LEARNING AND TEACHING COMMITTEE

MINUTE OF MEETING HELD ON 07 MAY 2024 AT 16:00hrs VIA TEAMS

Present:		
Sharon Hodgson (SH) (Chair)	Kate Glendye (KG)	Susan McLellan (SM)
Dr. Malcolm MacLeod (MM)	Gillian Brydson (GB)	
Ann Hill (AH)	Adnan Dogrultan (AD)	
In attendance:		
Douglas Dickson (DD)	Phil Storrier (PS)	Caroline Stuart (CS)
Lorraine Grierson (LG)	Alex Elkins (Minute taker)	
Apologies:		
Peter Woods	Joanna Campbell (JC)	Annette Cameron (AC)

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

1.1.1. The Chair welcomed everyone to the meeting. The meeting was confirmed 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 meeting.

FOR APPROVAL

2. Minutes of Previous Meetings and Matters Arising

2.1. Minute of meeting 14 March 2024 | Paper 2.1 | S. Hodgson

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

2.1.2. The Minutes were approved.

2.2. Action Log | Paper 2.2 | L. Grierson

2.2.1. The Secretary to the Board advised that both items within the Action Log were tabled in the agenda for the meeting and were now marked as closed.

2.2.2. The Committee noted the Action Log.

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

3.1. Since the last meeting there had been no changes to risks 9 and 10.

3.2. Following deeper discussion and review of Risk 8, the Depute Principal had recommended a reduction to the Risk in respect of continued improvement in the College's Performance Indicators (PIs). There was further explanation of the rationale and data supporting the recommendation. The Committee were satisfied that sufficient improvement was evident to support the reduction as well as the submission of the paper which provided further confidence. The Committee expressed recognition of staff efforts to improve PIs.

3.3. **Action: The Committee requested the publication of the PI data following release**.

3.4. The Committee supported the reduction to Risk 8.

3.5. **The Committee approved the status of risks 9 and 10 and amended rating of risk 8.**

FOR DISCUSSION

4. **Student Association Partnership Agreement | Paper 4.1 | A. Dogrultan**

4.1. The Committee was advised of the framework underpinning the Partnership Agreement designed to support enhancements and targets relating to the Student Experience Strategy. It was confirmed that no significant changes had been made following the annual review.

4.2. The Committee queried the development of an action plan and ways to measure the impact of enhancements and the systems to support the student voice. More detail on the channels available to students to raise issues was provided. In addition, the Committee recommended increased articulation be included in the agreement to explain the process.

4.3. PS commented that the College Action Plan and Partnership Agreement includes information relating to student engagement and student voice with supporting policy and procedures in place, he added that an annual Student Association Action Plan is developed including an Operational Plan.

4.4. **Action: - A paper on the SA Operational Plan to be tabled at a future meeting**. **LG**

4.5. **The Committee recommended enhanced narrative within the Agreement to detail impact and assessment.**

4.6. **The Committee noted the agreement.**

5. **Student Association Report | Paper 5.1 | A. Dogrultan**

5.1. An update on a variety of recent and future activities from the SA was noted:

➢ The Active Campus Co-ordinator (ACC) had organised an 'Active Campus Connect' event which had been well attended by students with a variety of external organisations taking part.

➢ Preparations and nominations had begun for the 'Above and Beyond' Awards taking place on 12 June at Dumfries Campus, a verbal invitation was extended for Board members to attend.

> ➢ A sponsored 'Loch Walk' event had been proposed by class reps to raise money for the College's food bank and a memorial bench for the late Angela Connelly.

> ➢ The Student Association Officer Elections were being promoted through social media and in-person events at both campuses.

5.2.   The Committee welcomed the positive activity of the Student Association.

5.3.   The Executive Director of Student Experience highlighted the challenges presented by the limited timeframe of SA officer posts and the need for both the SA and the College to encourage student engagement through the development of innovative approaches. He commended the SA team for work to engage students with increased engagement in clubs and activities across campus.

5.4.   It was confirmed that the ACC role was funded by Sports Scotland for a period of 2 years. Tracking of participation in activities had begun to generate data.

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

6.   **Student Health and Wellbeing Report | Paper 6.1 | P. Storrier**

6.1.   The Executive Director of Student Experience provided an update on developments around physical activity and wellbeing at the College. This included items specifically relating to recent partnership work with the University of the West of Scotland (UWS) and the appointment of the ACC.

6.2.   It was noted that the impact of the Co-ordinator had been apparent from initial participation data and planning of activities would be developed strategically in the longer term.

6.3.   The Committee supported the tracking of data in relation to student attainment and outcomes. The Committee also welcomed the positive activities and staff participation from all areas of the College further supporting wider relationships and impact.

6.4.   The Committee were also interested to explore analysis to support female engagement in sport. A discussion followed on the approaches employed to reduce barriers and issues with trends at a national level. It was expressed that partnership working within the community was relevant and a further report included detailed targeted approaches for future delivery would be presented.

6.5.   The Committee commended the work undertaken by the Active Campus Co-ordinator.

6.6.   **The Committee noted the content of the Student Health and Wellbeing Report.**

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

7.1   The Executive Director of Student Experience introduced the report and highlighted key points in relation to work regarding Corporate Parenting and Wellbeing Support:

> ➢ Outcomes for our students with care experience had increased to 65.7% from the previous year (+11.4%).

> ➢ Recognised changes in learning environment and teams.

> ➢ Some data discrepancies were reported from varied use of systems.

> ➢ A digital risk register had been implemented including named advisors.

➢ Improved knowledge and awareness amongst staff had reduced welfare referrals.

➢ A refreshed trauma informed approach for the whole College and updates to policies and procedures would begin at the start of the new session.

➢ … Youth worker attendance for the new session was being planned to develop more informal approaches to support students.

➢ An update on staff training was provided.

➢ The College had embarked on the CDN Trauma informed programme with workshops being deployed.

7.2. The Committee expressed gratitude to staff for the work undertaken ….

7.3. A query was raised on the potential for increased partnership working and several existing links were explained, the Committee supported the exploration of enhanced collaboration with mental health support groups within the region.

7.4. The Depute Principal advised that longer term sustainability was a key aim and funding challenges remained, also, greater understanding of the student demographic at a regional level was appropriate.

7.5. PS commented on Trauma Informed training, and appropriate information sharing between organisations to improve effective partnerships to support students. Intervention through continuation of service was considered a positive route to improvement.

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

8. **Tertiary Quality Framework | Paper 8.1 | D. Dickson**

8.1 The Deputy Principal introduced the report, providing a summary of progress towards establishing a single common quality enhancement framework for colleges and universities. This would include five key areas of focus: The TQEF framework development, data streamlining, SEAP, SPARQS-led enhancement and QAA enhancement.

8.2. Education Scotland will conclude with anticipated re-alignment for next AY. Annual engagement would take place with the SFC for AY 24/25 and a new framework was expected for AY 25/26. Challenges presented in some aspects of the new model had been discussed and a further update would be given as information is provided.

8.3. AH expressed confidence in the QAA and supported a QAA led review system. DD added that experience to date between the College and QAA had been positive however cautioned that changes would provide further challenges.

8.4. **The Committee noted the report.**

9. **Curriculum Innovation Update | Paper 9.1 | P. Storrier**

9.1 The Executive Director of Student Experience introduced the paper which provided insight and assurance for the monitoring and improvement of learning and teaching within the College. Several key points were noted: -

- The Observation of Learning process and feedback from both staff and students had been very positive. The project was providing encouragement and development of new practice, supporting a visible culture shift.

- Engagement data with HOW2 resources was supporting swift interventions for staff to employ new techniques and measure their impact.

- The 10 Pillars of Learning had been introduced to develop a framework to support improved L&T. Pillars would be embedded in staff PRD.

- Planning had begun for mandatory and high-level qualifications for staff and a new teaching guide had been designed for new academic staff.

- Trend data of engagement and correlation with the impact on students would be generated.

9.2. Advanced practitioner Susan McLelland shared her personal experience of the observation of learning process and benefits reaped. Student feedback had been both constructive and positive. The opportunity to share practice and further embed HOW2s was welcome.

9.3. PS highlighted the variety of professional identities within the academic staff and how the process can support new staff in their professional development.

9.4. The Committee commended the levels of voluntary engagement and acknowledged that raising staff confidence would further strengthen innovation and culture change.

