

2021/22



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# Student Experience Strategy

Ambition 2025



Dumfries and  
Galloway College

One step ahead

# Our Strategy

Dumfries and Galloway College's Student Experience Strategy is our commitment to our students to help them succeed and to shape their lives beyond their academic experience.

Our ambition is to deliver a student experience that is best for our student population, Scotland and our Region. We aim to provide a best in class education and skills experience.

We are committed to providing qualifications and skills which put all our students on the right route to the right job or further course of study, through the right course via the right information.

This strategy has been brought together through consultation with students and staff across the College to ensure that we reflect the student experiences that encompass everything that our students do during their time with us.

We are continuing to position ourselves at the forefront of pedagogical innovation in our learning and teaching. We provide a broad curriculum enabling all students to fulfil their potential using engaging forms of learning and teaching that is underpinned by our Transform learning model.

We have ensured that our Student Experience Strategy will allow each student to fulfil their potential so that they can be sure they are making the right decisions about their education and skills in line with their aspirations and abilities.

We are confident in our commitments to our diverse group of students and proud of our values. We strive towards continual improvement to improve the student experience at every available opportunity. Through co-creation we want to work as closely as we can with students to help them get the most of their time here and develop their own personal pathway for their future.



# Ambition 2025

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By 2025 Dumfries & Galloway College will provide an ambitious and far reaching student experience that will:

1. Nurture aspiration, ambition and achievement
2. Support and stimulate the local economy
3. Develop our people and partnerships
4. Enable equity of access and social mobility
5. Create a prosperous net zero economy
6. Providing individuals, businesses and communities with the skills to flourish.

We will provide our students with an ambitious, dynamic and far reaching tertiary education that is responsive and future focused that will:

1. Provide equitable access to high quality teaching, support and progression opportunities.
2. Embed digital skills and innovation within all aspects of the learner journey.
3. Prepare learners by embedding meta-skills in our learning and skills provision.
4. Provide personalised learning pathways through a tertiary and professional educational offer.
5. Provide opportunities for individuals to return to their learning to develop new skills, up-skill or re-skill.
6. Widen access for all and provide equality of opportunity.
7. Provide optimum levels of student satisfaction, attainment and achievement.

