LEARNING AND TEACHING COMMITTEE

MINUTE OF MEETING HELD ON 04 SEPTEMBER 2023 AT 16:00hrs VIA TEAMS

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

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

1.1.1.   The Chair welcomed everyone to the meeting and introduced SA President Adnan Dogrultan who was attending L&T for the first time. Following the late arrival of both Dr. Malcolm MacLeod and Gillian Brydson the meeting was noted as quorate.

1.1.2.   Apologies were noted as above.

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

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

FOR APPROVAL

2.   Minutes of Previous Meetings and Matters Arising

2.1.   Minute of meeting 06 June 2023 | Paper 2.1 | **S. Hodgson**

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

2.2.   **Action Log | L&T0923-2.2 | Verbal | L. Grierson**

2.2.1.   The Secretary to the Board advised that all actions had been completed with no actions recorded from the last meeting.

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 there had been no changes to risk 8, 9 and 10.

3.2.   **After discussion, the Committee approved the status of the risks.**

4.   Item 4 - Terms of Reference / Self Evaluation | Paper 4.1 | L. Grierson

4.1.   The outcome of the L&T Committee self-evaluation had been circulated and approved in advance of the meeting.

4.2.   The Committee were asked to undertake an annual review of the Terms of Reference and were advised of 2 changes; Membership, item 1.4, staff representatives, 3 members of staff representative of the curriculum would be removed; Item 2, quorum.

4.3.   LG confirmed that 2 trade union representatives would be invited to attend the L&T Committee meetings from January 2024.

4.4.   DD informed the Committee of the rationale behind lecturing staff representation on the committee, which was due to there being a faculty structure in place, which no longer exists. The Committee discussed the membership and the forums for staff representation within the College structure, in particular the Academic Council which reported directly to the L&T Committee.

4.5.   The Committee reached agreement to remove the staff representation.

4.6.   **The Committee approved the changes to the Terms of Reference.**

FOR DISCUSSION

5.   Item 5 - Student Association Report | Paper 5.1 | A. K. Glendye

5.1.   KG introduced the paper and outlined the roles of the newly appointed SA officers.

5.2.   The SA had supported the student 'Welcome Days' and 'Freshers' events were being planned for both campuses.

5.3.   There was discussion regarding the detail provided for the mitigations for risk 10 and the Committee was advised of the mechanisms in place for student interactions which were also supported by the quality framework.

5.4.   **The Committee noted the content of the Student Association Report**

M. MacLeod joined the meeting at 16:05hrs and G. Brydson at 16:08hrs – the Chair advised the Committee that the meeting was now quorate. K Glendye left the meeting at 16:08 hrs.

6.   Item 6 - Interim PIs for Previous Year | Verbal | D. Dickson

6.1.   The Depute Principal noted that the performance data was not available for academic year 2022/23 due to continued industrial action preventing the completion of student results. The Committee was informed that all existing students had been able to progress internally and the College had liaised with other institutions to ensure that no students had been impacted. National discussions between Trade Unions and College Employers were

ongoing with strike action scheduled to take place on 7 September 2023 with EIS-FELA, Unison and Unite co-ordinated to strike on the same date. The Executive Team understood that a mandate for the escalation of extended strike action would be put to union members. Communications to employers, students and stakeholders had been circulated with impact on some specific areas anticipated.

6.2. The Principal had recently taken over as Chair of the College Principals Group and commented on the progress being made to end the dispute and measures being explored to support a resolution.

6.3. SMc commented on the low appetite to strike amongst staff, however she highlighted that it was not just about a pay increase but about the importance of positive working conditions within the sector.

6.4. The Committee acknowledged the impact of strike action on students and other institutions and re-iterated the importance of a national position.

6.5. PS advised that close monitoring of both retention and attainment later in the academic year and the need to support some students would be necessary.

6.6. **The Committee noted the verbal update.**

7. **Item 7 - Student Experience Strategy Outturn | Paper 7.1 | D. Dickson**

7.1. DD introduced the paper and highlighted that student satisfaction, college leavers and destinations had all reported PIs above the national levels.

7.2. The Chair commended the improvements and discussion explored the ways in which the student voice is heard and responded to and monitoring of enhancement measures.

7.3. Further clarity on the level of output was requested and additional detail of the mechanisms in placed to capture data was explained including the limitations of a manual system and having small teams. The resource and evolution of new systems was supported with recognition of the strategic role of the Committee.

7.4. **The Committee noted the Student Experience Strategy Outturn report.**

8. **Item 8 - Action Themes from Self-Evaluation | Paper 8.1 | P. Storrier**

8.1. PS introduced the paper highlighting the self-evaluation framework including high level themes and student engagement activities. It was noted that systems were now successfully surfacing themes and attendees were invited to comment.

8.2. The Committee expressed confidence from the positive report.

8.3. The Principal welcomed the paper and advised that improvements would be realised with the introduction of a less manual system.

8.4. PS provided additional assurance regarding the capacity for continual improvement 'in-year' and noted that improved reporting was anticipated later in the academic year.

8.5. The Committee queried the impact of industrial action (ASOS) on systems and were provided further assurance that mitigations were being applied to negate any issues.

8.6. SM commended both the reporting and onboarding process which was being standardised and improved.

8.7.   **The Committee noted the Action Themes from Self-Evaluation report.**

M. Wallace joined the meeting at 16:57hrs for item 9.1 only.

9.   Item 9 - Observation of Learning – Key themes | Paper 9.1 | M. Wallace

9.1.   Following the introduction of Observation of Learning in 2022, positive data had been reported, thus validating the effectiveness of the exercise. Several 'How2s', exploring new teaching methods had been introduced and improvements in collating staff CPD requirements was planned.

9.2.   SM welcomed the process and the positive impact which had been well received amongst staff overall.

9.3.   Additional background information and improvements in culture and attitudes towards the Observation of Learning process was shared. Next steps would encourage increased responsibility, sharing best practice as well as enhanced monitoring of impact and outcomes.

9.4.   The Committee commended the report, welcomed the positive feedback from staff and supported the model which, it was felt, had potential for wider publicity.

9.5.   **The Committee noted the Observation of Learning – Key themes report.**

10.   Item 10 - Education Reform | Paper 10.1 | D. Dickson

10.1.   Confidential to members

10.2.   **The Committee noted the content of the Education Reform Report**

10.3.   **Item 11 - Annual Awarding Body Summary | Paper 11.1 | S. Rutter**

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

FOR INFORMATION ONLY

11.   AOCB | Verbal | S. Hodgson

11.1.   There was no other business. The meeting was adjourned at 17.15 hours.

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

12.1.   The date of the next meeting is scheduled for 21 November 2023.

Learning and Teaching Committee

Monday 4 September 2023 (1600-1800)
Virtually by Teams

Agenda

Time	Item	Lead	Paper
	1. Welcome and Apologies • Declaration of Interests and Connections	SH	Verbal
For Approval			
	2. Minutes of Previous Meetings and Matters Arising • 6 June 2023 • Action Log (no actions to record)	SH LG	Paper 2.1 verbal
	3. Strategic Risk Register	LG	Paper 3.1
	4. Terms of Reference / Self Evaluation	LG	Paper 4.1
For Discussion			
	5. Student Association Report	AD/KG	Paper 5.1
	6. Interim PIs for Previous Year	DD	Verbal
	7. Student Experience Strategy Outturn	DD	Paper 7.1
	8. Action Themes from Self-Evaluation	PS	Paper 8.1
	9. Observation of Learning – Key themes	MW	Paper 9.1
	10. Education Reform	DD	Paper 10.1
For Information only			
	11. Annual Awarding Body Summary	SR	Paper 11.1
	12. AOCB	SH	Verbal
	13. Date of next meeting • Tuesday 21 November 2023	SH	Verbal