9.5. **The Committee noted the report.**

10.   Portfolio Review 2 / Support Reviews | Paper 10.1 | P. Storrier

10.1   Reviews had taken place for all support areas to provide professional discussion around enhancement plans. Key themes were noted, and support managers had presented thorough plans.

10.2.   **The Committee noted the report.**

11.   Stranraer Action Plan| Paper 11.1 | P. Storrier

11.1   PS explained the background to the development and purpose of the Action Plan to provide a suitable mechanism to address challenges and provision for the Stranraer area. The plan had been subject to scrutiny through several internal committees and queries from trade Unions had been addressed. Tracking and progress would be monitored through a variety of committees and some actions had already been implemented and were in progress. The Plan would provide additional assurance for partners and local organisations.

11.2.   Questions were invited from the Committee and it was recommended that the report be shared with partners to gather responses for the start of the next AY and a steering group be formulated. DD confirmed that he was in the process of setting up a reference group.

11.3.   CS welcomed the action plan and queried Hair and Beauty provision? Engagement with the local academy was in place and further detail of arrangements was provided.

11.4.   PS explained the development of curriculum actions for Stranraer adding that regular review was planned. HN provision at Stranraer had been requested as part of the plan and innovative delivery models supported this with cognisance that varied delivery methods and peer to peer support was appropriate.

11.5.   The Committee welcomed continued updates on the item.

11.6.   **The Committee noted the report.**

12.   Committee Self Evaluation and Terms of Reference| Paper 12.1 | L. Grierson

12.1   The Board Secretary discussed the content of the evaluation survey with members. The committee discussed the importance of its role and function to seek assurance and confidence in what is happening within learning and teaching in the college and that it is moving in the right direction. They confirmed that the quality of papers received are very good and informative and would like to see more regarding impact and measurement of progress.

12.2   LG advised that the terms of reference had been reviewed with the Depute Principal to ensure the content was relevant and up to date. LG advised that the responsibilities outlined in the terms of reference had been mapped against the business schedule and the committee could take assurance that all their remit was covered throughout the year.

12.3   **The Committee noted the survey results and took comfort in the knowledge that all business was being attended to as per the business schedule.**

FOR INFORMATION ONLY

13.   Education Reform| Paper 13.1 | D. Douglas

13.1   The Committee noted the communication dated March 2024 from Graeme Dey Minister for Higher Education, Further Education and Minster for Veterans on Post School reform.

All executive members and non-board members left the meeting at 5:40pm for paper 12 to be discussed.

14.   AOCB | Verbal | S. Hodgson

14.1   There was no other business. The meeting was adjourned at 17:45 hours.

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

15.1   The date of the next meeting is scheduled for 10 September 2024.

L&T COMMITTEE ACTION LOG 07.05.24

Key

🟧	Ongoing
🟩	Closed
🟥	Overdue

No	Meeting Date	Action	Lead	Deadline	Status	Commentary
1	14.03.24	**Strategic Risk Register** The Committee agreed to review ratings for Risk 8 and 10 at May meeting, in line with improved PIs and student satisfaction rate.	LG	7/5/24	Closed	Risk Register tabled for 7/5/24 meeting.
2	14.03.24	**SFC 2022-23 Performance Indicators** DD advised that he would bring the new Ed Scotland Inspection Framework to the next Committee.	DD	7/5/24	Closed	Tabled for May meeting.

DUMFRIES AND GALLOWAY COLLEGE

MEETING	LEARNING AND TEACHING COMMITTEE
Agenda Item:	3
Paper No:	LT0524-3.1

Date	07/05/2024
Location	MS Teams
Title of Paper	Strategic Risk Register
Presented By	Lorraine Grierson
Recommendation	Approval
Appendix Attached	NO
Disclosable Under FOISA	YES

Read Time: **3 minutes**

1. Recommendation

1.1 The Learning and Teaching Committee are asked to consider 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 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 by the Risk Owner is noted below:

> ➢ Risk 8 – Failure to achieve highest academic performance levels – **the gross rating has been reduced to 12 (Significant) and the net risk has been reduced to 8 (minor).**
>
> The College PI was identified by Education Scotland as being of concern due to the long-term low PI which resulted in them choosing to utilise a 3-day engagement visit in January 2023. However, based on the publication of the 21/22 PI and the progress on the main points for action Education Scotland identified there was no longer concern on the mechanisms to improve PI and this resulted in a one-day annual engagement visit scheduled in May 24. The 22/23 PI for the College increased further on those from 21/22.
>
> - • At the previous L&T meeting, the Committee agreed they would review the ratings in line with continued improvement to PIs as per the SFC College Performance Indicators Guidance 2022-23, which is due to be released w/c 27th May.
>
> ➢ Risk 9 – Failure to adhere to academic compliance arrangements – **no changes.**
> ➢ Risk 10 - Failure to achieve an effective student experience – **no changes.**

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
24 April 2024

Strategic Risk Register Update   L&T Committee – May 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	v
9	Failure to adhere to academic compliance arrangements										
		4	3	12		2	2	4		Avoid	=
10	Failure to achieve an effective student experience										
		3	4	12		2	4	8		Cautious	=

KEY: ASSESSMENT OF RISKS

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

Risk Score Matrix

Impact

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

Likelihood

Strategic Risk Register

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 aga

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/FUN	**Significant Risk**				

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

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 SIG	Meeting 2 SIG	Meeting 3 SIG	Meeting 4 MIN

MEETING	AMENDMENTS TO RECORD
Q1	No change by Owner
Q2	No change by Owner L&T discussed Risk 8 and whether the impact of the recent industrial action and ASOS has impacted performance levels and increased the risk. As strike action has now ceased, it was agreed that the Risk

	will be reviewed again in January 2024 when it will be clear whether further industrial action will be taken and the impact this may cause.
Q3	No change by Owner. L&T acknowledge the improved PI trend, but will monitor risk with the view to reducing at the next meeting on receipt of the new PI stats.
Q4	The College PI was identified by Education Scotland as being of concern due to the long-term low PI which resulted in them choosing to utilise a 3-day engagement visit in January 2023. However, based on the publication of the 21/22 PI and the progress on the main points for action Education Scotland identified there was no longer concern on the mechanisms to improve PI and this resulted in a one-day annual engagement visit scheduled in May 24. The 22/23 PI for the College PI increased further on those from 21/22.

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

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

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

Strategic Risk Register

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

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

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

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

Strategic Risk Register

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

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

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

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

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
FRONT LINE **(Management Assurance)** **Operational Delivery /Systems /Quality Assurance /Supervision**	• Clear arrangements for applications, onboarding and retention • Student block surveys and Student Satisfaction and Engagement Survey (SSES) • Student engagement prior to course start and on course • Continuous self- evaluation and action planning by support and teaching areas • Action planning at curriculum area level • Regular curriculum team meetings • Students' association officers' meetings with students • Student focus groups • Student class representatives input to course teams	• Review of early student experience • Performance return survey and SSES results to CMs • Performance enhancement measure support areas to improve the student experience • Self-evaluation reporting monitored by Performance and Directors

OVERSIGHT OF MANAGEMENT ACTIVITY Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	• College wide enhancement plan developed from self-evaluation. • Action planning from portfolio reviews	• Monitoring of College wide enhancement plan • Portfolio review to examine improvement actions. • Regular reportage on performance and student satisfaction to SLT • Reportage to L&T Committee on College wide self -evaluation, enhancement plan and portfolio reviews
INDEPENDENT ASSURANCE Internal Audit / external bodies	• Annual scrutiny by Education Scotland annually by HMI and STMs • Self-evaluation reportage to Scottish Funding Council	• Reportage by Education Scotland presented to the BoM. • SFC Outcome Team monitor returns and provide feedback as required

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

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

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

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

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

Strategic Risk Register

	student experience						

MEETING	LEARNING AND TEACHING COMMITTEE
Agenda Item:	4
Paper No:	LT0524-4.1

Date	07/05/2024
Location	MS Teams
Title of Paper	Student Partnership Agreement
Presented By	Adnan Dogrultan
Recommendation	Discussion
Appendix Attached	YES
Disclosable Under FOISA	YES

Read Time: 4 minutes

1.   Recommendation

1.1   The Committee is asked to note the paper and discuss any points arising from it.

2.   Executive Summary

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

3.   Context

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

4.   Strategic Implications

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

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

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

5.   Risk

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

6.   Implications

inancial	No	
Legal	No	

Learning and Teaching	Yes	Limited student engagement
		Missed student perspectives.
		Lack of effective communication channels
Equalities	No	

Adnun Dogrultan
Student Association President

26 April 2024

Appendix 1

1 STUDENT PARTNERSHIP AGREEMENT

Introduction

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

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

Student Association

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

Class Representation

The Students' Association is responsible for overseeing the mechanisms for student engagement through the College's student representative structures.

