below shows the destination of leavers 6 months after qualifying in 2014-15:

2014-15 Full-time Student Destinations	No of students	
Positive Destinations:		908
Engaged in full-time further study, training or research	634	
Engaged in part-time further study, training or research	6	
Working full-time	204	
Working part-time	58	
Due to start a job by the 31st March	6	
Negative Destinations:		75
Not employed but NOT looking for employment, further study/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	
Unconfirmed Destinations		44
Total number of students		1027

2.3 Student Progress and Outcomes

The overall percentage of students achieving successful outcomes decreased during 2015-16 by 2%, to 64%. Strategies to improve outcomes will be developed by the retention and achievement short life working group during session 2016-17.

Success rates for learners on full-time Further Education programmes in session 2015-16 was 61%, 3% less than in the previous session, 3% less than college target and sector average. The College performed less well for student outcomes in the following areas:

- Construction at Dumfries declined by 4% to 63%
- Early Education and Childcare declined by 4% to 64%

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- Engineering and Motor Vehicle declined 1% to 55%
- Hair and Beauty Dumfries declined 6% to 56%
- Sport declined 27% to 43%
- Hospitality at Dumfries had a 45% achievement rate.

Areas that did show improvement in further Education outcomes included Creative Industries 1%, Construction at Stranraer 4%, Business 6%, Computing 4%, Care 5% and Hospitality at Stranraer improved by 8%.

Success rates for learners on full-time Higher Education programmes remained the same at 71%, which is in line with the sector average but 5% below college target.

The College performed less well in the following areas:

- Business declined by 4% to 68%
- Electrical Engineering declined by 3% to 45%
- Sport declined by 15% to 63%
- The new Hospitality programme had a poor PI of 33%

Areas that did show improvement for Higher Education outcomes included Creative Industries by 5%, Computing by 3%, Early Education and Childcare by 12%, Health and Social Care by 2% and Beauty by 12%.

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

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

	2014/15		2015/16	
	Enrolments	Success	Enrolments	Success
Disability	640	66%	651	71%
Age				
Under 16	126	58%	181	57%
16-19	1449	65%	1384	66%
20-24	697	70%	614	75%
25-or over	1865	75%	2373	82%
Gender				
Female	2176	72%	2457	78%
Male	1960	67%	2094	72%
Ethnicity (excl Scottish, English, Welsh Irish and Northern Irish)	195	73%	235	76%

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2.3 School-college provision

During 2014-15 the college spent a large amount of time developing stronger relationships with the 16 secondary schools across the region; developing and understanding potential pathways associated with DYW. This resulted in 14 visits to Head Teachers and their Senior Management teams. The college also hosted the Annual Head Teachers Conference in the college to showcase its facilities and resources, as well as having a morning for discussions with all Head Teachers and the College Executive Team around the Developing Young Workforce issues and Challenges.

Enrolments for 15-16 programmes increased for school college pathways by 18% from 267 learners to 324 learners, as well as successful outcomes for these programmes improving by 15% from 53% to 68%. Significant work continues to be made on these pathways to support DYW developments and Senior Phase engagement during 2015-16. Planned numbers for 16-17 are now at 530 learners. During 15-16 the college was successful in developing a Foundation Engineering pathway with local employers and schools, recruitment to the programme, however, was poor with only 5 learners from across the burgh schools. It is now planned for delivery in 17-18, other new Foundation pathways include Care and Business.

2.4 Self Evaluation

Self-evaluation underpins the College's approach to quality improvement and all teams – teaching and support- engage in self-reflective practice. This includes analysis of key performance indicators, feedback from student surveys and internal audits. A short life working group has been established to recommend improvements to the College self-evaluation process for implementation in session 2017-18.

All curriculum teams completed the self evaluation process at the end of academic year 2015-16, with input from learners relating to grading, impacts and actions.

The process has six key themes, which are *innovative, flexible, reflective, supportive, successful and engaging* learning and teaching across the curriculum – it forms the 'self evaluation wheel'.

For session 2015-16 the process was streamlined by using four key prompts ensuring greater accessibility for both staff and learners:

- What works well with the course/what is good
- What can we do better
- Are there any resources needed to make things better
- Is there anything else you would like to tell us about

The improvement of learning and teaching across all college programmes is a key initiative for the college supported by the arrangements for self-evaluation and the evaluation of learning and teaching. The introduction of Learning and Teaching Mentors to support staff in their development was another key initiative for the College and has been proven to be so successful that these positions have now been made permanent. Mentors work with staff to agree supportive development action plans as well as delivering a range of bespoke workshops to support improvements in learning and teaching. During the recent Education Scotland review of the college, this was identified as excellent practice to be shared with the sector, along with this, other areas identified as excellent practice included; the colleges programme in

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partnership with employers for the overhead lines technician programme and the work the college has also done with employers across the region for the Care Sector on reablement programmes.

