Learning and Teaching Committee

Tuesday 19 November 2024 (16:00-18:00hrs) MS Teams

Agenda

Time	Item	Lead	Paper
	1. Welcome and Apologies ➢ Declaration of Interests and Connections	SH	Verbal
For Approval			
	2. Minute of Previous Meeting and Matters Arising ➢ 10 September 2024 ➢ Action Log ➢ Sarah Kirkpatrick, SFC, Outcome Framework and Assurance Model	SH LG SK	Paper 2.1 Paper 2.2 Presentation
	3. Strategic Risk Register	LG	Paper 3.1
For Discussion			
	4. Student Association Report (Operation Plan for noting)	HG/SS	Paper 4.1
	5. Annual SPSO Complaints Report	SR	Paper 5.1
	6. Self-Evaluation and Action Plan (SEAP)	PS	Paper 6.1
	7. Student Success 2023-24	DD	Paper 7.1
	8. Early Student Satisfaction Survey Results	PS	Paper 8.1
For Information only			
	9. Academic Council Report	DD	Paper 9.1
	10. AOCB	SH	Verbal
	11. Date of next meeting ➢ Tuesday 11 March 2025	SH	Verbal

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

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

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. DD explained the focus has been on student positive destinations, with significant progress noted. Key achievements include improvements across the four underpinning strategies of Ambition 2025. The strategy has met its objectives, with a clear emphasis on shaping future strategic goals and KPIs.

7.2 Growth has been observed in key regional outcome measures for 2023/24, including the development of the digital curriculum, increased student satisfaction, and a notable rise in senior phase success rates to 72% from the previous 65%. Additionally, there was a positive outcome from the annual HMI engagement.

7.3 DD continued; the Student Experience Strategy is underpinned by 5 initiatives with each initiative having targets associated with them; the targets will provide measures for the life of Ambition 2025.

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.

Learning and Teaching Committee

Action Log 19 November 2024

No	Meeting Date	Action	Lead	Deadline	Status	Commentary
1	10.09.24	Item 3 - Strategic Risk Register | Paper LT0924-3.1 | L. Grierson ACTION: The Committee present agreed the status of the risks and confirmed this will be circulated via email for approval by absent members.	LG	Oct 24	Closed	Circulated and approved.
2	10.09.24	Item 4 | Positive Student Behaviour Policy | Paper LT0924-4.2 | P. Storrier 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.	LG	Oct 24		
3	10.09.24	Student Association operational plan to be presented for noting at November meeting	HG	Nov 24	Closed	Presented at L&T 19/11/24

Dumfries and Galloway College

Learning and Teaching Committee	
Agenda Item	**3**
Paper Number	LT1124-3.1

Date of Meeting	19 November 2024
Location	MS Teams
Title of Paper	**Strategic Risk Register**
Presented by	**L Grierson**
Recommendation	**Approval**
Freedom of Information Disclosure Assessment	
FOI flag:	☒ Disclosable ☐ 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 and any amendment made to these by Risk Owners, is noted below

- ➢ Risk 8 – Failure to achieve highest academic performance levels – **an addition to independent monitoring has been added, residual likelihood has been reduced to 4/25 due to positive 3-year PI trend**.
- ➢ Risk 9 – Failure to adhere to academic compliance arrangements – **no changes to ratings.**
- ➢ Risk 10 - Failure to achieve an effective student experience – **Rating reduced due to high student satisfaction (97%), independent assurance by quality agency (Education Scotland) and improved and sustained student success over 3 years**.

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	**NO**	Currently no implications however failure for the College to be seen as a destination of choice would impact on credit funding and sustainability.
Legal	**NO**	Currently no implications, however failure to adhere to academic compliance arrangements eg awarding bodies, Education Scotland would impact.
Learning and Teaching	**NO**	Currently no implications, however failure could result in challenges to deliver on the objectives set out in the Outcome Agreement, challenges to attract future students and educational partners; reputational damage, impact on student certification.
Equalities	**NO**	

Lorraine Grierson, Governance Professional
29 October 2024

Strategic Risk Register Update   L&T Committee – Nov 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		1	4	4		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		1	4	4		Cautious	v

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	Moderate 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/MOD/MAJ/CRIT		**Medium Risk**			

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
Front Line **(Management Assurance)** **Operational Delivery /Systems /Quality Assurance /Supervision**	• 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	• 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**	• 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	• 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 Engagement Visit by Inspection Body • Self-evaluation reportage to SFC • Risk based Cycle of External Verification Visits	• Reportage by Education Scotland presented to the BoM • Reportage to SFC Outcome Team • Awarding Body • Scrutiny by QAA

NET RISK SCORE (i.e with controls in place)					
LIKELIHOOD	(A) 1/5	IMPACT	(B) 4/5	What is the total risk score? (A x B)	4/25

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

MEETING	AMENDMENTS TO RECORD AND PLANS TO TREAT
Q1	Owner - 3 Lines of defence reviewed, and mitigations updated. LT/BOM – approved.
Q2	Owner – addition to independent monitoring, residual likelihood reduced to 4/25 due to positive 3-year PI trend.
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/MOD/MAJ/CRIT	**Medium 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. • Curriculum team meetings • Self-Evaluation Reportage – Curriculum • Self-Evaluation Reportage – Support • Complaint Procedure	• 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**	• 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	• 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**	• Cycle of External Verification Visits • Annual Engagement Visit by Inspection Body • Self-Evaluation Reportage to SFC	• 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**

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

MEETING	AMENDMENTS TO RECORD AND PLANS TO TREAT
Q1	Owner - 3 Lines of defence reviewed and mitigations updated. LT/BOM – approved.
Q2	Owner - all mitigations have been reviewed and updated. No change to ratings.
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 *(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.		

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/MOD/MAJ/CRIT	**Medium Risk**				

3 LINES OF DEFENCE	MITIGATIONS	MONITORING
Front Line **(Management Assurance)** **Operational Delivery /Systems /Quality Assurance /Supervision**	• 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	• 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**	• 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	• Reportage to SLT and L&T Committee on College wide self-evaluation, enhancement plan and portfolio reviews
Independent Assurance **Internal Audit / external bodies**	• Annual Engagement Visit by Inspection Body • Self-evaluation reportage to SFC	• 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) 1/5	IMPACT	(B) 4/5	What is the total risk score? (A x B)	**4/25**

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

MEETING	AMENDMENTS TO RECORD AND PLANS TO TREAT
Q1	Owner - 3 Lines of defence reviewed and mitigations updated. LT/BOM – approved.
Q2	Owner - all mitigations have been reviewed and updated. Residual rating reduced due to high student satisfaction (97%), independent assurance by quality agency (Education Scotland) and improved and sustained student success over 3 years.
Q3	
Q4	

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

Dumfries and Galloway College

Learning and Teaching Committee	
Agenda Item	4
Paper Number	LT1124-4.1

Date of Meeting	19 November 2024
Location	MS Teams
Title of Paper	Student Association
Presented by	Honor Gibson
Recommendation	**Discussion**
Freedom of Information Disclosure Assessment	
FOI flag:	☒ Disclosable ☐ 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:

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 report is to report on the work of the Student Association to the Learning and Teaching Committee.

2.2.   Our focus since the last meeting has been class reps and planning events.

3.   Context

3.1   Class reps

3.1.1   Most reps are now in place and on the system – we have 55 for Dumfries campus and 20 for Stranraer. I am arranging meeting the Stranraer reps every time I go through there to visit the campus. Vice President, Leah is communicating well with both me and the reps. I did some informal meetings with the class reps through the week beginning 4th November, just to introduce myself to them and to let them know about the Student Association.

3.1.2   Out of the 55 reps in Dumfries, 23 responded to coming along on a specific day, 4 reps came along out of these 23. I also met 3 online as they mainly study online.
On that note – we are looking to hold our first meetings on Tuesday 19th November – online at lunchtime, Wednesday 20th and Thursday 21st in person. These are the days that most of the reps are in the college, so I am hoping for a good turnout.

3.1.3   Sparqs training should now be available via students Learnnet accounts now they are on the AdminNet system – the training will be discussed at the class rep meetings and the hope is that the training will be completed by all reps by the Christmas break.

3.1.4   Lead reps – There are 2 representatives interested in becoming a Lead Rep, and it will be further discussed at our meetings to see if there is any other interest.

3.2   Funding applications

3.2.1   I have looked into funding from the Third Sector regarding the wellbeing area outside at the back of the college – it was a tight deadline, and we needed quotes and those who were asked could not make it in that short space of time, so we were unable to submit the application. However, I am still in contact with Third Sector and planning a different approach to the funding application with them.

3.2.2   Working with HP on sustainability and we had a productive meeting about this. They have asked for pictures so they can forward it onto a planning team to see what they can help with and these will be sent in via e-mail by Friday 15th November.

3.2.3   There was a fundraiser held on the 10th October to coincide with World Mental Health Day – this wasn't as successful as we had hoped but has helped us learn about planning and preparation.

3.3   NUS/Sparqs

3.3.1   As with the last report I gave for learning and teaching, I am currently being supported by NUS and Sparqs to get our class representatives trained. They are also talking with me about the Student Mental Health Agreement which I am slowly working through with others within the college – I am keen to get the class reps involved with this along with

staff. We already have one in place according to the 'Think Positive' forum through NUS, but this is now out of date.

3.4   Student Engagement

3.4.1   The student engagement survey told us that students want more fun things to do within the college. The pool table has been reopened thanks to a donation of pool cues, balls and chalk. A couple of the cues are broken so I am trying to source new cues and hope to get another donation without having to spend any of the student association budget.

3.4.2   We have started a timetable of events that will be posted at the beginning of each month detailing what the Student Association has planned. This will be backed up with posters, social media posts, emails and word of mouth to get as much engagement as possible from students.

3.4.3   We have asked students for ideas on what to do around Christmas and so far, we have a few ideas – they just need to be planned which is what I am currently working on.

3.4.4   Looking into the things the students said from the student engagement survey, I am sorting the SA area to make it more of a comfortable space for them to come to and I am looking to replace some equipment (foosballs for the table).

3.5   Upcoming events

- ➢   12th November – Odd Sock Day
- ➢   28th November – Anime Workshop – STEM hub 12.15-1.45
- ➢   11/12th December – Christmas Jumper Day
- ➢   19th December – Christmas fair in conjunction with sport and fitness '12 sports of Christmas' event.

4   Strategic Implications

4.1   A Student Association report to the college board has significant strategic implications, providing key insights into student needs, priorities, and campus climate. This report serves as a bridge between students and decision-makers, aligning student interests with the institution's goals. By highlighting issues such as student engagement, inclusivity, and resource accessibility, it informs policy adjustments that can enhance student satisfaction and retention. Additionally, it strengthens student voice in governance, promoting a culture of collaboration and transparency. Strategically, this report aids the board in making informed, responsive decisions that support a vibrant, student-centred campus, enhancing the college's appeal and reputation.

5.   Risk

Risk	Mitigations
Risk 10. Failure to achieve an effective student experience.	➢ Early Experience Student Survey ➢ Class Reps ➢ Lead Reps

	➢ Class Rep Meetings	
	➢ Student Experience Committees	
	➢ Student reps present at key committees and groups	

6.   Implications

Financial	**YES**	Failure to sustain sufficient funding may inhibit activities of the Student Association.
Legal	**NO**	
Learning and Teaching	**YES**	It is critical to ensure student voice is systematically gathered, analysed and used to ensure enhancements.
Equalities	**YES**	Projects worked on by the Student Association are raising awareness of equality and diversity – allowing for the students to feel accepted and recognised within the college.

Honor Gibson
Student Association President
07 November 2024

Service Area Enhancement Plan

Date (or fill with required area or control table):

Version: 1

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Service Area Enhancement Plan

Part 1 – Support Service Analysis

Support Service: Student Association	Service Manager: Claire Marshall	Academic Year:2023/2024

Context of Service: Initial narrative responding to the two reflective questions below.
Our core purpose is for our Student Association is to enhance the student experience, represent student interests, and contribute to the overall well-being of the student community at DGC.

