

## **LEARNING AND TEACHING COMMITTEE**

### **MINUTE OF MEETING HELD ON 21 NOVEMBER 2023 AT 16:00hrs VIA TEAMS**

<b>Present:</b>		
Sharon Hodgson (SH) (Chair)	Susan McLellan (SM)	Adnan Dogrultan (AD)
Kate Glendye (KG)	Gillian Brydson (GB)	Annette Cameron (AC)
<b>In attendance:</b>		
Joanna Campbell (JC)	Douglas Dickson (DD)	Phil Storrier (PS)
Lorraine Grierson (LG)	Mary Cheetham (note taker)	
<b>Apologies:</b>		
Ann Hill (AH)	Dr. Malcolm MacLeod (MM)	E Black (EB)

#### **1. Welcome and Apologies for Absence | Verbal | S. Hodgson**

- 1.1.1 SH welcomed everyone to the meeting and introduced the SA Vice President Annette Cameron who was attending L&T for the first time. The meeting was confirmed as not quorate as only 2 non-executive members were present. It was agreed approvals required would be circulated via email.
- 1.1.2 Apologies were received as above.
- 1.2. Declaration of Interests/Connections | Verbal | S. Hodgson
- 1.2.1 SH reminded Members to indicate any declaration of interest or connections as appropriate throughout the course of the meeting.

### **FOR APPROVAL**

#### **2. Minutes of Previous Meetings and Matters Arising**

- 2.1 Minute of meeting 04 September 2023 | Paper 2.1 | S. Hodgson
- 2.1.1 Members present agreed the minutes were an accurate record of the meeting with no matters arising. The minutes would be circulated via email for approval.

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### 2.2 Action Log | L&T1123-2.2 | L. Grierson

2.2.1 The Secretary to the Board advised that there were no actions to carry forward from the previous minute on 04 September 2023

### 2.2.2 **The Committee noted the Action Log.**

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

3.1 LG advised that after review by ELT, there had been no changes to risks 8, 9 and 10.

3.2 SH inquired about potential risks or threats arising from recent industrial actions and ongoing pay disputes. The Principal identified risk 8 as possibly being impacted if there is a continuation of ASOS. She advised that the TU's are currently undergoing further ballots but there is no outcome to that at this time.

3.3 GB highlighted a significant increase in complaints regarding course content, and asked the executive team if there was a link between complaints and associated risks. DD expressed the belief that these complaints are minimal compared to other colleges, attributing them to the considerable impact of ASOS on the complaints system, however once the outcome of the ballot is released in January, further consideration will be given to the risk.

3.4 SH stated Risk 8 is to be monitored closely in respect of the outcome of future ballots and ASOS.

3.5 **ACTION: The Committee present agreed the status of the risks and confirmed this will be circulated via email for approval.**

## FOR DISCUSSION

### 4. Student Association Report | Paper 4.1 | Adnan Dogrultan

4.1 AD stated that Freshers Week had been a huge success and a lot of students got involved and currently, there were 8 people in line for lead Rep.

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

- Student Meeting with Local Council went well, and discussions were had around transport costs
- Halloween Party which was successful
- Here for You Event
- Toy Appeal Ongoing
- Christmas Care Package in conjunction with local supermarkets to help students in need of support.
- Active Campus Co-ordinator looking to set up a curling night with a discounted rate.
- Looking to set up an arts and crafts club

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- 4.2 SH inquired about the regularity of meetings with councillors, and the SA confirmed a councillor lunch is scheduled for this Friday. The Principal added that the councillor lunch provided valuable insights for them to learn about the College. Furthermore, there had been a follow-up from the Scottish Government, focusing on poverty-related initiatives.
- 4.3 SH queried the availability of discretionary funding for "Here for You." DD confirmed its existence but noted a substantial reduction in funds by the Scottish Government. Ongoing efforts are in progress to reallocate and redistribute the funds.
- 4.4 It was confirmed that the Active Campus coordinator will be in post for 2 years and will work alongside SA re physical wellbeing and health of the students.
- 4.5 The Committee acknowledged the efforts of the SA, especially during the post-Christmas period, emphasising the significance of initiatives like food banks and toy appeals across various organizations. They commended the focus on maintaining a balance in family life and expressed a willingness to support and assist parents in any way possible.

### 4.6 **The Committee noted the content of the Student Association Report**

## 5. **Annual SPSO Complaints Report | Paper 5.1 | P Storrier**

- 5.1 PS introduced the paper as being read, key points noted included:
- More complainants utilised the complaint handling procedure in session 2022-23 than in session 2021-22.
  - There is a notable increase in the number of Stage 2 complaints, 29 for session 22-23 compared to 13 in session 21-22.
  - Analysis shows that the complaints received were isolated and do not pertain to any one key area or team within the college.
  - Elevated complaints were associated with ASOS and a reduction in credit. The increased complaints were attributed to last-minute activities that were deemed unavoidable. One specific complaint pertained directly to course content, and another in respect to a unit being moved within a block.
- 5.2 PS advised that there was a training package in place with regards complaint handling on all stage 2 complaints and 59% of staff had completed this to date.
- 5.3 SH commented on there being more complaints and asked about the levels pre- COVID. The Depute Principal said it was steady and pointed out that we joined SPSP in 2012 and ombudsman insights show that the complaints tend to centre around finance, people interactions which is the same across the sector.
- 5.4 GB noted a realisation that complaints were centred around course content rather than issues with courses not running.

### 5.5 **The Committee noted the content of the Annual SPSO Complaints Report**

## 6. **Annual Articulation Report | Paper 6.1 | D. Dickson**

- 6.1 The Depute Principal introduced the paper explaining the key information on DGC articulation over the last 4 years as provided from the SFC National Articulation Database.

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- 6.2. DD explained the shift in articulation numbers to UWS as we head towards partnership with them and D&G Council, explaining this change doesn't limit students' opportunities, but we aim for a more seamless pathway.
- 6.3 DD advised the actual numbers impacted reveal a longer trend, with improvements evident. Initially, 85 students progressing, the majority gaining advanced standing, however, this has shifted, and 129 students are now progressing. The trend towards advanced standing is being re-evaluated, and a thorough analysis is required to understand the college's actual trends due to data time lag.
- 6.4 Navigating articulation across the college is challenging, particularly as students' progress outside their original subjects. The emphasis on co-delivery with UWS and maximising opportunities requires a deeper understanding of the details. The SFC invests time, however, there is a need for more shareable and focused articulation information.
- 6.5 GB questioned the success of those furthering their studies through articulation to enable the college to see if the articulation route is the correct one. DD mentioned that the university sector doesn't track as comprehensively as colleges do, making it challenging to assess subsequent success.
- 6.5 JC mentioned the post-Withers expectation that a single funding body would be responsible for +16 funding. The college sector is energised by the notion of regional skills planning, and careful progression planning around a place-based proposition is crucial. The Minister views colleges as a driving force, providing significant room for growth and influence.
- 6.7 **The Committee noted the Annual Articulation report.**

## 7. **Early Student Satisfaction Survey Results | Paper 7.1 | P Storrier**

- 7.1 PS provided an overview of the Early Student Satisfaction Survey report highlighting the following:
- Student voice is critical in informing how we progress as part of our wider self-evaluative processes.
  - The survey was developed to be simple and easy to complete for students whilst still recording enough informative and specific data.
  - We introduced the Early Experience Student Survey last year and following evaluation we made some amendments to this year's approach.
  - We added additional a more contextualised section around student experience and support services.
  - We have added a specific self-evaluative question set for all teams within DG-SEE about what they have learned from their departments feedback and how that will be actioned to help close the loop. You Said We Did activity directly linked to this will be submitted to Performance in Block 2 and shared outwardly to students.
  - The report gives insight into how students feel about their early experience at Dumfries and Galloway College scoring us 4.5 out of 5 overall.

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- 7.2 PS confirmed there had been a 24.5% increase in survey returns regarding how students feel about their early experience at Dumfries and Galloway College scoring 4.5 out of 5 overall. Our College Academy students also participated seeing a 38% response rate from these groups.
- 7.3 SH expressed positivity, commending the favourable comments received from both students and staff and acknowledging the commendable effort in providing feedback to students.
- 7.4 Feedback was received from SMcL on the significant impact of changes in the induction process and the introduction of dashboards, emphasizing their effectiveness in maintaining communication with students at risk of leaving.
- 7.5 GB inquired about additional digital support for students and DD explained we have the on-campus lap safe, which provides devices for students and use can be extended for up to three days, however there is a need for increased promotion to boost student utilisation. KG confirmed students receive support as soon as they start their course. This time last year 117 students received digital support and we have supported an additional 60 compared to this time last year.
- 7.6 A full discussion ensued with regards the survey and PS reiterated the questions were not particularly technical and question 1 was most importantly about whether the students felt welcomed and valued then they can engage in learning and largely across all areas this has improved which has given us stability and a great confidence and focussed enhancements to improve.
- 7.7 DD acknowledged the impressive analytical work undertaken and discussed the upcoming student satisfaction survey (SSES). DD highlighted the challenge of making enhancements based on SSES results, as it often arrives too late and cannot help current students.
- 7.8 **The Committee noted the Early Student Satisfaction report**

## FOR INFORMATION

### 8. VLE Evaluation | Paper 8.1 | P Storrier

- 8.1 PS explained to the Committee how the integration of the VLE had occurred before the pandemic, and its progress is independent of the learning environment but is aligned with strategically enhancing the curriculum digitally. It focuses on building confidence and providing a clear path forward. It's not solely about the platform; it's about our comprehension of using it within the context of a strategic change project. We are currently in the process of mapping out this three-year initiative.
- 8.2 **The Committee noted the report.**

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

- 9.1 DD submitted the report and assumed it was taken as read.
- 9.2 **The Committee noted the content of the report.**

### 10. Final Regional Outcome Agreement and Self Evaluation | Paper 10.1 | P Storrier

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- 10.1 SH asked if feedback had been provided from the SFC....
- 10.2 Internal data analysis was discussed, emphasising the importance of ensuring validity and understanding successful areas to implement a plan.
- 10.3 The Principal explained that a broader piece of work was ongoing, however the ROA allows for Ministers to measure how we are meeting national priorities. ...
- 10.4 **The Committee noted the content of the report.**

### 11. AOCB | Verbal | S. Hodgson

#### 11.1 AY22/23 Student performance | D. Dickson

- 11.1.1 DD discussed the impact of ASOS on data provision. All student outcomes were now available, in comparison to AY 2021/22, there was growth in FT FE (6.1%), PT FE (6.2%), FT HE (12.2%) and PT HE (3.2%). Despite challenges in AY19/20, the College has seen improvements in 2021/22 and 2022/23. In addition to improved performance the college has achieved credit targets with a satisfaction rate of 96.2%, a scenario unprecedented for the college.
- 11.1.2 PS highlighted positive outcomes in Regional Outcome Agreement (ROA) and self-report measures, indicating improvements across demographics, care students, and senior phase, with senior phase showing an 18% improvement. Self-evaluation around curriculum design and qualifications delivery has seen positive changes, with plans for updates to reflect figures.
- 11.1.3 JC acknowledged the staggering results, with DD mentioning plans to convey appreciation to staff and students. JC acknowledged the transformation over the last 5 years and discussed plans to recognise and celebrate staff efforts as well as consider using the feedback as the basis for some promotional activities.

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

- 12.1 The date of the next meeting is scheduled for 14 March 2024. **The meeting was adjourned at 17.10 hours.**

<b>MEETING</b>	<b>LEARNING AND TEACHING COMMITTEE</b>
<b>Agenda Item:</b>	<b>3</b>
<b>Paper No:</b>	<b>LT1123-3.1</b>

<b>Date</b>	02/11/2023
<b>Location</b>	MS Teams
<b>Title of Paper</b>	Strategic Risk Register
<b>Presented By</b>	Lorraine Grierson
<b>Recommendation</b>	<b>Approval</b>
<b>Appendix Attached</b>	NO
<b>Disclosable Under FOISA</b>	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

<b>Financial</b>	Yes	Failure for the College to be seen as a destination of choice which will impact on credit funding and sustainability.
<b>Legal</b>	Yes	Failure to adhere to academic compliance arrangements eg awarding bodies, Education Scotland.
<b>Learning and Teaching</b>	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.
<b>Equalities</b>	No	

**Lorraine Grierson**  
Secretary to the Board  
November 2023



**STRATEGIC RISK REGISTER UPDATE L&T COMMITTEE – NOV 23**

RISK DEFINITION		ORIGINAL TASK				RESIDUAL RISK					
No	Risk	Likelihood	Impact	Total	Risk Level	Likelihood	Impact	Total	Risk Level	Risk Appetite	Trend
<b>Responsible Person - DP Learning, Skills and Student Experience</b>											
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	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
Likelihood						

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

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

<b>Internal Audit / external bodies</b>	<ul style="list-style-type: none"> <li>Self-evaluation reportage to Scottish Funding Council</li> </ul>	
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Numerical Scoring of NET Risk (i.e., with controls in place) (2 cont)					
What is the predicted <b>LIKELIHOOD</b> of the risk occurring?	(A)  3/5	What is the predicted <b>IMPACT</b> 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	Meeting 4
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MEETING	AMENDMENTS TO RECORD
Q1	No Change by Owner
Q2	No Change by Owner
Q3	
Q4	

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

Strategic Objective: Risk No: 9	
Reference to Departmental Risk Registers:	Organisational
Owner:	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 <b>LIKELIHOOD</b> of the risk occurring?	(A)  4/5	What is the predicted <b>IMPACT</b> of the risk?	(B)  3/5	What is the total risk score? (A x B)	12/25
The <b>GROSS</b> risk is therefore: MIN/SIG/MAJ/FUN	<b>Significant risk</b>				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
<b>FRONT LINE</b> <b>(Management Assurance)</b>  <b>Operational Delivery /Systems /Quality Assurance /Supervision</b>	<ul style="list-style-type: none"> <li>Assessor marks in line with national standards utilising awarding body resources.</li> <li>Action planning at curriculum area level</li> <li>Regular curriculum team meetings</li> </ul>	<ul style="list-style-type: none"> <li>Internal verifier appointed for each unit and a cycle of verification is followed.</li> <li>Self-evaluation reporting monitored by Performance</li> </ul>
<b>OVERSIGHT OF MANAGEMENT ACTIVITY</b>  <b>Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance</b>	<ul style="list-style-type: none"> <li>Management scrutiny of the cycle of verification and appointment of internal verifiers.</li> <li>Issues from internal verification are identified and action planned to ensure conformity with national standards.</li> <li>College wide enhancement plan developed from self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Scrutiny of internal verification reports by managers.</li> <li>SLT scrutiny of annual verification activity.</li> <li>College wide enhancement plan monitored annually</li> <li>Reportage to L&amp;T Committee on College wide self -evaluation and portfolio reviews</li> </ul>

<b>INDEPENDENT ASSURANCE</b>  <b>Internal Audit / external bodies</b>	<ul style="list-style-type: none"> <li>External verification by awarding body according to an annual cycle and risk</li> <li>Annual scrutiny by Education Scotland annually by HMI and STMs</li> <li>Self-evaluation reportage to Scottish Funding Council</li> </ul>	<ul style="list-style-type: none"> <li>External verifier presents report of visit to curriculum and performance team.</li> <li>Performance directorate monitor external verification and report to SLT and the L&amp;T Committee.</li> <li>Reportage by Education Scotland presented to the BoM</li> <li>SFC Outcome Team monitor returns and provide feedback as required</li> </ul>

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

What is the predicted <b>LIKELIHOOD</b> of the risk occurring?	(A)  2/5	What is the predicted <b>IMPACT</b> of the risk?	(B)  2/5	What is the total risk score? (A x B)	4/25
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Risk Status	Meeting 1 MIN	Meeting 2 MIN	Meeting 3	Meeting 4
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MEETING	AMENDMENTS TO RECORD
Q1	No Change by Owner
Q2	No change by Owner
Q3	
Q4	

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

<b>Strategic Objective:</b>	<b>Risk No: 10</b>
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<b>Reference to Departmental Risk Registers:</b>	Organisational
<b>Owner:</b>	DP Learning, Skills and Student Experience <i>(Inc Infrastructure/Marketing/ICT)</i>
<b>Description of the Risk:</b>	Failure to achieve an effective student experience
<b>What are the possible consequences if the risk was to emerge?</b>	Loss of reputation in the region, financial sustainability, ability to attract future students, ability to retain students and potential to limit student progression.

