

Learning and Teaching Committee

Minute of Meeting - 10 September 2024 16:00-18:00hrs – MS Teams

Present:		
Sharon Hodgson (SH) (Chair)	Gillian Brydson (GB)	Honor Gibson (HG)
Ann Hill (AH)	Susan McLellan (SM)	Shane Saunders (SS)
Pete Woods (PW)		
In attendance:		
Douglas Dickson (DD)	Phil Storrier (PS)	Joanna Campbell (JC) <u>Joined 1654</u>
Lorraine Grierson (LG)	Mary Cheetham (Minute Taker)	
Inga McVicar (IM)	Kirsty Duncan (KD)	
Apologies:		
Kate Glendye (KG)	Alastair Irons	

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

- 1.1.1. The Chair welcomed everyone to the meeting and introduced SA President Honor Gibson, SA VP Shane Saunders, Pete Woods TU Member as well as Inga McVicar and Kirsty Duncan two of our new Board Members invited to observe. The meeting was confirmed as not quorate. It was agreed approvals required would be circulated via email.
- 1.1.2. The Chair asked for an update on the College activity over the summer. DD provided updates on the 3-year pay deal for support and teaching staff and highlighted the Scottish Government's offer of additional funds, ensuring stability for the next two years. There was a discussion about maintaining positive relations with Trade Unions and student engagement for the upcoming academic year and the continued working on our Senior Phase partnerships.
- 1.1.2. The College has been nominated for two CDN awards, one focusing on digital workplace initiatives and another on our sustainability efforts. The Chair congratulated staff on the nominations.
- 1.1.3. Apologies were noted 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. Minute of Previous Meeting and Matters Arising

2.1. Minute of meeting 07 May 2024 | Paper LT0924-2.1 | S. Hodgson

2.1.1. Members present agreed the minutes were an accurate record of the meeting with no matters arising. Due to 2 non-executive members leaving the Committee, therefore no quorum (until new members were ratified at the Board in October), it was agreed that the minutes would be circulated for approval by the remaining members.

2.2. Action Log | Paper LT0924-2.2 | Verbal | L. Grierson

2.2.1. LG advised that all actions had been marked as complete. However, regarding Action 2 the SA Partnership agreement would be presented to the Committee in May with the required updates and the **Operational plan will be presented for noting at the next meeting** to be held in November.

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

3. Item 3 - Strategic Risk Register | Paper LT0924-3.1 | L. Grierson

3.1. Currently L&T Committee has 3 risks assigned to it for review. ELT recently reviewed the 3 lines of defence for each risk and there were no changes to gradings. The mitigations have been updated accordingly.

3.2. GB confirmed that the internal and external evidence provided is sound and that the risk register should be approved in principle.

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

4. Item 4 | Onboarding, Retention and Attainment Policy | Paper LT0924-4.1 | P. Storrier

4.1 PS presented the policy, highlighting the consolidation of existing policies to better reflect current practices and strategic goals. The review was prompted by an overload of policies which has been reviewed at SLT, needing a more collective approach.

4.2 The updated policy ensures operational alignment with the strategic direction of the College. It includes additional material and appendices for both staff and students.

4.3 PS confirmed the policy has been developed against the following three key principals:

- Leadership which will use evidence-based decision making particularly retention of students.
- Student experience spanning the whole student journey.
- Student data to show how it is ethically collected.

- 4.4 Clarity was sought re paragraph 6.5.4 re Early Experience Student Survey where the week number had been omitted. This was confirmed as week 4 and will be updated accordingly.
- 4.5 Item 4 | Positive Student Behaviour Policy | Paper LT0924-4.2 | P. Storrier**
- 4.6 The Executive Director of Student Experience highlighted that the policy update incorporates trauma-informed approaches to foster a supportive environment for students. It aims to streamline processes and create clear, future-proof guidelines.
- 4.7 PS emphasised the responsibility of the organisation is to support student development, particularly through the implementation of the disciplinary procedure with there being a focus on creating opportunities for students to grow within a structured, supportive environment.
- 4.8 The Committee engaged in a discussion about the disciplinary procedure and whether the plan would be reviewed separately, PS explained that the procedure will undergo ongoing adjustments, as it becomes operational.
- 4.9 There was a conversation around lanyards, and the need for clear guidelines, with additional feedback sought regarding lanyard usage and freedom of speech.
- 4.10 The Chair praised the clarity and accessibility of the documents, noting that they are well-structured for both students and staff.
- 4.11 ACTION: The Committee present agreed the policies in principle and confirmed this will be circulated via email for approval of absent members for final approval by the Board.**

FOR DISCUSSION

5 Item 5 | Student Association Introduction | Verbal | H. Gibson

- 5.1 HG and SS introduced themselves to the Committee, highlighting key initiatives in their roles as SA President and Vice President:
- Focus on student well-being and prioritising student needs at the College.
 - SA to visit classes to encourage recruitment of class reps from both campuses for each level of learning.
 - The Student Early Satisfaction Survey closes on 20 October, with plans to address any actions arising.
 - Planning is underway for the "Here for You" initiative.
 - Various Funding Applications are ongoing including strips for a college football team, a bid for Cash for Kids funding and a plan for disability-related charity events.
 - Development of well-being areas and a fundraiser in memory of an ex-staff member are in progress.