Our Measure of success should be specific to the goals and priorities of the Student Association and should reflect the needs and expectations of the student body. Regularly collecting data and feedback, setting clear objectives, and regularly assessing progress are key steps in determining whether the Association is meeting its core purposes effectively. |

SWOT Analysis: Base on the internal self-evaluation completed by teams in the previous academic session and considering future challenges and opportunities in your service area complete a high-level analysis of your service.		
Strength	Description	Evidence
Here For You Event	Invited in different organisation in for the day	Photos and giving advice to students about cost of living
Vouchers for meals	For students who are really struggling	Been giving the go ahead for funds
Freshers	Organisations attended and networked with each other.	Microsoft form sent out and all would attend again – also photo evidence.
Food Bank Donations	For students struggling – they know we can help.	Use of funds from awards ceremony to purchase items. Partnership with DGC LIFT who can accommodate and give items from their storage. There is also a list of places that students can go if they are needing a hot meal out with the college.

Service Area Enhancement Plan

Weakness	Description	Evidence
Not working same days as a team	All working different days to each other	More working getting done when all in same days.
Communication between Dumfries and Stranraer	No communication for events	Not knowing what events each other are doing.
Class Representatives	Getting students on board to be part of the system – Tried to change the scope this year, but this has not happened	Communication and QR codes not working – Need to find a platform for all students to know they are a part of the student association and allow them to give ideas.
Difference of opinions	Unsure of what to focus on and promote as we all have different ideas -trying to involve the students as best we can.	Talk about everything and make sure the students are on board – It's not what 'we' want but what 'they' want.
Opportunities	Description	Evidence
Therapy pets	Organisations being invited in to help with students with anxiety and stress pro Christmas.	Date to be confirmed
Food bank/toy appeal	Opportunity for students to get help if struggling	Donations been giving for student food bank.
Funding -	Applying for funding in multiple places to give some sort of funds into the Student Association account.	e-mail exchanges with many funding sources and word of mouth exchanges with some others.
Threats	Description	Evidence
Budget	Not a lot of accessible funds to organize things	All money going to awards event
Activities	Low attendance	Students not engaging
Pool table	New equipment	Students breaking the new items which stops others from taking part.

Service Area Enhancement Plan

Part 2 – Support Service Enhancement Plan (This Academic Year)

Initial Assessment			Priority (High / Medium / Low)	Action Plan				Completion Date	RAG
Description of activity	What is the current standard / impact of that service	What are the risks associated with not making improvements		Actions to improve the service	Progress	Action Owner			
Introduction of basic data analytics around students accessing support services	We currently have no robust process for gather data around who is accessing support services	We lack understanding of impact. Inefficient use of resource on the wrong things.	Medium	Introduce a booking system with allotted times and gathering key student information. Introduce data analysis and reporting once per block to best align service. Digital automation to create space for high impact face to face work.	Initial focus work done with teams around system and digital ticket logged.	Student Journey Manager		Oct 22	
Here for you engagement event	Helping students through the cost-of-living crisis	Student impact will be students dropping out as can't afford to stay at college.	High	To organize the organisations to come in more through the year. Contact both zest and Aramark to have more days.	In progress we are organising relevant support to come back in after Christmas to provide students with more information and bring therapy pet to come in January. More	Annette & Lindsay VP		Jan/24	

					people getting involved in helping with toy appeal for Christmas. - vouchers for free lunch -free soup -toy appeal -food bank -free gym -free DGC Clothing			
Active campus/Sports clubs	Continuing to try a bring students and staff together to improve physical and mental health	Students drop out due to lack of social opportunities out with classrooms to help them keep engaged	Medium	Better promotion and advertisement and having what student wants. Gathered information.	Setting up links with external and internal clubs and continuing with existing clubs	Connor/Shane	Jan '25	
Class rep/lead reps/meetings/ Sparqs timing	Giving students the opportunity to meet regularly to get their views heard on a variety of issues, aspects around the college	Student feeling their opinions not valued or listened to throughout the college.	High	Bringing different department in when issue arises etc. estate	We have 55 for Dumfries campus and 20 for Stranraer Organising Sparqs training. - Organise lead reps before beginning of December '24. -Class rep dates set and Student Experience Committees (Lead Reps)	Honor is keeping this going and the training should be completed by December '24	Dec '24	

					SPARQS training now available online.			
Wellbeing and mental health initiatives	Student Mental Health Agreement	Students not feeling valued and struggling to cope which may lead to drop out.	High	Working together as staff and students to have an agreement that will help all those students in need.	Talking with Manager and talking with NUS representatives to get the ball rolling.	Honor Shane Lindsay Claire	End of Academic year '24-'25	
Wellbeing garden	An area for students to go when they need space	Students need somewhere to go when they need a minute and space within the college is limited – this area outside can be used for students who need a little time to breathe.	Medium	Applying for funding and doing fundraisers through the year to be able to create this area. Looking at sustainability and hopefully creating an area for	Talking with estates, funders and students to find the best things to use within this area that won't make it look cluttered.	Honor	End of Academic year '24-'25 and beyond if the funding is in place.	
Vulnerable Students	Ensuring student voice and lived experience is shaping enhancements	Negative impact on vulnerable students.	High	Join relevant committee Targeted groups/focus groups	Honor has joined the DG-Cares team and will seek student representation.	SA Officers	Jul 25	

Service Area Enhancement Plan

Part 3 – Support Service Enhancement Reflections (Previous Academic Year)

Reflection on Enhancements			
Enhancement Activity	What was the impact	What evidence supports this	Further action required?
Student Portal	Easier to find	Feedback from Students	Constantly review with Student Association
Introduce Portal in classes	76% of classes were shown	Increase in referrals	This was introduced in Induction this year
Summer Onsite	Attended Welcome Days and allowed for needs assessments to be completed during the summer	There was a Student Association member at each Welcome Day	Continue this
Active Campus/Sports clubs	These are being continued as they have been going well	Sign up has increased with more students giving ideas on what sports they would like to see on the campus.	Keep going with different activities
Here for you	Many students, some staff, and the groups networked with each other	They would like to attend events again in the future	Having this as a 'refresher' in January
TheraPets	High praise when they visited. Looking into having them in more often	Have been given dates throughout December to come along and join us so they are not just here one day at a time every few months	Continuing with this and offering them more times to come along so they can reach more students/staff

Learning and Teaching Committee

Agenda Item	5
Paper Number	LT1124-5.1

Date of Meeting	19 November 2024
Location	MS Teams
Title of Paper	Annual SPSO Complaints Report
Presented by	Sonya Rutter
Recommendation	**Discussion**
Freedom of Information Disclosure Assessment	
FOI flag:	☒ Disclosable ☐ Non-disclosable
Reason/s for choice:	As part of the Scottish Public Service Ombudsman (SPSO) requirements, this will be made available via the College Website
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)	October 2024
Further comments/updates after initial submission		
Date added	Added by (name and role)	Comment/detail

Read Time: **19 minutes**

1. Recommendation

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

2.   Executive Summary

2.1.   The College is required to comply with the Scottish Public Services Ombudsman's (SPSO) Model Complaints Handling Procedure and report annually on our performance in handling complaints.

2.2.   The report includes statistics in relation to the volume and type of complaints as well as key performance details.

3.   Context

3.1.   Please refer to the attached report.

4.   Strategic Implications

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

5.   Risk

Risk	Mitigations
Risk 10. Failure to achieve an effective student experience.	➢ Complaints Handling Procedure in place, as per Scottish Public Services Ombudsman (SPSO) and can be utilised as a means to address unsatisfaction with the services we offer. ➢ Quarter and Annual Reports produced that highlight Lessons Learned as a result of complaints. ➢ Complaints Handling Online Module in place for all staff.

6.   Implications

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

Sonya Rutter
Performance Manager
01 November 2024
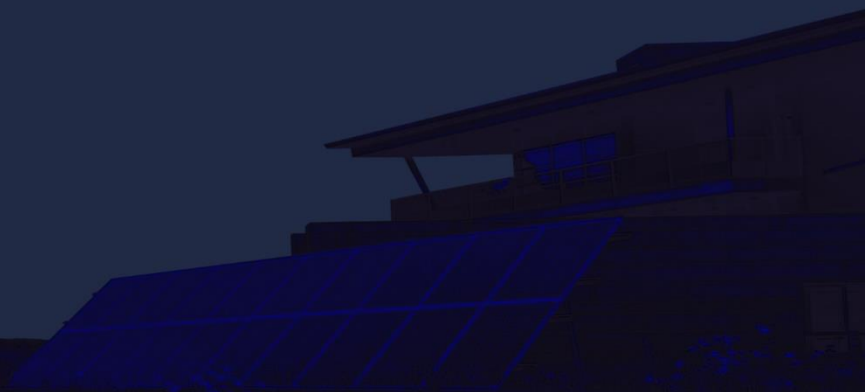
ANNUAL COMPLAINTS HANDLING REPORT, ACADEMIC YEAR 23-24

Performance Team

September 2024

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Annual Complaints Handling Report Academic Year 2023-2024

1.   *The Purpose of the Report*

This report aims to provide an overview on the efficiency of our complaint handling process, providing an insight into continuous service improvement.

2.   *Background to the Report*

The College is required to comply with the Scottish Public Services Ombudsman's (SPSO) Model Complaints Handling Procedure and report annually on our performance in handling complaints. It is also part of our duties under Freedom of Information legislation.

This analysis includes statistics in relation to the volume and type of complaints, as well as key performance details.

Complaint reporting

- **Quarterly Reports**: Prepared by the Performance Team for the purpose of review by Senior Management. Reports are published on the College Website.
- **Annual Report**: Prepared by the Performance Team for the purpose of review by Senior Management, Executive Leadership Team and approved by the College Board of Management. Report is published on the College Website.

Complaints received by Category and Complaint Outcomes

The College has adopted the standardised Complaint Categories developed by the College Development Network's Complaint Handling Advisory Group:

- Customer Care
- Applications, Admission and Progression
- Course Related
- Services
- Facilities
- Others

There are four outcome categories to be reported against for Indicator 4 (The outcome of complaints at each stage):

- Upheld (where the College is at fault)
- Not upheld (where the College is not at fault)
- Partially upheld (where some of the points of complaints are upheld and others are not)
- Resolved – A complaint is resolved when both (the organisation) and the customer agree what action (if any) will be taken to provide full and final resolution for the customer, without making a decision about whether the complaint is upheld or not upheld

3.   Key Observations

- The overall number of complaints has decreased significantly from 51 to 41.
- The number of Stage 1 complaints, 22, has remained the same as Session 22-23
- There is a notable decrease in the number of Stage 2 complaints, 19 for Session 23-24 compared to 29 in Session 22-23
- Complaints per 100 population dropped from 0.99% to 0.85%
- Stage 1 complaints were more frequent in Q1 (11), while Stage 2 complaints were spread more evenly across the year
- We note a considerable decrease in the number of Stage 2 complaints received in Quarter 1 (August to October), 5 received in 23-24 and 12 received in 22-23. There were no significant differences for the other quarters
- The number of complaints closed in full at Stage 1 within 5 working days increased significantly - 86% for 23-24 compared to 68% for 22-23, with the average time to close being 3.75 days
- The number of complaints closed in full at Stage 2 within 20 working days improved by 20% (79% for 23-24 which is a significant improvement on the 59% closure rate for 22-23), with the average time to close being 15.15 days.
- Escalations from Stage 1 to Stage 2 were minimal, with 2 cases in Session 2023-24, up 1 from the previous session
- The number of Stage 1 complaints Upheld reduced by 30%
- The number of Stage 1 complaints Partially Upheld decreased by 10%
- The number of Stage 1 complaints Not Upheld remained the same
- The number of Stage 1 complaints Resolved increased by 39%
- The number of Stage 2 complaints Upheld decreased by 34%
- The number of Stage 2 complaints Partially Upheld decreased by 3%
- The number of Stage 2 complaints Not Upheld increased by 34%
- The number of Stage 2 complaints Resolved increased by 4%

4. The Report

This report covers the period August 2023 to July 2024. In this period there were 22 frontline complaints (Stage 1*) and 19 complaints requiring a full investigation (Stage 2**). 2 complaints were escalated to Stage 2.