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

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

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

- Learning and Teaching
- Student Support
- Campus and Environment

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

Partnership

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

The Students' Association have been working closely with the Active Campus Co-ordinator to get students involved with a variety of sports and health and wellbeing activities.

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

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

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

The Partnership Agreement will be reviewed each Academic Year.

MEETING	LEARNING AND TEACHING COMMITTEE
Agenda Item:	**5**
Paper No:	**LT0524-5.1**

Date	07 May 2024
Location	MS Teams
Title of Paper	Student Association Report
Presented By	Adnan Dogrultan
Recommendation	Discussion
Appendix Attached	NO
Disclosable Under FOISA	YES

1.   Recommendation

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

1.1   Key Points

- ➢   Active Campus Connects.

- ➢   Therapets

- ➢   Fundraisers for Angela's Bench

- ➢   Above and Beyond Awards

- ➢   Promotion for this year's elections

2.   Purpose of Report

The purpose of this report is to highlight the actions of the Student Association and to give an update on the events that we ran recently. We are also going to highlight the views of the students and give their opinions on how the College can improve.

3.   Content

3.1.   Active Campus Connect

We are linking up with the Active Campus Coordinator to set up an event where sports clubs around Dumfries and Galloway will come up and show the students what they have to offer them. This will be held in the stem hub on the 29th of April from 10.30am till 1.30pm.

3.2   Therapets

Therapets came back on Tuesday the 16th April to help students after coming back from their easter break there was a lot of traction for them with over 10 students sitting with the dogs at one time.

3.3   Fundraising

We are looking to raise funds for our foodbank and for Angela's bench. We are looking for a memorial bench for Angela Connelly. So we have asked our class reps for ideas for fundraisers.

3.4   Above and Beyond Awards

We have set a date and ordered the awards for this year's Student Association Awards. This will be held on the 12th of June for 12pm till 3pm.

3.5   Promotion for This Year's Elections

We have set up tables beside reception to try and get people interested in the president and vice president roles for next year. Nominations open Monday 22nd of April till Friday the 3rd of May. Voting closes the 13th of May, and we will introduce the new Student Association at our award ceremony on the 12th of June.

4.   Strategic Implications

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

5. Risk

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

6. Implications

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

Adnan Dogrultan
Student Association Report

25 April 2024

DUMFRIES AND GALLOWAY COLLEGE

MEETING	LEARNING AND TEACHING COMMITTEE
Agenda Item:	**6**
Paper No:	**LT0524-6.1**

Date	07 May 2024
Location	MS Teams
Title of Paper	Student Health and Wellbeing Report
Presented By	Phil Storrier
Recommendation	Discussion
Appendix Attached	NO
Disclosable Under FOISA	YES

Read Time: 6 minutes

1.1. **Recommendation**

1.2. The committee are asked to discuss the contents of the paper.

2.   Executive Summary

2.1.   The purpose of this paper is to provide the Learning and Teaching Committee with an update on developments around physical activity and wellbeing at the College. This is specifically related to recent partnership work with the University of the West of Scotland (UWS) and also the appointment of our Active Campus Coordinator.
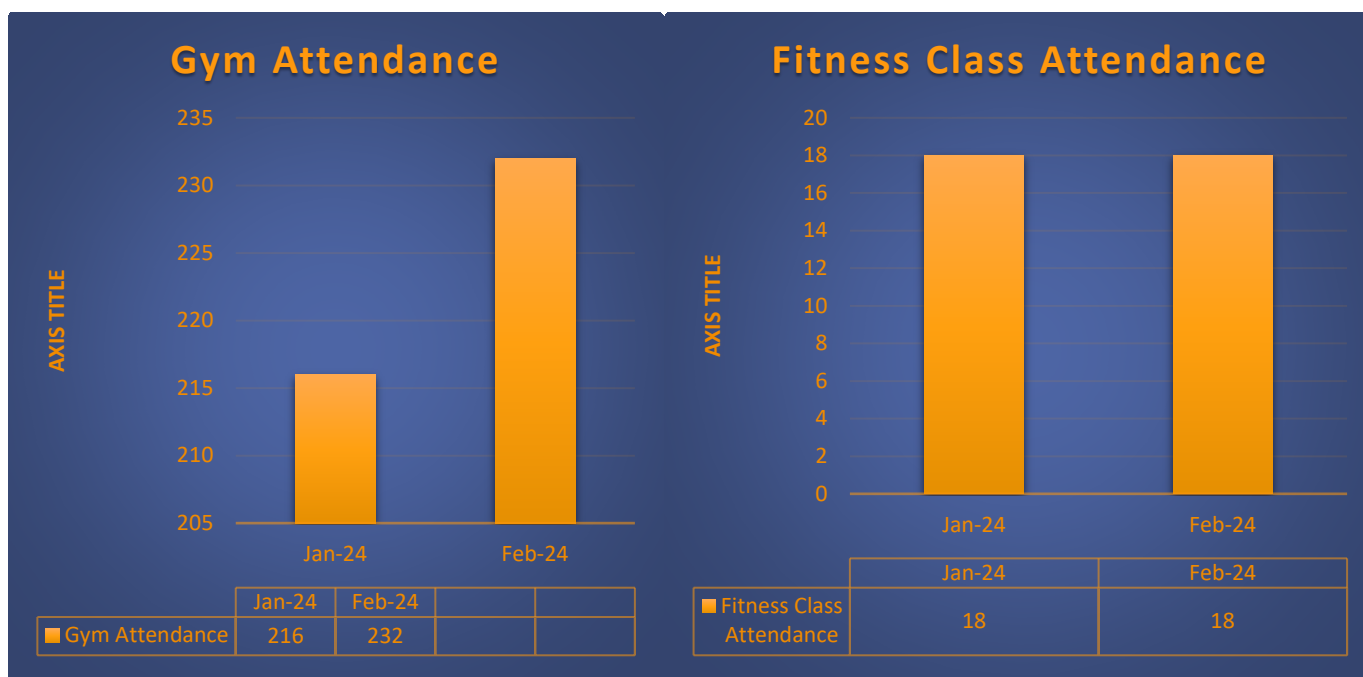
3.   Context

3.1.1.   Following the return to campus we had direct ambitions to develop student engagement and a greater sense of community across the College. Working closely with UWS and the appointment of our Active Campus Coordinator through a partnership with SportScotland and Scottish Student Sport had led to initial increases in physical activity across the College.

3.2.   <u>Dumfries Campus Gym</u>

Working closely with UWS staff we worked to identify resource requirements to improve access to and engagement with our existing gym facility. This work included:

➢   Identification and employment of gym staff (ex DGC students).

➢   Investment in new and supplementary equipment.

➢   Introduction of free membership to staff and students.

3.3.   <u>Engagement Data:</u>

Gym Attendance

	Jan-24	Feb-24		
Gym Attendance	216	232		

Fitness Class Attendance

	Jan-24	Feb-24
Fitness Class Attendance	18	18

Membership Sales

	UWS Student	UWS Staff	DGC Student	DGC Staff	UofG Student	UofG Staff
■ Membership Sales	15	8	52	33	15	12

3.3.1.   Our initial ambition was to improve access and see if we could increase utilisation in the gym and thus increase the physical activity of our students and staff. Initial indicators are extremely positive.

3.3   Active Campus Coordinator

3.3.2.   Since employing our Active Campus Coordinator December 2023, we are pleased to see significant development on the physical activities available to students. We now have multiple clubs across the day with access available both before, during and after the college day. Strong links with UWS have also led to the creation of various fitness classes throughout the week.

3.3.3.   Our fitness classes have been successful in building the link between our different institutions on the campus. We are hoping to extend this link by attending open evenings and freshers' events at the universities to promote our Active Campus activities going forward.

