LEARNING AND TEACHING COMMITTEE

MINUTE OF MEETING HELD ON 6 JUNE 2023 AT 16:00hrs VIA TEAMS

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

1.   Welcome and Apologies for Absence | Verbal | M. McLeod

1.1.   The Chair welcomed everyone to the meeting. The meeting was confirmed as quorate.

1.2.   Apologies were received from: Joanna Campbell, Tracey McHallam and Danielle Hughes.

1.3.   Declaration of Interests/Connections | Verbal | M. McLeod

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

FOR APPROVAL

2.   Minutes of Previous Meetings and Matters Arising

2.1.   Minute of Meeting held 14 March 2023 | Paper 2.1a | M. McLeod

2.1.1   Members attending agreed the minutes were an accurate record of the meeting.

2.2.   Minute of Meeting held 21 November 2022 | Paper 2.1b | M. McLeod

2.2.1   Members attending agreed the minutes were an accurate record of the meeting.

2.3.   Action Log | L&T0323-2.2 | L. Grierson

LEARNING AND TEACHING COMMITTEE

2.3.1   The Secretary to the Board advised that both actions were closed and items to be tabled at Committee.

2.3.2   The Committee agreed to mark all actions as closed.

3.   Item 3 - Strategic Risk Register | Paper 3.1 | L. Grierson

3.1   LG advised that the Risk Register had been reviewed by the Executive team and it was confirmed that there had been no amendment to risks 8 and 10 of the Strategic Risk Register since the last Committee meeting.   There was one change to risk 9 which reduced the Gross rating to 12 and Net rating reduced to 4.

3.2   The Committee approved the status of the risks.

FOR DISCUSSION

4.   Student Association Partnership Agreement | Paper 4.1 | K. Glendye

4.1   The Committee were advised that the Partnership Agreement sets out the class rep system and lead reps, which then ties into the 10 student lead enhancements and targets in the Student Experience Strategy.

4.2   MM explained how the student voice is important and thought should be placed on the different ways to achieve feedback from students to better shape and understand the issues.

4.3   The Committee noted the content of the report.

5.   Student Association Report | Paper 5.1 | K. Glendye

5.1   KG outlined the notable activities for the SA.

5.2   Elections had been concluded and new Student Association officers were now appointed for session 2023/2024 who take office in August.

5.3   AY22/23 has been fantastic for Awards where we won Bridge 2 Business, NUS and were shortlisted for the Herald Awards, which is also a superb achievement.

5.4   KG informed the Committee that the Internal awards are scheduled for next week. It was noted that all the staff and students who have been shortlisted for the awards have been contacted. KG mentioned that there have been over 200 nominations, reflecting the remarkable achievements and expressed they look forward to the event which is seen as an opportunity to celebrate and recognise the numerous successes of the nominees.

5.5   GB raised a question regarding whether the college academy students were included in the report and if they were part of the class rep system. KG confirmed that the college academy students were indeed included in the report and that their participation in the class rep system is voluntary. KG also mentioned that meetings with these students are conducted via Teams, where they actively participate while wearing their uniforms. KG

emphasised the importance of integrating the college academy students and treating them as full-time students. Additionally, KG provided a positive update, stating that the Induction with BBQ event held earlier that day had been successful.

6. <u>Student Health and Wellbeing Report | Paper 6.1 | K. Glendye</u>

6.1   KG introduced the paper as being read, there are some interesting points but the key points are:

- ➢   Live & Learn has supported 24/25 students, can be self-referred or via Personal Tutor/Student Advisors

- ➢   70% of referrals are under 20, which is not too big a surprise given the proportion of students that are that age

- ➢   87% retention rate for the 24 students

- ➢   Feedback from students and staff has been positive

- ➢   Spectrum Life will be included as part of the Induction process. This provides, 24/7 support, and a slide deck is being prepared currently.

6.2   GB acknowledged the importance of the work being done in this area and highlighted the positive nature of the ratings received, particularly the responses indicating a desire to improve and a willingness to seek assistance. GB emphasised the need for assurance that the Board remains fully supportive of this ongoing work.

6.3   The Committee had several discussions regarding ongoing work in various areas.

6.4   KG shared their views on the ongoing work and the position to be taken forward for the next academic year. It was mentioned that additional funding has been utilized to support this work.

6.5   The Chair asked if the college is networking with other groups in the region, including the NHS in terms of health and wellbeing and it was confirmed that staff members are part of multiple networks beyond the region and sector. PS noted that additional funding for Health & Wellbeing has been used to source additional support and services. The challenge lies in learning from this experience as resources disappear and ensuring the sustainability of services. The continued development of supporting partnership working was also identified.

6.6   MM acknowledged the difficulties in mental health provision and the increasing number of young adults seeking support through colleges and further education. Partnership working was emphasised as crucial, and a clear message to the government regarding the importance of this was recommended.

6.7   PW acknowledged the positive high success rates and the need for additional training on the academic side for early intervention at the start of the academic year.

6.8   In respect of referrals per curriculum area, AH commented that there is only 1 referral from engineering and asked whether this is due to gender differences or the number of students in each area. It was confirmed that females are more likely to ask for help. The importance of clear communication and self-referral options for counselling services was

also discussed. The discussion highlighted the importance of partnerships and designated health and wellbeing personnel within each curriculum team. It was suggested that more targeted work may be required in this regard. AH shared information about a mental health first aid course, which provides extensive information as a starting point for staff.

6.9   The Depute Principal emphasised the need for improved internal and external marketing and communication, as well as the importance of gathering and utilising data to identify areas requiring support. The funding situation was noted to be tight, but the Committee recognised the positive direction and efforts made in supporting mental health and wellbeing.

6.10   The Chair expressed appreciation for the discussion and highlighted the importance of ongoing data collection and understanding the needs and challenges in the forthcoming years were acknowledged.

7.   Corporate Parenting and Safeguarding Report | Paper 7.1 | P. Storrier

7.1   The Committee were provided with an update regarding Corporate Parenting, Safeguarding and Wellbeing Support and were advised that the Action Plan has been completely rewritten and will conclude this year to bring to Committee AY23/24 with clear actions.

7.3   Confidential for members only ….

PW left the meeting at 16.55 hrs.

8.   Curriculum Innovation | Paper 8.1 | P. Storrier

8.1   The Director of Student Experience and Academic Performance provided an update on the Curriculum innovation classroom project and stated the paper is focused on how we develop the mechanism to deliver the curriculum.

8.2   PS presented key points from the Teaching How To platform and stated that we are the first College in Scotland to use it.   He stated that observation of learning can be time-consuming but worthwhile, with the focus on professional learning practice for staff and lecturers taking ownership of it. They are encouraged to incorporate it into their PRD conversations and utilize the How 2 platform for input. Positive feedback has been received.

8.2   Next AY there will be a focus on curriculum design and sharing of best practices. Some practices have been encouraging, and the goal is to find ways to share and scale them up. Identifying areas of success and incorporating them into CPD

8.3   The Chair emphasised the importance of collaboration and working together rather than in isolation, noting that the benefits will be seen in the years to come.

8.4   GB stated that PS is to be commended for a comprehensive report …

9.   Academic Council Report | Paper 9.1 | D. Dickson

9.1   DD submitted the report and assumed it was taken as read.

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

10.   Education Scotland Progress Visit | Paper 10.1| D. Dickson

10.1   The Depute Principal introduced the report and stated it identifies that there are 7 development points and 2 main points for action associated with the growth of the College's PIs against national comparisons. The College risk register already reflects the long-term nature of the College's low PIs and a number of actions are in place to improve student outcomes.

10.52   How Good is Our College (HGIOC) produce an evaluation report and send it to the Scottish Funding Council (SFC). The SFC has taken more ownership over quality and has established a tertiary quality framework and various packages. The focus is shifting from individual progress visits to a more integrated quality approach.