- Student challenges, such as transportation, will be addressed, with Stagecoach attending Fresher's Week

5.2 SMcL praised the progress, while PS highlighted efforts to ensure student representation, mental health, and well-being are actively integrated into decision-making processes, driving improved outcomes.

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

6 Item 6 - Interim PIs for 2023/24 | Verbal | D. Dickson

6.1 DD reported that the performance data for AY2022/23 is currently unavailable due to industrial action, specifically ASOS, which delayed results. This issue particularly affects HE data, resulting in an incomplete picture.

6.2 DD highlighted for FT FE, the success rate for AY 2022/23 was 65.3%, which is close to the current rate of 64.9%, which suggests a minimal change, with student success rates remaining above the sector average. In Senior Phase PT FE, the success rates improved significantly from three years ago to 65% last year, with early indicators for the latest AY showing a 72% success rate. These figures are linked to the student experience strategy and are under review with external agencies and SFC, contributing to a clearer understanding of the College's transformation efforts. Increased student success correlates with higher retention and progression rates, with ongoing analysis to assess overall volume and impact.

6.3 **The Committee noted the verbal update on Interim PIs for 2023/24 report.**

7 Item 7 – Student Experience Strategy Outturn| Paper LT0924-7.1 | D. Dickson

7.1 DD introduced the paper and highlighted the information identifies the outturn of the Student Experience strategy associated with Ambition 2025 and is the final outturn prior to the launch of the new strategy Mission 2030.

Confidential to members.

7.4 The Chair commended the staff for their effort.

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

8 Item 8 – SFC Tertiary Quality Arrangements| Paper LT0924-8.1 | D. Dickson

8.1 DD presented the paper explaining Scotland Tertiary Quality Enhancement Framework (TQEF) The Outcomes Framework (OF) and Assurance Model (AM) replaces the Outcome Agreement process.

8.2 Essential elements of the TQEF were discussed, including the role of the TQEF Steering Group, which, while not decision-making, will guide the process. Conversations with the SFC are ongoing to determine the future direction, with Colleges and QAA taking a more supportive role. Annual dialogue with QAA will focus predominantly on Learning and Teaching, while quarterly discussions with SFC will cover governance, finance, and

sustainability. A cycle of review, led by QAA Scotland, is being established, and pools of reviewers are currently being recruited and trained. The key document for the Committee is the Self-Evaluation and Action Plan (SEAP), due by the end of November.

- 8.3 The Committee discussed the TQEF timelines, with DD noting that the framework aims to enhance and streamline processes with minimal impact on colleges. DD emphasised the importance of actively participating in shaping the framework.
- 8.4 AH inquired about the inclusion of the new QAA Code of Practice and the 12 principles of practice, to which DD confirmed their inclusion and expressed willingness to participate in governance.
- 8.5 The Committee fully discussed how the new framework incorporates Net Zero and EDI goals and involves enhancement work through the STEP Programme, with active participation from the QAA. GB viewed the Scottish Credit and Partnership Agreement positively, noting that despite some concerns, it should be embraced. PS confirmed that our processes align with the new framework and are prepared for reporting and self-evaluation with the Committee emphasising the importance of engaging staff to assess and improve the college's performance.
- 8.6 **The Committee noted the SFC Quality Arrangements.**

JC Joined the meeting at 1654 hrs

9 Item 9 – Student Experience Update | Paper LT0924-9.1 | P. Storrier

- 9.1 PS introduced the paper, highlighting recent enhancements to student onboarding based on last year's feedback. Key updates include a more rigorous induction process, additional functionality in the online portal, a new student guide, and a short induction course. These changes were aimed to improve the start-of-year experience. PS also noted that Campus activities are showing positive results, and the College has joined Scottish Student Sport to support competitive sports.
- 9.2 Youth Workers are being piloted at each campus to help improve retention for students aged 16-19 and PS confirmed these were additional to counsellors' posts.
- 9.3 The Chair inquired about student experience improvements; PS reported early retention figures are good and he anticipates robust feedback on new measures.
- 9.4 **The Committee noted the Student Experience update.**