DUMFRIES AND GALLOWAY COLLEGE

MEETING	LEARNING AND TEACHING COMMITTEE
Agenda Item:	3
Paper No:	LT0923-3.1

Date	21/08/2023
Location	MS Teams
Title of Paper	Strategic Risk Register
Presented By	Lorraine Grierson
Recommendation	Approval
Appendix Attached	No
Disclosable Under FOISA	YES

Read Time: 3 minutes

1. Recommendation

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

2. Executive Summary

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

3. Context

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

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

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

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

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

4. Strategic Implications

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

5. Risk

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

6. Implications

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

Lorraine Grierson
Secretary to the Board
Aug 2023

Strategic Risk Register

STRATEGIC RISK REGISTER UPDATE   L&T COMMITTEE – SEP 23

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

KEY: ASSESSMENT OF RISKS

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

Risk Score Matrix Impact / Likelihood:

5	10	15	20	25
4	8	12	16	20
3	6	9	12	15
2	4	6	8	10
1	2	3	4	5

Strategic Risk Register

Strategic Objective:	Risk No: 8

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

Numerical Scoring of Gross Risk (i.e., without controls in place)					
What is the predicted **LIKELIHOOD** of the risk occurring?	(A) 4/5	What is the predicted **IMPACT** of the risk?	(B) 4/5	What is the total risk score? (A x B)	16/25
The **GROSS** risk is therefore: MIN/SIG/MAJ/FUN	**Major Risk**				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
FRONT LINE **(Management Assurance)** **Operational Delivery /Systems /Quality Assurance /Supervision**	• Online reports with curriculum areas performance • Action planning at curriculum area level • Regular curriculum team meetings	• Managers and Directors monitor course PIs • Self-evaluation reporting monitored by Performance
OVERSIGHT OF MANAGEMENT ACTIVITY **Internal Compliance and quality checks / Legal and Regulatory / Financial controls /**	• College wide enhancement plan developed from self-evaluation • Action planning from portfolio reviews	• College wide enhancement plan monitored annually • Annual portfolio review to examine improvement actions • Regular reportage on performance to SLT

Strategic Risk Register

Management controls / Project assurance		• Reportage to L&T Committee on College wide self-evaluation and portfolio reviews
INDEPENDENT ASSURANCE **Internal Audit / external bodies**	• Annual scrutiny by Education Scotland annually by HMI and STMs • Self-evaluation reportage to Scottish Funding Council	• Reportage by Education Scotland presented to the BoM • SFC Outcome Team monitor returns and provide feedback as required

Numerical Scoring of NET Risk (i.e., with controls in place) (2 cont)					
What is the predicted **LIKELIHOOD** of the risk occurring?	(A) 3/5	What is the predicted **IMPACT** of the risk?	(B) 4/5	What is the total risk score? (A x B)	12/25

Risk Status	Meeting 1 SIG	Meeting 2	Meeting 3	Meeting 4

MEETING	AMENDMENTS TO RECORD
Q1	No Change
Q2	
Q3	
Q4	

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

Strategic Risk Register

Strategic Objective:	Risk No: 9

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

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

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

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
FRONT LINE **(Management Assurance)** **Operational Delivery /Systems /Quality Assurance /Supervision**	• Assessor marks in line with national standards utilising awarding body resources. • Action planning at curriculum area level • Regular curriculum team meetings	• Internal verifier appointed for each unit and a cycle of verification is followed. • Self-evaluation reporting monitored by Performance
OVERSIGHT OF MANAGEMENT ACTIVITY **Internal Compliance and quality checks /**	• Management scrutiny of the cycle of verification and appointment of internal verifiers. • Issues from internal verification are identified and action planned to	• Scrutiny of internal verification reports by managers. • SLT scrutiny of annual verification activity. • College wide enhancement plan monitored annually

Strategic Risk Register

Legal and Regulatory / Financial controls / Management controls / Project assurance	ensure conformity with national standards. • College wide enhancement plan developed from self-evaluation	• Reportage to L&T Committee on College wide self -evaluation and portfolio reviews
INDEPENDENT ASSURANCE **Internal Audit / external bodies**	• External verification by awarding body according to an annual cycle and risk • Annual scrutiny by Education Scotland annually by HMI and STMs • Self-evaluation reportage to Scottish Funding Council	• External verifier presents report of visit to curriculum and performance team. • Performance directorate monitor external verification and report to SLT and the L&T Committee. • Reportage by Education Scotland presented to the BoM • SFC Outcome Team monitor returns and provide feedback as required

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

What is the predicted **LIKELIHOOD** of the risk occurring?	(A) 2/5	What is the predicted **IMPACT** of the risk?	(B) 2/5	What is the total risk score? (A x B)	4/25

Risk Status	Meeting 1 MIN	Meeting 2	Meeting 3	Meeting 4

MEETING	AMENDMENTS TO RECORD
Q1	No Change
Q2	
Q3	
Q4	

No.	Risk and Risk Appetite	Avoid	Averse	Cautious	Moderate	Open	Hungry

Strategic Risk Register

9	Failure to adhere to academic compliance arrangements							

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

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

Strategic Risk Register

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
FRONT LINE **(Management Assurance)** **Operational Delivery /Systems /Quality Assurance /Supervision**	• Clear arrangements for applications, onboarding and retention • Student block surveys and Student Satisfaction and Engagement Survey (SSES) • Student engagement prior to course start and on course • Continuous self- evaluation and action planning by support and teaching areas • Action planning at curriculum area level • Regular curriculum team meetings • Students' association officers' meetings with students • Student focus groups • Student class representatives input to course teams	• Review of early student experience • Performance return survey and SSES results to CMs • Performance enhancement measure support areas to improve the student experience • Self-evaluation reporting monitored by Performance and Directors
OVERSIGHT OF MANAGEMENT ACTIVITY **Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance**	• College wide enhancement plan developed from self-evaluation • Action planning from portfolio reviews	• Monitoring of College wide enhancement plan • Portfolio review to examine improvement actions • Regular reportage on performance and student satisfaction to SLT • Reportage to L&T Committee on College wide self - evaluation, enhancement plan and portfolio reviews
INDEPENDENT ASSURANCE	• Annual scrutiny by Education Scotland annually by HMI and STMs	• Reportage by Education Scotland presented to the BoM

Strategic Risk Register

Internal Audit / external bodies	• Self-evaluation reportage to Scottish Funding Council		• SFC Outcome Team monitor returns and provide feedback as required	
Numerical Scoring of NET Risk (i.e., with controls in place) (2 cont)				
What is the predicted **LIKELIHOOD** of the risk occurring?	(A) 2/5	What is the predicted **IMPACT** of the risk?	(B) 4/5	What is the total risk score? (A x B)
				8/25