<b>Numerical Scoring of Gross Risk (i.e., without controls in place)</b>					
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What is the predicted <b>LIKELIHOOD</b> of the risk occurring?	(A)  3/5	What is the predicted <b>IMPACT</b> of the risk?	(B)  4/5	What is the total risk score?  (A x B)	12/25
The <b>GROSS</b> risk is therefore:  MIN/SIG/MAJ/FUND	<b>Significant Risk</b>				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
<b>FRONT LINE</b> <b>(Management Assurance)</b>  <b>Operational Delivery /Systems /Quality Assurance /Supervision</b>	<ul style="list-style-type: none"> <li>• Clear arrangements for applications, onboarding and retention</li> <li>• Student block surveys and Student Satisfaction and Engagement Survey (SSES)</li> <li>• Student engagement prior to course start and on course</li> <li>• Continuous self- evaluation and action planning by support and teaching areas</li> <li>• Action planning at curriculum area level</li> <li>• Regular curriculum team meetings</li> <li>• Students' association officers' meetings with students</li> <li>• Student focus groups</li> <li>• Student class representatives input to course teams</li> </ul>	<ul style="list-style-type: none"> <li>• Review of early student experience</li> <li>• Performance return survey and SSES results to CMs</li> <li>• Performance enhancement measure support areas to improve the student experience</li> <li>• Self-evaluation reporting monitored by Performance and Directors</li> </ul>

<b>OVERSIGHT OF MANAGEMENT ACTIVITY</b>  <b>Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance</b>	<ul style="list-style-type: none"> <li>College wide enhancement plan developed from self-evaluation</li> <li>Action planning from portfolio reviews</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of College wide enhancement plan</li> <li>Portfolio review to examine improvement actions</li> <li>Regular reportage on performance and student satisfaction to SLT</li> <li>Reportage to L&amp;T Committee on College wide self -evaluation, enhancement plan and portfolio reviews</li> </ul>
<b>INDEPENDENT ASSURANCE</b>  <b>Internal Audit / external bodies</b>	<ul style="list-style-type: none"> <li>Annual scrutiny by Education Scotland annually by HMI and STMs</li> <li>Self-evaluation reportage to Scottish Funding Council</li> </ul>	<ul style="list-style-type: none"> <li>Reportage by Education Scotland presented to the BoM</li> <li>SFC Outcome Team monitor returns and provide feedback as required</li> </ul>

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

What is the predicted <b>LIKELIHOOD</b> of the risk occurring?	(A)  2/5	What is the predicted <b>IMPACT</b> of the risk?	(B)  4/5	What is the total risk score? (A x B)	8/25
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Risk Status	Meeting 1 MIN	Meeting 2 MIN	Meeting 3	Meeting 4
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MEETING	AMENDMENTS TO RECORD
Q1	No Change by Owner
Q2	No change by Owner
Q3	
Q4	

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

<b>MEETING</b>	<b>LEARNING AND TEACHING COMMITTEE</b>
<b>Agenda Item:</b>	<b>4</b>
<b>Paper No:</b>	<b>4.1</b>

<b>Date</b>	21 November 2023
<b>Location</b>	MS Teams
<b>Title of Paper</b>	Student Association Report
<b>Presented By</b>	Adnan Dogrultan
<b>Recommendation</b>	Discussion
<b>Appendix Attached</b>	NO
<b>Disclosable Under FOISA</b>	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. New class reps 2023/24
- 2.2. Freshers' week 2023
- 2.3. Upcoming events for the end of the year

## **3. Context**

### **3.1. New Class Rep recruitment**

- 3.1.1 Our Class Rep recruitment is well underway with 72% of reps to classes at present. We are still actively encouraging curriculum teams to boost this number. We see the class reps as vital because it gives us the opinion of the students and we need them in order to get the views of all the students.

### **3.2 Fresher's Week**

- 3.2.1 We had an information week which involved a whole host of organisations coming in setting up stalls across both campuses, and showing what they have to offer the students. This included discounts for memberships, money off food and drink, grants they give or support that they can offer to our students.

### **3.3 Upcoming Event**

- 3.3.1 We have a whole host of events planned for the students this year.

### **3.4 Student Meeting with Local Council**

- 3.4.1 One of the local elected councillors, Tony Berretti has invited a group of students to attend a meeting on the 30<sup>th</sup> October to hear directly the student's perspective. This came about from a councillor's lunch organised by ELT which our Student Association team and some students attended.

### **3.5 Halloween Party**

- 3.5.1 This year we have teamed up with slipstream to run a Halloween themed night aimed at the students with the winner for best costume winning a prize organised by the owner of the bar. This will hopefully be the first of many social events held within local pubs/bars over the course of the year.

### **3.6 Here For You Event**

- 3.6.1 After the success of last year's Here for You event and campaign, we are looking to host another Here For You, cost of living event for our students. This will be held on Monday 27<sup>th</sup> November within the STEM hub and Green Energy Rooms at Dumfries. A similar event will also be held at Stranraer as per last year's event.

### **3.7 Toy Appeal**

- 3.7.1 Last year as part of the Here for You campaign, a Christmas Toy Appeal was set up to help support our students who are parents with gifts for their children. We aim to go

bigger with this event this year and have already emailed all college staff appealing for donations and will work closely with our Student Advisors to identify those who will receive the gifts. This also works as a good opportunity to point out the food bank offering and encourage students to take what they need before the Christmas break.

### 3.8 Christmas Care Package

3.8.1 We have been in contact with local supermarkets and their community champions looking to see if they can donate food and other essentials to create a Christmas care package which would include essentials to help the students get through a tough Christmas period.

## 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	<ul style="list-style-type: none"> <li>➤ Student Association officers to have meetings with students.</li> <li>➤ Student focus groups.</li> <li>➤ Student class representatives input to course teams.</li> <li>➤ Continuous self- evaluation and action planning by support and teaching areas.</li> </ul>

## 6. **Implications**

<b>Financial</b>	No	
<b>Legal</b>	No	
<b>Learning and Teaching</b>	No	
<b>Equalities</b>	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

<b>MEETING</b>	<b>LEARNING AND TEACHING COMMITTEE</b>
<b>Agenda Item:</b>	<b>5</b>
<b>Paper No:</b>	L&T1123- 5.1

<b>Date</b>	03 November 2023
<b>Location</b>	MS Teams
<b>Title of Paper</b>	Annual SPSO Complaints Report
<b>Presented By</b>	Sonya Rutter
<b>Recommendation</b>	Discussion
<b>Appendix Attached</b>	NO
<b>Disclosable Under FOISA</b>	YES

Read Time: **11 minutes**

**1. Recommendation**

- 1.1. The Learning and Teaching Committee are asked to note and discuss the contents of this report.

## **2. Executive Summary**

- 2.1 The purpose of the report is to provide an overview of our performance in handling complaints effectively, resolving complaints in a timely manner and identifying opportunities for improvement when our service falls short of expectations. The College is required to comply with the Scottish Public Services Ombudsman's (SPSO) Model Complaints Handling Procedure and report annually on our performance in handling complaints. It is also part of our duties under Freedom of Information legislation.

## **3. Context**

### **3.1 Purpose**

- 3.1.1 The purpose of the report is to provide an overview of our performance in handling complaints effectively, resolving complaints in a timely manner and identifying opportunities for improvement when our service falls short of expectations. The College is required to comply with the Scottish Public Services Ombudsman's (SPSO) Model Complaints Handling Procedure and report annually on our performance in handling complaints. It is also part of our duties under Freedom of Information legislation.

### **3.2 Key Points**

- 3.2.1 More complainants utilised the complaint handling procedure in session 2022-23 than in session 2021-22. The overall number of complaints has increased from 30 to 51. The number of complaints dealt with at Stage 1 in session 2022-23 was slightly higher than the previous session, increasing to 22 from 17. There is a notable increase in the number of Stage 2 complaints, 29 for session 22-23 compared to 13 in session 21-22.
- 3.2.2 Analysis shows that the complaints received were isolated and do not pertain to any one key area or team within the college.
- 3.2.3 In accordance with the Complaints Handling Procedure the target for resolution of Stage 1 complaints is 5 days and Stage 2 complaints is 20 days. In session 2022-23 the average time in working days to close a Stage 1 complaint was 3.81 days (3.52 days in session 2021-22). In session 2022-23 the average time in working days to close a Stage 2 complaint was 18.83 days (29.38 days in 21-22). This is an improvement of 10.55 days per stage 2 complaint. This is attributed to staff who deal with complaints adhering to the relevant working day timescales and the Performance Team actively sending out deadline date reminders.

### **3.3 Content**

- 3.3.1 This report covers the period August 2022 to July 2023. In this period there were 22 frontline complaints (Stage 1\*) and 29 complaints requiring a full investigation (Stage 2\*\*). 1 complaint was escalated to Stage 2.

\* complaints that are straightforward, requiring little or no investigation

\*\* complaints that are complex, serious or 'high risk and where the customer is not satisfied with the frontline response

3.3.2 2022-2023 Performance Indicators 1 – 4

## 3.3.3 Indicator One: The total number of complaints received.

1	Quantitative Indicator	2022-23	2021-22
1.1	Number of complaints received	51	30
1.2	Number of complaints received per 100 population as a %	0.99%	0.54%

Breakdown of Complaints	2022-23	2021-22
Stage 1 Number of complaints received	22	17
Stage 2 Number of complaints received	29	13
Stage 1 Number of complaints escalated to Stage 2	1	1

Breakdown of Complaint Categories	2022-23	2021-22
<b>Stage 1</b>		
Customer Care	2	3
Applications, Admission, Progression	4	3
Course Related	7	6
Services	4	5
Facilities	5	0
<b>Stage 2</b>		
Customer Care	12	8
Applications, Admission, Interview, Enrolment	8	1
Course related	7	4
Services	1	0
Facilities	1	0
<b>Escalated Complaints</b>		
Applications, Admission, Interview, Enrolment	1	0
Course related	0	1

Breakdown of Complaints per Quarter	2022-23	2021-22
<b>Stage 1</b>		
Quarter 1 (August – October)	8	5
Quarter 2 (November – January)	7	3
Quarter 3 (February – April)	2	7
Quarter 4 (May – July)	5	2
Stage 1 Total Number of complaints received	22	17
<b>Stage 2</b>		
Quarter 1 (August – October)	12	1
Quarter 2 (November – January)	6	0
Quarter 3 (February – April)	7	3
Quarter 4 (May – July)	4	9
Stage 2 Number of complaints received	29	13
<b>Stage 1 Number of complaints escalated to Stage 2</b>		
Quarter 1 (August – October)	1	0
Quarter 2 (November – January)	0	0
Quarter 3 (February – April)	0	0
Quarter 4 (May – July)	0	1

3.3.3 Indicator Two: The number and percentage of complaints at each stage which were closed in full within the set timescales of five and 20 working days

	Quantitative Indicator	22-23		21-22	
		No.	%	No.	%
2.1	Number of complaints closed in full at stage 1 within five working days as % of all stage 1 complaints responded to in full	15	68%	12	71%
2.2	The number of complaints closed in full at stage 2 within 20 working days as % of all stage 2 complaints responded to in full	17	59%	6	43%
2.3	The number of complaints closed in full after escalation within 20 working days as % of all complaints responded to in full after escalation.	1	100%	0	0%

### 3.3.4 Indicator Three: The average time in working days for a full response to complaints at each stage.

Quantitative Indicator		Average time in working days 2022-2023	Average time in working days 2021-2022
3.1	Average time in working days to respond to complaints at stage 1	3.81	3.52
3.2	Average time in working days to respond to complaints at stage 2	18.83	29.38
3.3	Average time in working days to respond to complaints after escalation	9	29

### 3.3.5 Indicator Four: The outcome of complaints at each stage

	Quantitative Indicator	Upheld		Partially upheld		Not upheld		Resolved***	
		22-23	21-22	22-23	21-22	22-23	21-22	22-23	21-22
4.1	Number of complaints as a % of all complaints closed at stage 1  <i>1 complaint escalated to Stage 2 in both sessions</i>	10 (48%)	8 (50%)	2 (10%)	1 (6%)	3 (14%)	2 (13%)	6 (29%)	5 (31%)
4.2	Number of complaints as a % of all complaints closed at stage 2 *	10 (34%)	7 (54%)	1 (3%)	0 (0%)	7 (24%)	2 (15%)	11 (38%)	4 (31%)
4.3	Number of complaints as a % of all complaints closed after escalation	1 (100%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

### 3.3.6 \*\*\*A complaint is resolved when both (the organisation) and the customer agree what action (if any) will be taken to provide full and final resolution for the customer, without making a decision about whether the complaint is upheld or not upheld

### 3.4 Customer satisfaction with the complaints process

3.4.1 To ensure compliance with the College Complaints Handling Procedure we requested feedback from complainants regarding their satisfaction with the service they received, and not the circumstances or outcome of their actual complaint. They were asked to evaluate the service considering the following points:

- Whether the complaints process was easy to access
- Whether they received a prompt acknowledgement of their complaint
- Whether they were dealt with courteously at all times
- Whether their complaint was thoroughly investigated
- Whether they received a fair and clear response and within an appropriate timescale

3.4.2 During session 2021-22 satisfaction emails were issued by the Performance Team to complainants. 30% of complainants provided a response. For session 2022-23 a Microsoft Form was introduced. This allowed the team to easily produce quantitative data. It was anticipated that complainants would find this approach to providing feedback much easier and be encouraged to respond. However, for session 2022-23 only 14 complainants (28%) provided feedback on their satisfaction of the service provided. It was unfortunate that the rate of response was low. We will continue to monitor the feedback on a regular basis and identify areas where this can be improved.

3.4.3 Despite there being no increase in the number of responses provided, we can reflect on the responses for the outcomes as indicated in the table below:

Complaint Handling Point	Strongly Agree	Agree	Disagree	Strongly Disagree
I found the complaints process easy to access	5 (35.7%)	7 (50%)	2 (14.3%)	0 (0%)
I received a prompt acknowledgement of my complaint	3 (21.4%)	9 (64.3%)	2 (14.3%)	0 (0%)
I was dealt with courteously at all times	3 (21.4%)	11 (78.6%)	0 (0%)	0 (0%)
I found my complaint was thoroughly investigated	2 (14.3%)	6 (42.9%)	5 (35.7%)	1 (7.1%)
I received a fair and clear response to my complaint, within an appropriate timescale	3 (21.4%)	6 (42.9%)	5 (35.7%)	0 (0%)



3.4.4 We are satisfied that the complaints handling procedure is easily accessible with the combined response rate for Strongly Agree and Agree being 85.7%. The various methods by which a complaint can be submitted attributes to this.

3.4.5 For the most part, the above responses demonstrate that the complainants were in agreement overall with the handling of their complaints. The combined responses for

3.4.6 Strongly Agree and Agree were as follows:

Complaint Handling Point	Combined response for Strongly Agree & Agree
I received a prompt acknowledgement of my complaint	85.7%
I was dealt with courteously at all times	100%
I found my complaint was thoroughly investigated	57.2%
I received a fair and clear response to my complaint, within an appropriate timescale	64.3%

3.4.7 Positive comments were received regarding the complaints handling process, which included:

- “I cannot fault the staff who dealt with my complaint. The process was clearly explained, including adapted timelines where needed and they were open with me about expectations and next steps”.
- “Making the complaint was easy, going through the process of speaking with the Curriculum Manager was nice and reassuring. I felt I was listened to and was given the time to explain”.