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

- Computing learners were asked, when a new SQA framework was introduced, what optional subjects should be included in year 2 that they felt would enhance employability skills and progression to degree study.
- Following feedback from learner's assessment, schedules were changed for Business and Administration learners, giving different delivery patterns over the year.
- Some learners for Management who already had certification in Core Skills wanted different options to choose from to enhance their SQA certificates and improve their CV. New units, for example, Developing Skills for Employment, have now been included
- The Access to Nursing programme felt that contact with former learners would help support them to consider next steps. The former learners came into the college to discuss key points with the students which was regarded as very supportive.
- Care learners raised the issue of the induction experience and guidance given during this session. The class tutor responded to this by organising a tailor made induction with the team of staff which cut down on waiting time, confusion and stress. This has now greatly improved the process.
- During self-evaluation for the Introduction to Hair and Beauty programme, an improved learner experience was discussed which included a fuller programme across a shorter year, feedback on the pilot has been positive.

3 Student Engagement

The College is committed to ensuring learner engagement is central to improving the learner experience and quality of service the College offers. The College actively seeks to involve learners in discussions about their experience and in reviewing provision and delivery of services. It engages with learners in a number of ways:

- Self-Evaluation;
- Learner Voices;
- Student Satisfaction and Engagement Survey;
- Class Representative System;
- Student Association;
- Comment Cards (including compliments and complaints); and
- Perception Surveys.

In session 2015-6 the Student Association, supported by Quality staff, including a dedicated Student Association Assistant at Stranraer Campus, actively supported and organised a number of campaigns. These included Citizenship Week, Diversity Week, Climate Change Week and a number of Health related campaigns. Over the past few years we have developed a very successful formula where elections for positions on the Student Association Executive take place in the month of May and this ensures that there is the continuity of the President's post and further executive positions are in place by the end of October each year.

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In session 2015-16, there was a full-time President of the Student Association and two part-time Vice Presidents (one based at Stranraer and one in Dumfries). The Student Association President attended a number of committee meetings including Board of Management and along with members of the Student Association Executive has also attended a number of cross college committees where the student voice is always welcome. The financial support received from the SFC also allowed the appointment of a Student Association Development Officer who worked with NUS and SPARQs to assist the Student Association President to develop a number of documents, including, Self Evaluation Framework, SA Development Plan, revised Constitution. In the new session a partnership agreement will be finalised between the College and the Student Association. An established event in the Student Association calendar is a Fresher's Fayre held at both campuses. Twenty-three organisations both from the local community and national companies, visited the College over the first 2 weeks of the session. These included representatives from Police Scotland, Debenhams, Stagecoach, Worldwide Volunteering, DG Voice, LGBT, Alive Radio and a few more. These organisations are very supportive of students and some return on an annual basis. For 2015.16 the College has agreed to provide financial support that will allow the student association to elect a sabbatical president and 2 part-time Vice Presidents. Increased level of admin support will be provided and recruitment of a Learner Engagement Officer will also take place.

Over the past 2 sessions class reps have had less direct involvement in the meetings with curriculum staff to record learners' views. However, a short life working group has been established to improve learner engagement and participation in the class rep process. Following election, class reps are invited to a training event to discuss the roles and responsibilities of the post but also to provide training on cross college procedures. Over the past few years the feedback on the training programme continues to be extremely positive. In session 2015.16 training was provided to the Student President to support him in the delivery of the class rep training. This worked really well, however a review of Learner Engagement, including the class rep system will take place in next session following feedback received from both class reps, staff and Education Scotland.

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

The Quality Unit continues with the approach of reviewing information taken from previous sessions, along with other intelligence led data to discuss plans for internal reviews with learners at the heart of the review.

4 Quality Culture

4.1 Developments in quality assurance

The College is required to comply with the Scottish Public Services Ombudsman (SPSO) complaints handling procedure and report annually on its performance in handling complaints. The College continues to be part of a Complaints Handling Advisory group that meets with the SPSO.

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In session 2015-16 the College received 60 monitoring visits, 3 system visits, 2 approval visits and 1 development visit, all of which had successful outcomes. In a number of subject areas, issues were identified and quickly resolved. Refresher moderation training is planned to take place early in session 2016-17 and will incorporate any areas for development identified during these visits.

4.2 Developments in quality improvement:

The College continues to look for new ways to improve and enhance quality initiatives. An SQA volunteering award was offered to class representative with 5 class reps successfully achieving the award in session 2015-16. It is hoped that more students will take up the opportunity to achieve volunteering in session 2016-17.