* complaints that are straightforward, requiring little or no investigation
** complaints that are complex, serious or 'high risk and where the customer is not satisfied with the frontline response

2023-2024 Performance Indicators 1 – 4

Indicator One: The total number of complaints received

1	Quantitative Indicator	2023-24	2022-23	2021-22
1.1	Number of complaints received	41	51	30
1.2	Number of complaints received per 100 population as a %	0.85%	0.99%	0.54%

Fewer complainants (10) utilised the complaint handling procedure in Session 23-24 than in session 22-23.

Breakdown of Complaints	2023-24	2022-23	2021-22
Stage 1 Number of complaints received	22	22	17
Stage 2 Number of complaints received	19	29	13
Stage 1 Number of complaints escalated to Stage 2	2	1	1

For both Sessions 23-24 and 22-23 the number of complaints dealt with at Stage 1 was 22, marking a slight increase on the 17 Stage 1 complaints received in session 21-22. There is a notable decrease in the number of Stage 2 complaints, 19 for Session 23-24 compared to 29 in Session 22-23. Both these figures were an increase on the 13 Stage 2 complaints received in Session 21-22. In 22-23 a quantity of the stage 2 complaints related to resulting and certification, resting of courses and course management issues which were dealt with at Stage 2 due timescale and the nature of the complaints.

Escalations from Stage 1 to Stage 2
Minimal escalation with 2 cases in Session 2023-24, up 1 from the previous session.

Breakdown of Complaint Categories	2023-24	2022-23	2021-22
Stage 1			
Customer Care	5	2	3
Applications, Admission, Progression	2	4	3
Course Related	10	7	6
Services	4	4	5
Facilities	1	5	0
Stage 2			
Customer Care	10	12	8
Applications, Admission, Progression	1	8	1
Course related	6	7	4
Services	2	1	0

Facilities	0	1	0
Escalated Complaints			
Applications, Admission, Interview, Enrolment	0	1	0
Course related	2	0	1

15% of stage 1 complaints were customer care and course related. Complaints relating to resulting/certification, course content and communication accounted for the 10 course related complaints, and the 5 customer care complaints were received with issues relating to smoking on campus, power cuts, noise from an adjacent property and student behaviour. Analysis shows that the complaints received had common themes but some were isolated and do not pertain to any one key area or team within the college.

Further analysis on the Stage 2 complaints received in Session 23-24 indicates that the number of complaints in the Applications, Admission, Progression category decreased by 7, from 8 in session 22-23 to 1 in Session 23-24. This was a result of service improvements relating to informing students with regards to Industrial Action taking place and procedures put in place to complete resulting.

Customer Care saw the most complaints (10 in Session 23-24), although this is a reduction on the previous session, with fewer issues in services and facilities.

Breakdown of Complaints per Quarter	2023-24	2022-23	2021-22
Stage 1			
Quarter 1 (August – October)	11	8	5
Quarter 2 (November – January)	6	7	3
Quarter 3 (February – April)	2	2	7
Quarter 4 (May – July)	3	5	2
Stage 1 Total Number of complaints received	22	22	17
Stage 2			
Quarter 1 (August – October)	5	12	1
Quarter 2 (November – January)	6	6	0
Quarter 3 (February – April)	4	7	3
Quarter 4 (May – July)	4	4	9
Stage 2 Number of complaints received	19	29	13
Stage 1 Number of complaints escalated to Stage 2			
Quarter 1 (August – October)	2	1	0
Quarter 2 (November – January)	0	0	0
Quarter 3 (February – April)	0	0	0
Quarter 4 (May – July)	0	0	1

Analysing the number of complaints received per quarter, we note a considerable decrease in the number of Stage 2 complaints received in Quarter 1 (August to October), 5 received in 23-24 and 12 received in 22-23. This is attributable to a number of complaints received in Session 22-23 relating to resulting and certification and resting of programmes. Stage 1 escalations remained rare, with only 2 occurring in Q1 of Session 23-24. Both complaints were escalated to Stage 2 due to timescale, further investigation could not be completed within the 5 working day Stage 1 timeframe.

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

2	Quantitative Indicator	23-24		22-23		21-22	
		No.	%	No.	%	No.	%
2.1	Number of complaints closed in full at stage 1 within five working days as % of all stage 1 complaints responded to in full	19	86%	15	68%	12	71%
2.2	The number of complaints closed in full at stage 2 within 20 working days as % of all stage 2 complaints responded to in full	15	79%	17	59%	6	43%
2.3	The number of complaints closed in full after escalation within 20 working days as % of all complaints responded to in full after escalation.	2	100%	1	100%	0	0%

An improvement of 18% for Stage 1 complaints is noted (86% for 23-24 compared to 68% for 22-23). This is attributable to staff who deal with complaints adhering to the 5 working day timescale for Stage 1 complaints. This improvement in Stage 1 complaint resolution reflects the impact of enhanced internal processes.

The number of complaints closed in full at Stage 2 within 20 working days noted a significant improvement of 20% for Stage 2 complaints (79% for 23-24 which is a significant improvement on the 59% closure rate for 22-23). This is attributable to staff who deal with complaints adhering to the 20 working day timescale for complaint investigation and the Performance Team actively sending out deadline date reminders. The percentage has improved greatly by 36% over the last three sessions, as only 43 % of complaints were closed in full in Session 21-22.

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

Quantitative Indicator		Average time in working days 2023-2024	Average time in working days 2022-2023	Average time in working days 2021-2022
3.1	Average time in working days to respond to complaints at stage 1	3.75	3.81	3.52
3.2	Average time in working days to respond to complaints at stage 2	15.15	18.83	29.38
3.3	Average time in working days to respond to complaints after escalation	10.5	9	29

In accordance with the Complaints Handling Procedure the target for resolution of Stage 1 complaints is 5 days and Stage 2 complaints is 20 days.

In 2023-24 the average time in working days to close a Stage 1 complaint was 3.75 days (3.81 days in Session 22-23, and 3.52 days in Session 21-22). In 2023-24 the average time in working days to close a Stage 2 complaint was 15.15 days (18.83 days in Session 22-23, and 29.38 days in Session 21-22). This is an improvement of 3.68 days on comparison to Session 2-23, and 14.23 days on comparison to Session 21-23.

For one of the escalated complaints, the necessary information was not available due to industrial action. For the second complaint the dates of the October break resulted in an increase in the number of days taken to investigate the complaint. Whilst the average time taken to respond to escalated complaints has taken 0.5 days longer that the previous session, we still have maintained a significant improvement compared to session 21/22.

Indicator Four: The outcome of complaints at each stage

	Quantitative Indicator	Upheld			Partially upheld			Not upheld			Resolved***		
		23-24	22-23	21-22	23-24	22-23	21-22	23-24	22-23	21-22	23-24	22-23	21-22
4.1	Number of complaints as a % of all complaints closed at stage 1	4 (18%)	10 (48%)	8 (50%)	0 (0%)	2 (10%)	1 (6%)	3 (14%)	3 (14%)	2 (13%)	15 (68%)	6 (29%)	5 (31%)
4.2	Number of complaints as a % of all complaints closed at stage 2	0 (0%)	10 (34%)	7 (54%)	0 (0%)	1 (3%)	0 (0%)	11 (58%)	7 (24%)	2 (15%)	8 (42%)	11 (38%)	4 (31%)
4.3	Number of complaints as a % of all complaints closed after escalation	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	2 (100%)	0 (0%)	0 0%)

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

Number of complaints as a % of all complaints closed at stage 1
100% of stage 1 complaints were closed off. 86% were closed within the 5 working day timescale, with 14% requiring an extension. The number of complaints Upheld reduced by 30% from Session 22-23 to Session 23-24 (from 10 to 4). The number of complaints Resolved in Session 23-24 increased by 39% from Session 22-23 (from 6 to 15). On comparison to Resolved complaints in Session 21-22, there was an increase of 37%.

Number of complaints as a % of all complaints closed at stage 2
100 % were closed off, with 21% having had an extension. The number of Upheld complaints in 23-24 decreased by 34% and 54% on comparison to Sessions 22-23 and 21-22 respectively.

Number of complaints as a % of all complaints closed after escalation
100% of complaints were closed after escalation

In summary, the number of complaints has decreased overall, with notable improvement in complaint handling times and a higher percentage of complaints being resolved within set deadlines, particularly for Stage 2 complaints.

Customer satisfaction with complaints process

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

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

For session 23-24 a survey (via Microsoft Forms platform) was utilised for a consecutive session. This allowed the team to easily produce quantitative data for several outcomes.   It was anticipated that complainants would find this approach to providing feedback much easier and be encouraged to respond. However, responses continue to be low. We will continue to monitor the feedback on a regular basis and identify areas where this can be improved.

Prior to utilisation of Microsoft Forms satisfaction emails were issued by the Performance Team.

Response rates for the three sessions are provided below:

Response rates for CHP feedback	23-24	22-23	21-22
Number of responses received	8 (20%)	14 (28%)	5 (30%)
Response method	Microsoft Forms	Microsoft Forms	Email

Despite there being a decrease in the number of responses provided, we can reflect on the responses for Session 23-24 outcomes as indicated in the table below:

Complaint Handling Point	Strongly Agree		Agree		Disagree		Strongly Disagree	
Session:	23-24	22-23	23-24	22-23	23-24	22-23	23-24	22-23
I found the complaints process easy to access	3 (35.7%)	5 (35.7%)	3 (35.7%)	7 (50.0%)	2 (25.0%)	2 (14.3%)	0 (0%)	0 (0%)
I received a prompt acknowledgement of my complaint	1 (12.5%)	3 (21.4%)	5 (62.5%)	9 (64.3%)	2 (25.0%)	2 (14.3%)	0 (0%)	0 (0%)
I was dealt with courteously at all times	3 (37.5%)	3 (21.4%)	4 (50.0%)	11 (78.6%)	1 (12.5%)	0 (0%)	0 (0%)	0 (0%)
I found my complaint was thoroughly investigated	2 (25.0%)	2 (14.3%)	4 (50.0%)	6 (42.9%)	1 (12.5%)	5 (35.7%)	1 (12.5%)	1 (7.1%)
I received a fair and clear response to my complaint, within an appropriate timescale	3 (37.5%)	3 (21.4%)	2 (25.0%)	6 (42.9%)	3 (37.5%)	5 (35.7%)	0 (0%)	0 (0%)

We are satisfied that the complaints handling procedure is easily accessible with the combined response rate for Strongly Agree and Agree being 75.0% (Session 23-24) and 85.7% (Session 22-23). The various methods by which a complaint can be submitted attributes to this.

For the most part, the above responses demonstrate that the complainants were in agreement overall with the handling of their complaints. The combined responses for Strongly Agree and Agree were as follows:

Complaint Handling Point	Combined response for Strongly Agree & Agree	
	23-24	22-23
I received a prompt acknowledgement of my complaint	75.0%	85.7%
I was dealt with courteously at all times	87.5%	100%
I found my complaint was thoroughly investigated	75.0%	57.2%
I received a fair and clear response to my complaint, within an appropriate timescale	62.%	64.3%

A Positive comment was received regarding the complaints handling process, which included: *"It was well handled, at all times polite and the intention to learn and improve was definitely evident".*

There are improvements to be made, particularly in relation to ensuring that complainants are provided with a full and thorough response, which addresses all aspects of their complaint. Where complainants noted dissatisfaction with areas of the complaints handling process, a follow-up email was issued asking for feedback on how their complaint could have been handled differently. No further correspondence was received from any of the complaints who indicated dissatisfaction. Any feedback from complainants will be considered and used to improve service delivery where possible.

Learning from Complaints: Service Delivery Improvements

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

Following complaints received in Academic Year 2023-24, service delivery has been improved in the following areas:

Digital Services	A student had experienced difficulties uploading a form via the Student Portal. Digital Services will monitor the Student Portal to ensure it is optimised correctly to ensure compatibility with varied mobile devices.
Catering Provision	Free soup is now available at lunchtimes at both Campuses.
Health & Safety	Signage has been installed at both Campuses to clearly mark the smoking/non-smoking areas
Student Fees	Finance department to create and post a document on the College website which clearly shows fees payable.
SVQ service provision	An additional post is to be created in order to split workload across two team leaders in the Work Based Learning Team. It was recognised that due to the high number of SVQ and Modern Apprenticeship candidates additional staffing was required. This change will implemented in order to improve performance in this sector.

| Staff Training | Training provided for a member of staff on Neurodiversity Awareness. The students provided feedback and felt that the teaching environment was vastly improved with their learning disabilities now taken into account. |

SPSO (Scottish Public Services Ombudsman)

No complaints relating to Dumfries and Galloway College were submitted to SPSO during Academic Session 2023-2024.