3.3.4.   We have also Introduced Blaze pods and the Nintendo Wii in the Foyer over the last few weeks.

3.4.   Engagement data:

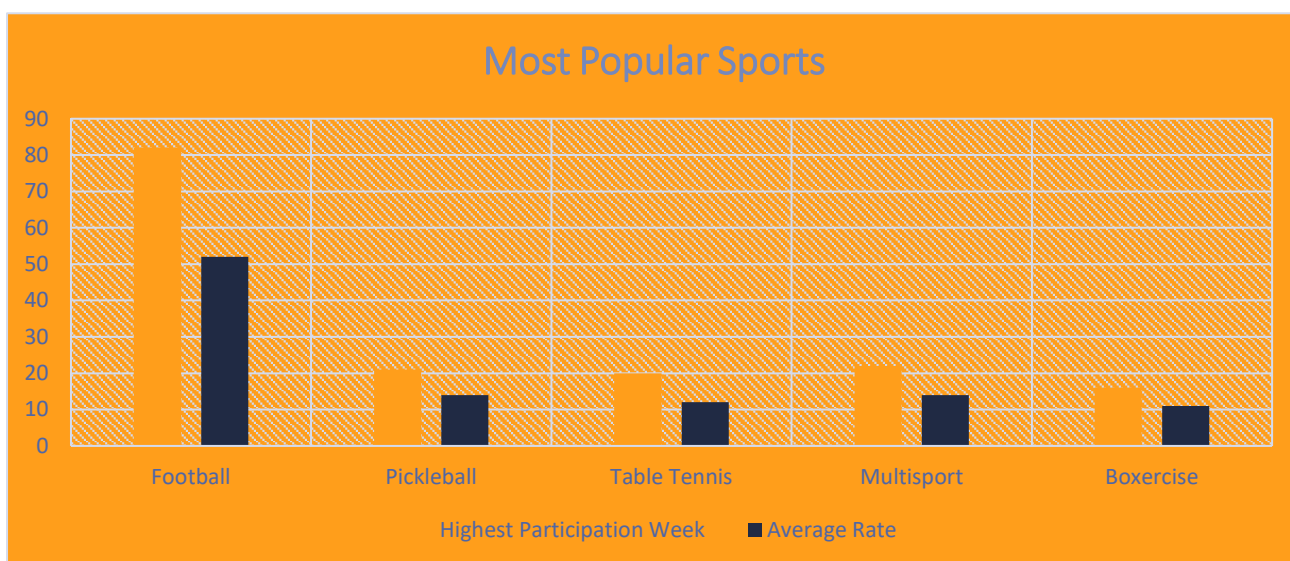| Week Beginning	Overall Participation Rates
11/12/2023	28
18/12/2023	94
08/01/2024	141
15/01/2024	115
22/01/2024	85
29/01/2024	131
05/02/2024	107

12/02/2024	26
19/02/2024	120
26/02/2024	84
04/03/2024	140
11/03/2024	151
18/03/2024	100

3.4.1.   It has been good to see good levels of participation on average each week since the introduction of clubs and activities. Further analysis and engagement tools for this work are being developed and shared by SportScotland.

Gender Participation Rates

Male   Female
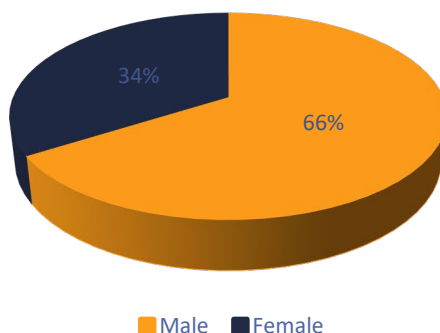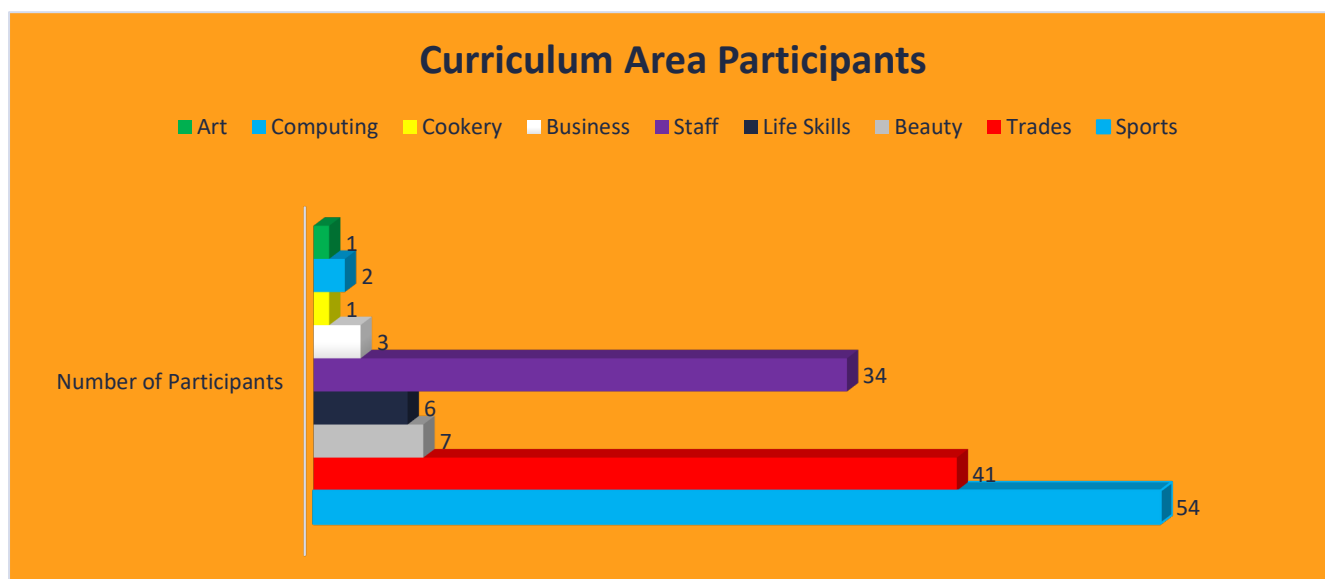
3.4.2.   Since the beginning of March 2024, we have had 109 Male and 56 Female participants from Dumfries and Galloway College. We are pleased to see just over a third of participants being female and will look for further initiatives to increase equity.

Most Popular Sports

Football   Pickleball   Table Tennis   Multisport   Boxercise

Highest Participation Week   ■ Average Rate

3.4.3. The most popular sport at the college by far is football. We have had a high of 82 participants in one week with the average over the last 3 months of 52 per week. Pickleball has been the second most popular since it began in the college. At present we are developing a range of activities to understand demand from students.

Curriculum Area Participants

Art Computing Cookery Business Staff Life Skills Beauty Trades Sports

Number of Participants

- 1
- 2
- 1
- 3
- 34
- 6
- 7
- 41
- 54

3.4.4. From the data above we can see as expected highest activity across our sports students. However, we have been pleased to see increased engagement from students on 'trades' courses and staff. We can see there is clear engagement work to be done across all curriculum areas to ensure equity of impact and understand barriers.

3.5. <u>Further planned activity:</u>

➢ Active Campus Connections – This event will take place on 29th April 24. This event will be attended by local sports clubs, businesses and charities that can benefit our students and staff outside of college times. There will be organisations there that can offer job opportunities for our students and qualifications also.

➢ On the 16th and 30th May 2024, we are welcoming the Army to the College. On the 16th, the Royal Air Corps will be attending and bringing a flight simulator with them. This will be held in the Henry Duncan Building and we are inviting classes to join us for an hour at a time to enjoy this fun experience.

➢ On the 30th, We will be joined by the Logistics Unit and this will also be held in the Henry Duncan Building where they will run some reaction challenges for the students and they will be bringing in some bomb disposal suits. This will be open to classes for an hour at a time also and this will really benefit our Motor Vehicle students and trades.

➢ We secured funding from Health and Wellbeing Fund to pay for Solway Fitness to come in and run a Blazepod Reaction League. The Blazepods have been successful around the college when we have been running small monthly challenges around the college.

➢ In the coming months we are looking to play a friendly football match with local Sunday league side Normandy Star at the Crichton Playing Fields. We are also

looking at arranging a day for Stranraer campus to come to Dumfries campus to contest for the sports trophy dedicated to the former janitor at Stranraer. We would be looking to play different sports throughout the day to contest for the trophy.

4.   Strategic Implications

Student Experience – We believe that improving the physical activity and connection to the college of our students will enhance the student experience and seek to improve retention and attainment.

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 before course starts and during the 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	The current activity has been supported in part by UWS and additional funding and support from SFC. This may not be sustainable long term unless we can realise benefits.
Legal	NO	
Learning and Teaching	NO	
Equalities	YES	We recognise and want to address issues of equity to access of our activities.