FOR INFORMATION ONLY

10 Item 10 - Annual Awarding Body Summary | Paper 10.1 | S. Rutter

- 10.1 **The Committee noted the content of the report.**

11 AOCB | Verbal | S. Hodgson

- 11.1 The Principal highlighted the Withers review of the skills delivery landscape, noting that it will require further discussion at upcoming Committees. Concerns were raised about its

implications for regional economic provisions. The Committee is awaiting further guidelines from the Scottish Government, which will require the College to evaluate how to align with these guidelines and the regional economy. **The Chair confirmed a detailed paper be prepared for the Committee once the guidelines are received.**

11.2 The meeting was adjourned at 17.24 hours.

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

12.1 The date of the next meeting is scheduled for 19 November 2024.

Key	
	Ongoing
	Closed
	Overdue

**Learning and Teaching Committee
Action Log – 10 September 2024**

No	Meeting Date	Action	Lead	Deadline	Status	Commentary
1	7/5/24	The Committee requested the publication of the PI data following release (Risk 8)	DD	Jun 24	Closed	PIs presented to the BoM on 14 June within the Performance Report.
2	7/5/24	<p><u>Student Partnership Agreement</u></p> <p>A paper on the SA Action Plan/Operational Plan re measuring the impact of enhancements to support the student voice to be tabled at a future meeting.</p> <ul style="list-style-type: none"> ➤ Recommendation – to enhance the narrative within the Agreement to detail impact and assessment. 	PS	Sep 24	Closed	<p>The Partnership Agreement will be reviewed and submitted at the May meeting with updated narrative.</p> <p>The Op Plan will be submitted for noting at the meeting in November.</p> <p>This has been noted on the Business Schedule therefore action closed.</p>

Learning and Teaching Committee		
Agenda Item	3	
Paper Number	LT0924-3.1	
Date of Meeting	10 September 2024	
Location	MS Teams	
Title of Paper	Strategic Risk Register	
Presented by	L Grierson	
Recommendation	Approval	
Freedom of Information Disclosure Assessment		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> Non-disclosable	
Reason/s for choice:		
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)		
Further comments/updates after initial submission		
Date added	Added by (name and role)	Comment/detail

Read Time: 9 minutes

1. Recommendation

- 1.1. The Learning and Teaching Committee are asked to consider any amendments to the risks, 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 on 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. ELT recently reviewed the 3 lines of defence for each risk and mitigations have been updated accordingly.

- Risk 8 – Failure to achieve highest academic performance levels – **no changes to grading.**
- Risk 9 – Failure to adhere to academic compliance arrangements – **no changes to grading.**
- Risk 10 - Failure to achieve an effective student experience – **no changes to grading.**

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
Governance Professional
26 August 2024

Strategic Risk Register Update L&T Committee – Sep 24

24

RISK DEFINITION		ORIGINAL TASK				RESIDUAL RISK					
No	Risk	Likelihood	Impact	Total	Risk Level	Likelihood	Impact	Total	Risk Level	Risk Appetite	Trend
Responsible Person – DP Learning, Skills and Student Experience											
8	Failure to achieve highest academic performance levels										
		3	4	12		2	4	8		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	=

Risks which should be monitored by the Risk Management Group:	Scores: 1 – 8	Minor Risk
Risks to be brought to the attention of SLT and Board of Management:	Scores: 9 – 15	Medium 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	Critical Risk

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 Objective: Risk No: 8 Failure to achieve highest academic performance

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

GROSS RISK SCORE (i.e without controls in place)

LIKELIHOOD	(A) 3/5	IMPACT	(B) 4/5	What is the total risk score? (A x B)	12/25
The GROSS risk is therefore: MIN/MED/MAJ/CRIT	Medium Risk				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
Front Line (Management Assurance) Operational Delivery /Systems /Quality Assurance /Supervision	<ul style="list-style-type: none"> Online reportage of PI and Discussion with Teaching Team Self-Evaluation Reportage – Curriculum Student early experience survey and Student Satisfaction and Engagement Survey (SSES) Self-Evaluation Reportage – Support Complaint Procedure 	<ul style="list-style-type: none"> Managers and Directors monitor course PIs Self-evaluation reporting monitored by Performance.
Organisation Oversight of Management Activity Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	<ul style="list-style-type: none"> Portfolio Review 1 - PI and Curriculum Plan Portfolio Review 2 - PI Review Support Review Performance Review of Self Evaluation Block 1 Performance Review of Self Evaluation Block 2 Complaint Report 	<ul style="list-style-type: none"> College wide enhancement plan monitored annually. Annual portfolio review to examine improvement actions. Regular reportage on performance to SLT Reportage to L&T Committee on College wide self -evaluation and portfolio reviews
Independent Assurance Internal Audit / external bodies	<ul style="list-style-type: none"> Annual Engagement Visit by Inspection Body Self-evaluation reportage to SFC Risk based Cycle of External Verification Visits 	<ul style="list-style-type: none"> Reportage by Education Scotland presented to the BoM Reportage to SFC Outcome Team Awarding Body

NET RISK SCORE (i.e with controls in place)					
LIKELIHOOD	(A) 2/5	IMPACT	(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
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MEETING	AMENDMENTS TO RECORD AND PLANS TO TREAT
Q1	Owner - 3 Lines of defence reviewed and mitigations updated
Q2	
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: Failure to adhere to academic compliance

Reference to 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.	