10.3   DD advised that observations from last year's evaluation report was strong showing a strong direction of travel, … and data was presented from 2021 and early from this year and there is a different direction of travel for the narrative in January this year. DD mentioned the risks highlighted in the evaluation, and the final report did not provide any new information or insights. There are still challenges related to COVID-19 affecting delivery in the academic year 2021/2022, but overall, the college has started to show clear improvement.

10.4   DD highlighted to the Committee that the Education Scotland visit used triangulation and that feedback from the Student Association and student satisfaction was particularly high, and developments in terms of the evaluation process identified current issues and sharing with wider staff teams.

2.5   The Committee commented on the positive direction of travel that comes from the report and paid tribute to staff and students for what has been achieved and recognise the hard work involved.

10.5   The committee is pleased with the significant progress made and commended the team, which serves as a strong foundation for future endeavours. The achievements are a testament to the dedication and efforts of the wider team within the college over the past 18 months.

11.   Committee Self Evaluation | Paper 11.1 | L. Grierson

1.1.   LG outlined the statutory requirement within the Code of Good Governance for Scotland's Colleges (section D.23) to self-evaluate annually its performance and effectiveness against its overall duties and responsibilities. LG advised members that the self-evaluation would reflect business over the academic year 2022-23. In previous years, the form was sent out to members to complete and return, however this year, LG asked members to trial completing the form jointly as part of the meeting. LG led members through each section of the form to complete the process, and members were also invited to send any further comments via email if they wished.

11.2   Non members left the meeting at 1745hrs.

FOR INFORMATION ONLY

12.   AOCB | Verbal | M. McLeod

12.1.   There was no other business. The meeting was adjourned at 18.30 hours.

13.   Date of the Next Meeting | Verbal | M. McLeod

13.1.   The date of the next meeting is scheduled for 4 September 2023.

Dumfries and Galloway College

One step ahead

L&T COMMITTEE ACTION LOG 6/6/23

Key

■ Ongoing
■ Closed
■ Overdue

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	Closed	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. June Update: This paper is on the agenda for 6/6/23
2	14/3/23	Risk Register to be disseminated to members for final approval due to no quorum.	LG		Closed	Risk Register sent via email to members. This is reviewed and presented at each meeting for approval.

DUMFRIES AND GALLOWAY COLLEGE

MEETING	LEARNING AND TEACHING COMMITTEE
Agenda Item:	3
Paper No:	LT0623-3.1

Date	06/06/2023
Location	MS Teams
Title of Paper	Strategic Risk Register
Presented By	Lorraine Grierson
Recommendation	**Approval**
Appendix Attached	No
Disclosable Under FOISA	YES

Read Time: 3 minutes

1.   Recommendation

1.1   The Learning and Teaching Committee are asked to consider, and 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.

3.2 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 – **Gross rating reduced to 12 and Net rating reduced to 4.**

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	

Lorraine Grierson
Secretary to the Board
May 2023

STRATEGIC RISK REGISTER UPDATE   L&T COMMITTEE – JUN 23

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	🟧	Cautious	=
9	Failure to adhere to academic compliance arrangements										
		4	3	12	🟧	2	2	4	🟩	Cautious	v
10	Failure to achieve an effective student experience										
		3	4	12	🟧	2	4	8	🟩	Cautious	=

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**	• Online reports with curriculum areas performance • Action planning at curriculum area level • Regular curriculum team meetings	• 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 /**	• College wide enhancement plan developed from self-evaluation • Action planning from portfolio reviews	• College wide enhancement plan monitored annually • Annual portfolio review to examine improvement actions • Regular reportage on performance to SLT

Management controls / Project assurance			• Reportage to L&T Committee on College wide self -evaluation and portfolio reviews
INDEPENDENT ASSURANCE **Internal Audit / external bodies**		• Annual scrutiny by Education Scotland annually by HMI and STMs • Self-evaluation reportage to Scottish Funding Council	• 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

Risk Status	Meeting 1 SIG	Meeting 2 SIG	Meeting 3 SIG	Meeting 4 SIG

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

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
FRONT LINE **(Management Assurance)** **Operational Delivery /Systems /Quality Assurance /Supervision**	• Assessor marks in line with national standards utilising awarding body resources. • Action planning at curriculum area level • Regular curriculum team meetings	• 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 /**	• Management scrutiny of the cycle of verification and appointment of internal verifiers. • Issues from internal verification are identified and action planned to	• Scrutiny of internal verification reports by managers. • SLT scrutiny of annual verification activity. • College wide enhancement plan monitored annually

Legal and Regulatory / Financial controls / Management controls / Project assurance	• ensure conformity with national standards. • College wide enhancement plan developed from self-evaluation	• Reportage to L&T Committee on College wide self -evaluation and portfolio reviews
INDEPENDENT ASSURANCE **Internal Audit / external bodies**	• 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	• 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** **MIN**

MEETING	AMENDMENTS TO RECORD
Q1	No Change
Q2	Risk updated to show the 3 lines of defence.
Q3	No Change
Q4	Gross risk reduced to 12 and net reduced to 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 *(Inc Infrastructure/Marketing/ICT)*
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**	• 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	• 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**	• College wide enhancement plan developed from self-evaluation • Action planning from portfolio reviews	• 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	• Annual scrutiny by Education Scotland annually by HMI and STMs	• Reportage by Education Scotland presented to the BoM

Internal Audit / external bodies	• Self-evaluation reportage to Scottish Funding Council	• 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

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

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

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

DUMFRIES AND GALLOWAY COLLEGE

MEETING	LEARNING AND TEACHING COMMITTEE
Agenda Item:	4
Paper No:	LT0623-4.1

Date	06/06/2023
Location	Dumfries Campus
Title of Paper	Student Partnership Agreement
Presented By	Kate Glendye
Recommendation	Discussion
Appendix Attached	Yes
Disclosable Under FOISA	YES

Read Time: 4 mins

1.   Recommendation

1.1   The Committee is asked to discuss the paper.

2. Executive Summary

2.1 We are excited to present a partnership agreement with the Student Association that will strengthen our commitment to student empowerment, enhance the overall college experience, and foster a collaborative environment where student voices are heard, valued, and incorporated into decision-making processes. This agreement aims to establish a mutually beneficial relationship that promotes student well-being, encourages student-led initiatives, and facilitates open lines of communication between the College and the Student Association.

3. Context

3.1 Through this partnership, we aspire to create a vibrant campus community that cultivates a sense of belonging, encourages student leadership and involvement, and ensures that student perspectives are at the forefront of our strategic initiatives. By aligning our resources, expertise, and shared goals, we will forge a dynamic collaboration that enhances student engagement, enriches campus life, and contributes to the holistic development and success of our student body. Please see appendix 1 for the Partnership Agreement.

4. Strategic Implications

4.1 We will provide an excellent student experience that is focused on innovative learning and teaching.

4.2 We will ensure that the Student Association is effective and reflects our students' voices

We will ensure that students' needs are matched and anticipated at all stages of the student journey

5. Risk

Risk	Mitigations
Risk 10 – Failure to achieve an effective student experience	*Students' association officers' meetings with students and 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	Limited student engagement Missed student perspectives Lack of effective communication channels
Equalities	No	

Kate Glendye
Student Journey Manager
May 2023

Appendix 1

1   TABLE OF CONTENTS

2   STUDENT PARTNERSHIP AGREEMENT

2.1.1   Introduction

2.1.2

DGC and the Students' Association have agreed to enter into a formal Student Partnership Agreement, developed by students and staff.

It emphasises and enhances our commitment to work together to create a world class student experience. This formal partnership documentation identifies the opportunities that students must express their opinions and to engage with the life of the college and further identifies how we will agree priorities and actions for partnership working.

