



**LEARNING AND TEACHING COMMITTEE
MINUTE OF MEETING HELD ON 14 MARCH 2023 AT 16:00hrs
VIRTUALLY BY TEAMS**

Present:		
Sharon Hodgson (SH) (Temporary Chair)	Eddie Black (EB)	Susan McLellan (SM)
Rebecca Plant (RP)	Kate Glendye (KG)	
In attendance:		
Douglas Dickson (DD)	Phil Storrier (PS)	Lorraine Grierson (LG)
Mary Cheetham (MC)	Christopher Connor (CC)	Alexandra Elkins (note taker)
Tracy McHallam TM	Joanna Campbell JC (16:04)	
Apologies:		
Dr. Malcolm MacLeod (Chair)	Gillian Brydson	Janet Weir
Peter Woods	Ann Hill	Danielle Hughes

1. Welcome and Apologies for Absence | Verbal | Chair S. Hodgson

The Chair welcomed everyone to the meeting, the Secretary to the Board informed the Committee that the meeting was not quorate, the Committee agreed to continue with the meeting except for items for approval.

1.1. Apologies were received from: Prof. M. MacLeod, Gillian Brydson, Ann Hill, Janet Weir and Peter Woods. In the absence of the Chair, S. Hodgson volunteered to Chair the meeting, which members supported.

1.2. Declaration of Interests/Connections | Verbal | Chair S. Hodgson

The Chair reminded Members to indicate any declaration of interest or connections as appropriate throughout the course of the meeting.

FOR APPROVAL

2. Minute of Meeting held 21 November 2022 | L&T0323-2.1 | Chair S. Hodgson

Members attending agreed the minutes were an accurate record of the meeting. However, as the meeting is not quorate, the minutes will be sent to absent members to gain final approval.

2.1.1 Action Log | L&T0323-2.2 | Chair S Hodgson

Item 3 had been amended and all actions were noted as closed.

2.1.2 The Committee agreed to mark all actions as closed.

2.2 Matters Arising | Verbal | Chair S. Hodgson

There were no matters arising.

3. Item 3 - Strategic Risk Register | L&T0322-3.1 | L. Grierson

It was confirmed that there had been no amendment to risks 8,9 and 10 of the Strategic Risk Register since the last Committee meeting.

3.1 **The Committee agreed to the status of the risks, however the register would be sent via email to absent members for final approval.**

J. Campbell Joined the meeting 16.03hrs.

FOR DISCUSSION

4 Student Association Report | L&T0322-4.1 | K. Glendye

The Committee noted the outcome of a recent student survey regarding delivery models which had shown a majority preferred to learn fully on campus. KG stated that this was likely due to the practical nature of many courses.

Several key SA activities were also noted: -

- Recruitment for the SA Officer posts for AY23.24 had begun.
- External Award submissions were being developed.
- The 'Above and Beyond Awards' event would take place on 14 June 2023 – Board members were welcome to attend.
- A new student wellbeing online platform 'Spectrum Life' had been launched in February 2023.

4.1 The Committee discussed both actions in relation to student feedback on delivery models and security and were assured that appropriate actions were in place regarding security and the improvement of the student experience.

4.2 Additional information regarding the Spectrum Life platform was requested and it was noted that 55 individuals had registered with positive feedback received from staff and students. The requirement of parental consent for younger students to access the service was being investigated.

4.3 DD Commented, that following the pandemic significant developments in online learning with longer term teaching models and improved engagement were in development.

4.4 **The Committee noted the content of the report.**

5 Outcome of Annual Curriculum Planning and Portfolio Review | L&T0322-5.1 | P. Storrier

The Curriculum Portfolio had been amended to reflect guidance on key regional and College priorities, emerging skills, recruitment challenges and opportunities and to meet the College credit targets. Improvements and change in the delivery of the curriculum was continuous and Education Scotland had highlighted good practice in the Portfolio Planning Process.

5.1 Confidential to members only.

5.10 **The Committee noted the content of the report.**

6 DYW Update | L&T0323-6.1 | D. Dickson

The Depute Principal introduced the paper outlining findings of a recent review which had identified a variety of issues relating to the effectiveness of DYW and challenges relating to the implementation of strategy and employer engagement. The report highlighted that the College supported DYW with local events and it was stated that the College continued to examine opportunities for further collaboration to support improvements for both DYW and individuals collectively.

6.1 The Principal encouraged increased leadership and collaboration to provide solutions.

6.2 The Director of Student Experience reported on the work undertaken in relation to Young Peoples Guarantee around destinations and stated that innovative improvements in careers advice and guidance in a digital landscape was appropriate.

6.3 The Committee discussed some innovations relating to careers guidance, the need to improve engagement and outcomes and supported ELT's recommendations in particular, increased leadership.

6.4 **The Committee noted the content of the report.**

7 Education Scotland Progress Visit | Verbal | P. Storrier

The Director of Student Experience provided a verbal update on the recent in-person visit by Education Scotland which had taken place on 16 January 2023. A final report would be published in due course.

7.1 Education Scotland had recognised a variety of challenges for the College in recruitment, attainment, and retention, however systems and processes were providing quality and rigour. The Committee noted positive feedback around several areas and supported the key areas for improvement which had been identified.

7.2 DD stated that student feedback and staff involvement during the visit had been positive and low attainment remained a key focus for improvement.

7.3 The Committee commended the positive report.

7.4 **The Committee noted the content of the verbal report.**

8 Annual Articulation Report | L&T0323-8.1 | D Dickson

The Depute Principal introduced the paper explaining the key information on DGC articulation over the last 3 years as provided from the SFC National Articulation Database for AY 2020/21. The Committee noted the aims of articulation to year 3 entry on degree courses and the need to avoid repeated learning. It was recognised that more meaningful and wider articulation with other universities was required.

8.1 The Committee recognised the issues highlighted with regard articulation and further engagement with other Universities was universally supported.

8.2 Discussion followed on the experience of some HNC Care Practice students who had successfully progressed to the University of Cumbria and the finding of a report

which had shown the impact of the pandemic on the confidence of young people aged 9-13yr. The Committee were assured that improved measures were being developed to counter this.

8.3 The Committee noted the content of the report.

FOR NOTING

9 College Leavers Destination Report | L&T0323-9.1 | K. Glendye

KG commended the work undertaken by the Performance Team to compile the report.

9.1 The Committee noted the content of the report.

10 Student Satisfaction and Engagement Survey | L&T0323-10.1 | K. Glendye

The Committee noted the content of the report.

FOR INFORMATION ONLY

11 AOCB | Verbal | Chair S. Hodgson

There was no other business. The meeting was adjourned at 17:41 hours.

12 Date of the Next Meeting | Verbal | Chair S. Hodgson

The date of the next meeting is scheduled for 06 June 2023.

Key	
	Ongoing
	Closed
	Overdue

L&T COMMITTEE ACTION LOG 14/3/23

No	Meeting Date	Action	Lead	Deadline	Status	Commentary
1	6/9/22	Interim PIs – PS to bring individual student case studies to committee re trends of withdrawals and challenges students face.	PS	Nov 22 June 23	Ongoing	L&T agreed this was not time-sensitive and PS will bring case studies to the Committee alongside the Corporate Parenting and Safeguarding Report in June.
2	21/11/22	Risk 10 – Recommended that BoM have further discussions around the risks of non-continuance of offering the current range of activities which may impede the student experience	LG		Closed	Taken to BoM on 12/12/22. Discussions ensued throughout the meeting and will continue to do so around student experience.
3	21/11/22	Annual SPSO Complaints Report – PS to check if the statistics year on year were correct in Table 2.1	PS/SR	Jan 23	Closed	The percentage statistics reflects headcount vs enrolment. The following amendment will be made as below.