GROSS RISK SCORE (i.e without controls in place)

LIKELIHOOD	(A) 4/5	IMPACT	(B) 3/5	What is the total risk score? (A x B)	12/25
The GROSS risk is therefore: MIN/MED/MAJ/CRIT	Medium risk				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
Front Line (Management Assurance) Operational Delivery /Systems /Quality Assurance /Supervision	<ul style="list-style-type: none"> Assessor marks in line with national standards utilising awarding body resources. Curriculum team meetings Self-Evaluation Reportage – Curriculum Self-Evaluation Reportage – Support Complaint Procedure 	<ul style="list-style-type: none"> Internal verifier appointed for each unit and a cycle of verification is followed. Curriculum Managers Self-evaluation plan and reporting monitored by Performance
Organisation Oversight of Management Activity Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	<ul style="list-style-type: none"> Compliance report by academic block Performance Review of Self Evaluation Block 1 Performance Review of Self Evaluation Block 2 Performance Review of Self Evaluation Block 3 Complaint Report 	<ul style="list-style-type: none"> College Wide Review by Performance Manager at SLT Reportage to SLT and L&T Committee on College wide self -evaluation and Complaints
Independent Assurance Internal Audit / external bodies	<ul style="list-style-type: none"> Cycle of External Verification Visits Annual Engagement Visit by Inspection Body Self-Evaluation Reportage to SFC 	<ul style="list-style-type: none"> External verifier Performance directorate monitor external verification and report to SLT and the L&T Committee. Reportage by Education Scotland/QAA presented to the BoM SFC Outcome Team monitor returns and provide feedback as required

NET RISK SCORE (i.e with controls in place)

LIKELIHOOD	(A) 2/5	IMPACT	(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	Meeting 3	Meeting 4
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MEETING	AMENDMENTS TO RECORD AND PLANS TO TREAT
Q1	Owner - 3 Lines of defence reviewed and mitigations updated
Q2	
Q3	
Q4	

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

Strategic Objective: Risk No: 10 Failure to achieve an effective student experience

Reference to Risk Registers:	Organisational	Owner: DP Learning, Skills and Student Experience <i>(Inc Infrastructure/Marketing/ICT)</i>
Description of the Risk:	Failure to achieve an effective student experience	
What are the possible consequences if the risk was to emerge?	Loss of reputation in the region, financial sustainability, ability to attract future students, ability to retain students and potential to limit student progression.	

GROSS RISK SCORE (i.e without controls in place)

LIKELIHOOD	(A)	IMPACT	(B)	What is the total risk score? (A x B)	
	3/5		4/5		12/25
The GROSS risk is therefore: MIN/MED/MAJ/CRIT	Medium Risk				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
Front Line (Management Assurance) Operational Delivery /Systems /Quality Assurance /Supervision	<ul style="list-style-type: none"> Curriculum team meetings Self-Evaluation Reportage – Curriculum Student early experience survey and Student Satisfaction and Engagement Survey (SSES) Student representative meetings Self-Evaluation Reportage – Support Complaint Procedure 	<ul style="list-style-type: none"> Curriculum Managers (CMs) Self-evaluation reporting monitored by Performance and Directors Performance return survey and SSES results to CMs Performance overview Self-evaluation reporting monitored by Performance and Directors
Organisation Oversight of Management Activity Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	<ul style="list-style-type: none"> Performance Review of Self Evaluation Block 1 Performance Review of Self Evaluation Block 2 Performance Review of Self Evaluation Block 3 Portfolio Review 1 - PI and Curriculum Plan Portfolio Review 2 - PI Review Support Review Complaint Report 	<ul style="list-style-type: none"> Reportage to SLT and L&T Committee on College wide self - evaluation, enhancement plan and portfolio reviews
Independent Assurance Internal Audit / external bodies	<ul style="list-style-type: none"> Annual Engagement Visit by Inspection Body Self-evaluation reportage to SFC 	<ul style="list-style-type: none"> Reportage by Education Scotland/QAA presented to the BoM SFC Outcome Team monitor returns and provide feedback as required

