



LEARNING AND TEACHING COMMITTEE

MINUTE OF MEETING HELD ON 6 SEPTEMBER 2022 AT 16:00

REMOTELY VIA MS TEAMS

Present

Dr. Malcolm MacLeod	Danielle Hughes
Richie Nicoll	Tracy McHallam
Gillian Brydson	Kate Glendye
Susan McLellan	Rebecca Plant

In Attendance

Lorraine Grierson	Douglas Dickson
Janet Weir	Joanna Campbell
Phil Storrier	Tracey McHallam
Christopher Connor	
Alison Donnelly (note-taker)	

Apologies for absence (NEED LAST NAMES)

Ann Hill	Sharon Hodgson
Pete Woods	Eddie Black

Item 1	Welcome and Apologies for Absence		
Paper No: Verbal	Lead: M. MacLeod	Action Requested	Note
Discussion	The Chair welcomed all to the meeting in particular to those who were attending for the first time - K Glendye, S McLellan, T McHallam, C Connor. Participants introduced themselves as it was the first meeting of the new Academic Year. Members were advised that different papers are presented at different times of the year as per Schedule of Business. Apologies were given from AH, EB, SH and PW.		
Decision	It was noted that the meeting was not quorate.		

Item 2	Declaration of Interest		
Paper No: Verbal	Lead: M. MacLeod	Action Requested	Note
Discussion	Members agreed to indicate declarations of interest as appropriate throughout the meeting. No interests were declared.		

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Item 3	Action Log		
Paper No: LT09.22-A	Lead: L. Grierson	Action Requested	Note
Discussion	<p>Item 2 - Student Association accounts governance. It was noted that a paper will be presented to the BoM at their next meeting.</p> <p>Risk 10 appears in the Risk paper for further discussion.</p>		
Action	Members noted the content of the action log and the verbal update provided		

Item 4	Minute of the last meeting 26 May 2022		
Paper No: LT09.22-B	Lead: M. MacLeod	Action Requested	Note
Discussion	The minutes were accepted as read.		
Decision	The Committee approved the Minute of the previous meeting.		
Action			

Item 5	Matters Arising		
Paper No: Verbal	Lead: M. MacLeod	Action Requested	Note
Discussion	No matters arising were noted.		

Item 6	Student Association Report		
Paper No: LT09.22-C	Lead: D. Hughes	Action Requested	Discussion
Discussion	<p>New officers were announced, notably DH as President, RP as Vice-President (Dumfries) and AR as Vice-President (Stranraer). The SA have worked with the Student Experience team to conduct campus tours assisting 350 students.</p> <ul style="list-style-type: none"> A Freshers' Fair event took place and will be followed up with a more social based Freshers' Week of activities. BOOST program workshops for skills and wellbeing will take place. Bridge 2 Business Enterprise Roadshow coming up on 17th November with workshops for students and local entrepreneurs are being sought. <p>The SA was commended by the committee for the good work in helping students at the start of the session.</p>		

Item 7	Interim PIs for Previous Year		
Paper No: LT09.22-D	Lead: D. Dickson	Action Requested	Discussion
Discussion	<p>Discussion pertaining to PIs noted that the key measure is FT students and the majority of the college's students are FT (FE). The Funding Council will publish FT statistics early 2023.</p> <p>Confidential to members.</p> <p>It was reported that the Student Experience team has brought focused changes to 'keep students warm'. There is more to do regarding the reform of on-course</p>		

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support. Key areas such as the Learning Zone afford opportunities for further support for students. There are a number of people working hard to ensure key touchpoints are identified.

Action PS to provide individual student case studies to committee

Item 8 Annual Awarding Body Summary

Paper No: LT09.22-E Lead: S. Rutter Action Requested Approval

Discussion It was noted that there were 46 visits to the College from Awarding Bodies in 2021/22. All were successful, bar one which was promptly rectified. Good practice is logged in the AB reports, as are recommendations. All recommendations have been implemented.

Decision The 'not acceptable' rating from Central Verification was discussed. A question had arisen where it was judged that students had not met the criteria. Extra work was done by the students and that work was verified and submitted to solve the problem. In terms of quality assurance, all feedback is seen as an opportunity for development. The sharing of feedback discussed, as well as methods to use feedback to influence learning, assessment, and teaching strategies.
RP joined the meeting at 16:39 hrs.

Item 9 Student Experience Strategy Outturn

Paper No: LT09.22-F Lead: D. Dickson Action Requested Approval

Discussion The second outturn of the Student Experience Strategy was discussed. It was noted that the strategy contains all key measures from the college's Regional Outcome Agreement. Five initiatives are embedded into the strategy, which incorporates the revised learning model, the Transform Learning Model. The views shown are the prior view, the view in the first year of measurement, and the current view. Information will go to the Board next week. It was noted that the Student Experience Strategy was altered, post Covid, to include digital work. Boards were purchased to allow staff to teach with current 21st century technology.

Item 10 Self-Evaluation and Performance Enhancement Update

Paper No: LT09.22-G Lead: P. Storrier Action Requested Approval

Discussion The paper highlights enhancements on work that began last year. There is a consistent model for self-evaluation that will continue to be developed. The committee was directed to the appendix in yellow. Additional components have been added but are not too burdensome. In-year issues can be identified due to monthly enhancement meetings where live feedback is given. Each block will now have one key activity for feedback. Portfolio review activities with Curriculum Managers are based on performance across courses and identify successes and lower performing courses. This work ensures that the correct portfolios are being offered. When final datasets are available, more will be presented to the committee. A new observation of learning process, agreed in conjunction with the Trade Union, is forthcoming and will provide a significant tool. A new Learning & Teaching Academy has been added to AdminNet for staff to use. The Team were commended for the huge amount of work that has been carried out.

Action The committee noted the contents.