# Key Drivers in our Student Experience Strategy

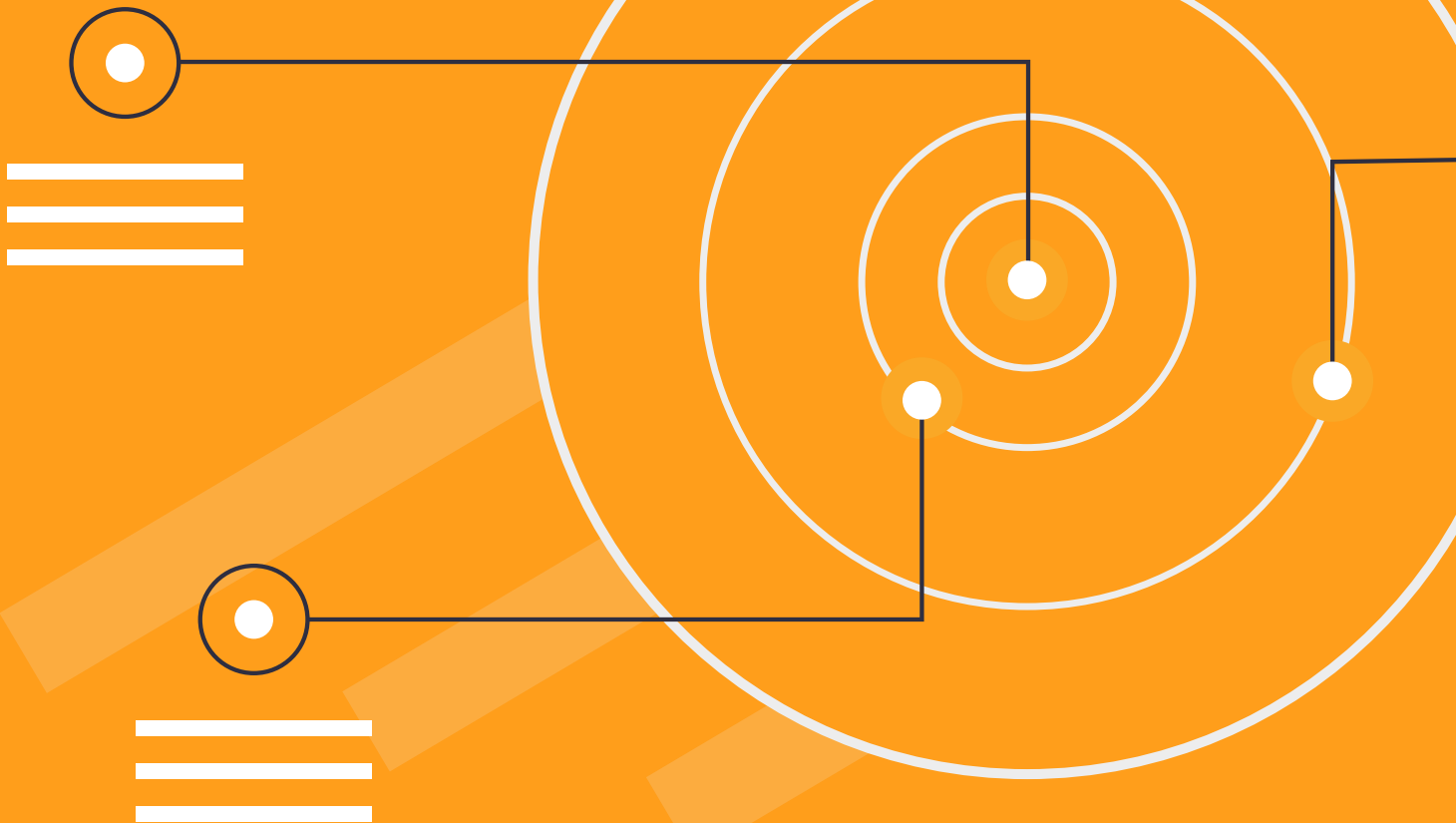
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The Scottish Government ambition for College's as set out in the Ministerial letter of guidance

- » The College's desires for the region as set out in Ambition 2025
- » The College's Regional Outcome Agreement
- » Feedback from Education Scotland
- » Sparqs Student Engagement Framework
- » Professional Standards for Lecturers in Scotland's Colleges
- » The changing nature of skills in the region set out in the Regional Skills Investment Plan and the Regional Skill Assessment
- » The plans set out for the region in DYW and Senior Phase
- » The need to up-skill and re-skill the workforce in a 21st century Scotland
- » The changing nature of work and education in a digital economy
- » Pathways for students which are flexible, relevant and which provide opportunities for further study or employment through strategic partnerships.



# Our Strategic Aims



# 1

## **We will provide an excellent student experience that is focused on innovative learning and teaching**

- » Providing personalised learning pathways for our students through a tertiary and professional educational offer.
- » Ensuring all our teaching staff reflect on learning and teaching approaches to inform improvements in the student experience.
- » Enhancing learning using innovative assessment approaches that meet the needs of all our students.
- » Ensuring that our teaching approaches provide students with appropriate knowledge and skills.
- » Providing learning and teaching that is accessible, innovative and engaging through our Transform learning model.



## **2 Develop career management skills and articulation opportunities which match our students' ambitions**

- » Developing pathways to higher education through our key HE partnerships.
- » Ensuring that career management skills are embedded in our curriculum through our innovative Transform learning model.
- » Preparing our students for employment by embedding meta-skills in our learning and skills provision.
- » Providing opportunities for those returning to their learning to develop new skills, up-skill or re-skill.
- » Developing partnerships with employers and other key partners which influence our students experience through our Transform learning model.



## **3 Ensure that the Student Association is effective and reflects our students' voices**

- » Ensuring that the student voice is represented in all key committees and in our Board of Management.
- » Developing our Student Association to provide an independent student voice within the quality assurance and governance mechanisms of the college to ensure that the student learning experience is central to decision-making, development and enhancement activities.