Phil Storrier
Executive Director of Student Experience
23 April 2024

DUMFRIES AND GALLOWAY COLLEGE

MEETING	LEARNING AND TEACHING COMMITTEE
Agenda Item:	**8**
Paper No:	**LT0524-8.1**

Date	07 May 2024
Location	MS Teams
Title of Paper	Tertiary Quality Framework
Presented By	Douglas Dickson
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 discuss the implications for DGC based on the information within this report.

2.   Executive Summary

2.1   Scottish Funding Council have commissioned 5 workstreams to enable the development of a new approach to quality in line with their review of tertiary education.

2.2   The report summarises current work in establishing a common quality enhancement framework for universities and colleges. The common framework will be called - Scotland's Tertiary Quality Enhancement Framework (abbreviated to TQEF).

3.   Context

3.1   This report summarises key parts of the tertiary quality workstreams. SFC have commissioned the following workstreams –

- ➢   The TQEF framework itself – led by SFC.
- ➢   The use of data to support evaluation – led by SFC.
- ➢   Institution led self evaluations – co-ordinated by SFC and relevant HE and FE quality forums.
- ➢   Student voice in quality – led by sparqs.
- ➢   Tertiary enhancement – led by the Quality Assurance Agency.

3.2   As you will see SFC have mainly taken the lead on key workstreams and in terms of visits to enhance this is being led by the QAA.

3.3   What is clear at this point is that –

- ➢   QAA will lead review of colleges and universities using one framework.
- ➢   The role of Education Scotland will be significantly reduced with perhaps only Associate Assessors used and HMI used only for specialist advice.
- ➢   There will be a grade associated with each review of an institution. This grade will simply identify confidence in the institution
- ➢   The timeline is challenging against a backdrop of sector reform and has seen some slippage, it is likely the first college visits will not be until AY 2025/26.

Indicative date	Activity
May 2023	SFC commission review methods development from the QAA
Aug / Sept 2023	Sector engagement on the development of review methods and schedule for external peer review
Oct / Nov 2023	QAA confirms external review schedules
Autumn 2023	Reviewer recruitment begins
Mar / Apr 2024	External review method handbook/guidance finalised and published
Spring 2024	Training in the new method begins in order to establish a pool of student and staff reviewers
Jan/Feb 2024	Institution preparation events for review method familiarisation for those being reviewed in AY 2024-5
Spring 2024	Reviewer teams confirmed for reviews AY 2024-25
Spring 2025	External review cycles begin with first external reviews

3.4 Currently QAA are seeking enhancement themes for 2024-25 from universities and colleges. To examine the themes there will be a bid in process with a small amount of funding allocated to institutions to participate in each project.

3.5 Points to consider in discussion are –

> We are moving towards reviews commencing with QAA, an agency that the sector has not worked with. QAA are currently learning about colleges and their governance.

> At DGC we do not have existing AAs nor requests for reviewers for the STQEF. We also need to consider whether we can resource any request.

> We are operating in a financially challenged environment which may limit the capacity for improvement.

> The cycle of review by QAA is likely to be extended beyond every 4 years.

> A review of each academic will be submitted by the College to SFC each year.

> It is unclear what arrangements for engagement with colleges will take place in AY 2024/25.

4. Strategic Implications

4.1 The new framework and model for engagement directly links to Risk 9.

5. Risk

RISK	MITIGATIONS
Risk 9 - Failure to adhere to academic compliance arrangements	> Defined DGC self-evaluation framework that feeds into annual enhancement report.

6. Implications

Financial	Yes	College staff acting as reviewers will impact on college business.
Legal	No	
Learning and Teaching	Yes	The changes to review and annual college evaluation will impact on College resources.
Equalities	No	

Douglas Dickson
Depute Principal

April 2024

DUMFRIES AND GALLOWAY COLLEGE

MEETING	LEARNING AND TEACHING COMMITTEE
Agenda Item:	**9**
Paper No:	**LT0524-9.1**

Date	07 May 2024
Location	MS Teams
Title of Paper	Curriculum Innovation Update
Presented By	Phil Storrier
Recommendation	Discussion
Appendix Attached	NO
Disclosable Under FOISA	YES

Read Time: 5 minutes

1. Recommendation

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

2.   Executive Summary

2.1.   This paper has been written to give committee sight of innovative developments in improving curriculum delivery and design across the college. It covers the integration of Teaching HOW2's, Observation of Learning, Continuous Lifelong Professional Learning (CLPL) and curriculum design innovations. It also evidences some initial analysis of engagement and feedback.

3.   Context

3.1.1.   Curriculum innovation is essential for adapting to evolving student needs and meeting regional and national demands. We also are working towards our enhancement action of continuing to improve student outcomes.

3.1.2.   Observation of Learning

Observation of Learning involves systematic monitoring of student engagement, comprehension, and progress during classroom activities. It offers insights into the effectiveness of learning and teaching strategies through various lenses, including self-reflection, student feedback, peer professional dialogue and theoretical perspectives. The process enables evidence-based decision-making, peer collaboration, and curriculum refinement.

3.1.3.   Engagement data:

Time Period	Observations Conducted	Professional Discussions	Student Feedback Responses	Staff Feedback Responses
Jan – Dec 2023	94%	94%	672	64
Jan – Dec 2024	50%	50%	165	19

3.1.4.   Student Feedback:

Survey Question	22/23 Positive Responses (672 Returns)	23/24 Positive Responses (165)
Students felt welcomed and respected in the class	99%	99%
Students were able to participate in class activities	99.5%	98%
Learning tools support the student learning	99.7%	96%
Students have opportunities to learn from other students	99%	98%
Students feel confident to ask lecturer for help	99%	96%
Did technology help the students learning	86%	88%
Did the lecturer treat the students fairly	97%	98%

3.1.5. Positive student feedback from Observation of Learning gives us confidence in teaching practice and student satisfaction across all curriculum areas.

3.2.   <u>Staff Feedback:</u>

Question	Positive Response - 672 responses 2022/23	Positive Response - 165 responses so far (2023/24)
Process: The information provided was helpful	98%	95%
Recording: Booking and recording was easy to use	100%	100%
Peer Observation: staff found this a valuable exercise	100%	100%
Reflection: Using Brookfield's 4 Lenses	83%	89%
Has the process encouraged adoption of new practices	84%	89%
Staff's overall satisfaction	98%	100%
Process: The information provided was helpful	98%	95%

3.3.   Positive staff responses from the Staff Satisfaction Survey indicate high engagement and satisfaction with the Observation of Learning process, highlighting its value in professional development. Particularly pleasing is the increase so far this year where observation has supported adoption of new practices.

3.4.   <u>Teaching HOW2s</u>

3.5.   Teaching HOW2's encompasses evidence-informed teaching strategies aimed at enriching classroom instruction by providing practical tools to engage students and foster critical thinking with self and peers. The introduction of HOW2s aligns with efforts to improve student outcomes.

3.6.   <u>Engagement data:</u>

Enrolled Users	Considering It	Working on It	Embedding It
97%	132	102	101

3.7.   Innovative use of HOW2s:

3.7.1.   Engineering – Starting in Block 3 staff select 2 Teaching HOW2s to embed into their practice. Each time they use their selected HOW2, they will gather feedback from the student and reflect on their effectiveness. This will be discussed and shared at team meetings.

3.7.2.   Early Years – All Early Years Lecturers have committed to embedding at least 2 HOW2s into their teaching practice. End of Unit delivery evaluations now include professional discussions around the effectiveness of HOW2s.

3.7.3.   Business – The Business team have integrated HOW2s as their formative teaching activities integrated into their assessment projects. Staff feedback has suggested integration has enhanced pass rates with Summative Assessment.

3.7.4.   Advanced Practitioners – Our Advanced Practitioners are embedding HOW2s as development suggestions through Observation of Learning. They are currently developing HOW2 'sets' which will link to the learning pillars and promoting to all staff HOW2s of the month.

3.8.   DGC Pillars of Learning

3.8.1.   Launched in February 2024, these are 10 foundational principles that are grounded in rigorous research which will become the bedrock of how we develop our Learning, Teaching and Assessment. We recognise staff need tangible frameworks, tools, and support, not simply a strategy document. This is about developing clear drivers for our curriculum activity and ensure staff are clear and focussed on effective elements.