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Item 11	Education Scotland Review		
Paper No: LT09.22-H	Lead: D. Dickson	Action Requested	Note
Discussion	<p>It was noted that the inspection body had paused visits during the pandemic. These visits have now resumed. There are two possible outcomes from Education Scotland, Satisfactory and Not Satisfactory - the college was deemed Satisfactory, and a helpful report was provided. Key points were the deployment of teaching, staff training, and keeping students on track during the pandemic. As per the report, no further actions are required.</p> <p>Services to support learning will see substantial reforms in terms of getting the right care at the right time to the right student. This area is being evaluated and monitored. The Class Rep system and Student Association activities were commended. Energy is being placed into achieving outcomes for students.</p> <p>Regarding student outcomes, the Chair asked if the this was incorporated into the existing risks. DD confirmed that the risks were written with the PIs in mind.</p> <p>A progress visit from Education Scotland will follow.</p>		
Decision	It was noted by that this report is hugely positive.		

Item 12	Pathfinder		
Paper No: LT09.22-I	Lead: D. Dickson	Action Requested	Note
Discussion	<p>Discussion took place regarding the Funding Council review of coherent provision and sustainability projects in south and northeast Scotland. Three aims seek to align provision of society and employer needs, to create coherent and sustainable provisions thereof, and to establish improved pathways for learners. Two aspects of work were submitted to the Pathfinder board; work with Dumfries & Galloway Council and UWS looking into degree pathways, and a digital hub skills project working with Borders College. A third project focuses on Net Zero. News should be forthcoming regarding the digital skills hub project, hopefully by Thursday of this week. Discussions began about how the community will be informed about and engaged by these projects.</p> <p>PS left the meeting at 17:28 hrs.</p>		
Decision	The Committee noted the paper.		

Item 13	Strategic Risk Register		
Paper No: LT09.22-J	Lead: D. Dickson	Action Requested	Approval
Discussion	<p>Three risks are encompassed in the L&T committee remit. It was explained that the risks benefited from a deep-dive approach last year and that they will stay on the agenda in case of substantive changes to the risk appetites/register. No substantive changes to any of the three risks were noted at this time.</p>		
Decision			

Item 14	Terms of Reference and Committee Self Evaluation		
Paper No: LT09.22-K	Lead: D. Dickson	Action Requested	Approval

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Discussion

This item is reviewed annually. There are no changes to the remit, however a Schedule of Business has been added, together with overall Committee mapping. These additions will assist new board members. It was noted that the meeting was not quorate to approve and the Terms of Reference would be circulated to all members for consideration.

It was reported that there were a couple of outstanding self-evaluation forms and once fully collated, the document will be sent to members.

Action

LG to circulate the Terms of Reference and self evaluation report for member review.

Item 15

Any Other Business

Paper No:

Lead: M. MacLeod

Action Requested

Discussion

Discussion

No other business was noted at this time.

Additional comments

The date of the next L&T Committee Meeting is scheduled for 21 November 2022 at 16:00 hours. The meeting was adjourned at 1736 hours.



**Dumfries and
Galloway College**

One step ahead

LEARNING AND TEACHING COMMITTEE 06.09.22

LEARNING AND TEACHING COMMITTEE

Date of Meeting	<u>06 September 2022</u>
Subject of Paper	Student Association Report
Paper No.	LT09.22-C
Agenda Item	Item 6
FOISA Status	Disclosable
Primary Lead	D. Hughes
Date of production	22 August 2022
Intended Outcome	Discussion

Financial Implications:	
Equality and Diversity Implications:	
Learner and Learning Implications:	
Risks Assessed:	
Publicly Available:	

1. Key Points

- 1.1 Key activities since the last meeting are that we have been preparing for our Above and Beyond Awards event. We have also enjoyed Bridge 2 Business Awards success and held our allyship month under the banner DGC Together.

2. Purpose of Report

- 2.1 The purpose of this report is to showcase the work that the Student Association has been doing and are planning to do.

3. Activities

New Team

Our new Student Association team started in their posts week commencing 22nd August. The team includes:

Student Association President – Danielle Hughes
Vice President of Welfare (Dumfries Campus) – Rebecca Plant
Vice President of Student Life (Stranraer Campus) – Andrew Ritchie

Welcome Days

We worked alongside the Student Experience team in supporting Student Welcome Days during the summer break. These sessions were for our incoming students to have a tour of the campus facilities and to familiarize themselves with where their classes will be. They were also able to access support services such as Student Advisors, Admissions, Funding etc.

We welcomed around 350 students during this time and received positive feedback from those who attended.

Freshers Events

We arranged a Freshers Fayre for our students first week. This welcomed roughly 30 local businesses and organisations to host a stall providing information & freebies to our students during their lunch breaks.

We are also using this opportunity to try connect with students directly and take suggestions of what they would like to see over this year from the Student Association.

We are also in the process of arranging a social 'freshers week' schedule for September which will include events during lunch breaks and evening, where we hope to also work with local pubs/clubs.

Boost Programme

We are working on the launch of our Boost Programme for students. This will focus on boosting students Skills and Wellbeing.

We are working closely with our Student Councillor on the wellbeing side, and will be working with organisations such as Bridge 2 Business for skills development. This will involve planning events and workshop sessions for students to take part in.

We will continue to provide updates as this programme develops.

Bridge 2 Business Enterprise Roadshow

Bridge 2 Business are running an Enterprise Roadshow, which will be visiting our campus on November 17th.

The aim of the roadshow is to inspire, connect and support students, along with staff to think about business. The Enterprise Roadshow will bring inspiring enterprise workshops, support organisations, networking opportunities and the chance for students to learn more about how to get into business, but also how they can use business to develop their skills for the future.

We will also be looking for local entrepreneurs from D&G who want to join a Q&A panel for students about business/enterprise.

4. Recommendation

- 4.1 The Board is asked to note the activity undertaken and the progress made by Dumfries and Galloway College's Student Association in the beginning of academic session 2022/23.