The Performance Team, September 2024

DUMFRIES AND GALLOWAY COLLEGE

Learning & Teaching Committee	
Agenda Item	7
Paper Number	LT1124-7.1

Date of Meeting	19 November 2024
Location	MS Teams
Title of Paper	Student Success 2023-24
Presented by	Douglas Dickson
Recommendation	Discussion
Freedom of Information Disclosure Assessment	
FOI flag:	☒ Disclosable ☐ 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 minutes

1. **Recommendation**

1.1. The Committee are asked to note the academic year 2023/24 performance indicators and the College's improved trend in student success and withdrawal.

1.2. The Committee are asked to consider whether Risk 8 should be revised to reflect improved PIs.

2.   Executive Summary

2.1   Student success in all modes and levels improved in academic year 2023/24.

2.2   The improved success demonstrates a sustained improvement in student performance indicators.

2.3   During Academic Year 2023/24 members of EIS-FELA engaged in industrial actions in the form of strike action and action short of strike action. This had minimal impact on student progression.

2.4   In key groups – senior phase and SIMD 10 student performance improved. Our success in care experience is on a par with 2022/23, however our focus is still on improving outcomes to match or exceed College PIs.

2.5   The College compares well with the latest national sector performance (22/23), however we will have to wait until June 2025 for the release of PI data for 2023/24.

2.6   The longer terms trend of FTFE and FTHE can be seen in Appendix 1

3.   Context

3.1   The College continues to utilise its self-evaluation process in 2023-24 to plan and action improvements to courses.

3.2   <u>Student Success</u>

Mode	2023/24 vs 2022/23	Latest National Student Success PI	2022/23	2021/22	2020/21
FT FE	68.5% **up by 3.2%**	**63.6%**	65.3%	59.2%	59.4%
PT FE	88% **up by 2.4%**	**77.3%**	85.6%	79.4%	73.9%
FT HE	71.5% **down by 2.4%**	**65.5%**	73.9%	61.2%	67.9%
PT HE	85.1% **up by 2.8%**	**78.6%**	82.3%	79.1%	82.5%

3.2.1   The FTFE success rate for 2023/24 has improved by 3.2% from the previous year, reaching 68.5%. This increase reflects ongoing recovery from the challenging COVID period of 2020/21 and 2021/22 where success rates were lower, at 59.2% and 65.3%, respectively.

3.2.2   Success rates for PT FE have risen by 2.4% from 2022/23, reaching 88%—a substantial improvement and significantly above the latest national figure of 77.3%. Over the past four years, success rates have shown consistent upward progress, moving from 73.9% in 2020/21 to the current 88%.

3.2.3   FTHE shows a decrease in success rate, dropping by 2.4% to 71.5%, though still above the latest national rate of 65.5%. In examining this figure in further detail, it can be seen that students who withdrew after the funding critical date increased, see below withdrawal figures. All curriculum managers with HE provision are targeting improvements in further withdrawal in 2024/25.

3.2.4   PT HE success rates have improved by 2.8%, reaching 85.1%, well above the national benchmark of 78.6%. Performance in PT HE has remained relatively stable over recent years.

3.3   Student Withdrawal

Mode	2023/24 vs 2022/23	Latest National Student Success PI	2022/23	2021/22	2020/21
FT FE	18% **down by 7.5%**	**29.3%**	25.5%	29.4%	30.4%
PT FE	7% **down by 1.5%**	**10.7%**	8.5%	8.4%	11.9%
FT HE	18.9% **up by 2.7%**	**23.6%**	16.2%	23%	22.6%
PT HE	9.1% **down by 5.3%**	**9.5%**	14.4%	7.3%	13%

3.3.1   Withdrawals in FT FE have decreased by 7.5%, reaching 18% in 2023/24, which is notably below the latest national benchmark of 29.3%.

3.3.2   This reduction marks a positive trend, as FT FE historically had higher withdrawal rates, peaking at 30.4% in 2020/21 during the pandemic. The decrease demonstrates successful interventions to improve student retention in FT FE courses.

3.3.3   Withdrawals in PT FE have dropped by 1.5% to 7% in 2023/24, also below the national benchmark of 10.7%.

3.3.4   Withdrawal rates in FT HE has increased by 2.7%, reaching 18.9% in 2023/24, although this remains below the latest national benchmark of 23.6%. This has contributed to a small reduction in FTHE success.

3.3.5   PT HE withdrawals have significantly decreased by 5.3%, reaching 9.1%, aligning closely with the national benchmark of 9.5%.

3.4   Key Groups Success

Student Group	2023/24	Latest National Student Success PI	2022/23	2021/22	2020/21
Care Experienced	**59.6%**	**55.4%**	60.1%	54.3%	53.5%
SIMD 10	**68.1%**	**62.6%**	65.9%	64.6%	59.1%
Senior Phase	**80%**	**No data**	65%	49%	43%

3.5   Care Experienced Students

3.5.1   Success rates for care-experienced students in 2023/24 reached 59.6%, slightly lower than the previous year's 60.1% but still above the latest national benchmark of 55.4%.

3.5.2   The group has shown consistent improvement over the past few years, with a notable increase from 53.5% in 2020/21. Despite the slight drop from 2022/23, the sustained improvement suggests that support for care-experienced students is generally effective, though there is a need for a continued focus

3.6   Students from SIMD 10 Areas

3.6.1   Students from the most deprived areas (SIMD 10) achieved a success rate of 68.1% in 2023/24, significantly exceeding the latest national benchmark of 62.6%.

3.6.2   This represents a steady upward trend from 59.1% in 2020/21, showing consistent improvement over the years. This positive trajectory reflects effective strategies to support students from SIMD 10 areas.

3.7   Senior Phase Students

3.7.1   Senior Phase students reached an impressive 80% success rate in 2023/24, showing a remarkable increase from 65% in 2022/23. This group does not have a national benchmark for comparison.

3.7.2   The success rate has significantly improved over recent years, climbing from 43% in 2020/21. This sharp increase suggests that initiatives to support Senior Phase students are highly effective.

4.   Strategic Implications

4.1   This paper provides an overview of the outturn for the final year of the Student Experience strategy prior to the launch of Mission 2030.
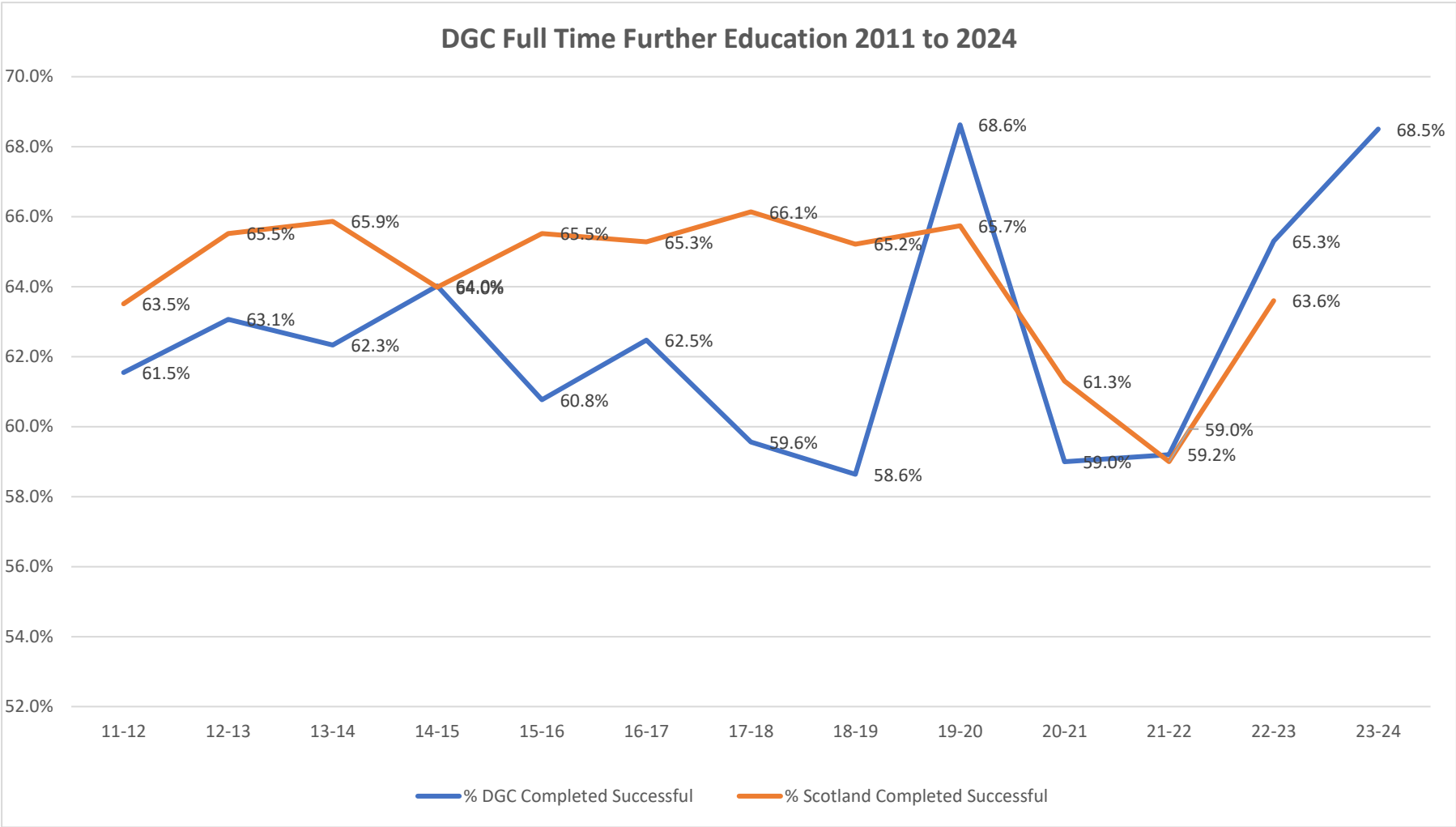
5. **Risk**

Risk	Mitigations
Risk 10. Failure to achieve an effective student experience.	➢ The risk identifies key mitigations along with the risk framework.

6. **Implications**

Financial	YES	Student withdrawal impacts on credit funding
Legal	YES	Delivery is covered by the College's Outcome Framework and Assurance Measure
Learning and Teaching	YES	Delivery of L&T is covered by the College's Outcome Framework and Assurance Measurement
Equalities	YES	The College's Outcome Framework and Assurance Measurement monitors success of key groups.