2.1.3   Student Association

2.1.4

The Students' Association at Dumfries and Galloway College exists to represent the interests and views of all students studying at the College. The Students' Association provides a platform for students to express their views on all aspects of College life including all aspects of the learning experience. Students are given the opportunity to elect students to represent the views and opinions of the wider student body. The College and Students' Association work in partnership to deliver positive outcomes for all students and enhance the student experience.

Visit DGC SA

2.1.5 Class Representation

2.1.6
The Students' Association is responsible, in partnership with DGC Performance Team and Student Engagement Officer, for overseeing the mechanisms for student engagement through the College's student representative structures.

Students are invited onto committees and working groups relating to the student experience across all levels of governance and are actively engaged in the decision-making processes.

The main representative roles are our sabbatical Student President and paid part time Vice Presidents. In addition, Lead Representatives and Class Representatives are involved in the representation structures and play a vital role in feeding information to staff and students. To ensure that every student at the College can have their voice heard, each course is required to support the election of a Class Representative who can speak on behalf of their Class on all matters related to their learning experience.

Class Representatives elect Lead Representatives. Lead Representatives can raise issues and challenges within College decision making forums such as

- Learning and Teaching
- Student Support
- Campus and Environment

Training and ongoing support is provided for all student representatives by the Students' Association and Student Engagement Teams.

Visit [DGC SA](#)

2.1.7 Partnership

2.1.8
DGC and the Students' Association have a joint commitment to student participation, representation, and engagement. Both parties work closely to ensure a supportive and inclusive learning environment with open and informed communication.

There are several drivers which inform this commitment including [sparqs' Student Engagement Framework](#), NUS Scotland and the Scottish Funding Council and the College's own [Student Experience Strategy](#).

To create and develop new partnerships each Academic Year the following processes are to be used:

- Student Vote on project
- Ideas from the Lead Rep forums
- The Student Association in conjunction with Lead Reps will decide which of these ideas to take forward
- Once approved will form part of the Partnership Agreement

The Partnership Agreement will be reviewed each Academic Year.

DUMFRIES AND GALLOWAY COLLEGE

MEETING	LEARNING AND TEACHING COMMITTEE
Agenda Item:	**5**
Paper No:	**LT0623-5.1**

Date	22/05/2023
Location	Teams
Title of Paper	Student Association
Presented By	Kate Glendye
Recommendation	Discussion
Appendix Attached	No
Disclosable Under FOISA	YES

Read Time: 3 minutes

1.   Recommendation

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

2.   Executive Summary

2.1.   The new Student Association team for 2023/2024 have been elected.

2.2.   Above & Beyond Awards

2.3.   Here For You Campaign Wins Awards

3.   Context

3.1.   New Student Association Team

The 2023/2024 Student Association team has been elected, and the successful candidates are:

President: Adnan Dogrultan, Level 6 Sports & Fitness Student

Vice President Dumfries: Annette Cameron, Level 5 Business Student

Vice President Stranraer: Leah Dey, Level 4 Bakery Student

The new team will begin their posts through the summer by supporting Welcome Days for new Students.

3.2   Above & Beyond Awards

Nominations have closed for our end of year celebration, Above & Beyond Awards, which will take place on Wednesday 14th June 2023 at our Dumfries Campus. The awards aim to recognise achievements from both staff and students over the academic year in line with a range of categories.

A free BBQ will be provided to all who register for a ticket, and we will also have a photobooth alongside the live presentation of the awards.

We encourage all staff & students to register for the event – only 150 tickets are available for the BBQ & tickets are allocated on a first come first served basis.

3.3.   Here For You Campaign Wins Awards

Our Here For You Campaign has taken inspiration from one of the colleges values to provide support to our students during the cost-of-living crisis.

The campaign has involved activities such as:

➢   Creating food banks on both campuses

➢   Working with the Community Reuse Shop in Stranraer to offer affordable clothing on campus

➢   Introducing self-service facilities with microwave & hot water to allow students to bring their own lunches

➢   Free breakfast & soup available to all students

➢   Christmas gift appeal

➢   Partnership event bringing in local support organisations and more.

This campaign has been recognised with the following awards:

➢   NUS Scotland – Campaign Award

➢   Bridge 2 Business – Social Enterprise Award

The campaign has also been shortlisted for The Herald Higher Education Awards, Supporting Student Wellbeing Award Category. The winners of this award will be announced on June 1st at an Awards event in Glasgow.

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	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.

Danielle Hughes
Student Association President
25 May 2023

DUMFRIES AND GALLOWAY COLLEGE

MEETING	LEARNING AND TEACHING COMMITTEE
Agenda Item:	**6**
Paper No:	**LT0623-6.1**

Date	06/06/2023
Location	Dumfries Campus
Title of Paper	Student Health and Wellbeing
Presented By	Kate Glendye
Recommendation	Discussion
Appendix Attached	Yes
Disclosable Under FOISA	YES

Read Time: 9 mins

1.   Recommendation

1.1   The Committee are asked to discuss the paper.

2. Executive Summary

2.1 The paper highlights that student health and wellbeing are vital for academic success, personal development, and overall student satisfaction.

3. Context

3.1 By addressing student mental health comprehensively, we can create an environment that not only supports academic success but also nurtures the emotional and psychological growth of our students, enabling them to thrive both during their time in college and beyond. Please see Appendix 1 for the paper

4. Strategic Implications *Student Experience Strategy*

4.1 We will ensure that students' needs are matched and anticipated at all stages of the student journey

4.2 We will ensure that we work to ensure high quality outcomes for our students

5. Risk

Risk	Mitigations
Risk 10 – Failure to achieve an effective student experience	*Students' association officers' 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	*Limited student engagement* *Missed student perspectives* *Lack of effective communication channels* *Student Outcomes*
Equalities	No	

Kate Glendye
Student Journey Manager
May 2023

Appendix 1

1.   Mental Health & Wellbeing Action Plan – Live & Learn Programme – progress update

1.1   As part of the MH & Wellbeing action plan, DG College introduced a new early intervention aimed at supporting students to:

> ➢   Effect positive change and improve chances of success and retention at DGC.

> ➢   Support Students to build positive relationships by improving their self-confidence and self-awareness.

> ➢   To assist Students to problem solve, develop resilience, make balanced choices to meet their personal objectives.

> ➢   Identify coping strategies and develop a personal wellness action plan.

> ➢

2.   Live & Learn

2.1   The target is to support 25 students over the first year.

2.2   Live and Learn is a "rolling programme" of approximately six sessions with varied start/end dates. Referrals are made via SA's, CM's and tutors or Students can now self-refer via DGC Student portal. Students are typically contacted within one week from date of referral or sooner.

2.3   Progress is recorded via a Live & Learn tracker and a dedicated L&L Team. End dates can vary depending on engagement, complexity of support needs, topics covered and commitment to goals.

2.4   After completion, there is a follow-up session to check progress after 6 weeks. Group work is offered as an option, most students when given the choice, prefer to work 1-1. This may be because they don't want "another class/lecture" and can be more open without peer pressure/group dynamics. One group has been running with mixed results, due to inconsistent attendance and progress is slower.

2.5   This review tracks progress September to March 2023 – total 24 referrals to date at various stages of the programme. The figures do not include responding to "in the moment" needs requested by personal tutors/student advisors. See breakdown by curriculum area below.

2.6   Initially the programme was communicated via Curriculum Managers.   A self-referral option was made available to students in December 2022 via the DGC Student Portal and compliments the existing counselling and the newly launched Spectrum Life online wellbeing platform.