3.9.   Continuous Lifelong Professional Learning (CLPL)

3.9.1.   Dedicated CPD days have now been embedded into the academic calendar for all staff at the start, middle and end of year. These serve as a platform for lecturer development, encouraging reflection on instructional practices and exploration of innovative approaches. These sessions foster a culture of continual improvement and facilitate collaboration among staff members.

3.9.2.   A CLPL plan has been derived and gone live through feedback from the PRD process. The CLPL Plan from December 2023 to June 2024 includes various pedagogical sessions and new initiatives as requested by staff.

3.10.   Learning and Teaching Staff Guide

3.10.1. In addition to the comprehensive initiatives discussed, DGC has recently introduced a new Learning and Teaching Guide aimed at providing invaluable support to new lecturers. This guide not only outlines the various academic routes available but also offers detailed information on the initiatives in place to assist with learning, teaching, and assessment. By equipping new lecturers with the necessary resources and guidance, DGC aims to ensure a smooth transition into their roles and facilitate their professional growth within the College.

3.11.   Curriculum Design Innovations

3.11.1. Business & Enterprise (NQ) SCQF L6 – For academic year 23/24 our Business team revamped their Level 6 programme. Feedback from students as well as effective self-evaluation led to the re design into course projects, removing assessment burden and load. Teaching HOW2s have been implemented into design to improve effectiveness of teaching strategies. Teaching was also condensed to 32 weeks with the course finishing with a final 4-week integrated workplace project.

Student Performance	Early Retention	Further Retention	Success
22/23	87%	67%	67%
23/24	89%	72%	TBC

3.11.2. Introduction to Working with Communities (PDA) SCQF L6 – This course has been designed to meet industry demand for those already working and volunteering in practice. Having not been able to recruit for the last two years this enhanced hybrid model is now live recruiting 18 students. This is the first iteration which includes in person sessions, synchronous online sessions, 1 to 1 support and self-directed online learning which students can complete at their own pace.

Student Performance	Early Retention	Further Retention	Success
23/24	94%	94%	N/A

3.11.3. <u>College Academy Construction Crafts SCQF L4</u> – Staff recognised that students were signing up to a year long course which was impacted by attendance, changed timetables at schools and students deciding construction was not for them meaning many would not be successful. During exam periods some student attendance would end resulting in non-completion. The course was re designed as 3 shorter courses allowing students clear exit and continuation points. SQA certification was completed in advance of exam time and students who can no longer attend will achieve success while those continuing will engage in a non-accredited skills project to end their course.

Student Performance	Early Retention	Further Retention	Success
22/23	87%	73%	69%
23/24	99%	96%	TBC

3.11.4. <u>Sustained Transitions And Routes (STAR) SCQF L4</u> – Our previous Passport to College programme had been designed to support some of our most vulnerable learners to access and try different college opportunities. It presented many challenges as often the collection of formal units delivered in curriculum areas resulted in mixed engagement and attendance. STAR has been designed to support those students experience college, experiencing full time classes without the pressure of being put forward for assessment. Students are supported to explore learning in FT courses whilst completing development Units. We also ensure input from key partners like employability services to support next steps. Within this course we trying a Trauma Based approach to limit opportunities for withdrawal.

Student Performance	Early Retention	Further Retention	Success
22/23	87%	69%	31%
23/24	94%	84%	TBC

3.12.   <u>Performance Impact</u>

3.12.1. The data below is largely showing signs of correlation between engagement in our innovative approaches to enhancing learning and teaching and improving student outcomes:

- *Student success figures represent all curriculum modes.*

Curriculum Area	HOW2s Implemented	Observation of Learning 2023	Formal CLPL engagement	Student Success 21/22 %	Student Success 22/23 %	Variance
Business and Accounting	79	100%	11	53.70	72.31	+18.6%
Computing	32	100%	23	68.48	73.58	+5.1%
Engineering	22	100%	3	55.26	75.31	+20.0%

Health & Social Care	20	100%	18	63.43	65.78	+2.3%
Hospitality	18	100%	5	43.33	66.10	+21.7%
Creative Industries	16	100%	4	70.73	66.08	-4.65%
Construction	14	100%	14	80.17	77.61	-2.56%
Early Years	10	100%	15	59.63	66.47	+6.84%
Hairdressing	3	100%	0	60.47	48.31	-12.1%
Sport and Fitness	0	100%	9	61.9	67.81	+5.91%
Beauty Therapy	0	100%	8	49.17	46.79	-2.4%

4.   Strategic Implications

4.1.   Student Experience - Curriculum innovation and fostering innovative teaching among staff are pivotal for empower learners to navigate evolving landscapes. Nurturing innovative teaching instils creativity, critical thinking, and adaptability in students.

4.2.   People and Growth - It fosters an environment where educators become facilitators of knowledge exploration rather than mere conveyors of information. This approach cultivates lifelong learners equipped to thrive in dynamic environments.

4.3.   Finance and Performance - Ultimately, embracing curriculum innovation and innovative teaching not only enhances educational quality but also strengthens the institution's competitive edge in a rapidly changing world.

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 and support area level ➢ Regular curriculum team meetings ➢ Portfolio and service reviews ➢ Student class representatives input to course teams
Risk 8 - Failure to achieve highest academic performance levels	➢ Online reports with curriculum areas performance ➢ Action planning at curriculum area level ➢ Regular curriculum team meetings ➢ College wide enhancement plan developed from self-evaluation ➢ Action planning from portfolio reviews ➢ Annual scrutiny by Education Scotland annually by HMI and STMs ➢ Self-evaluation reportage to Scottish Funding Council

6.   Implications

Financial	YES	Curriculum innovation and staff development requires resource which may not be able to be sustained longer term.
Legal	NO	
Learning and Teaching	YES	The paper outlines approaches to impact innovation in teaching and assessment and to innovate within the student experience. The activities also support ongoing staff CLPL and Professional Registration.
Equalities	YES	Effective innovation in design and practice should enhance equity of access and outcomes.

Phil Storrier
Executive Director of Student Experience
23 April 2024

DUMFRIES AND GALLOWAY COLLEGE

MEETING	LEARNING AND TEACHING COMMITTEE
Agenda Item:	**11**
Paper No:	**LT0524-11.1**

Date	07 May 2024
Location	MS Teams
Title of Paper	Stranraer Campus Action Plan
Presented By	Phil Storrier
Recommendation	Discussion
Appendix Attached	YES
Disclosable Under FOISA	YES

Read Time: 8 minutes

1. Recommendation

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

2.   Executive Summary

2.1.   To ensure transparency across the College of the action being taken to develop and enhance the breadth, quality, and access of provision for communities in Stranraer and surrounding areas.

3.   Context

3.1.   The attached action plan will be a key document for outlining and monitoring progress towards strategic objectives set for the Stranraer campus and education in the West of our region.

3.2.   Please see the attached action plan on page 4.

4.   Strategic Implications

4.1.1.   Student Experience – we will look to enhance the student experience through improved learning and teaching, curriculum, and services to support learning.

4.1.2.   People and Culture – we will maintain a clear focus on outcomes and goals as well as developing staff skills and capacity for innovation.

4.1.3.   Growth and Innovation – we will work closely with partners in the west of the region to enhance access in the right areas and ensure an aspirational offer.

4.1.4.   Finance and Performance – the action plan will endeavour to ensure innovative and effective delivery models whilst looking to increase activity for local communities.

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.

7.   Implications

Financial	YES	Work towards the action plan will identify where performance may be impacting returns and where additional resource may be required, both essential and desirable for improvement.
Legal	NO	
Learning and Teaching	YES	There are clear actions which pertain to specific development at Stranraer campus around modes of delivery, the curriculum offer and learning and teaching strategies to improve the overall student experience.
Equalities	YES	Effective implementation of the plan should see improved access and outcomes for students.

