LEARNING AND TEACHING COMMITTEE

MINUTE OF MEETING HELD ON 14 MARCH 2024 AT 16:00hrs VIA TEAMS

Present:		
Sharon Hodgson (SH) (Chair)	Susan McLellan (SM)	Adnan Dogrultan (AD)
Ann Hill (AH)	Annette Cameron (AC)	Gillian Brydson (GB)
In attendance:		
Joanna Campbell (JC)	Douglas Dickson (DD)	Phil Storrier (PS)
Lorraine Grierson (LG)	Mary Cheetham (note taker)	Caroline Stuart (CS)
Sonya Rutter (17.15 hrs)		
Apologies:		
Dr. Malcolm MacLeod (MM)	Kate Glendye (KG)	Eddie Black (EB)
Pete Woods (PW)		

1. <u>Welcome and Apologies for Absence | Verbal | S. Hodgson</u>

1.1.1 The Chair welcomed everyone to the meeting including the Chair of the Board of Management. The meeting was confirmed as quorate.

1.1.2 Apologies were received as above.

1.2. <u>Declaration of Interests/Connections | Verbal | S. Hodgson</u>

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

FOR APPROVAL

2. <u>Minutes of Previous Meetings and Matters Arising</u>

2.1 <u>Minute of meeting 21 November 2023 | Paper 2.1 | S. Hodgson</u>

2.1.1 Members present approved the minutes as an accurate record of the meeting with no matters arising.

2.1.2 AH sought clarification on the meaning of ASOS, to which DD responded that it stood for Action Short of Strike Action.

LEARNING AND TEACHING COMMITTEE

2.2 Action Log | LT0324-2.2 | L. Grierson

2.2.1 The Secretary to the Board advised that there were no actions to carry forward from the previous minute on 21 November 2023.

2.2.2 The Committee noted the Action Log.

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

3.1 Prior to discussing the Strategic Risk Register, the Chair sought clarification on the recent budget announcements and an update on ASOS in an effort to set a context for this discussion. DD explained that CES handle the negotiations regarding industrial action on behalf of the college with Trade Unions. He went on to advise that EIS-FELA and UNISON have not accepted the current pay offer, with EIS-FELA considering additional caveats like a four-day work week, it was confirmed that the offer had not been taken to members.

3.3 …

3.4 A strike was held on February 29th…. The possibility of a new ballot for EIS-FELA was mentioned … and it was confirmed that support staff also have an issue with job evaluation.

3.5 DD confirmed that SFC were discussing funding proposals for the college sector and concerns were raised about a flat cash settlement for the teaching grant and potential cuts to student support funds. The impact of cutting student funding was discussed and DD stated firm indicators are expected by the end of March.

3.6 LG informed the Committee that there were no changes to risks 8, 9, and 10, all of which are student focused. An issue was raised in relation to risk 8 regarding proposing a reduction in grading to the inherent risk grading of 16 and residual risk grading of 12 due to the improvement seen in PIs. LG asked the Committee to consider this reduction.

3.7 The Committee discussed the risk, which was initially seen as positive, but contextual factors altered the risk assessment. GB highlighted the positive feedback from the PI's and emphasised the effectiveness of current mitigation measures, however advised against making changes until the next quarter.

3.8 DD mentioned the use of a three-year trend by Education Scotland and performance being above national sector standards. He indicated that by the end of May for AY22/23, they would know the performance ratings and were expecting similar results. He also asked for it to be considered based on a four-year trend of improvement.

3.9 A full discussion ensued on waiting until May for the national comparative data to be published, providing additional reassurance before any changes.

3.11 The Committee agreed to review Risk 8 in May.

3.12 The Committee agreed Risk 9 remained unchanged, and there was no further comment.

3.13   The Committee addressed Risk 10. AH queried the frequency of student focus groups and surveys, and PS explained the presence of two surveys and regular class representative meetings, while the SA President highlighted that up to 11 students participate in focus groups which are held each block. The discussion further emphasised the existence of various feedback-gathering mechanisms, including self-evaluation and stakeholder activities. Additionally, the importance of monthly student feedback through DG SEE self-evaluation was underscored, highlighting its role in maintaining general satisfaction.

3.15   During the discussion, the Committee inquired about whether students graded themselves, prompting DD to clarify that they do not use this method, but only seek to see how enhancements compared to the previous academic year. It was stressed the significance of closing the feedback loop and communicating all actions taken back to students as part of the DG SEE process, ensuring they perceive their input as valuable.

3.3   The Committee approved the Strategic Risk Register.

FOR DISCUSSION

4.   Student Association Report | Paper 4.1 | Adnan Dogrultan

4.1   AD outlined several activities that have been implemented and are presently scheduled for the SA.

> Buses remain an issue for the students, this issue is causing students to be late for class, however they are working with reps and the Director of Estates and Sustainability to try and find solutions.

> An award of £1000 was received from the Hollywood Trust and would be used to purchase water bottles and complementary fruit.

> The 'Here for You' Festive care packages had been positively received, with donations from local supermarkets and friends of the SA.

> The SA are working closely with the Active Campus Co-ordinator to run numerous events/sporting activities around the College, having moved from no activity to now having sports activity every lunchtime on campus and four evenings.

> Taster sessions in the community for students and staff to take part in such as Rowing, Rugby and Fit Steps have been set up.

> Therapets planning is in place to get them back into College a further 2 times before the end of the academic session based on popular demand.

> Implement fortnightly Citizen Advice Sessions.

> Organize Mental Health Week in May, addressing prevalent issues in the area.

> Arrange a pool night at Sands Snooker Club.

> Host end-of-term awards, including 11 SA awards as well as marketing awards.

4.2   The Committee expressed an interest in the therapets program and inquired about its structure and operation. AC explained that sessions are scheduled allowing interaction

with dogs while their owners provide insights and information. GB commended the innovative idea.

4.3   A question was raised about data collection on activities and their impact on academic engagement, prompting discussion on developing mechanisms to track attendance and engaging students who may not be participating.

4.4   The Committee expressed their appreciation to the SA for their wide array of initiatives, emphasising the collaborative endeavours between students and staff to tackle challenges in the present environment, including addressing survival needs.

4.3   **The Committee noted the content of the Student Association Report**

5.   **Curriculum Review 2023-2025 | Paper 5.1 | P Storrier**

5.1   The Executive Director of Student Experience introduced the paper, outlining the following key points:

> ➢ Emphasis on sector reform, policy, and delivery models to support the skills agenda and fulfil statutory agreements with ROA.

> ➢ Focus on supporting vulnerable students through new approaches implemented this AY.

> ➢ Pilot programs to test new delivery approaches and scale successful pilots across delivery channels.

> ➢ Ensuring staff alignment and balancing delivery plans with the right skills in the right place and utilising skills effectively through upskilling and repurposing.

> ➢ Striking a balance in credit allocation to maximise skills and knowledge.

> ➢ Exploring partnerships and collaboration opportunities, particularly in the senior phase, to avoid duplication and address gaps within schools.

> ➢ Collaboration between the curriculum and commercial departments, including pilot models to support delivery.

> ➢ Action plan implementation with a focus on long-term outcomes, leading towards the removal of certain courses from the portfolio.

5.2   SH inquired about whether new courses have been tested with employers. PS responded that most courses are different eg the foundation academy partnership programs came through conversations with senior phase, and there have been joint conversations with the NHS to design the provision accordingly. The portfolio process encourages this collaboration. DD stated that the backbone of the curriculum planning process is horizon scanning and collaborating with the SFC who look for good exemplars and we want to engage further.

5.3   …

5.4   GB explained that during local authority discussion, concerns were raised about the potential lack of computing teachers and the feasibility of establishing satellite programs.

5.5   The Principal expressed … the need to prioritise pathways that align with local job markets and economic needs despite potential distractions. Budgetary constraints were

acknowledged, with a focus on delivering education and skills within limited resources while emphasising the importance of cross-working with partners.

AD left the meeting at 16.49 hrs and rejoined at 17.00 hrs.

5.6   The Committee discussed the importance of supporting young people studying at SQCF levels 1-4, highlighting initiatives, and stressed the responsibility to explore pathways for those furthest from employment. PS confirmed there were efforts to address challenges, including the launch of the Star programme focusing on vulnerable individuals and piloting initiatives.

5.7   **The Committee noted the content of the Curriculum Review 2023-2025.**

6.   SFC 2022-23 Performance Indicators | Paper 6.1 | D. Dickson

6.1   Confidential

6.3   **Action: DD advised that he would bring the new Inspection Framework to the next Committee.**

6.4   **The Committee noted the 2022-23 Performance Indicators**

S Rutter joined the meeting at 17.10 hours.

7.   Student Satisfaction and Engagement Survey | Paper 7.1 | S Rutter

7.1   SR outlined improved outcomes and sector comparisons for the Student Satisfaction and Engagement Survey (SSES) 2022-23.

7.2   The Early Engagement Survey placed the College 7th in the sector, participation was positive at 50% response rate, which equated to a 19% improvement from AY21/22.

7.3   AH queried the "don't know" response on Statement 13, DD highlighted this is a problematic question in the Student Satisfaction Engagement Survey, set by the SFC, which stands out as the only one with a "don't know" option. This issue was raised at national level, and it's one of the areas of activity within the college.

LG left the meeting at 17.20 hours.

7.4   PS noted that the core business is performing well above the sector average, particularly in online materials for courses. However, there are acknowledged gaps from a national perspective, prompting discussions on identifying successful approaches.

7.5   **The Committee noted the Early Student Satisfaction report.**

8.   College Leavers Destination Report | Paper 8.1 | S Rutter

8.1   The Academic Performance Manager presented the paper, stating that the College achieved a notable percentage (97.1%) of confirmed destinations in AY2021-22. Additionally, 90% of sector leavers secured positive destinations, with 65% transitioning to employment, which is higher than the sector average. Data for AY 2022-23 will be collected in March 2024.

8.2   GB noted there was a decrease in the number of leavers across the sector, while student numbers have increased.

8.3   DD clarified that SFC data depends on the selection process and serves as an indicator rather than a precise measure like in schools. It provides a general trend, with more detailed information available at the course level. Staff typically have better access to specific information, and trends suggest people are staying in education longer.

8.4   **The Committee noted the College Leavers Destination Report**

FOR INFORMATION

9.   SQA Systems Verification Report | Paper 9.1 | S Rutter

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

9.2   The Committee commended SR for the thorough review of all policies, procedures, and internal quality measures resulted in no required actions.

9.3   **The Committee noted the report.**

10.   Academic Council Report | Paper 10.1 | 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.   AOCB | Verbal | S. Hodgson

10.1   SH asked on behalf of The Board Development Committee for volunteers to fill the vice chair positions for the Committees.

10.2   CS advised that the recruitment process for new non-executive board members has begun, the Board Pack had been approved and new members are anticipated to join in the summer, which will hopefully help with membership for the committee.

10.2   The TOR will undergo review to ensure a quorum at meetings.

11.   Date of the Next Meeting | Verbal | S. Hodgson

11.1   The date of the next meeting is scheduled for 7 May 2024. **The meeting was adjourned at 17.27 hours.**

DUMFRIES AND GALLOWAY COLLEGE

MEETING	LEARNING AND TEACHING COMMITTEE
Agenda Item:	3
Paper No:	LT0324-3.1

Date	14/03/2024
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 – **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	

Lorraine Grierson
Secretary to the Board
26 February 2024

Strategic Risk Register Update   L&T Committee – Mar 24

No	Risk	Likelihood	Impact	Total	Risk Level	Likelihood	Impact	Total	Risk Level	Risk Appetite	Trend
RISK DEFINITION		**ORIGINAL TASK**				**RESIDUAL RISK**					

No	Risk	Likelihood	Impact	Total	Risk Level	Likelihood	Impact	Total	Risk Level	Risk Appetite	Trend
Responsible Person - DP 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	🟩	Avoid	=
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 / Likelihood

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

Strategic Risk Register

Strategic Objective:	Risk No: 8

Reference to Departmental Risk Registers:	Organisational
Owner:	DP 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 / Management controls / Project assurance**	• 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 • Reportage to L&T Committee on College wide self -evaluation and portfolio reviews
INDEPENDENT ASSURANCE	• 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

Strategic Risk Register

Internal Audit / external bodies		

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

MEETING	AMENDMENTS TO RECORD
Q1	No Change by Owner
Q2	No Change by Owner. L&T discussed Risk 8 and whether the impact of the recent industrial action and ASOS has impacted performance levels and increased the risk. As strike action has now ceased, it was agreed that the Risk will be reviewed again in January 2024 when it will be clear whether further industrial action will be taken and the impact this may cause.
Q3	No change by Owner.
Q4	

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

Strategic Risk Register

Strategic Objective:	Risk No: 9

Reference to Departmental Risk Registers:	Organisational
Owner:	DP 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 / Legal and Regulatory / Financial controls / Management controls / Project assurance	• 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	• Scrutiny of internal verification reports by managers. • SLT scrutiny of annual verification activity. • College wide enhancement plan monitored annually. • Reportage to L&T Committee on College wide self-evaluation and portfolio reviews

| INDEPENDENT ASSURANCE Internal Audit / external bodies | • 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

MEETING	AMENDMENTS TO RECORD
Q1	No Change by Owner
Q2	No change by Owner
Q3	No change by Owner
Q4	

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

Strategic Risk Register

Strategic Objective:	Risk No: 10

Reference to Departmental Risk Registers:	Organisational
Owner:	DP 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 **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) 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

MEETING	AMENDMENTS TO RECORD
Q1	No Change by Owner
Q2	No change by Owner
Q3	No change by Owner
Q4	

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:	**LT0324-4.1**

Date	25 March 2024
Location	MS Teams
Title of Paper	Student Association Report
Presented By	Adnan Dogrultan
Recommendation	Discussion
Appendix Attached	NO
Disclosable Under FOISA	YES

Read Time: 3 minutes.