Danielle Hughes

Student Association President

August 2022



**Dumfries and
Galloway College**

One step ahead

Learning and Teaching Committee 06.09.22

Learning and Teaching Committee

Date of Meeting	<u>06 September 2022</u>
Subject of Paper	Annual Awarding Body Summary
Paper No.	LT09.22-E
Agenda Item	Item 8
FOISA Status	Disclosable
Primary Lead	Sonya Rutter
Date of production	25 August 2022
Intended Outcome	Discussion

Financial Implications:	No
Equality and Diversity Implications:	
Learner and Learning Implications:	Yes
Risks Assessed:	Yes
Publicly Available:	Yes

Introduction

In AY 2021-22 DGC were subject to 46 awarding body verification activities from 8 different awarding bodies.

Type of Visit	Total
Approval Visit	1
Central (uplift)	1
Development Visit	3
Remote Verification	3
Virtual Verification	33
Visiting Verification	3
Systems Visit/Surveillance Visit	2
Grand Total	46

Visits are broken down into the following categories:

- Approval Visit – this type of visit looks at approving new qualifications/awards
- Systems Visit – this type of visit looks at systems and not specific awards/qualifications
- Central – this type of visit is where the awarding body requests assessment evidence be submitted directly to the awarding body for verification
- Development Visit – this type of visit is at the request of the centre and to provide support to staff regarding delivery and assessment
- Remote Verification – this type of visit looks at assessment evidence remotely and usually contact between the EV and centre regarding the outcome is via email/telephone
- Virtual Verification – this type of visit is conducted online (usually via Microsoft Teams)
- Visiting Verification – this type of visit is conducted face-to-face in the centre

All activities are agreed between the Awarding Body and the Centre Contact (Performance Manager). The Centre Contact works closely with the Verification Group Leaders to ensure all evidence is available for each activity.

40 of the visits carried out at DGC were activities to externally verify our centre's assessment decisions. 25 of which were for Scottish Vocational Qualifications.

Whilst there were no sanctions applied, one visit (central verification) did result in a Not Accept being placed in March 2022. Staff worked with students to rectify this and the Not Accept was lifted by the awarding body in May and student results were able to be entered.

Several areas of good practice were identified during the various activities.

- Photographic evidence of technical work is of a high quality and fully meets the standards (SVQ Hairdressing)
- Excellent learning resource booklet, which is accessible to candidates through learning assistant, this allows the candidates easy access to legislation, theories and guides to reflective account writing (SVQ Childcare)
- Internal Verifier detailed through verification document of where Assessor/Candidate has not met correct criteria according to National Occupational Standards, and where improvements can be made (SVQ C&J)
- The centre has developed a system using one drive to provide candidates with digital feedback. Development of the system has enabled the assessor to provide candidates with feedback more efficiently and in an improved timescale which has enhanced candidate motivation and overall engagement with the assessor (PDA Brickwork)
- The established and effective online system has ensured standardisation of procedures to be completed across the centre (Core Skill ICT)
- A detailed and well laid out internal Verification Form was observed, covering all aspects of ongoing reviews of the programme (SVQ Electrical)
- Assessor's feedback is to a high standard with professional discussions recorded for the candidate to make amendments and showing the learning journey (SVQ Electrical)
- The centre provided some commentary in the candidate assessment record against the assessment standards. In particular, it was useful to have a brief explanation as to why the assessment judgements had been made (Health & Food Technology)
- Assessor observations and discussions together with candidate reflective accounts clearly show the performance indicators at the point to which they refer with cross-referencing to other unit colour coded (SVQ Business Admin)

A few recommendations have been made for consideration in session 2022/23, with some having been implemented prior to the end of session. These include:

- Assessor to give more detailed description of tasks carried out within observations and clearer feedback to candidate of his performance (SVQ C&J) - *IVP 9 has now been updated to reflect changes and uploaded to the documents section on AdminNet*
- I would recommend when using photographic evidence that either the learners ID number or name is clearly stated and showing (NC Electrical) - *CM advised that the requirement for*

student names or id number to be used along with the photographic evidence was discussed with the team and will be implemented in all practical classes

- ▶ *Recommend that an observation of the assessment process is covered with candidates undertaking OFTEC (BPEC Gas) – Management Rep will ensure this is carried out AY 22/23*
- ▶ *VGL to add a column to the Internal Verification Strategy to show the status of the assessor/verifier (Low/medium/high) (SVQ IMI). - IV Strategy has been updated to reflect this change*

Recommendations

The Committee is asked to note the contents of the paper.

Sonya Rutter
Performance Manager
22nd August 2022



**Dumfries and
Galloway College**

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LEARNING AND TEACHING COMMITTEE 06.09.22

LEARNING AND TEACHING COMMITTEE

Date of Meeting	<u>06 September 2021</u>
Subject of Paper	Self-Evaluation and Performance Enhancement
Paper No.	LT09.22-G
Agenda Item	Item 10
FOISA Status	Disclosable
Primary Lead	Phil Storrier
Date of production	26 August 2022
Intended Outcome	Discussion

Financial Implications:	NO
Equality and Diversity Implications:	N/A
Learner and Learning Implications:	Student Performance and Experience
Risks Assessed:	N/A
Publicly Available:	NO

Introduction

If we are to deliver a quality student experience, we must all strive to develop a culture of continuous improvement and ensure we understand the factors that affect that quality across the services we deliver.

It requires us all to understand what we are seeking to achieve, to plan for and take action to improve and enhance the quality of our services. This is the case when our reflection, self-evaluation and evidence sources demonstrate a need for improvement and when we identify and seek to celebrate and build on what we are doing well.

It is a condition of grant that every college in Scotland takes responsibility for quality assurance and enhancement within its own institution. The Scottish Funding Council (SFC) and Education Scotland also have a role to ensure, on behalf of students, stakeholders, and taxpayers, that institutional arrangements are effective.

This paper has been produced to outline the mechanisms in place within our quality framework to monitor, evaluate and enhance performance and drive improvement. Furthermore, enhancements to the quality procedures we have introduced.