2021-2022 Performance Indicators 1 – 4

Indicator One: The total number of complaints received

1	Quantitative Indicator	2021-22	2020-21	2021-22	2020-21
1.1	Number of complaints received	30	20	30	20
1.2	Number of complaints received per 100 population as a %	0.54%	0.49%	0.65%	1.31%

MEETING	LEARNING AND TEACHING COMMITTEE
AGENDA ITEM:	3
PAPER NO:	3.1

Date	14 March 2023
Location	Teams
Title of Paper	Strategic Risk Register
Presented By	L Grierson
Recommendation Approval / Discussion / Noting	Approval
Appendix Attached	No
Disclosable Under FOISA	Yes

Read Time:

1. RECOMMENDATION

- 1.1 The Learning and Teaching Committee are asked to consider, and if so minded, approve the Strategic Risks 8, 9, 10.

2. EXECUTIVE SUMMARY

- 2.1 The purpose of this paper is to provide the Committee with the opportunity to review the College's Strategic Risks associated with Learning and Teaching Committee.

3. CONTEXT

- 3.1 The Principal and Executive Leadership Team routinely review the Strategic Risk Register to reflect the key risks to the College and the mitigations that are applied to each risk.

Currently L&T Committee has 3 risks assigned to it for review and any amendment made to these is noted below:

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

Risk 9 – Failure to adhere to academic compliance arrangements – **no change**

Risk 10 - Failure to achieve an effective student experience – **no change**

4. STRATEGIC IMPLICATIONS

- 4.1 This paper links into the following strategic priorities: Priority 1 – Student Experience, Priority 3 – Growth and Financial Sustainability

5. RISK

RISK	MITIGATIONS
Risks 8, 9 10	Paperwork attached for reference.

6. IMPLICATIONS

Financial	Yes	Failure for the College to be seen as a destination of choice which will impact on credit funding and sustainability.
Legal	Yes/	Failure to adhere to academic compliance arrangements eg awarding bodies, Education Scotland.
Learning and Teaching	Yes	Challenges to deliver on the objectives set out in the Regional Outcome Agreement (ROA), challenges to attract future students and educational partners; reputational damage, impact on student certification.
Equalities	No	

STRATEGIC RISK REGISTER UPDATE L&T COMMITTEE – MAR 23

RISK DEFINITION		ORIGINAL TASK				RESIDUAL RISK				Risk Appetite	Trend
No	Risk	Likelihood	Impact	Total	Risk Level	Likelihood	Impact	Total	Risk Level		
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 SIG	Meeting 4
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MEETING	AMENDMENTS TO RECORD
Q1	No Change
Q2	Risk updated to show the 3 lines of defence.
Q3	No Change
Q4	

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

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
<p>FRONT LINE (Management Assurance)</p> <p>Operational Delivery /Systems /Quality Assurance /Supervision</p>	<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

<p align="center">OVERSIGHT OF MANAGEMENT ACTIVITY</p> <p align="center">Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance</p>	<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
<p align="center">INDEPENDENT ASSURANCE</p> <p align="center">Internal Audit / external bodies</p>	<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

Risk Status	Meeting 1 MIN	Meeting 2 MIN	Meeting 3 MIN	Meeting 4

MEETING	AMENDMENTS TO RECORD
Q1	No Change
Q2	Risk updated to show the 3 lines of defence.
Q3	No Change
Q4	

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
<p>FRONT LINE (Management Assurance)</p> <p>Operational Delivery /Systems /Quality Assurance /Supervision</p>	<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
<p>OVERSIGHT OF MANAGEMENT ACTIVITY</p> <p>Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance</p>	<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
<p>INDEPENDENT ASSURANCE</p>	<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

Internal Audit / external bodies		<ul style="list-style-type: none"> SFC Outcome Team monitor returns and provide feedback as required
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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

Risk Status	Meeting 1 MIN	Meeting 2 MIN	Meeting 3 MIN	Meeting 4
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MEETING	AMENDMENTS TO RECORD
Q1	No Change
Q2	Risk updated to show the 3 lines of defence.
Q3	No Change
Q4	

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

MEETING	Learning and Teaching COMMITTEE
AGENDA ITEM:	4
PAPER NO:	4.1

Date	14 th March
Location	Online
Title of Paper	Student Association Report
Presented By	Danielle Hughes
Recommendation	Discussion
Appendix Attached	No
Disclosable Under FOISA	Yes

Read Time: 3 mins

1. RECOMMENDATION

- 1.1 The Learning & Teaching Committee are asked to discuss the contents of this paper.

2. EXECUTIVE SUMMARY

- 2.1 75% of class reps have indicated they would prefer to learn fully on campus
 2.2 Student Association elections open for 23/24 team
 2.3 New Student wellbeing online platform launched

3. CONTEXT

- 3.1 Class Rep Meeting Feedback

- 3.2 For our Block 2 Class Rep meetings, we focussed on the points which had been raised in previous meetings and discussions to gain more feedback.

- 3.3 The main element of this was around hybrid/online learning. We asked students to anonymously rate their personal preference in terms of how they learn. They were given the following options:

- Fully on Campus
- Hybrid – where the classes would be delivered in person and students have the flexibility to decide how they attend
- Blended – set days on campus & set days online
- Fully online

- 3.4 The outcome of this is shown below:

	1st Preference	2nd Preference	3rd Preference	4th Preference
Fully on campus	75%	0%	25%	0%
Hybrid	25%	50%	25%	0%
Blended	0%	25%	50%	25%
Fully online	0%	25%	0%	75%

- 3.5 Although the feedback was anonymous, we were able to determine through follow up discussion, that many of those who chose the option for fully on campus, did so due to the practical elements involved in their subject area. Those who did not have practical elements, suggested that the hybrid approach would support them well.
- 3.6 Whilst the students involved were aware that changes to the structure of this year's course may not be possible, they have voiced that they would like to see adaptations considered for the future.
- 3.7 Students were also asked to sum up their overall college experience in one word, this provided all positive responses with the most common being 'Enjoyable' and 'Fun'.
- 3.8 Additional feedback students looking for more variety and budget options in the canteen spaces. This feedback has been discussed with Billy Currie and taken forward in tender discussions for the canteen.
- 3.9 The students also felt strongly about the sense of security within the college. Opinions were split in relation to the presence of a security officer; however, they were keen to establish an element of identity through a lanyard or physical ID card being visible as they are aware of non-students being on campus.

4 STUDENT ASSOCIATION RECRUITMENT

- 4.1 Recruitment for academic year 23/24 Student Association Officers will open this month looking for a President and 2 Vice Presidents. This is selected through a democratic system of nominations and campaigning followed by a student election.
- 4.2 Once these have concluded, the committee will be advised of the successful candidates in preparation for them taking the roles on in August. The current team's roles will conclude in June.