2.7   Since the beginning of the academic year, students have been trying to adapt to "new normal".

2.8   The initial "in the moment response" to panic and anxiety attacks are fewer now. Some students found the transition from online (remote) learning to face to face quite overwhelming.   Social anxiety is a common theme, self-care around sleep hygiene and

screen addiction is also common with some students reporting up to 15 hours a day spent on social media platforms. It has been important to be mindful of the diversity of individual needs as well as the pace of change. Adjusting to the new structure has been a challenge for some, as well as the variety of teaching styles – a combination of both classroom and online teaching can de-motivate and contribute to a lack of structure and consistency around learning for some students, whilst others may thrive with blended learning, especially where there may be financial difficulties e.g financial/transport difficulties.

2.9   A small number of referrals have highlighted other negative behaviours in college, especially within the younger students e.g. bullying and harassment or negative friendship groups and challenging behaviour in class. This is supported by working together with lecturer/CM to resolve any difficulties as they arise.

2.10   70% of referrals are from students under 20 years of age. Most have not been in full time education over the past few years and are less equipped for college life. This is one of the barriers to engagement. If the student fails to attend college, the aim is to agree the preferred way forward with personal tutor or curriculum manager in a "GIRFEC" style in order to improve potential outcomes.

2.11   Being able to respond to the individual needs of a student in a more integrated way helps to create a culture of shared responsibility. i.e. asking a PT to call a student who is stressed or anxious about falling behind with their assessments but unable or comfortable to ask for help. This can apply to bullying, personal hygiene, resistance to use of teams camera, feeling "allowed" to leave the class as a coping strategy etc – whilst maintaining the student's right to privacy.

2.12   By creating a "safe non-judgemental space" that builds trust, offers choice and a guided conversation to empower individuals to find answers themselves rather than be told what to do. Students are asked about their preferred method of communication i.e. group work, teams, face to face or in person – the majority prefer one to one or teams. Group work has been less impactful due to inconsistent attendance.   Students have felt that they are able to be honest and perhaps open up more than they would in a group situation. Creating a trusting and positive relationship can achieve the best outcome for the participant.

2.13   Despite the lack of consistent engagement and maturity of younger students, a conversation around aspirations, resilience and goal setting held now may resonate months or years later. The key message is about giving participants the *responsibility* to make positive choices for their future using a holistic coaching style.

2.14   I feel Live & Learn has created a sense of "needs being better met" - CM's and lecturers are better supported with a more supportive approach to meeting the diverse needs of our students.

3.   Monitoring

3.1   Initially, each participant completes a self-assessment form (via a L&L Team) which gives an indication of where the student is currently at. Although it is a snapshot, it can be used as a starting point for discussions around ongoing support. The same questions will be answered as a post assessment and the data can be used to see a shift in overall wellbeing. As we work through the sessions, young people are encouraged to set themselves goals. Goals can be short, medium or long term, with a focus on their overall health and wellbeing. The figures to date **do not** include responding to "in the moment" needs.

Self Rated Findings – using a scale of 1-10 – where 1 is disagree and 10 is agree	Average Score
I am ready to try to make positive changes in the way that I do things.	9
I have my family and friend's support.	7
I want to do certain things better.	9
I could be more organised.	7
I know the things that I need to change.	5
I find it difficult to approach others when I need help. e.g. my tutors, peers, parents/carers.	6
I have hobbies or interests out of College.	6
I find it difficult to find time for myself.	7
I believe that I can improve myself with the right people and support in my life.	9
I am clear on what my responsibilities are.	8
I know who I can turn to for trusted support.	6
I am ready to accept feedback that I might not like to hear.	8
I am comfortable with change.	6

3.2   On an individual basis, this measure serves as a good starting point to discussion. It is worth noting that most do not feel equipped to deal with change, nor feel overly confident in some cases to approach their tutors for assistance. All felt that personal change was needed, but few were comfortable with change.

3.3   Number of referrals by Curriculum Area

| Area	Number of referrals
Creative Industries	4
Early Years	5
Engineering	1
Hairdressing	1
Health & Social Care	11
Sport and Fitness	2
Grand Total	**24**

4.   Themes

4.1   Common themes identified in participants.

- ➢ Anxiety
- ➢ Low Mood
- ➢ Bullying – difficult relationships
- ➢ Bereavement and loss of motivation
- ➢ Emotional support/relationships
- ➢ Stress (falling behind on course work/non attendance)
- ➢ General Wellbeing (including lack of sleep)
- ➢ Social Anxiety
- ➢ Negative thoughts
- ➢ Phone addiction
- ➢ Pressure of work-personal time management

4.2   Number or referrals by age group

Age	Female	Male	
	F	M	Grand Total
15	3		3
16	7	1	8
17	3	2	5
18	1	2	3
19	1		1
21	1		1
23	2		2
24	1		1
29	1		1
32	1		1
Grand Total	**19**	**5**	**24**
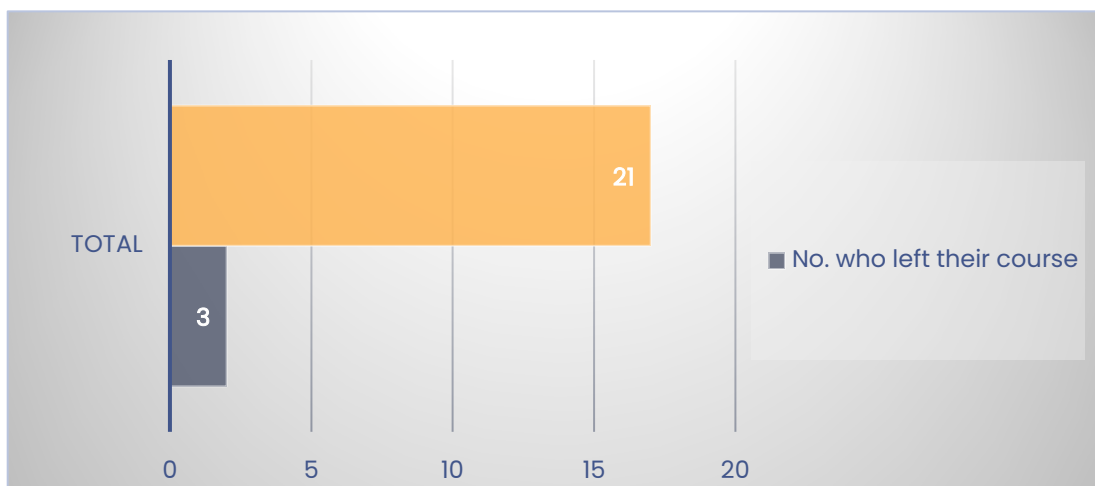
4.3   Care Experienced

4.3.1   A total of three (12%) referrals are currently care experienced.

5.   Retention

5.1   Two students in total opted to leave their course during Block 1- the main reason being financial hardship. One was withdrawn due to non-attendance/progress on chosen course.

6.   Neurodiverse or additional support needs

6.1   A total of nine referrals (38%) present with a diagnosed learning difficulty e.g. Autism, ADHD, dyslexia or under investigation, awaiting diagnosis. One student was diagnosed as Autistic during the L&L programme and we are working together with her lecturers to better accommodate her specific needs. Joint working with support agencies i.e. Better Lives Partnership has identified potential to support students in a way that is right for them.

6.2   Most students who have additional support needs have an allocated Educational Support worker. Needs assessments have been required to offer better support e.g. for dyslexia or for headsets to minimise anxiety in a noisy environment. Creative solutions to incorporate wellbeing projects for Princes Trust and learners with additional needs are in place. e.g. outdoor labyrinth project and creation of a wellbeing space indoors and outdoors. One Princes Trust student has completed a placement looking into men's mental health. Supporting students to complete their goals with wellbeing at the heart of what we do.   At a recent autism awareness event held in DGC, students and staff valued the importance of creating a more understanding and inclusive learning environment.

