Dumfries and Galloway College
One step ahead

Status: Approved

Learning and Teaching Committee

Minute of Meeting – 11 March 2025 - 16:00hrs – MS Teams

Present:		
Sharon Hodgson (SH) (Chair)	Gillian Brydson (GB)	Honor Gibson (HG)
Kirsty Duncan (KD)	Alastair Irons (AI)	Inga McVicar (IM)
Susan McLellan (SM)	Caroline Stuart (CS)	Peter Woods (PW)
In attendance:		
Douglas Dickson (DD)	Phil Storrier (PS)	Lorraine Grierson (LG)
Joanna Campbell (JC)	Mary Cheetham (minute taker)	
Apologies:		
Ann Hill (AH)	Shane Saunders (SS)	

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

1.1.1. The Chair welcomed everyone to the meeting and the meeting was noted as quorate.

1.1.2. Apologies were noted as above.

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

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

FOR APPROVAL

2. Minute of Previous Meeting and Matters Arising

2.1. Minute of meeting 19 November 2025 | Paper 2.1 | S. Hodgson

2.1.1. Members present approved the minutes as an accurate record of the meeting with no matters arising.

2.2. **Action Log | Paper LT0325-2.2 | Verbal | L. Grierson**

2.2.1 The Governance Professional provided an update on the action log, confirming that all actions have been completed except for the following:

- **Action 1** – The enhancement plan will be addressed at the next meeting.

- **Action 4** – The regional skills planning remains ongoing. As the 10-year plan is still in its early stages, it is too soon to invite a Scottish Government representative. A related paper is included in today's committee agenda.

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

3. Curriculum Development | Kieran Downey, Sustainable Construction Lecturer

KD Joined 16.03

3.1 KD demonstrated his digital transformation presentation to the Committee.

3.2 KD welcomed questions following the presentation. A member enquired about external agency feedback, which was confirmed as being positive, and the initiative has been recognised as a step forward and the approach aligns with strategic goals and effectively delivers immediate feedback to students. The Committee commended the transition to digital platforms, acknowledging its alignment with modern work practices.

3.3 Discussions also focused on how students effectively utilise feedback in future assessments. Concerns were raised about digital skills development, with KD explaining that IT induction and quality learning time provides structured support. The process is further simplified through an app, making it more accessible on students' devices. Digital poverty was not seen as a barrier, as iPads and laptops are readily available.

3.4 The conversation also touched on AI and VR, emphasising the importance of setting clear parameters while fostering innovation.

3.5 The Committee expressed thanks to KD and his colleagues.

KD left the meeting 16.35

4. Item 4 | Strategic Risk Register | Paper LT0325-4.1 | L. Grierson

4.1. The Governance Professional reported no changes to the risk register and highlighted a positive HMI report from the recent Modern Apprenticeship review.

4.2. **The Committee approved the status of the risk register.**

FOR DISCUSSION

5. Item 5 | Student Association Report | Paper LT0325-5.1 | H. Gibson

5.1 The Student Association President assumed the paper as read highlighting that the Tesco Blue Token Scheme application has been approved, with the possibility of securing up to £1,500 for the student food bank.

5.2 The Committee commended the Student Association's dedication, acknowledging its strong commitment to student support and engagement. A member enquired about the youth work and any reflections on the cost-of-living. HG provided an update on two ongoing support groups, which are designed to assist younger students living alone, and confirmed there are plans for in-person sessions.

5.3 PS highlighted the significant progress, emphasising the strong collaboration which is driven by students and can be seen visibly making an impact on campus.

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

6. Item 6.1 | Curriculum Planning | Paper LT0325-6.1 | Paper | P. Storrier

6.1.1 The Executive Director of Student Experience introduced a high-level summary of curriculum planning, highlighting key strategic priorities and new delivery approaches.

6.1.2 Drawing the conclusion to a close the need for continued collaboration with partners was highlighted and GB advised that she would take forward specific discussions with the integrated Joint Board around the issue of pathways and skills planning.