5 EXTERNAL AWARDS

- 5.1 Bridge 2 Business Awards categories have launched. The Student Association are working with our B2B Programme Executive, Ailsa Paton, to submit four nominations:
- College Enterprise Champion – Hannah Mason-Beattie, Lecturer, for her work with Ailsa encouraging enterprise in her Level 5 Beauty & Make Up Artistry course
 - Enterprising Student of the Year – Engineering Student, for her work on the B2B #FemaleBoss project and development since starting to work with Ailsa.

- Social Enterprise Award – Student Association for work with the food bank and cost of living support for students
- Enterprising College of the Year – D&G College with a combination of the points above.

5.2 If we are fortunate to be selected for the shortlist of these awards, communications will be shared.

6 ABOVE & BEYOND AWARDS

6.1 We are now planning our 3rd annual Above & Beyond Awards event. This is an opportunity for students and staff to be nominated for and win awards as recognition for any work they have carried out over the academic year.

6.2 The event will take place on Wednesday 14th June 2023 with a BBQ and other activities alongside the award giving, and will be open to all students, staff & board members to attend. Nominations will open in April and all categories will be shared at this time, along with a free ticket registration system to monitor numbers for the BBQ.

7 SPECTRUM.LIFE

7.1 On February 1st we launched our new student wellbeing platform Spectrum.Life. This is a project which has been worked on alongside the student support teams and replaces the previous Togetherall platform.

7.2 Spectrum.Life's main benefit is the 24/7 support feature which will allow students to access a telephone helpline service 24/7 which can be initiated through phone call, live chat or Whatsapp message. It also includes a variety of fitness plans, recipes, podcasts and short wellbeing courses.

7.3 A video tour was created of the platform which can be found [HERE](#) and personal tutors were offered the opportunity for the Student Association to attend their class to show students the platform – this offer was taken up by four classes.

7.4 We have currently had 55 students register on the platform and are continuing to promote the benefits of this to students regularly.

8 STRATEGIC IMPLICATIONS

8.1 This paper links to all strategic priorities in the Student Experience Strategy

9. RISK

RISK	MITIGATIONS
Risk 10 – Failure	<ul style="list-style-type: none"> • Student Association officers to have meetings with

to achieve an effective student experience	students. <ul style="list-style-type: none"> • Student focus groups. • Student class representatives input to course teams. • Continuous self- evaluation and action planning by support and teaching areas.
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10. IMPLICATIONS

Financial	No	
Legal	No	
Learning and Teaching	No	
Equalities	Yes	The projects worked on by the Student Association raise awareness of equality & diversity issues and allows these students to feel recognised and accepted.

MEETING	Learning and Teaching Committee
AGENDA ITEM:	6
PAPER NO:	6.1

Date	14 March 2023
Location	Virtually by Teams
Title of Paper	DYW Update
Presented By	Douglas Dickson
Recommendation	Noting
Appendix Attached	No
Disclosable Under FOISA	Yes

Read Time: 10 minutes

1. Recommendation

1.1 The Learning and Teaching Committee are asked to **note** the contents of this paper.

2. Executive Summary

2.1 There has been a review of DYW activities which identified a number of challenges around promotion of activities, implementation of strategy and employer engagement.

2.2 The College continues to partner with DYW and has examined opportunities on how to further collaborate.

3. Context

3.1. Over complicated and crowded sector, which leads to confusion and sub-optimal engagement.

3.2. Widespread disconnect and lack of understanding exists between employers, education & future workforce.

3.3. National team working to bring one voice across all DYW teams, including messaging and look & feel.

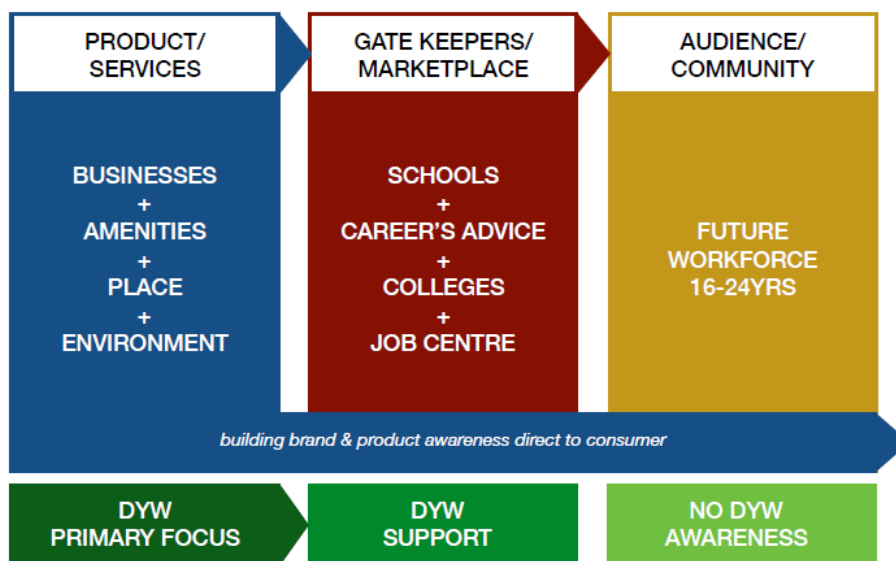
3.4. More joined up planning and origination of activities/events is required to secure buy-in and ownership across all partners.

3.5. The gap between education and industry remains the same.

3.6. Industry forums are largely inactive and, in some cases, do not exist.

3.7. Outdated attitudes and opinions of Gen Z evident across all the businesses and relevant agencies.

- 3.8. All activities and focus should wrap around the students and young people of Dumfries & Galloway.
- 3.9. Co-ordinators have mixed priorities and focus depending on individual, school and leadership
- 3.10. Based on the observations above the recommendation is that DYW in D&G should interact in a different way with the College -



- 3.11. In this model, DYW plays the role of distribution partner working closely with brand owners to supply marketplace outlets (points of distribution) with products for sale to consumers.
- 3.12. To support DYW we have spoken to examine the ways the College can –
- 3.13. Support work with employers.
- 3.14. Potential collaborations around qualifications.
- 3.15. Support DYW events focused on key skills such as STEM.
- 3.16. Promote College collaborations which could be more integrated with DYW.
- 3.17. Consider whether there is an opportunity for all D&G senior phase students to have a vocational experience.

4. Strategic Implications

- 4.1 This paper links to the Student Experience Strategy Aim 4 - Dumfries and Galloway College will ensure that students need are matched and anticipated at all stages of the student.

5. Risk

Risk	Mitigations
Risk 10 Failure to achieve an effective student experience	<ul style="list-style-type: none"> • Continuous self- evaluation and action planning by support and teaching areas • Action planning at curriculum area level • Regular curriculum team meetings • College wide enhancement plan developed from self-evaluation

6. Implications

Financial	No	There are no financial implications
Legal	No	There are no financial implications
Learning and Teaching	Yes	The College's continued collaboration with DYW provides opportunities for young people to have access to a rich vocational experience which provides career management skills.
Equalities	No	There are no financial implications

Douglas Dickson

Depute Principal

February 2023

MEETING	Learning and Teaching Committee
AGENDA ITEM:	8
PAPER NO:	8.1

Date	14 March 2023
Location	Virtually by Teams
Title of Paper	Annual Articulation Report
Presented By	Douglas Dickson
Recommendation	Discussion
Appendix Attached	No
Disclosable Under FOISA	Yes

Read Time: 10 minutes

1. Recommendation

1.1 The Learning and Committee are asked to discuss the contents of this paper.

2. Executive Summary

This report identifies –

2.1 Key information on DGC articulation over the last 3 years from the SFC National Articulation Database

3. Context

3.1 Articulation is defined as a student gaining entry into second year of a degree with a Higher National Certificate (HNC) gained at college, or into third year with a Higher National Diploma (HND) gained at college.