7.   Completion and ongoing support

7.1   Duration depends on engagement and number of sessions required. One participant who had been suffering from anxiety around class dynamics, felt she didn't need six sessions, the problems were solved in a practical way via discussions with curriculum manager and support given to reduce her anxiety which led to her returning to college and thriving on her course. Others may need more sessions depending on their individual needs, pace of change and on ongoing progress.

7.2   More complex support needs are "open ended" and closed when/if support is no longer required.

7.3   If appropriate, a personal action plan is drawn up and a follow up meeting will be held to check progress 6 weeks later. One student was offered ongoing support with Project Search and Princes Trust after being withdrawn from her course.

7.4   For those who opted to leave their course of study, ongoing means of practical support were explored and offered via partners, including benefit check-ups via social security, young carers group and youth enquiry service.

8.   What do the Students think? - feedback

➢   *"I feel this service is very good at supporting me as i don't feel as though i'm being lectured on things"*

➢   *"thank you for all your help and support and having faith in me. You helped me when I was really struggling with your positive attitude towards me."*

➢   *"I feel it was quite effective in helping me gain footing in building habits for my wellbeing and college due to the regular sessions and gentle pushing to work on my goals"*

➢   *"I am so proud of myself, that's me caught up on all my work"*

➢   *"I really want to study. Thank you so much for your patience and to be so nice with me."*

➢   *"The knowledge I gained of various other means to support myself will prove useful to me in the near future and I drive to stick to the plans made to achieve the goals I've set."*

➢   *"this term my intention is to pass all my assignments and get through to end of the course"*

➢   *"I have finished my assessment, I feel good today not really had anything that has knocked me back this week at all. Thank you"*

➢   *"I had a uni interview today! I have a place in the next college course too"*

➢   *"I have had stuff happen - that's been hard, I have learnt to put myself first and made time to me"*

➢   *"I feel that nothing can stop me, my intentions for this term is to pass all my assignments and get through to end of the course"*

9.   Feedback from Staff

9.1   All responders felt that the intervention was delivered quickly and was necessary for participants to avoid issues escalating:

➢   *"It's good to know there is support available for the diverse needs of our students. No one size fits   all"*

➢   *"Students need to learn broad life skills, customer service and not just their course work."*

➢   *"Student who have been disengaged and struggling with personal, or mental health and wellbeing   issues have responded well with some re-engagement to course. Positive feedback from students who have been referred."*

➢   *"Students who have been supported through this mechanism are much more positive having   someone to talk to outwith class time. Perhaps if someone spoke to class during induction with clear guidelines of support available it would be used earlier in the year rather than waiting for a referral? A pop up drop in support session every now and again would also be useful I think to those students who feel pressured with appointments."*

> *"I feel there have been several successes or partial successes (roughly half) in the group I have been teaching that have participated in the programme. Attendance and attitude to college and completing work has improved greatly."*

> *"I think the students concerned feel someone is listening to them and because they are showing progress they are getting positive feedback on the standard of work completed now which is spurring them on."*

> *"The visits with Audrey and the Police have been well received and very useful to enhance topic discussions in tutorial or relevant classes. Audrey is always in regular contact which is great."*

> *"There is so many mental health and family issues after COVID and so little accessible support for our students, it has caused masses of increased workload on the lecturers. This service has enabled students to be supported along side class which is taking the pressure off classes and the student. Without this service we would lose a lot more students and I think this will be the case for a few years as the majority of people have struggled throughout Covid and it will take a long time before this stops. We have many students coming in directly from schools and they have never had an exam or proper assessment. They are just not prepared for college and are experiencing high levels of anxiety as a result"*

10. Next Steps

- Continue to have courageous conversations with students to help them develop their resilience and identify their potential.
- Promote Live and Learn to the harder to reach curriculum areas.
- Conduct a Mental Health and Wellbeing Survey – to identify areas for future development
- Review L&L material/content. Consider creation of a Wellbeing Workbook of resources to compliment the programme – include students in the production.
- Gain National Autistic Society Award.
- Develop MH &W Champions and network of volunteers who support DGC to raise awareness, mentor, and help to normalise the conversation around mental health.
- Consider an external event for participants who have completed the programme.

10.1 Formalise partnerships with other providers of Mental Health support:

> Youth Services – delivery of workshops to groups and outreach. Wider support for young people both in and out of college.

> Change MH – training for support staff on mental health and new psychosis service.

> Young Carers Network

> Social Security benefit check-up service

➤ Police presence and security – awareness raising of topical issues e.g. substance misuse, cyber security, social media. Helping to create a space where students feel safe.

➤ NHS – Young People Participation – CAMHS, Issu18, Sexual Health and attend Wellbeing Stakeholder Network Meetings via Outpost

➤ Better Lives Partnership – Autism Acceptance and transition to our colleges

➤ Consider integrating the wellbeing measurements scale WEMWBS - Mental health and wellbeing - Health topics - Public Health Scotland as a self assessment tool.

➤ Promote Spectrum Life resources

➤ Build on being a Trauma informed workplace – promote learning opportunities and support staff by responding to students needs out with the classroom.

10.2   Support for mental health support remains high, the overall aim of this pilot is to ensure all students are offered the opportunity to access the right intervention at the right time to support their overall wellbeing and ambition at D&G College.

Audrey Grierson
MH & Wellbeing Co-ordinator
April 2023

DUMFRIES AND GALLOWAY COLLEGE

MEETING	LEARNING AND TEACHING COMMITTEE
Agenda Item:	**9**
Paper No:	**LT0623-9.1**

Date	06/06/2023
Location	Dumfries Campus
Title of Paper	Summary of academic Council Meeting
Presented By	Douglas Dickson
Recommendation	Noting
Appendix Attached	No
Disclosable Under FOISA	YES

Read Time: 5 mins

1.   Recommendation

1.1   The Committee are asked to note the summary of the most recent academic council meeting.

2. Executive Summary

2.1 The most recent academic council discussed, with representatives from teaching and support staff.

3. Context

3.1 <u>Student Association Update</u>

3.1.1 The SA President stated that the new President and VPs would be announced on Tuesday 9 May.

3.1.2 Key dates for the diary were noted:

> ➢ 14 June - Above and Beyond Annual Awards

> ➢ 11 May - Bridge to Business awards – finalist for the Social Enterprise Award.

3.1.3 SA President explained they were working on a 'Uniting to Succeed' Careers Campaign which had two focuses, a careers event which took place 3 May and a series of Career Journeys Podcasts. Staff were invited to participate or forward names to DH.

3.1.4 The DGC Student Association had won 'Campaign of the Year' award for their work with food bank and cost of living support at the recent NUS Scotland Awards.

3.2 <u>Education Scotland Progress Visit</u>

3.2.1 It was noted the observations could be split into positive elements and elements for development, with 2 main points of actions. There were no surprises throughout the report as the College had already identified key issues and had plans to address them.