The Committee noted the update.

6.2 Item 6.2 | Stranraer Action Plan | Paper LT0325-6.2 | Paper | D. Dickson

6.2.1 DD explained the report relates to work undertaken to review the curriculum provided at Stranraer advising progress has been made and Stranraer is receiving dedicated attention, helping renew its vision. CM's efforts in Stranraer were praised, and there were discussions about testing new learning models and working with the Open University in the region.

6.2.2 The Chair highlighted the list of inputs as useful but stressed the need to measure outputs and outcomes and understand what is working with regard to strengthening the Stranraer campus offer. AI also asked that the KPIs are teased out to ensure a clearer picture of success. DD advised that the targets are operational and the actions are a guide for internal audiences. However, it was noted that the action plan will be updated by the end of AY24/25 with clear KPIs.

6.2.3 Board Members were invited to the Project Search Graduation in Stranraer.

6.2.4 **The Committee noted the update.**

7. Item 7 | Student Satisfaction and Engagement Survey | Paper LT0325-7.1 | Paper | S. Rutter

7.1. The Student Satisfaction and Engagement Survey (SSES) compares DGC data to the sector for session 2023-24.

7.2. SR highlighted that this is a very positive report with high student satisfaction with the overall response rate higher than previous years. There has been significant improvement in the DGC student satisfaction rates for session 23/24 with regards to the Student Association in comparison to AY22/23

7.3. The response rate and satisfaction rate were higher than AY23/24 and above the sector average. The Student Association has made great strides compared to the previous year.

7.4. PS thanked the staff for their high engagement, noting the continued improvement in satisfaction and response rates and highlighting how it demonstrates the joint up approach to addressing student challenges effectively.

7.5. **The Committee noted the update.**

PW left the meeting at 17:25 hours

8. Item 8 | Annual Articulation report | Paper LT0325-8.1 | Paper | S. Rutter

8.1 The Committee was provided with an overview of the Annual Articulation Report from SFC up to AY 23/24 noting:

- Fewer DGC students progressed to University in AY 2022/23 than in previous years in keeping with sector trends and the impact of COVID.
- Progression remains the largest category of articulation for DGC students (in line with the sector).
- University of West of Scotland has been the top institution for DGC students articulating via Progression over the four-year period.
- Scotland's Rural College (SRUC) was the top destination for DGC students articulating via Advanced Standing in AY 2022/23.

8.2 PS highlighted that post-pandemic, and the rising cost of living is preventing students leaving the region due to financial constraints. There is a need for the tertiary sector to explore new approaches to support those who wish to attend university but are unable to afford it.

8.3 The Committee noted the update.

9 Item 9 | Skills Planning report | Paper LT0325-9.1 | Paper | D. Dickson

9.1 The Depute Principal assumed the paper as read. An update on post-school education reform was provided, highlighting the skills planning, business impact, and the timeline for outcomes. It was noted that while change is slow, there are opportunities in apprenticeships funded by SFC. The work involves various institutions and bodies, with significant changes in funding processes.

9.2 It was emphasised that a regional perspective is crucial, particularly in shaping skills demands for sectors like engineering and construction, with a deeper focus on health and public sector work. Collaboration between curriculum and commercial teams has led to the identification of skills gaps, ensuring that the college's offerings meet demand and align with partner pathways.

9.3 SH and DD highlighted the importance of regional collaboration. GB highlighted that sectors engaging with the college will contribute to creating a future workforce.

9.4 The Committee Noted the report.

GB left the meeting 1735 hrs

10 Item 10 | Student Experience Update | Paper LT0325-10.1 | Paper | P. Storrier

10.1 The Executive Director of Student Experience provided an update on student welfare, highlighting the positive retention rates and the effectiveness of student services. It was noted that referrals to student support services have increased, but there are a range of services available including safeguarding, counselling, and welfare and better tracking and

the use of the retention data has helped identify trends, particularly in engineering and early years.