Douglas Dickson
Depute Principal
30 October 2024

DGC Full Time Further Education 2011 to 2024

Legend: — % DGC Completed Successful   — % Scotland Completed Successful

DGC Full Time Higher Education 2011-2024

Legend: % DGC Completed Successful — % Scotland - Completed Successful — Year

Dumfries and Galloway College
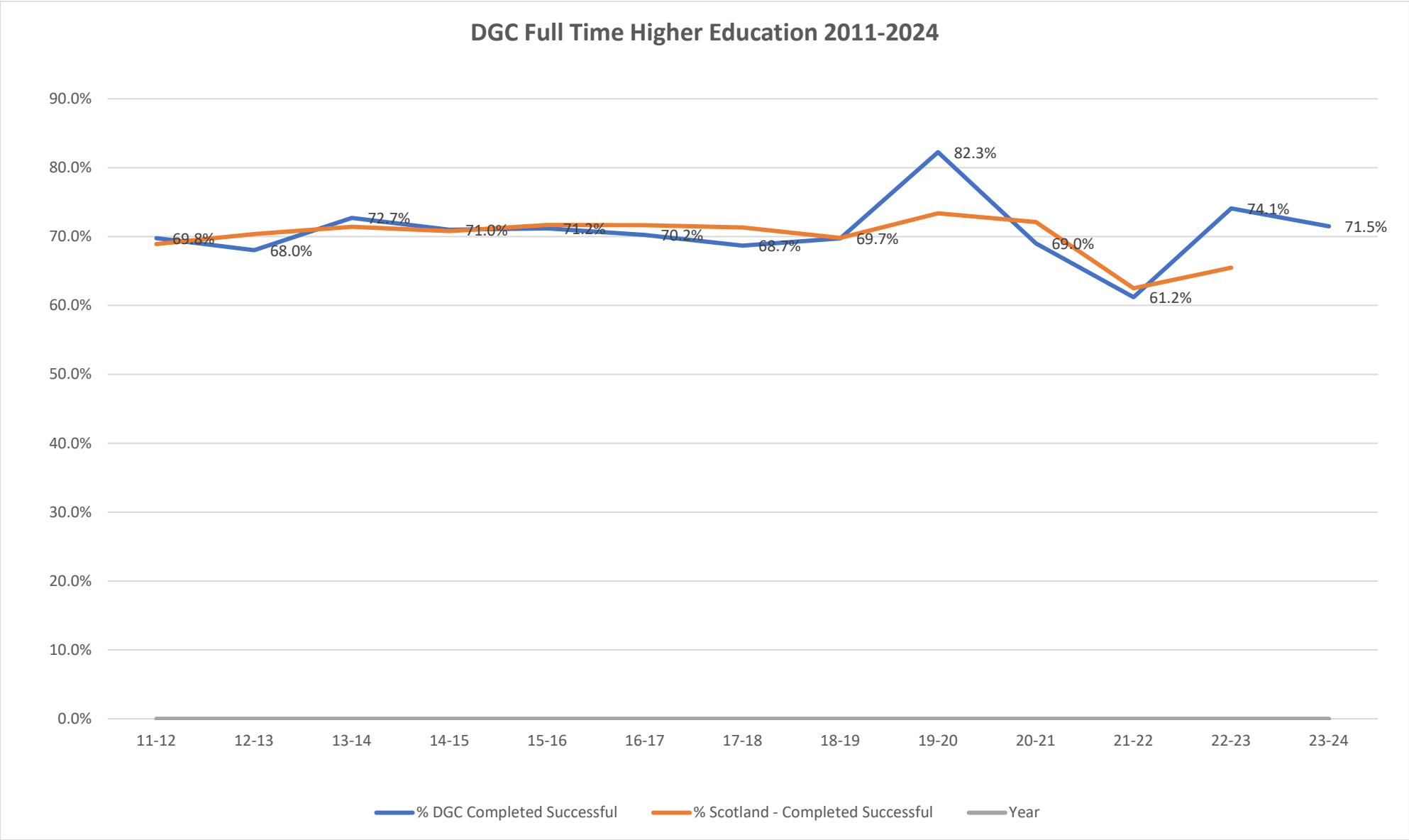
Learning and Teaching Committee

Agenda Item	8
Paper Number	LT1124-8.1

Date of Meeting	19 November 2024
Location	MS Teams
Title of Paper	Early Student Satisfaction Survey Results
Presented by	**Phil Storrier**
Recommendation	**Discussion**
Freedom of Information Disclosure Assessment	
FOI flag:	☒ Disclosable ☐ 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 minutes

1.   Recommendation

1.1.   The committee are asked to discuss the output of the Early Experience Student Survey for academic year 2024/25.

2.   Executive Summary

2.1.   The purpose of this report is to provide Learning and Teaching Committee with a summary report of the findings of our Early Experience Student Survey for academic year 2024/25.

2.2.   The summary report gives insight into how students feel about their early experience at Dumfries and Galloway College scoring us 4.6 out of 5 overall.

3.   Student voice is critical in informing how we progress as part of our wider self-evaluative processes. This survey will be an essential tool we leverage and utilise demonstrating student voice enhancing the student experience is a strong asset under the new SEAP principles around student voice and partnership.

3.1.   The survey was developed to be simple and easy to complete for students whilst still recording enough informative and specific data.

3.2.   We introduced the Early Experience Student Survey in 2022 and following evaluation we made some amendments in 2023.

3.3   We have once again included a contextualised section around student experience and support services including a specific self-evaluative question set for all teams within DG-SEE. This is about what they have learned from their departments feedback and how that will be actioned. You Said We Did activity directly linked to this will be submitted to Performance in Block 2 and shared outwardly to students.

4.   Context

4.1   The DGC Early Experience Student survey was issued to ascertain levels of student satisfaction from their initial onboarding and first month of learning and teaching at the college. This year we have once again achieved an overall rating of **4.6 out of 5** which sustains levels of satisfaction from last academic session and staff should be commended for their efforts on this. Significantly this year we have seen a **80%** return from all eligible students which is a **15% increase** on return from the previous academic year and a **39.5% increase** on the 2022-2023 return.

4.2   The summary report (attached) has been shared across college with all staff. The survey has been set up in a way where the Performance team can drill down into curriculum and course specific level detail and feedback for use by curriculum teams to understand success and inform enhancements.

4.3   Based on curriculum specific feedback teams have been asked to complete a You Said / We Did activity as part of this to be submitted within the DG-SEE system. Performance will track completion of this activity.

4.4   College wide themes have been identified and reports shared with specific service areas. Similar You Said / We Did reporting will be done and will be included in the Block Self-Evaluation report as well as reported back to students.

4.5 Examples of immediate impact:

Department	Students Said	We Did
Engineering	Three students were travelling from Stranraer for a half day of learning. Was impacted on them financially, causing them to be late and at times miss classes.	Bespoke timetable was arranged supporting access to classes remotely. Students are accessing devices and learning from the Stranraer campus and removing travel for that half day.
Early Years	Mature students identified a need for additional support around digital skills for learning.	Bespoke digital skills sessions will be added to programme for all students. We will look at enhanced activity for 24/25 as [art of induction and onboarding.
Health and Social Care	Online students had intimated they had at times felt isolated from the group and wider college life.	Team have agreed and mapped monthly 'Get Together' sessions for cohorts. Coming together to develop cohesion and share learning.
Make Up and Hairdressing	Students noted that staff and students moving in and through teaching spaces was distracting from learning.	The team have created new signage and developed new protocols for moving through practical spaces to enhance learning activities and focus.
Computing	Students were finding it confusing where to get feedback on progress from each staff member across programmes.	Team are developing a single space where students will digitally access their own progress, next steps and outstanding work.
Construction	Students enjoyed induction but noted there could have been more team building activities to get to know each other.	This will be developed and included into 25/26 induction. The team are going to look at additional team events and activities for students this AY.

5.   Strategic Implications

5.1   The practice of organisational self-evaluation holds profound strategic implications for enhancing the student experience within the college and helps us meet the ambitious targets set within the student experience strategy. By systematically assessing our own performance, processes, and resources, we can identify areas of improvement and innovation. Student voice plays a critical part in understanding our services and impact of our work allowing us to align our approaches with the evolving needs and expectations of students, thereby optimizing the overall student experience. By tailoring our services based on student informed enhancement, we can refine our services, from curriculum design to support services, ultimately resulting in a more personalised and impactful journey for students.

6.   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	Output of ongoing self-evaluative activity can impact performance and helps meet reporting requirements around funding allocations.
Legal	NO	
Learning and Teaching	YES	Effective student engagement should enhance learning and teaching and services to support learning which should seek to improve areas of performance.
Equalities	YES	Student engagement activities are in place to ensure we are hearing voice of a wide breadth of our student populations, allowing us to respond to diverse needs.

Phil Storrier
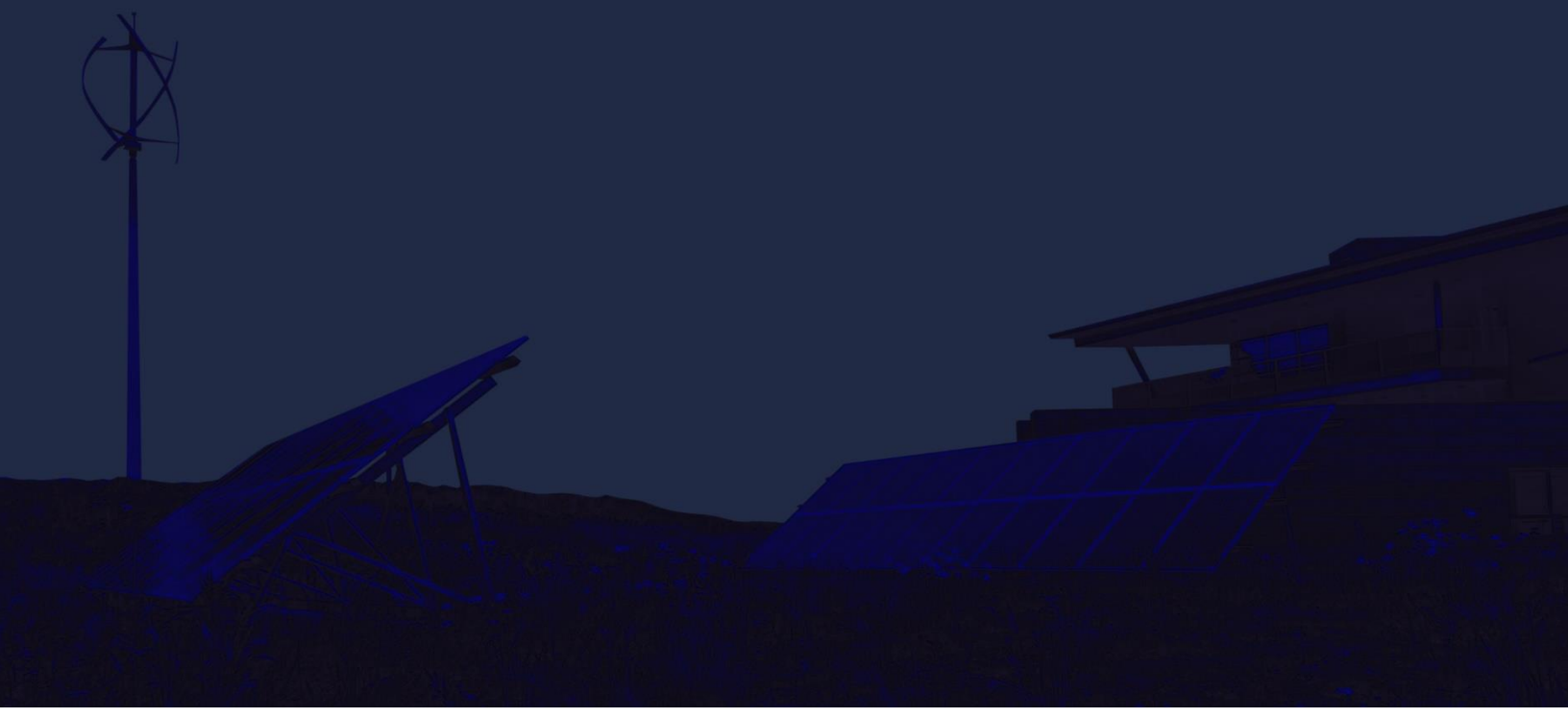Executive Director of Student Experience
01 November 2024

EARLY EXPERIENCE STUDENT SURVEY SUMMARY REPORT 24-25

Date: October 2024

Table of Contents

Introduction

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

For a third consecutive year the Dumfries and Galloway College Early Experience Student Survey was issued by the Performance Team to ascertain levels of student satisfaction. The survey was open for two working weeks from 9 September 2024 to 20 September 2024 and could be accessed by students via a link on LearnNet/Student Portal and was hosted in a Wufoo Survey. Digital screens displaying a QR code were also utilised to promote the survey. Personal Tutors were asked to promote and encourage engagement with the survey.

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

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

As this is the third academic session the Early Experience Survey has been issued, we are able to make comparisons to sessions 23-24 and 22-23, where the questions remained the same.

A high number of positive comments were received in relation to Questions 1- 6. This is a reflection on the positive ratings received. Specific curriculum/support area data, including comments has been shared with the relevant manager. Action grids have been produced to allow opportunity to feedback on the comments raised and to record any cross-college trends. This will form part of the College You Said We Did process.