3.3 <u>College Leaver Destinations</u>

3.3.1 The CLD survey is required for SFC, currently the College is above the sector average with 93.7% versus 87.2%.

3.4 <u>Student Satisfaction and Engagement Survey</u>

3.4.1 In the 2022/23 91% agree or strongly agree that their student experience is positive, the target is 90%.

3.5 <u>Student Wellbeing</u>

3.5.1 The Live and Learn' pilot programme had supported 25 students on referral from CMs, personal tutors and coaching.

4. Strategic Implications

4.1 This paper is linked to the Student Experience Strategy.

5.   Risk

RISK	MITIGATIONS
Risk 8 - Failure to achieve highest academic performance levels	• Please refer to the Strategic Risk Register
Risk 9 - Failure to adhere to academic compliance arrangements, eg awarding bodies, Education Scotland	• Please refer to the Strategic Risk Register
Risk 10 - Failure to achieve an effective student experience	• Please refer to the Strategic Risk Register

6.   Implications

Financial	No	
Legal	No	
Learning and Teaching	Yes	The Academic Council enables discuss on key learning and teaching actions and permits staff to assist shape their implementation.
Equalities	No	

Douglas Dickson
Depute Principal
23 May 2023

DUMFRIES AND GALLOWAY COLLEGE

MEETING	LEARNING AND TEACHING COMMITTEE
Agenda Item:	**10**
Paper No:	**L&T0623-10.1**

Date	06/06/2023
Location	MS Teams
Title of Paper	Education Scotland Progress Visit
Presented By	Douglas Dickson
Recommendation	Discussion
Appendix Attached	YES
Disclosable Under FOISA	YES

Read Time: 23 minutes

Recommendation

1.1   The Learning and Teaching Committee are asked to discuss the progress made in transforming learning and teaching.

1.   Executive Summary

2.1   This paper and associated Appendices identify the positive progress that has been made in enhancing curriculum and services to support students.

2.2   It is clear that the PV report did not identify any issues that the College was not aware of and had initiatives in place to tackle.

2.3   The Education Scotland progress visit report identifies that there are 7 development points and 2 main points for action associated with the growth of the College's PI against national comparisons. The College risk register already reflects the long term nature of the College's low PIs and a number of actions are in place to improve student outcomes associated with the 2 main points for actions.

2.4   There are a significant number of elements of good practice due to enhancement during curriculum and support service transformation.

2.   Context

3.1   The report at Appendix 1 identifies the main findings from the Education Scotland team that reviewed the College in January 2023. It is clear to see the positive progress made in transforming curriculum and services to support students. However, it is of note that PIs (retention and success), particularly in full time education have been below the sector in two of the three years in the dataset used by Education Scotland. The issue of student performance has been identified to Learning and Teaching and is reflected in the risk register.

3.2   The data set used to make comparisons during the PV was the one from academic year 2020-21, Scottish Funding Council commented that "full consideration should be given to these exceptional circumstances and direct comparisons between 2019-20 and 2020-21 and earlier years should not be made without due consideration of the context." At the time of writing there are no available national comparisons for academic year 2021/22 or 2022/23 and the dataset from 2020/21 is being revised nationally to account for deferred students.

3.3   In examining the PV report a significant number of areas of good practice are identified –

  ➢ Curriculum teams align their offer to key stakeholders including senior phase and employers.

  ➢ Recruitment practices have been enhanced and benefit from the use of AI.

  ➢ Staff utilise industry forums and keep their industry knowledge up to date.

  ➢ Students are well supported by student service and key stakeholders such as SDS and CLD are utilised to ensure positive destinations.

  ➢ The application and induction process has been substantially enhanced

  ➢ The Student Association is well engaged in the life and work of the College.

  ➢ Student satisfaction is high and students are clear on what is expected of them in learning and assessment.

  ➢ Key work has taken place to understand the underlying areas for withdrawal.

- Self evaluation is in place and teams are focused on improvement actions.

- Part time student performance, the majority of students, are high.

- The availability of technology to support learning and teaching in the classroom and outwith has improved.

- Partnership working is recognised with D&G Education and University of the West of Scotland.

3.4 Appendix 2 identifies the current situation based on later data sets and highlights the initiatives already in place to tackle the points for action. It can be seen from the report that the College's enhancement activities had initiatives in place to tackle development points.

3.5 It is of note that during the progress visit no reference was made or exploration of enhancement that had taken place around actions from the 2021-22 Progress Visit report.

4. Strategic Implications

4.1 This paper links to the Student Experience Strategy

5. Risk

Risk	Mitigations
Risk 8 - Failure to achieve highest academic performance levels	• Please refer to the Strategic Risk Register
Risk 9 - Failure to adhere to academic compliance arrangements, eg awarding bodies, Education Scotland	• Please refer to the Strategic Risk Register
Risk 10 - Failure to achieve an effective student experience	• Please refer to the Strategic Risk Register

6. Implications

Financial	Yes	The College's capacity to accelerate enhancement is determined by the current financial environment.
Legal	No	There are no implications.
Learning and Teaching	Yes	The PV report identifies a significant number of areas of good practice and main points for action in quality enhancement.
Equalities	No	The PV report highlights the College's ongoing work with key groups.

Douglas Dickson
Depute Principal
May 2023

Appendix 1

College Progress Visit Report

Dumfries and Galloway College

21 March 2023

College Principal	Joanna Campbell
Progress Visit Date	17-19 January 2023
College Nominee	Douglas Dickson
Lead HMI	Barbara Nelson
College HMI	Margaret Rose Livingstone
Outcome of Progress Visit	The college has made satisfactory progress in a number of areas, however further progress is required in improving outcomes for learners.

1.   Background

Progress Visits (PVs) are planned collaboratively between the college, HM Inspectors, and the Scottish Funding Council (SFC). During the visit, the team engaged with staff, learners and other stakeholders and focused on progress made since the previous PV. This report outlines the findings from the visit and details of any actions required. It will be shared with the college Principal, college Board of Management and/or Regional Strategic Body and SFC. An accompanying short report will be published on Education Scotland's website.

During the PV, the team explored four overarching themes linked to the college's enhancement plan and priorities around COVID-19 recovery. The themes are learner recruitment; retention; attainment; and progression. All data referred to in this report relates to SFC published performance indicators for academic year 2020/21.

2.   The college and its context

Dumfries and Galloway College is a regional college, operating from campuses in Dumfries and Stranraer in the southwest of Scotland. The college delivers education and training across the south of Scotland, offering programmes from Scottish Credit and Qualifications Framework (SCQF) level 2 to 8. The region is predominantly rural, and this can present challenges for learners in relation to transportation, access to broadband, and affordable housing. Deprivation affects around 1 in 5 of the population which is further exacerbated by higher costs of living in the more remote parts of the region. The college is collaborating with regional partners to review the curriculum to better meet the needs of learners and raise aspirations and attainment in line with regional priorities.

The college appointed a new Principal in June 2019, and in June 2020 launched its new strategic plan (Ambition 2025) to support its response to regional and socio-economic priorities over the course of the next 5 years. Since 2019 the college has completed two phases of transformation and is currently progressing a third phase to support future financial sustainability.

3.   Summary of findings

3.1   Recruitment

Areas of positive progress

Learner progress and outcomes

- Staff have developed and implemented a range of interventions to improve recruitment arrangements, including maintaining regular contact with successful applicants to the point of enrolment. The number of applicants who enrol on programmes has increased by around a third as a result.

Curriculum, learning, teaching, and assessment

- Curriculum staff have worked productively with staff in secondary schools to review and improve the range of learning opportunities available to young people. As a result, the number of young people accessing senior phase programmes has increased.

- Programme teams have established partnerships with a number of small and medium-sized enterprises (SMEs) to support skills development in the region. This has positively impacted on the number of young people applying for work-based employability programmes.

- Staff in curriculum teams maintain their knowledge of their vocational areas and make good use of employer forums to update understanding of industry needs. This is helping to inform both the curriculum offer and approaches to recruitment.

- All curriculum teams have adjusted recruitment arrangements and tailored them to better reflect their vocational specialism. This is improving recruitment rates in most curriculum areas.

Services to support learning

- Staff make use of effective referral arrangements with Community Learning and Development (CLD) and Skills Development Scotland (SDS) to support unsuccessful applicants to explore options and enter alternative positive destinations.

- Staff make good use of an artificial intelligence (AI) application to support applicants throughout the admissions process. This has been highly effective in maintaining engagement with hard-to-reach applicants and has impacted positively on recruitment rates.

- Staff across support service teams collaborate well with each other and work productively with teaching staff to support learners. Learners express high levels of satisfaction with the quality of support and resources they receive from student services staff.