Main Report

Self-Evaluation

How good is our college? (HGIOC?) is designed to support and enable colleges to evaluate the quality of our provision and services and to report on progress against key themes. It has four high level principles:

- Leadership and quality culture
- Delivery of learning and services to support learning
- Outcomes and impact
- Capacity for improvement



Last academic year the College launched DG-SEE (Stop-Evaluate-Enhance) which has been designed based on the College quality indicators in HGIOC? (Appendix 1)

DG-SEE is a continuous improvement process for which all teams across the College should engage in ongoing and continuous real time self-evaluation focused primarily on the key services they deliver which impact on the student experience identifying critical areas of success and improvement. Following review of the engagement and quality of output we have made further

enhancements (highlighted in yellow) to the system to ensure effective self-evaluation to improve performance is taking place (Appendix 2).

Curriculum Development and Enhancement

The College conducts a series of portfolio reviews across the academic year to ensure the quality of our curriculum planning process. The purpose of these reviews is to engage in a professional dialogue that scrutinises the current and future curriculum offer to ensure that appropriate resources are in place to match college planning. For academic year 22/23 we have added further enhancements to this process where curriculum teams will provide plans which will now also identify:

- SOAR analysis of learning, teaching, assessment and curriculum design.
- 4 critical objectives to improve learning, teaching and assessment.
- 4 critical objectives to improve curriculum design.
- Identify 2 priority courses for improvement in each curriculum area with associated action plan.

Review 1

- Curriculum Managers will undertake a horizon scanning exercise which has been designed to ensure that curriculum planning considers the following academic year ahead and beyond.
- Consider internal and external strengths, weakness, opportunity, and threats.
- Take note of all relevant guidance including skills trends, national, regional, and local needs.
- All critical external guidance and measures.
- Key Performance indicators and impact on the student experience and outcomes.
- Ensure appropriate resources are identified and planned for.
- Ensure under performance in identified and actions planned.

Review 2

- Curriculum Managers to articulate improvement plans they have and are putting in place with teams to enhance retention and success.
- Key priority actions identified through DG-SEE Self-Evaluation and outlining **what** is being done, **who** is leading and **what** intended **impact** will be.
- Key targets to be met in the following academic year for operational planning.
- Scrutiny of the next years targets.
- Further review of required and expected resource requirements.

Observation of Learning

As part of Lecturers professional development, there is a requirement to participate in Observation of Learning. Staff will be expected to record a 60-minute segment of a selected session and share with their assigned learning and teaching mentor and/or peer. Our process will focus on recording of lessons for the many benefits which include:

- Focusing on learning will improve outcomes for students.
- Can be shared and improve practice across the college

- Covers Professional Learning within the Professional Standards for Lecturers in Scotland's College's.
- Shared practice will build confidence, knowledge and skills in pedagogy.
- It avoids timetable clashes with mentors and peers making the process more efficient.

Observation of Learning is about observing practice and learning from one another. It aims to support the sharing of best practice and build awareness about the impact of learning and teaching.

Effective observation of learning (including feedback and reflection):

- Focusses on lecturer's individual needs and gives opportunity to learn from and give feedback to peers.
- Is a core component of creating a professional community and building collective efficacy.
- Can help Lecturers continue to improve their practice in ways that better promotes student learning, experience and outcomes.
- Is a developmental learning opportunity.

Process Notes:

- Staff will be selected at random. However, if any staff member wishes to specifically engage beyond this then they can contact the Learning, Teaching and Innovation Team.
- Staff recordings will be stored securely for 1 year and will then be deleted.
- Recordings will only be used for professional discussion.
- The only people to view the recording will be the Lecturer, an L&T Mentor and/or peer. However, staff may wish to share with their line manager to inform the PRD process or where on agreement it can be shared across the College for sharing of practice.
- A recoding of critical incidents will be provided after the process is complete.

Recommendations

The committee are asked to discuss the contents of the report.

Phil Storrier

Director of Student Experience and Academic Performance
26th August 2022

Appendix 1 – HGIOC?

What is our capacity for improvement?		
Leadership and quality culture	Delivery of learning and services to support learning	Outcomes and impact
How good is our leadership and approach to improvement?	How good is the quality of the provision and services we deliver?	How good are we at ensuring the best possible outcomes for all our learners?
1.1 Governance and leadership of change 1.2 Leadership of learning and teaching 1.3 Leadership of services to support learning 1.4 Evaluation leading to improvement	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Services to support learning 2.5 Transitions 2.6 Partnerships	3.1 Wellbeing, equality and inclusion 3.2 Equity, attainment and achievement for all learners

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Appendix 2 - DG-SEE Framework:

Note: A similar process exists for support staff.

Block	Activity	Lead	Key Contributors	Completion Date
1	Start of Year Strategic Evaluation	CM	CT	Week 2
	Monthly Enhancement Meeting:	CM	CT	Week 4
	<ul style="list-style-type: none"> Review of KPI's Improvement Actions Student Feedback DG-SEE 			Week 8
				Week 12
	Early Experience – Student Survey	P	S	Week 4
		PT		
	DG-SEE Block 1 (Min 4 Submissions Per Course Area)	CM	CT	Week 12
	Student Feedback Activity	CM	S	Week 12
		CT		
	Portfolio Review 1	DOSEAP	CM	Week 12
2		DOC		
	Monthly Enhancement Meeting:	CM	CT	Week 16
	<ul style="list-style-type: none"> Review of KPI's Improvement Actions Student Feedback DG-SEE 			Week 20
				Week 24
	Block 1 – College Wide Report	DOSEAP	P	Week 16
	Student Feedback Activity	CM	S	Week 24
	+ You Said, We Did			

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		CT		
	DG-SEE Block 1 (Min 4 Submissions Per Course Area)	CM	CT	Week 24
	Portfolio Review 2	DOSEAP	CM	Week 24
		DOC		
3	Student Satisfaction and Engagement Survey	P	S	Week 27
		All Staff		
	Monthly Enhancement Meeting: <ul style="list-style-type: none"> Review of KPI's Improvement Actions Student Feedback DG-SEE 	CM	CT	Week 28 Week 32 Week 36
	Block 2 – College Wide Report	DOSEAP	P	Week 28
	Student Feedback Activity + You Said, We Did	CM CT	S	Week 36
	DG-SEE Block 1 (Min 4 Submissions Per Course Area)	CM	CT	Week 36
	Curriculum Enhancement Plans	CM	CT	Week 36