3.4.8 There are improvements to be made, particularly in relation to ensuring that complainants are provided with a full and thorough response, which addresses all aspects of their complaint. Where complainants noted dissatisfaction with areas of the complaints handling process, a follow-up email was issued asking for feedback on how their complaint could have been handled differently. All feedback from complainants will be considered and used to improve service delivery where possible.

### 3.5 Learning from Complaints: Service Delivery Improvements

3.5.1 By recording and analysing complaints data we can identify and address the causes of complaints and, where appropriate, identify training opportunities and introduce service improvements.

3.5.2 Following complaints received in session 2022-23, service delivery will be improved in the following areas:

➤ **Course related – Environmental/Resources**

- Students expressed dissatisfaction with space allocation for creative industries courses following the move from Level 2 to the Mezzanine area. To address some of the points raised signage was increased to identify quiet study areas and accessible toilets. Traffic management was implemented to direct staff and students away from learning spaces.

➤ **Customer Care**

- Feedback from a complainant highlighted a training need regarding the completion of forms relating to our recruitment process. A formal review of the recruitment procedure is being undertaken with the complainant's feedback being utilised as part of the review.

➤ **Services**

- Cancellation of short courses – Due to staff illness a short course was cancelled on the morning of the planned day of delivery. Cancellation on the day of delivery is not normal practice but unfortunately on this occasion another member of staff was not available to deliver the course. Alternative dates were offered to the complainant, who appeared happy with the outcome and went on to attend the short course on a rescheduled date.

3.5.3 It is anticipated that the introduction of a LearnNet Complaints Online Training Module for staff will raise awareness of the complaints handling process and in particular the requirement to adhere to the timescales for reporting and actioning complaints, ensuring compliance with the Scottish Public Services Ombudsman performance indicators.

## 4. Strategic Implications

4.1 This paper links to Strategic Priority 1, Student Experience.

## 5. Risk

Risk	Mitigations
10 – Failure to achieve an effective student experience	➤ Complaints Handling Procedure in place, as per Scottish Public Services Ombudsman (SPSO) and can be utilised as a means to address unsatisfaction with the service we offer

## 6. Implications

Financial	No	
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<b>Legal</b>	Yes	It is a requirement of SPSO that the College complies with the Scottish Public Services Ombudsman's (SPSO) Model Complaints Handling Procedure and report annually on our performance in handling complaints.
<b>Learning and Teaching</b>	Yes	Where complaints arise from the learning and teaching process, the college should learn from this and where appropriate action to improve the student experience
<b>Equalities</b>	No	

**Sonya Rutter**

Performance Manager

03 November 2023

<b>MEETING</b>	<b>LEARNING AND TEACHING COMMITTEE</b>
<b>Agenda Item:</b>	<b>6</b>
<b>Paper No:</b>	<b>L&amp;T1123-6.1</b>

<b>Date</b>	21 November 2023
<b>Location</b>	MS Teams
<b>Title of Paper</b>	Annual Articulation Report
<b>Presented By</b>	Douglas Dickson
<b>Recommendation</b>	Discussion
<b>Appendix Attached</b>	NO
<b>Disclosable Under FOISA</b>	YES

Read Time: 3 minutes

**1. Recommendation**

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

## 2. Executive Summary

### 2.1 This report identifies:

- Key information on DGC articulation over the last 4 years from the SFC National Articulation Database.
- 129 students from DGC articulated in 21/22 compared with 85 in 20/21.
- Progression is still the largest category of articulation.

## 3. Context

- 3.1 Articulation is defined as a student gaining entry into second year of a degree with a Higher National Certificate (HNC) gained at college, or into third year with a Higher National Diploma (HND) gained at college.
- 3.2 Each curriculum area has developed articulation links for their courses. This process results in students gaining credit for their HN studies or choosing to progress to year 1.
- 3.3 The College working with D&G Council and University of the West of Scotland have created 2 pathways to degree one in business and one in computing. It is expected that the destination of students within these HE areas will indicate that UWS is a preferred destination for DGC students.
- 3.4 The Scottish Funding Council maintain a national articulation database, there is a significant time lag in the data, the latest available is for AY 2021/22, the 4-year trend can be seen below :-

	AS	AP	Progression	AS (%)	AP (%)	P (%)	Total Number
<b>2018/19</b>	45	4	57	42.4	3.8	53.8	106
<b>2019/20</b>	48	3	38	53.9	3.4	42.7	89
<b>2020/21</b>	47	6	32	55.4	7	37.6	85
<b>2021/22</b>	49	9	65	39.8	7.3	52.8	129

- 3.5 In terms of articulation University of the West of Scotland was the top institution offering Progression from 18/19 to 20/21, however in 21/22 it is now the top destination for students gaining Advanced Standing. In 2020/21 SRUC was the top destination with their Rural Business Management course being the destination, however as work with UWS has progressed on a pure business degree this has altered.
- 3.6 It is clear that a significant number of students choose progression, from the data there is no one course that can be seen as the top choice.

#### 4. Strategic Implications

- 4.1 This paper links to the Student Experience Strategy Aim 2 - Dumfries and Galloway College will develop career management skills and articulation opportunities which match our students' ambitions.
- 4.2 In the main most students' progress choose progression, this fits with the national trend. Nationally there are 38% of student who progress with no credit for there students.
- 4.3 Articulation with advanced standing at 52.8% in 2021/22 compares with the national figure of 54.1%.
- 4.4 There are ongoing discussions in health and engineering to improve articulation for DGC students.

#### 5. Risk

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

#### 6. Implications

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

**Douglas Dickson**

Depute Principal

06 November 2023



**Dumfries and  
Galloway College**

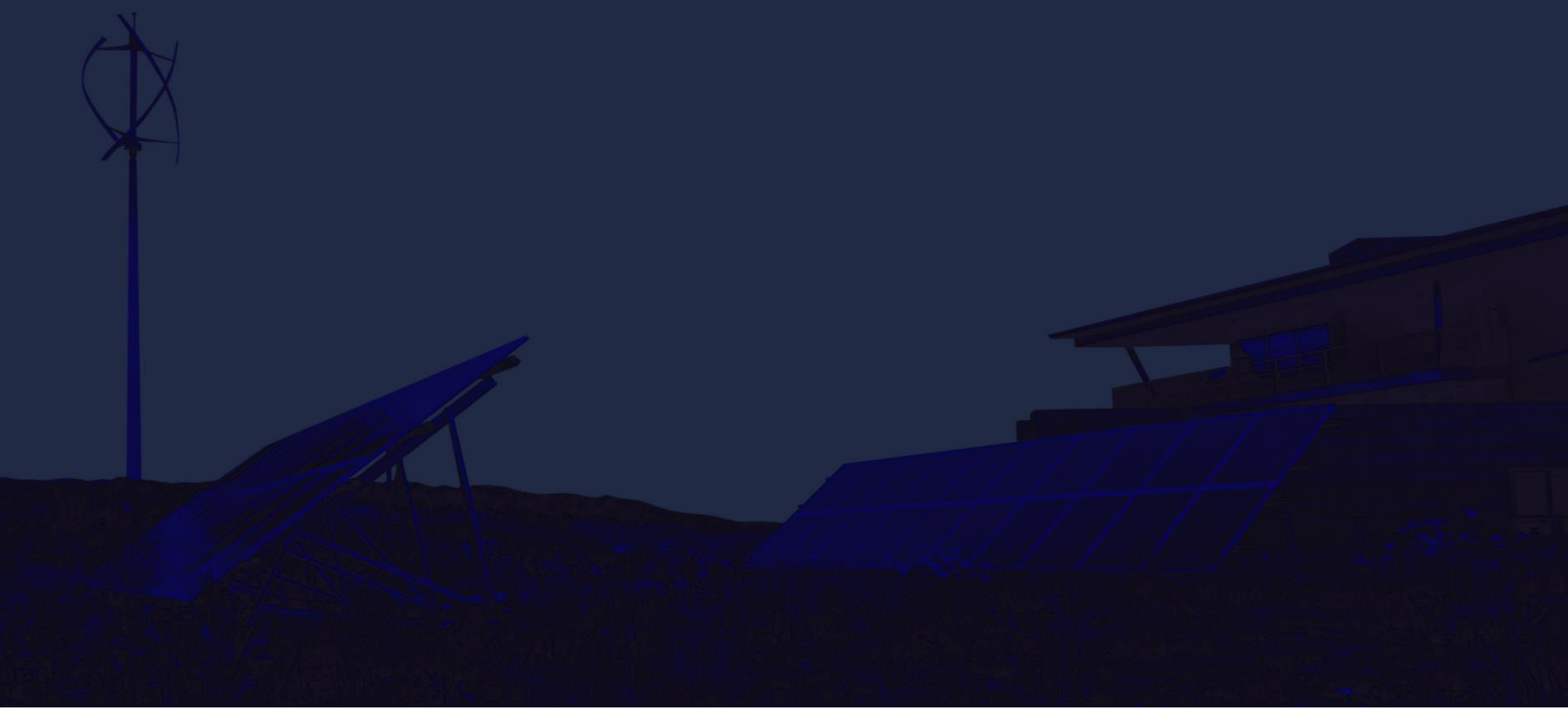
One step ahead

# **EARLY EXPERIENCE STUDENT SURVEY – SUMMARY REPORT 23–24**



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Date: October 2023



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## Introduction

This is a high-level report detailing the overall satisfaction per curriculum area.

For a consecutive year the Dumfries and Galloway College Early Experience Student Survey was issued by the Performance Team to ascertain levels of student satisfaction. The survey was open for two working weeks from 11 September 2023 to 22 September 2023 and could be accessed by students via a link on LearnNet/Student Portal and was hosted in a Wufoo Survey. Digital screens displaying a QR code were also utilised to promote the survey. Personal Tutors were asked to promote and encourage engagement with the survey.

Students were invited to rate their satisfaction from 1 star (very poor) to 5 stars (great). The questions sought feedback in each of the following areas:

- 👉 Feeling Welcome and Valued
- 👉 Learning Experience so far
- 👉 Our Curriculum Staff
- 👉 Our Support Staff
- 👉 Support Services
- 👉 Places and Platforms for Learning
- 👉 "One Thing" we could do better

Additional questions were added to this sessions survey to generate additional feedback on support services.



As this is the second academic session the Early Experience Survey has been issued, we are able to make comparisons from session 22-23, where the questions remained the same.

Specific curriculum/support area data has been shared with the relevant manager. Action grids have been produced to allow opportunity to feedback on the comments raised. This will form part of the College DG-See process.

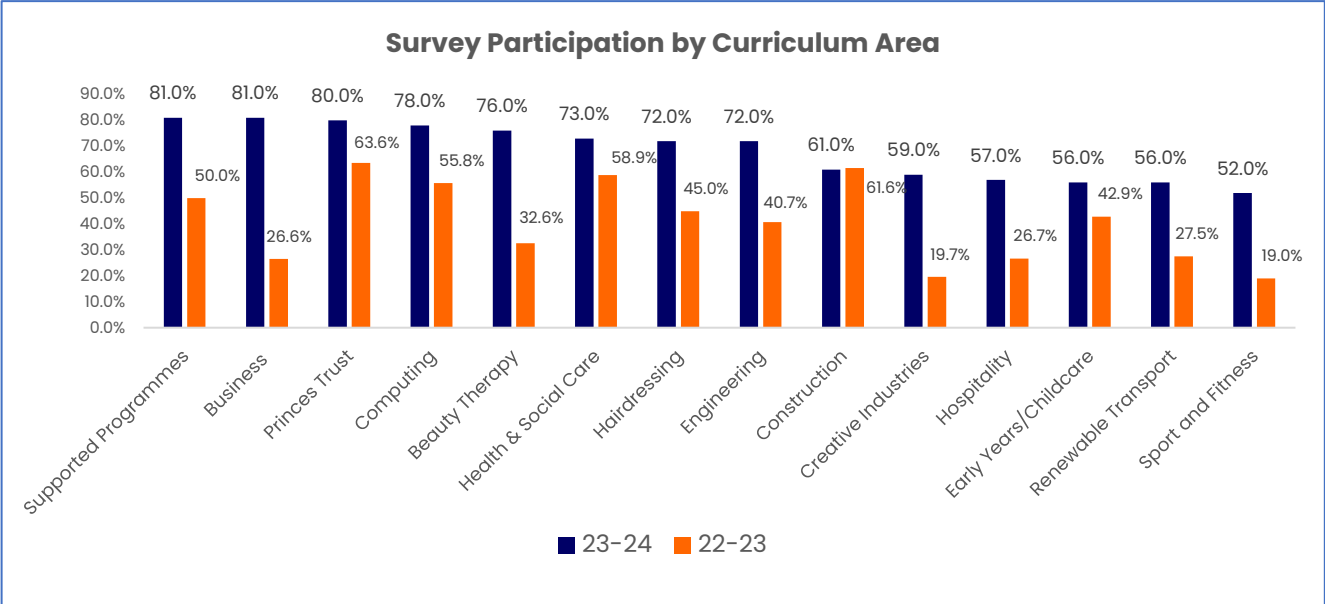
**Survey Participation**

Overall participation in the survey was extremely positive with 1055 responses in total.

65% of the total eligible current student population took part. The 65% return is a 24.5% increase on the response rate for Session 22-23 (722 responses, 40.5% return).

The response rates varied across curriculum teams, with the highest response rates being from Supported Programmes and Business at 81%, followed by Prince’s Trust at 80%. For the majority of curriculum areas there was a significant increase in the participation rates on comparison to Session 22-23.

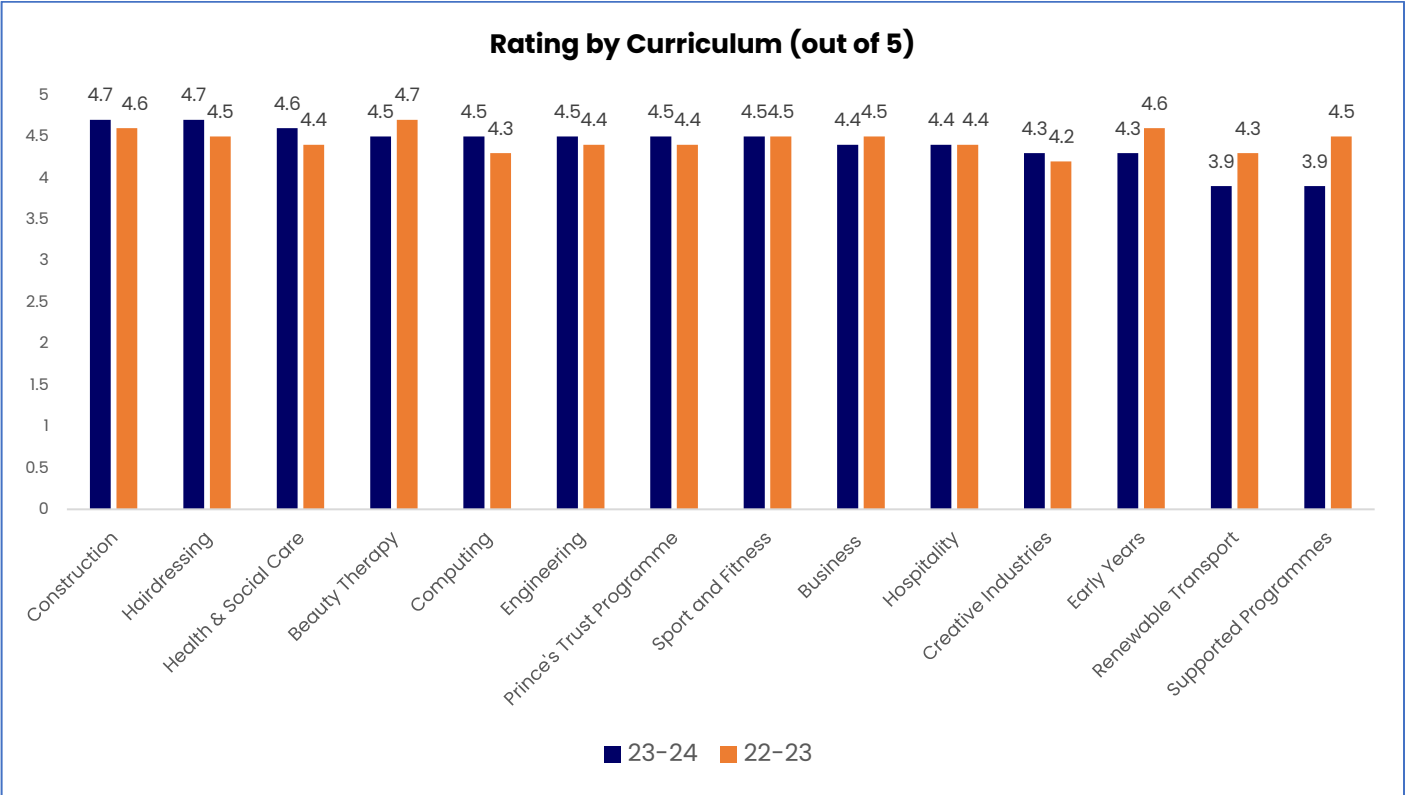
**Chart of Respondents by Curriculum Area**



### Overall Results

The average overall rating across all questions was 4.5 out of 5, the same average was achieved for Session 22-23. The retainment of this average for a consecutive session is very positive.