4.3 Good practice in the Curriculum:

A number of examples of good practice identified from across a range of curriculum areas:

- Beauty students were involved in a workshop with Hannah Mason, a local Make-up Artist which proved to be a very positive experience for learners. Learners also commented on the refurbished salons and the new electrical therapy equipment being used in the delivery of the curriculum
- In May Hairdressing students got the opportunity to take part in Illamasqua make-up trends, demos and product knowledge and gained Ellisons certificates in Colour Confidence and Creative Cutting. Work placements were also put in place for students over the Christmas and New Year period
- In recognition of the success of the Princess Trust programme staff were invited to a Garden Party at Buckingham Palace which was hosted by Prince Charles
- In Early Education and Childcare as part of engagement with a key employer the College now has a fit for purpose Childcare training suite with a fully equipped playroom and attached classroom. Learners were given responsibility for designing, ordering and setting up the new area within the playroom, which includes wet play area, a kitchen and a quiet area. This facility is also used by childcare students
- A childcare class undertook fundraisers for the John Muir Trust Environmental award. They visited the wildlife hospital and produced a puppet shoe for the local nursery children
- Supported programme students were very enthusiastic about working with their Ipads provided by the College. They were also enjoying the changes to the curriculum with the introduction of the new national qualifications. Residential experience and the many visits to external organisations assisted in their development
- In Social Care the HSOC framework is based on the principles of diversity and equality and is constantly reflected on throughout the learner experience. The use of guest speakers and industrial links through work experience placement is seen as a very valuable addition to the course as it the inclusion of SVQ3 units in Health and Social Care within the HNC Social Care award as an addition that can be utilized for further qualification attainment
- Learners on an introduction to Health and Social Care course welcomed the opportunity to gain a Paediatric First Aid award, visit an Ambulance station and take part in Dementia Awareness Training
- Student on the introduction to Construction based at the Stranraer campus had the opportunity to visit a number of sites including, BSW sawmill in Dalbeattie, Raeburn brickworks in Blantyre and they also work together to make playground equipment as part of their enterprise activity
- IMIAL certificate in Vehicle Maintenance offered students the chance to visit a main Ford car dealership in Stranraer. Students were also given IMI practice assessment and this was shown to be beneficial when students were sitting in-line tests

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- ATT training online learning resources were used for student in Diploma in Light Vehicle and Repair to prepare for online testing. A new study area was set up in the motor vehicle workshop at Stranraer to help with theory work and portfolio updates
- Certificate in Art and design student enjoyed visits to MakLab in Dumfries, a field trip to Powillimount, Southernness – Sea Themes project Gracefield Arts Centre and Spring Fling Studio event
- Student on the HND Art and Design programme also benefited from similar visits
- Foundation studies in Creative Industries also enjoyed visits to some of the above and to the Escher Exhibition at the Scottish National Modern Art, Scottish National Portrait Gallery and Royal Scottish Academy with Jim Buchanan, a visiting artist, giving a lecture and practical demonstration of his work. The programme was offered following a successful development of the award through SCQF
- For BTEC ICT Support combining practical tasks across almost all BTEC units assisted in reducing the assessment burden. A presentation by Ericsson on new opportunities for recruitment in Field Support was welcomed
- Business group had a work placement presentation by Laing O'Rourke and this resulted in a number of them gaining work placement during the summer months. HND Business students visited Microsoft Immersion Experience in Edinburgh
- Teaching and Assessment materials were update for HN accounting to reflect international standards
- The Creative Industries staff developed an award in Creative Media which was successfully progressed through SCQF Credit Rating.

4.4 Internal Audit

In 2015-16 the College commissioned independent audits by RSM UK against seven key areas of its operation. The auditor's opinion was 'substantial assurance' for four of the audits, with an opinion of 'reasonable assurance' for the other three as follows:

Key area	Assurance level
Student Activity Data	Substantial
Student Support Funds and Education Maintenance Allowances	Substantial
Strategic and Financial Planning	Substantial
Budgetary Control	Substantial
Human Resources Effectiveness	Reasonable
Procurement	Reasonable
VFM – APUC Assessment	Reasonable

The auditors identified a number of helpful recommendations, all of which are now either completed or on target to completion during 2016-17.

5. Recommendation

The Committee is asked to discuss the contents of this report.

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 for further discussion.

2 The Report

2.1 Retention and Attainment

Full-time Further Education programmes: 15/16

Retention of students on full-time FE programmes in session 2015-16 were at 70% this is the same as last year's performance of 70% and 5% below the sector average. The highest performing faculty for retention was Business, Computing and Creative Industries at 74%, with the lowest performing areas both at 68% were Education, Health and Social Studies alongside Hair, Beauty, Hospitality and Sport.