- A newly introduced 'virtual' induction programme is supporting learners well to navigate college facilities and systems. Learners value being able access to key information in advance of starting their programme.

Learner engagement

- All learners feel well supported throughout the application process which they describe as simple and straightforward. They value the quality of pre-course information in helping them make informed choices about their programme of study, how to access support and engage in learning.

- The Students' Association (SA) contribute well to recruitment and induction activities. Representatives took an active role in college open days and led campus tours for potential learners. This had a positive impact on recruitment.

- The SA worked collaboratively with teaching and support staff to coordinate and deliver useful presentations to all programmes on the role of the SA, and this was successful in raising their profile across campuses.

Evaluation to facilitate improvement

- Learner satisfaction with application and enrolment arrangements, based on responses to the early experience survey, is high.

Areas for development

- The college has recently introduced a range of well-considered initiatives to improve recruitment and induction. However, it is too early to measure fully the impact of these initiatives on improving retention and attainment.

3.2   Retention

Areas of positive progress

Learner progress and outcomes

- The Student Satisfaction Experience Survey (SSES) indicates that 90.5% of learners were satisfied with their college experience.

- The college has undertaken useful work with local partners in order to better understand the reasons for learner withdrawal. This is helping to shape future plans in relation to learners who withdraw due to financial pressures or to enter employment.

Curriculum, learning, teaching, and assessment

- Staff in almost all curriculum areas make good use of the college Virtual Learning Environment (VLE) to enable learners to access learning resources and recorded lessons. This is helping learners to catch up on classes they may have missed or revisit previous learning.

- Almost all learners benefit from access to a Personal Tutor (PT) and helpful one-to-one meetings at the end of each block to review progress. This is supporting learners well to identify any additional support required and agree actions to improve outcomes.

Services to support learning

- Course teams use the recently introduced Performance Improvement Programme (PIP) arrangements to identify challenges and actions to improve retention and attainment. There are early indications of improvement in the identified programmes, however it is too early to assess fully their impact.

- Each week the staff from the Student Journey team contact learners that have not attended the previous week and coordinate interventions to support them to re-engage with their learning. This is contributing to improved retention.

- The Services to Support Learning team meets weekly to review and analyse retention data and action interventions to support learners at risk of withdrawal. This has increased the number of learners accessing additional support and is contributing to an overall improvement in learner retention.

Learner engagement

- All learners value the support they receive and appreciate being able to access services through a range of options including scanning Quick Response (QR) codes.

- Staff and the SA have introduced a range of helpful initiatives to alleviate the impact of the cost-of-living crisis and support learners experiencing poverty and financial hardship. These include access to hardship funds and a food bank, and free or subsidised canteen facilities.

- In response to learner feedback, microwaves and access to hot water are available to enable learners to prepare their own food and drinks. These facilities are valued and used well by learners.

- Relocation of the SA to the main foyer of the college has improved their accessibility for both staff and learners who can drop-in or make appointments more easily.

- Almost all class representatives and lead class representatives have undergone appropriate training for their role. This has improved the quality of feedback from learners.

Evaluation to facilitate improvement

- Staff are increasingly making use college self-evaluation arrangements to focus on actions to improve retention.

Areas for development

- Rates of learner withdrawal for full-time programmes, having improved recently, remain higher than the national average.

- Arrangements for the review of curriculum performance and future curriculum planning are not yet securing improvement in overall rates of learner retention. However, there are early indications of improvement in retention for full-time programmes.

- Although staff are encouraged to share outcomes from Curriculum Enhancement Plans (CEP) and PIP arrangements to support improvement across the college, this is not yet facilitating wider adoption of effective practice by staff across curriculum teams.

- The number of responses from learners to the SESS is low.

3.3   Attainment

Areas of positive progress

Learner progress and outcomes

- Rates of partial success for all modes of delivery are better than the national average.

- Rates of attainment for part-time FE programmes are 1 percentage point above the national average and have improved over the last three years.

- Rates of attainment for part-time HE programmes are 4 percentage points above the national average and have improved over the last three years.

Curriculum, learning, teaching, and assessment

- Staff participation in a helpful mentoring scheme is supporting them well to develop skills and widen understanding of the needs of learners. They discuss and develop approaches to pedagogy and any cross-college issues that may impact on learners.

- As part of the college management transformation programme, improved availability of technology in classrooms and the introduction of arrangements to support staff to evaluate learning and teaching through classroom observation are helping to develop staff practice. However, it is too early to evaluate the impact of these developments.

- Teaching staff provide learners with up-to-date information on attendance, unit outcomes and feedback on assessments through access to a helpful dashboard. Learners use the dashboard to plan classwork and monitor their own progress. This is helping learners to manage their time in working towards deadlines.

Services to support learning

- Student advisors and education support workers have recently been assigned to work with individual curriculum teams to identify learners at risk of disengagement and coordinate appropriate interventions. However, it is too early to measure the impact of this work on retention and attainment.

- Staff from the Student Journey team and Performance Improvement team work well together and have developed positive relationships with academic teams. They provide appropriate levels of challenge and support to curriculum teams on learner performance and

outcomes. There are early indications that this is impacting positively on the learning experience.

Learner engagement

- Almost all learners make good use of digital facilities to engage with learning and access resources. They value being able to access recorded lessons to keep on track with their studies or when they have missed classes.

- Almost all learners are prepared well for assessments and knew what is expected of them. They describe the feedback they receive from staff as constructive and helpful in supporting them to progress or revisit aspects of their learning.

Evaluation to facilitate improvement

- Senior managers undertook an extensive evaluation of senior phase provision and drew on their findings to develop joint future plans with the local authority. This has supported an improved, shared understanding of the challenges and opportunities in planning and delivering provision for school-age young people.

Areas for development

- Staff value and are engaging well with, the recently implemented self-evaluation arrangements. However, it is too early to measure impact of these arrangements in all programme areas.

- The overall rate of attainment rate for senior phase learners is low.

- The overall attainment rates for full-time FE and HE programmes have remained consistently below the national average over a three-year period.

- Rates of attainment for care-experienced young people are below the national average.

3.4 Progression

Areas of positive progress

Learner progress and outcomes

- The college offers a range of options for learners to progress from FE level programmes to higher levels of study. Partnership arrangements with University of the West of Scotland are providing learners with wider opportunities to progress to degree level study.

- Rates of learner progression to positive destinations are high and have remained steady over the last three years.

Curriculum, learning, teaching, and assessment

- Curriculum staff provide learners with helpful support and information on the range and types of progression opportunities available to them. Some staff draw productively on their engagement with industry contacts to share potential employment opportunities with learners, for example in renewables and engineering.

- The college curriculum provides guaranteed internal progression options. This is motivating and encouraging for learners.

- Almost all curriculum teams have employer forums in place that support learners well to explore employment opportunities.

Services to support learning

- Effective partnerships with a range of agencies including SDS and Bridge to Business, support learners well to take next steps towards employment or further learning.

- SDS careers services staff are available on-campus weekly. Learners benefit this access to careers information, advice, and guidance to explore their progression options.

Learner engagement

- The majority of learners feel well supported in making informed choices, including applications to university or employment. Within curriculum areas, learners benefit from interaction with employers to raise their awareness of career opportunities.

Evaluation to facilitate improvement

- Senior managers previously identified a decline in the number of learners applying for degree programmes and introduced a range of actions to address this, including the delivery of helpful UCAS workshops. This was welcomed by learners and the number of applications for university places has increased as a result.

Areas for development

- The college has not yet embedded the development of meta skills consistently across all curriculum areas. This is limiting learners' awareness of these important skills and their ability to identify and promote them to prospective employers.

4. Main points for action

The following main points for action are required:

- College managers and staff teams should continue to evaluate and measure the impact of new quality arrangements on learner recruitment, retention, and attainment.