3.2 Each curriculum area has developed articulation links for their courses. This is process results in students gaining credit for their HN studies or choosing to progress to year 1.

3.3 The Scottish Funding Council maintain a national articulation database, there is a significant time lag in the data, the latest available is for AY 2020/21, the 3 year trend can be seen below -

	Name	AS	AP	Progression	AS (%)	AP (%)	P (%)	Total
2018/19	All	45	4	57	42.4	3.8	53.8	106
2019/20	All	48	3	38	53.9	3.4	42.7	89
2020/21	All	47	6	32	55.4	7	37.6	85

3.4 In terms of articulation University of Glasgow was the top institution offering **Progression** in 2018/19 and 2019/20. In 2020/21 there was a shift to SRUC who offer **Advanced Standing**. This switch has

been led by a move away from Glasgow's business offer to that of SRUC. Over the 3 years University of the West of Scotland was the top destination offering **Advanced Standing**.

4. Strategic Implications

- 4.1 This paper links to the Student Experience Strategy Aim 2 - Dumfries and Galloway College will develop career management skills and articulation opportunities which match our students' ambitions.
- 4.2 In the main most students' progress with advanced standing. The 3 years of data make it difficult to make comparisons as they are all affected by COVID.
- 4.3 During the 3-year period HE student numbers completing successfully fell (18/19 – 304, 19/20 – 293 and 20/21 – 287) due to the effect of COVID on learning.
- 4.4 Articulation with advanced standing at 55.4% in 2020/21 from 53.9% compares favourably with the national upward trend from 57.7% to 58.3%

5. Risk

Risk	Mitigations
Risk 10 Failure to achieve an effective student experience	<ul style="list-style-type: none"> • Continuous self- evaluation and action planning by support and teaching areas • Action planning at curriculum area level • Regular curriculum team meetings • College wide enhancement plan developed from self-evaluation

6. Implications

Financial	No	There are no implications.
Legal	No	There are no implications.
Learning and Teaching	Yes	Articulation provides opportunities for students to take further steps in learning at higher SCQF levels. It also cements the place of college as a destination in providing access to education.
Equalities	No	There are no implications.

Douglas Dickson

Depute Principal

February 2023

MEETING	LEARNING AND TEACHING COMMITTEE
AGENDA ITEM:	9
PAPER NO:	9.1

Date	14 th March 2023
Location	On-line
Title of Paper	Annual Report College Leavers Destinations
Presented By	Kate Glendye
Recommendation Approval / Discussion / Noting	Noting
Appendix Attached	Yes
Disclosable Under FOISA	Yes

Read Time:

1. RECOMMENDATION

1.1. The Learning and Teaching Committee are asked to **note** the contents of this paper.

2. EXECUTIVE Summary

2.1. The purpose of the report is to provide a summary of the outcome of the College Leaver Destinations data collection. The College is required to comply with the Scottish Funding Council requirements and collect successful data for FE and HE full and part time students.

2.2. Overall destinations have been confirmed for 93.7% compared to 92% previous year

3. CONTEXT

3.1. The report provides statistical analysis on the results for Dumfries and Galloway College with comparisons to the sector provided, please see appendix 1.

4. STRATEGIC IMPLICATIONS

4.1. This paper links to all strategic priorities in the Student Experience Strategy

5. RISK

RISK	MITIGATIONS
Risk 10 – Failure to achieve an effective student experience	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

Risk 8 – Failure to achieve highest academic performance levels	Online reports with curriculum areas performance Action planning at curriculum area level Regular curriculum team meetings College wide enhancement plan developed from self-evaluation Action planning from portfolio reviews
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6. IMPLICATIONS

Financial	No	
Legal	No	
Learning and Teaching	No	
Equalities	No	

Appendix 1.

College Leaver Destinations Report 2020-21

1. *The Purpose of the Report*

The purpose of the report is to provide a summary of the outcome of the College Leaver Destinations data collection for the 2020-21 student cohort.

2. *Background to the Report*

The Scottish Funding Council (SFC) requires colleges to collect data on destinations for HE and FE full-time successful leavers providing information on:

- Primary Classification (Destination)
- Employment details (where applicable)
- Further study details (where applicable)
- Destination Source (where applicable)

The first destination information reflects the position for successful full-time students completing courses in the academic year ending June 2021. The aim is to record for each successful full-time student what firm arrangements have been made for employment, further study or training to start by 31 March 2022 (following the end of the academic year of qualifying).

The 2020-21 CLD data has been produce sector figures for the National Performance Measure.

The Scottish Funding Council annual report on College Leaver Destinations Academic Year 2020-21 was published in December 2022.

3. The Report

For the purposes of the report we note the following Definitions:

Sector Leavers: Qualifiers who have confirmed destinations who do not stay in the college sector after qualifying and instead have moved into post-college destinations: work, study at university and negative destinations such as unemployment.

All qualifiers: Refers to qualifiers for whom we have confirmed destinations and those qualifiers who remain unconfirmed.

Confirmed qualifiers: Refers to only those qualifiers for whom we have confirmed destinations.

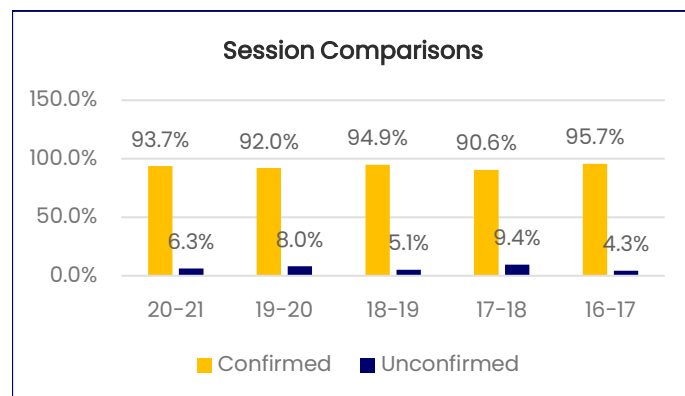
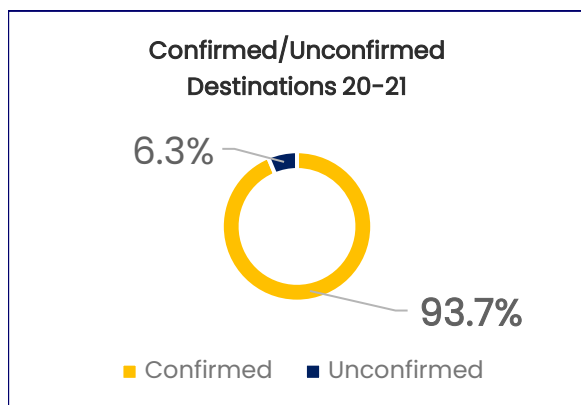
Unconfirmed qualifiers: Qualifiers where contact could not be made.

Unavailable to work: Qualifiers who are: taking time out in order to travel; permanently unable to work/retired; temporarily sick/unable to work/looking after home/family; and those not employed but not looking for employment, further study or training.