Courses with high retention included:

- Access to Nursing
- Beauty Higher Level
- Business Administration and IT (Stranraer)
- Skills in Construction Multi Crafts (Stranraer)
- Beauty Higher Level (Stranraer)
- Introduction to Professional Cookery (Stranraer)

Courses with poor retention included:

- Construction Technician Certificate
- Introduction to Construction Crafts
- Skills in Construction Brickwork
- Next steps to Early Education and Childcare

Attainment for learners on full-time programmes in session 2015-16 were at 61% this is down 3% on the previous performance of 64% and also 3% down on the sector average. The highest performing faculty for attainment was Business, Computing and Creative Industries at 70% with the poorest performing being Hair, Beauty, Hospitality and Sport at 54%.

Full-time Higher Education programmes: 15/16

Retention of learners on full-time Higher Education programmes in session 2015-16 were at 83%, 1% down on last year's retention rate of 84%, but in line with sector average figures. The highest performing Faculty for retention in HE was Business, Computing and Creative Industries at 83% with Hair, Beauty, Hospitality Sport and Building and Engineering Services being the poorest at 80%.

Attainment of learners on full-time Higher Education programmes in session 2015-16 were at 71%, this is the same as the previous year and also in line with current sector averages. The highest performing

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faculty for attainment was Education Health and Social Studies at 75% with the poorest performing area being Building and Engineering Services at 45%.

Currently working groups are being developed across the college in response to the Education Scotland Review. A specific group is focusing on key issues related to retention and achievement. This group is a cross college group considering strategies to improve early student retention, withdrawal and achievement rates for full time learners. The other working groups include, learner engagement, learning and teaching and self-evaluation.

2.2 Learning and Teaching Mentor Process

The table below is a summary of the profile for observations from mentors with different academic staff over the four faculty's areas. (It does not compare the same staff year on year) All four faculties have agreed key learning and teaching themes to support staff with development and improve the learning experience. Key themes identified across the college include, equality and diversity opportunities, development of IT skills, personal tutor skills in pastoral care, working together as teams to support learning and teaching, learner led learning, effective classroom relationships, classroom management, evaluation of learning and active learning. A full evaluation report is being developed to reflect issues and challenges for the Learning and teaching Mentors, supporting papers will follow at the next Learning and Teaching Committee

Quality of Learning and Teaching Class Observation Summary			
All Faculties	15/16	14/15	13/14
High quality and impressive	46%	38%	37%
Creative with little weakness	36%	43%	39%
Adequate but training needs	16%	17%	20%
Little/no strengths – major training needs	2%	2%	4%
Total number of observations	62	37	54

2.3 Schools update

Last year school college partnership numbers were at 324 learners for the complete year with significant improvements in performance. Retention improved by 6% to 80% and attainment improved by 21% to 71%. This year a target figure was set for 434 learners on school college pathways and at the moment there are 357 learners, but this figure will increase with learners still to enrol from Dumfries High School and also the new Design Engineer and Construct programme in Partnership with Grahams Construction and Dalbeattie High School. New programmes being delivered this academic year include:

- Digital Gaming
- National 5 Computing Science
- National Progression Award in Activity Tourism
- Design Engineer and Construct Award
- HNC Computing Science
- National 5 Sports and Recreation

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The target figure is planned to remain around the same level of activity for 17/18 although new programmes are looking to be introduced for the new Foundation Apprenticeship pathways for Engineering and Care with Reablement and also further development of HNC delivery within the schools to support Senior Phase Vocational pathways and DYW initiatives.

2.4 Gender Imbalance update

The recommendations of Developing the Young Workforce: Scotland's Youth Employment Strategy has committed colleges to work to address gender imbalance at subject level. Last year the college committed to a pilot S2 gender imbalance for 46 learners with the local burgh schools. This year the pilot will be further developed for schools across the region at S2 level again with a follow up session planned for learners, who attended last year's pilot and are now S3 Learners, the impact of these sessions will be monitored over a period time to see if learners do make transitions to these programmes when leaving school

A gender action plan will be developed for the college which will link to the colleges Equality Mainstreaming report with the long term aim of having a gender imbalance of not greater than 75% of one gender. There have been five broad themes identified: - infrastructure, influencing the influencers, raising awareness and aspiration, encouraging applications and supporting success.

The college for 17/18 will also positively target gender imbalance issues on courses in line with SFC guidelines to make positive impact for these areas which include:

- Construction
- Engineering
- Computing
- Motor Vehicle
- Childcare
- Care
- Hair and Beauty

3 General College Updates

- HND Art and Design Learners held a very successful exhibition at Moat Brae House in June
- Learners studying Care have been working with Dumfries and Galloway Health and Wellbeing DGHW on health improvement projects throughout the year
- The college has now signed a partnership with the MAKLab in Dumfries allowing our Creative Industries learners and staff access to the excellent facilities and resources
- Learners for the college gained hands on experience during their course work with the convent. The construction learners attended the convent one day a week over several weeks to carry out some essential work on the building
- As part of the school college link induction 28 Motor Vehicle pupils took part in a race day challenge. The challenge was based on the national bloodhound event involving rocket cars