NET RISK SCORE (i.e with controls in place)

LIKELIHOOD	(A)	IMPACT	(B)	What is the total risk score? (A x B)	
	2/5		4/5		8/25

Risk Status	Meeting 1 MIN	Meeting 2	Meeting 3	Meeting 4
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MEETING	AMENDMENTS TO RECORD AND PLANS TO TREAT
Q1	Owner - 3 Lines of defence reviewed and mitigations updated
Q2	
Q3	
Q4	

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

Learning & Teaching Committee		
Agenda Item	8	
Paper Number	LT0924-8.1	
Date of Meeting	10 September 2024	
Location	MS Teams	
Title of Paper	Scotland's Tertiary Quality Framework	
Presented by	Douglas Dickson	
Recommendation	Choose an item.	
Freedom of Information Disclosure Assessment		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> Non-disclosable	
Reason/s for choice:	This information is in the public domain.	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)		
Further comments/updates after initial submission		
Date added	Added by (name and role)	Comment/detail

Read Time: 6 minutes

1. Recommendation

- 1.1. The Learning and Teaching Committee are asked to discuss the impact of Scotland's Tertiary Quality Framework

2. Executive Summary

- 2.1. A helpful summary of the new quality arrangement can be found here - <https://www.youtube.com/watch?v=w4jBu7pbzWk>.

3. Context

3.1 What is different in Scotland's Tertiary Quality Enhancement Framework?

- 3.1.1 Scotland Tertiary Quality Enhancement Framework (**TQEF**) is the new quality assurance and enhancement framework for Scotland's colleges and universities. It comprises a shared set of principles, delivery mechanisms, and outputs that can be applied to the different contexts of colleges and universities to give assurance on academic standards and the quality of the student learning experience and ensure accountability for public investment in learning and teaching.
- 3.1.2 The **Outcomes Framework (OF)** and **Assurance Model (AM)** replaces the Outcome Agreement process in providing assurance for SFC's investment in the sectors from AY 2024-25. The OF and AM sets out expectations of colleges and universities in return for the funding but does not specify targets. Outcomes are instead expressed more generally across the broad range of areas that matter to students, employers, the Scottish Government, and other key stakeholders. These include, but are not limited to, high-quality learning and teaching, good governance, financial viability and sustainability of colleges and universities.
- 3.1.3 College and universities must have in place robust arrangements to evaluate and review their provision, appropriate to the context of the institution, this is called **Institution Led Quality Review (ILQR)**. This is currently well defined for universities, however in the context but there is work to do in ensuring it will be well defined for the college sector.

3.2 What is the role of each Agency?

- 3.2.1 The **QAA** are designing and delivering a multi-year external peer review method for colleges and universities, reflecting their experience in conducting external review in Scotland and elsewhere, and its understanding of tertiary education developed over many years. The first college to be reviewed will be Forth Valley College in 2025.
- 3.2.2 **SFC** expect institutions to engage positively in the external peer-review process in a spirit of openness and 'no-surprises'. SFC also expect all institutions to encourage and facilitate their teaching, and professional services staff and students to put themselves forward as peer reviewers. SFC will annually meet with colleges to discuss quality, this engagement is likely led by SFC Outcome Managers.
- 3.2.3 Scotland's Tertiary Enhancement Programme (STEP) of national thematic activity is administered by QAA it is expected that all institutions engage in the STEP programme, identifying aspects of the STEP topic that are aligned with their own mission and context - sharing innovation and good practice across the sector to support better student outcomes.
- 3.2.4 During implementation of the TQEF, **Education Scotland** will support QAA and College Development Network (CDN) in the development and delivery of a programme of activity

to enhance the capacity of college leadership and staff to undertake critical self-evaluation and develop robust internal quality assurance processes.

- 3.2.5 In support of the TQEF, **CDN** will work with the QAA to provide coordinated support to enhance the capacity of college leadership and staff to undertake critical self-evaluation and develop robust internal quality assurance processes. CDN will also support and facilitate shared learning amongst college peer and student reviewers through the development of support networks and other activities.
- 3.2.6 The TQEF is designed to build on and develop Scotland's commitment to student partnership, putting students at the heart of its approach. Student Partnerships in Quality Scotland (**Sparqs**) will support institutions and students to continue to engage effectively in quality assurance and enhancement, but also to develop and mature student partnership in all aspects of quality assurance and enhancement.