3.1 Confirmed/Unconfirmed Destinations (All qualifiers)

3.1.1 Confirmed destinations for 2020-21 increased by 1.7%. The figures presented below indicate a high percentage of Confirmed destinations for session 2020-21 and the four previous sessions.

Session	20-21	19-20	18-19	17-18	16-17
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No. of leavers	757	773	842	925	969
Confirmed destinations	93.7% (709)	92.0% (711)	94.9% (799)	90.6% (838)	95.7% (927)
Unconfirmed destinations	6.3% (48)	8.0% (62)	5.1% (43)	9.4% (87)	4.3% (42)

3.2 Sector Leavers with known destinations

3.2.1 The comparison below shows the salient aspects for Sector Leavers with known destinations:

DGC	Sector
374 sector leaver qualifiers with known destinations left the college sector and these sector leavers counted for 52.7% for whom the post-study destination was confirmed (709).	16, 653 sector leaver qualifiers with known destinations left the college sector and these sector leavers counted for 41.9% for whom the post-study destination was confirmed (39, 732).
92.0% of sector leavers found positive destinations, an increase of 7.1% from last session.	91.0% of sector leavers found positive destinations, an increase from last session's 84.4.% and a RECORD HIGH
89.8% of Sector Leavers who achieved SCQF 1-6 went on to positive destinations, up from 83.9% last session	83.9% of Sector Leavers who achieved SCQF 1-6 went on to positive destinations, up from 74.5% last session
94.4% of Sector Leavers who achieved SCQF 7+ went on to positive destinations, up from 86.0% last session	95.4% of Sector Leavers who achieved SCQF 7+ went on to positive destinations, up from 90.3% last session
24.3% of Sector Leavers who achieved SCQF 7+ went on to University Study compared to 40.1% last session	55.4% of Sector Leavers who achieved SCQF 7+ went on to University Study compared to 58.8% last session
70.1% of Sector Leavers who achieved SCQF 7+ went on to find employment compared to 45.9% last session	40% of Sector leavers who achieved SCQF 7+ went on to find employment compared to 31.5% last session
Unemployment and unavailability for work for Sector Leavers has decreased to 8.0% from 15.1% last session – although the gap by SCQF remains notable: 10.2% at SCQF 1 -6 (down from 16.1%) compared with 5.7% at SCQF 7+ (down from 14.0%)	Unemployment and unavailability for work for Sector Leavers has decreased to 9.0% from 15.6% last session – although the gap by SCQF remains notable: 16.1% at SCQF 1 -6 (down from 25.5%) compared with 4.6% at SCQF 7+ (down from 9.7%)

3.2.2 Key Points

For sector leavers finding positive destinations, the figures for DGC are just above the sector at 92%. For the majority of the above aspects, DGC figures are comparable to the sector figures. The exception to this relates to SCQF 7+ sector leavers who went on to university study/employment. The number of DGC sector leavers moving onto university decreased by 15.8%, whereas the numbers moving into employment increased by 24.2%.

3.3 Full-Time Qualifiers and Sector Leavers with known destinations

3.3.1 The table below reflects the breakdown of all qualifiers for the 2020-21 CLD by SCQF level.

3.3.2 The sector figures indicate that the majority of SCQF 1-6 qualifiers stay on at college (66.1%) where only 27.3% at SCQF 7+ remain. DGC figures are comparable with 52.6% of SCQF 1- 6 qualifiers staying on at college and 30.8% of SCQF 7+ qualifiers continuing college study.

	CLD Qualifiers 20-21	Unconfirmed	Confirmed Destinations	Continuing College Study	Sector Leavers
DGC SCQF 1- 6	468	25 (5.3%)	443 (94.7%)	246 (52.6%)	197 (42.1%)
DGC SCQF 7+	289	23 (8.0%)	266 (92.0%)	89 (30.8%)	177 (61.2%)
Total	757	48 (6.3%)	709 (93.7%)	335 (44.3%)	374 (49.4%)
Sector SCQF 1-6	27, 403	2837 (10.4%)	24,566 (89.6%)	18,114 (66.1%)	6,452 (23.5%)
Sector SCQF 7+	18,167	3,001 (16.5%)	15,166 (83.5%)	4,965 (27.3%)	10,201 (56.2%)
Total	45,570	5,838 (12.8%)	39,732 (87.2%)	23,079 (50.6%)	16,653 (36.5%)

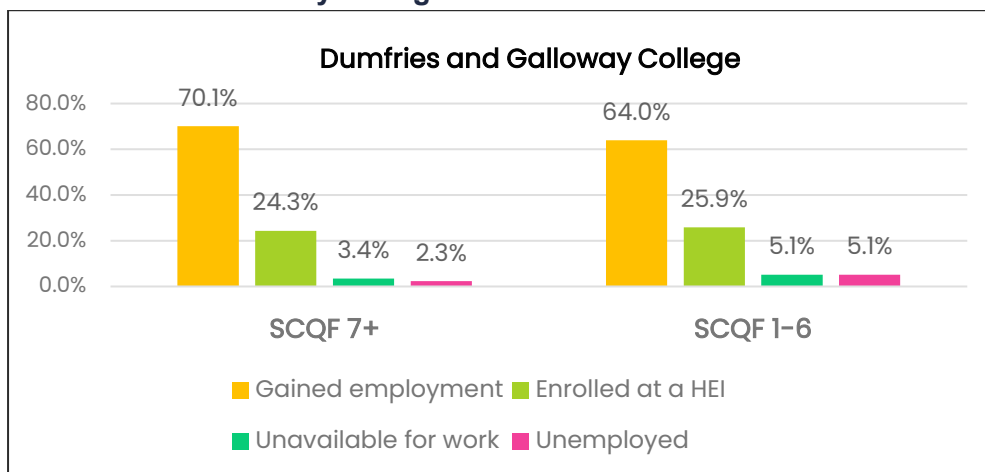
3.4 Confirmed destinations of Sector Leavers by level

3.4.1 The charts below provide a breakdown of the destinations for those leaving College by SCQF level.

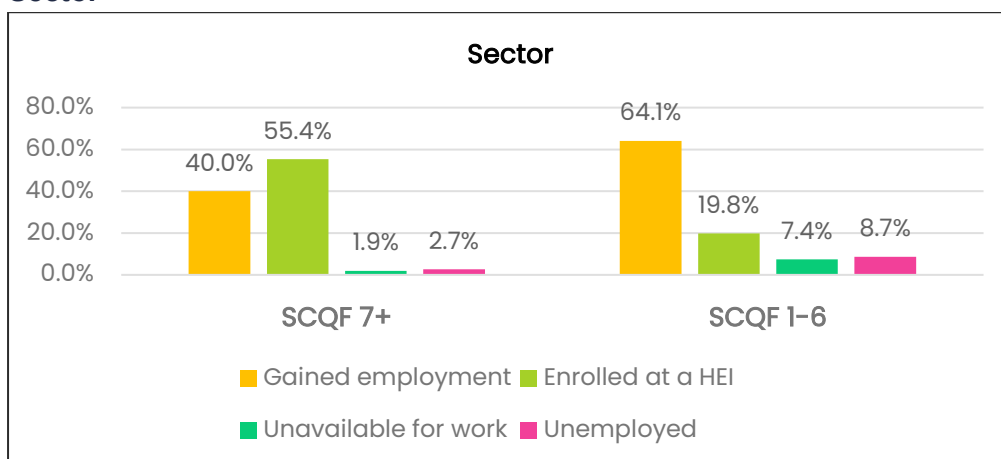
3.4.2 Whilst the Sector figures for SCQF 7+ indicate that university study is still the most attractive destination (55.4%), the DGC figures show a lower level of students progressing to university (24.3%). A high percentage of DGC students went into employment (70.1%) compared to 40% for the Sector.