1.   Recommendation

1.1.   The board are asked to note the contents of this paper.

2.   Executive Summary

2.1.   Student Opinion

2.2.   Here For You

2.3.   Sport and Physical Activity

2.4.   Upcoming plans for the students

3.   Context

3.1.   Student Opinion

We have several ways in which we can gather feedback from students about their experiences and how we take action. Class reps are the main way to gather feedback from students. We currently have **76%** of classes with appointed reps who are attending scheduled class rep meetings. We also have **11** Lead Reps who are supporting wider college issues.

Buses remain an issue for the students, this issue is causing students to be late for class, we are working with reps and the Director of Estates and Sustainability to try and find solutions however this is a recurring theme every year. Students were asking for water bottles so acting on this information we applied and were awarded a grant from the Holywood Trust to buy branded water bottles for students. We gathered this information through our rep meetings and general conversations with students.

Further Class and Lead Rep meetings are planned as well as 'meet the Principal' sessions.

3.2.   Here For You

We continue to take action supporting our college Value 'Here for You' following on, at student request, from last academic year. Students are still experiencing significant impact from the cost of living crisis and so we continue to support them with:

The care packages toy appeal and support information provided by the association over the tricky festive period was a great success. We know this due to all of the toys from the toy appeal being used by students and also a lot of the packages and food from the table we had set up at the front door had been taken by students and the rest was put back into the food bank in the point. We also told people where to look for support with mental health on our social media channels.

3.3.   Sport and Physical Activity

We are working closely with the Active Campus Co-ordinator to run numerous events/sporting activities around the College. We have gone from no activity to now having sports activity every day on campus as well as free access to the gym.

The current schedule includes:

> ➢   Monday - Football (12.45 pm-1.25 pm) and Badminton (4.45 pm-5.30 pm)

> ➤ Tuesday - Net sports and Boccia (12.30 pm-1.25 pm) and Legs, Bums and Tums (4.45 pm-5.15 pm)

> ➤ Wednesday - Boxercise (12.45 pm-1.15 pm) and Netball (4.45 pm-5.30 pm)

> ➤ Thursday - Football (12.45 pm-1.25 pm) Walking (12.45 pm-1.15 pm) and Football (4.45 pm-5.30 pm)

> ➤ Friday - Multisport (12.30 pm-1.25 pm).

We also organised taster sessions in the community for students and staff to take part in such as Rowing, Rugby, Fit Steps, Yoga, Bannatyne's Fitness sessions and Curling that have all passed and Pickleball that is coming up. We have continued to engage with students across the campus to understand what they are looking for, this activity has been taken from that feedback.

We also plan on running Boxercise and fitness classes in our Stranraer campus. We are doing this as we have been told by students there are people in Stranraer that are interested in taking part in classes that we are running in Dumfries.

Since developing the programme in January we are seeing on average **120 students a week** participating in these clubs and activities.

3.4.   Future Plans

> ➤ We had therapets up on the 24th of January and we are planning to get them back up a further 2 times before the end of the academic session based on popular demand.

> ➤ Citizen's advice bureaux have agreed to come in every fortnight on a Tuesday to set up an information stall and hold personal meetings with students. We also have both the holywood trust and LGBT plus coming into the college to set up information stands on a regular basis.

> ➤ We are also putting in place **Food Vouchers** for the students who are struggling with the prices of the food at the college to use at the canteen across both campuses. We have done this due to some students coming to us and telling us about the food prices being too high.

> ➤ We will be organising a mental health week in March on the (TBC). We will also be linking up with our active campus co-ordinator to set up a pool night during the easter holidays. We are going to be doing this in order to have a laugh with students out with college.

> ➤ We will also be hosting a sporting here for you event which will showcase and highlight sporting clubs in the local area that are available to students this will happen on the 29th of April. We are doing this in order to raise awareness for people that are looking to get involved in out with the college.

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.

Adnan Dogrultan
Student Association President
03 November 2023

DUMFRIES AND GALLOWAY COLLEGE

MEETING	LEARNING AND TEACHING COMMITTEE
Agenda Item:	7
Paper No:	**LT0324-7.1**

Date	14 March 2024
Location	MS Teams
Title of Paper	Student Satisfaction and Engagement Survey (SFC)
Presented By	Sonya Rutter
Recommendation	Discussion
Appendix Attached	YES
Disclosable Under FOISA	YES

Read Time: 3 minutes

1. Recommendation

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

2.   Executive Summary

2.1   Following the publication of the Scottish Funding Council's (SFC) Student Satisfaction and Engagement Survey Report 2022-23 on the 29th November 2023, we can now provide comparisons between Dumfries and Galloway College and the Sector.

The overall satisfaction rate across 26 colleges ranges from 100% to 84.8%. With an overall satisfaction rating of 96.0%, Dumfries and Galloway College is placed seventh on comparison to other colleges.

3.   Context

This report notes the responses to thirteen statements to which students best describe how much they agree or disagree with each of the statements, providing a comparison of the percentage rates between Dumfries and Galloway College and the sector.

4.   Strategic Implications

This paper links to Strategic Priority 1, Student Experience

5.   Risk

Risk	Mitigations
6 Failure to meet regulatory on ligations	➢ The SSES survey is a requirement of the SFC and our Regional Outcome Agreement. The Performance Team actively monitor completion of this survey during the allocated 6-week period to ensure we are meeting our obligation to SFC
10 Failure to achieve an effective student experience	➢ The results of the SSES are used to improve current student experience and also all team to make informed decisions around future courses

6.   Implications

Financial	Yes	SSES is a requirement of the SFC
Legal	No	
Learning and Teaching	Yes	*The SSES results should be used to improve on the student experience. Failure to do so may result in students withdrawing from their current programme of study. This will impact on our college PIs*
Equalities	No	

Sonya Rutter
Performance Manager

13 February 2024

STUDENT SATISFACTION AND ENGAGEMENT SURVEY 22-23 DGC/SECTOR COMPARISON

Performance Team

December 2023

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Student Satisfaction and Engagement Survey 22-23 – DGC/Sector Comparison

1. Introduction

Following the publication of the Scottish Funding Council's (SFC) Student Satisfaction and Engagement Survey Report 2022-23 on the 29th November 2023, we can now provide comparisons between Dumfries and Galloway College and the Sector. Comparisons are made on key areas: Response rates, Overall Satisfaction (Statement 1) and the 12 additional statements:

- Statement 1   Overall, I am satisfied with my college experience
- Statement 2   Staff regularly discuss my progress with me
- Statement 3   Staff encourage students to take responsibility for their learning
- Statement 4   I am able to influence learning on my course
- Statement 5   I receive useful feedback which informs my future learning
- Statement 6   The way I am taught helps me learn
- Statement 7   My time at college has helped me develop knowledge and skills for the workplace
- Statement 8   I believe student suggestions are taken seriously
- Statement 9   I believe all students at the college are treated equally and fairly by staff
- Statement 10   Any change in my course or teaching has been communicated well
- Statement 11   The online learning materials for my course have helped me learn
- Statement 12   I feel that I am part of the college community
- Statement 13   The College's Student's Association influences change for the better

The info-graphics template which has been used throughout this report was based on an initial template designed by the Marketing Team.

2. Response rates

2.1   Response rates for FE/HE, Full-time/Part-time

DGC has a much higher response rate from FE Full-time students on comparison to the Sector, 76.2% and 58.9% respectively. The response rates for FE Part-time students are comparable, 27.6% and 26.9% respectively.

HE response rates for DGC are higher than the sector response rates for both Full-time, 77.8% and 48.8%, and Part-time students 35.7% and 22.5% respectively.

Student Satisfaction and Engagement Survey 2022-23 – DGC/Sector Comparison

RESPONSE RATE BY STUDENT TYPE	DUMFRIES AND GALLOWAY COLLEGE	SECTOR
	RESPONSE RATE BY STUDENT TYPE	RESPONSE RATE BY STUDENT TYPE
FE FURTHER EDUCATION STUDENTS IN COLLEGE	Full-time 76.2% / Part-time 27.6%	Full-time 58.9% / Part-time 26.9%
HE HIGHER EDUCATION STUDENTS IN COLLEGE	Full-time 77.8% / Part-time 35.7%	Full-time 48.8% / Part-time 22.5%
	9 OUT OF TEN full-time students were satisfied with their college experience. (90.2%)	**9 OUT OF TEN** full-time students were satisfied with their college experience. (92.7%)

Distance and flexible-learning students were also surveyed. The SFC report does not include statistics for Response rates for this mode of study so we are not able to make comparisons.

2.2   Overall response rates

For DGC the overall participation in the survey is positive with 996 responses in total, a return of 50.6%.   This represents an increase of 19.1% on comparison to the return for session 21-22 (31.8%).

The SFC report notes improved response rates for the Sector for both full-time and part-time students – an increase of 12.1% from the previous year for full-time students, and an increase of 9.0% for part-time students.

3. Overall satisfaction

3.1 Summary

The overall satisfaction figure is the key outcome agreement measure for student satisfaction and is based on the combined figure for 'strongly agree' and 'agree' for the statement 'overall, I am satisfied with my college experience'.

The overall satisfaction rate across 26 colleges ranges from 100% to 84.8%. With an overall satisfaction rating of 96.0% Dumfries and Galloway College is placed seventh on comparison to other colleges. In their report the SFC notes that this is the highest overall satisfaction level in the five-year reporting period.

For FE 11 of the 13 statements DGC's satisfaction rates are higher than the Sector for all three student categories. For HE 4 of the 13 statements DGC's satisfaction rates are higher than the Sector for all three student categories.

For both FE and HE DGC satisfaction rates for Statement 13 are lower than the Sector for all three student categories.

For both FE and HE Flexible and Distance Learning categories, please note that this category does not take into account the flexible/distance learning models use within curriculum full time and part time provision.

3.2 Sector satisfaction rates

The figures presented in the table below have been generated through the SFC SSES PI Tool Master. The PI Tool Master enables Colleges to filter results by College/Sector/by Statement in addition to student modes and levels (Full-time, part-time, Distance/Flexible, FE/HE).

Student Satisfaction and Engagement Survey 2022-23			
College	Sum of Satisfied	Sum of Total	Sum of Satisfied Percent
Argyll	451	475	94.9%
Ayrshire	2,243	2,362	95.0%
Borders	493	527	93.5%
City of Glasgow	3,798	4,479	84.8%

Dumfries and Galloway	956	996	96.0%
Dundee and Angus	2,634	2,724	96.7%
Edinburgh	3,098	3,238	95.7%
Fife	3,744	4,050	92.4%
Forth Valley	1,061	1,129	94.0%
Glasgow Clyde	3,810	4,061	93.8%
Glasgow Kelvin	1,881	1,990	94.5%
Inverness	1,008	1,070	94.2%
Outer Hebrides (Lews Castle)	95	96	99.0%
Moray	381	400	95.3%
New College Lanarkshire	3,546	3,769	94.1%
Newbattle Abbey	49	51	96.1%
North East Scotland	4,538	4,760	95.3%
North Highland	195	203	96.1%
Orkney	1	1	100.0%
Perth	599	622	96.3%
Sabhal Mòr Ostaig	No data was provided	No data was provided	No data was provided
Scotland's Rural College	405	444	91.2%
Shetland	24	25	96.0%
South Lanarkshire	1,195	1,368	87.4%
West College Scotland	1,909	2,013	94.8%
West Highland	274	298	91.9%
West Lothian	2,030	2,127	95.4%
Grand Total	**40,418**	**43,278**	**93.4%**

3.3 Statement 1 – Overall, I'm satisfied with my College Experience

On comparison to the Sector percentages, the overall satisfaction rate for DGC is extremely favourable, for both FE/HE, Full-time/Part-time students.