3.3. Key Outputs and Interactions

3.3.1 Annual monitoring, Institution-Led Quality Review (ILQR) and External Review

- SFC expects colleges and universities to operate systems of annual monitoring across all their provision and periodic review (Institution-Led Quality Review (ILQR)) across all their provision and support services. In terms of DGC we have an existing process which takes place annually which would require adjustment to meet the requirements of SFC.
- The Self-Evaluation and Action Plan (SEAP) will, from AY 2024-25, be the only annual reporting on quality submitted by institutions to the SFC. The SEAP will replace both the annual report and statement of assurance on Institution-Led Review for universities, and the (currently paused) Evaluative Report and Enhancement Plan (EREP) which formed part of the How Good is our College framework for colleges. The SEAP will also replace the learning and quality aspects of SFC's Outcome Agreement process for both colleges and universities. The SEAP must be submitted to SFC by the 30th November (or start of December if the 30th is a weekend). In terms of DGC this will be a similar process.
- Institutions will not be required to submit a SEAP in those years of the review cycle where they undergo a Tertiary Quality Enhancement Review (TQER). In those years colleges and universities will instead submit a Strategic Impact Analysis (SIA) to the QAA focusing on self-evaluation against the principles of the TQEF. This is part of the TQER review method, and the SIA will support the development of an evidence base for TQER.
- There will be two aspects to Annual Quality Engagement (AQE) to support the delivery of high-quality learning in institutions. Institution Liaison Meetings (ILMs) will be led by QAA as part of the TQER process, while SFC Outcome Managers will continue to lead discussion around high-quality learning and the outcomes of the SEAP in their approach to the OF and AMQAA will lead on external review. In terms of DGC this will be similar, however it is unclear at this stage whether there is a risk of duplication of conversation.

4. Strategic Implications

The TQEF will provide public confidence in DGC. In the guidance given SFC have identified that they wish the TQEF to cover credit and non credit bearing qualifications. The focus on non credit bearing qualifications has been subject to much discussion by institutions as this is predominantly commercial activity in universities and colleges.

5. Risk

Risk	Mitigations
Risk 10. Failure to achieve an effective student experience.	➤ Mitigations are contained within the risk management framework.

6. Implications

Financial	YES	The TQEF has implications of each of the elements.
Legal	YES	
Learning and Teaching	YES	
Equalities	YES	

Douglas Dickson

Depute Principal

28 August 2024

Learning and Teaching Committee		
Agenda Item	9	
Paper Number	LT0924-9.1	
Date of Meeting	10 September 2024	
Location	MS Teams	
Title of Paper	Student Experience Update 2024/25	
Presented by	Phil Storrier	
Recommendation	Choose an item.	
Freedom of Information Disclosure Assessment		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> Non-disclosable	
Reason/s for choice:		
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)		
Further comments/updates after initial submission		
Date added	Added by (name and role)	Comment/detail

Read Time: 7 mins

1 Recommendation

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

2 Executive Summary

- 2.1 The purpose of this paper is to provide an update on developments and priorities for the student experience at the start of academic year 24/25.

3 Context

3.1 Student Onboarding

- 3.1.1 Welcome Days – We continued this year with summer welcome days which attracted 160 students across both campuses. These are not mandatory but more for individual students who may need additional support in getting ready for college.

- 3.1.2 Student Induction – In our ongoing drive for continuous improvement, we took several steps to improve the induction process based on feedback from students and staff. Through evaluation we also identified a lack of confidence that we could audit the induction process confidently.

1. Onboarding Portal – although introduced last year to great success to track and record enrolments and slicker additional functionality was added. This allowed automated actions and additional functionality to process more quickly offers and move students from waiting lists.
2. Student Guide – An interactive student guide has been developed to ensure all students received critical college information. This was issued to all students pre induction allowing them time to explore key information and support available. This is available to view at the link: <https://view.genially.com/66a0faad9d500d0db7a782e9>
3. Digital Induction Course – Staff feedback from last academic year highlighted the start of the year can often be disjointed due to getting students online and accessing devices. We developed a short interactive course which was made available to students' pre-induction. Students have been asked to complete this ready for classes commencing. At the point of writing 523 students had completed this which is lower than we would hope. Feedback from the course is showing signs of early promise based on three aspects:
 - Easy to find = 4.2 / 5
 - Easy to use = 4.3 / 5
 - Quality of Content = 4.3 / 5

- 3.1.3 At the end of the second week of classes a digital monitoring form will be introduced for all students getting them to confirm what steps of the process they have / have not completed. Where they have not completed elements, we will be able to reiterate those aspects accordingly and allow better assurance around who has completed the induction process.

3.2 Student Policies and Procedures

- 3.2.1 A significant amount of work was undertaken over the summer break to review a range of student policies and procedures with the aim of streamlining the number of policies and procedures but also to align them with the current practice and future strategic priorities

moving forward. The following new policies and procedures have been presented for approval:

- Onboarding, Retention and Attainment Policy
- Positive Student Behaviour policy
- Student Disciplinary Procedure

3.2.2 These have been revised to ensure a focus on being Trauma Informed and ensuring that students feel supported and that responses are commensurate to actions.