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- Over 200 pupils from the regions 16 secondary schools attended the colleges Dumfries Campus in the Annual schools' competition with Castle Douglas High School becoming the overall winners
- Celebration of learning events were held for all FE learners across all four faculties and Stranraer hosted its own event at the Ryan Centre
- The Creative Industries learners designed a new logo for the new local American football team the Dumfries Hunters
- As part of this year's spring fling event the local artists opened their doors to visitors across the region allowing unique access to their processes and creativity, three of our previous learners from HND Art and Design also exhibited this year
- Princes Trust staff were chosen to attend a Garden party at Buckingham Palace to celebrate the Princes Trust 40th Anniversary Celebration
- The college successfully took part in a pilot course designed to help build digital and employability skills of young people in the workforce, all students attending the BBC MAKE IT Digital course were successful

4 Recommendation

Members are invited to discuss the contents of this report.

Andy Wright
Vice Principal (Learning & Skills)
September 2016

Learning and Teaching Committee

Key Performance Indicator Report

1 Introduction

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

2 The Report

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

The committee should note that a number of short life working groups have been set up to address action points following the Education Scotland Review. One of the groups has been tasked with identifying strategies to improve retention and achievement.

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.

Sector figures have now been included in the report, although the sector figures for 2015-16 will not be available until January 2017.

2.1.1 Early Student Retention

The table below shows early student retention figures for session 2016-17 to date (3 October 2016), compared to final retention figures for the previous four sessions.

	Full-time Further Education		Full-time Higher Education	
	Actual	Sector	Actual	Sector
2016-17	96	-	96	-
2015-16	88	Not available	95	Not available
2014-15	91	91.4	96	95.6
2013-14	92	92.3	94	95.5
2012-13	91	91.6	94	94.4

In session 2015-16 early student retention of full-time further education students increased by 3%, from 9% to 12% in 2015-16. Strategies to improve retention will be developed by the retention and achievement short life working group.

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2.1.2 Student Retention

The table below shows the student retention figures for session 2016-17 to date (3 October 2016), compared to final retention figures for the previous four sessions. Retention of full-time further education students is below the College target and also below the sector average. Retention of full-time Higher Education students was above College target and slightly above the sector.

	Full-time Further Education			Full-time Higher Education		
	Actual	Target	Sector	Actual	Target	Sector
2016-17	96	76	-	96	85	-
2015-16	70	75	Not available	83	82	Not available
2014-15	70	74	74.6	84	81	82.7
2013-14	74	74	77.3	82	81	84.2
2012-13	73	74	76.9	80	80	82.3

2.2 Leaver Destinations (Progression)

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

2.2.1 College Leaver Destinations

The table below shows the destination of college leavers 6 months after qualifying in session 2014-15:

2014-15 Full-time Student Destinations	No of students	
Positive Destinations:		908
Engaged in full-time further study, training or research	634	
Engaged in part-time further study, training or research	6	
Working full-time	204	
Working part-time	58	
Due to start a job by the 31st March	6	
Negative Destinations:		75
Not employed but NOT looking for employment, further study/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	
Unconfirmed Destinations		44
Total number of students		1027

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2.2.2 Sector Leaver Destinations

The table below shows the destination of leavers 6 months after qualifying in 2014-15 for each region and overall in the sector. The College is third highest in the sector for positive destinations and almost 4% above the sector.

	Students	Count			Percentage		
		Positive/Negative/Unconfirmed: all qualifiers by region			Positive/Negative/Unconfirmed: all qualifiers by region		
		Positive	Negative	Unconfirmed	Positive	Negative	Unconfirmed
Land-Based (SRUC)	489	445	27	17	91.0	5.5	3.5
Borders	770	694	37	39	90.1	4.8	5.1
Dumfries and Galloway	1027	908	75	44	88.4	7.3	4.3
Forth Valley	1801	1579	107	115	87.7	5.9	6.4
Highlands and Islands	2951	2583	152	216	87.5	5.2	12.5
West Lothian	1375	1203	26	146	87.5	1.9	10.6
Lanarkshire	5847	5048	224	575	86.3	3.8	9.8
Glasgow	11265	9603	250	1412	85.2	2.2	12.5
Aberdeen and Aberdeenshire	3413	2892	406	115	84.7	11.96	3.4
Ayrshire	4722	3913	107	702	82.9	2.3	14.9
West	4289	3513	178	598	81.9	4.2	13.9
Dundee and Angus	3705	3032	203	470	81.8	5.5	12.7
Newbattle	69	54	1	14	78.3	1.4	20.3
Fife	3893	2924	85	884	75.1	2.2	22.7
Edinburgh and Lothians	4582	3079	39	1464	67.2	0.9	32.0
NATIONAL	50198	41470	1917	6811	82.6	3.8	13.6

2.3 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. Sector figures have now been included in the table below. The sector figures for 2015-16 will be available in January 2017. Headline student outcomes for the past five sessions are as follows:

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	Full-time Further Education			Full-time Higher Education		
	Actual %	Target %	Sector%	Actual %	Target %	Sector%
2015-16	61	70	Not available	71	76	Not available
2014-15	64	64	64.0	71	71	71.4
2013-14	64	65	65.9	71	72	71.3
2012-13	63	63	65.5	70	73	70.3
2011-12	61	61	63.5	70	61	68.9

Strategies to improve outcomes will be developed by the retention and achievement short life working group

It should be noted that the Scottish Funding Council has targeted colleges to further increase the success rate for full-time further education students to 69% by 2016-17.