The SFC report does not include a breakdown for Ratings (Strongly Agree, Agree, Disagree and Strongly Disagree) for Distance/Flexible Learning Students so we are not able to make comparisons on the individual ratings. For the purposes of this report the overall percentages were generated through the SFC SSES PI Tool.

Student Satisfaction and Engagement Survey 2022‑23 – DGC/Sector Comparison

'OVERALL, I'M SATISFIED WITH MY COLLEGE EXPERIENCE'

FE — FURTHER EDUCATION STUDENTS IN COLLEGE

	DUMFRIES AND GALLOWAY COLLEGE		SECTOR	
FULL‑TIME		Overall **96.9%**		Overall **94.6%**
Strongly Agree	56.5%		45.0%	
Agree	40.4%		49.6%	
Disagree	2.7%		4.2%	
Strongly Disagree	0.4%		1.3%	
PART‑TIME		Overall **98.1%**		Overall **95.7%**
Strongly Agree	70.4%		49.9%	
Agree	27.8%		45.9%	
Disagree	0.9%		3.2%	
Strongly Disagree	0.9%		1.0%	
DISTANCE/FLEXIBLE		Overall **94.4%**		Overall **95.1%**
Strongly Agree	73.6%			
Agree	20.8%			
Disagree	5.7%			
Strongly Disagree	0.0%			

HE — HIGHER EDUCATION STUDENTS IN COLLEGE

	DUMFRIES AND GALLOWAY COLLEGE		SECTOR	
FULL‑TIME		Overall **94.1%**		Overall **96.6%**
Strongly Agree	47.5%		38.7%	
Agree	46.6%		50.4%	
Disagree	4.2%		8.5%	
Strongly Disagree	1.7%		2.3%	
PART‑TIME		Overall **92.0%**		Overall **91.7%**
Strongly Agree	36.6%		43.2%	
Agree	56.0%		48.5%	
Disagree	8.0%		6.6%	
Strongly Disagree	0.0%		1.7%	
DISTANCE/FLEXIBLE		Overall **94.0%**		Overall **96.6%**
Strongly Agree	66.0%			
Agree	28.0%			
Disagree	6.0%			
Strongly Disagree	0.0%			

It is notable that satisfaction rates for Distance/Flexible students are slightly lower than the Sector. It is recommended that the relevant teams will work with students to improve on this satisfaction rate for 23‑24.

4.   Results by Statement and Analysis

Overall satisfaction rates for each of the Statements are provided, noting the variances between levels of study (FE/HE) and the modes of study (Full‑Time, Part‑time and Distance/Flexible Learning Students).

For Statements 2 to 13 the SFC report does not include a breakdown for Ratings (Strongly Agree, Agree, Disagree and Strongly Disagree) for any of the student categories so we are not able to make comparisons on the individual ratings. For the purposes of this report the overall percentages were generated through the SFC SSES PI Tool Master.

As noted in the SFC report, For HE Full‑time students the Highlands and Islands partner colleges and SRUC report their HE students within the NSS University statistics. As a result, only 16 colleges are included within the SSES HE results.

4.1 Statement 2 – Staff regularly discuss my progress with me

Student Satisfaction and Engagement Survey 202223 – DGC/Sector Comparison

'STAFF REGULARLY DISCUSS MY PROGRESS WITH ME'

FE – FURTHER EDUCATION STUDENTS IN COLLEGE

	DUMFRIES AND GALLOWAY COLLEGE		SECTOR
FULL-TIME		Overall	Overall
Strongly Agree	61.8%	95.1%	89.5%
Agree	33.3%		
Disagree	4.4%		
Strongly Disagree	0.4%		
PART-TIME		Overall	Overall
Strongly Agree	75.0%	93.5%	91.8%
Agree	18.5%		
Disagree	6.5%		
Strongly Disagree	0.0%		
DISTANCE/FLEXIBLE		Overall	Overall
Strongly Agree	83.0%	96.2%	92.0%
Agree	13.2%		
Disagree	3.7%		
Strongly Disagree	0.0%		

HE – HIGHER EDUCATION STUDENTS IN COLLEGE

	DUMFRIES AND GALLOWAY COLLEGE		SECTOR
FULL-TIME		Overall	Overall
Strongly Agree	59.2%	95.3%	82.6%
Agree	36.1%		
Disagree	4.6%		
Strongly Disagree	0.0%		
PART-TIME		Overall	Overall
Strongly Agree	36.0%	92.0%	85.3%
Agree	56.0%		
Disagree	4.0%		
Strongly Disagree	4.0%		
DISTANCE/FLEXIBLE		Overall	Overall
Strongly Agree	74.0%	92.0%	94.5%
Agree	18.0%		
Disagree	4.0%		
Strongly Disagree	4.0%		

For FE Full time DGC are 12.75% higher than the Sector. This is a very positive reflection on our staff.

4.2 Statement 3 – Staff encourage students to take responsibility for their learning

Student Satisfaction and Engagement Survey 202223 – DGC/Sector Comparison

'STAFF ENCOURAGE STUDENTS TO TAKE RESPONSIBILITY FOR THEIR LEARNING'

FE – FURTHER EDUCATION STUDENTS IN COLLEGE

	DUMFRIES AND GALLOWAY COLLEGE		SECTOR
FULL-TIME		Overall	Overall
Strongly Agree	77.6%	99.0%	96.5%
Agree	21.4%		
Disagree	1.0%		
Strongly Disagree	0.0%		
PART-TIME		Overall	Overall
Strongly Agree	80.5%	100%	97.6%
Agree	19.5%		
Disagree	0.0%		
Strongly Disagree	0.0%		
DISTANCE/FLEXIBLE		Overall	Overall
Strongly Agree	90.5%	100%	98.8%
Agree	9.5%		
Disagree	0.0%		
Strongly Disagree	0.0%		

HE – HIGHER EDUCATION STUDENTS IN COLLEGE

	DUMFRIES AND GALLOWAY COLLEGE		SECTOR
FULL-TIME		Overall	Overall
Strongly Agree	72.6%	99.4%	99.6%
Agree	26.8%		
Disagree	0.4%		
Strongly Disagree	0.0%		
PART-TIME		Overall	Overall
Strongly Agree	60.0%	100%	96.7%
Agree	40.0%		
Disagree	0.0%		
Strongly Disagree	0.0%		
DISTANCE/FLEXIBLE		Overall	Overall
Strongly Agree	86.0%	98.0%	99.6%
Agree	12.0%		
Disagree	2.0%		
Strongly Disagree	0.0%		

4.3   Statement 4 – I am able to influence learning on my course

Student Satisfaction and Engagement Survey 2022‑23 – DGC/Sector Comparison

'I AM ABLE TO INFLUENCE LEARNING ON MY COURSE'	DUMFRIES AND GALLOWAY COLLEGE		SECTOR	
FE — **FURTHER EDUCATION STUDENTS IN COLLEGE**	**FULL-TIME** Strongly Agree 59.3% Agree 35.6% Disagree 4.6% Strongly Disagree 0.3%	Overall **94.9%**	**FULL-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **91.8%**
	PART-TIME Strongly Agree 71.3% Agree 26.8% Disagree 1.8% Strongly Disagree 0.0%	Overall **98.1%**	**PART-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **93.8%**
	DISTANCE/FLEXIBLE Strongly Agree 75.4% Agree 22.6% Disagree 1.8% Strongly Disagree 0.0%	Overall **98.0%**	**DISTANCE/FLEXIBLE** Strongly Agree Agree Disagree Strongly Disagree	Overall **91.8%**
HE — **HIGHER EDUCATION STUDENTS IN COLLEGE**	**FULL-TIME** Strongly Agree 54.2% Agree 38.2% Disagree 6.7% Strongly Disagree 0.8%	Overall **92.4%**	**FULL-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **84.5%**
	PART-TIME Strongly Agree 32.0% Agree 60.0% Disagree 8.0% Strongly Disagree 0.0%	Overall **92.0%**	**PART-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **87.1%**
	DISTANCE/FLEXIBLE Strongly Agree 72.0% Agree 24.0% Disagree 2.0% Strongly Disagree 2.0%	Overall **96.0%**	**DISTANCE/FLEXIBLE** Strongly Agree Agree Disagree Strongly Disagree	Overall **95.3%**

For HE Full time DGC are 7.9% higher than the Sector. This is a positive reflection on our students' learning.

4.4   Statement 5 – I receive useful feedback which informs my future learning

Student Satisfaction and Engagement Survey 2022‑23 – DGC/Sector Comparison

'I RECEIVE USEFUL FEEDBACK WHICH INFORMS MY FUTURE LEARNING'	DUMFRIES AND GALLOWAY COLLEGE		SECTOR	
FE — **FURTHER EDUCATION STUDENTS IN COLLEGE**	**FULL-TIME** Strongly Agree 62.4% Agree 33.7% Disagree 3.4% Strongly Disagree 0.3%	Overall **96.1%**	**FULL-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **92.2%**
	PART-TIME Strongly Agree 75.0% Agree 25.0% Disagree 0.0% Strongly Disagree 0.0%	Overall **100%**	**PART-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **93.8%**
	DISTANCE/FLEXIBLE Strongly Agree 83.0% Agree 17.0% Disagree 0.0% Strongly Disagree 0.0%	Overall **100%**	**DISTANCE/FLEXIBLE** Strongly Agree Agree Disagree Strongly Disagree	Overall **94.0%**
HE — **HIGHER EDUCATION STUDENTS IN COLLEGE**	**FULL-TIME** Strongly Agree 66.3% Agree 31.0% Disagree 2.5% Strongly Disagree 0.0%	Overall **97.3%**	**FULL-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **97.1%**
	PART-TIME Strongly Agree 52.0% Agree 40.0% Disagree 8.0% Strongly Disagree 0.0%	Overall **92.0%**	**PART-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **91.3%**
	DISTANCE/FLEXIBLE Strongly Agree 74.0% Agree 22.0% Disagree 4.0% Strongly Disagree 0.0%	Overall **96.0%**	**DISTANCE/FLEXIBLE** Strongly Agree Agree Disagree Strongly Disagree	Overall **97.1%**

4.5 Statement 6 – The way I am taught helps me learn

Student Satisfaction and Engagement Survey 2022‑23 – DGC/Sector Comparison

'THE WAY I AM TAUGHT HELPS ME LEARN'

	DUMFRIES AND GALLOWAY COLLEGE		SECTOR	
FE FURTHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 61.3% / Agree 33.9% / Disagree 3.8% / Strongly Disagree 0.9%	Overall **95.2%**	**FULL-TIME** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **90.8%**
	PART-TIME Strongly Agree 75.9% / Agree 22.2% / Disagree 1.8% / Strongly Disagree 0.0%	Overall **98.1%**	**PART-TIME** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **93.2%**
	DISTANCE/FLEXIBLE Strongly Agree 79.2% / Agree 20.7% / Disagree 0.0% / Strongly Disagree 0.0%	Overall **100%**	**DISTANCE/FLEXIBLE** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **91.8%**
HE HIGHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 52.9% / Agree 38.6% / Disagree 7.1% / Strongly Disagree 1.2%	Overall **91.5%**	**FULL-TIME** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **79.3%**
	PART-TIME Strongly Agree 44.0% / Agree 48.0% / Disagree 8.0% / Strongly Disagree 0.0%	Overall **92.0%**	**PART-TIME** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **88.6%**
	DISTANCE/FLEXIBLE Strongly Agree 70.0% / Agree 24.0% / Disagree 6.0% / Strongly Disagree 0.0%	Overall **94.0%**	**DISTANCE/FLEXIBLE** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **94.9%**

For FE Full time DGC are 12.2% higher than the Sector. This is a very positive reflection on the students' learning experience.

4.6 Statement 7 – My time at college has helped me develop knowledge and skills for the workplace

Student Satisfaction and Engagement Survey 2022‑23 – DGC/Sector Comparison

'MY TIME AT COLLEGE HAS HELPED ME DEVELOP KNOWLEDGE AND SKILLS FOR THE WORKPLACE'

	DUMFRIES AND GALLOWAY COLLEGE		SECTOR	
FE FURTHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 71.2% / Agree 24.1% / Disagree 4.4% / Strongly Disagree 0.2%	Overall **95.3%**	**FULL-TIME** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **93.4%**
	PART-TIME Strongly Agree 74.1% / Agree 25.0% / Disagree 0.9% / Strongly Disagree 0.0%	Overall **99.1%**	**PART-TIME** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **94.1%**
	DISTANCE/FLEXIBLE Strongly Agree 71.7% / Agree 24.5% / Disagree 3.8% / Strongly Disagree 0.0%	Overall **96.2%**	**DISTANCE/FLEXIBLE** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **92.6%**
HE HIGHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 63.4% / Agree 33.6% / Disagree 2.9% / Strongly Disagree 0.0%	Overall **97.0%**	**FULL-TIME** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **88.8%**
	PART-TIME Strongly Agree 48.0% / Agree 52.0% / Disagree 0.0% / Strongly Disagree 0.0%	Overall **100%**	**PART-TIME** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **91.8%**
	DISTANCE/FLEXIBLE Strongly Agree 70.0% / Agree 22.0% / Disagree 8.0% / Strongly Disagree 0.0%	Overall **100%**	**DISTANCE/FLEXIBLE** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **97.0%**

For both FE and HE DGC rated higher than the Sector for all three student Categories. Notably, for HE Full-time and part-time DGC were 8.2% higher than the Sector.