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

MEETING	AMENDMENTS TO RECORD
Q1	No Change
Q2	
Q3	
Q4	

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

DUMFRIES AND GALLOWAY COLLEGE

MEETING	LEARNING AND TEACHING COMMITTEE
Agenda Item:	**4**
Paper No:	**LT0923-4.1**

Date	04 September 2023
Location	MS Teams On-line
Title of Paper	Terms of Reference / Committee Self Evaluation
Presented By	Lorraine Grierson
Recommendation	Approval
Appendix Attached	NO
Disclosable Under FOISA	Yes

Read Time: 3 minutes

1. **Recommendation**

- The Learning and Teaching Committee is asked to note the self-evaluation information
- review and agree the Terms of Reference for Board approval

2.   Executive Summary

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

3.   Context

3.1   The self-evaluation was carried out in May 2023 and the completed evaluation is attached for information. This has previously been sent out to committee members for their comment and approval.

3.2   As part of the evaluation process, the terms of reference also need to be reviewed annually.

3.3   C.7 (D)) of the Code of Good Governance states setting quorum for board and committee members should be set at 50% or higher and ensuring that the majority in any decision making are non-executive members.

3.4   The terms of reference include the Committee Schedule of Business for each meeting. These have been reviewed by the executive team member/s and are attached for your information and agreement before being submitted to the full board for approval.

  ➢ With the onboarding of the TU Staff members to the board who are likely to be invited to become members of Learning and Teaching committee, it is viewed that the 3 staff representatives are no longer required. The staff voice is also heard through the Academic Council which reports to Learning and Teaching.

4.   Strategic Implications

4.1   Board effectiveness impacts on all priorities within Ambition 2025.

5.   Risk
5.1   No risks associated with this paper.

6.   Implications

Financial	NO	
Legal	NO	
Learning and Teaching	NO	
Equalities	NO	

Lorraine Grierson
Secretary to the Board
23 August 2023

Terms of Reference	Learning & Teaching Committee
Date Approved by Committee	Nov 2021
Date Approved by Board	Nov 2021
Date of Next Review	Sept 2023
Chair	Sharon Hodgson

1.   Membership

1.1.   6 non-executive board members (one of whom shall be appointed as Committee Chair).

1.2.   Maximum of two staff board member.

1.3.   Maximum of two student board members.

1.4.   In attendance:

> ➢ Principal
>
> ➢ DP Learning Skills, and Student Experience
>
> ➢ Director of Curriculum and Director of Student Experience and Academic Performance
>
> ➢ Three members of staff representative of the curriculum – to be removed
>
> ➢ Secretary to the Board

2.   Quorum

2.1.   No less than one half of the members entitled to vote. (quorum 50% or higher of membership, with the majority for decision-making to be non-executives).

3.   Reporting

3.1.   The L&T Committee shall make its recommendations to the Board of Management as appropriate.

3.2.   The L&T Committee shall observe the Standing Orders in all its business.

3.3.   Minutes of the meetings should be circulated to the Board for information.

4.   Responsibilities

4.1.   The L&T Committee has overall responsibility for monitoring the direction and performance of learning and teaching and the quality of the learners' experience at the College.

4.1.1.   Ensure appropriate mechanisms are in place for the effective monitoring of quality and inclusivity of the learning experience, in line with Education Scotland Quality Framework, and report to the Board.

4.1.2. Review the Evaluative Report and Enhancement Plan (or equivalent) in line with Education Scotland/Scottish Funding Council guidance.

4.1.3. Make recommendations for the Student Experience Strategy and monitor performance against KPIs at least once a year before presentation to the Board.

4.1.4. Reflect on trends in education and encourage innovation and curriculum development to ensure that the College is successfully serving the needs of its internal and external stakeholders.

4.1.5. Agree and monitor academic performance, including student retention, progression, attainment PIs, ensuring self-evaluation arrangements are in place to action and address any areas of concern.

4.1.6. Monitor performance against the College's Regional Outcome Agreement.

4.1.7. Monitor the development of the College's curriculum portfolio and the annual summary feedback from awarding bodies.

4.1.8. Consider reports from and related to the Student Association and address any issues raised by the Association.

4.1.9. Review the Student Association Constitution every 5 years and annual partnership agreement.

4.1.10. Review the College's performance in terms of college leaver destinations, academic appeals, (CLD) and the student satisfaction and engagement survey (SSES).

4.1.11. Maintain an overview of quality assurance and improvement by reviewing feedback and evaluation from student and stakeholder surveys and student complaints.

4.1.12. Monitor external partnerships: articulation with university partners and Developing the Young Workforce (DYW).

4.1.13. Monitor the output and development of the Academic Council.

4.1.14. Review the arrangements for student health and wellbeing.

4.1.15. Monitor the strategic risks relevant to the Committee and suggest recommendations as required.

4.1.16. Receive and review Corporate Parenting and Safeguarding progress reports.

4.1.17. Undertake a self-evaluation exercise annually to ensure that the Committee complies with best practice in relation to governance.

5.   Meetings

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

DUMFRIES AND GALLOWAY COLLEGE

5.2.   **Schedule of Business**

Standing Items:

- Maintain minutes and report to board
- Review L&T Action Log
- Review Risk Register and mitigating actions
- Report from Student Association

Meeting 1 (Aug-Oct) Q1	Meeting 2 (Nov-Jan) Q2	Meeting 3 (Feb-April) Q3	Meeting 4 (May-July) Q4
- Academic Appeals from previous AY - Interim PIs from previous AY - Annual Awarding Body summary - Student Experience Strategy Outturn (inc ROA) - Performance Enhancement Outcome - Student Self-Evaluation process	- Annual SPSO Complaints Report - Audited SFC PIs sector comparison analysis - Evaluative Report and Enhancement Plan - Student Satisfaction and Engagement Survey results - Report from Academic Council - Annual Articulation Report	- Outcome of annual curriculum planning and portfolio review - Student survey results and actions - DYW update - Evaluative Report and Enhancement Plan (update on progress) - College leavers' destination report - Report from Academic Council	- Review/approve Student Association constitution (every 5 years (rev 2022) and partnership agreement (annually) - Student Health and Wellbeing update - Curriculum innovation - Corporate Parenting and Safeguarding progress report - Annual Committee Self-evaluation and review of Terms of Reference/Business Schedule - Report from Academic Council - Student survey results - Outcome of annual curriculum planning and portfolio review

DUMFRIES AND GALLOWAY COLLEGE

L&T COMMITTEE EVALUATION

(to be completed by Committee Members)

Date: June 2023

Good Practice	Yes	No	N/A	Comments/Action
Composition, Establishment and Duties of the Committee				
Does the Committee meet regularly in accordance with the Board Standing Orders?	Yes			
Does the Committee consistently have a quorum?	Yes			However, 2 L&T meetings this year have not been quorate
Do all Committee members attend meetings regularly?	Yes			67% attendance
Does the Committee have enough members?	Yes			There are currently 10 members
Does at least one of the Committee members have a background relevant to the remit of the Committee?	Yes			Chair of Committee and several members have education experience
Have new Committee members received all necessary training?	Yes			CDN Induction. College induction and other development needs are discussed with Chair to Bd.
Does the Committee report regularly to the Board?	Yes			Each board meeting