KEY:

DOSEAP - Director of Student Experience and Academic Performance

DOC - Director of Curriculum

CM – Curriculum Manager

CT – Course Team

P – Performance Team

PT – Personal Tutor

S - Students



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LEARNING AND TEACHING COMMITTEE 06.09.22

LEARNING AND TEACHING COMMITTEE

Date of Meeting	06 September 2022
Subject of Paper	Education Scotland Review
Paper No.	LT09.22-H
Agenda Item	Item 11
FOISA Status	Disclosable
Primary Lead	D. Dickson
Date of production	29 August 2022
Intended Outcome	Discussion

Financial Implications:	NO
Equality and Diversity Implications:	N/A
Learning and Teaching Implications	YES
Risks Assessed:	N/A
Publicly Available:	NO

Introduction

Education Scotland, the national inspection agency, resumed their annual review of colleges progress against their action plans for improvement.

Main Report

The report over identifies the main findings from the Education Scotland team that reviewed the College in March 2022. The Managing Inspector had previously met with the Board of Management in June 2022 to outline their findings.

The College will incorporate relevant actions from this report into their action plan for improvement that will be submitted to the Scottish Funding Council during this academic year.

During the visit Education Scotland gather evidence about the progress the college is making towards delivering against the targets and milestones identified within our improvement plan. Evidence is gathered through professional dialogue with staff and students and the review of key processes.

Recommendations

The Committee are asked to note the contents of this report.

Douglas Dickson

Vice Principal, Learning Skills and Student Experience
August 2022



**Dumfries and
Galloway College**

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LEARNING & TEACHING COMMITTEE 06.09.22

LEARNING AND TEACHING COMMITTEE

Date of Meeting	06 September 2022
Subject of Paper	Pathfinder
Paper No.	LT09.22-I
Agenda Item	Item 12
FOISA Status	Disclosable
Primary Lead	D. Dickson
Date of production	29 August 2022
Intended Outcome	Discussion

Financial Implications:	NO
Equality and Diversity Implications:	N/A
Learning and Teaching Implications	YES
Risks Assessed:	N/A
Publicly Available:	NO

Introduction

The Scottish Funding Council as part of the review of Review of Coherent Provision and Sustainability proposed a pathfinder which would introduce a “revised approach to strategic provision planning and skills alignment, which would include SFC convened Tertiary Provision Pathfinders to better explore strategic planning and partnership working at a regional level, assessing demand and future tertiary and skills provision that balances the needs of students, employers and broader economic and social drivers.”

Currently there are 2 pathfinders, one in South and the other in the Northeast of Scotland.

Main Report

The Pathfinder aims and vision is to achieve three overarching goals:

- Alignment of provision against societal and employer need
- Enhanced coherence and sustainability across provision
- Simpler pathways and improved outcomes for learners

The pathfinder will explore, in practical ways, what further needs to be done to make the education and skills system responsive, integrated, and supportive of economic recovery and inclusive growth in each region.

SFC will use these regional pilots to inform potential system improvement and develop expectations and guidance for institutions on better provision planning for skills alignment.

Project focus

The Pathfinders are focused around four complementary areas of work spanning key themes of evidence, analysis and collaborative action:

Data and Analysis: An understanding of current skills provision, unmet demand, available data, and other evidence. This will include an analysis of education and skills provision across the region and how this has changed to meet the needs of the region, an interrogation of current and projected demand and any perceived gaps, and an exploration of how relevant data is made available to institutions to inform provision.

Regional Priorities: Developing approaches to provision planning at a regional level, identifying early areas for action, advancing collaboration, deepening strategic connections with employers, piloting new ways of working. This will include the development and delivery of a small number of collaborative pilot projects addressing regional skills priorities. The College has submitted a project briefs for the development of digital curriculum with the region and the UWS/D&G/DGC degree pathway development.

Process Analysis: An understanding of provision planning and curriculum design, the links to employers and other key partners and the impact on learner journey. This will include a study of the way provision planning is conducted across institutions, how SFC and key partners support this planning, and how this can be improved.

Reflections and Recommendations: Recommendations and lessons learned from each work package, sharing new thinking in skills planning and alignment. This will draw on lessons learned from each of the work packages and use the insight of the academics, practitioners and local partners involved in this work.

Governance

A South of Scotland Regional Delivery Board has been established to take forward collaborative projects in the regions and drive progress on a local level. The Regional Board will report to a Pathfinder National Advisory Board consisting of sector and other representatives, responsible for providing expert guidance, support, and, where appropriate, strategic input and challenge.

Recommendations

The Committee are asked to note the contents of this report.

Douglas Dickson

Vice Principal Learning, Skills and Student Experience
August 2022



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LEARNING AND TEACHING COMMITTEE 21.11.22

LEARNING AND TEACHING COMMITTEE

Date of Meeting	21 November 2022
Subject of Paper	Strategic Risk Register
Paper No.	LT1122-3.1
Agenda Item	Item 3.1
FOISA Status	Disclosable
Primary Lead	L Grierson
Date of production	08 November 2022
Intended Outcome	Approval

Financial Implications:	YES
Equality and Diversity Implications:	N/A
Learner and Learning Implications:	YES
Risks Assessed:	YES
Publicly Available:	YES

Strategic Risk Register

1 Introduction

- 1.1** The purpose of this paper is to provide the Committee with the opportunity to review the College's Strategic Risks associated with L&T Committee.

2 The Report

- 2.1** The Principal and Executive Leadership Team routinely review the Strategic Risk Register to reflect the risks the College is facing and the mitigation that will be applied to each risk. Currently L&T Committee has 3 risks assigned to it for review.

Risk 8 – Failure to achieve highest academic performance levels – no change

Risk 9 – Failure to adhere to academic compliance arrangements

Risk 10 - Failure to achieve an effective student experience

- 2.2** There has been no change to the scoring of the risks, however, the documentation has been updated to show the 3 lines of defence as discussed at Audit Committee and agreed by Board of Management.

3 Recommendation

- 3.1** It is recommended that the Committee consider and, if so minded, approve the Strategic Risk Register.