4.7   Statement 8 – I believe student suggestions are taken seriously

Student Satisfaction and Engagement Survey 2022-23 – DGC/Sector Comparison

'I BELIEVE STUDENT SUGGESTIONS ARE TAKEN SERIOUSLY'

	DUMFRIES AND GALLOWAY COLLEGE		SECTOR	
FE FURTHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 55.9% / Agree 36.4% / Disagree 7.5% / Strongly Disagree 0.2%	Overall **92.3%**	**FULL-TIME** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **86.6%**
	PART-TIME Strongly Agree 74.0% / Agree 24.1% / Disagree 1.9% / Strongly Disagree 0.0%	Overall **98.1%**	**PART-TIME** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **91.2%**
	DISTANCE/FLEXIBLE Strongly Agree 79.2% / Agree 16.9% / Disagree 3.8% / Strongly Disagree 0.0%	Overall **96.1%**	**DISTANCE/FLEXIBLE** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **92.4%**
HE HIGHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 47.1% / Agree 36.1% / Disagree 13.4% / Strongly Disagree 3.3%	Overall **83.2%**	**FULL-TIME** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **79.3%**
	PART-TIME Strongly Agree 48.0% / Agree 48.0% / Disagree 4.0% / Strongly Disagree 0.0%	Overall **96.0%**	**PART-TIME** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **88.7%**
	DISTANCE/FLEXIBLE Strongly Agree 62.0% / Agree 28.0% / Disagree 10.0% / Strongly Disagree 0.0%	Overall **90.0%**	**DISTANCE/FLEXIBLE** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **94.7%**

4.8   Statement 9 – I believe all students at the college are treated equally and fairly by staff

Student Satisfaction and Engagement Survey 2022-23 – DGC/Sector Comparison

'I BELIEVE ALL STUDENTS AT THE COLLEGE ARE TREATED EQUALLY AND FAIRLY BY STAFF'

	DUMFRIES AND GALLOWAY COLLEGE		SECTOR	
FE FURTHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 65.9% / Agree 26.8% / Disagree 5.1% / Strongly Disagree 2.1%	Overall **92.7%**	**FULL-TIME** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **85.7%**
	PART-TIME Strongly Agree 82.4% / Agree 16.7% / Disagree 0.9% / Strongly Disagree 0.0%	Overall **99.1%**	**PART-TIME** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **94.5%**
	DISTANCE/FLEXIBLE Strongly Agree 84.9% / Agree 15.1% / Disagree 0.0% / Strongly Disagree 0.0%	Overall **100%**	**DISTANCE/FLEXIBLE** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **96.3%**
HE HIGHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 61.3% / Agree 26.1% / Disagree 9.2% / Strongly Disagree 3.3%	Overall **87.4%**	**FULL-TIME** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **86.2%**
	PART-TIME Strongly Agree 48.0% / Agree 52.0% / Disagree 0.0% / Strongly Disagree 0.0%	Overall **100%**	**PART-TIME** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **94.2%**
	DISTANCE/FLEXIBLE Strongly Agree 80.0% / Agree 14.0% / Disagree 6.0% / Strongly Disagree 0.0%	Overall **94.0%**	**DISTANCE/FLEXIBLE** Strongly Agree / Agree / Disagree / Strongly Disagree	Overall **96.5%**

4.9   Statement 10 – Any change in my course or teaching has been communicated well

Student Satisfaction and Engagement Survey 2022⁄23 – DGC/Sector Comparison

'ANY CHANGE IN MY COURSE OR TEACHING HAS BEEN COMMUNICATED WELL'	DUMFRIES AND GALLOWAY COLLEGE		SECTOR	
FE FURTHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 63.9% Agree 28.3% Disagree 6.5% Strongly Disagree 1.2%	Overall **92.2%**	**FULL-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **87.6%**
	PART-TIME Strongly Agree 74.0% Agree 22.2% Disagree 2.8% Strongly Disagree 0.9%	Overall **96.2%**	**PART-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **92.0%**
	DISTANCE/FLEXIBLE Strongly Agree 77.4% Agree 16.9% Disagree 5.7% Strongly Disagree 0.0%	Overall **94.3%**	**DISTANCE/FLEXIBLE** Strongly Agree Agree Disagree Strongly Disagree	Overall **92.6%**
HE HIGHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 53.8% Agree 31.5% Disagree 9.2% Strongly Disagree 5.4%	Overall **85.3%**	**FULL-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **80.6%**
	PART-TIME Strongly Agree 44.0% Agree 40.0% Disagree 16.0% Strongly Disagree 0.0%	Overall **84.0%**	**PART-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **86.0%**
	DISTANCE/FLEXIBLE Strongly Agree 74.0% Agree 22.0% Disagree 4.0% Strongly Disagree 0.0%	Overall **96.0%**	**DISTANCE/FLEXIBLE** Strongly Agree Agree Disagree Strongly Disagree	Overall **95.3%**

4.10   Statement 11 – The online learning materials for my course have helped me learn

Student Satisfaction and Engagement Survey 2022⁄23 – DGC/Sector Comparison

'THE ONLINE LEARNING MATERIALS FOR MY COURSE HAVE HELPED ME LEARN'	DUMFRIES AND GALLOWAY COLLEGE		SECTOR	
FE FURTHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 60.5% Agree 31.6% Disagree 6.7% Strongly Disagree 1.1%	Overall **92.1%**	**FULL-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **87.6%**
	PART-TIME Strongly Agree 74.1% Agree 23.1% Disagree 2.7% Strongly Disagree 0.0%	Overall **97.2%**	**PART-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **88.9%**
	DISTANCE/FLEXIBLE Strongly Agree 79.2% Agree 15.1% Disagree 5.6% Strongly Disagree 0.0%	Overall **94.3%**	**DISTANCE/FLEXIBLE** Strongly Agree Agree Disagree Strongly Disagree	Overall **92.9%**
HE HIGHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 57.5% Agree 32.3% Disagree 7.1% Strongly Disagree 2.9%	Overall **89.8%**	**FULL-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **86.7%**
	PART-TIME Strongly Agree 48.0% Agree 48.0% Disagree 4.0% Strongly Disagree 0.0%	Overall **96.0%**	**PART-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **90.6%**
	DISTANCE/FLEXIBLE Strongly Agree 80.0% Agree 18.0% Disagree 2.0% Strongly Disagree 0.0%	Overall **98.0%**	**DISTANCE/FLEXIBLE** Strongly Agree Agree Disagree Strongly Disagree	Overall **95.4%**

4.11 Statement 12 – I feel that I am part of the college community

Student Satisfaction and Engagement Survey 2022-23 – DGC/Sector Comparison

'I FEEL THAT I AM PART OF THE COLLEGE COMMUNITY'

DUMFRIES AND GALLOWAY COLLEGE

FURTHER EDUCATION STUDENTS IN COLLEGE

FULL-TIME
Strongly Agree	59.2%	Overall **90.4%**
Agree	31.2%	
Disagree	8.6%	
Strongly Disagree	0.9%	

PART-TIME
Strongly Agree	69.4%	Overall **96.2%**
Agree	26.8%	
Disagree	3.7%	
Strongly Disagree	0.0%	

DISTANCE/FLEXIBLE
Strongly Agree	69.8%	Overall **92.4%**
Agree	22.6%	
Disagree	7.5%	
Strongly Disagree	0.0%	

HIGHER EDUCATION STUDENTS IN COLLEGE

FULL-TIME
Strongly Agree	48.7%	Overall **84.8%**
Agree	36.1%	
Disagree	13.4%	
Strongly Disagree	1.6%	

PART-TIME
Strongly Agree	44.0%	Overall **96.0%**
Agree	52.0%	
Disagree	4.0%	
Strongly Disagree	0.0%	

DISTANCE/FLEXIBLE
Strongly Agree	60.0%	Overall **86.0%**
Agree	26.0%	
Disagree	10.0%	
Strongly Disagree	4.0%	

SECTOR

FULL-TIME
Strongly Agree
Agree
Disagree
Strongly Disagree
Overall **88.3%**

PART-TIME
Strongly Agree
Agree
Disagree
Strongly Disagree
Overall **87.5%**

DISTANCE/FLEXIBLE
Strongly Agree
Agree
Disagree
Strongly Disagree
Overall **79.2%**

FULL-TIME
Strongly Agree
Agree
Disagree
Strongly Disagree
Overall **79.5%**

PART-TIME
Strongly Agree
Agree
Disagree
Strongly Disagree
Overall **77.2%**

DISTANCE/FLEXIBLE
Strongly Agree
Agree
Disagree
Strongly Disagree
Overall **79.6%**

For FE Part-time DGC are 8.7% higher and FE Distance/Flexible 13.2% higher than the Sector.

For HE Part-time 18.8% higher. This is a true reflection of our students feeling part of our College community.

4.12   Statement 13 – The College's Student's Association influences change for the better

Student Satisfaction and Engagement Survey 2022⁄23 – DGC/Sector Comparison

	DUMFRIES AND GALLOWAY COLLEGE		SECTOR	
'THE COLLEGE STUDENTS' ASSOCIATION INFLUENCES CHANGE FOR THE BETTER'	**FULL-TIME** Strongly Agree 54.6% Agree 20.3% Disagree 3.4% Strongly Disagree 0.5% Don't know 21.0%	Overall **74.9%**	**FULL-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **93.0%**
FE FURTHER EDUCATION STUDENTS IN COLLEGE	**PART-TIME** Strongly Agree 70.3% Agree 10.1% Disagree 0.9% Strongly Disagree 0.0% Don't know 18.5%	Overall **80.4%**	**PART-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **94.5%**
	DISTANCE/FLEXIBLE Strongly Agree 69.8% Agree 9.4% Disagree 0.0% Strongly Disagree 0.0% Don't know 20.7%	Overall **79.2%**	**DISTANCE/FLEXIBLE** Strongly Agree Agree Disagree Strongly Disagree	Overall **92.5%**
HE HIGHER EDUCATION STUDENTS IN COLLEGE	**FULL-TIME** Strongly Agree 44.1% Agree 18.4% Disagree 3.3% Strongly Disagree 1.2% Don't know 32.7%	Overall **62.5%**	**FULL-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **88.2%**
	PART-TIME Strongly Agree 44.0% Agree 24.0% Disagree 4.0% Strongly Disagree 0.0% Don't know 28.0%	Overall **68.0%**	**PART-TIME** Strongly Agree Agree Disagree Strongly Disagree	Overall **91.2%**
	DISTANCE/FLEXIBLE Strongly Agree 66.0% Agree 10.0% Disagree 0.0% Strongly Disagree 0.0% Don't know 24.0%	Overall **76.0%**	**DISTANCE/FLEXIBLE** Strongly Agree Agree Disagree Strongly Disagree	Overall **97.1%**

The satisfaction rates are considerably lower than the Sector for all three student categories across both FE and HE. It is recommended that the Student Association consider further promotion with these student groups.

5.   SSES Milestones

⚐ Survey of current students by Colleges March – April 2023
⚐ Colleges return summary survey results to SFC by 2nd June 2023
⚐ SSES publication November 2023 – Summary Report

The Performance Team, December 2023

DUMFRIES AND GALLOWAY COLLEGE

MEETING	LEARNING AND TEACHING COMMITTEE
Agenda Item:	8
Paper No:	**LT0324-8.1**

Date	14 March 2024
Location	MS Teams
Title of Paper	College Leavers Destination Report
Presented By	Sonya Rutter
Recommendation	Discussion
Appendix Attached	YES
Disclosable Under FOISA	YES

Read Time: 3 minutes

1. Recommendation

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

2. Executive Summary

2.1 The Scottish Funding Council's (SFC) report on College Leaver Destinations Academic Year 2021-22 was published on the 28th November 2023. Figures presented in this paper have been obtained from the SFC Report and generated through the SFC 21-22 CLD Dashboard.

2.2 Dumfries and Galloway College obtained a high percentage (97.1%) of confirmed destinations in session 2021-22.

90% of Dumfries and Galloway College sector leavers found positive destinations.