Section	Yes	No	N/A	Comments/Action
Terms of reference				
Does the Committee have written terms of reference?	Yes			
Do the terms of reference include all aspects of the Committee's role?	Yes			Plus a schedule of business

Does the membership of the Committee need to be changed?	No			
Are the terms of reference adopted by the full Board and reviewed annually?	Yes			Through annual self evaluation process

Good Practice	Yes	No	NA	Comments/Action
Compliance with the Law and Regulations				
Does the Committee have a mechanism to keep it aware of topical legal and regulatory issues?				Yes, risks are recorded on the risk register and any issues are reported to the full board. Bd Secretary updates. Any new regulations – the board would instruct the committee. Issues re attainment and funding are part of the risk register and monitoring of actions and report on progress. VP info and input re bd bus schedule

Section	Yes	No	NA	Comments/Action
Internal Control				
Does the Committee monitor to ensure that risk is controlled?	Yes			Yes – important aspect of risk register and monitoring of mitigating actions
Does the Committee regularly review relevant strategic plans?	Yes			Yes, cycle of reports for oversight of operations and actions thru yr.
Does the Committee consider the level of detail and information it receives appropriate?	Yes			
Are appropriate internal performance measures monitored by the Committee?	Yes			
Is the Committee addressing all matters delegated to it by the	Yes			

Board and under its terms of reference?				

Section	Yes	No	NA	Comments/Action
Administrative arrangements				
Does the Committee have an independent secretary?	Yes			The Bd Secretary acts in an independent manner
Are Committee papers distributed in sufficient time for members to give them due consideration?	Yes			
Are Committee meetings scheduled prior to important decisions on specific matters being made?	Yes			If there are adhoc items, an extraordinary meeting would be scheduled for comment before going to the board.
Is the timing of Committee meetings discussed with all involved?		No		They are organised through discussion with the Chair, VP and BS

DUMFRIES AND GALLOWAY COLLEGE

MEETING	LEARNING AND TEACHING COMMITTEE
Agenda Item:	5
Paper No:	LT0923-5.1

Date	04/09/2023
Location	Teams On-line
Title of Paper	Student Association Report
Presented By	Adnan Dogrultan / Kate Glendye
Recommendation	Discussion
Appendix Attached	NO
Disclosable Under FOISA	YES

Read Time: 3 minutes

1.   Recommendation

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

2.   Executive Summary

2.1   The new Student Association team for 2023/2024 start their roles week commencing 21st August 2023.

2.2.   Welcome Days

3.   Context

3.1   New Student Association Team

President: Adnan Dogrultan, Level 6 Sports & Fitness Student

Vice President Dumfries: Annette Cameron, Level 5 Business Student

Vice President Stranraer: Leah Dey, Level 4 Bakery Student

Adnan and Annette will take up the Student Association positions on the Board of Management.

3.2   Welcome Days

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

3.2.2   We welcomed around 250 students during this time and received positive feedback from those who attended.

4.   Strategic Implications   *Student Experience Strategy*

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

5. Risk

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

6. Implications

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

Adnan Dogrultan/ Kate Glendye
Student Association President/ Student Journey Manager
September 2023

DUMFRIES AND GALLOWAY COLLEGE

MEETING	LEARNING AND TEACHING COMMITTEE
Agenda Item:	**7**
Paper No:	**LT0923-7.1**

Date	04/09/2023
Location	Teams On-line
Title of Paper	Student Experience Strategy Outturn
Presented By	Douglas Dickson
Recommendation	Discussion
Appendix Attached	NO
Disclosable Under FOISA	YES

Read Time: 10 minutes

1.   Recommendation

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

2. Executive Summary

2.1. This report identifies the Student Experience Strategy outturns for academic year 2022/23.

2.2. There are several elements of the strategy highlighted that are measures for the regional outcome agreement and/or Ambition 2025.

2.3. It is of note that student destination and satisfaction is high, there is a time lag in this data of one AY.

2.4. Student performance in 3 of the 4 measures is above national sector performance.

2.5. The student voice is active in proposing implementable enhancements to the student journey.

2.6. Employer engagement has again improved with some key employers inputting to curriculum design.

3. Context

3.1. The Student Experience Strategy is designed to set excellent standards for the experience that students have at Dumfries and Galloway College.

3.2. The Student Experience Strategy is underpinned by 5 initiatives. Each initiative has targets associated with them; the targets will provide measures for the life of Ambition 2025. At this point targets are set for the next 3 academic years in line with good practice in strategy development. Each initiative will be measured and an outturn for each identified. This will allow the Committee to keep the strategy under review and will also provide opportunity to revise targets. Where possible figures, prior to the development of the student experience strategy, have been given for AY 2018/19 and 2019/20.

3.3. The strategy is designed to embed a revised teaching model, the Transform Learning Model, in the classroom and online experience for students. The model draws heavily on feedback from HMI, the Professional Standards for Lecturers, and current developments in pedagogical practice.

3.4. One of the drivers in the Student Experience Strategy is enabling students to influence their experience and enhance it.

3.5. The Student Experience Strategy encompasses the key measures from the Regional Outcome Agreement (ROA). Outcome agreements identify the governments key priorities in relation to education and translate them into measures.

4. Strategic Implications

4.1 The output from the Student Experience strategy informs measures associated with the Regional Outcome Agreement and Ambition 2025.

4.2 This strategy outturn will feed into the College's Evaluation for 2022/23 for SFC and will present a view on progress on enhancement of the curriculum.

5   Risk

1 Risk	2 Mitigations
Risk 10 Failure to achieve an effective student experience	➤ Continuous self- evaluation and action planning by support and teaching areas ➤ Action planning at curriculum area level ➤ Regular curriculum team meetings ➤ College wide enhancement plan developed from self-evaluation

6   Implications

Financial	No	There are no implications.
Legal	No	There are no implications.
Learning and Teaching	Yes	The outturns from the SE strategy impact on the RoA, Ambition 2025 and the College's evaluation to SFC.
Equalities	No	There are no implications.