Phil Storrier
Executive Director of Student Experience
16 April 2024

Stranraer Campus Actions Plan – 2024-2025

Priority Theme 1: Learning and Teaching

Priority Theme 2: Curriculum

Priority Theme 3: Partnerships

Priority Theme 4: Estates use

Priority Theme 5: Promotion and messaging

	Key Action(s)	Responsible Lead	Support	Timescale	Intended Impact	Progress
Priority Theme 1: Learning and Teaching						
1	Improved CLPL and sharing of practice to increase equity of outcomes.	ALL CMs Learning, Teaching, and Innovation Manager	Executive Director of Student Experience Campus Manager	Aug 24	23/24 PIs as baseline measure. 5% improvements across all areas in 24/25.	
2	Embedding of 10 Pillars of Learning into each curriculum area. Particularly development of local work-based learning experiences.	ALL CMs Learning, Teaching, and Innovation Manager Campus Manager	Advanced practitioner Lecturers	Aug 24	23/24 PIs as baseline measure. 5% CS improvements across all areas in 24/25. 5% Retention Improvement for 24/25.	
3	Review and develop staffing requirements for delivery.	Executive Director of Student Experience	All CMs	Aug 24	Sufficient staffing to deliver curriculum and support.	Curriculum planning and required staffing underway

Priority Theme 2: Curriculum						
1	Health and Social Care: Produce and evaluation of need for the West of the Region. Carefully considered training and skills developed from this.	CM – Health and Social Care

Campus Manager

Commercial Development Team Manager | Executive Director of Student Experience

Lecturers | Aug 24 | Clear analysis presented at Portfolio Review 24/25 – identification of at least 1 new programme for west of the region. | Curriculum content that college offers meets needs.

Needs sense checked. |
| 2 | Early Years: Ensure curriculum and recruitment is reflecting local needs. | CM – Education and Access | Executive Director of Student Experience

Lecturers | Aug 25 | Initial baseline assessment done 23/24.

Revisited and revised in 24/25. | |
| 3 | Construction: Develop sustainable College Academy provision in Stranraer. Pathways to employment and apprenticeships locally. | CM – Sustainable Construction | Executive Director of Student Experience

Lecturers | Aug 24 | Sufficient numbers recruited for 24/25.

Meet target of 20 students into College Academy | Construction re introduced and live for recruitment. |
| 4 | Engineering – Re introduce Motor Vehicle for College Academy in 24/25. | CM - Engineering | Executive Director of Student Experience

Lecturers | Aug 24 | Recruit sufficient number for 24/25.

Meet target of 12 students into College Academy | Motor Vehicle re introduced and live for recruitment. |
| 5 | Engineering – Assess demand for broader entry level engineering FT provision. | CM - Engineering | Executive Director of Student Experience Campus Manager | Aug 24 | Proposition to be brought to Portfolio Review for 25/26 consideration. | |
| 6 | Hair and Beauty – devise well thought our multi-level programme with Work Based learning embedded. | CM - Lifestyle | Executive Director of Student Experience

Lecturers | Aug 24 | Curriculum programme developed for 24/25 delivery.

5% improvement in retention and CS. | |

Priority Theme 2: Curriculum						
7	Hospitality – Review curriculum with a focus on Cookery and removal of FT Bakery.	CM - Lifestyle	Executive Director of Student Experience Lecturers	Aug 24	Bakery course removed as FT. Professional Cookery curriculum enhancement actions in place for 24/25. 10% Improvement in retention and Success 24/25.	
8	Business – Reintroduce HN Level provision in Hybrid model. Link to school to identify young people looking for progression.	CM – Business, Computing and Enterprise	Executive Director of Student Experience Lecturers Campus Manager	Aug 24	Launch HNC Business Hybrid for 24/25. Recruitment of 5+ local students.	Programme outline has been developed and shared with Karrie (Stranraer Academy).
9	Business and Digital – Promotion of access to Foundation Academy programmes with UWS for west of region.	CM – Business, Computing and Enterprise	Executive Director of Student Experience Lecturers	Aug 24	5 students from West of the Region access programmes.	GR promoted at Senior Phase. Further event with all DHs planned.
10	Business – Develop shorter business support programmes and training. Analysis on need and demand.	Campus Manager Commercial Team Manager	Executive Director of Student Experience	Aug 24	Creation of at least 1 new Business related programme in the local area based on local demand.	
11	Supported Programmes – Better alignment of provision to compliment not duplicate work of Better Lives Partnership.	CM – Education and Access	Executive Director of Student Experience Lecturers	Aug 24	Discussion with BLP to agree complimentary provision.	

Priority Theme 2: Curriculum						
12	Supported Progammes – Look at introduction widening access provision (e.g. Project Search, STAR).	CM – Education and Access	Executive Director of Student Experience	Aug 24	Sustainable provision.	Looking to introduce Project Search at Stranraer for 24/25
13	Delivery Models – test and develop new delivery models looking at Hybrid, Multi-Level, Projects and Work Based learning as pilot models.	ALL CMs	Executive Director of Student Experience Learning, Teaching and Innovation Manager Campus Manager	Aug 25	3 new delivery models developed and evaluated.	PDA Communities live for hybrid. HN Business being promoted

Priority Theme 3: Partnerships						
1	Develop a clear identification of key partners and contacts – develop a programme of Partnership development activity. Focus on priority areas.	Campus Manager	Executive Director of Student Experience CMs Depute Principal	Jun 24	Schedule of activity created and shared at CLG for the start of AY 24/25.	
2	School Partners – develop more systematic approach to engagement with schools in the region.	Executive Director of Student Experience	Campus Manager CMs	Jun 24	2 further engagements with local schools before Jun 24.	Initial meeting 29th Jan 24 @ Stranraer.
3	Biosphere – development of partnership into hospitality provision.	CM – Lifestyle	Campus Manager Lecturer	Aug 24	Developed partnership embedding local produce into curriculum activity.	Initial conversations to be developed.

Priority Theme 4: Estates and Use						
1	Development of co-location onto campus with key partners to compliment existing service and local student needs.	Campus Manager	Executive Director of Student Experience Depute Principal Director of Estates	Jun 24	2 New Partners onboarded onto campus.	SDS Partnership develop and move in date agreed 02.05.24
2	Plan to modernise and ensure footprint meets needs (e.g. Salon upstairs, BLP upstairs?)	Campus Manager Director of Estates	Executive Director of Student Experience Depute Principal	Ongoing	Linked to wider college estates plan	

Priority Theme 5: Promotion and messaging						
1	Events and activities to celebrate success.	Campus Manager Marketing Team	Executive Director of Student Experience Depute Principal	Jun 24	2 Events celebrating student success to be planned. FT and College Academy?	Celebration of Success Event – 14th June 2024
2	Promotional campaign focussed on improvements in retention, success and progression.	Campus Manager Marketing Team	Executive Director of Student Experience Depute Principal	Jun 25	5 Campaigns developed Engagement increase Improved recruitment College Reputation	
3	Promotional campaign regarding partnerships and impact.	Campus Manager Marketing Team	Executive Director of Student Experience Depute Principal	Jun 25	3 Campaigns developed Engagement increase Improved recruitment College Reputation	
4	Programme of activity to invite key partners and	Campus Manager Marketing Team	Executive Director of Student Experience	Jun 25	5 Activities designed and executed	

Priority Theme 5: Promotion and messaging						
	influencers into the College e.g. Teachers.		Depute Principal		Engagement Increase Improved recruitment College Reputation	
5	Inspirational curriculum: Introduction of at least 1 new HN programme for 24/25.	All CMs Executive Director of Student Experience	Campus Manager	Jun 25	Recruitment Improved reputation Demand for more	

DUMFRIES AND GALLOWAY COLLEGE

MEETING	LEARNING AND TEACHING COMMITTEE
Agenda Item:	13
Paper No:	LT0524-13.1

Date	07 May 2024
Location	MS Teams
Title of Paper	Education Reform
Presented By	Douglas Dickson
Recommendation	Noting
Appendix Attached	NO
Disclosable Under FOISA	YES

Read Time: 12 minutes.

1.   Recommendation

1.1   The Learning and Teaching Committee are asked to note the attached Post School Reform letter.

2.   Executive Summary

2.1   The attached letter provides an update on education reform.

3.   Context

3.1   The attached letter is an update from the Minister for Higher and Further Education.

3.2   The College has noted that the regional position with skills planning is not aligned between all agencies, however we have engaged in further discussion with key partners to improve planning.

3.3   It is helpful in these challenging economic times is discussion around the funding landscape and its operation. There is a disparity in funding for our FE students versus our HE students, currently the HE students per week obtain almost 3 times greater payments.

3.4   We have nearly 400 apprentices in the College with demand that we cannot meet, it is welcome that there are proposals to look to streamline activity. This streamlining may present an opportunity to the College to become a managing agent in its own right.

3.5   The letter also sets out that there is a desire to improve career management, regional boards, and CLD.

4.   Strategic Implications

4.1   The Minister's letter attached identified reform which will affect the College.

5.   Risk

RISK	MITIGATIONS
10 Failure to achieve an effective student experience	➢ The College is actively involved in the sector discussions on reform.