Key Observations

- Overall participation increased by 15%
- Overall satisfaction rating 4.6 out of 5
- Highest participation increase achieved was 31% (Early Years/Childcare)
- High satisfaction ratings maintained for all curriculum areas (4.5 and above)
- Question 1 – 8 curriculum areas achieved higher ratings than the previous session
- Question 2 – 6 curriculum areas achieved higher ratings than the previous session
- Question 3 – 6 curriculum areas achieved higher ratings than the previous session
- Question 4 - 9 curriculum areas achieved higher ratings than the previous session
- Question 5 - 10 curriculum areas achieved higher ratings than the previous session
- Question 6 - 9 curriculum areas achieved higher ratings than the previous session
- 4 curriculum areas increased in all 6 rated questions (Early Years/Childcare, Creative Industries, Lifeskills Employability and Pathways and Renewable Transport)

Survey Participation

Overall participation in the survey was extremely positive with 1289 responses in total.

Session	2024-2025	2023-2024	2022-2023
Responses per session	1289 (80%)	1055 (65%)	722 (40.5%)

80% of the total eligible current student population took part. The 80% return is a 15% increase on the response, and a 39.5% increase on the 2022-2023 return.

The response rates varied across curriculum teams, with the highest response rates being from Hairdressing (94%) and Engineering (93%). For the majority of curriculum areas there was a significant increase in the participation rates on comparison to the previous sessions.

Chart of Respondents by Curriculum Area
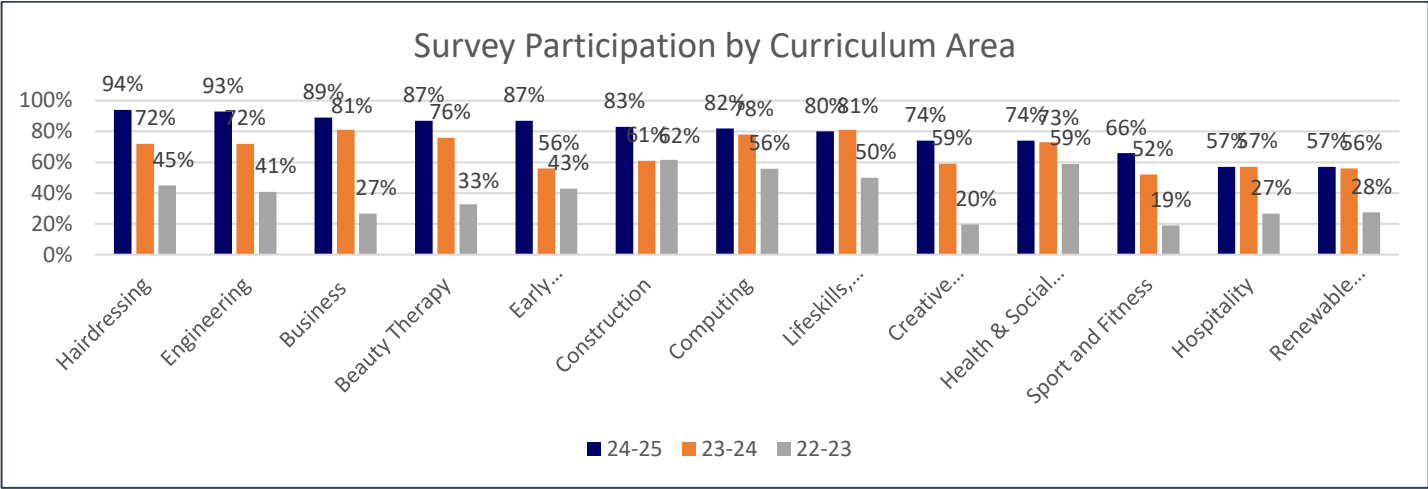
The most significant participation increase was for Early Years/Childcare, increasing by 31% from 2023-2024. Hairdressing and Construction both increased by 22%. Particpation for Lifeskills, Employability and Pathways decreased slightly by 1%, with no change to the participation rate for Hospitality.

Due to some schools having a strict no mobile phone use policy, to maximise the participation, paper copies of the survey were utilised. This yielded 12 responses (0.9%) in one curriculum area.

Overall Results

The average overall rating across all questions was 4.6 out of 5, a slight increase on the rating achieved for the two previous sessions. The retainment of this average for a third consecutive session is extremely positive.

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

Total Rating (out of 5)	Welcome and Valued	Learning Experience	Our Curriculum Staff	Our Support Staff	Our Support Services	Places and Platforms
4.6	4.6	4.6	4.7	4.5	4.5	4.6

Questions/Average ratings out of 5	2024-2025	2023-2024	2022-2023
Overall rating	4.6	4.5	4.5
Feeling Welcome and Valued	4.6	4.5	4.4
Learning Experience so far	4.6	4.5	4.5
Our Curriculum Staff	4.7	4.4	4.7
Our Support Staff	4.5	4.4	
Our Support Services	4.5	4.3	N/A
Places and Platforms	4.6	4.3	4.3

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

Overall Rating by Curriculum (out of 5)

Legend: ■ 24-25 ■ 23-24 ■ 22-23
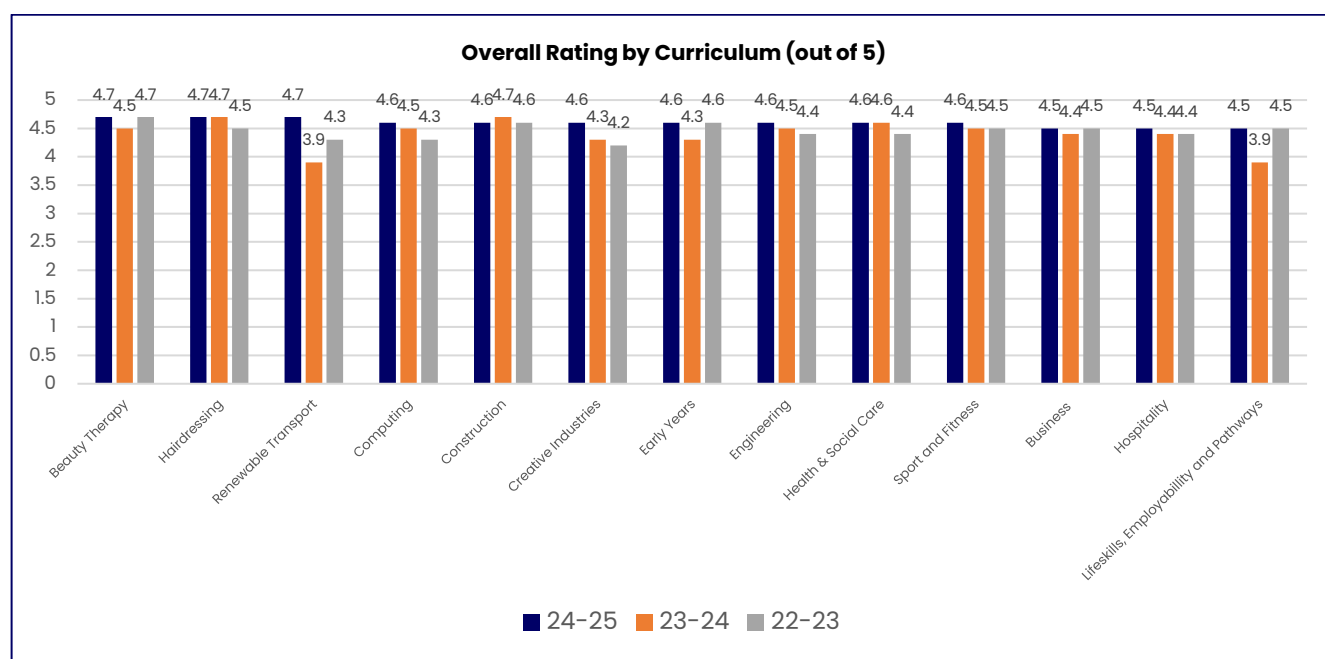
Ten of the curriculum areas noted increases in the overall satisfaction rating. Two areas, Hairdressing and Health and Social Care, maintained the same rating. One area, Construction noted a decrease of 1% in the overall satisfaction rating.

As all ratings are 4.5 and above out of 5 we have continued to maintain a high overall rating across all curriculum areas.

Results by Question

Question 1 - Feeling Welcomed and Valued
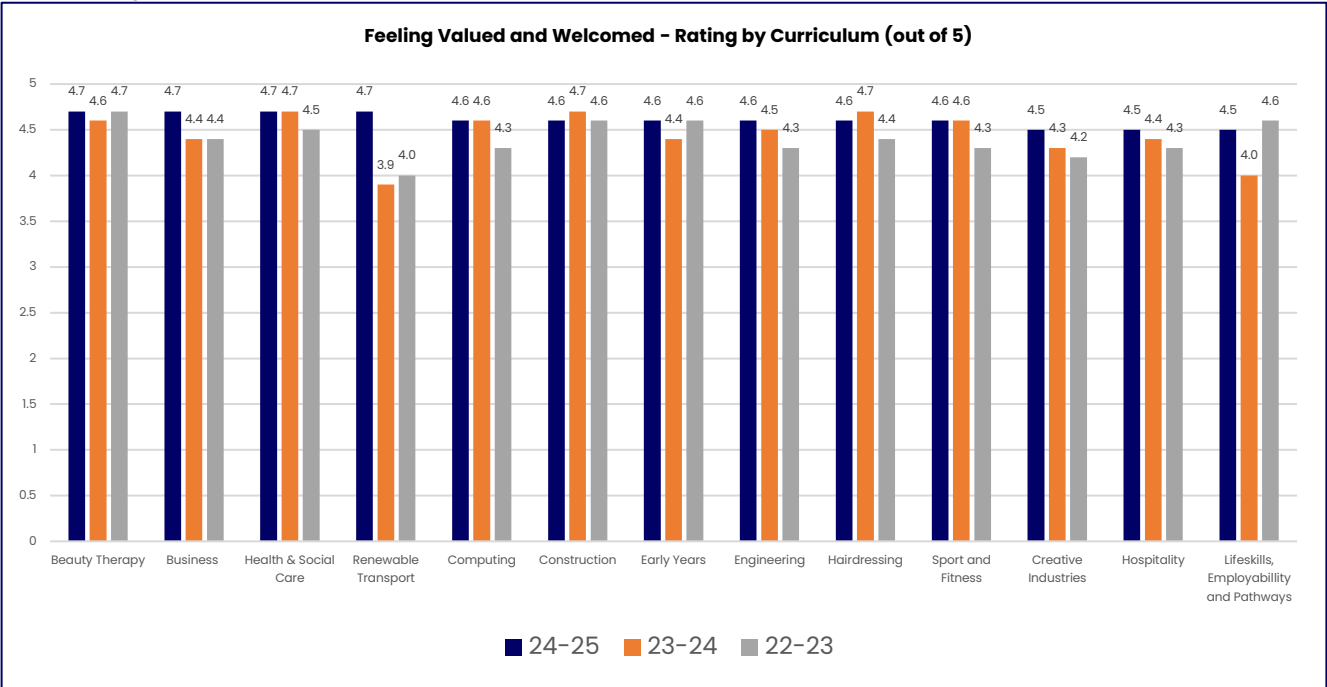
Students were asked - things like welcome activities, induction processes, sense of belonging, staff and fellow students, feeling that you are cared about as a student. How do you feel about this?

Feeling Valued and Welcomed - Rating by Curriculum (out of 5)

Legend: ■ 24-25 ■ 23-24 ■ 22-23

Curriculum	24-25	23-24	22-23
Beauty Therapy	4.7	4.6	4.7
Business	4.7	4.4	4.4
Health & Social Care	4.7	4.7	4.5
Renewable Transport	4.7	3.9	4.0
Computing	4.6	4.6	4.3
Construction	4.6	4.7	4.6
Early Years	4.6	4.4	4.6
Engineering	4.6	4.5	4.3
Hairdressing	4.6	4.7	4.4
Sport and Fitness	4.6	4.6	4.3
Creative Industries	4.5	4.3	4.2
Hospitality	4.5	4.4	4.3
Lifeskills, Employability and Pathways	4.5	4.0	4.6

On comparison to Session 23-24, 8 of the curriculum areas had higher ratings, 2 had decreased ratings and 3 remained the same. These ratings were comparable to those achieved in 22-23.

Renewable Transport achieved the highest increase, +0.8, with Lifeskills, Employability and Pathways achieving +0.5 and Business +0.3.