Douglas Dickson
Depute Principal
September 2023

College Initiative	Performance Measure	Part of RoA	Part of Ambition 2025	Responsible	Description	2019/2020 Prior to SE Strategy	Actual 2020/21	Actual 2021/22	2022/23 Target	Actual 2022/23
Initiative 1 **Transform Learning Model**	Active Learning within all FT Courses mandatory units			Exec SE L&T Inv Manager CMs	Good practice in Active Learning	The model was introduced in 2020/21, no previous data is available.	All Curriculum Areas have developed 2 examples of active learning;	All Curriculum Areas have developed 2 examples of active learning; Examples have been showcased as part of WorldSkills, College CPD event and College Development Network event.	3 examples per Curriculum Area with end of year showcase	All Curriculum Areas have developed 2 examples of active learning
	Employer Engagement in the Curriculum			CMs	Employer forums in each Curriculum Area	The model was introduced in 2020/21, no previous data is available.	All Curriculum Areas have held or are members of appropriate employer forums.	All Curriculum Areas have held or are members of appropriate employer forums.	6 Forums (1 per Curriculum area) held each academic year	All Curriculum Areas have held or are members of appropriate employer forums.
Initiative 2 **Student Journey: Access for All**	Delivery to care experienced students	■		CMs	Proportion of Credits delivered to care experienced students	3.5%	6.6%	4.6%	6% of credits	6.05%
	Articulation	■	■	Exec SE CMs	Number of Students progressing to university	89 Students	81 students	65 DGC Students 20/21 (Latest data) Nationally fall in numbers	85 Students	Data Lag by 1 AY, 21/22 latest figures
			■	Exec SE CMs	Number of Students progressing to university with Advanced Standing	48 Students	47 students	28 DGC Students	40 Students	Data Lag by 1 AY, 21/22 latest figures
	SIMD 10 delivery	■		Exec SE CMs	Proportion of Credits delivered to learners in the most deprived 10% postcode areas	8.7%	8.8%	9.6%	9% of Credits	8.6%
	Delivery to BME students			Exec SE CMs	Proportion of Credits delivered to BME learners	3.5%	2.5%	2.23%	2% of Credits	TBC
	Senior Phase Delivery	■	■	Exec SE CMs	Number of senior phase age pupils studying vocational qualifications delivered by colleges	256 Students	359 Students	217 Students **Note** - SFC does not count all senior phase students in their data set	359 Students	174 students* 428 students **Note** - SFC does not count all senior phase students in their data set
	College Leaver Destinations	■	■	Exec SE	Destinations surveyed of FT FE and HE students	94.59%	95.5%	Latest published data 20/21	>80%	Latest published data 20/21

College Initiative	Performance Measure	Part of RoA	Part of Ambition 2025	Responsible	Description	2019/2020 Prior to SE Strategy	Actual 2020/21	Actual 2021/22	2022/23 Target	Actual 2022/23
Initiative 3 **Students Influencing the Student Experience**	Enhancements to the Student Experience			Exec SE Per M	Number of student enhancements adopted	No data collected prior to SE strategy development	6 completed	8 completed	3 enhancements from student engagement	10 completed
	Student Satisfaction			Exec SE SE Manager	Satisfied Students	Survey did not run due to COVID-19	89.7	90.5%	>90%	Latest published data 21/22
Initiative 4 **Digital: Enabling, Connecting and Empowering**	Curriculum that is available in an online format or delivered using a digital platform			Exec SE L&T Inv Manager CMs	Fully online digital content	No data collected prior to SE strategy development	Sport and Hospitality 29% Hair and Beauty 100% Business and Computing 46% Creative Industries 33% Engineering and MV 8% Construction and Built Environment 14% Health and Social Services 60% Sport and Hospitality 29% Education Studies and Supported Programmes 87% Hair and Beauty 100%	Hair and Beauty 100% and Hospitality 100% Business 25% and Computing 75% Creative Industries 33% Sport 0% Engineering and MV 8% Construction and Built Environment 14% Health and Social Services 60% Education Studies and Supported Programmes 87%	% of Mandatory units with online content	Sport - 30% on Teams not LearnNet Health and Social Care - 75% Hairdressing – 95% Beaty Therapy 95% Hospitality – 100% Construction - 14% Engineering – 8% Early Education – 20% Princes Trust – 50% Supported Programs including Project Search – 87% Computing – 100% Business – 100% Photography – 50% Vis Comm – 70%
Initiative 5 **Improving Life Chances**	FE FT PI			Exec SE CMs	Improved PI on previous 2 AYs and above SG 75% attainment	CS 68.6% National Sector Performance CS - 65.7%	59% (20/21 SFC data)	59.2% National Sector Performance CS – 59%	61.3 CS%	No data available due to results boycott
	HE FT PI			Exec SE CMs	Improved PI on previous 2 AYs and above SG 75% attainment	82.3% National Sector Performance CS – 73.4%	69% (20/21 SFC data)	61.2% (21/22 internal data) National Sector Performance CS – 62.5%	69 CS%	No data available due to results boycott
	EREP Grade: Outcomes and Impact			Exec SE CMs Per M	**TBC –** Education Scotland review	EREPs suspended due to COVID_19	EREPs suspended due to COVID_19	Satisfactory (PV Visit)	Satisfactory	Satisfactory (PV Visit)

DUMFRIES AND GALLOWAY COLLEGE

MEETING	LEARNING AND TEACHING COMMITTEE
Agenda Item:	**8**
Paper No:	**LT0923-8.1**

Date	04/09/2023
Location	Teams On-line
Title of Paper	Action Themes from Self-Evaluation
Presented By	Phil Storrier
Recommendation	Discussion
Appendix Attached	No
Disclosable Under FOISA	YES

Read Time: **15 Minutes**

1. Recommendation

1.1 The Committee are asked to discuss the paper.

2. Executive Summary

2.1 The purpose of this report is to provide Learning and Teaching Committee with an update on our high-level action's themes derived from last years self-evaluation activities.

3. Context

3.1 Our embedded quality measures include a range of self-evaluative activities which take place across the academic year allowing us to identify in year enhancements and identify high level enhancement themes for the following academic year. The purpose of this report is to outline the high-level action themes we have identified for 23/23 and what actions we have already taken or will take:

Student Engagement Themes

Theme	Self-evaluation	Actions
Onboarding	➤ Student feedback that the online induction programme was too long and lacked relevance. ➤ Students wanted better information at the start of the year around support and additional services. ➤ Some students felt they lacked some clarity around where to go and getting started at college.	➤ We removed the online programmes from this year. ➤ We continued with summer welcome days and added additional skills and info sessions if students wanted them. ➤ We ran an induction week which allowed all students to be welcomed to college, meet staff, meet peers and also access any further support. IT, digital and student records teams were available each day in the learning zone and continue to be for the first 4 weeks. A standardised info file was shared with all tutors and support teams will visit all classes in the first few weeks.
Digital Tools	➤ Multiple logins are confusing and often put students off. ➤ Students in some areas didn't have access to required software on time. ➤ Some student found the VLE to be 'clunky' and could be different in	➤ We are continuing to look at single login solutions. ➤ Digital planning around software and devices was brought forward to ensure requirements were in place for student starting. ➤ Moodle has been upgraded, we have brought JiSC in to conduct a college wide VLE review, and those findings will be developed. We have developed a quality framework around VLE which will be launched this

	- different classes. - Some devices were slow and not always accessible. - WiFi can be intermittent and impact access. - Not enough charging points in social spaces.	- year to develop equity and improve quality. - WiFi areas have been assessed and a project launched to strengthen connection. - Additional charging points were made available in learning and social spaces. - Lapsafe's have been introduced at both campuses to ensure quicker and self-directed access to devices.
Estates	- Catering was an issue both in price and availability. - Social spaces on campus could be improved.	- Student feedback has been provided to Aramak around cost and choice. Additional self-service areas have been introduced for students who want to eat their own hot food / drinks. - Additional seating has been added in social spaces and Costa has had a refurb. Further work to be done on continued improvements.
Wellbeing and Support	- Students continue to have concerns around the cost of living. - Students would like more information around additional activities and societies available to them.	- We will continue to respond to in year challenges and look to run more ongoing events like our 'Here for You' campaign. Additional funding available is being reviewed and actions derived. - Our student association will work to continue existing clubs and identify new activities students want to see. - We are looking to appoint an Active Campus Coordinator to help support develop physical activity and wellbeing activities.
Learning, Teaching and Assessment	- Student in a lot of areas discussed assessment burden at key times in the year. - Some students identified they would like additional support around tracking their progress. - Students identified by in large they preferred face to face learning.	- We have worked with College Development Network to co design and deliver Curriculum Design Workshops with a focus on rethinking traditional approaches. Actions will be developed into this year's enhancement plans. - We will look to develop better digital systems which can digitally track progress. Personal Tutors have been asked to have individual recorded meetings each block with students to discuss progress. - Most teams have returned to face-to-face learning however we have

		good areas where blended models are being deployed. We continue to review and share that practice.