3.4.3 The figures for all SCQF 1 -6 destinations are comparable.

Dumfries and Galloway College



Sector



3.5 Sector Leaver Comparison 2020-21 to 2019-20

3.5.1 The tables below provide comparative destination proportions for the confirmed Sector Leavers for 2020-21 with 2019-20 for Dumfries and Galloway College and the Sector.

3.5.2 In Session 2020-21 for Dumfries and Galloway College, we know the destinations of 374 Sector Leavers, an increase of 62 from the previous year. The increase in positive destinations to 92% may be attributed to the increase in job opportunities that became available as workplaces reopened and lockdown restrictions lifted.

3.5.3 For Sector Leavers qualifying at FE level (SCQF 1-6), 13.6% of DGC sector leavers progressed to university, compared to only 7.7% for the Sector. This is in contrast to Sector Leavers qualifying at HE Level (SCQF 7+) with only 11.5% for DGC versus 34.0% for the Sector.

3.5.4 The DGC overall percentages for this session and the previous session are comparable with the Sector.

Dumfries and Galloway College

External Destination	2019-20 Sector Leavers	% Sector Leavers		2020-21 Sector Leavers	% Sector Leavers			
Qualifiers Leaving College Sector	312/711	43.9%		374/709	52.8%			
FE to University	42	13.5%	84.9%	51	13.6%	▲	92.0%	▲
HE to University	63	20.2%		43	11.5%	▼		
FE/HE into work	160	51.3%		250	66.8%	▲		
Unemployed	22	7.1%	15.1%	14	3.7%	▼	8.0%	▼
Unavailable for work	25	8.0%		16	4.3%	▼		
			100%				100%	

Sector

External Destination	2019-20 Sector Leavers	% Sector Leavers		2020-21 Sector Leavers	% Sector Leavers			
Qualifiers Leaving College Sector	16,334/40,996	39.8%		16,653/39,732	41.9%	▲		
FE to University	1,659	10.2%	84.4%	1,280	7.7%	▼	91%	▲
HE to University	5,991	36.7%		5,655	34.0%	▼		
FE/HE into work	6,130	37.5%		8,211	49.3%	▲		
Unemployed	1,585	9.7%	15.6%	836	5.0%	▼	9.0%	▼
Unavailable for work	969	5.9%		671	4.0%	▼		
			100%				100%	

3.6 Sector Leaver Destinations Comparison by Gender with variance from previous year

3.6.1 The tables below provide comparative destination proportions for the confirmed Sector Leavers, by Gender, for 2020-21 with 2019-20 for Dumfries and Galloway College and the Sector.

3.6.2 The variances between the sessions are indicated by percentage points.

Dumfries and Galloway College – with variance from previous session

SCQF	Gender		HEI%	Work%	Positive % (HEI+Work)	Unavailable %	Unemployed %
SCQF 1-6 (20-21)	Male	81	3.7%	92.6%	96.3%	1.2%	2.5%
	Female	114	42.1%	44.7%	86.8%	7.0%	6.1%
SCQF 7+ (20-21)	Male	69	26.1%	71.0%	97.1%	0.0%	2.9%
	Female	107	23.4%	69.2%	92.6%	5.6%	1.9%
SCQF 1-6 variance (between 20-21 & 19-20)	Male	11	-7.7pp	26.9pp	19.2pp	-3.1pp	-16.1pp
	Female	29	2.1pp	-4.7pp	-2.6pp	-2.4pp	4.9pp
SCQF 7+ variance	Male	21	-19.7pp	33.5pp	13.8pp	4.2pp	-9.6pp
	Female	-2	-22.4pp	31.7pp	9.3pp	1.4pp	-10.6pp

(between 20-21 & 19-20)							
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Sector – with variance from previous session

SCQF	Gender	Total	HEI%	Work%	Positive % (HEI+Work)	Unavailable %	Unemployed %
SCQF 1-6 (20-21)	Male	2,784	10.1%	75.1%	85.3%	4.5%	10.3%
	Female	3,615	27.4%	55.7%	83.1%	9.6%	7.4%
SCQF 7+ (20-21)	Male	3,945	55.6%	40.6%	96.1%	1.1%	2.8%
	Female	6,210	55.4%	39.6%	94.9%	2.4%	2.6%
SCQF 1-6 variance (between 20-21 & 19-20)	Male	14	-5.5pp	17.5pp	12.1pp	-3.7pp	-8.4pp
	Female	267	-9.1pp	16.5pp	7.4pp	-2.9pp	-4.4pp
SCQF 7+ variance (between 20-21 & 19-20)	Male	-79	-4.9pp	10.0pp	5.0pp	-1.6pp	-4.5pp
	Female	72	-2.4pp	7.4pp	5.0pp	-1.6pp	-3.5pp

3.6.2 Finding Employment

Dumfries and Galloway College SCQF Levels 1-6, 92.6% of males found employment, an increase of 26.9pp, whereas only 44.7% of females found employment, a decrease of 4.7pp for females. Looking at the male and female percentages for SCQF Level 7+ there is only a slight difference with 71.0% for males (an increase of 33.5%) and 69.2% for females (an increase of 31.7%).

3.6.3 For **the Sector** for SCQF Levels 1-6 the increase in the proportions moving into employment is similar for males and females, a 17.5pp and 16.5pp increase respectively. The figures for SCQF Levels 7+ are also very similar with an increase of 10.0pp for males and 5.0pp for females.

3.6.4 University Study

Dumfries and Galloway College – 42.1% of females at SCQF Levels 1-6 went on to study at HEIs compared to only 3.7% of males. For SCQF Levels 7+ the percentages are very similar, 26.1% for Males and 23.4% for females. Looking at the figures for **the Sector** at SCQF Levels 1-6 only 27.4% of females went on to study, and only 10.1% of males took this route. Sector figures for SCQF Levels 7+ for male and female are 55.6% and 55.4% respectively.

3.6.5 Overall positive % (HEI and Work)

Dumfries and Galloway College - At SCQF Level 1-6 positive destinations for Males have increased by 19.2pp to 96.3%. There was a decrease of 2.6pp for females. At SCQF Level 7+ positive destinations are 97.1% (up 13.8pp) for males and 92.6% (up 9.3pp) for females. The Sector figures for SCQF 1-6 are 85.3% for males (up 12.1pp) and 83.1% for females (up 7.4pp). SCQF 7+ figures are 96.1% (up 5.0pp) for males and 94.9% (also up 5.0pp) for females.

3.7 Sector Leaver Positive Destination Comparison by Subject Area

3.7.1 The tables below provide destination proportions for the confirmed Sector Leavers by subject groupings for 2020-21 with 2019-20, for Dumfries and Galloway College and the

Sector. It is worth noting that some percentages are based on small numbers, which make some percentages less robust than others.