6.   Implications

Financial	Yes	It is too early to identify all implications however it will affect apprenticeships and funding.
Legal	No	
Learning and Teaching	Yes	It is too early to identify all implications.
Equalities	No	

Douglas Dickson
Depute Principal
24 April 2024

Scottish Government
Riaghaltas na h-Alba

T: 0300 244 4000
E: scottish.ministers@gov.scot

Sue Webber MSP
Convener
Education, Children and Young People Committee
The Scottish Parliament
Edinburgh
EH99 1SP

By email: ECYP.committee@parliament.scot

March 2024

Dear Convener,

UPDATE TO COMMITTEE – POST SCHOOL REFORM

When I appeared before you on 10 January, I committed to providing further information in March on progress on post school reform. The note below provides an update on the key areas I identified for action at my session with you. In addition, I have also provided information on wider work to support delivery of the reform programme.

The progress that is being made shows our ambition to match the recommendations made in James Withers **Fit for the Future: developing a post-school learning system to fuel economic transformation** report and reinforced in the initial priorities set out in our *Purpose and Principles* document.

Developing a national approach to skills planning and strengthening regional approaches

Significant work has started on the commitment we have made for the Scottish Government to take responsibility for skills planning at national level and I welcome the constructive engagement from across the system on this matter. I have led several discussions with Ministerial colleagues, employers, colleges, universities and other stakeholders about how we should approach skills planning in the future.

My officials are aiming to complete an exercise this summer to develop a better understanding of the specific skills needs across the economy and how we can address them, particularly through the education and skills system. This exercise will inform the detailed design of new national skills planning processes by the end of this year.

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My officials have also commenced work on determining how skills planning could become more effective at regional levels, so that key stakeholders at local levels can better respond to skills needs according to regional ambitions, whilst remaining aligned with national priorities. In doing so, I have had initial engagement with the Regional Economic Partnership Network. My officials are gathering views from colleges and Regional Economic Partnerships on a future approach, and to identify good practices already in place which we can build on. I will set out further information for partners on our approach towards regional skills planning later in the year.

Simplification of the post-school funding body landscape

I have previously outlined my commitment to simplify the post-school funding body landscape, including understanding the options for a single funding body. As a first step I signalled the intention to bring together funding for student support into one place and funding for apprenticeship provision into one place. My officials have been working on the strategic business case for simplification of the funding body landscape, following HM Treasury Green Book principles.

Simplification of the funding body landscape is one of the key enablers for reform and improvement across a range of priority areas. Delivering this aspect of reform is a clear signal of Ministers' wider commitment and enables different choices to be made on funding for provision and student support – ensuring that more of the investment that we make is directly benefitting learners and employers. I expect to be able to share the detail of the shortlisted options with the Committee shortly, and to set out the next steps we will take to deliver on this commitment.

Student support

Related to this, officials have been considering the impact on, and benefits to, learners in having the student financial support offering in one place. We want to ensure that the system is fair and easy to navigate for students.

Work is underway to review the support available for those studying part time, which we committed to in the 2023-23 Programme for Government. We have already delivered on our PfG commitment to increase the HE student support package to the student equivalent of the Living Wage.

Recognising that there is disparity in support on offer to students in FE and HE, officials are looking at these differences and considering options on how to address this in a way that is fair but also sustainable.

Future development of apprenticeships

As part of our work, my officials are looking at what a future model for apprenticeship delivery could look like, including the role of colleges, independent training providers and employers. We know that the current procurement model for Modern Apprenticeships is complex and resource intensive, so we want to explore alternative options with stakeholders to identify how this process can be streamlined and remain robust.

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Graduate Apprenticeships have great potential and scope for further development, so I have asked my officials to set up a Graduate Apprenticeship Enhancement Group to consider how we can expand Graduate Apprenticeships in both volume and the range of occupational areas. Ensuring that Graduate Apprenticeships support our widening access ambitions will be an important part of this work.

Foundation Apprenticeships have a strong role in preparing senior phase pupils for work and future learning. We know that there is some work required on the design of Foundation Apprenticeships to improve consistency of outcomes. The Foundation Apprenticeship Enhancement Group is working with representatives from across the landscape to identify options for improvement and I look forward to seeing the results from that work later in the year.

Developing a clearer and more coherent modus operandi for our national careers offering

I have outlined to Committee previously the importance I place on good quality careers information advice and guidance to help support people make informed choices. I have also set out that through the current careers offer, the work of DYW and mentoring offered by partners including Career Ready that the foundations are already in place.

My immediate focus remains on developing a clearer, coherent offer for learners and also looking to build clearer pathways for employers to support and be involved in shaping the support provided. This does not rule out structural changes to careers delivery. I have met with the Careers Collaborative this week to discuss early priorities. I will continue to work with them to shape a careers offer that supports people of all ages to make informed decisions to find the right path to a rewarding career. I am delighted that Grahame Smith will continue as interim Chair of the Careers Collaborative until the end of the year whilst we work through this transitional period.

Enhancing employer engagement and ensuring their involvement at all points in the system

It remains my ambition that we engage with a wider range of employers - and learners – across a broader span of the education and skills issues where their input will be crucial**.**

I continue to engage widely with employers on a wide range of issues. I have spoken to a number of businesses the length and breadth of the country, including a roundtable in February with a cross section of employers, which has helped to inform my thinking on how to ensure employers can support the system to work more flexibly as well as how best to maintain their input as we shape the system for the future.

All organisations I have spoken to have signalled their willingness to be involved and work collectively with the institutions in their local and national areas to better develop support. In keeping with my wider approach, I have ensured that colleges and universities have been part of discussions so that both they and employers can work more closely together. I have been greatly encouraged by the approaches already being developed that bring the right partners round the table to discuss issues. I am keen to learn more about examples of where colleges, universities and employers work together to improve outcomes.

Scottish Ministers, special advisers and the Permanent Secretary are covered by the terms of the Lobbying (Scotland) Act 2016. See www.lobbying.scot

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In my appearance before you I said I was minded to take forward James Withers' recommendation to wind down the Scottish Advisory Apprenticeship Board.

Our longer term approach to employer engagement is still at an early stage of development. I have however indicated that I do see the merits in a greater role for the private sector in supporting the system and by extension learners.
Exploring how this might work to the benefit of employers and learners will continue to be a significant factor in the discussions we have in the upcoming months.

Improvements to College Regional Collaboration

As discussed at Committee, the College Regional Boards are currently operating sub-optimally for different reasons in different places. My officials are working with SFC to progress work across all Regional Boards. I have received advice from SFC and my officials and I have been undertaking full due diligence on these recommendations, including speaking to the Chairs and Principals of the colleges and Boards. A decision on my preferred option for both the Glasgow and Lanarkshire Boards is imminent.

The Regional Board of the University of the Highlands and Islands is a different matter. I have instigated the assigned colleges to work constructively together, with the support of SFC and the UHI Executive office, to bring forward a recommended option for reform that will put them on a more sustainable footing for the long term.

Most potential options for reform of regional board structures would need legislative change. If myself and the Cabinet Secretary for Education and Skills decide to move towards such reform, this would necessitate a period of formal consultation on our preferred options to ensure we have considered all intended and unintended outcomes prior to a final decision and implementation. The Committee would be able to provide their views throughout any such process.

CLD Review

I understand that Kate Still's Independent Review of CLD is making good progress and remains on track to deliver its report and recommendations by the end of June.
I know that the review has been hearing from many and varied sources, including in focus groups with learners and potential learners in different parts of the country. Two online consultation surveys ran in parallel from 22 January to 3 March, seeking evidence and views from learners and from CLD practitioners, stakeholders, decision-makers, budget-holders, and other related services.

I understand that the response rate for both of those surveys has been very good. I look forward to receiving the report and recommendations in due course, which I will consider alongside CoSLA.

In my statements to Parliament I have noted the balance between making progress whilst ensuring we take the necessary care not to implement measures that have unintended consequences. I am acutely aware that the current structures are supported by dedicated people who, from my experience, are committed to delivering the changes required. That is why I continue to focus part of my engagement on meeting with staff to understand any unintended consequences.

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The delivery of reform will be a significant undertaking and will involve partnership working across the post-school landscape and ecosystem. I look forward to continuing to work with the Committee and wider partners in taking forward this critical work.

Given the range of interests in post-school reform I am sharing this update with the Economy and Fair Work Committee and the Public Audit Committee.

GRAEME DEY MSP
Minister for Higher Education, Further Education; and Minister for Veterans

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