DG-SEE Themes

Theme	Self-Evaluation	Actions
Start of the Academic Year	➢ Staff felt information around starting the year was mixed. ➢ Not all staffing and timetabling was clear at Block 1. ➢ The process of students returning to campus was 'untidy'.	➢ A student Journey Map was developed and shared with staff before the summer to provide clarity on stages of starting the year and beyond. ➢ Planning timelines were brought forward to ensure as best as possible that timetables were available pre summer. ➢ As part of student induction students were centrally registered and welcomed to college before being divided into curriculum areas. ➢ A new onboarding portal was developed to ensure staff had clarity on who should be arriving, who had enrolled with notes for actions taken. ➢ Support teams were available to support staff where there was digital, enrolment or funding issues.
Pastoral Support	➢ Staff identified challenges with behaviour upon return to campus and feel they require additional training and new skills. ➢ The personal tutor role needs reviewed and better supported.	➢ We have begun working with the Safeguarding Company who will work with college staff across the year to identify challenges, develop training needs and review existing policies and procedures. ➢ As part of the above the Personal Tutor role will be reviewed for effectiveness. ➢ We have developed a Learner Retention report which monitors attendance and engagement identifying students at risk of withdrawal. This will be made available to all tutors.
Ongoing Professional Development	➢ Staff wanted better input into cpd activities with a blend of individual, team and college wide themes.	➢ Initial work was delivered last year around curriculum design. ➢ A start of year session was designed for all staff to identify training themes. ➢ Our PRD process is being reviewed and will include better capture of

		development needs.
		➢ Observation of Learning feedback will provide individual action points for consideration.
		➢ We will continue the roll out of HOW2s as a pedagogical support tool and monitor engagement and impact.
Learning environment	➢ Some staff felt learning spaces in their areas were 'tired' and needed reviewed. ➢ Some more technical teaching spaces would benefit from better digital resource. ➢ Construction and engineering spaces were full to capacity and needed reviewed.	➢ Work has been done to start freshening up furniture in general purpose teaching rooms. ➢ Further Clevertouch screens have been purchased for Sport Hall and Engineering Labs. Construction staff have received tables as they move to paperless teaching. ➢ eSports has been moved to a more effective space and plans developed for further development. Additional external construction space has been created. ➢ A more detailed estates work plan is in development.
Curriculum Themes	➢ All teams have identified specific themes within their curriculum areas.	➢ Enhancement plans to be developed and monitored for 23/24.

Education Scotland Themes

Theme	Self-Evaluation	Actions
Student Retention	➢ Improvement in processes for ongoing monitoring of student progress.	➢ The new Learner Retention tools will be embedded and used to start retention discussions. ➢ Performance meetings to be held within curriculum teams every 4 weeks, records of meetings and discussions to be recorded and stored. ➢ No withdrawals to be made from College Academy without prior SLT agreement.
Developing Practice	➢ Staff and curriculum managers to better understand practice across the sector to inform improvements.	➢ All CMs are to arrange external visits to colleges with high performance in their areas with staff. ➢ CMs will be supported to engage in off site visits to develop practice.
Assessment Support	➢ Review Assessment strategies and approaches to reduce burden and improve success.	➢ Assessment approaches to be considered through enhancement plans. ➢ Existing areas of improvement to be scaled across departments.
DG-SEE	➢ Clear evidence based actions to be developed and enhanced within enhancement plans.	➢ DG-SEE has been revised and more specific questions from HGIOC collected and linked to internal quality measures. ➢ Enhancement plans to be regularly reviewed and improvements shared. ➢ Sharing of practice events to be further developed and enhanced.
Performance Monitoring	➢ Curriculum Managers to meet regularly with SLT lead to monitor and review ongoing performance.	➢ Curriculum Leadership Group will now meet in person every two weeks to monitor ongoing work including retention and actions / improvements to be identified in time.
Staff Development	➢ PRDs need to be developed to ensure specific targets around recruitment, retention and attainment.	➢ PRD process is being reviewed and developed including training and support.

4.   **Strategic Implications**   Student Experience Strategy

4.1   The practice of organisational self-evaluation holds profound strategic implications for enhancing the student experience within the college and helps us meet the ambitious targets set within the student experience strategy. By systematically assessing our own performance, processes, and resources, we can identify areas of improvement and innovation. This introspective approach enables us to align our approaches with the evolving needs and expectations of students, thereby optimizing the overall learning environment. By tailoring our services based on self-identified strengths and weaknesses, we can refine our services, from curriculum design to support services, ultimately resulting in a more personalised and impactful journey for students.

5.   **Risk**

Risk	Mitigations
Risk 10 – Failure to achieve an effective student experience	➢ Student block surveys and Student Satisfaction and Engagement Survey (SSES) ➢ Student engagement prior to course start and on course ➢ Continuous self- evaluation and action planning by support and teaching areas captured through DG-SEE. ➢ Action planning at curriculum area level ➢ Regular curriculum team meetings ➢ Student class representatives input to course teams

6.   Implications

Financial	YES	Output of ongoing self-evaluative activity can impact performance and also helps meet reporting requirements around funding allocations.
Legal	NO	
Learning and Teaching	YES	Effective self-evaluation should enhance learning and teaching and services to support learning which should seek to improve areas of performance.
Equalities	NO	No direct implications.

Phil Storrier
Executive Director of Student Experience
September 2023

DUMFRIES AND GALLOWAY COLLEGE

MEETING	LEARNING AND TEACHING COMMITTEE
AGENDA ITEM:	9
PAPER NO:	LT0923-9.1

Date	04 September 2023
Location	MS Teams On-line
Title of Paper	Key Themes from Observation of Learning
Presented By	Mandy Wallace
Recommendation	Approval
Appendix Attached	NO
Disclosable Under FOISA	YES

Read Time: **6 minutes**

1.   Recommendation

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

2.   Executive Summary

2.1   This paper is dedicated to delving into the key themes within the practice of Observation of Learning. Its primary focus revolves around the essential role that Observation of Learning assumes in the areas of Professional Development, Student Engagement, Classroom Environment, Self-Observation and Reflection, and Sharing Practice. By examining these, the paper aims to provide an understanding of the diverse dimensions enclosed within the Observation of Learning framework.