The charts below display the overall satisfaction rating by Curriculum Area and by the count of results by each rating (1 to 5):



### Results, by Question

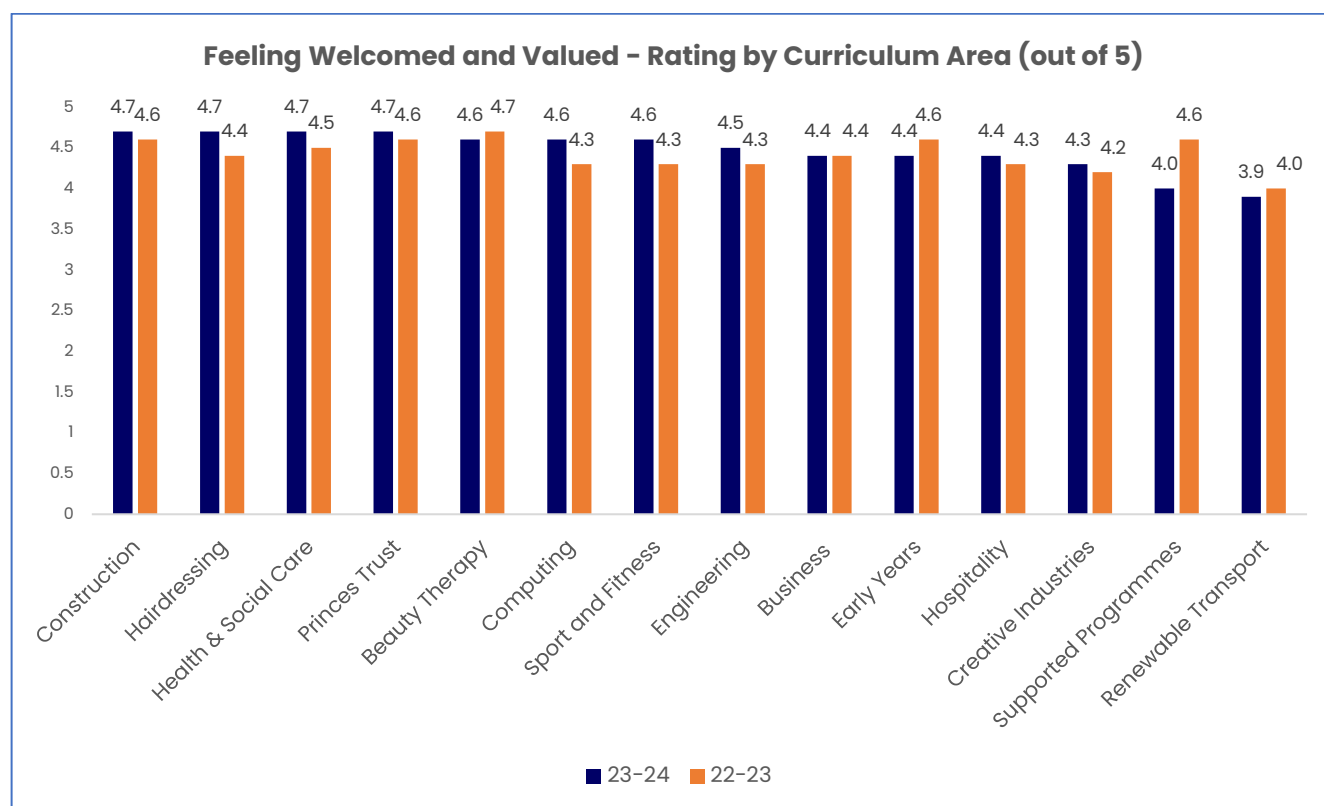
Average rating (out of 5) across all Curriculum areas by Question:



## Results by Question

### Question 1 – Feeling Welcomed and Valued

Students were asked – things like welcome activities, induction processes, sense of belonging, staff and fellow students, feeling that you are cared about as a student. How do you feel about this?



On comparison to Session 22-23, 9 of the curriculum areas had higher ratings, 4 had decreased ratings and 1 area remained the same.

Students were given the opportunity to make comments relating to each of the six questions. A selection of comments from the Feeling Welcomed and Valued question are:

- 👉 I have been overwhelmed by the warm welcome I've received since beginning this course. From the friendly classmates and supportive lecturers to the

inclusive learning environment, every aspect of it has made me feel valued and appreciated. It's been a truly enriching experience so far.

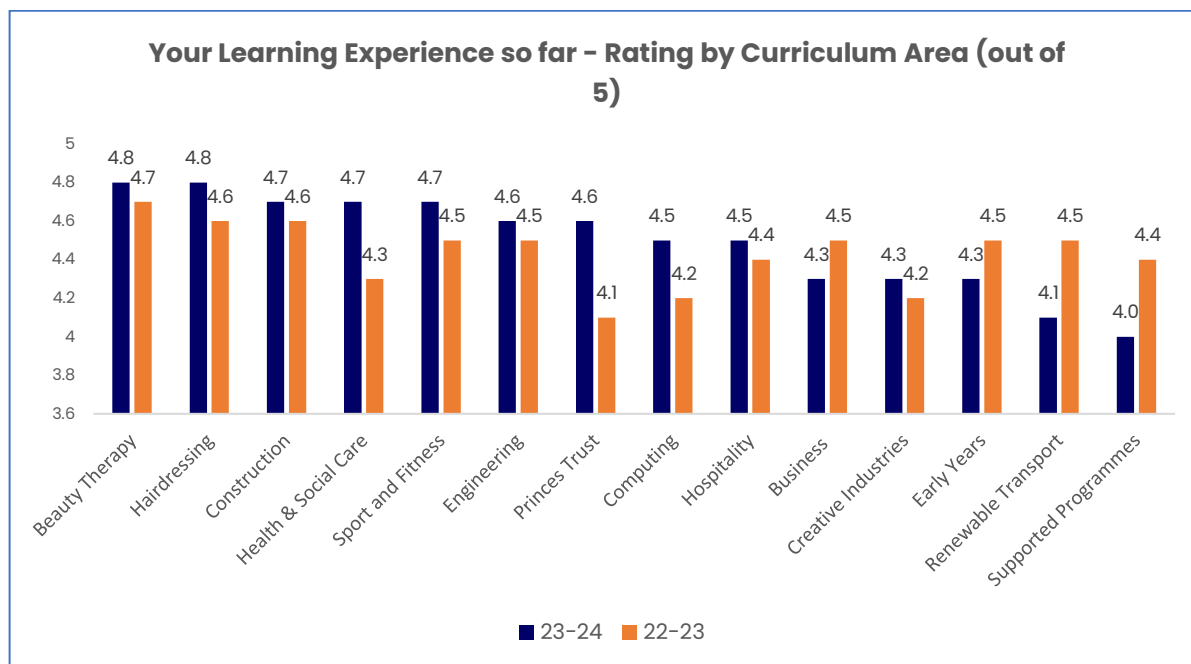
- 👉 I got a tour of the college before I started due to my anxiety which made me feel so much more comfortable. My lecturer also met with me before making me feel better because I knew who would be teaching me.
- 👉 I think the welcome activities and inductions gave us a good view on what to expect for starting the course.
- 👉 The staff are great. I'm excited to make some new friends with the students as I've not really spoke to anyone yet.
- 👉 The induction you get from the college is amazing they make sure you know where you are going. The lecturer also checks if you are settling in and how you are finding it. It's such a better experience rather than a school environment.

A number of areas for improvement highlighted by students included:

- 👉 Could maybe be organised a bit better for further year groups.
- 👉 Didn't really have any welcome activities.

## Question 2 – Your Learning Experience so far

Student were asked – things like your course and classes, your expectations, being engaged and making progress, getting feedback. What is your experience?



On comparison to Session 22-23, 10 of the curriculum areas rated higher this session, and 4 rated lower than in session 22/23.

Students were given the opportunity to make comments relating to each of the six questions. A selection of comments from the Learning Experience so far question are:

- 👉 Tutors have been great at giving feedback and suggestions both in and out of class time, and I am understanding the work I am doing.
- 👉 My classes have a very laid-back feel to them, but not to the point where nothing gets done. I find that so far it's been quite easy to understand my course and learn and I look forward to coming into college each week.
- 👉 The qualification work is just what I was expecting, it's easy to engage and so far I like the studying because I love gaining knowledge about different aspects for the outside world. Can't wait to start my new work experiences.
- 👉 The class so far has been good we have done a lot and learned a lot already. we done both practical and theory which is good as it means we aren't doing theory weeks before we do practical.
- 👉 So far the learning experience has been good as the lecturers are supportive, the course material is of a high quality and easy to access.

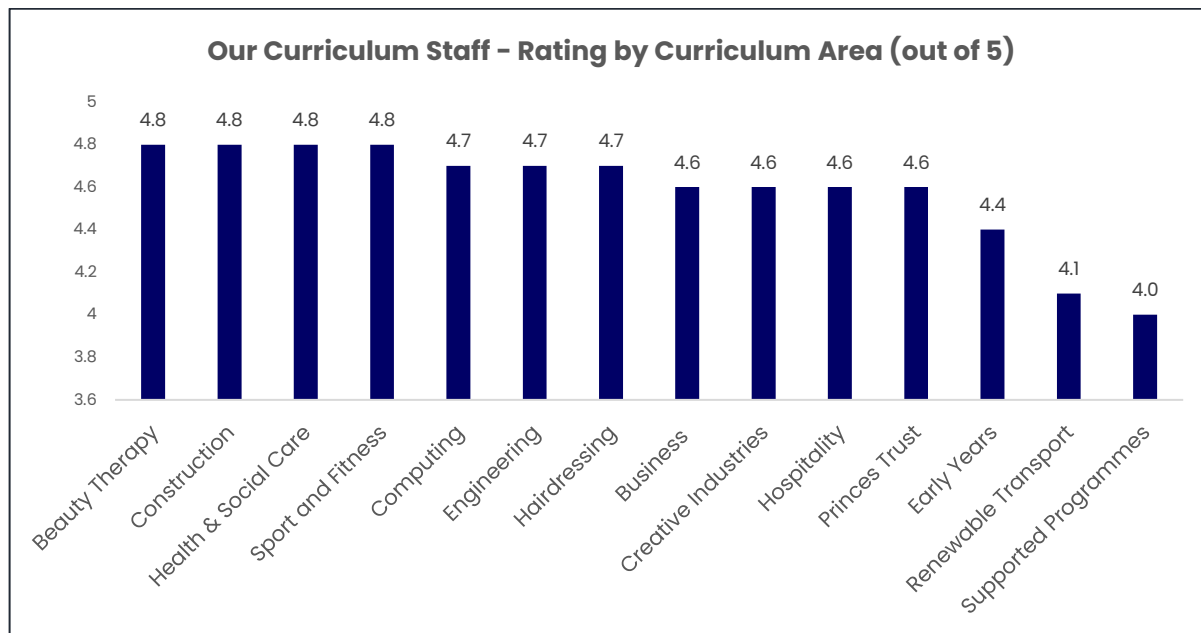
A number of areas for improvement highlighted by students, which have been shared with relevant Curriculum Managers, included:

- 👉 I overall really like my course but I'm not a fan of group work and would prefer to do work on my own.
- 👉 I am enjoyed college so far but just can't seem to get onto teams to see the work.
- 👉 Difficult to concentrate online sometimes but the experience is good.
- 👉 Difficult due to online classes and lack of motivation.
- 👉 Enjoying the work but it can be very boring at times, and I'm not used to working in groups so adapting to that is proving to be quite difficult.
- 👉 I like most of my classes I just struggle in one cause they go to fast and don't use the correct stuff in learner we get the HNC classes PowerPoints in class and the Level 6 in LearnNet.
- 👉 Prefer being in college not online.

### Question 3 – Our Curriculum Staff

This is a new question for Session 23–24 so no comparison to previous session.

Students were asked – things like how helpful and approachable are your lecturers, Personal Tutor, Curriculum Manager. Do you feel supported as a student and an individual by our staff? How are we doing?



Students were given the opportunity to make comments relating to each of the six questions. A selection of comments from the Our Curriculum Staff question are:

- 👉 You don't feel judged or pressured. You can answer questions with no worry do getting them wrong and feeling embarrassed.
- 👉 Very helpful, guided throughout course so far. Feedback always given. Quick responses.
- 👉 All of my lecturers are welcoming, understanding and good at helping me understand the errors I have made.
- 👉 I feel like lecturers are very supportive and helpful during classes and I feel like whenever I am stuck or don't understand what's going on in the session, I feel like I can ask questions and have a conversation with them.
- 👉 I am very comfortable with my lectures and feel like I can approach them very easily and get whatever support I need.

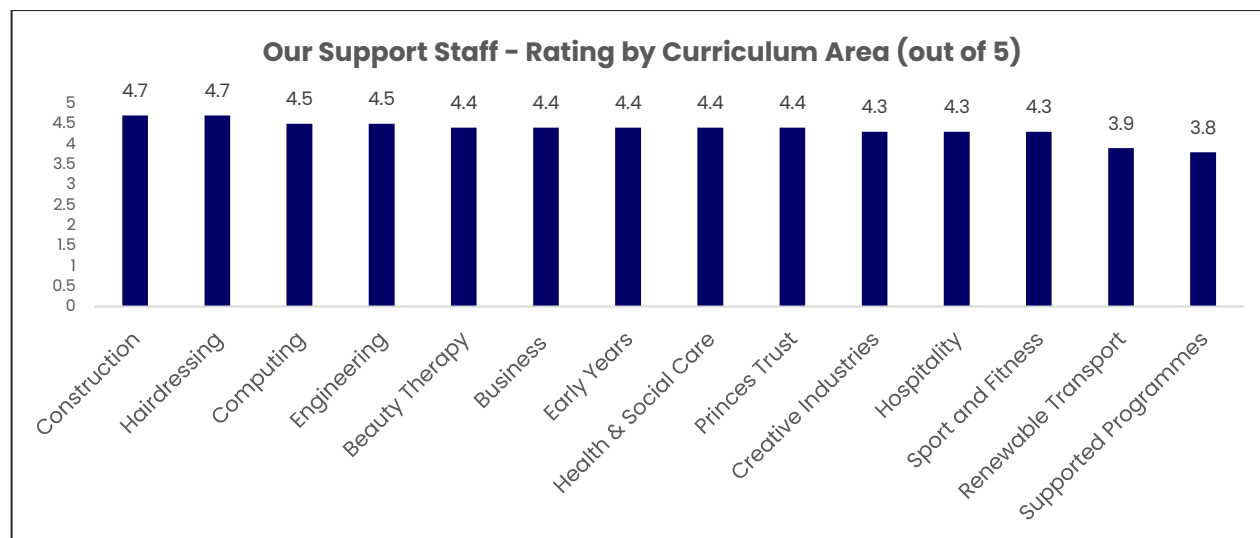
A number of areas for improvement highlighted by students, which have been shared with relevant Curriculum Managers, included:

- Due to a shortage of lecturers, we have been sent to do online work at home. I feel for me this is not very beneficial as we are not getting very much teacher contact as they have another class to tend to.
- My lecturers don't help as often.
- Some lecturers make their subjects more complicated than they need to.
- Some lecturers better than others.
- Some have made themselves much more approachable than others. More information about staff's specific roles and responsibilities to us as students would be helpful from the start of the course.