Lorraine Grierson
Secretary to the Board
8 November 2022

STRATEGIC RISK REGISTER UPDATE L&T COMMITTEE – NOV 22

RISK DEFINITION		ORIGINAL TASK				RESIDUAL RISK					
No	Risk	Likelihood	Impact	Total	Risk Level	Likelihood	Impact	Total	Risk Level	Risk Appetite	Trend
Responsible Person - VP Learning, Skills and Student Experience											
8	Failure to achieve highest academic performance levels										
		4	4	16		3	4	12			=
9	Failure to adhere to academic compliance arrangements										
		5	3	15		4	2	8			=
10	Failure to achieve an effective student experience										
		3	4	12		2	4	8			=

KEY: ASSESSMENT OF RISKS

Risks which should be monitored by the Risk Management Group:	Scores: 1 – 8	Minor Risk
Risks to be brought to the attention of SMT and the Board of Management:	Scores: 9 - 15	Significant Risk
Risks to be reported to, and monitored by, Board of Management:	Scores: 16 – 20	Major Risk
Risks to be reported to, and monitored by, Board of Management:	Scores: 21 – 25	Fundamental Risk

Risk Score Matrix Impact	5	10	15	20	25
	4	8	12	16	20
	3	6	9	12	15
	2	4	6	8	10
	1	2	3	4	5
Likelihood					

Strategic Objective:**Risk No: 8**

Reference to Departmental Risk Registers:	Organisational
Owner:	VP Learning Skills and Student Experience
Description of the Risk:	Failure to achieve highest academic performance levels
What are the possible consequences if the risk was to emerge?	Loss of reputation in the region, financial sustainability, ability to attract future students and educational partners. Note – College performance has been a long term issue that predates COVID

Numerical Scoring of Gross Risk (i.e., without controls in place)

What is the predicted LIKELIHOOD of the risk occurring?	(A) 4/5	What is the predicted IMPACT of the risk?	(B) 4/5	What is the total risk score? (A x B)	16/25
The GROSS risk is therefore: MIN/SIG/MAJ/FUN	Major Risk				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
FRONT LINE (Management Assurance) Operational Delivery /Systems /Quality Assurance /Supervision	<ul style="list-style-type: none"> Online reports with curriculum areas performance Action planning at curriculum area level Regular curriculum team meetings 	<ul style="list-style-type: none"> Managers and Directors monitor course PIs Self-evaluation reporting monitored by Performance
OVERSIGHT OF MANAGEMENT ACTIVITY Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	<ul style="list-style-type: none"> College wide enhancement plan developed from self-evaluation Action planning from portfolio reviews 	<ul style="list-style-type: none"> College wide enhancement plan monitored annually Annual portfolio review to examine improvement actions Regular reportage on performance to SLT Reportage to L&T Committee on College wide self -evaluation and portfolio reviews
INDEPENDENT ASSURANCE Internal Audit / external bodies	<ul style="list-style-type: none"> Annual scrutiny by Education Scotland annually by HMI and STMs Self-evaluation reportage to Scottish Funding Council 	<ul style="list-style-type: none"> Reportage by Education Scotland presented to the BoM SFC Outcome Team monitor returns and provide feedback as required

Numerical Scoring of NET Risk (i.e., with controls in place) (2 cont)

What is the predicted LIKELIHOOD of the risk occurring?	(A) 3/5	What is the predicted IMPACT of the risk?	(B) 4/5	What is the total risk score? (A x B)	12/25
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Risk Status	Meeting 1 SIG	Meeting 2 SIG	Meeting 3	Meeting 4
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MEETING	AMENDMENTS TO RECORD
1	No Change
2	Risk updated to show the 3 lines of defence.
3	
4	

No.	Risk and Risk Appetite	Avoid	Averse	Cautious	Moderate	Open	Hungry
8	Failure to achieve highest academic performance levels						

Classification	Description
Avoid	No appetite for risk. The organisation is not prepared to accept any risks.
Averse	Prepared to accept only the very lowest levels of risk, with the preference being for very safe decision-making and strategy implementation, while recognising there may be little opportunity for innovation or the exploitation of new opportunities.
Cautious	Willing to accept some low risks, while maintaining an overall preference for safe decision-making and strategy implementation, despite the probability that there is restricted potential for innovation and increased outcomes and benefits.
Moderate	Tending predominantly towards exposure to only modest levels of risk in order to achieve acceptable, but possibly unambitious outcomes or benefits.
Open	Prepared to consider innovative decisions and strategic implementation and selecting those with the highest probability of productive outcomes and benefits, even where there are elevated levels of associated risk.
Hungry	Proactively taking innovative/creative/pioneering decisions and adopting forms of strategic implementation, while accepting the associated substantial risk levels in order to secure highly successful outcomes and benefits.

Strategic Objective:**Risk No: 9**

Reference to Departmental Risk Registers:	Organisational
Owner:	VP Learning Skills and Student Experience
Description of the Risk:	Failure to adhere to academic compliance arrangements, eg awarding bodies, Education Scotland
What are the possible consequences if the risk was to emerge:	Loss of reputation, financial loss, loss of ability to deliver and develop new courses, loss of ability to issue international visas and impact on student certification.