- » Working in partnership with our Student Association to utilise the diversity of our student voices to plan for continuous improvement.
- » Ensuring our Student Association is well governed, supported and resourced.
- » Working with our Student Association to shape the direction of our learning.



## **4 Ensure that students needs are matched and anticipated at all stages of the student journey**

- » Ensure a comprehensive lifecycle maintenance plan is in place to keep the physical and digital estate modern and fit for purpose.
- » Provide innovative plans for the future of the physical and digital estates in line with the changing needs of learning and teaching.
- » Provision of customer focussed support services who ensure that the facilities are provided to a high level of customer satisfaction.

## 5

### **Ensure that our curriculum is digitally rich and accessible for all students**

- » Seamlessly integrating digital technology into our delivery of learning and systems to support learning.
- » Ensuring that our staff develop digital skills to enable innovative learning and teaching.
- » Equipping our students with digital capabilities that they will need to succeed in everyday life, learning and work.
- » Ensuring inclusive, accessible approaches and digital pedagogies which enhance the student experience.



## 6

### **Ensure that we work to provide high quality outcomes for our students**

- » Enabling student success to be celebrated through graduation, awards ceremonies and competitions.
- » Ensuring that planning and evaluation creates a culture of improvement which enables key Regional Outcome Agreement measures to be realised.

# Student Experience

## KPI – Initiatives

<b>AIM 1</b>				
<b>Student Journey – Access for All</b>				
<b>Initiative Outcome</b>	<b>Measure Description</b>	<b>20/21</b>	<b>21/22</b>	<b>22/23</b>
Active learning within all FT courses mandatory units	Good practice in active learning.	2 examples per Curriculum Area with end of year showcase	3 examples per Curriculum Area with end of year showcase	4 examples per Curriculum Area with end of year showcase
Employer Engagement in the curriculum	Employer forums in each Curriculum Area	8 Forums (1 per Curriculum area) held each academic year	8 Forums (1 per Curriculum area) held each academic year	8 Forums (1 per Curriculum area) held each academic year

## AIM 2

### Student Journey - Access for All

Initiative Outcome	Measure Description	20/21	21/22	22/23
Delivery to care experienced students	Proportion of credits delivered to care experienced students	2.9% of credits	3.1% of credits	3.1% of credits
Articulation	Number of Students progressing to University	130 Students	145 Students	155 Students
	Number of Students progressing to University with Advanced Standing	60 Students	65 Students	70 Students
SIMD 10 Delivery	Proportion of Credits delivered to learners in the most deprived 10% postcode areas	13% of Credits	13% of Credits	13% of Credits
Delivery to BME students	Proportion of Credits delivered to learners in the most deprived 10% postcode areas	2% of Credits	2% of Credits	2% of Credits
Senior Phase Delivery	Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	5% of Credits	5% of Credits	5% of Credits
College Leaver Destinations	Destinations surveyed of FT, FE and HE students	>80%	>80%	>80%

### AIM 3

#### Students Influencing the Student Experience

Initiative Outcome	Measure Description	20/21	21/22	22/23
Enhancements to the student experience	Number of student enhancements adopted	3 enhancements from student engagement	5 enhancements from student engagement	7 enhancements from student engagement
Student Satisfaction	Satisfied students	>90%	>90%	>90%

### AIM 4

#### Digital - Enabling, Connecting and Empowering

Initiative Outcome	Measure Description	20/21	21/22	22/23
Curriculum that is available in an online format or delivered using a digital platform	Fully online digital content	% of mandatory units with online content		

## AIM 5

### Improving Life Chances

Initiative Outcome	Measure Description	20/21	21/22	22/23
FE FT PI	Improved PI on previous 2 AYS and above SG 75% attainment	75 CS%	75 CS%	75 CS%
HE FT PI	Improved PI on previous 2 AYS and above SG 75% attainment	75 CS%	75 CS%	75 CS%
EREP Grade: Outcomes and Impact	TBC – Outcome agreement changes	TBC	TBC	TBC

Stay one   
step ahead.

**Dumfries and Galloway College**

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**Principal: Joanna Campbell**