#### Question 4 – Our Support Staff

This is a new question for Session 23-24 so no comparison to previous session.

Students were asked – things like how helpful and approachable are specialist student support staff. Do you feel supported as a student and an individual by our specialist support teams? How are we doing?



Students were given the opportunity to make comments relating to each of the six questions.

A selection of comments from the Our Support Staff question are:

- 👉 Any time I have asked for help I have received it in abundance. The support team are fabulous and encouraging to everyone I have personally spoken to.
- 👉 As of yet I have not needed to use any of the specialist support teams but I am aware that they exist and how to contact them if I need them.
- 👉 I have been involved with many supporting teams in the college and every department has helped me a great deal so far. and I have a plan going forward with each team.
- 👉 Interactions with the funding team were great, slight issue with funding form and they very swiftly helped me through the issue.
- 👉 Reception staff are very friendly.

A number of areas for improvement highlighted by students, which have been shared with relevant Support Managers, included:

- 👉 I also do not know who they.
- 👉 I do not know who the specialist student staff are so it's a no for this one as I don't know who they are.
- 👉 I have never interacted with them, so I don't know.

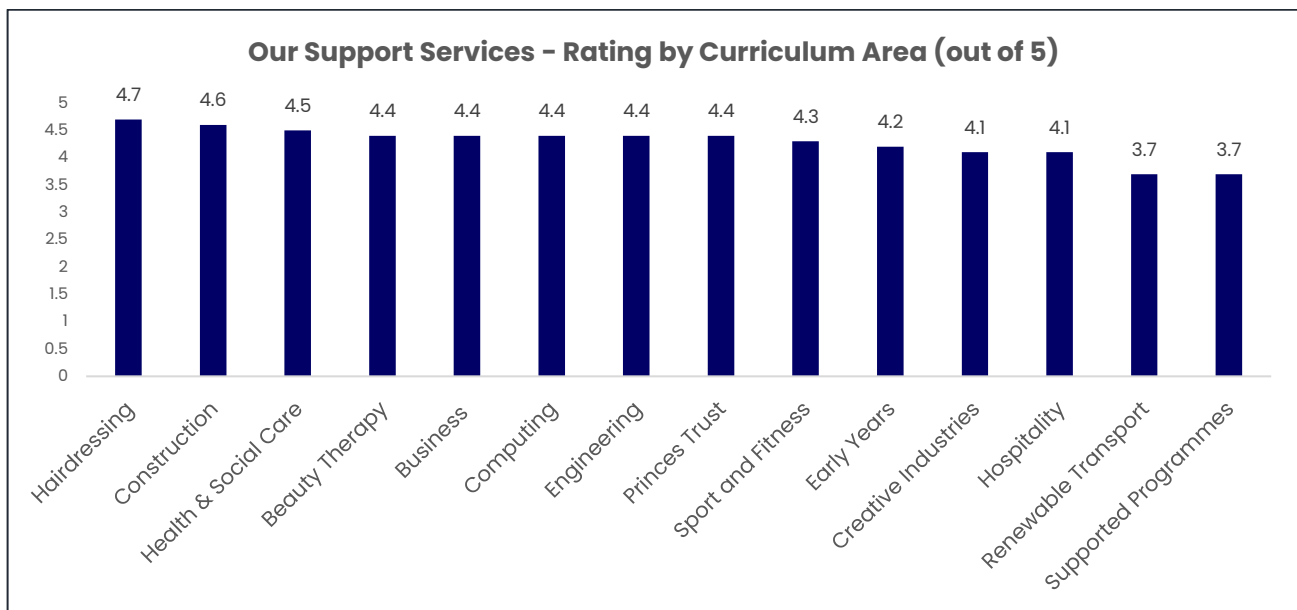
Support Managers to consider raising profile of their areas during the onboarding process.

## **Question 5 – Support Services**

This is a new question for Session 23-24 so no comparison to previous session.

Students were asked – How effective are our specialist support services such as the application process, enrolment process, onboarding activities? Do you feel our support services enhanced the overall student experience? Please tell us about your experience.





Students were asked – How effective are our specialist support services such as the application process, enrolment process, onboarding activities? Do you feel our support services have enhanced the overall student experience? Please tell us about your experience.

Students were given the opportunity to make comments relating to each of the six questions. A selection of comments from the Our Support Services question are:

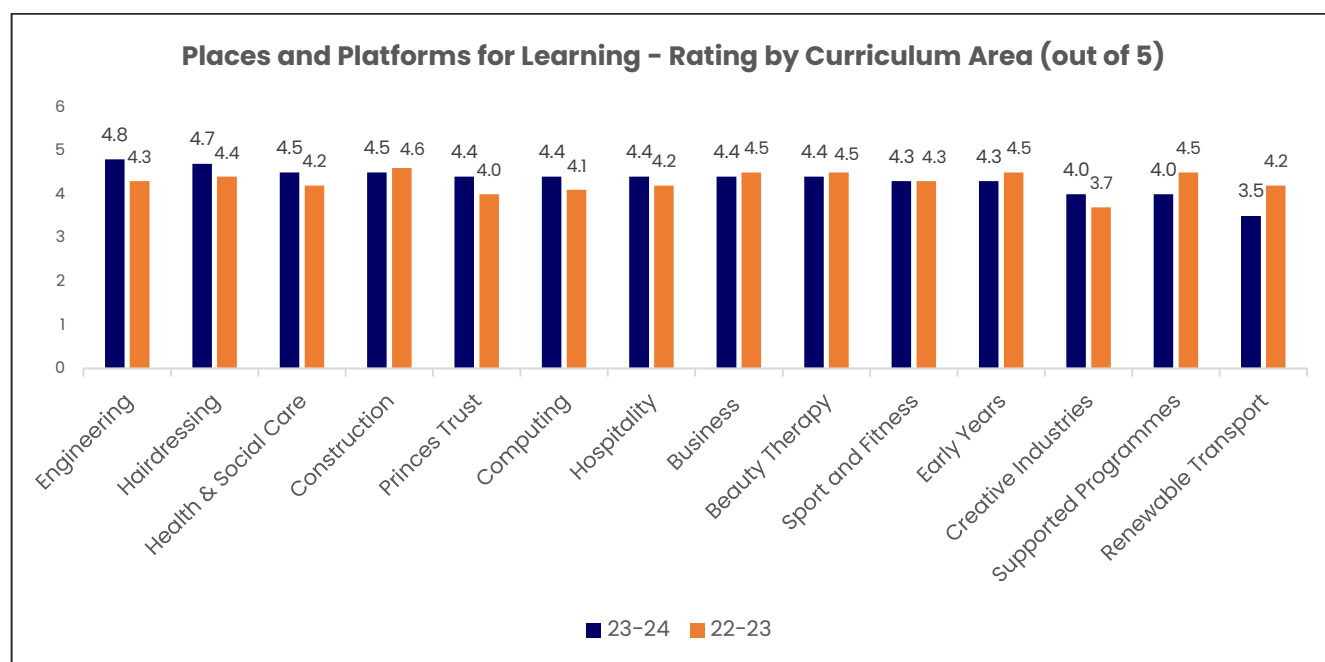
- 👉 From the application to the college down to the little WhatsApp message that keep me entertained and engaged leading up to joining college has been really helpful. The support at this college enhances every year for me.
- 👉 All the application processes and enrolment was very easy and I found that if I struggled there was help available.
- 👉 Always kept up to date with activities, application process enrolment process via email.
- 👉 been really helpful. The support at this college enhances every year for me, it's very up to date as we further develop into more modern education systems.
- 👉 I feel moving the IT support to the same floor as the computers has been a benefit.

A number of areas for improvement highlighted by students, which have been shared with relevant Support Managers, included:

- 👉 Found it difficult to log in
- 👉 Had to chase my application a few times which was down heartening.

## Question 6 – Places and Platform for Learning

Students were asked – things like college spaces – buildings, studios and workshops and online learning environments. Please tell us about your experience.



On comparison to Session 22-23, 7 of the curriculum areas had higher ratings, 6 had decreased ratings, and 1 remained the same.

Students were given the opportunity to make comments relating to each of the six questions. A selection of comments from the Platforms and Places for learning question are:

- 👉 We have an amazing space with the best equipment and products very lucky we have what we do for our learning always in a clean professional environment.
- 👉 Very good spaces to go and work quietly to complete work for the course and comfy seating as well.
- 👉 The new esports lab has been good for computing.
- 👉 The workshop is laid out well so everything is easy to find and there is enough space on the benches to work without being cramped.

- 👉 I find the classrooms that I've had to work in so far very warm. The classrooms are very spacious and have enough room for us all to work with enough space to do certain tasks. The building and surrounding grounds are clean and tidy and well kept.

A number of areas for improvement highlighted by students, which have been shared with relevant Support Managers, included:

- 👉 Could be more classrooms for revising as there's not a lot of room.
- 👉 Get more study space for the college.
- 👉 Good, however it was unclear as to whether you had to book a library booth and still unsure.
- 👉 I don't enjoy online learning as having to sit on a call for hours and concentrate then having to go and do the work my concentration and motivation is gone.
- 👉 Hard doing everything online would rather have paper.
- 👉 Lack of computer space for independent learning.
- 👉 Need social study areas back. Online learning isn't good.

### **Question 7 - "One thing"**

Students were asked - If there is one thing we could do to make your experience at College better what would that be?

There were 359 comments logged, noting areas where we could do better. These are free text responses which have been examined for key themes. The themes are comparable to last sessions and a summary of the most common themes is provided below:

Theme	23-24	22-23
Catering provision, choice and pricing	25.6%	26.7%
Curriculum	43.7%	34.1%
Estates	10.6%	13.4%
IT	6.1%	4.6%
Support/Funding	2.8%	4.1%
Transport	4.5%	7.4%
On campus activities	6.1%	9.7%
Other	0.6%	0.0%

There has been an increase in the number of comments submitted in relation to 'one thing we could do better' in comparison to last session. This is not an area for concern, due to the increased number of students participating in this survey this session.

A number of comments received were in relation to bottles water no longer being available for purchasing. The Director of Estates and Sustainability has provided feedback regarding this – This is a sectoral approach to remove single use plastic products as part of our sustainability approach. The student association have refill bottles available and we have multiple refill stations for free water. The £2.35 bottles are reusable bottles, hence the higher price. These bottles should be used for refill after first use.

A number of students commented that it would be useful to be able to take laptops home to work on. These comments have been passed to the Digital Services Manager.

Several comments were received suggesting that there should be more activities over lunchtime. These comments have been passed to the Student Association for consideration.

The Performance Team  
October 2023

<b>MEETING</b>	<b>LEARNING AND TEACHING COMMITTEE</b>
<b>Agenda Item:</b>	<b>8</b>
<b>Paper No:</b>	<b>L&amp;T1123-8.1</b>

<b>Date</b>	21 November 2023
<b>Location</b>	MS Teams
<b>Title of Paper</b>	JiSC VLE Review
<b>Presented By</b>	Phil Storrier
<b>Recommendation</b>	Noting
<b>Appendix Attached</b>	YES
<b>Disclosable Under FOISA</b>	YES

Read Time: 10 minutes

## **1. Recommendation**

- 1.1. The Learning and Teaching Committee are asked to note the contents of the JiSC Virtual Learning Environment (VLE) review.

## 2. Executive Summary

- 2.1 We decided to leverage our membership of JiSC to bring in additional support to review where we were in relation to VLE development and give us recommendations as to next steps. There was some preparatory work done between JiSC and our Executive Director of Student Experience in planning and setting the context of where we were. JiSC then visited the college on the 3<sup>rd</sup> of May 2022 and held several focus groups with students, teaching staff and relevant support staff members. This report shows the out turn of that work which will now be taking forward, led by our Learning, Teaching and Innovation Manager.

## 3. Context

- 3.1. Our Virtual learning Environment has significant potential for the college in relation to our ability to deliver flexible, accessible and commercial provision for the region. Historically we have seen under development in our primary Virtual Learning Environment (VLE) platform Moodle as well as mixed engagement and standardisation across the college.
- 3.2. Student engagement activities in previous academic years highlighted that in some areas students found that different platforms were used across courses while in some areas VLE was not being used at all. Staff often commented that Moodle was 'clunky' and there were issues around time to develop and enhance whilst develop skills around it. We also gathered thoughts that there was a lack of clarity in the vision and purpose around VLE.
- 3.3. Last academic year we reclaimed central control over VLE meaning that only Moodle and MS Teams could be used as student learning environments. We also established the Digital Development Group made up of teaching and support staff which has developed some guidance for next step developments around VLE standards and levels.

### 3.4. Output of the review

#### 3.4.1. Areas of good practice:

- Overall, the report gives confidence that in its current form our VLE presents very well in terms of look, feel and functionality.
- There were some minor accessibility points to consider however introduction of Blackboard Ally should resolve almost all of those but on the whole, it responds well to multiple devices, is clear and accessible.
- Initial work around aligning approaches and development of our evaluation rubrics and minimal expectations checklist confirm we are in the right direction for making the experience more consistent.

#### 3.4.2. Challenges:

- There appears to be disconnect between vision of leaders and support versus teaching staff.
- The role of platforms across the organisation needs further consolidation.

- The platform is effective and refined (no need to move to another platform) however there are mixed standards across areas.
- Staff consider 'time' as an issue to development.
- Once there is consistency in use we can better leverage data for insight.

#### 4. Strategic Implications

- 4.1 This meets with several priorities within the student experience strategy Aim 5 which is to ensure that our curriculum is digitally rich and accessible for all students. Failure to do so will have implications around innovative curriculum impacting access and employability skills.

#### 5. Risk

Risk	Mitigations
Risk 10 – Failure to achieve an effective student experience	<ul style="list-style-type: none"> <li>➤ Student block surveys and Student Satisfaction and Engagement Survey (SSES).</li> <li>➤ Student engagement prior to course start and on course.</li> <li>➤ Continuous self-evaluation and action planning by support and teaching areas captured through DG-SEE.</li> <li>➤ Action planning at curriculum area level.</li> <li>➤ Regular curriculum team meetings.</li> <li>➤ Student class representatives input to course teams.</li> <li>➤ (All have themed elements around digital access and learning)</li> </ul>

#### 6. Implications

<b>Financial</b>	NO	No immediate financial costs have been identified, development and implementation sit with the Student Experience remit as business as usual and previous investment has been made to support this work.
<b>Legal</b>	NO	
<b>Learning and Teaching</b>	YES	We would expect to see improved standardisation across all aspects of the students experience and development of innovation in practice.