3. Context

3.1 This paper provides an analysis of the results for Dumfries and Galloway College and comparisons to the sector.

4. Strategic Implications

4.1 This paper links to Strategic Priority 1, Student Experience

5. Risk

Risk	Mitigations
6 Failure to meet regulatory on ligations	➢ The CLD data collection is a requirement of the SFC. The Performance Team actively seek to obtain data during the allocated period set by the SFC to ensure we are meeting our obligation.

6. Implications

Financial	Yes	CLD is a requirement of the SFC
Legal	No	
Learning and Teaching	No	
Equalities	No	

Sonya Rutter
Performance Manager
13 February 2024

COLLEGE LEAVER DESTINATIONS REPORT 2021-2022

Performance Team

January 2024

Table of Contents

College Leaver Destinations Report 2021-22

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 2021-22 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 positions for successful full-time students completing courses in the academic year ending June 2022. 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 2023 (following the end of the academic year of qualifying).

The 2021-22 CLD data will be used to produce sector figures for the National Performance Measure.

The Scottish Funding Council report on College Leaver Destinations Academic Year 2021-22 was published on the 28th November 2023.

Figures presented in report have been obtained from either the SFC report or generated through the SFC 21-22 CLD Dashboard. The Dashboard enables Colleges to filter results by various factors - College/Sector, SCQF 7+/SCQF 1-6, subject area, Primary Classifications (positive/negative).

3.   Summary

A high percentage (97.1%) for Confirmed destinations was achieved for 21-22 for DGC, an increase of 3.4%. For future data collections we would aim to maintain or increase this figure.

For Sector Leavers finding positive destinations, the figures for DGC are just above the sector at 89.8%.

When comparing Sector Leavers who achieved positive destinations at SCQF 1-6 and SCQF 7+, DGC is higher than the sector for both SCQF levels.

Individual curriculum reports will be shared with the relevant Curriculum staff on request.

4. The Report

4.1   Definitions

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.

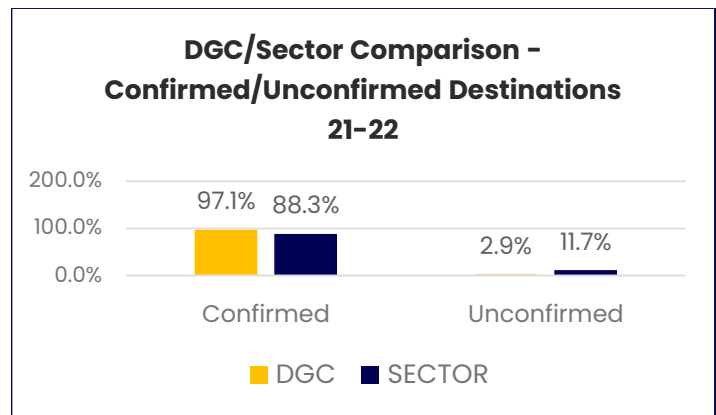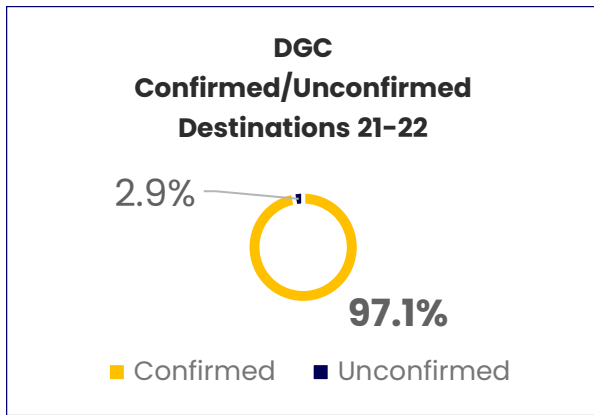**Confirmed qualifiers:**   Refers to only those qualifiers for whom we have confirmed destinations.

Unconfirmed qualifiers: Qualifiers where contact could not be made.

Positive Destinations: Defined in the National Measure: Destination and Employment as the number and proportion of college qualifiers in work, training and/or further study 3-6 months after qualifying.

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.

4.2   Confirmed/Unconfirmed Destinations (All qualifiers)

Confirmed destinations for DGC have increased by 3.4%.   In comparison to the sector, the data shows the DGC are above the sector average by 8.8% when confirming destinations. The figures in the table below indicate a high percentage of Confirmed destinations for session 2021-22 and the four previous sessions.

DGC Confirmed/Unconfirmed Destinations 21-22

2.9%

97.1%

■ Confirmed ■ Unconfirmed

DGC/Sector Comparison - Confirmed/Unconfirmed Destinations 21-22

	Confirmed	Unconfirmed
200.0%	97.1% 88.3%	
100.0%		2.9% 11.7%
0.0%		

■ DGC ■ SECTOR

Session	21-22	20-21	19-20	18-19	17-18
No. of leavers	682	757	773	842	925
DGC					
Confirmed destinations	97.1% (662)	93.7% (709)	92.0% (711)	94.9% (799)	90.6% (838)
Unconfirmed destinations	2.9% (20)	6.3% (48)	8.0% (62)	5.1% (43)	9.4% (87)

4.3   Sector Leavers with known destinations

Following the publication of the Scottish Funding Council's (SFC) College Leaver Destinations Report 2021-22, we can now provide comparisons between Dumfries and Galloway College and the Sector. The comparison below shows the salient aspects for Sector Leavers with known destinations:

College Leaver Destinations 2021-22 DGC/Sector Comparison

	DUMFRIES AND GALLOWAY COLLEGE		**SECTOR**	
Summary – sector leavers with known destinations	Qualifiers with **KNOWN DESTINATIONS** left the college sector and these SECTOR LEAVERS ACCOUNT FOR 46.1% for whom the post –study destination was confirmed (662)	**305**	Qualifiers with **KNOWN DESTINATIONS** left the college sector and these SECTOR LEAVERS ACCOUNT FOR 43.4% for whom the post –study destination was confirmed (34,988)	**15,190**
	Sector Leavers who found positive destinations a decrease from last session's 92.0%	**89.8%**	**Sector Leavers who found positive destinations** a decrease from last session's 91.0%	**86.0%**
	Sector Leavers who **ACHIEVED SCQF 1-6** went on to positive destinations, down from 89.8% last session.	**87.2%**	Sector Leavers who **ACHIEVED SCQF 1-6** went on to positive destinations, down from 83.9% last session.	**78.1%**
	Sector Leavers who **ACHIEVED SCQF 7+** went on to positive destinations, down from 94.4% last session.	**94.0%**	Sector Leavers who **ACHIEVED SCQF 7+** went on to positive destinations, down from 95.4% last session.	**92.1%**
	Unemployment and unavailability for work for Sector Leavers has increased to 10.2% from 8.0% last session: 12.8% AT SCQF 1–6 (up from 10.2%) compared with 6.0% AT SCQF 7+ (up from 5.6%)		Unemployment and unavailability for work for Sector Leavers has increased to 14.0% from 9% last session – although gap by SCQF remains notable: 21.9% AT SCQF 1–6 (up from 16.1%) compared with 7.9% AT SCQF 7+ (up from 4.6%)	
	Sector leavers who ACHIEVED SCQF 7+ and went on to UNIVERSITY STUDY compared to 36.8% last session	**33.3%**	Sector leavers who ACHIEVED SCQF 7+ and went on to UNIVERSITY STUDY compared to 55.4% last session	**51.5%**

Key Points

For Sector Leavers finding positive destinations, the figures for DGC are just above the sector at 89.8%. Both DGC and the Sector noted a decrease in the number of Sector Leavers finding positive destinations, 2.4% and 5% respectively.

When comparing Sector Leavers who achieved positive destinations at SCQF 1-6 and SCQF 7+, DGC is higher than the sector for both levels. When considering SCQF 1-6 there is a noted difference of 9.1% between DGC and the Sector.

Considering the number of Sector Leavers who are unemployed and not available for work at SCQF 1-6 level, the DGC figure of 12.8% is lower when compared to the Sector figure of 21.9%. The figures for SCQF 7+ are comparable.

4.4   Full-Time Qualifiers and Sector Leavers with known destinations

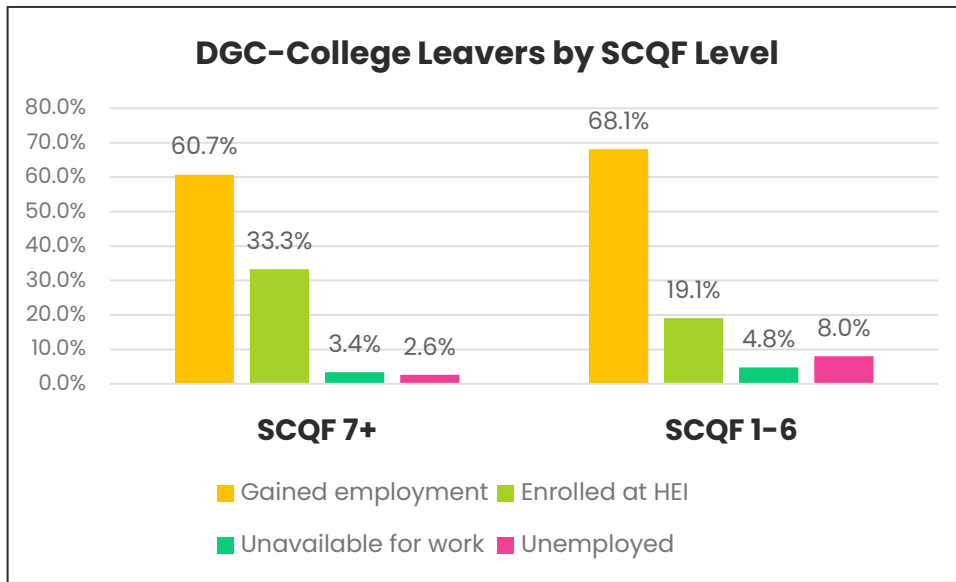The table below reflects the breakdown of all qualifiers for the 2021-21 CLD by SCQF level:

	CLD Qualifiers 21-22	Unconfirmed	Confirmed Destinations	Continuing College Study	Sector Leavers
DGC SCQF 1- 6	453	11 (2.40%)	442 (97.60%)	254 (56.10%)	188 (41.50%)
DGC SCQF 7+	229	9 (3.90%)	220 (96.10%)	103 (45.00%)	117 (51.10%)
Total	682	20 (2.90%)	662 (97.10%)	357 (52.30%)	305 (44.7%)
Sector SCQF 1-6	24, 832	2,334 (9.40%)	22,498 (90.60%)	15,855 (63.90%)	6,643 (26.80%)
Sector SCQF 7+	14,810	2,320 (15.70%)	12,490 (84.30%)	3,943 (26.60%)	8,547 (57.70%)
Total	39,642	4,654 (11.70%)	34,988 (88.30%)	19,798 (49.90%)	15,190 (38.30%)

The sector figures indicate that the majority of SCQF 1-6 qualifiers stay on at college, 63.90%, and only 26.60% at SCQF 7+ continued with their studies. When considering the percentages of DGC qualifiers continuing college study the figure for SCQF 1-6 (50.10%) is only slightly higher than the percentage of SCQF 7+ qualifiers (45.00%), there is not as large variance when compared to the Sector figures.
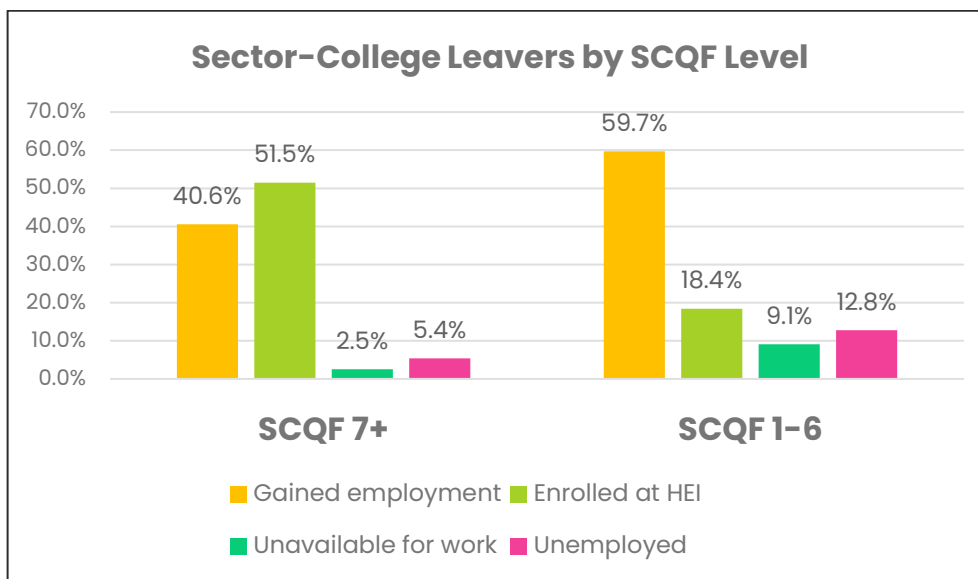
4.5   Confirmed destinations of Sector Leavers by level

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

Dumfries and Galloway College

DGC-College Leavers by SCQF Level

Bar chart showing:

SCQF 7+
- Gained employment: 60.7%
- Enrolled at HEI: 33.3%
- Unavailable for work: 3.4%
- Unemployed: 2.6%

SCQF 1-6
- Gained employment: 68.1%
- Enrolled at HEI: 19.1%
- Unavailable for work: 4.8%
- Unemployed: 8.0%

Legend: Gained employment, Enrolled at HEI, Unavailable for work, Unemployed

Sector

Sector-College Leavers by SCQF Level

Bar chart showing:

SCQF 7+
- Gained employment: 40.6%
- Enrolled at HEI: 51.5%
- Unavailable for work: 2.5%
- Unemployed: 5.4%

SCQF 1-6
- Gained employment: 59.7%
- Enrolled at HEI: 18.4%
- Unavailable for work: 9.1%
- Unemployed: 12.8%

Legend: Gained employment, Enrolled at HEI, Unavailable for work, Unemployed

SCQF 7+

Whilst the Sector figures for SCQF 7+ indicate that university study is still the most attractive destination (51.5%), the DGC figures show a lower number of students progressing to university (33.3%). A high percentage of DGC students went into employment (60.7%) compared to 40.6% for the Sector.