3.3 Enrichment Programme

3.3.1 Active Campus

3.3.2 We plan to take on students as Active Campus volunteers or on sports placements. This will help students gain confidence and experience at delivering sports sessions as well as allow us to deliver more activities.

3.3.3 We have plans underway to develop access to bikes and wider cycling training and initiatives for staff and students.

3.3.4 We are planning to become a Scottish Student Sport member for the upcoming academic year will allow our students to competitively play sports against other institution and we await clarification on additional logistics and costs around kit, travel etc.

3.3.5 We are also considering a new buddy system, which will help anxious gym goers the ability to pair up with a buddy to help them through a workout or in the sports hall to join in the activities.

3.3.6 More broadly the aim is to increase membership and activity over last years initial impressive figures. Working in collaboration with UWS we have managed to upgrade a significant range of equipment and we are also planning and upgrade in elements of the changing areas.

3.3.7 Bridge to Business

3.3.8 Engagement for the current academic year has been promising considering the short time a representative was in place at the end of last academic year.

3.3.9 Plans for the coming Academic Year include:

- Increasing reach to College Academy. Curriculum Managers have already been contacted regarding this, and plans will be co-ordinated with lecturers and schools to make this possible.
- Further information sessions provided for lecturers, this could be in the form of curriculum meetings and shortened workshop experiences.
- Open workshops available for all students, this will be co-ordinated with the new Student Association to provide students with equal access and opportunities.

3.4 DGC Youth Work

3.4.1 We have agreed a new partnership with the Local Authority Youth Work team that will see us have two professionally trained Youth Workers based at each campus at set days across the week. These roles will have a focus on leading individual and group work with students around key and pertinent themes that are relevant to our students including managing relationships, money management and mental health and wellbeing sessions.

3.5 Student Association Action Plan

3.5.1 The new Student Association officers are currently working towards a development of an action plan for 24/25.

3.6 Learning and Teaching

3.6.1 **Pillars of Learning** – Our advanced practitioners have been developing HOW2 teaching sets to support development of each pillar and there will be monthly themed activities around each pillar. We are also constructing additional teaching resources and approaches which can support development of each pillar. This will also include teaching challenges.

3.6.2 **VLE** – Quality Frameworks and VLE Rubrics have been developed and our Learning Technologists are supporting development for teams against this. We have clear markers to ensure that at course team level students have clear access to a uniformed and engaging VLE within their curriculum areas. This will also support key strategic priorities around digital literacy of students, accessibility and continuity of service.

3.6.3 **Observation of Learning** – this is well embedded now into practice and we are looking to make some more specific enhancements around evaluations around critical incidents in pedagogy. Staff will also be encouraged to identify classes where they may be finding more challenge.

3.6.4 **CLPL** – We have developed a years CLPL plan for teaching staff which has been developed against our key development priorities but also based on feedback themes from staff. [24 25 CLPL Plan](#)

4 **Strategic Implications**

4.1.1 Enhancing the student experience is pivotal for the college, as it directly influences retention and attainment rates and brand reputation, driving long-term strategic growth. A superior student experience fosters a strong alumni network, creating advocates who contribute to institutional advancement and future enrolment.

5 **Risk**

Risk	Mitigations
Risk 10. Failure to achieve an effective student experience.	<ul style="list-style-type: none"> ➤ Early Experience Student Survey and Student Satisfaction and Engagement Survey. ➤ Student Engagement including curriculum and lead reps. ➤ Continuous self-evaluation within the academic year and action planning by support and academic staff (DG-SEE)

	➤ Regular curriculum meetings including student retention meetings and enhancement meetings.
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6. Implications

Financial	YES	Student experience can have significant impact on retention and satisfaction with financial consequences.
Legal	NO	
Learning and Teaching	YES	Effective learning and teaching strategies are critical to enhancement of the overall student experience.
Equalities	YES	Our college is committed to fostering an inclusive and equitable student experience where every individual is valued and supported. We strive to create a learning environment that promotes equal opportunities, celebrates diversity, and ensures that all students have the resources and respect needed to achieve their full potential.

Phil Storrier

Executive Director of Student Experience

28 August 2024

Human Resources Sub Committee		
Agenda Item	10	
Paper Number	LT0924-10.1	
Date of Meeting	10 September 2024	
Location	MS Teams	
Title of Paper	Annual Awarding Body Summary	
Presented by	Sonya Rutter	
Recommendation	Noting	
Freedom of Information Disclosure Assessment		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> Non-disclosable	
Reason/s for choice:	There is no information contained in this report that could not be in the public domain	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)	Can be disclosed upon request. FOI Officer guidance has been sought	
Further comments/updates after initial submission		
Date added	Added by (name and role)	Comment/detail

Read Time: 7 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 2023/2024 session.
- 2.2. A total of 60 awarding body activities were carried out, involving 11 distinct awarding bodies.