3.7.2 The variances between the sessions are indicated by percentage points.

Dumfries and Galloway College – with variance to previous session

	SCQF 1 -6						SCQF 7+					
	Total	(Overall Positive % HEI & Work)	HEI %	HEI variance	Work %	Work variance	Total	(Overall Positive % HEI & Work)	HEI %	HEI variance	Work %	Work variance
Art & design arts and crafts	5	40.0%	20.0%	0.0pp	20.0%	-40.0pp	13	92.3%	30.8%	4.1pp	61.5%	14.8pp
Business management and administration	3	0%	0%	0.0pp	0%	-80.0pp	30	96.7%	20.0%	-18.9pp	76.7%	32.3pp
Care	81	92.6%	59.3%	3.7pp	33.3%	-1.1pp	44	95.5%	36.4%	-0.3pp	59.1%	4.1pp
Computing and ICT	2	100%	0%	0.0pp	100%	66.7pp	9	100%	44.4%	-37.4pp	55.6%	46.5pp
Construction	36	94.4%	2.8%	-0.6pp	91.7%	15.8pp	0	-	-	-	-	-
Engineering	21	100.0%	0.00%	0.00pp	100%	29.4pp	22	95.2%	19.0%	-31.0pp	76.2%	51.2pp
Hairdressing, beauty & complimentary therapies	16	87.5%	0.00%	0.00pp	87.5%	1.8pp	11	81.8%	0.00%	0.00pp	81.8%	81.8pp
Hospitality & tourism	16	93.8%	6.3%	6.3pp	87.5%	7.5pp	11	81.8%	0%	0.00pp	81.8%	81.8pp
Media	0	-	-	-	-	-	7	85.7%	14.3%	-2.4pp	71.4%	21.4pp
Special programmes	13	84.6%	0%	0.00pp	84.6%	27.5pp	0	-	-	-	-	-
Sport and leisure	4	75.0%	0%	0.00pp	75.0%	-25.0pp	31	100%	25.8%	-26.8pp	74.2%	32.1pp
All	197	89.8%	25.9%	-1.2pp	64.0%	7.2pp	177	94.4%	24.3%	-15.8pp	70.1%	24.2pp

Sector

	SCQF 1 -6						SCQF 7+					
	Total	(Overall Positive % HEI & Work)	HEI %	HEI variance	Work %	Work variance	Total	(Overall Positive % HEI & Work)	HEI %	HEI variance	Work %	Work variance
Art & design arts and crafts	233	82.0%	34.3%	-10.5pp	47.6%	22.5pp	709	94.1%	61.1%	-2.3pp	33.0%	8.6pp
Business management and administration	204	78.4%	2.9%	-17.0pp	75.5%	26.0pp	1,790	95.4%	61.5%	-6.6pp	34.0%	9.9pp
Care	1,366	87.0%	43.7%	-12.3pp	43.3%	13.7pp	2,196	95.9%	54.5%	-2.0pp	41.4%	4.6pp
Computing and ICT	112	72.3%	6.3%	-25.8pp	66.1%	27.6pp	733	94.0%	65.1%	0.6pp	28.9%	5.44pp
Construction	629	89.3%	1.1%	0.00pp	88.2%	18.7%	244	95.1%	65.2%	-9.5pp	29.9%	13.0pp
Engineering	868	90.0%	2.2%	-3.6pp	87.8%	10.4pp	703	97.6%	40.4%	-10.7pp	57.2%	17pp
Hairdressing, beauty & complimentary therapies	547	81.5%	1.1%	-3.66pp	80.4%	15.2pp	306	91.8%	25.8%	7.6pp	66.0%	10.0pp
Hospitality & tourism	396	82.1%	2.8%	0.3pp	79.3%	17.3pp	362	91.4%	39.0%	-8.1pp	52.5%	14.9pp
Media	54	75.9%	13.0%	-7.4pp	63.0%	21.2pp	557	94.4%	57.5%	7.8pp	37.0%	4.2pp
Special programmes	251	46.6%	0.0%	-1.5pp	46.6%	19.3pp	0	-	-	-	-	-
Sport and leisure	253	80.6%	5.9%	-6.8pp	74.7%	16.6pp	643	97.0%	52.9%	-12.2pp	44.2%	15.7pp
All	6452	83.9%	19.8%	-7.2pp	64.1%	16.6pp	10,201	95.4%	55.4%	-3.4pp	40.0%	8.5pp

3.7.3 Percentage range of positive destinations

Dumfries and Galloway College - At SCQF 1-6 level overall positive destinations range from 40% (Art and Design) to 100% (Computing and ICT). At SCQF 7+ the range is 81.8% (Hairdressing, Beauty and Complimentary Therapies and Hospitality) to 96.7% (Business management and administration), and 100% (Computing and ICT).

3.7.4 The Sector - At SCQF 1-6 level overall positive destinations range from 46.6% (Special Programmes) to 90% (Engineering). At SCQF 7+ the range is from 91.4% (Hospitality and Tourism) to 97.6% (Engineering).

3.7.5 Finding employment

Dumfries and Galloway College – At SCQF Level 1–6, 5 out of the 11 subject areas saw an increase in the proportion finding work. Computing and ICT saw the biggest increase at 66.7pp to 100%. For SCQF 7+ the largest change in proportions moving to work were in Hairdressing Beauty and Complimentary Therapies and Hospitality and Tourism (both 81.8pp increase to 81.8%) followed by Engineering (51.2pp to 76.2%).

3.7.6 The Sector - all of the subject areas for the Sector at SCQF Level 1-6 saw an increase in the proportion finding work. At SCQF 7+ the largest change in proportions moving to work was in Sport and Leisure (15.7pp increase to 42.2%) followed by Hospitality and tourism (14.9pp increase to 52.5%) and Construction and (13.0pp increase to 29.9%).

3.7.7 University Study

Dumfries and Galloway College – At SCQF level 7+ almost all subjects areas saw in increase in the proportion finding work and a decrease in the proportion going to university. This is comparable to the Sector.

3.7.8 Overall Positive % (HEI and Work)

For SCQF Level 1-6 the overall Positive % for Dumfries and Galloway College is 89.9% which is above the Sector percentage (83.9%). For SCQF 7+ the overall Positive % is 94.4% which is just below the Sector percentage (95.4%).

3.8 Data Collection Method

3.8.1 Using the various methods as recommended by the SFC the responses were as follows:

Data Collection Category	Number of students (757)
FES, SDS, SAAS (details provided by SFC through data linkage) *	434
Individual Student (via survey/email/phone)	214
Lecturer/Other member of staff	43
Parent/Guardian/other family member	7
Social Media	8
Fellow student/past student	3
Unable to contact	48

*Pre-populated fields in the Database for returning 21-22 students checked for currency.

- As only virtual Graduation ceremonies were held for Session 20-21 the opportunity was missed to distribute Information slips to students.
- An online survey was issued in January 2022 which produced 77 responses.

3.8.2 As with each CLD data collection one negative aspect when contacting leavers was the currency of some mobile/home numbers and emails, resulting in unconfirmed responses.

3.9 Summary

3.9.1 Confirmed destinations for 20-21 remain above 90%. For future data collections we would aim to maintain or increase this figure. When compared to the Sector figures the results for Dumfries and Galloway Collage are on the whole comparable.