<b>Equalities</b>	YES	Failure to develop the VLE accordingly could impact access for more rural students and may prevent us meeting equality and diversity expectations around accessibility.
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**Phil Storrier**

Executive Director of Student Experience

08 November 2023



<b>MEETING</b>	<b>LEARNING AND TEACHING COMMITTEE</b>
<b>Agenda Item:</b>	<b>9</b>
<b>Paper No:</b>	<b>L&amp;T1123-9.1</b>

<b>Date</b>	07 November 2023
<b>Location</b>	MS Teams
<b>Title of Paper</b>	Academic Council Update
<b>Presented By</b>	Douglas Dickson
<b>Recommendation</b>	Discussion
<b>Appendix Attached</b>	NO
<b>Disclosable Under FOISA</b>	YES

Read Time: 3 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 Terms of Reference**

- 3.1.1 The ToR were refreshed due to changes in job roles.

### **3.2 Student Association Update**

- An update on a variety of recent and future activities from the SA was noted:
- All class representatives had been appointed and the first meeting planned.
- A successful Freshers Week took place with a variety of external organisations represented.
- A meeting between the SA and the local authority had taken place, issues with public transport had been discussed.
- A recent Halloween social event had been well attended.
- A second 'Care for You' event was planned for Monday 27 November, in the Digital STEM Hub and invitations were issued.
- A Christmas Charity Toy Appeal had been launched and advertised.
- Several supermarkets had been approached to provide Christmas care packages for students over the holiday period.

### **3.3 VLE Review**

- 3.3.1 The Council was informed that following the pandemic and several changes in the delivery of learning and teaching, further review of the VLE and tighter controls on the use of a variety of digital tools was identified.
- 3.3.2 A review of the college's VLE (Moodle) was undertaken by JISC, and findings shared with the SLT. It was found that Moodle provided adequate functionality and JISC commended the College's VLE which was described as "one of the best they had seen". 'Black Board Ally' was introduced to successfully address some issues with accessibility.
- 3.3.3 As a result of the review, several actions to support continuity, consistency and basic standards were in development and detail of these was shared.

### **3.4 Early Student Impressions**

- 3.4.1 A student satisfaction survey had been issued to ascertain levels of student satisfaction from the first few weeks at College. A return of 65% was reported, an increase of 15% on the previous year. Overall students had recorded a score of 4.5 out of 5, positive satisfaction, the same as the previous year.

### **3.5 RoA and Self Evaluation**

- 3.5.1 An overview of the purpose of the Regional Outcome Agreement (ROA) was provided as well as key themes set out within the report. A variety of challenges and the impact of

changes had also been included as well as evidence to show the quality of learning and teaching, partnerships, and innovation. The Self Evaluative report had not included final results due to the impact of ASOS.

#### 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	No	
Equalities	No	

**Douglas Dickson**  
Depute Principal  
07 November 2023

<b>MEETING</b>	<b>LEARNING AND TEACHING COMMITTEE</b>
<b>Agenda Item:</b>	<b>10</b>
<b>Paper No:</b>	<b>L&amp;T1123-10.1</b>

<b>Date</b>	21 November 2023
<b>Location</b>	MS Teams
<b>Title of Paper</b>	SFC Regional Outcome Agreement and Self-Evaluation 22/23.
<b>Presented By</b>	Phil Storrier
<b>Recommendation</b>	Discussion
<b>Appendix Attached</b>	YES
<b>Disclosable Under FOISA</b>	YES

Read Time: 10 minutes

# **1. Recommendation**

- 1.1 The learning and Teaching Committee are asked to note the contents of this years Regional Outcome Agreement and Self-Evaluation for academic year 22/23.

(Report published June 2024)

## **2. Executive Summary**

- 2.1 The 2023/24 Regional Outcome Agreement (ROA) and academic year 22/23 Self-Evaluation (attached) have been written in response to the guidance from the SFC outlining the steps required to ensure an interim agreement is in place between the SFC and The College.

## **2. Context**

- 2.1. The sector has continued with interim reporting arrangements for Scottish Funding Council with the expectation that this will be the last year of reporting in this manner however new approaches are under review.
- 2.2. The ROA includes a measures table including forward-looking projections.
- The measures below have been reinstated from pre-pandemic tables or added as new for 23-24.
  - Proportion of enrolled care-experience students successfully achieving a recognised qualification.
  - Proportion of enrolled SIMD10 students successfully achieving a recognised qualification (FT & PT).
  - Number and proportion of FT FE learners aged 16-19 successfully completing courses.
  - Current total greenhouse gas emissions (GHGs) - estimated or actual baseline emissions, scope 1 emissions total, scope 2 emissions total and scope 3 business travel total.
- 2.3. This year we will provide at SFC request case studies demonstrating ways in which funding has been used to deliver outcomes for students, research, economic transformation, and social renewal.
- 2.4. Given ongoing industrial action we unable to report around 22/23 internal success data.

## **3. Strategic Implications**

- 3.1 The Regional Outcome Agreement outlines the steps the College will take to ensure an agreement is in place with the SFC by providing contributions, impact and outcomes but also assurance on the use of allocated funding for AY 2023/24.

#### 4. Risk

Risk	Mitigations
Failure of College strategy to meet the needs of Dumfries and Galloway Region and/or national priorities	<ul style="list-style-type: none"> <li>➤ Workplans and oversight in line with ROA and Financial targets</li> <li>➤ Robust strategic planning</li> <li>➤ Effective environmental scanning</li> <li>➤ Strong and effective partnerships</li> <li>➤ Clear links between strategy and practice</li> <li>➤ Concerted demands for increased activity levels</li> <li>➤ Robust monitoring of activity targets via ROA and Reported Quarterly to SFC.</li> </ul>

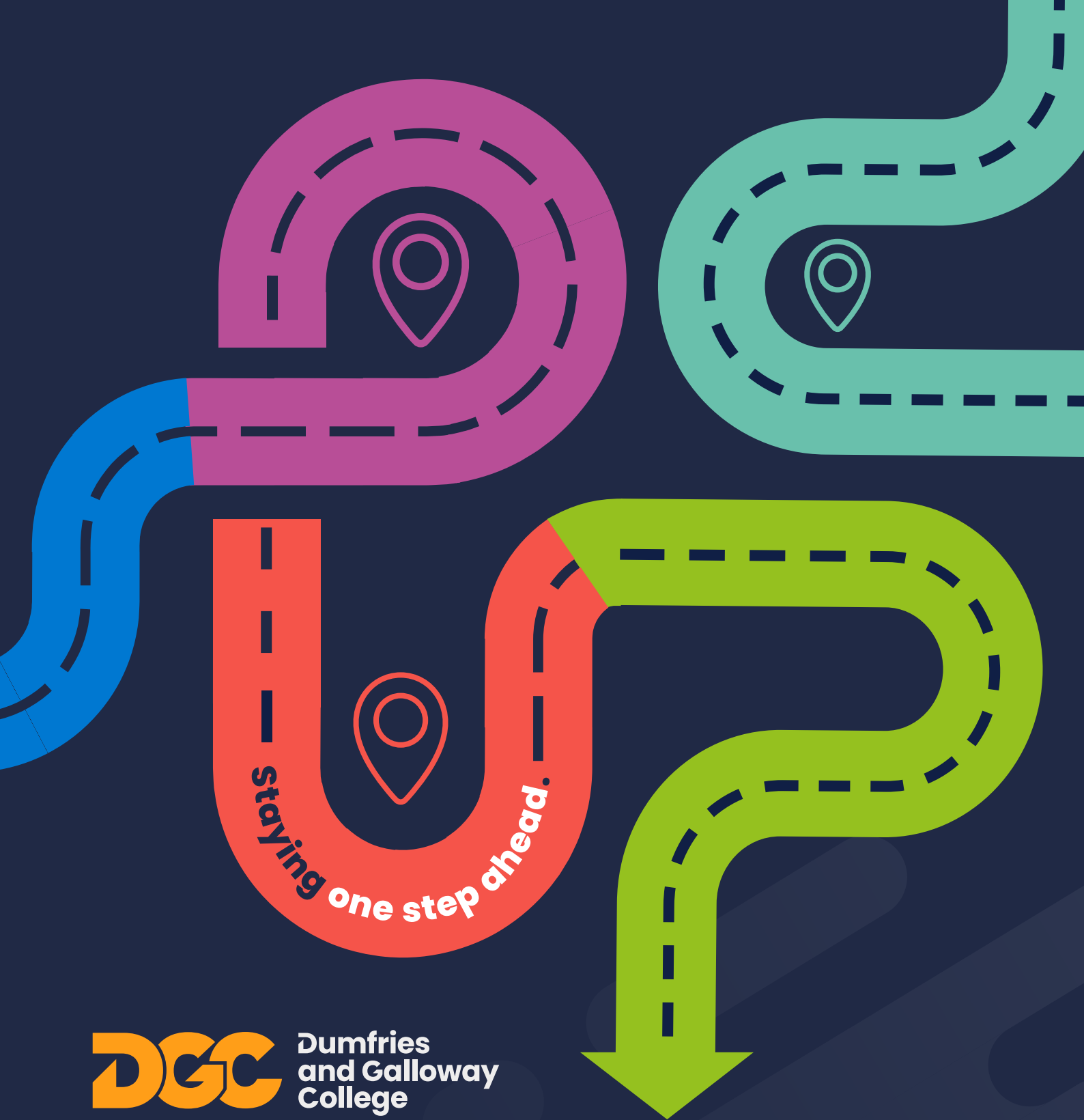
#### 5. Implications

<b>Financial</b>	Yes	Failure to meet SFC requirements around core funding expectations.
<b>Legal</b>	no	
<b>Learning and Teaching</b>	Yes	Failure to respond to national and regional priorities and measures against ROA reporting.
<b>Equalities</b>	Yes	Failure to meet requirements around fair access, attainment and destinations.

**Phil Storrier**

Executive Director of Student Experience

06 November 2023



# Regional Outcome Agreement

2023/24

# Outcome Agreement between Dumfries and Galloway College and the Scottish Funding Council

## On behalf of Dumfries and Galloway College:

**Signed:** Joanna Campbell

Print Name: Joanna Campbell

Position: Principal & CEO

Date: 23 October 2023

**Signed:** Caroline Stuart

Print Name: Caroline Stuart

Position: Chair of the Board of Management

Date: 23 October 2023

## On behalf of the Scottish Funding Council:

**Signed:** \_\_\_\_\_

Print Name:

Position:

Date:



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## Our Purpose ↓

**Providing individuals, businesses and communities with the skills to flourish.**



# Regional Outcome Agreement Introduction

**Dumfries and Galloway College, as one of the main providers of learning across the South of Scotland, continues to be a civic anchor within the communities it serves, with programmes ranging from senior phase to degree programmes. The College's operating environment is mapped by Scottish Government policy, principally the Scottish Governments Post-16 Education (Scotland) Act 2013 which outlines changes to the governance arrangements for the College sector in Scotland.**

Our campuses are based in Dumfries, and Stranraer in the west of the region. Our campus sites reflect the commitment of the College in serving the needs of the whole of the region. The College has an average of 9000 students per year with approximately 15% full-time and 85% part-time/other attendance. Dumfries and Galloway College are the largest academic partner of the Crichton Campus Leadership Group (CCLG) and work with education partners to improve the learner journey and increase positive student outcomes. The College's curriculum areas offer a broad range of further and higher education pathways. Our Commercial Development combines curriculum and staff expertise with external industry partner collaboration to meet the needs of students and employers. In June 2020 Dumfries and Galloway College launched its new strategic plan, Ambition 2025 which articulates a vision and roadmap as to how the College wishes to respond to regional and socio-economic priorities over the course of the next 5 years. The implementation of this is very much aligned to what is now the 'new normal' therefore reimagining a college education in a post COVID-19 world and incorporating Scottish Government key priorities and moving forward shaping exponential change in the FE sector are we respond to ongoing review and re alignment.

The economic impact of the COVID-19 Pandemic continues to be felt as students continue to require additional support around returning to in person learning whilst continuing to develop our infrastructure and skills around blended learning. Health and Wellbeing continues to be a priority focus as we see demands for additional support increasing. Rural poverty and economic security continue to be a specific challenge as we look to support students to sustain learning where many FE students struggle to be able to finance that. Wider policy implications around reduced credit allocations have brought significant challenges.

We have additional tension between meeting the demands of a broad curriculum to meet the aspirations of all those that we serve whilst also trying to deal with unmet demand in some key regional skills areas such as construction, engineering and education. Difficult decisions around infrastructure, capital investment and credit allocations will be required if we are to respond to the curriculum that is being demanded.

## DGC Priority Outcomes 23/24

The key priority outcomes for Dumfries and Galloway College during academic year 2023/24, as specified within our strategy Ambition 2025 is to provide individuals, businesses, and communities with the skills to flourish.



### Ambition 2025

**As we work towards our strategic ambitions, we will provide an ambitious and far-reaching student experience that will:**

- **Nurture aspiration, ambition, and achievement.**
- **Support and stimulate the regional economy and communities.**
- **Develop our people and partnerships.**
- **Enable equity of access and social mobility.**
- **Supports Scotland's transition to net zero.**

In Academic Year 23/24 we will continue to provide innovative and impactful learning pathways continuing to improve outcomes and prepare students for the future. We will sustain our high performance in student satisfaction and destinations. Realignment of credit allocations ensuring the most effective and efficient deployment of college resources developing strategically developed, efficient but innovative pathways building a sustainable skills economy, which will need transformational approaches.

We will continue to work with key regional and national stakeholders to enhance our suite of SCQF Level 7 and above qualifications and increase the number of professional body qualifications whilst continuing to grow our commercial capabilities.

Workforce development will be a key priority as we focus on continuing the evolution of our values ensuring we develop a well skilled and supported workforce. We recognise the need to attract new and nurture existing talents as we look to grow our reach and impact. During academic year 23/24 we will develop a workforce plan that supports areas of growth in the region and allows us to attract and retain key staff underpinned by our culture and behaviours in support of our values and recognising skills gaps and training requirements to meet customer/stakeholder expectations.

We will also continue to pioneer new tertiary learning models as we explore further opportunities around our partnership with University of the West of Scotland which will help us build capacity for growth and innovation.

Systems and infrastructure transformation continues to be an essential priority as we look for new and more efficient ways of working improving our digital skills and capacities whilst ensuring resource can be focussed on high impact work.

We are also working towards new opportunities within the west of the region as we look for new models and enhanced partnerships which will allow the colleges presence in the west of the region to continue to be strong supporting our communities in Stranraer and surrounding areas.

## Fair Access and Transitions

We remain committed to the Scottish Government's, ['A Blueprint for Fairness: Final Report on the Commission of Widening Access' \(2016\) \(COWA\)](#).

We continue to develop and enhance our policy of fair access through continued review and enhancement of our policies, procedures, and services. We continue to put in place appropriate measures to support learners through their student journey ensuring that needs are matched and anticipated at all stages of the student journey. We continue to develop our digital infrastructure and capacities to ensure greater access to individuals and communities residing in rural and more isolated communities. We are also working closely with community planning partners to review college and regional estates to explore opportunities of place-based learning.

We continue to work with regional stakeholders across the Crichton Campus to develop increased articulation to higher education whilst co designing and delivering new and innovative pathways as we seek to increase SCQF Level 7 and above qualifications as is demanded by the region. We are also closely developing our senior phase offer in a period of review to ensure we provide a complimentary senior phase offering with an aspirational and targeted curriculum. We continue to use data insights including Skills Development Scotland's (SDS) Regional Skills Assessments (RSAs) to ensure our curriculum is responding to national and regional drivers as we look to develop our curriculum to 2030 ensuring access and aspiration.