3. Recommendation

The Committee is asked to discuss progress against targets.

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Student Satisfaction and Engagement Survey 2015-16

1 The Purpose of the Report

The purpose of the report is to provide a summary of the outcome of the Satisfaction and Engagement Survey carried out in session 2015-16.

2 Background to the Report

The Scottish Funding Council (SFC), in partnership with colleges, developed this Student Satisfaction and Engagement Survey (SSES) as a means to evaluate and enhance college provision in Scotland. The SFC established a working group of college practitioners to assist them with developing the survey further. The survey questions have been developed in light of existing college practice, consultation and feedback from the working group and have undergone cognitive testing by Ipsos Mori.

Information gained from this survey is used to improve college provision and services. The results of this survey are provided to Faculty Heads and Support Managers for inclusion as part of their self-evaluation process.

3 The Report

Last session only full-time students were asked to participate in the survey. This session the SFC asked Colleges to also include learners who are part-time or study at a distance. The survey ran from 9th March to 17th May 2016. Students were advised of the survey through Personal Tutors, Curriculum Leaders, LearnNet, class reps, text messaging, email and electronic message boards.

3.1 Students Groups

A total of 69 groups comprising of 203 students participated in the survey as follows:

Faculty	Number of Groups	Course	Number of students
Business, Computing and Creative Industries	15	HND Art & Design (DART)	2
		HNC Visual Communication (Graphic Design and Creative Media) (HVIC)	1
		Certificate in Photography (CPHO)	1
		HNC Photography (HPOH)	1
		HNC Accounting (HACC)	2
		HNC Business (HBUA)	1
		HND Business (DBUA)	5
		NC Business and Information Technology (NBIT)	7
		Subsidiary Diploma in IT (ICT Support) Level 3 (C3IS)	11

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Faculty	Number of Groups	Course	Number of students
		Diploma in IT (ICT Support) Level 2 (CDIT)	4
		Certificate in Computing (SCCP)	3
		HNC Computing (Support) (HCOM)	1
		Business Administration and IT (JN5AD)	5
		Advanced Business Administration and IT (JUHAD)	5
Building and Engineering Services	16	Introduction to Construction Crafts (C1CS)	1
		Brickwork Apprenticeship (CBRI)	4
		Diploma in Maintenance Operations (Construction) (CMUL)	2
		Painting and Decorating Apprenticeship (CPAI)	1
		Plumbing Apprenticeship (CPLU)	1
		Skills in Construction Brickwork (NBRI)	1
		Construction Technician (NTEC)	2
		Introduction to Construction Crafts (JC1CS)	11
		Diploma in Vehicle Maintenance and Repair Principles (CDLV)	1
		Diploma in Vehicle Maintenance and Repair Principles Level 5 (JCDLV)	1
		Certificate in Vehicle Maintenance (JCCVM)	1
		HNC Electrical Engineering (HELE)	3
		Electrical Engineering Level 6	7
		Mechanical Engineering National Certificate (NEME)	1
		Introduction to Engineering	1
Hair, Beauty, Hospitality and Sport	13	HNC Beauty Therapy (HBEA)	4
		Hairdressing Intermediate Level (S2HR)	7
		Hairdressing Higher Level (SHHR)	1
		Introduction to Hair and Beauty (SIHB)	1
		Beauty Higher Level (JNBEC)	1
		Hairdressing Intermediate Level (JS2HR)	1
		Introduction to Professional Cookery (C1PC A)	3
		Introduction to Professional Cookery (C1PC B)	1
		HNC Hospitality (HHOS)	2
		Introduction to Professional Cookery (JC1PC)	3
		Diploma in Professional Cookery (JC2PC)	1
		Diploma in Sport Level 3 (CDSP)	1
		HNC Coaching and Developing Sport (DSCD)	1
Education, Health and Social Studies	21	HNC Early Education and Childcare (HEEC 1A)	12
		HNC Early Education and Childcare (HEEC 1B)	4
		Introduction to Childcare (N4CH)	11
		Next Steps to Early Education and Childcare (N5EC 1A)	7