3.   Context

3.1   The process of observing learning within DGC is a crucial aspect of assessing and improving the quality of teaching and learning experiences. Effective observation methodologies provide valuable insights into the dynamics of the classroom, facilitate the identification of student needs, and aid in the continuous enhancement of pedagogical practices. This paper aims to outline the key themes related to the observation of learning, highlighting their significance in fostering a conducive learning environment and promoting meaningful educational outcomes.

3.2   Key themes of Observation of Learning

3.2.1   Professional Development

3.2.2   The process of Observation of Learning has played a pivotal role in fostering the personal growth of lecturers by identifying both their strengths and areas for improvement in teaching practices. This growth is facilitated through constructive feedback offered by selected peers and Learning & Teaching Mentors, enabling lecturers to hone their skills and incorporate evidence-based pedagogical techniques. Furthermore, the valuable input from students also contributes to this comprehensive feedback loop.

3.3   Student Engagement

3.3.1   The process of Observations of Learning offers invaluable insights into the levels of student engagement and classroom interactions. This information serves as a foundation for lecturers to customise their teaching methodologies to cater precisely to individual student requirements.

3.3.2   Out of the 57 Observations of Learning conducted, a robust 375 student feedback responses were gained. Within this feedback, an impressive 355 students either 'strongly agreed' or 'agreed' that they experienced a sense of respect and welcoming within the class environment. Additionally, 351 respondents affirmed their active involvement in all classroom activities, while 346 of them firmly concurred or agreed that meaningful opportunities for collaborative learning with peers were indeed present. Moreover, a considerable 341 students expressed their confidence in seeking assistance concerning coursework and assessments.

3.4   Classroom Environment

3.4.1   The Observation of Learning process focuses on the classroom environment, including physical layout, seating arrangements, and the use of technology. An effective classroom environment supports student engagement, participation and collaboration.

3.4.2   Instances have come to light where the Learning & Teaching Mentor (LTM) has identified
        noteworthy aspects. Notably, concerns were raised regarding the positioning of students
        with regards to the screen and the lecturer, potentially obstructing their view of the front of
        the room. The strategic reconfiguration of seating arrangements has produced marked
        improvements in student engagement. This subtle alteration of spatial organisation aided
        in fostering a more immersive and participatory learning atmosphere.

3.5   Instructional Strategies

3.5.1   The process of Observation of Learning plays a pivotal role in revealing the pedagogical
        strategies adopted by lecturers. This enables an assessment of the alignment between
        these strategies and predetermined learning objectives, while also considering their
        effectiveness in catering to diverse learning styles, promoting critical thinking, and
        fostering active learning environments.

3.5.2   During the ensuing professional discussions, the presence of peer support is of significant
        value. Peers proficiently pinpoint critical areas for enhancement, drawing from their own
        reservoir of knowledge and skills to impart guidance to the observed staff member. Among
        the identified areas, one theme is the necessity for comprehensive preparation to cater to
        varied learning styles within the classroom. Failure to do so has demonstrated a
        correlation with decreased engagement with a potential for disruptions. Similarly,
        instances have emerged where the absence of clear instructional direction at the onset of
        a class has led to uncertainty and unneeded talk among students, subsequently impeding
        the learning process.

3.5.3   It is noteworthy that the instances of non-active learning are limited. These have primarily
        arisen during instances where the lecturer predominantly employed a traditional lecture
        format. To address this, corrective measures were undertaken, including the suggestion
        for the lecturer to re-record sessions illustrating active learning methodologies.
        Furthermore, a series of recommended Teaching HOW2 strategies were proposed, aimed
        at enhancing the overall student experience and promoting more dynamic engagement
        within the learning environment.

3.6   Classroom Management

3.6.1   Observations gauge the lecturer's ability to manage the classroom effectively, creating a
        conducive learning environment that minimises disruptions and maximises instructional
        time.

3.6.2   While instances of uncontrolled classroom scenarios have not surfaced, it is essential to
        underscore the significance of proactive measures. Sessions characterised by a lack of
        initial instructional guidance possess the potential to evolve into challenging classroom
        management situations in the long run. By laying the groundwork through clear directives
        and focused outset strategies, the trajectory of classroom dynamics can be effectively
        steered, pre-empting potential management hurdles and ensuring the continuity of a
        conducive learning environment.

3.7   Self-Observation and Reflection

3.7.1   Engaging in self-observation prompts lecturers to delve into a reflective analysis of their
        teaching practices. Through this, lecturers adeptly pinpoint their strengths and areas for
        growth, thereby providing a dedication to ongoing professional development.

3.7.2   To facilitate this transformative self-reflection, we strongly advocate for the utilisation of Brookfield's 4 Lenses of Reflection. This structured framework serves as a robust tool for conducting comprehensive self-assessment, empowering lecturers to holistically evaluate their teaching practices.

3.7.3   A resounding consensus emerges from the collective experience: the act of reviewing instructional recordings often uncovers subtle nuances that had escaped notice. Lecturers swiftly respond to these insights, seamlessly incorporating adjustments into their pedagogical approach. The potency of self-observation is further underscored by the invaluable feedback loop provided by peers and students. This feedback mechanism fosters an environment of openness, enabling lecturers to embrace suggestions for improvement. The culmination of self-observation, peer, and student feedback translates into a continuous cycle of growth, enriching the overall teaching experience and refining pedagogical practices.

3.7.4   Out of the 57 completed Observation of Learning instances, 39 responses were gathered through the Staff Satisfaction questionnaire administered at the end of the process. Notably, 38 of these respondents acknowledged the reception of constructive feedback from their peers, underscoring its perceived value. Equally significant, 33 participants either 'strongly agreed' or 'agreed' that engaging with Brookfield's 4 Lenses of Reflection enriched their reflective process. Additionally, the professional discussions with their Learning & Teaching Mentor were uniformly recognised as valuable by all respondents.

3.7.5   In terms of overall satisfaction, an impressive 38 individuals expressed satisfaction or high satisfaction. Importantly, 33 respondents indicated that the Observation of Learning experience prompted them to adopt new practices.

3.8   <u>Sharing Practice</u>

3.8.1   Sharing best practices fosters a collaborative and dynamic educational environment. This practice promotes the cross-fertilisation of ideas, cultivates professional growth, and contributes to the enhancement of teaching quality. By embracing mechanisms that facilitate the sharing of insights and encouraging a culture of open collaboration, we can collectively elevate teaching and learning experiences for the benefit of all students.

3.8.2   This concerted effort, rooted in the sharing of insights, significantly contributes to the amplification of teaching quality. By embracing diverse mechanisms that facilitate this exchange of knowledge and fostering a culture of open collaboration, we collectively embark on a journey to elevate teaching and learning experiences. In this endeavour, students emerge as the ultimate beneficiaries, reaping the rewards of an enriched educational landscape.

3.8.3   Examples of Excellence

> Seamlessly transitioning from an engaging practical class to a theory class that retained the same level of engagement.

> Crafting a fully online class characterised by a plethora of interactive activities, granting students the agency to shape their learning trajectory.

> Encouraging students to identify the Meta Skills they employed during the day's class.