We have launched the first year of our innovative foundation degrees in collaboration with UWS as we look to enhance access within senior phase and beyond. We will look to capitalise on the initial work done within the pathfinder project ensuring we continue to provide innovative pathways to careers. We continue to develop new agreements with our Crichton partners but also beyond and have resigned our MOU with the open university against renewed provision. This has begun with our new pathfinder provision with University of the West of Scotland whilst we are also developing new pathways with University of Glasgow into primary teaching to help meet demands for teachers.



We currently have several key programmes and activities within the college which support fair access and transition:

- **Project Search** – working with young people with learning disabilities looking to find full time employment.
- **Pathfinder** – new degree provision with UWS which includes single entry for HE and shared delivery across tertiary partners.
- **College Academy** – our college offer of learning for senior phase pupils at school.
- **SWAP Access** – promotes access for adult returners into FE and on to HE.
- Corporate Parenting Action plan and DG Cares Team.
- Student Journey Team
- Digital Access and Learning Spaces

## Priorities for 23/24

- 1 We have launched our new DG PALS (Peer, Academic & Language Support) support group for students who have resettled in the region or have refugee status have been invited to join the group with the ambition of creating a College Community where students with similar needs and backgrounds can meet and access targeted information and support.
- 2 Introduced a new Learner Retention system to help monitor students and plan for earlier interventions.
- 3 Continue to utilise student support and additional strategic funding to provide additional needs-based interventions.
- 4 Finalise and launch a new articulation agreement with University of Glasgow allowing access from our early years provision towards primary teaching.



## Quality Learning and Teaching

### High Quality Outcomes

High quality outcomes are key drivers for us and our students. We continue to strive to continue to improve outcomes at all modes having performed above the national sector in 21/22 in 3 of 4 modes. We continue to focus on improving our retention rates specifically focused on FT FE 16–19-year-old learners. We have introduced new digital assets to better early identify students who may be at risk of withdrawal and have developed a wide range of services where student can be referred or self-refer for wellbeing support. We are also working with external support to review our policies and procedures around student expectations as well as working with staff to better develop new approaches around pastoral support. We continue to work towards a strategic priority to ensure our curriculum is digitally rich and accessible. We have developed clear quality frameworks and tools which will be launched this year to progress our VLE environments and have worked closely with JISC to complete a VLE review.

### Staff are at the Heart of our Growth

We recognise that staff are at the centre of everything we do and so we must continue to understand their needs and ensure appropriate development and support. We will improve learning and teaching through robust quality measures which include our new observation of learning programme, introduction of Teaching How2s platform as a ready made pedagogical development tool which will be linked into ongoing review and development. Our Self-Evaluation has been reviewed and will home in specifically on key HGIOC and strategic themes for 23/24 and we continue to develop cross college CPD activities with a focus curriculum and learning and teaching.

## Student Voice and Student Feedback Survey

Student voice is critical to our development as an organisation, we acknowledge the benefits of listening to and acting on the student voice. We recognise the need to have a range of tools which allow student voice to influence the student experience, allowing opportunity for students to influence what happens in the classroom and in the wider College community. Following the restructure of our Student Association we have added to our class representation system, creating new Lead Rep roles for class reps who would like to take on more responsibility who engage in our student partnership forums where they meet with key staff to discuss issues in 3 themes: Learning and Teaching; Campus; and Welfare. We have introduced a new Early Experience Student Survey which is issued at week 4 to help us understand the early experience of our students. This can be broken down into curriculum areas and course level for early feedback staff can use to understand early progress. This is then a focus for self-evaluation in DG-SEE where teams are asked to reflect and act on any areas of enhancement. All teams will also engage in additional student engagement work as part of DG-SEE each block.

## Estates

We are continuing our estates development plan which has involved further upgrades of interactive screens in more teaching spaces, development of key areas within our construction and engineering spaces, further progress in development of our eSports curriculum and significant work with UWS to develop shared space and activities starting with fitness, health and exercise spaces.

## Priorities for 23/24

- 1 Ensure that all staff have participated in observation of learning by the end of this academic year with reporting around impact on staff development and student outcomes.
- 2 Development of a new Professional Review and Development (PRD) RD process ensuring focus on professional standards and further GTC registration.
- 3 The development of new Learning and Teaching strategy co-designed with staff to complete our quality package to improve learning, teaching and assessment.
- 4 Development of an aligned estates plan to ensure we have achievable targets to continue improving the learning estate.

## Coherent Learning Provision

We continue to develop our internal and external partnerships to ensure we have clear and defined pathways for our students in employment or further study. We engage with employers and regional skills groups as we continue to monitor and identify skills needs and demographic changes across the region. We draw on a full range of labour market information, including Regional Skills Assessments as well as continuing our engagement with [Lightcast](#).

Through our internal review groups including Curriculum Leadership Group we have regular input from SDS advisers and sharing insights and recommendations about future need.

Our portfolio planning process is well embedded now as we continue to use data insights and reporting to develop curriculum plans which meet national and regional needs. We now have our sights set on 2030 as we start to review, realign, and repurpose our curriculum portfolio and how it is offered. We use this to supplement existing local data gathered through our partnership working.

### Priorities for 23/24

- 1 Re-align our current curriculum offer against the revised credit allocations as we develop a new and forward-thinking curriculum plan for 2025–2030.
- 2 Development of a new Professional Review and Development (PRD) RD process ensuring focus on professional standards and further GTC registration.
- 3 Focus on skills development and new opportunities in construction and engineering – specifically around just transition skills and knowledge.
- 4 Improved curriculum planning with our senior phase partners to ensure we are contributing effectively to the aims of the Dumfries and Galloway Council Senior Phase Strategy.
- 5 We will continue to develop awareness of and engagement with our new UWS pathway degrees as we look for further opportunities to enhance the student journey.





# Outcomes for Economic Recovery and Social Renewal



## Work Based Learning and Skills

### MA Programmes

We work closely with employers to understand and support staff development needs with our work-based learning and MA programmes offering the workforce opportunity to upskill and demonstrate progression. ILM courses have been delivered for several businesses through FWDF and these are now being used to develop existing managers knowledge and skills across sectors. We currently are experiencing greater demand in our MA provision with demand for places outstripping our contract allocation. The number of enquiries for MAs far exceed the number of places available, particularly in Social Care so once all places are used, we will request additional places. If other MA contractors are not achieving their start targets places SDS will behave removed them from their contract and reassigned the places.

### Commercial Growth

To support economic recovery local business have benefitted from a range of courses provided by our Commercial Team. A range of courses in sectors such as hospitality, digital and healthcare have been delivered. We have also developed a range of programmes which can now be delivered online including IOSH, NEBOSH, ILM and Food Hygiene.

## Partnerships

We continue to forge industry partnership to help develop and enhance our curriculum offer. We are working with Gretna Green the five-star Scottish tourism shopping and wedding venue to provide industry-based placements for our hospitality students gaining hands on experience of a world-famous visitor attraction as part of their curriculum. In engineering we have been delighted to partner with Natural Power – a leading renewable energy consultancy and service provider – to redesign our curriculum resulting in a new Wind Turbine (Natural Power) Trainee programme and the launch of the new graduate placement scheme. This provision is setting examples of practice we want to develop further across all curriculum areas.

## Green Skills

We will continue to focus on our work around our Green Skills academy – Focus on skills development and new opportunities in construction and engineering – specifically around just transition skills and knowledge. We are undergoing review around themes of retrofit, energy and transport offer. We're also rolling out our Carbon Literacy training in association with the Carbon Literacy Project.

## Priorities for 23/24

- 1 In response to demand we have introduced two new SVQs in both Youth Work and Occupational Health & Safety, both of which are available as MAs.
- 2 We are discussing with Dumfries and Galloway Council around additional Childcare SVQs or MAs due to increased demand.
- 3 We are working in partnership with Wheatley Housing South to develop Construction Apprenticeship pathways in join Joinery, Roofing and Renewable Heating skills.
- 4 In response to demand from the residential social care sector that already works with the SVQ team, the short course team is developing an HNC Social Services online that will be delivered using Learnnet and MS Teams in a blended delivery style.
- 5 We are working with our partnership with our colleagues in Community Learning and Development to design alternative deliver models to upskilling programmes as we support upskilling and retraining for the sector in the face of workforce challenges.
- 5 Focus our just transition development as we look to source support and resource to start development of a Centre for Just Transition Skills and Excellence.

# Net zero and environmental sustainability response

Dumfries and Galloway College have been recognised as highly successful in embedding a whole institution approach to sustainability. Our leading the way, a Net Zero D&G project won the Green Gown award for Sustainability Institution of the Year in 2021 for our whole institution approach.

The College do this by utilising the following:



**Public Bodies Climate Change Duties reporting:** This is done annually with the figures for each year used to priorities work streams going forward. The key areas to target are the use of grid energy, something that is on the D&G focus through our commissioned Net Zero building surveys carried out in 2023.



**Ambition 2025:** The Colleges strategic ambition 2025 commits us to becoming a Net Zero organisation by 2030. By setting this as a strategic target this becomes a matter of reporting at all levels within the College, through Management and Leadership structure right up to Board level. This ensure a firm focus is placed on meeting the key targets we have set ourselves and that they are in line with sector and Government targets.



**Climate Change Action Plan 2020–2025:** This document is the operational action plan which sets out our key priority areas to focus on for carbon reduction, educational opportunities and wider community working. This plan is used by our Estates department to implement energy and carbon reduction measures. 2022/23 saw the College focus on transport, changing to a full fleet of EVs along with the installation of 12 new accessible EV charging points.



**Education:** The College prides itself as adopters of the UN SDGs, ensuring our courses map out against these to ensure transparency. Currently over 60 of our courses proudly link directly to the UN SDGs. eThe College also operates a Green Skills Academy, focusing on providing the skills required to aid a just transition particularly around Green Energy, Sustainable Construction and Renewable Transport.



**Engagement:** Engagement on Net Zero is a key to achieving our ambitions. Across the College colleagues work with stakeholders to explore opportunities, examine best practice, input to policy and direction both locally and nationally as well as seek out key partnerships to take work streams forward. These can include sectoral partners such as ESP, SDS, EAUC. Local partners such as D&G Council and South of Scotland Enterprise. Business Partner who include companies such as Wheatley Group.



## College Emissions

The below will show the Colleges emissions from baseline year 2014 up to and include the end of 2021, which was our last reporting year. The College reports on each Calendar year in its PBCCD report, this years report will be based on the figures from calendar year 2022.

Year	Year Type	Scope 1	Scope 2	Scope 3	Total Tonnes CO <sub>2</sub> e
2014	Calendar	315	870	136	1,321
2015	Calendar	324	762	115	1,201
2016	Calendar	365	726	114	1,205
2017	Calendar	388	591	83	1,012
2018	Calendar	402	485	66	952
2019	Calendar	445	410	51	906
2020	Calendar	326	283	81	690
2021	Calendar	343	273	72	688



# Appendix 1

## College Outcome Agreement Impact Framework: Supporting Data

			Internal Data	Targets
Measure	2020-21	2021-22	2022-23	2023-24
A Credits Delivered (Core)	29,882	30,907	30,722	27,800
Credits Delivered (ESF)	625	632		
Credits Delivered (Core + ESF)	30,507	31,539	30,722	27,800
B Volume of Credits Delivered to 10% most deprived postcode areas	2,679	3,038	2,652	
Proportion of Credits delivered to 10% most deprived postcode areas	8.8%	9.6%	8.62%	8.50%
C Volume of credits delivered to care-experienced learners	2,027	1,452	1,860	
Proportion of credits delivered to care-experienced learners	6.6%	4.6%	6.05%	6%
D Number of senior phase age pupils studying vocational qualifications delivered by colleges	359	217	174	160
E1 Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	59.0%	59.8%		61.30%
Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	482	514		
Total number of FTFE students	817	860	938	
E1A The percentage of FT FE care-experienced students successfully achieving a recognised qualification	52.9%	48.1%		61.30%
The total number of FT FE care-experienced students achieving their qualification	87	79		
The total number of FT HE care-experienced students	46	38		
E1B The percentage of FT HE SIMD10 students successfully completing a recognised qualification	53.8%	56.6%		61.30%
The number of FT HE SIMD10 students successfully completing a recognised qualification	50	60		
The total number of FT HE SIMD10 students	93	106	92	
E1C The percentage of FT FE 16 to 19 year olds successfully completing a recognised qualification	54.9%	55.3%		61.30%
The number of FT FE 16 to 19 year olds successfully completing a recognised qualification	259	297		
The total number of FT FE 16 to 19 year olds	472	537	569	

E2	Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)	76.1%	79.3%		79.30%
	The number of PT FE care-experienced students successfully completing a recognised qualification	1,731	2,371		
	The total number of PT FE care-experienced students	2,275	2,990	3,077	
E2A	The percentage of PT FE Care-experienced students successfully completing a recognised qualification	63.0%	80.0%		80%
	The number of PT FE care-experienced students successfully completing a recognised qualification	34	16		
	The total number of PT FE care-experienced students	54	20	94	
E2B	The percentage of PT FE SIMD10 students successfully completing a recognised qualification	67.5%	82.9%		80%
	The number of PT FE SIMD10 students successfully completing a recognised qualification	102	189		
	The total number of PT FE SIMD10 students	152	228	243	
E3	Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	69.2%	61.2%		66.20%
	Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	290	232		
	Total number of FTHE students	419	379	375	
E3A	The percentage of FT HE care-experienced students successfully completing a recognised qualification	33.3%	-		
	The number of FT HE care-experienced students successfully completing a recognised qualification	3	0		
	The total number of FT HE care-experienced students	9	0	7	
E3B	The percentage of FT HE SIMD10 students successfully completing a recognised qualification	59.1%	61.3%		61.30%
	The number of FT HE SIMD10 students successfully completing a recognised qualification	13	19		
	The total number of FT HE SIMD10 students	22	31	30	
E4	Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	84.0%	79.1%		81.30%
	Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	204	216		
	Total number of PTHE students	243	273	277	
E4A	The percentage of PT HE Care-experienced students successfully completing a recognised qualification	-	-	0	N/A



	The number of PT HE care-experienced students successfully completing a recognised qualification	0	0	0	N/A
	The total number of PT HE care-experienced students	0	0	0	N/A
E4B	The percentage of PT HE SIMD10 students successfully completing a recognised qualification	73.3%	77.8%		75%
	The number of PT HE SIMD10 students successfully completing a recognised qualification	11	14		
	The total number of PT HE SIMD10 students	15	18	19	
F	Number of students achieving an HNC/D qualification articulating to degree level courses	81	65		80
	Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	47	28		40
	Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	58.0%	43.1%		40%
G	Total number of full-time FE college qualifiers (in confirmed destinations)	443			450
	Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	423			420
	Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	95.5%	-		90%
	Total number of full-time HE college qualifiers (in confirmed destinations)	266			
	Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	256			250
	Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	96.2%	-		91%
H	Percentage of students overall satisfied with their college experience (SSES survey)	89.7%	90.5%		90%

Please note that 2019-20 figures for measures E, G and H and all 2020-21 figures were impacted by the COVID-19 pandemic and may not be directly comparable to other years.



## Appendix 2

### Self-Evaluative report 22/23

#### Section 1 – Fair Access and Transitions

**Please note:** We are unable to report on final success due to recent industrial action and impact of ASOS

We have continued to develop our onboarding processes ensuring ease of access to information and ensuring engagement with students pre course. We continue to evolve our approaches of embedding AI into the pre- entry process and enhancing our summer activity which is available for all students.

We continued to develop our senior phase pathways offering regional application bootcamps for young people in schools looking to make next steps, college taster days and the addition of pre summer induction days for our college academy students.

Our student adviser team have been doing some directed transitions work with students with experience of care specifically and are hoping that concerted effort to better onboard will improve impact.

We have identified some key support themes around student engagement and behaviour, Trauma, and neurodiversity themes during 22/23 and will identify appropriate actions to take forward in developing organisational knowledge and services. Meeting the additional support needs remains a challenge with limited resources however our Educational Support added some new sessions including group skills sessions and holiday support camps.