For DGC the number of leavers that enrolled at a HEI increased to 33.3%, a 9% increase from 24.3% in 2020-21. In contrast the number of students that went into employment decreased to 60.7% from 70.1% in 2020-21.

SCQF 1-6

The figures for all SCQF 1 -6 destinations are comparable between DGC and the Sector. It was noted in their report that the proportion of unemployment has increased on last year. The figures for DGC also reflect this with unemployment increasing to 8.0% from 5.1%

4.6   Sector Leaver Comparison 2020-21 V 2021-22

The tables below provide comparative destination proportions for the confirmed Sector Leavers for 2020-21 with 2021-222 for Dumfries and Galloway College and the Sector.

Dumfries and Galloway College

External Destination	2020-21 Sector Leavers	% Sector Leavers		2021-22 Sector Leavers	% Sector Leavers			
Qualifiers Leaving College Sector	**374/709**	**52.8%**		**305/662**	**46.1%**	▼		
FE to University	51	13.6%		36	11.8%	▼		
HE to University	43	11.5%	**92.0%**	39	12.8%	▲	**89.8%**	▼
FE/HE into work	250	66.8%		199	65.2%	▼		
Unemployed	14	3.7%		18	5.9%	▲		
Unavailable for work	16	4.3%	**8.0%**	13	4.3%	–	**10.2%**	▲
			100%				100%	

Sector

External Destination	2020-21 Sector Leavers	% Sector Leavers		2021-22 Sector Leavers	% Sector Leavers			
Qualifiers Leaving College Sector	**16,653/39,732**	**41.9%**		**15,190/34,988**	**43.4%**	▲		
FE to University	1,280	7.7%		1,222	8.0%	▲		
HE to University	5,655	34.0%	**91.0%**	4,400	29.0%	▼	**86.0%**	▼
FE/HE into work	8,211	49.3%		7,435	48.9%	▼		
Unemployed	836	5.0%		1,317	8.7%	▲		

Unavailable for work	671	4.0%	**14.0%**	816	5.4%	▲	**14.0%**	
			100%				100%	

In Session 2021-22 for Dumfries and Galloway College, we know the destinations of 305 Sector Leavers, a decrease of 69 from the previous year. Of the 305 Sector Leavers, 274 went onto a positive destination.

For Sector Leavers qualifying at FE level (SCQF 1-6), 11.8% of DGC sector leavers progressed to university, compared to only 8.0% for the Sector. For Sector Leavers qualifying at HE Level (SCQF 7+), 12.8% progressed to university, compared to 29.0% for the Sector.

When considering the overall percentages for this session and the previous session DGC are comparable with the Sector.

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

The tables below provide comparative destination proportions for the confirmed Sector Leavers, by Gender, for 2021-22 with 2020-21 for Dumfries and Galloway College and the Sector.

The variances between the sessions are indicated by percentage points.

Dumfries and Galloway College – with variance from previous session

SCQF	Gender	Total	HEI%	Work%	Positive % (HEI+Work)	Unavailable %	Unemployed %
SCQF 1-6 (21-22)	Male	79	6.3%	78.5%	84.8%	1.3%	13.9%
	Female	107	29.0%	59.8%	88.8%	7.5%	3.7%
SCQF 7+ (21-22)	Male	48	39.6%	54.2%	93.8%	0.0%	6.3%
	Female	68	29.4%	66.2%	95.6%	4.4%	0.0%
SCQF 1-6 variance (between 21-22 & 20-21)	Male	-2	2.6pp	-14.10pp	-11.50pp	0.10pp	11.40pp
	Female	-7	-13.10pp	15.10pp	2.00pp	0.50pp	-2.40pp
SCQF 7+ variance (between 21-22 & 20-21)	Male	-21	13.50pp	-16.80pp	-3.30pp	–	3.40pp
	Female	-39	6.00pp	-3.00pp	3.00pp	-1.20pp	-1.90pp

Sector – with variance from previous session

SCQF	Gender	Total	HEI%	Work%	Positive % (HEI+Work)	Unavailable %	Unemployed %
SCQF 1-6 (21-22)	Male	3,120	8.5%	71.5%	80.1%	5.9%	14.0%
	Female	3,468	27.4%	49.0%	76.4%	11.9%	11.7%
SCQF 7+ (21-22)	Male	3,267	53.1%	39.0%	92.2%	1.9%	6.0%
	Female	5,202	50.4%	41.7%	92.0%	2.9%	5.1%
SCQF 1-6 variance (between 21-22 & 20-21)	Male	336	-1.6pp	-3.6pp	-5.2%	1.4pp	3.7pp
	Female	-147	0pp	-6.7pp	-6.7%	2.3pp	4.3pp
SCQF 7+ variance (between 21-22 & 20-21)	Male	-678	-2.5pp	-1.6pp	-3.9pp	08.pp	3.2pp
	Female	-1,008	-5.0pp	2.1pp	-2.9pp	0.5pp	2.5pp

Finding Employment

Dumfries and Galloway College SCQF Levels 1-6, for males going into work there was a decrease from 92.6% to 78.5% whereas more females found employment, increasing by 15.10pp points to 59.8%. Looking at the male and female percentages for SCQF Level 7+ there are decreases for both.

University Study

Dumfries and Galloway College – Only 29.0% of females at SCQF Levels 1-6 went on to study at HEIs compared to 42.1% last year (a difference of 13.10pp).

4.8 Sector Leaver Positive Destination Comparison by Subject Area

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.

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	**4**	75.0%	0.0%	-20pp	75.0%	55.0pp	**10**	70.0%	40.9%	10.1pp	30.0%	-31.5pp

	Total	(Overall Positive % HEI & Work)	HEI %	HEI variance	Work %	Work variance	Total	(Overall Positive % HEI & Work)	HEI %	HEI variance	Work %	Work variance
Business management and administration	3	100%	33.3%	33.3pp	66.7%	66.7pp	16	100%	12.5%	-7.5pp	87.5%	10.8pp
Care	69	92.7%	50.7%	-8.6pp	42.0%	8.7pp	41	95.1%	39.0%	2.6pp	56.1%	-3.0pp
Computing and ICT	1	100%	0%	0.0pp	100%	0.0pp	11	90.9%	63.6%	27.2pp	27.3%	-28.3pp
Construction	32	75.0%	0.0%	-2.80pp	75.0%	-16.7pp	0	–	–	–	–	–
Engineering	18	100.0%	0.00%	0.0pp	100%	0.0pp	9	100%	22.2%	3.2pp	77.8%	1.6pp
Hairdressing, beauty & complimentary therapies	26	100%	0.00%	0.0pp	92.5%	5.0pp	5	100%	0.00%	0.0pp	100%	18.2pp
Hospitality & tourism	13	69.2%	0.00%	-6.3pp	69.2%	-18.3pp	2	50%	0%	0.0pp	50%	-31.8pp
Media	0	–	–	–	–	–	5	100%	60.0%	-2.4pp	40.0%	-31.4pp
Special programmes	15	80.0%	0%	0.0pp	80.0%	-4.6pp	0	–	–	–	–	–
Sport and leisure	7	85.7%	0%	0.0pp	85.7%	10.7pp	18	100%	27.8%	2.8pp	72.2%	-2.0pp
All	188	87.2%	19.1%	-6.8pp	68.1%	4.1pp	117	94.0%	33.3%	9.0pp	60.7%	-9.4pp

Sector – 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	177	80.8%	37.9%	3.5pp	42.9%	-4.7pp	654	91.3%	64.8%	3.8pp	26.5%	-6.6pp
Business management and administration	166	77.1%	6.0%	3.1pp	71.1%	-4.4pp	1312	94.4%	60.7%	-0.7pp	33.6%	-0.4pp
Care	1,245	83.1%	49.1%	5.4pp	34.1%	-9.3pp	1,828	92.1%	48.9%	-5.7pp	43.3%	1.9pp
Computing and ICT	107	67.3%	11.2%	5pp	56.1%	-10pp	622	88.9%	61.7%	-3.3pp	27.2%	-1.8pp
Construction	619	76.3%	0.5%	-0.6pp	75.8%	-12.5pp	234	93.2%	45.7%	-19.4pp	47.4%	17.5pp
Engineering	1,209	92.1%	1.2%	-0.9pp	90.9%	3.1pp	549	93.8%	36.4%	-4pp	57.4%	0.2pp
Hairdressing, beauty & complimentary therapies	642	72.3%	0.5%	-0.6pp	71.8%	-8.6pp	362	82.3%	15.7%	-10.1pp	66.6%	0.6pp
Hospitality & tourism	374	74.9%	2.4%	-0.4pp	72.5%	-6.8pp	274	92.3%	26.6%	-12.3pp	65.7%	13.2pp
Media	63	57.1%	14.3%	1.3pp	42.9%	-20.1pp	507	86.2%	45.3%	-11.1pp	39.8%	2.9pp
Special programmes	330	35.8%	1.8%	1.8pp	33.9%	-12.7pp	0	–	–	–	–	–
Sport and leisure	240	75.0%	4.6%	-1.3pp	70.4%	-4.3pp	590	95.3%	55.4%	2.5pp	39.8%	-4.3pp

| All | | 6,643 | 78.1% | 18.4% | -1.4pp | 59.7% | -4.3pp | 8,547 | 92.1% | 51.5% | -3.9pp | 40.6% | 0.6pp |

Percentage range of positive destinations

Dumfries and Galloway College - At SCQF 1-6 level overall positive destinations range from 69.2% (Hospitality) to 100% (Business Management & Administration, Computing and ICT and Engineering, Hairdressing Beauty and Complimentary Therapies). At SCQF 7+ overall positive destinations of 100% were achieved by several curriculum areas - Business Management & Administration, Engineering, Hairdressing Beauty and Complimentary Therapies, Media and Sport and Leisure.

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. Business Management and Administration saw the biggest increase at 66.7pp to 66.7%. There was also a notable increase for Art and Design, at 55.0pp to 75%.

For SCQF 7+ the largest change in proportions moving to work was in Hairdressing (an 18.2pp increase to 100%).

University Study

Dumfries and Galloway College – At SCQF level 7+ five subject areas saw an increase in the proportion going to university. This is in contrast to the Sector where only two areas saw an increase.

4.9   Data Collection Method

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

Data Collection Category	Number of students (682)
FES, SDS, SAAS (details provided by SFC through data linkage) *	392
Individual Student (via survey/email/phone)	127
Lecturer/Other member of staff	102
Parent/Guardian/other family member	10
Social Media	9
Fellow student/past student	15
CMIS	7
Unable to contact	20

*Pre-populated fields in the Database for returning 22-23 students checked for currency.

➢ An online survey was issued in January 2023 which produced 39 responses.

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. This is a factor out with our control.

The Performance Team, January 2024

DUMFRIES AND GALLOWAY COLLEGE

MEETING	LEARNING AND TEACHING COMMITTEE
Agenda Item:	9
Paper No:	**LT0324-9.1**

Date	14 March 2024
Location	MS Teams
Title of Paper	SQA Systems Verification Report
Presented By	Sonya Rutter
Recommendation	Noting
Appendix Attached	YES
Disclosable Under FOISA	YES

Read Time: 3 minutes

1.   Recommendation

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

2. Executive Summary

2.1 Systems verification is a SQA process in place to ensure that centres are managing their systems and resources to meet SQA quality assurance criteria.