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Faculty	Number of Groups	Course	Number of students
		Next Steps to Early Education and Childcare (N5EC 1B)	2
		Early Education and Childcare (NEEC 1A)	6
		Early Education and Childcare (NEEC 1B)	2
		Skillstart (NSK1)	3
		HNC Early Education and Childcare (JHEEC)	2
		HNC Social Care (JHSOC)	2
		Introduction to Care (JN4CA)	1
		Next Steps To Child, Health and Social Care (JN5CS)	2
		Skillstart (JNSK2)	7
		Access to Higher Education (JUHEd)	3
		HNC Social Care (HSOC 1A)	2
		HNC Social Care (HSOC 1B)	1
		HNC Social Sciences (HSSO)	1
		Next Steps To Care (N5CA)	1
		Access to Nursing (SNUR)	7
		Access to Higher Education (UHED)	12
		Lifestart (NLST) (met with Quality Manager)	11
Schools	2 groups	Skills for Work Early Education National 5 (K5EC 1A)	11
		Introduction to Hairdressing (S2HA 1A)	2
Work Based	2 groups	SVQ2 Business Administration (W2BA)	1
		SVQ3 Business Administration (W3BA)	5

3.2 Questions and Responses

The questions posed during the survey and the response figures are as follows:

	Mode of attendance	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall, I am satisfied with my college experience	Full-time	30.5% (62)	42.9% (87)	4.9% (10)	3.4% (7)
	Part-time	5.9% (12)	6.9% (14)	1.0% (2)	0% (0)
	Distance	1.0% (2)	3.4% (7)	0% (0)	0% (0)
Staff regularly discuss my progress with me	Full-time	33.5% (68)	39.9% (81)	7.4% (15)	1.0% (2)
	Part-time	3.4% (7)	9.9% (20)	0.5% (1)	0% (0)
	Distance	2.0% (4)	2.5% (5)	0 (0%)	0% (0)
Staff encourage students to take responsibility for their learning	Full-time	41.9% (85)	37.9% (77)	1.0% (2)	1.0% (2)
	Part-time	7.4% (15)	5.4% (11)	1.0% (2)	0% (0)
	Distance	1.0% (2)	3.4% (7)	0% (0)	0% (0)
I am able to influence learning on my course	Full-time	25.6% (52)	46.8% (95)	8.9% (18)	0.5% (1)
	Part-time	5.9% (12)	7.4% (15)	0.5% (1)	0% (0)
	Distance	0% (0)	3.9% (8)	0.5% (1)	0% (0)
	Full-time	32.0% (65)	44.3% (90)	3.9% (8)	1.5% (3)
	Part-time	5.4% (11)	7.9% (16)	0.5% (1)	0% (0)

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	Mode of attendance	Strongly Agree	Agree	Disagree	Strongly Disagree
I receive useful feedback which informs my future learning	Distance	1.5% (3)	3.0% (6)	0% (0)	0% (0)
The way I am taught helps me learn	Full-time	27.1% (55)	44.8% (91)	17.9% (16)	1.5% (3)
	Part-time	5.9% (12)	6.9% (14)	1.0% (2)	0% (0)
	Distance	0% (0)	3.0% (6)	1.0% (2)	0.5% (1)
My time at college has helped me develop knowledge and skills for the workplace	Full-time	36.0% (73)	38.4% (78)	6.9% (14)	0.5% (1)
	Part-time	8.4% (17)	4.9% (10)	0.5% (1)	0% (0)
	Distance	1.0% (2)	2.0% (4)	1.0% (2)	0.5% (1)
I believe students suggestions are taken seriously	Full-time	21.2% (43)	43.3% (88)	13.8% (28)	3.0% (6)
	Part-time	4.4% (9)	7.9% (16)	1.0% (2)	0.5% (1)
	Distance	0.5% (1)	3.9% (8)	0% (0)	0% (0)
I believe all students at the college are treated equally and fairly by staff	Full-time	26.6% (54)	45.8% (93)	6.9% (14)	2.5% (5)
	Part-time	6.4% (13)	6.4% (13)	0.5% (1)	0.5% (1)
	Distance	1.0% (2)	3.0% (6)	0% (0)	0.5% (1)

In addition, the Quality Manager met with learners on supported programmes course, Lifestart (NLST), for an informal session. The learners advised that they were happy with their college course and happy talking to the staff. 'The staff always listen to them and they receive lots of feedback and encouragement. Learners who are returning to college next year are looking forward to their course.'

The students were also asked a question in relation to the Student Association:

The College's Student's Association influences change for the better					
Mode of attendance	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
Full-time	9.4% (19)	38.4% (78)	7.9% (16)	3.0% (6)	23.2% (47)
Part-time	3.9% (8)	17.4% (15)	0.5% (1)	0% (0)	2.0% (4)
Distance/Flexible	0% (0)	2.0% (4)	0% (0)	0.5% (1)	2.0% (4)

3.3 Learner Comments

As well as answering a set questions students are also given the opportunity to comment on learning and teaching. The following is a list of comments received:

Course	Comment
Access to Nursing (SNUR)	Think this course would be better starting with the bigger projects first and having 3 day week to begin with, then going down to 2 day week. A progress tutorial or report to ensure you are on track for your next level of education or university.