- ➢ Designing practical classes that serve as vehicles for honing critical thinking skills.
- ➢ Delivering an expertly hybridised mathematics class that seamlessly bridges physical and virtual realms.

3.8.4. These exemplars underscore the remarkable efforts undertaken by our lecturers. These instances are not just commendable in their own right; they serve as essential resources for our Continuous Professional Development (CPD) initiatives and will take centre stage in our CPD days and Communities of Practice. The impact of these practices extends beyond the individual classroom, fostering a collective commitment to enhancing the educational journey.

3.9. Conclusion

3.9.1. The practice of observing learning within DGC is a linchpin for continual improvement. It underpins the assessment, refinement, and enhancement of teaching and learning experiences. Throughout this paper, the key themes of observation have been explored, highlighting their role in fostering a positive and engaging learning environment and driving meaningful educational outcomes.

3.9.2. These themes collectively underscore the dynamic nature of observation-driven enhancements: Professional Growth, Student Engagement, Classroom Atmosphere, Instructional Strategies, Classroom Management, Self-Reflection and Sharing Practice.

3.9.3. Our journey forward involves an in-depth examination of both staff and student feedback. This analysis will empower us to identify future courses of action and pinpoint areas for development.

4. **Strategic Implications**

4.1 This paper links to strategic priority 1 and 2 – Student Experience and People and Culture

5. **Risk**

Risk	Mitigations
Risk 8 – Failure to achieve highest academic performance levels	➢ Self-Reflection ➢ Peer feedback ➢ Professional Development ➢ Student Feedback

6. **Implications**

Financial	NO	

Legal	YES	CPD is a requirement to maintain Professional Update for GTCS Registration
Learning and Teaching	**YES**	This process will enhance the College's learning and teaching by fostering continuous improvement and providing the best possible learning experience
Equalities	**NO**	

Mandy Wallace
Learning & Teaching Innovation Manager
18 August 2023

DUMFRIES AND GALLOWAY COLLEGE

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

Date	04 September 2023
Location	MS Teams
Title of Paper	Annual Awarding Body Summary
Presented By	Sonya Rutter
Recommendation	Discussion
Appendix Attached	NO
Disclosable Under FOISA	YES

Read Time: **3 minutes**

1. Recommendation

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

2.   Executive Summary

2.1   This report aims to present an overview of the outcomes of Dumfries and Galloway College Awarding Body Activity during the 2022/2023 session.

2.2   A total of 52 awarding body activities were carried out, involving 8 distinct awarding bodies. An additional two activities are planned (due to a late allocation from the awarding body), where the assessment evidence will be looked at retrospectively.

3.   Context

3.1   External verification is focused on the validation of assessment instruments, how they are applied and the reliability of the assessment decisions made by the centre.

3.2   Visits are categorise as follows: -

- ➢ **Approval Visit** – this type of visit pertains to the approval of new qualifications/awards

- ➢ **Central** – this type of activity involves the direct submission of assessment evidence to the awarding body for external verification

- ➢ **Development/Support Visit** – this type of visit can be initiated by the centre to provide support to staff regarding delivery and assessment or by the awarding body to support processes in place

- ➢ **Remote/Virtual Verification** – this type of visit is conducted online (usually via Microsoft Teams) with all evidence being provided to the awarding body in advance of the meeting

- ➢ **Visiting Verification** – this type of visit is conducted in person at the centre

3.3   Detailed breakdowns of the type and volumes of visits per awarding body are provided in the following tables:

Type of Awarding Body Activity	Number of Visits
Approval Visit	1
Central Uplift	4
Development/Support Visit	5
Virtual/Remote Verification	33
Visiting Verification	9
Grand Total	**52**

Awarding Body	Number of Visits
BPEC	1
C & G	2
EAL	3
ILM	1
IMI	5
REHIS	1
Sports Leaders	1
SQA	38
Grand Total	**52**

3.4   All activities are collaboratively planned between the Awarding Body and the Centre Contact (Performance Manager). The Centre Contact works closely with Verification Group Leaders to ensure availability of evidence for each activity. Part of this process involves the Performance Team conducting an EV Ready Check (internal audit) prior to each activity. This check ensures readiness to proceed with the agreed activity date. Verification Group Leaders are responsible for addressing any identified actions from the EV Ready Check before the awarding body activity takes place.

3.5   45 of the 52 awarding body activities conducted in the 2022/23 academic session, looked at the assessment decisions made, 21 were linked to SVQ activity.

3.6   Despite no sanctions being applied, a single central verification visit resulted in a 'Not Accept' being placed, due to issues with the marking of certain assessment questions. However, this did not lead to additional assessment requirements for students. Staff promptly resolved the matter by re-marking the assessments and the 'Not Accept' was lifted after sharing the revised evidence with SQA.

3.7   Additionally, another visit prompted the submission of further evidence to the Awarding Body, demonstrating the implementation of risk profiling for assessors and verifiers. This improvement may be extended to similar teams during session 2023/24.

3.8   A variety of areas of good practice were identified during the various activities. The comprehensive list will be made accessible to all staff on AdminNet following the conclusion of the pending two visits. A few examples are listed below:

> ➢   Structure of the team meetings included a live document that was available to evidence natural discussions within all staff and fed into the team minutes. This showed very good discussions that happen naturally within all staff and cover all areas of the delivery

> ➤ The team have developed and provided high quality resources in terms of activities for candidates which have produced excellent evidence for the portfolios to support the reflection of practice and knowledge submissions

> ➤ Assessor and Internal Verifier feedback was of a high standard - very supportive to the candidates. Centre spends good time and effort providing very informative and motivational comments to candidates

3.9 Several recommendations were identified for consideration, with certain recommendations having already been implemented ahead of session 2023/24. This information will be shared following the conclusion of the pending two visits. A few examples are listed below:

> ➤ Technical CPD requires to be up to date and relevant to the awards being delivered which is stipulated within SQA's assessment strategy. This will ensure the validity and integrity of the SQA qualifications

> ➤ The Centre Practical Installation bays are located within a shared area. Investment is required in this area to ensure compliance with the requirements of the new Practical Installation Unit

> ➤ Course Plan needs to contain more information regarding resources, suggested activities, leadership opportunities and IV dates

> ➤ Assessors/IQA to include name and date in sidebar when providing judgements.

3.10 In conclusion, the Awarding Body Activity for session 2023/24 reflects a college wide standardised approach to verification and assessment processes.

4. Strategic Implications

This paper links to Strategic Priority 1, Student Experience

5. Risk

Risk	Mitigations
Risk 8 – Failure to achieve highest academic performance levels	➤ EV Ready Checks in place prior to awarding body activity ➤ Internal and External Verification Procedures in place ➤ CPD videos relating to core pack training and pre-delivery checklist completion

6. Implications

Financial	Yes	Where Awarding Body Activity outcomes are not positive, this may result in a reduction in our portfolio offering and our student enrolments. Therefore, decreasing our funding opportunities
Legal	No	

Learning and Teaching	Yes	Where Awarding Body Activity outcomes are not positive, this can have an impact on the student classroom experience and achievement. This may also be detrimental to our reputation
Equalities	No	

Sonya Rutter
Performance Manager
24 August 2023