2.2 We were recently rated with 'high confidence' in all areas following our visit, which took place on the 29th September 2023. Our Systems Verifier commented that 'overall impression is one of confidence in the college staff'

3. Context

3.1 This paper provides details of the outcome for each criteria set by SQA.

4. Strategic Implications

4.1.1 This paper links to Strategic Priority 1, Student Experience and Strategic Priority 5, Systems and Infrastructure

5. Risk

Risk	Mitigations
6 Failure to meet regulatory obligations	➢ Systems Verification is a requirement of SQA. Part of this requirement is for Colleges to carry out a self-assessment prior to external systems verification. The Performance Manager ensured that this was carried out and submitted within the timescale set by SQA. DGC have systems and procedures in place to ensure that we meet SQA requirements, maintaining our devolved authority status.
10 Failure to achieve an effective student experience	➢ DGC have systems and procedures in place to ensure that students are provided with high quality teaching, support and progression opportunities, whilst ensuring assessments conditions meet SQA requirements.

6.   Implications

Financial	Yes	Failure to meet SQA requirements may result in our devolved authority status being withdrawn.
Legal	No	
Learning and Teaching	Yes	Failure to adhere to SQA requirements may impact on the student experience and our Performance Indicators.
Equalities	No	

Sonya Rutter
Performance Manager

13 February 2024

Systems Verification - Visit Report

Systems verification is the process we use to ensure that SQA centres comply with the quality assurance criteria and have internal quality assurance systems appropriately documented, effectively implemented and evaluated, and show continuous improvement in their application. Guidance for centres relating to the systems verification visit can be found at www.sqa.org.uk/qualityassurance.

Rescheduled date		Reason	
Centre Name	**Dumfries And Galloway College**	Centre Number	**5960258**
Systems Verifier Name	**Deborah Gibb**	Systems Verifier Contact Details	**deborah.gibb@sqa.org.uk**
Double Banker Name (if applicable)		Date/Time of Visit	**29 Sep 23 - 10:30**
Head of Centre Name	**Joanna Campbell**	Head of Centre Email Address	**Sonya Rutter**
SQA Co-ordinator Name	**Sonya Rutter**	Centre Email Address	**performance@dumgal.ac.uk**

Summary of Visit		
	Outcome Statement	Non-Compliant Criteria
Management of a Centre	**High Confidence identified in the systems that support the maintenance of SQA standards within this centre**	
Resources	**High Confidence identified in the systems that support the maintenance of SQA standards within this centre**	
Candidate Support	**High Confidence identified in the systems that support the maintenance of SQA standards within this centre**	
Internal Assessment and Verification	**High Confidence identified in the systems that support the maintenance of SQA standards within this centre**	
External Assessment	**High Confidence identified in the systems that support the maintenance of SQA standards within this centre**	
Data Management	**High Confidence identified in the systems that support the maintenance of SQA standards within this centre**	

Sanctions	

Records of Discussions	
Discussions with Candidates	No
if YES, please provide a brief summary of the discussion:	
Discussions with Assessors	Yes
if YES, please provide a brief summary of the discussion:	Julia MacDonald and Gillian Rose are qualified as assessors and some of the discussion was from the viewpoint of this role.
Discussions with Internal Verifiers	Yes
if YES, please provide a brief summary of the discussion:	Julia MacDonald and Gillian Rose are qualified as internal verifiers and some of the discussion was from the viewpoint of this role.

Outcome Summary

1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10
2.1	2.2	2.3	2.5
3.1	3.4	3.5	3.6
4.1	4.5	4.7	4.8
5.1	5.2	5.3	
6.1	6.2	6.3	6.4

Management of a Centre

	Criteria	Impact	Compliance Level	Comments	Agreed Action	Good Practice	Recommendations

| 1.1 | Policies and procedures must be documented and reviewed to ensure full compliance with SQA quality criteria. | High | Green | College policies and procedures are all stored in your Quality Manual on the intranet in the 'Performance' tab. This is accessible to all college staff. 'Student facing' policies and procedures are also held on the student portal, Learn-net. All students are provided with an individual log-in to Learn-net at enrolment. We discussed your progress with improving the rate at which policies and procedures go through the review process. You have documented a three year cycle for review but this is sometimes not adhered to. We discussed the various reasons for this, some of which are beyond your control, for example, those policies which are subject to review at a national level. You have definitely made some improvements already, including adding an Equality Impact Assessment as an appendix to every policy and you plan to streamline some procedures by amalgamation. Examples are the Fire Evacuation Procedures which were separated into different campuses and different times of day, and the Maternity / Paternity Policy. These are not yet in one document, but you are considering doing so during the review period. You have also added an "under review" column to the review tracking spreadsheet, which does show that even if a policy or procedure is overdue for review, it is at least | | | |

			Green	underway, which reflects a more accurate status. HR Manager Jennie Griffiths – HR Manager and Angharad Wallace – HR and Payroll Assistant joined us for these discussions and provided some useful insight and examples of approaches to improving the review process. All your policies and procedures carry an effective form of version control.			
1.2	Policies and procedures must be endorsed by senior management and disseminated to all relevant staff.	Low	**Green**	I agree with your self assessment outcome for this criterion and confirm you have presented sufficient relevant evidence to support this.			
1.3	SQA must be notified of any changes that may affect the centre's ability to meet the quality assurance criteria.	High	**Green**	I agree with your self assessment outcome for this criterion and confirm you have presented sufficient relevant evidence to support this.			
1.4	The roles and responsibilities of those involved in the administration, management, assessment and quality assurance of SQA qualifications across all sites must be clearly documented and disseminated.	Medium	**Green**	I agree with your self assessment outcome for this criterion and confirm you have presented sufficient relevant evidence to support this.			

| 1.5 | Suspected candidate or staff malpractice must be investigated and acted upon, in line with SQA requirements. | High | **Green** | In your self assessment, you gave yourself a compliance rating of amber, as you did not have the up to date document retention period written into your Malpractice Policy.

As this also applied to your Internal Appeals Procedure, you have made the sensible decision to add an overarching statement on retention requirements to the Assessment Policy, so that it covers all document retention periods relating to any aspect of the assessment process, for any awarding body.

The statement refers to 'compliance with awarding bodies' and lists all awarding body stipulations, so that readers can find out the requirements for the particular awarding body for their qualification. This has saved you adding several additional retention requirements to each policy, which can look confusing and causes a lot more work at review.

Prior to the day of the visit, my preparation included a review of an investigation into a malpractice investigation in 2022. The malpractice related to an incorrect results entry, and the panel concluded that malpractice had occurred. Some actions were applied for the college to address in order to prevent or reduce the opportunity for the same error to re-occur in future.

Sonya has confirmed that these actions have been completed within the timescales agreed. This has been further confirmed in discussions with Jo Ward – Student Records Manager, see comments in 6.3. | | | |

				Green	I have therefore agreed with you that your compliance rating should be green, and not amber for this criterion.		
1.6	No-one with a personal interest in the outcome of an assessment is to be involved in the assessment process. This includes assessors, IVs and invigilators.	Low		**Green**	I agree with your self assessment outcome for this criterion and confirm you have presented sufficient relevant evidence to support this.		
1.7	There must be an effective process for communicating with staff, candidates and SQA.	Medium		**Green**	You have an action in your development plan for improving staff engagement in communication forums. Throughout discussions with staff, sampling of evidence and in the demonstrations of various systems today, I am confident that there is effective communication between staff at all levels. Sonya has responsibility for maintaining contact with SQA and I can confirm that this systems verification has been well planned and prepared for. In terms of communication with students, you have an established student association, and various surveys and evaluations taken at key points in a student journey. See also comments in 1.8		My overall impression based on evidence samples and discussions with a range of staff is one of very high confidence in your methods of communication. This is borne out in the way staff are engaging positively in change, adapting to new procedures and taking on different responsibilities, and also in the improvement in student engagement.

| 1.8 | Feedback from candidates and staff must be sought and used to inform centre improvement plans. | Low | **Green** | The college has an effective self-evaluation process in place, DG Stop, Evaluate, Enhance (DG SEE), which also look for staff teams to include student/stakeholder feedback. Staff/team participation in DG SEE has improved in session 22/23 in comparison to session 21/22. The Performance Team monitor participation each block and an overall block summary is produced and can be viewed via AdminNet. Each report provides examples of activities that have happened throughout each block to enhance the student experience. There are examples available of both student and stakeholder feedback that has been provided throughout the session.

DG SEE has a specific area on AdminNet for all staff to access. The DG SEE process is also documented in the Quality Handbook.

In session 22/23 the Early Experience Student Satisfaction Survey was introduced to ascertain the levels of student satisfaction. 40.5% of eligible current students took part with the overall satisfaction rate being 4.5/5. The findings and areas of improvement were shared with staff to allow for appropriate action, where required. 'You Said We Did' examples are held by the Performance Team.

In line with the Internal Verification Procedure, teams meet a minimum of three times per year. These provide an opportunity for teams to continuously improve at Verification Group level. | | | |

			Green	The agenda also looks at discussing feedback from External Verifier visits to make further improvements where required, and a section on developments, which looks at the review of assessment environments, learning and teaching materials etc. Today Sonya shared with me the DGSEE block 1/23 report which reports on all the developments in improvements suggested.			
1.9	The centre must comply with requests for access to records, information, candidates, staff and premises for the purpose of external quality assurance activities.	High	**Green**	I agree with your self assessment outcome for this criterion and confirm you have presented sufficient relevant evidence to support this.			
1.10	Outcomes of external quality assurance must be disseminated to appropriate staff and any action points addressed within agreed timescales.	Medium	**Green**	I agree with your self assessment outcome for this criterion and confirm you have presented sufficient relevant evidence to support this.			

Resources

	Criteria	Impact	Compliance Level	Comments	Agreed Action	Good Practice	Recommendations
2.1	Assessors and internal verifiers must be competent to assess and internally verify, in line with the requirements of the qualification.	High	**Green**	I agree with your self assessment outcome for this criterion and confirm you have provided sufficient relevant evidence to support this.			
2.2	Assessors and internal verifiers must be given induction training on SQA qualifications and requirements.	Medium	**Green**	Jennie Griffiths and Angharad Wallace joined us for the discussion around your staff induction procedures. They explained the content and management of the generic college induction which includes mandatory online training, followed by the role and curriculum area specific induction. The Learning, Teaching and Innovation Manager, Mandy Wallace is responsible for ensuring every member of academic staff receives an appropriate induction to their role and that any development needs are identified and recorded with action dates. An induction timetable and checklist is maintained and updated on the HR teams' systems.			
2.3	There must be a documented system for initial and ongoing reviews of assessment environments; equipment; and reference, learning and assessment materials.	Medium	**Green**	Your Internal Verification system (see comments in 4.1) includes a comprehensive pre-delivery stage. Today, I viewed a sample of completed resources checklists and am confident that your system fully meets all our requirements for ensuring you have sufficient, fit for purpose learning and teaching resources in place for the courses delivered.			

| 2.5 | All sites where candidates undertake assessments for SQA qualifications must be safe and appropriately resourced, and must provide access for candidates, staff and SQA personnel. | Medium | **Green** | You use the SQA template for site selection checklists and these are held by David and Jackie in the Workbased Learning Team. These are currently being reviewed for this academic session, ensuring that all sites you use have been checked.

You have established partnership agreements in place with University of West of Scotland for your Business Pathway Degree and with Dumfries and Galloway Council for your schools academy programmes. | | | |

Candidate Support

	Criteria	Impact	Compliance Level	Comments	Agreed Action	Good Practice	Recommendations

| 3.1 | Candidate induction must include information about the SQA qualification and SQA requirements. | High | **Green** | Your 'mainstream' students receive a thorough induction to their course programme which includes access to the VLE Learn-net.

They also receive access to college policies and procedures via the student portal.

Students on short courses or vocational qualifications receive an induction that includes links to college policies that apply to them. Sonya showed me the powerpoint presentation which is adapted for different qualification course content, but has a 'core' element to ensure a consistent approach.

You use the e-portfolio 'Learning Assistant' which also has a resources and reference area into which you can load policies and procedures or other items of useful information about the college community.

Alison Jardine - Commercial Training Development and Delivery Manager joined us for this discussion. She explained the gaps identified in and solutions made to the process of inviting attendees to short courses, including sending more detailed joining instructions and including other relevant people if necessary, for example, the employer who booked the course. This has helped ensure attendees arrive feeling more prepared and knowledgeable about what they are coming to college for.