#### Measure A – Credits Delivered

The college continues to aim to deliver to the credit target which for 23/24 is 27,800. In AY 22/23 the college delivered 30,722 credits to students, 167 credits below the target of 30,889.

Enrolment Mode	Measure A – Credits Delivered Each Year					
	FE 22/23	FE 21/22	FE 20/21	HE 22/23	HE 21/22	HE 20/21
Full Time	15,222	13,589	15,737	5,225	5,225	6,237
Part time	9,446	11,671	7,542	829	990	127



## Measure B – Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas (SIMD10).

Volume and proportion of credits delivered to learners in the most deprived 10%				
	22/23	21/22	20/22	3 year trend
<b>Volume</b>	2,652	3,028	2,679	-27 ↓
<b>Proportion</b>	8.62%	9.6%	8.8%	0.18% ↓

The college delivered 2,652 credits to students from SIMD10 postcodes, which is a decrease from the previous year of 376 credits. This equates to 8.62% of all credits delivered, a slight decrease from the previous year of 9.6% of all credits delivered. Reasons for this could be a result of various factors including opportunities for direct access to HE, particularly in areas like Health and Social Care to study, recovery from COVID-19 or changing demographics which is seeing an ageing population in our region. We will reflect on this decrease and monitor for any emerging trends going forward. The college is working towards enabling all students who wish to study to attend college, with various initiatives throughout the year and covering the whole region.

SIMD10 success rates is not available due to ASOS however for 21/22 success of students from SIMD10 was 64.6% against the national success rate of 60.1%

## Measure C – The Volume and Proportion of Credits delivered to Students with experience of care.

We saw an increase in the number of credits delivered to students with experience of care and this remains a mainly upward trajectory. Credits delivered in this category increased from 5.41 % to 6.05% of all credits delivered, delivering 1860 in total: 30,889.

Volume and proportion of credits delivered to learners in the most deprived 10%				
	22/23	21/22	20/22	3 year trend
<b>Volume</b>	1,860	1,452	2,027	-167 ↓
<b>Proportion</b>	6.1%	4.6%	6.6%	0.05% ↓

Care experienced success rates are not available for 22/23 due to ASOS. However, success figures for 21/22 showed that 54.3% of students with experience of care were successful against the national success which was 52.5%, 1.8% above sector average. 137 Care experience students enrolled on courses for 22/23 of which 76% went on to complete their course. The college has a dedicated team to support students who are care experienced.

## Measure D – No. of Senior Phase age pupils on vocational qualifications delivered by colleges

In AY 22/23 the college had a decrease of Senior Phase age pupils enrolling on programmes at the college. 174 Senior Phase students enrolled, a reduction from 217 in AY 21/22. This is a decrease of 43 students. Reasons for this remain unclear, but since the end of Covid restrictions, numbers have decreased.

Further data needs to be analysed to understand if this is a trend due to Covid or whether, for example, mental health or economic circumstances are impeding this category. Overall numbers of young people enrolling as part of our senior phase offer has shown increase in 3 years by 44 enrolments although 22/23 figures are lower than our 2 year high in 21/22.

	22/23	21/22	20/21
Total number of credits	30,748	31,547	30,507
Number of senior phase students	174	217	359
(SFC Reporting)			
Total number of senior phase students overall	428	622	384

We will review our curriculum looking ahead to 2030 our senior phase offer will be critical to that. Initial discussions have started between the local council and other relevant stakeholders to ensure we provide a college offer which is aspirational and targeted offering young people effective pathways as part of the wider senior phase portfolio for the region.

We may also have to considered reduction of our wider senior phase offer in our realignment of the reduced credit position which would limit wider opportunities for young people in senior phase.

We have launched our new Foundation Degree pathways in Cyber and Business this academic year and recognise that it will take some time to embed these into the learning landscape, but we are also looking at further pathways which can improve access to degree provision for young people in the region.

## Section 2 – High quality, learning, teaching and support

The new observation of Learning and Teaching process is in its first full calendar year and is proving to be very popular. Just over 50% of 57 members of staff have undergone observations during AY 22/23 receiving appropriate feedback. This process is encouraged for all teaching staff allowing best practice to be shared college wide and we aim to ensure all staff have been observed at least once before the end of the calendar year. Students comments and evaluations of their courses are an integral part of this process to gain an all-round view of any issues or areas for improvement. We have also invested in the HOW2 teaching platform which provides research informed pedagogical practices and creates online communities of practice.

At present 98% of staff have gone live on the system as we look to embed this in our wider PRD and PU processes. We continue to enhance flexibility in our delivery models with several curriculum areas including Health and Social Care, Computing and Business continuing to offer blended learning models as we look to adapt to meet changing student needs.

The Self Evaluation system (DG-See) is also in its second year of implementation. There has been an increased uptake of this style of reflective analysis as we continue to refine and improve the quality of our self-evaluations. This data is then used to shape different college areas, analyse for improvements and report on successes.

### Measure E – Proportion of enrolled students successfully achieving a recognised qualifications FE (FT & PT), HE (FT & PT)

Mode	%CS Sector 21/22	% Completed Successfully 22/23	% Completed Successfully 21/22	% Completed Successfully 20/21
FT FE	59.0%		59.8%	59.0%
PT FE	76.3%		79.3%	76.1%
FT HE	62.5%		61.2%	69.2%
PT HE	78.8%		79.1%	84.1%

The college has a high proportion of PT students. The FE PT students pass rate for AY 21/22 was 79.4% and the HE PT 79.1%. In AY 21/22 our fulltime students' success was at 59.8% for FT FE and 61.2% of our FT HE students.

We have seen improvements in FE success across both modes however reduced success in HE. However, this compares to national trends and in fact we have performed above sector outcomes in FT FE, PT FE and PT HE.

We do not have the KPIs for successful completion for 22/23 due to ongoing industrial action.

## Enrolment Figures

Mode	22/23 Enrolled	21/22 Enrolled	20/21 Enrolled
FT FE	938	869	985
PT FE	4,399	4,975	3,142
FT HE	341	382	435
PT HE	271	280	255
<b>Totals</b>	<b>5,949</b>	<b>6,506</b>	<b>4,817</b>

In 22/23 we saw an decrease of 576 overall which primarily came in PT FE. This may correlate with shrinking demographics within senior phase and other socio economic reasons related to economic opportunities or alternative opportunities.

## Retention for all modes of study

Mode	22/23 %	21/22 %	20/21 %
FT FE	75.0	71.0	71.0
PT FE	88.0	87.0	90.0
FT HE	84.0	77.0	78.0
PT HE	87.0	94.0	91.0

Retention percentages have increased in all areas except PT HE and the college is pleased with this result and would suggest improvement in the interventions and approaches adopted last academic year. This continues to be a key area of focus for this coming academic year.

## Section 3 – Learning with Impact

### Measure H – SSES Survey – The percentage of students Overall, satisfied with their College experience

In AY 22/23 we issued our first Student Early Experience Survey where 40.5% of the student population took part, which is 722 responses. The survey was opened for 2 weeks at the end of September and the report forms part of the DG-See process going forward. The average response over all answers was 4.5 out of a possible 5, which shows a very high level of satisfaction. For the whole of session 22-23 the overall college experience satisfaction rate is 96%. On comparison to the satisfaction rate for session 21-22 (90.4%) this represents an increase of 5.6%. Overall participation in the survey was positive with 996 responses in total. This represented a return of 50.6%.

This represents an increase of 19.1% on comparison to the return for session 21-22 (31.8%). There were also 126 comments from the survey. Comments have been shared with relevant staff and feedback requested to note any actions taken in response to issues raised. This will form part of the College DG-See process.

94.1% of FT HE students and 96.9% of FE FT students were satisfied overall with their experience. Therefore over 9 out of 10 FT students were satisfied with their college experience overall. HE distance/flexible learning were 94% satisfied overall and FE distance/flexible learning resulted in 94.4% satisfied overall.

Regarding PT students: PT HE students were 92% satisfied overall and PT FE students were 98.2% satisfied overall.

The college is pleased with these results but will continue to look at the comments and the small percentage of students who had issues, to make improvements where possible.

### SSES Survey – The percentage of students Overall, satisfied with their College experience

Mode	22/23	21/22	20/21
FT FE	96.9%	91.20%	89.40%
PT FE	98.2%	95.60%	100%
FT HE	94.1%	88.40%	88%
PT HE	92%	100%	90.90%

## Measure F – Articulation to Universities of advance standing from College to degree level study

	21/22	20/21	19/20
Total number of students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	28	47	48
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	65	81	89
The proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	43.1%	58.0%	53.9%

The percentage of students articulating to university with advanced standing has decreased in line with decreased enrolments. Overall numbers of students on the HE courses who have achieved their qualification and articulated on to university has decreased.

The college is keen to offer HE qualifications to all students who want the study at this level. Pathways and alternative methods of studying are offered to achieve this, the college continues to expand new opportunities and collaborations however we recognise these trends are affecting the sector.

Session	20-21	19-20	18-19
Number of leavers	757	773	842
Confirmed destinations	93.7% (709)	92.0% (711)	94.9% (799)
Unconfirmed destinations	6.3% (48)	8.0% (62)	5.1% (43)

The college has a high percentage of confirmed destinations of all leavers (93.7%) but is also keen to have 100% and is working towards this to have a full picture.

# Outcomes for Economic Recovery and Social Renewal

## **Responsive Institutions**

The college is working with local employers to aid economic and social recovery. We have partnered with Gretna Green to give students a world class hospitality work experience through placement partnerships. This is important as Hospitality is an important part of the tourism industry for the region. Students from Creative Industries are involved in the live briefs for branding, promotion, and videos of these events to support the local economy and promote growth in the region.

The college continues to work with Borders College and other stakeholders to expand the region's competitiveness by developing digital skills through the Digital Pathfinder Programme. The Digital Pathfinder will build upon the work of the South of Scotland Digital Skills Hub and help align provision, programmes, and curriculum offerings to the current and emerging needs of students and employers across the region.

## **Confident and Highly Capable Work Ready Graduates –**

The college continues to work closely with local partners to ensure students are ready for work and are confident in their skillsets. The college is working with schools to offer ESOL classes to those who need it. There is an increase in this area, and this is being monitored for new learning trends. Bespoke courses are currently being offered for these groups of learners.

Work with SDS and Dumfries and Galloway Council continues to look strategically at skills for mid- and long-term needs. The college is working in partnership with these and other organisations to identify and plan for future needs. We continue to work with Young Enterprise Scotland however we are currently supporting the recruitment of a new staff member to continue leading on the work started in this area.

## **Knowledge, Exchange and Innovation –**

An industry and academic partnership between Dumfries and Galloway College and Natural Power has been developed. This collaboration has initiated courses that specifically meet both the needs of the industry and the learner, providing a clear pathway from college to internship to employment.

The joint BA Hons for Business between UWS and the college has further developed this year with knowledge exchange between the two institutions for best outcomes. This allows students to develop their interest at school and follow this through to a

level 10 qualification on the campus, without the need to move out of the region. This is important to allow every person who wants to study this subject to be able to do so.

### **Climate Emergency –**

We continue to enhance our impact and work around sustainability as referenced more closely in the ROA.

# **Our Vision**

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

- **Nurture aspiration, ambition and achievement**
- **Support and stimulate the regional economy and communities**
- **Develop our people and partnerships**
- **Enable equity of access and social mobility**
- **Support Scotland's transition to net zero**







## Case Studies

# Outcomes for Students: Digital Care Hub

At the heart of our college lies a cutting-edge initiative that has redefined the way we approach teaching and learning within our Health and Social Care department. Our Digital Care Hub, originally designed as a nurturing home environment for students, is revolutionizing education. This state-of-the-art facility is not merely a space but a testament to our commitment to providing an unparalleled learning experience. The Digital Care Hub boasts a plethora of features that could reshape the way care at home could be delivered in the future. This has reshaped the learning landscape for health and social care students in Dumfries and Galloway. Central to the Hub's innovation are our Learning Pods – collaborative spaces where students can engage in group work while seamlessly sharing their work with another member of the group who could be sitting at home – or indeed anywhere else. This fosters dynamic interaction and enhances the collaborative spirit among our students. The Hub also encompasses a spacious area dedicated to classroom activities, complete with a mobile digital board.

One of the most remarkable facets of the Digital Care Hub is its versatility. The space can be effortlessly partitioned, accommodating multiple classes or lectures, including those online. This adaptability ensures that we can meet the evolving demands of modern education, even in the face of challenging scheduling constraints. Indeed, some of the lecturers will be delivering from home while others are in the Care Hub. Incorporating technology to its fullest extent, we have the capacity to record live lessons and capture students' practical demonstrations of their skills. These recordings are made accessible through the Hub's integrated flat screens, providing students with a valuable resource for self-assessment and improvement.

Collaboration with the National Health Service (NHS) has been pivotal in shaping the Hub, infusing it with clinical expertise and insights. Clinical educators now share this space, enriching the learning experience for our students and their staff providing them with real-world perspectives. Our dedicated lecturers have rapidly evolved their teaching methods to adapt to the digital age. As a result, our students have not only embraced this transformative approach but have thrived under it. The impact on student retention has been significant, as the Hub has eliminated the barriers of distance and time. Students can easily catch up on missed lessons due to shift work or caregiving responsibilities, thereby ensuring their uninterrupted educational journey. It is with great pride that we share the resounding satisfaction reflected in our student surveys. Our innovative delivery methods have not only improved the quality of education but have also facilitated more personalized one-on-one coaching opportunities with our students.



***My learning online has been good, instructions given on the recordings and teams messages are clear, and if any help is needed, I have regular contact with my lecturers, who are always willing/able to help me. I would recommend online learning, it is great that anyone can have the option to study online or attend classes, it is a change from the traditional way of learning and allows a person to progress in their chosen profession and still be employed.***



**Digital Care Hub**





# Outcomes for Students: Economic transformation and social renewal

We recognise that wind power has emerged as a critical component of the sustainable energy transition and the need for appropriately skilled workers in the wind energy sector is growing rapidly. To address this demand the college has partnered with Natural Power, a leading renewable energy firm, to co create new solutions for future skills needs. It was identified that existing training programmes were not adequately preparing individuals for careers in the wind energy sector and that significant skills gaps were being identified.

The success of our NQ Wind Turbine and Technician Trainee programme has rested on the collaborative co design process and development of provision. Educational experts alongside Natural Powers technical experts worked together to co design and re purpose existing provision to incorporate the latest skills and technologies demanded by the sector ensuring that it can be fit for purpose now whilst ensuring the partnership will help evolve curriculum so its relevance can evolve and sustain, ensuring that we can produce the workforce needed. This has led to further development of a new wind turbine technician placement scheme in partnership with the college to pro-actively plug local skills gaps. So far 3 students from the NQ programme have started placements as part of the service operations team supporting Brockloch Rig Services hub in the region.

We believe this has become an innovative model for curriculum design which in turn results in economic transformation. By addressing the skills gaps in the wind energy sector and creating effective pathways to employment, this programme is not only transforming the regions workforce but is also contributing to sustainable energy production and economic growth.

  ***The development of this program is an excellent example of collaboration between the college sector and industry to meet specific skills requirements. By sharing best practices through the training network, we aim to replicate this model in partner colleges and move closer to meeting government net zero targets.***

Douglas Knox – Sector Manager at ESP







**Launching this transformative initiative is a significant accomplishment and marks an important milestone ... By welcoming new, local talent, we are not only enriching our workforce but also fostering strong connections within our community. This aligns with our unwavering commitment to nurturing talent and investing in the future of renewable energy.**

James Hamilton – Service Delivery Manager at Natural Power



**As part of our work with Natural Power, three of our students completed a six month placement at Windy Standard Wind Farm, receiving on-the-job, enhanced training and putting them in good stead to work in the ever-growing, ever-important renewable energy sector**

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