- College managers should take action to improve rates of learner attainment across all curriculum areas, and for care-experienced learners.

5. What happens next?

We recognise the progress made against most aspects for improvement, however further progress is required in a number of areas. We will ask for a report on progress on these areas for improvement to be provided to the college link HM Inspector within agreed timescales. Taking account of the progress report, we will then decide what further engagement with the college may be required.

Barbara Nelson
HM Inspector

Appendix 2

Education Scotland Progress Visit Report			
Note – Education Scotland inf the PV used data from academic year 2020/21 in their analysis. SFC have highlighted specific issue with this COVID related data set and associated trend data and this data set is currently being revised.			
Retention and Attainment			
PV Area for Development	**Current situation**	**Initiatives to Improve**	**Monitored by**
1 The college has recently introduced a range of well-considered initiatives to improve recruitment and induction. However, it is too early to measure fully the impact of these initiatives on improving retention and attainment.	Early retention has improved in 2021/22. The early withdrawal rate in FTFE **reduced** in 22/23 to 8.2% from 10.1% in 21/22. The early withdrawal rate in FTHE **reduced** in 22/23 to 2.3% from 11.1% in 21/22. The latest sector figures available are for AY 2020/21.	The College has a clear plan to recruit and support students through the application process. Onboarding events run during the summer to support students. Evidence indicates that students attending are retained. A review of recruitment and onboarding to enhance improvement takes place annually.	SLT Student Experience
2 Rates of learner withdrawal for full-time programmes, having improved recently, remain higher than the national average.	**Early retention has improved in 2022/23**. The early withdrawal rate in FTFE **reduced** in 22/23 to 8.2% from 10.1% in 21/22. The early withdrawal rate in FTHE **reduced** in over 22/23 to 2.3% from 11.1% in 21/22. The latest sector figures available are for AY 2020/21.	Each Curriculum Area teaching team monitors withdrawal to ensure effective pastoral care of students. Analysis and planning of improvement takes place through DGSEE (self evaluation) process.	CMs Performance Manager SLT

		It is of note that students who left were in the main in positive destinations. However nearly 50% of those who left programmes in 2021/22 was attributed to pressures of funding and as a result entered employment. SDS count this as positive destination.		
3	Arrangements for the review of curriculum performance and future curriculum planning are not yet securing improvement in overall rates of learner retention. However, there are early indications of improvement in retention for full-time programmes.	The College holds 2 performance reviews. The reviews scrutinise curriculum area performance and also determine the portfolio for the next AY.	Portfolio review 2 identified improvements in PIs, see 1 and 2 above. Low performing courses targeted for improvement all show a **prediction for improved student success**.	CMs SLT
4	Staff value and are engaging well with, the recently implemented self-evaluation arrangements. However, it is too early to measure impact of these arrangements in all programme areas.	See 2 and Performance monitors the completion and quality of DGSEE self-evaluation reports.	**See 2 and 3 above.** The initiative to improve is the self-evaluation process.	CMs Performance Manager SLT
5	The overall rate of attainment rate for senior phase learners is low.	Attainment is low, however early indicators for 2022/23 are positive.	In academic session 22/23 we have introduced a co designed quality framework with D&G Education department which includes new specific activity around progress tracking, student engagement activities and midyear reporting to identify areas of concern. Work has been done with staff to understand more specific	Director CMs School Liaison Performance

		issues and develop enhancements.		
6	The overall attainment rates for full-time FE and HE programmes have remained consistently below the national average over a three-year period.	See 1,2,3 and 4 above The College was **above** the sector for full time in **2019/20**, however we were below the sector in **2020/21**. **No sector data** is available to compare for **2021/22**.	See 1,2,3 and 4 above.	CMs Performance Manager SLT
7	Rates of attainment for care-experienced young people are below the national average.	The performance of care experience students **improved in 2021/22**, however no sector data is available for 2021/22 to make a direct comparison. In 2020/21 the performance of care experience students was lower than the sector by 3%.	Care experienced students are identified on registers to assist pastoral care and there is a dedicated Student Advisor for CE students.	Teaching Staff Student Advisor CMs
<td colspan="4" align="center">**Good Practice Sharing**</td>				
8	Although staff are encouraged to share outcomes from Curriculum Enhancement Plans(CEP) and PIP arrangements to support improvement across the college, this is not yet facilitating wider adoption of effective practice by staff across curriculum teams.	The use of good practice from self evaluation is at an early stage.	There is a programme of development of practice in place which has scheduled events to share practice.	Learning, Teaching, Innovation Manager Teaching staff CMs
<td colspan="4" align="center">**Student Satisfaction and Engagement Survey**</td>				
9	The number of responses from learners to the SESS is low.	This was a sectoral issue in 21/22 and this is acknowledged in the Scottish Funding Council publication. SFC note – "The student satisfaction survey for 2021-22 was carried out over an eight-	No new initiatives required.	Teaching Staff Performance CMs

		week period between 7 March and 29 April 2022. The academic year was again non-typical as COVID impacted learning and teaching." In **22/23** the College response levels **met the required threshold** set by SFC.		
		Meta skills Development		
10	The college has not yet embedded the development of meta skills consistently across all curriculum areas. This is limiting learners' awareness of these important skills and their ability to identify and promote them to prospective employers.	There is no clear national framework for developing metaskills in all qualifications,	The College has a programme of CPLP to develop teaching staffs' awareness.	Learning, Teaching, Innovation Manager CMs
		Main Points for Action		
	College managers and staff teams should continue to evaluate and measure the impact of new quality arrangements on learner recruitment, retention, and attainment.	See 1 – 7 above The College has examined attainment to AY 2012/13 and note the long-term nature of low PI in full time education. This is reflected on the risk register as a red rated risk and consequently there is a plan over 3 to 5 years for improvement based on the initiatives above.		
	College managers should take action to improve rates of learner attainment across all curriculum areas, and for care-experienced learners.			

DUMFRIES AND GALLOWAY COLLEGE

MEETING	LEARNING AND TEACHING COMMITTEE
AGENDA ITEM:	**11**
PAPER NO:	**LT0623-11.1**

Date	06 June 2023
Location	MS Teams On-line
Title of Paper	Committee Self Evaluation
Presented By	L Grierson
Recommendation	Discussion
Appendix Attached	No
Disclosable Under FOISA	YES

1.   Recommendation

1.1   The Learning and Teaching Committee is asked to **discuss** and jointly complete the self-evaluation form.

2. Executive Summary

2.1 The Board of Management is required under the Code of Good Governance for Scotland's Colleges (section D.23) to self-evaluate annually its performance and effectiveness against its overall duties and responsibilities. Compliance with the Code is a condition of grant awarded by SFC. The implementation of robust self-evaluation processes will ensure that governance arrangements are compliant with the Code of Good Governance.

3. Context

3.1 Due to a review of the agenda cycle and terms of reference, the Annual Self-Evaluation process will now be conducted in May of each year, and as part of the process, 1-1 reviews with board members, the Chair and Board Secretary have taken place in May 2023.

3.2 The Committee is asked to consider and complete the Committee Self-Evaluation form jointly at the end of the Committee meeting, to reflect business over the last academic year 2022-23.

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

4. **Strategic Implications**

4.1 Board effectiveness will impact on all priorities within Ambition 2025.

5. **Risk**

5.1 No risks associated with this paper.

6. Implications

Financial	NO	
Legal	NO	
Learning and Teaching	NO	
Equalities	NO	

Lorraine Grierson
Secretary to the Board
18 May 2023

LEARNING AND TEACHING COMMITTEE SELF-EVALUATION

(to be completed by Committee Members collectively)

Date:

Section	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?				

Section	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?				

Section	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?				

Section	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?				

Section	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?				