The contents of the various inductions meet all our requirements. | | | |

| 3.4 | Policies and procedures must give SQA candidates equal opportunities for assessment. | Low | **Green** | I agree with your self assessment outcome for this criterion and confirm you have provided sufficient relevant evidence to support this. | | | |

3.5	Individual candidates' requirements for assessment arrangement must be discussed, identified, implemented and recorded.	Medium	**Green**	Stuart Clark – Student Experience Officer, joined us for a discussion and demonstration of your process for identifying, recording, implementing and reviewing alternative assessment arrangements. Stuart 'walked me through' the process of how an additional support need is identified (this can be communicated and evidenced from the students' previous school, medical records, student application forms, lecturer observations) Once an additional support need is established, the student is referred to the student advisor team, and a needs assessment form is completed. This record is retained and reviewed on admin-net and only accessible to members of college staff who need to know. The support agreed is implemented and the student is allocated a support worker who will monitor its effectiveness. Stuart showed me a sample of such records without identifying any individual students. The Student Experience Team can extract statistics from the system including volumes of types of support, trends and patterns. The Performance Team independently audits the records by taking a sample each block - i.e. three times per academic session.			

| 3.6 | Candidate complaints must be handled in line with a documented complaints procedure which meets SQA requirements. | Medium | **Green** | I agree with your self assessment outcome for this criterion and confirm you have provided sufficient relevant evidence to support this. | | | |

Internal Assessment and Verification

	Criteria	Impact	Compliance Level	Comments	Agreed Action	Good Practice	Recommendations
4.1	Internal assessment and verification procedures must be documented, monitored and reviewed to meet SQA requirements.	Medium	**Green**	You have a very comprehensive internal verification process which is communicated effectively throughout the college. Regular refreshers and training is offered to ensure consistent application of the documented process across all curriculum areas. During my visit, Sonya, Julia MacDonald and Gillian Rose provided me with an insightful demonstration of the system including completed internal verification reports, standardisation records and examples of system generated messages sending alerts to the performance team when sampling and actions are not completed, and feedback to assessors. These records confirmed the consistent implementation of the 'cycle' of pre, during and post assessment and the completion of any actions required by assessors.		This is a sophisticated and flexible system of quality assurance which not only meets our requirements but encourages all staff to be fully engaged and responsible for managing their workload effectively. For example, Sonya told me about one lecturer who had proactively reviewed the list of core packs for which he was responsible, which led to your IT department making enhancements to the system to aid staff with the pre-delivery workload.	
4.5	Assessment materials and candidate evidence (including examination question papers, scripts and electronically-stored evidence) must be stored and transported securely.	High	**Green**	I agree with your self assessment outcome for this criterion and confirm you have presented sufficient relevant evidence to support this.			
4.7	Candidate evidence must be retained in line with SQA requirements.	High	**Green**	See my comments for criteria 1.5 and 4.8.			

| 4.8 | Internal assessment appeals must be handled in line with a documented procedure which meets SQA requirements. | Medium | **Green** | In your self assessment, you gave yourself a compliance rating of amber, as you did not have the up to date document retention period written into your Internal appeals Procedure.

As this also applied to your Malpractice Policy, you have made the sensible decision to add an overarching statement on retention requirements to the Assessment Policy, so that it covers all document retention periods relating to any aspect of the assessment process, for any awarding body.

The statement refers to 'compliance with awarding bodies' and lists all awarding body stipulations, so that readers can find out the requirements for the particular awarding body for their qualification. This has saved you adding several additional retention requirements to each policy, which can look confusing and causes a lot more work at review.

I have therefore agreed with you that your compliance rating should be green, and not amber for this criterion. | | | |

External Assessment

	Criteria	Impact	Compliance Level	Comments	Agreed Action	Good Practice	Recommendations
5.1	Assessment evidence must be the candidate's own work, generated under SQA's required conditions.	High	**N/A**	This category was not included in this model of systems verification.			
5.2	Assessment materials and candidate evidence, (including examination question papers, scripts and electronically-stored evidence) must be securely stored and transported.	High	**N/A**	This category was not included in this model of systems verification.			
5.3	The centre must submit, where appropriate, within published timelines, results services requests.	Medium	**N/A**	This category was not included in this model of systems verification.			

Data Management

	Criteria	Impact	Compliance Level	Comments	Agreed Action	Good Practice	Recommendations
6.1	Candidates' personal data submitted by centres to SQA must accurately reflect the current status of the candidate.	High	**Green**	I agree with your self assessment outcome for this criterion and confirm you have presented sufficient relevant evidence to support this.			
6.2	Data on candidate entries submitted by centres to SQA must accurately reflect the current status of the candidate and the qualification.	High	**Green**	See also comments for 6.3. Sonya and Jo Ward explained the changes made to the data entry system and the training delivered to teaching staff to ensure their understanding of the SQA requirements and a consistent application of the procedures. In your self assessment, you gave yourself a compliance rating of amber for this criterion, as you have not fully cleared the outstanding entries and the revised SOP is still with the SLT for approval. However, as you have made significant progress with your action plan, including preventative measures where possible, I confirmed I would change the compliance rating to green.			

| 6.3 | Data on candidate results submitted by centres to SQA must accurately reflect the current status of the candidate and the qualification. | High | **Green** | We discussed your progress with reviewing and making improvements to your data entry and data cleansing procedures.

Jo Ward, Student Records Manager joined us for this discussion.

Jo explained the reasons for the backlog of outstanding entries with completion dates in the past (including the backlog from Covid whereby students could not complete units and the SFC allowed for these to be deferred) and confirmed that the standard operating procedure for results and outcomes has been updated to clarify the role of the lecturer in entering students for qualifications and later entering the results. This reduces the possibility for human error when passing the data to be resulted to an administrator who does not know the student.

in January 2023 SQA sent a data profile to the college which showed 3423 open entries with a completion date in the past. You have made significant progress with this and at the time of my visit, all but 117 have now been resolved and a plan is in place to have these closed off by the end of December 2023.

Your previous data cleansing schedule was once per academic year, it is now once per block (term).

In your self assessment, you gave yourself a compliance rating of amber for this criterion, as you have not fully cleared the outstanding entries and the revised SOP is still with the SLT for approval. However, as you have | | | |

				made significant progress with your action plan, including preventative measures where possible, I confirmed I would change the rating to green.			
6.4	There must be an effective and documented system for the accurate recording, storage and retention of assessment records, internal verification records and candidate records of achievement in line with SQA requirements.	Medium	**Green**	In your self assessment, you gave yourself a compliance rating of amber for this criterion, as you had incorrect retention periods for records relating to investigations in your Malpractice Policy and Internal Appeals Procedure. However, as you have made changes to your Assessment Policy and included record retention requirements for all awarding bodies there, I confirmed I would change the rating to green.			

Summary of Feedback to Centre	This systems verification is part of a pilot model which placed the responsibility for conducting a self-assessment of policies, procedures and practices against SQA's Systems Verification Quality Criteria with you, as an SQA centre. I then selected a sample of the evidence you had considered during this process, and we based our professional discussions around the progress of newly developed procedures and updates to existing systems, as referenced in your development and action plans. I thanked Sonya for co-ordinating the preparation for this systems verification. The self assessment has been thoroughly undertaken and relevant examples of evidence of compliance with our requirements have been selected. I also thanked Sonya for inviting staff from various college departments to join the discussions at appropriate junctures, this was much appreciated and has enhanced my understanding of college procedures. The staff and the discussions are referred to in relevant parts of my report. I confirmed the overall outcome of high confidence and congratulated Sonya and Phil for this. In your self assessment, you had given yourself a compliance rating of amber for six criteria. However, as you have either already closed off the action or made significant progress and will have addressed the actions fully by the end of the year, I confirmed I have changed these ratings to green. My overall impression is one of confidence in the college staff. There is an obvious ethos of sharing and learning and striving for improvements. I identified some examples of particular good practice - these are described in detail in relevant parts of the report.

Name of Centre Representative present during feedback	
Name	**Designation**
Sonya Rutter	SQA Co-ordinator / Performance Manager
Phil Storrier	Executive Director of Student Experience

Evidence Seen	All college policies and procedures, demonstrations of various systems and data sets, minutes of meetings, completed internal verification sampling plans and records, templates for various records and reports, DGSEE report 2022/23.

Staff Interviewed	In addition to Sonya Rutter, who was with me for the entire visit, I also spoke to the following college staff: Angharad Wallace – HR and Payroll Assistant Jennie Griffiths – HR Manager Jo Ward – Student Records Manager Stuart Clark – Student Experience Officer Julia MacDonald – Curriculum Manager, Digital Health, Social Care, Sport & Fitness Gillian Rose – Curriculum Manager, Business, Enterprise, Digital Technology and Creative Industries Alison Jardine - Commercial Training Development and Delivery Manager Phil Storrier – Executive Director of Student Experience Douglas Dickson – Depute Principal
General Information	Dumfries and Galloway College has campuses in Dumfries and Stanraer. You offer qualifications ranging from senior phase school partnerships to vocational courses and higher education in a range of areas including business, computing, care, childcare, construction, creative industries, engineering, education, hairdressing & beauty, health & social studies, hospitality and sports & recreation. Students can study in a variety of ways, including full time, part time, online and as part of a workbased vocational programme.

Required actions and recommendations from previous visit:(if applicable will be reviewed during this visit			
Previous Agreed Action	Update/Review/Date Closed	Previous Recommendation	Update/Review/Date Closed
N/A		N/A	

DUMFRIES AND GALLOWAY COLLEGE

MEETING	LEARNING AND TEACHING COMMITTEE
Agenda Item:	**10**
Paper No:	**LT0324-10.1**

Date	14 March 2024
Location	MS Teams
Title of Paper	Academic Council Update
Presented By	Douglas Dickson
Recommendation	Noting
Appendix Attached	NO
Disclosable Under FOISA	YES

Read Time: 6 minutes

1. Recommendation

1.1. The Committee are asked to note the summary of the 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>

➤   An award of £1000 was received from the Hollywood Trust and would be used to purchase water bottles and complementary fruit.

➤   Opportunities to link more closely with Stranraer Campus via activities streamed online from the STEM Hub were being explored including grant funding to purchase sports equipment.

➤   A student-led boxercise lunch class is planned for the Stranraer Campus.

➤   Festive care packages had been positively received, with donations from local supermarkets and friends of the SA.

➤   The Xmas Toy Appeal was also a success with all toys distributed.

➤   'Therapets' had visited Dumfries Campus in January to support positive mental health, it was requested that the SA review attendance data.

➤   Student vouchers had now been printed to enable online food orders.

➤   A 'Sport for you' showcase event was planned at both campuses and a sports challenge event for the end of the AY.

3.2   <u>2022-23 Performance Indicators</u>

3.2.1   A paper highlighted the College's improved trend in student success and withdrawal. The following was highlighted:-

➤   Student success in all modes and levels improved in AY 2022/23.

➤   Student performance was improved in key groups – senior phase, SIMD 10 and care experienced.

➤   The College compared well with the latest national sector performance (21/22), however PI data for 2022/23 will be published in June 2024.

3.2.2   Staff were encouraged to recognise the College success in meeting the main points for action in the ES review. Improvement in full-time programs and withdrawals were attributed to action from support and teaching areas enhancement planning.

3.3   <u>Articulation</u>

3.3.1   A paper was introduced explaining the key information on DGC articulation over the last 4 years as provided by the SFC National Articulation Database.

3.3.2   It was noted that the Pathfinder project will support advanced standing within the College, local arrangements had shown that UWS is the preferred articulation route, superseding

SRUC. Further articulation agreements with other universities are a focus for development as well as improved data on student destinations to England.

3.4   Curriculum Portfolio

3.4.1   A report was presented identifying the wider operating context of the College and developments within the curriculum to align with the national approach and address several challenges and demands within curriculum areas whilst also meeting statutory duties. Improved data for adult learners is needed as well as measures to address areas of high demand, capitalise on growth areas and areas of consistent demand.

3.4.2   Geographical challenges existed in Stranraer with a key focus on raising aspirations. Apprentices had been re-introduced with plans to explore a revised hybrid model of HN provision.

3.5   Student Satisfaction and Engagement Survey

3.5.1   The Academic Performance Manager outlined improved outcomes and sector comparisons for the Student Satisfaction and Engagement Survey (SSES) 22-23.

3.5.2   It was noted that preparations were underway for the SSES survey 23-24 which will open on the 4 March, running for 6 weeks and supported by class reps and staff.

3.6   College Leaver Destinations

3.6.1. The Academic Performance Manager introduced the paper and reported that the College is above the sector average with 93.7% versus 87.2%. For AY 21-22 figures had shown 97%, representing an increase of 3% on the year before. Year 22/23 data will be gathered in March 2024.

4.   Strategic Implications

4.1   This paper is linked to the Student Experience Strategy.

5.   Risk

Risk	Mitigations
10 Failure to achieve an effective student experience	➢ Continuous self- evaluation and action planning by support and teaching areas

6. Implications

Financial	No	
Legal	No	
Learning and Teaching	Yes	All implications are outlined below.
Equalities	No	

Douglas Dickson
Depute Principal
01 March 2024