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 categorised 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 Activity	No. Visits
Approval Visit	4
Central Uplift	1
Development/Support Visit	4
Virtual/Remote Verification	47
Visiting Verification	4
Grand Total	60

Awarding Body	No. Visits
BPEC	1
BSC	1
C&G	4
ILM	2
IMI	5
NEBOSH	1
SCQF	1
SJIB	1
Sports Leaders	1
SQA	41
EAL	2
Grand Total	60

- 3.4 The planning of all external verification activities is coordinated between the Awarding Body and the Centre Contact (Performance Manager). The Centre Contact collaborates closely with Verification Group Leaders to ensure availability of all necessary evidence for each scheduled activity. A critical part of this process is the EV Ready Check (internal audit) conducted by the Performance Team to ensure readiness to proceed with the agreed activity date. Any actions arising from the EV Ready Check are addressed by the Verification Group Leaders before the awarding body activity takes place.
- 3.5 55 of the 60 awarding body activities conducted in the 2023/24 academic session, looked at the assessment decisions made, 25 of which were linked to SVQ activity.
- 3.6 Four SQA visits identified actions required for our centre due to inappropriate assessment decision. Re-assessed evidence for three of these visits has been resubmitted to SQA and subsequently accepted. The remaining assessment evidence is currently being reassessed and will be resubmitted to SQA for further review. Additionally, two other visits (IMI and NEBOSH) highlighted actions related to quality assurance, both of which have since been addressed and accepted by the respective awarding bodies.
- 3.7 Several areas of good practice were identified during the various activities. Sharing these practices is crucial as it promotes continuous improvement across the college, enabling staff to learn from successful approaches and apply them in their own work. The comprehensive list will be made available on AdminNet for all staff in due course.
- 3.8 A few examples are listed below:
- There is a sophisticated and flexible system of quality assurance which not only meets SQA requirements but encourages all staff to be fully engaged and be responsible for managing their workload effectively.

- The department are running maths twilight sessions for students who are struggling with the course. They have identified that issues with the maths can be holding students back in other areas and that there is still a gulf in candidate knowledge since the lockdowns.
- The spa link inspires students to excel in careers within the beauty industry as well as benefitting from work experience and recruitment opportunities.
- One of the team are developing a toolkit of ideas to support candidates with neurodiversity.
- Videos produced by candidates onsite have a small introduction by the candidate stating their name, which year of their apprenticeship they are currently in, the job they are on, what activities they are carrying out and clear signposts for PCs.
- Hybrid delivery has worked well at the centre as it has provided learners with flexibility in their learning experience and offers the social aspect to their academic experience. The centre also has a policy of recording all lessons to allow candidates to access at any time. The candidates noted that the lecturers took account of their personal circumstances and their learning needs/styles which helped them in their learner journey.
- The college employs a lesson observation model for the PDA which incorporates peer observation. The course tutor and candidates spoke positively about the benefits of having a peer observer involved in PDA lesson observation.
- Welcome days held throughout the summer seen as good practice to help ease the candidates into college life.
- The assessor has added video feedback techniques to provide more comprehensive feedback on where the candidates have achieved the minimum and additional marks.

3.9 Several recommendations were identified for consideration, with some having already been implemented in preparation for the 2024/25 session. Sharing these recommendations is essential as it fosters transparency and supports continuous improvement throughout the college. The comprehensive list will be made accessible to all staff on AdminNet in due course.

3.10 A few examples are listed below:

- For reasons of authenticity, it would be beneficial if all SVQ Candidate Profiles on the portal contained a photograph of each candidate.
- The Centre is recommended to further develop assessments beyond the ASP and where appropriate it could encompass the skills of local industries that is within the performance criteria of the units.

3.10 To support staff in the verification process, the Internal Verification Online Module is being updated and will be incorporated into the essential training for all relevant members of staff. Additionally, an SVQ version is also being developed to support assessors and verifiers in their role.

- 3.11 Areas that did not initially meet awarding body standards, will be subject to further external verification in session 2024.25. Verification Group Leaders have been asked to ensure that robust support mechanisms are in place to maintain and enhance compliance.
- 3.12 In conclusion, the Awarding Body Activity for session 2023/24 demonstrated a standardised college-wide approach to verification and assessment processes and reflect our commitment to maintaining high quality standards across all activities.

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.	<ul style="list-style-type: none"> ➤ 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. ➤ IV Online Training Modules

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

27 August 2024