Numerical Scoring of Gross Risk (i.e. without controls in place)

What is the predicted LIKELIHOOD of the risk occurring?	(A) 4/5	What is the predicted IMPACT of the risk?	(B) 3/5	What is the total risk score? (A x B)	12/25
The GROSS risk is therefore: MIN/SIG/MAJ/FUN	Significant risk				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
FRONT LINE (Management Assurance) Operational Delivery /Systems /Quality Assurance /Supervision	<ul style="list-style-type: none"> Assessor marks in line with national standards utilising awarding body resources. Action planning at curriculum area level Regular curriculum team meetings 	<ul style="list-style-type: none"> Internal verifier appointed for each unit and a cycle of verification is followed. Self-evaluation reporting monitored by Performance
OVERSIGHT OF MANAGEMENT ACTIVITY Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	<ul style="list-style-type: none"> Management scrutiny of the cycle of verification and appointment of internal verifiers. Issues from internal verification are identified and action planned to ensure conformity with national standards. College wide enhancement plan developed from self-evaluation 	<ul style="list-style-type: none"> Scrutiny of internal verification reports by managers. SLT scrutiny of annual verification activity. College wide enhancement plan monitored annually Reportage to L&T Committee on College wide self -evaluation and portfolio reviews
INDEPENDENT ASSURANCE Internal Audit / external bodies	<ul style="list-style-type: none"> External verification by awarding body according to an annual cycle and risk Annual scrutiny by Education Scotland annually by HMI and STMs Self-evaluation reportage to Scottish Funding Council 	<ul style="list-style-type: none"> External verifier presents report of visit to curriculum and performance team. Performance directorate monitor external verification and report to SLT and the L&T Committee. Reportage by Education Scotland presented to the BoM SFC Outcome Team monitor returns and provide feedback as required

Numerical Scoring of NET Risk (i.e. with controls in place) (2 cont)

What is the predicted LIKELIHOOD of the risk occurring?	(A) 2/5	What is the predicted IMPACT of the risk?	(B) 2/5	What is the total risk score? (A x B)	4/25
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Risk Status	Meeting 1 MIN	Meeting 2 MIN	Meeting 3	Meeting 4
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MEETING	AMENDMENTS TO RECORD
1	No Change
2	Risk updated to reflect the 3 lines of defence.

3	
4	

No.	Risk and Risk Appetite	Avoid	Averse	Cautious	Moderate	Open	Hungry
9	Failure to adhere to academic compliance arrangements						

Strategic Objective:**Risk No: 10**

Reference to Departmental Risk Registers:	Organisational
Owner:	VP Learning, Skills and Student Experience <i>(Inc Infrastructure/Marketing/ICT)</i>
Description of the Risk:	Failure to achieve an effective student experience
What are the possible consequences if the risk was to emerge?	Loss of reputation in the region, financial sustainability, ability to attract future students, ability to retain students and potential to limit student progression.

Numerical Scoring of Gross Risk (i.e., without controls in place)

What is the predicted LIKELIHOOD of the risk occurring?	(A) 3/5	What is the predicted IMPACT of the risk?	(B) 4/5	What is the total risk score? (A x B)	12/25
The GROSS risk is therefore: MIN/SIG/MAJ/FUND	Significant Risk				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
FRONT LINE (Management Assurance) Operational Delivery /Systems /Quality Assurance /Supervision	<ul style="list-style-type: none"> Clear arrangements for applications, onboarding and retention Student block surveys and Student Satisfaction and Engagement Survey (SSES) Student engagement prior to course start and on course Continuous self- evaluation and action planning by support and teaching areas Action planning at curriculum area level Regular curriculum team meetings Students' association officers' meetings with students Student focus groups Student class representatives input to course teams 	<ul style="list-style-type: none"> Review of early student experience Performance return survey and SSES results to CMs Performance enhancement measure support areas to improve the student experience Self-evaluation reporting monitored by Performance and Directors
OVERSIGHT OF MANAGEMENT ACTIVITY Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	<ul style="list-style-type: none"> College wide enhancement plan developed from self-evaluation Action planning from portfolio reviews 	<ul style="list-style-type: none"> Monitoring of College wide enhancement plan Portfolio review to examine improvement actions Regular reportage on performance and student satisfaction to SLT Reportage to L&T Committee on College wide self -evaluation, enhancement plan and portfolio reviews
INDEPENDENT ASSURANCE Internal Audit / external bodies	<ul style="list-style-type: none"> Annual scrutiny by Education Scotland annually by HMI and STMs Self-evaluation reportage to Scottish Funding Council 	<ul style="list-style-type: none"> Reportage by Education Scotland presented to the BoM SFC Outcome Team monitor returns and provide feedback as required

Numerical Scoring of NET Risk (i.e., with controls in place) (2 cont)

What is the predicted LIKELIHOOD of the risk occurring?	(A) 2/5	What is the predicted IMPACT of the risk?	(B) 4/5	What is the total risk score? (A x B)	8/25
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Risk Status	Meeting 1 MIN	Meeting 2 MIN	Meeting 3	Meeting 4
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MEETING	AMENDMENTS TO RECORD
1	No Change
2	Risk updated to show the 3 lines of defence
3	
4	

No.	Risk and Risk Appetite	Avoid	Averse	Cautious	Moderate	Open	Hungry
10	Failure to achieve an effective student experience						





**Dumfries and
Galloway College**

One step ahead

LEARNING & TEACHING COMMITTEE 06.09.22

Learning And Teaching Committee

Date of Meeting	<u>06 September 2022</u>
Subject of Paper	Self Evaluation and Terms of Reference
Paper No.	LT09.22-K
Agenda Item	Item 14
FOISA Status	Disclosable
Primary Lead	L Grierson
Date of production	25 August 2022
Intended Outcome	Approval

Financial Implications:	N/A
Equality and Diversity Implications:	N/A
Learning and Teaching Implications	N/A
Risks Assessed:	N/A
Publicly Available:	yes

Introduction

To comply with the Code of Good Governance for Scotland's Colleges, the Board is required to:

“Keep its effectiveness under annual review and have in place a robust self-evaluation process. There should also be an externally facilitated evaluation of its effectiveness at least every three to five years.” An externally facilitated effectiveness review was undertaken in 2020.

The evaluation of the board chair should normally be led by the vice-chair/senior independent member.

The board must ensure all board members are subject to appraisal of their performance, conducted at least annually, normally by the Chair of the Board.

1 In line with this and the Board Development Framework, the Board Evaluation for 2021-22 should consist of:

- Individual 1:1 meetings with individual Members of the Board and Chair of the Board
- Evaluation of the External Review and Board Development Plan
- Board Self Evaluation 2021-22
- Identifying Board Developments for the 2022-23 Board Development Plan

Members will be contacted to arrange a suitable 1-1 appointment and evaluation forms will be sent to members for completion. Your performance will be appraised against (a) the role of board members set out in Guide for Board Members in the College Sector (b) any individual objectives applying to your office, as agreed with you, and (c) the extent to which you contribute to ensuring that the Board as a whole delivers its functions effectively and efficiently, in accordance with its vision, strategic direction, educational character, values and ethos.