Students were given the opportunity to make comments relating to each of the six questions. The majority of comments referred to staff being welcoming and that the induction process was positive. A selection of individual comments from the Feeling Welcomed and Valued question are:

> ⌐ Being an older student, I was very nervous and did have some misgivings about doing the course but all the staff were very welcoming, helpful and reassuring. I have really enjoyed my first few weeks at the college.

- Everyone in the college has made me feel very welcome coming into the college and the staff are very kind and helpful.
- Everyone is including and approaching
- fantastic course, really interesting and lecturers really friendly and helpful
- I've felt very welcome and well informed during the lead up and start of my course.

Question 2 - Your Learning Experience so far

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

Your Learning Experience so far - Rating by Curriculum Area (out of 5)

Curriculum Area	24-25	23-24	22-23
Hairdressing	4.8	4.8	4.6
Beauty Therapy	4.7	4.8	4.7
Construction	4.7	4.7	4.6
Renewable Transport	4.7	4.1	4.5
Early Years	4.6	4.3	4.5
Engineering	4.6	4.6	4.5
Health & Social Care	4.6	4.7	4.3
Hospitality	4.6	4.5	4.4
Sport and Fitness	4.6	4.7	4.5
Business	4.5	4.3	4.5
Computing	4.5	4.5	4.2
Creative Industries	4.5	4.3	4.2
Lifeskills, Employability and Pathways	4.3	4.0	4.4

On comparison to Session 23-24, 6 of the curriculum areas rated higher, 3 rated lower and 4 remained the same. The number of areas achieving a higher rating has reduced, on comparison to session 23-24.

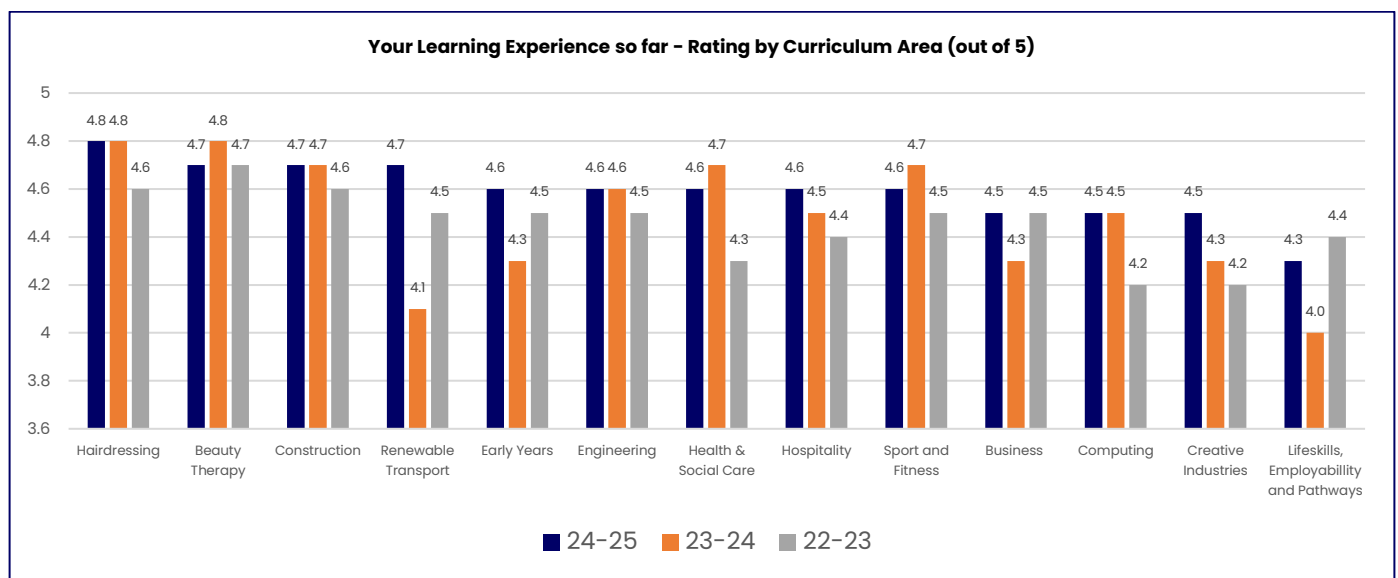Renewable Transport achieved the highest increase, +0.6, with Lifeskills, Employability and Pathways and Education achieving +0.3.

Students were given the opportunity to make comments relating to each of the six questions. The majority of comments referred to the learning experience so far being very positive and interesting.
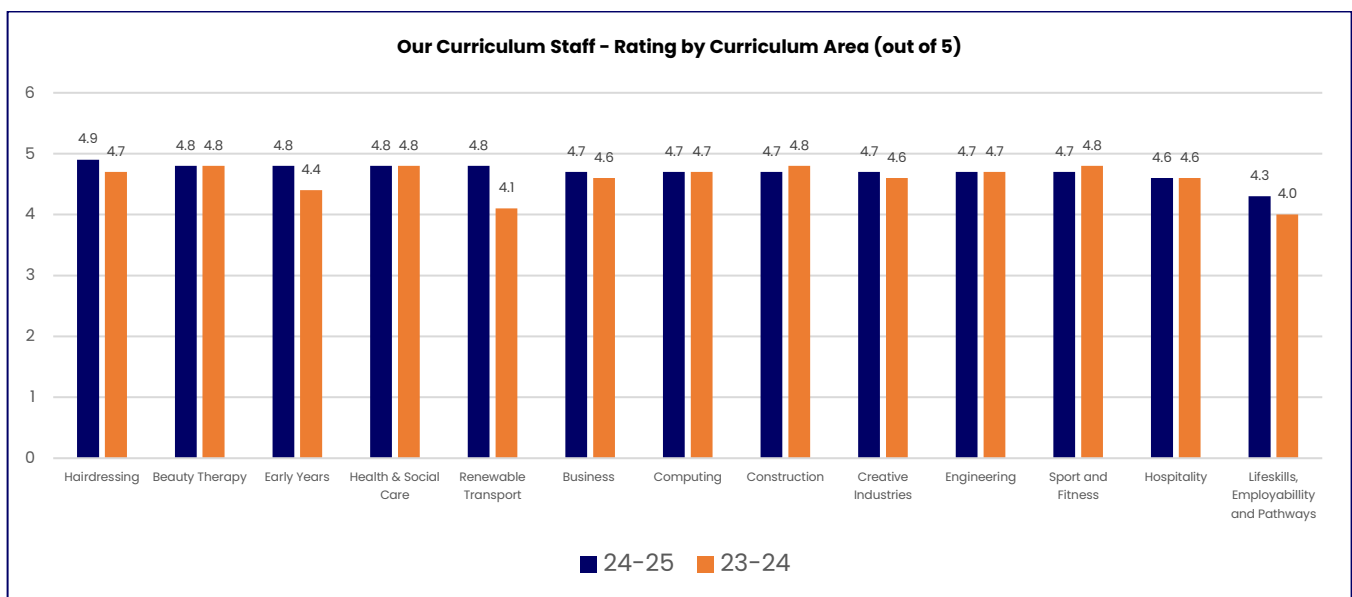
A selection of individual comments from the Learning Experience so far question are:

- As a class I think we're progressing really quickly and have learnt a lot in a short amount of time
- Everything is explained properly and my lecturer makes sure we all understand
- I always feel like I'm included in the course and that my input towards learning is always valued

- My learning experience so far has been positive, expectations of the course has been clearly stated. The coursework/assessments have been explained, as well as the course classes.
- Really enjoy practical side of my course and the skills this develops and well taught due to constant feedback from lecturer so you know what is needed while completing tasks

Question 3 - Our Curriculum Staff

This was a new question for Session 23-24 so there is no comparison to session 22-23.

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

Our Curriculum Staff – Rating by Curriculum Area (out of 5)

Curriculum Area	24-25	23-24
Hairdressing	4.9	4.7
Beauty Therapy	4.8	4.8
Early Years	4.8	4.4
Health & Social Care	4.8	4.8
Renewable Transport	4.8	4.1
Business	4.7	4.6
Computing	4.7	4.7
Construction	4.7	4.8
Creative Industries	4.7	4.6
Engineering	4.7	4.7
Sport and Fitness	4.7	4.8
Hospitality	4.6	4.6
Lifeskills, Employabillity and Pathways	4.3	4.0

On comparison to Session 23-24, 6 of the curriculum areas rated higher, 2 rated lower and 5 remained the same.

Renewable Transport achieved the highest increase, +0.7, with Early Years achieving +0.4 and Lifeskills, Employability and Pathways achieving +0.3.

Students were given the opportunity to make comments relating to each of the six questions. The majority of comments noted that students felt supported by lecturing staff and that they are approachable. A selection of individual comments from the Our Curriculum Staff question are:

- Yes. I feel supported by lecturers. They're all so lovely and make you feel welcome and you don't feel silly if you don't understand something.
- Yes I do feel supported. I was referred to learning zone for extra support and I am happy to be taking this step.
- Lecturers are very helpful and always explain things in better ways if I am struggling
- I feel my lecturer is amazing and she makes sure we understand everything and doesn't rush through things too quickly but still has a good pace
- The lecturers are supportive. Although, we are studying online it is good to have some regular access in person to the lecturers at the college, where we can discuss studies or things we cannot find online.

Question 4 – Our Support Staff

This was a new question for Session 23-24 so there is no comparison to Session 22-23.

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

Our Support Staff - Rating By Curriculum Area (out of 5)
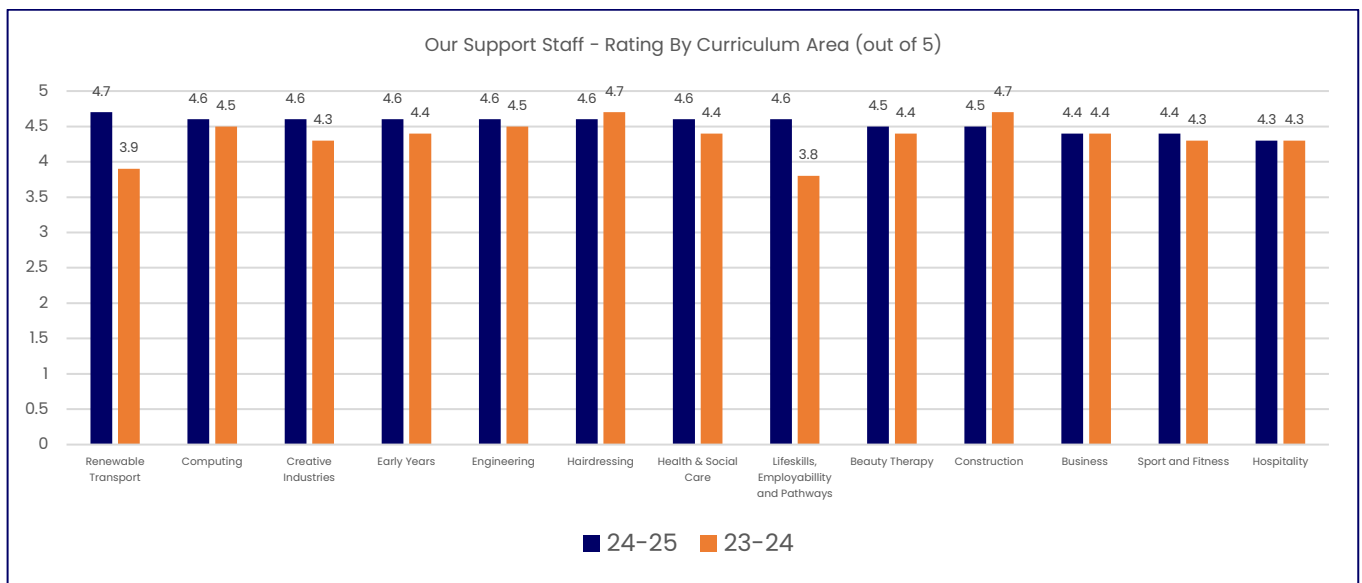
On comparison to Session 23-24, 9 of the curriculum areas rated higher, 2 rated lower and 2 remained the same.