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Course	Comment
HNC Electrical Engineering (HELE)	Card payments should be considered for the cafeteria, because the ATM, often is out of money and it takes days for a refill. I have to walk to the nearest ATM which is at the hospital, which takes about 20 minutes at a brisk pace. Imagine how inconvenient it would be for someone who can't walk far.
(Diploma in Sport Level 3 (CDSP)	The college has been very good in providing a good experience for all students across this year in helping them in the course and giving us plenty of notes to help us with assessments.
HNC Early Education and Childcare (HEEC)	Lecturers are very helpful as this course is very full on and has a big workload and the lecturers are very understanding and helpful if any student needs any help.
HNC Early Education and Childcare (HEEC)	Been very happy with support and teaching I have experienced with the college. At this level of self-learning is part of the course but I believe some students struggle with their own self learning

4 Summary

Overall, the 203 students who participated in the survey indicated they had a very positive experience at College. The headline figures are as follows:

- 90.6% of the students are satisfied with their college experience;
- 91.2% agree or strongly agree that staff regularly discuss progress with them;
- 97% agree or strong agree that they are encouraged to take responsibility for their learning
- 89.6% agree or strongly agree that they are able to influence learning on their course;
- 94.1% agree or strong agree that they receive useful feedback which informs their future learning
- 87.7% agree or strongly agree that the way they are taught help them learn;
- 90.7% agree or strongly agree that their time at college has helped them develop knowledge and skills for the workplace
- 81.2% agree or strongly agree that their suggestions are taken seriously; and
- 89.2% agree or strongly agree that all students are treated equally and fairly by staff.

It is disappointing that only 203 students took part in the survey. This could be attributed, in part, to the time of year the survey took place. Going forward the College will be looking at ways to encourage more students to participate in the survey, perhaps using the class representative system to highlight the importance of the survey as an opportunity to influence change within the College.

The results of this survey are provided to Faculty Heads and Support Managers for inclusion as part of their self-evaluation process.

5 Recommendation

The Committee is asked to note the report.

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Complaints Handling Statistics

1 Introduction

The purpose of this paper is to provide the Learning and Teaching Committee with an update on the Complaint Handling Statistics.

2 The Report

One of the many duties of the Committee is to monitor the number and themes of complaints.

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

The SPSO model has 3 stages to report handling. These are:

- **Stage 1 – Frontline Resolution.** Frontline resolution aims to quickly resolve straightforward customer complaints that require little or no investigation. The main principle is to seek early resolution, resolving complaints at the earliest opportunity and as close to the point of service as possible. The College is required to acknowledge receipt of complaint within 3 working days and final decision within 5 working days
- **Stage 2 – Frontline Investigation.** Not all complaints are suitable for frontline resolution and not all complaints will be satisfactorily resolved at that stage. Complaints handled at the investigation stage are typically complex or require a detailed examination before we can state our position. These complaints may already have been considered at the frontline resolution stage, or they may have been identified from the start as needing immediate investigation. The College is required to conclude the investigation within 20 working days.
- **Stage 3 – Independent External Review.** Once the investigation stage has been completed, if the customer is still dissatisfied with the decision or the way the College dealt with the complaint, they can ask the SPSO to look at it.

The table over shows the number, percentage and nature of complaints received during sessions 2015-16.

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	Number and % of complaints considered	Number and % of complaints closed within 5 working days	Number and % of complaints where an extension was agreed	Not upheld at Stage 1	Total complaints made in 2014-15
Stage 1	9	7	2	0	24
Courses	1	1	-	-	7
Staffing	-	-	-	-	6
College Policy/Procedure	3	2	1	-	3
Canteen	1	1		-	
Student Funding	-	-	-	-	1
IT x 3	3	3	-	-	
Estates and Transport	1		1		7
Stage 2	39	27	11	1	9
Courses	14	9	4		3
Staffing	14	13	1	1	4
College Policies and Procedures	5	2	3	-	1
Estates and Transport	4	1	3	-	1
Students behaviour	2	2	-	-	0

Overall there were 15 more complaints raised in 2015-16 than in 2014-15. It is difficult to draw comparisons from session to session due to the specific nature, and complexity, of each complaint. However, each student in a single class lodged a complaint in relation to a staffing issue affecting their course.

On an annual basis the Quality Manager reviews the nature and outcome of each complaint with a view to informing changes to procedures or publicity information or a requirement for staff training.

3. Recommendation

The Committee is asked to note the report.