1.1 In respect of the self-evaluation process, the Committee is asked to consider and complete the Committee Self-Evaluation form to reflect business over the last academic year and responses will be collated into one document.

1.2 The Board development plan will be populated from actions taken from the self-evaluation documentation and 1-1 meetings.

2 The Committee terms of reference have recently been reviewed and reformatted with a view to incorporating important information into one document which will be particularly helpful to new members of the Committee. This is attached for your information and review for approval at the full Board.

The terms of reference now include the Committee Schedule of Business for each meeting, and the Board Map providing an overview of Board business and governance.

Recommendations

The Committee is asked to:

- note the self-evaluation details
- review and agree the Terms of Reference for Board approval

Lorraine Grierson
Secretary to the Board

Terms of Reference	Learning & Teaching Committee
Date Approved by Committee	Nov 2021
Date Approved by Board	Nov 2021
Date of Next Review	Sept 2022
Chair	Malcolm MacLeod

1. Membership

- 1.1. 6 non-executive board members (one of whom shall be appointed as Committee Chair).
- 1.2. Maximum of two staff board member.
- 1.3. Maximum of two student board members.
- 1.4. In attendance:
 - 1.4.1.1. Principal
 - 1.4.1.2. VP Learning Skills, and Student Experience
 - 1.4.1.3. Director of Curriculum and Director of Student Experience and Academic Performance
 - 1.4.1.4. Three members of staff representative of the curriculum
 - 1.4.1.5. Secretary to the Board

2. Quorum

- 2.1. 5 members, 3 of whom to be non-executive Board members (quorum 50% or higher of membership, with the majority for decision-making to be non-executives).

3. Reporting

- 3.1. The L&T Committee shall make its recommendations to the Board of Management as appropriate.
- 3.2. The L&T Committee shall observe the Standing Orders in all its business.
- 3.3. Minutes of the meetings should be circulated to the Board for information.

4. Responsibilities

- 4.1. The L&T Committee has overall responsibility for monitoring the direction and performance of learning and teaching and the quality of the learners' experience at the College.
 - 4.1.1. Ensure appropriate mechanisms are in place for the effective monitoring of quality and inclusivity of the learning experience, in line with Education Scotland Quality Framework, and report to the Board.
 - 4.1.2. Review the Evaluative Report and Enhancement Plan (or equivalent) in line with Education Scotland/Scottish Funding Council guidance.
 - 4.1.3. Make recommendations for the Student Experience Strategy and monitor performance against KPIs at least once a year before presentation to the Board.

- 4.1.4. Reflect on trends in education and encourage innovation and curriculum development to ensure that the College is successfully serving the needs of its internal and external stakeholders.
- 4.1.5. Agree and monitor academic performance, including student retention, progression, attainment PIs, ensuring self-evaluation arrangements are in place to action and address any areas of concern.
- 4.1.6. Monitor performance against the College's Regional Outcome Agreement.
- 4.1.7. Monitor the development of the College's curriculum portfolio and the annual summary feedback from awarding bodies.
- 4.1.8. Consider reports from and related to the Student Association and address any issues raised by the Association.
- 4.1.9. Review the Student Association Constitution every 5 years and annual partnership agreement.
- 4.1.10. Review the College's performance in terms of college leaver destinations, academic appeals, (CLD) and the student satisfaction and engagement survey (SSES).
- 4.1.11. Maintain an overview of quality assurance and improvement by reviewing feedback and evaluation from student and stakeholder surveys and student complaints.
- 4.1.12. Monitor external partnerships: articulation with university partners and Developing the Young Workforce (DYW).
- 4.1.13. Monitor the output and development of the Academic Council.
- 4.1.14. Review the arrangements for student health and wellbeing.
- 4.1.15. Monitor the strategic risks relevant to the Committee and suggest recommendations as required.
- 4.1.16. Receive and review Corporate Parenting and Safeguarding progress reports.
- 4.1.17. Undertake a self-evaluation exercise annually to ensure that the Committee complies with best practice in relation to governance.

5. Meetings

- 5.1. The L&T Committee will normally meet at least four times per year.

L&T COMMITTEE EVALUATION

(to be completed by Committee Members and VP collectively)

Date:

Good Practice	Yes	No	N/A	Comments/Action
Composition, Establishment and Duties of the Committee				
Does the Committee meet regularly in accordance with the Board Standing Orders?				
Does the Committee consistently have a quorum?				
Do all Committee members attend meetings regularly?				
Does the Committee have enough members?				
Does at least one of the Committee members have a background relevant to the remit of the Committee?				
Have new Committee members received all necessary training?				
Does the Committee report regularly to the Board?				

Good Practice	Yes	No	N/A	Comments/Action
Terms of reference				
Does the Committee have written terms of reference?				
Do the terms of reference include all aspects of the Committee's role?				
Does the membership of the Committee need to be changed?				

Are the terms of reference adopted by the full Board and reviewed annually?				
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Good Practice	Yes	No	NA	Comments/Action
Compliance with the Law and Regulations				
Does the Committee have a mechanism to keep it aware of topical legal and regulatory issues?				

Good Practice	Yes	No	NA	Comments/Action
Internal Control				
Does the Committee monitor to ensure that risk is controlled?				
Does the Committee regularly review relevant strategic plans?				
Does the Committee consider the level of detail and information it receives appropriate?				
Are appropriate internal performance measures monitored by the Committee?				
Is the Committee addressing all matters delegated to it by the Board and under its terms of reference?				

Good Practice	Yes	No	NA	Comments/Action
Administrative arrangements				
Does the Committee have an independent secretary?				

Are Committee papers distributed in sufficient time for members to give them due consideration?				
Are Committee meetings scheduled prior to important decisions on specific matters being made?				
Is the timing of Committee meetings discussed with all involved?				