Renewable Transport and Lifeskills, Employability and Pathways achieved the highest increase, +0.8, with Creative Industries achieving +0.3.
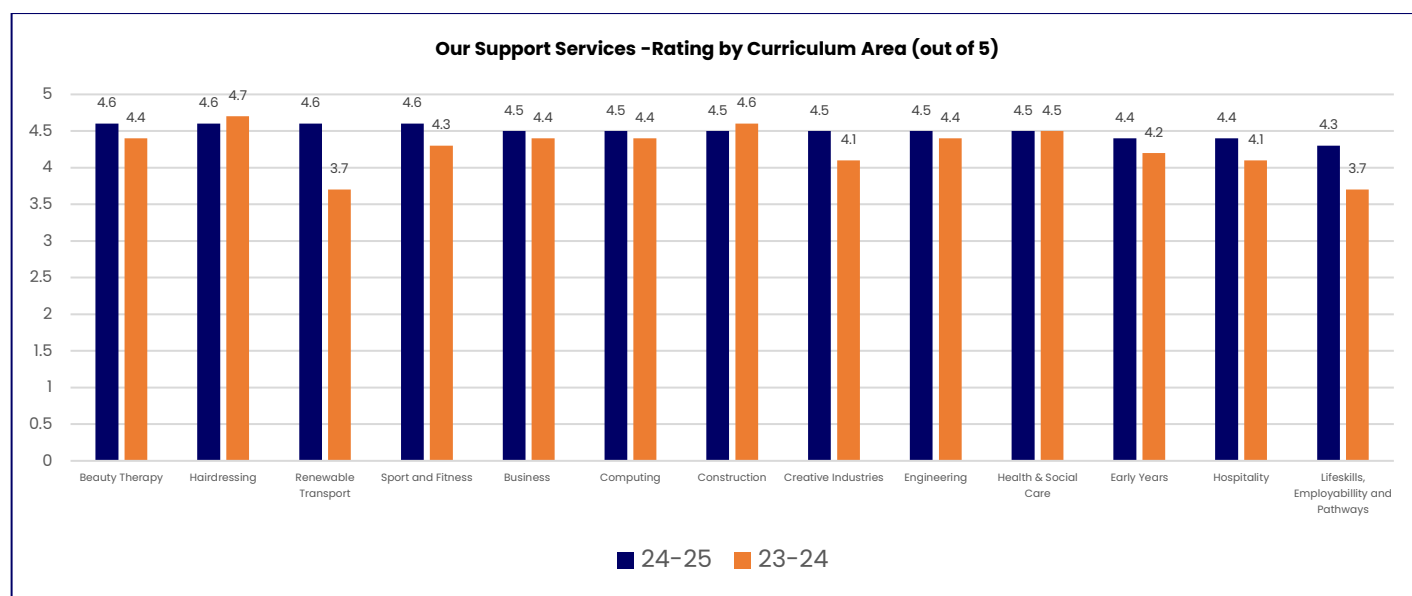
Students were given the opportunity to make comments relating to each of the six questions. The majority of comments referred to support staff being helpful and approachable. A selection of individual comments from the Our Support Staff question are:

- I feel seen, safe and supported at this college.
- I'm yet to use any of the support staff but just having them available is great.
- Support staff helped me a lot with my bursary I really appreciate them.
- Yes been made to feel very welcome by support staff and due to meeting some of them on induction means I feel comfortable to approach them with any questions I may have
- the student support team have really helped me since I have started at college with my additional support needs. welcoming and caring

Question 5 – Support Services

This was a new question for Session 23-24 so there is no comparison to Session 22-23.

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

Our Support Services -Rating by Curriculum Area (out of 5)

Curriculum Area	24-25	23-24
Beauty Therapy	4.6	4.4
Hairdressing	4.6	4.7
Renewable Transport	4.6	3.7
Sport and Fitness	4.6	4.3
Business	4.5	4.4
Computing	4.5	4.4
Construction	4.5	4.6
Creative Industries	4.5	4.1
Engineering	4.5	4.4
Health & Social Care	4.5	4.5
Early Years	4.4	4.2
Hospitality	4.4	4.1
Lifeskills, Employability and Pathways	4.3	3.7

On comparison to Session 23-24, 10 of the curriculum areas rated higher, 2 rated lower and 1 remained the same.

Renewable Transport achieved the highest increase, +0.9, Lifeskills, Employability and Pathways achieving +0.6 and Creative Industries achieving +0.4.

Students were given the opportunity to make comments relating to each of the six questions. The majority of comments referred to our support services as being really effective and our application process being straightforward. A selection of individual comments from the Our Support Services question are:

- During my application process I feel I was supported very well, whenever I had a question they emailed me back very quickly
- Excellent enrolled very easily
- The support services has helped my experience.

- I came to the open day session and I feel this was a great experience to engage with staff and students from different courses and get a eye opener or the campus.
- The support services and student advisers are great with helping in any aspect of college life.

Question 6 - Places and Platform for Learning

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

Places and Platforms for Learning - Rating by Curriculum Area (out of 5)
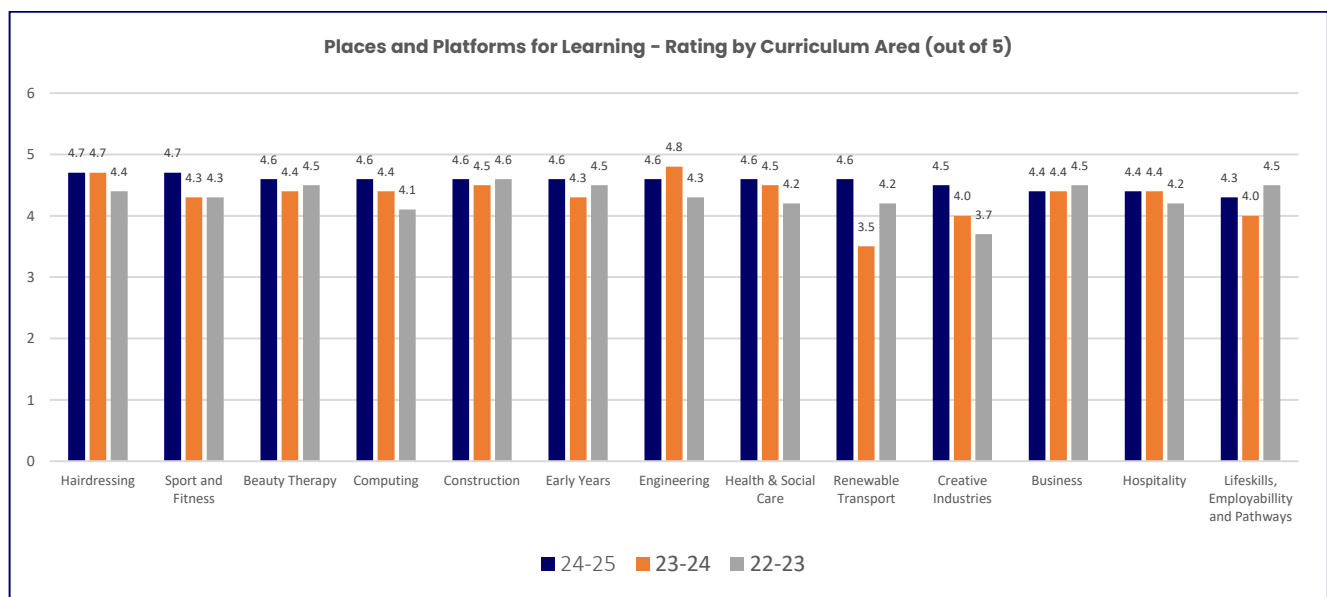
On comparison to Session 23-24, 9 of the curriculum areas rated higher, 1 rated lower and 4 remained the same. The number of areas achieving a higher rating has reduced, in comparison to session 23 -24.

Renewable Transport achieved the highest increase, +1.1, a vast improvement on the -0.7 variation achieved between sessions 22-23 and 23-24. Creative Industries achieved a +0.5 rating increase and Sport and Fitness +0.4.

Students were given the opportunity to make comments relating to each of the six questions. Most comments confirmed that our college environment is a good place for learning. A selection of individual comments from the Platforms and Places for learning question are:

- Good facilities nice and new, library space is large and airy
- Very good, great experience with the online learning environment
- There's lots of good places to quietly study
- The computing lab is brilliant. Clean, comfortable and no shortage of equipment to keep up to date with course learning.
- All learning platforms so far have been easy to use.

Question 7 - "One thing"

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

There were 310 comments logged, noting areas where we could do better. These are free text responses which have been examined for key themes.

Session	24-25	23-24	22-23
Number of comments received	310	359	217

The themes are comparable to the previous sessions and a summary of the most common themes is provided below:

Theme	24-25	23-24	22-23
Catering provision, choice and pricing	21.9%	25.6%	26.7%
Curriculum	50.2%	43.7%	34.1%
Estates	5.1%	10.6%	13.4%
IT	3.5%	6.1%	4.6%
Support/Funding	2.3%	2.8%	4.1%
Transport	6.8%	4.5%	7.4%
On campus activities	9.3%	6.1%	9.7%
Other	1.0%	0.6%	0.0%

There has been a decrease in the number of comments submitted in relation to 'one thing we could do better' in comparison to last session. A number of key themes have been identified and these include the following:

- Online and Hybrid Learning (across all questions we have received comments from those who like it and those who don't)
- Better Wifi Connection required (6 comments)
- Bring back bottled water on campus (8 comments)
- Cheaper Food Prices and Better Options (26 comments)

A large quantity of these provided positive feedback and were not related to a particular theme. A sample are provided below:

- Nothing, lovely environment to be in and makes you feel incredibly welcomed by all
- I'm content with my college experience
- Everything is great and I've thoroughly enjoyed learning so far!
- Nothing as I have felt welcomed and supported as soon as I started

The number of comments relating to Transport increased by 2.3% from session 23-24 with many students wishing for free travel and an increase on the bus services travelling to and from College.

On Campus activities was another theme which saw an increase, with the number of comments increasing by 3.2%. These comments have been passed to the Active Campus Co-Ordinator and the Student Association for consideration.

The increase percentage in the number of comments relating to the Curriculum was a result of fewer overall comments being received. The number of curriculum related comments only increased by 1 (157 curriculum comments in 24-25 and 156 in 23-24).

'One thing' comments relating to curriculum areas are comparable to the previous sessions and a summary of the most common themes is provided below:

Theme	24-25	23-24	22-23
Number of curriculum related comments	156	157	74
Course content/management	51.9%	42%	59.5%
Hybrid learning	14.7%	10.8%	21.6%
Rooms/tools/facilities	14.4%	23.6%	6.8%
Start times/breaks	10.3%	17.8%	9.5%
Support	8.3%	5.7%	2.7%
Other	0.6%	0%	0%

Feedback from curriculum and support managers will be gathered as part of the College You Said We Did process.

The Performance Team
October 2024

Learning & Teaching Committee

Agenda Item	9
Paper Number	LT1124-9.1

Date of Meeting	19 November 2024
Location	MS Teams
Title of Paper	Academic Council Report
Presented by	Douglas Dickson
Recommendation	**Discussion**
Freedom of Information Disclosure Assessment	
FOI flag:	☒ Disclosable ☐ 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: 3 minutes

1.   Recommendation

1.1.   The Learning and Teaching Committee are asked to note the summary of the Academic Council meeting.

2. Executive Summary

2.1   The most recent Academic Council discussed, with representatives from teaching and support staff.

3. Context

3.1   The summary of the most recent Academic Council:

➢   Student Association Introduction: Our new Student President provided an overview of Freshers' Week and the Wellness initiatives planned for the year. There is current ongoing recruitment for class representatives with plans to develop engagement strategies for online students.

➢   Student Experience Update: Updates were provided on revised policies which are informed by our trauma-informed work. Partnership working with D&G Youthwork and Active Campus were provided and the impact these partnerships are having on enhancing student support and engagement.

➢   Annual SPSO Complaints Report: Decrease in complaints, with ongoing improvements to complaints procedures to improve their readability for young people.

➢   Tertiary Quality Enhancement Framework (TQEF): There was an introduction of the TQEF, and the implications this has on our relationship with SFC and QAA.

➢   Annual Awarding Body Summary: Summary of 60 visits by awarding bodies, with compliance improvements and identified good practices for AY23/24.

4. Strategic Implications

4.1   This paper is linked to the Student Experience Strategy.

5. Risk

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

6. Implications

Financial	NO	

Legal	NO	
Learning and Teaching	**YES**	All implications are outlined
Equalities	**NO**	

Douglas Dickson
Depute Principal

30 October 2024