3.9.2 Individual curriculum reports will be shared with the relevant Curriculum staff

3.9.3 The Performance Team, February 2023

MEETING	LEARNING AND TEACHING COMMITTEE
AGENDA ITEM:	10
PAPER NO:	10.1

Date	14 th March
Location	On-line
Title of Paper	Student Satisfaction and Engagement Survey
Presented By	Kate Glendye
Recommendation Approval / Discussion / Noting	Noting
Appendix Attached	No
Disclosable Under FOISA	Yes

Read Time:

1. RECOMMENDATION

1.1. The Learning and Teaching Committee are asked to **note** the contents of this paper.

2. EXECUTIVE Summary

2.1. Overall response rates are up from last year.

2.2. Overall satisfaction sits at 90.88% for AY 21/22.

3. CONTEXT

3.1. The SSES is a national approach to monitoring student satisfaction and provides a means to evaluate and enhance College provision in Scotland. It can also serve to provide us with interesting insight into the student experience and as a tool to inform future improvements

3.2. Survey Results – FT FE

Mode of Attendance	FE Level						
Mode Grouping	Group A - Full-Time						
Survey Sample Number	678	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total Question
Survey Response %	40.41%						
SSES summary questions results		21-22	21-22	21-22	21-22	21-22	21-22
1. Overall, I am satisfied with my college experience.		154	96	11	13		274
2. Staff regularly discuss my progress with me.		156	94	12	12		274
3. Staff encourage students to take responsibility for their learning.		140	106	24	4		274
4. I am able to influence learning on my course.		198	69	4	3		274
5. I receive useful feedback which informs my future learning.		158	94	13	9		274
6. The way I'm taught helps me learn.		165	79	25	5		274
7. My time at college has helped me develop knowledge and skills for the workplace.		153	86	27	8		274
8. I believe student suggestions are taken seriously.		169	84	15	6		274
9. I believe all students at the college are treated equally and fairly by staff.		150	96	22	6		274
10. Any change in my course or teaching has been communicated well.		155	74	33	12		274
11. The online learning materials for my course have helped me learn.		153	82	24	15		274
12. I feel that I am part of the college community.		147	82	33	12		274
13. The college Students' Association influences change for the better.		188	68	8	10	0	274

3.3. Survey Results – PT FE

Mode of Attendance	FE Level						
Mode Grouping	Group B - Part-Time						
Survey Sample Number	588	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total Question
Survey Response %	11.56%						
SSES summary question results		21-22	21-22	21-22	21-22	21-22	21-22
1. Overall, I am satisfied with my college experience.		37	28	3	0		68
2. Staff regularly discuss my progress with me.		38	27	3	0		68
3. Staff encourage students to take responsibility for their learning.		37	25	5	1		68
4. I am able to influence learning on my course.		52	15	0	1		68
5. I receive useful feedback which informs my future learning.		37	26	5	0		68
6. The way I'm taught helps me learn.		41	25	2	0		68
7. My time at college has helped me develop knowledge and skills for the workplace.		44	20	4	0		68
8. I believe student suggestions are taken seriously.		42	23	3	0		68
9. I believe all students at the college are treated equally and fairly by staff.		40	23	5	0		68
10. Any change in my course or teaching has been communicated well.		41	20	5	2		68
11. The online learning materials for my course have helped me learn.		36	22	8	2		68
12. I feel that I am part of the college community.		36	24	7	1		68
13. The college Students' Association influences change for the better.		47	20	1	0	0	68

3.4. Survey Results – FT HE

Mode of Attendance	HE Level						
Mode Grouping	Group A - Full-Time						
Survey Sample Number	318	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total Question
Survey Response %	62.58%						
SSES summary questions results		21-22	21-22	21-22	21-22	21-22	21-22
1. Overall, I am satisfied with my college experience.		85	91	21	2		199
2. Staff regularly discuss my progress with me.		81	94	22	2		199
3. Staff encourage students to take responsibility for their learning.		90	79	29	1		199
4. I am able to influence learning on my course.		147	47	5	0		199
5. I receive useful feedback which informs my future learning.		95	79	24	1		199
6. The way I'm taught helps me learn.		108	74	14	3		199
7. My time at college has helped me develop knowledge and skills for the workplace.		96	68	28	7		199
8. I believe student suggestions are taken seriously.		105	73	14	7		199
9. I believe all students at the college are treated equally and fairly by staff.		96	72	25	6		199
10. Any change in my course or teaching has been communicated well.		94	59	38	8		199
11. The online learning materials for my course have helped me learn.		110	64	24	1		199
12. I feel that I am part of the college community.		81	81	27	10		199
13. The college Students' Association influences change for the better.		135	47	12	5	0	199

3.5. Survey Results – PT HE

Mode of Attendance	HE Level						
Mode Grouping	Group B - Part-Time						
Survey Sample Number	57	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total Question
Survey Response %	12.28%	21-22	21-22	21-22	21-22	21-22	21-22
SSES summary question results							
1. Overall, I am satisfied with my college experience.		4	3	0	0		7
2. Staff regularly discuss my progress with me.		1	4	1	1		7
3. Staff encourage students to take responsibility for their learning.		4	1	1	1		7
4. I am able to influence learning on my course.		6	1	0	0		7
5. I receive useful feedback which informs my future learning.		3	3	1	0		7
6. The way I'm taught helps me learn.		3	3	0	1		7
7. My time at college has helped me develop knowledge and skills for the workplace.		2	4	1	0		7
8. I believe student suggestions are taken seriously.		5	0	1	1		7
9. I believe all students at the college are treated equally and fairly by staff.		2	4	1	0		7
10. Any change in my course or teaching has been communicated well.		4	1	1	1		7
11. The online learning materials for my course have helped me learn.		4	2	1	0		7
12. I feel that I am part of the college community.		1	3	1	2		7
13. The college Students' Association influences change for the better.		5	1	1	0	0	7

3.6. Data Analysis

Mode	Response % 2021/22	Response % 2020/21	Variance
FT FE	40.41%	35.66%	4.75%
PT FE	11.56%	5.05%	6.51%
FT HE	62.58%	42.98%	19.6%
PT HE	12.28%	18.03%	-5.75%

Overall Satisfaction – This data shows overall College wide satisfaction broken down by mode and level:

Mode	Strongly Agreed	Agreed	Total %	Sector Average
FT FE	154	96	91.24%	92.7%
PT FE	37	28	95.59%	93.9%
FT HE	85	91	88.44%	85.7%
PT HE	4	3	100%	89.4%
College Wide	280	218	90.88%	

Further analysis of data:

- 93% of Students believe the Student Association influences change for the better
- 90% of students believe that staff regularly discuss progress with them.
- 88% of students felt they were treated fairly by staff
- 91% of students think the way they are taught helps them learn
- 86% of students feel that the online learning materials for their courses have helped them learn.

3.7. Actions

- SSES data is shared with curriculum teams
- In house student feedback will be gathered through DG-See process and can be compared to this data

4. STRATEGIC IMPLICATIONS

4.1. This paper links to all strategic priorities in the Student Experience Strategy

5. RISK

RISK	MITIGATIONS
Risk 10 – Failure to achieve an effective student experience	Student Association officers to have meetings with students. Student focus groups. Student class representatives input to course teams. Continuous self- evaluation and action planning by support and teaching areas.

6. IMPLICATIONS

Financial	No	
Legal	No	
Learning and Teaching	Yes	If scoring less than 90% target set out in Student Experience Strategy
Equalities	No	