10.2 Concerns were raised about the capacity to sustain these services, given the rise in referrals and the increasing expectations. An all-staff training approach, including upskilling, is in place to improve awareness.

10.3 Efforts to enhance student engagement, build confidence, and increase capacity are ongoing, supported by partnerships with the NHS and innovative wrap-around support for students.

10.4 The Committee commended the report.

11 Item 11 | TQEF Update | Paper LT0325-11.1 | Paper | P. Storrier

11.1 PS informed the Committee that the Tertiary Quality Enhancement Review (TQER) is the new external review process under the TQEF framework, with preparation underway for the review in March 2026. The current arrangements are expected to meet the review requirements.

11.2 PS stated he has been appointed as a reviewer, which will support the process over the next few years.

11.3 SH acknowledged the huge amount of work involved in feeding these review processes but also emphasised that continued scrutiny by L & T will be needed to ensure everyone is comfortable with how this area of work is evolving and to fully understand the demands being placed on staff.

12 Item 12 | Outcome Agreement 23-24 and SFC Case Studies | Paper LT0325-12.1 | Paper | P. Storrier

12.1 Executive Director of Student Experience submitted the report and assumed it was taken as read.

12.2 **The Committee noted the report.**

13 Item 13 | Academic Council Report | Paper LT0325-14.1 | Paper | D. Dickson

13.1 DD submitted the report and assumed it was taken as read.

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

FOR INFORMATION ONLY

14. AOCB | Verbal | S. Hodgson

14.1 DD highlighted that the recent review of the Modern Apprenticeship by HMI highlighted a strong performance that exceeds sector standards. A tribute was made to the teams for their excellent preparation and delivery. Notable good practices were highlighted, particularly in developing meta-skills and successful learner outcomes. A full report will be provided later.

14.2 DD noted that the SFC is reviewing the funding model. The aim is to ensure that the model for AY 25/26 remains similar to this academic year, with both financial and curriculum elements being considered.

14.3 The Chair thanked JC for all her support and input, expressing sincere appreciation on behalf of the L&T Committee and wishing her every success for the future.

14.4 The meeting was adjourned at 18.00 hours.

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

15.1 The date of the next meeting is scheduled for 21 May 2025.

Dumfries and Galloway College
One step ahead

Item 2
LT0325-2.2

Key
Ongoing
Closed
Overdue

Learning and Teaching Committee

Action Log 11 March 2025

No	Meeting Date	Action	Lead	Deadline	Status	Commentary
1	19/11/25	SA Enhancement Plan – update to Committee twice a year. (Overview only)	PS	May 25	Ongoing	Presented at Nov meeting and again at May 25 meeting
2	19/11/25	The Stranraer Action Plan to be tabled at the March meeting	DD	Mar 25	Closed	Presented at March meeting
3	19/11/25	Student Success DD/PS/SR to provide staff communication in respect of the positive feedback from the Committee re staff achievement from pandemic to date.	DD	Dec 24	Closed	A video has been prepared to for cross-college dissemination.
4	19/11/25	Regional Skills Planning A paper to be brough for discussion re above and speaker from Scottish Government.	JC/DD	Mar 25	Closed	Paper presented to March meeting. As it is a 10 year plan, it is too soon to invite an SG Representative.
5	9/12/24 Action from BoM	TQEF/STEP - The L&T Committee to assess and monitor capacity and resources for improvement related to the risk register.	DD	Mar 25	Closed	Risks will be identified to L&T as appropriate. At this stage of the early implementation of TQEF/STEP there is no change to the risk register.

Dumfries and Galloway College

Learning and Teaching Committee	
Agenda Item	**4**
Paper Number	**LT0325-4.1**

Date of Meeting	**25 February 2025**	
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 – **no changes**
- Risk 9 – Failure to adhere to academic compliance arrangements – **no changes**
- Risk 10 - Failure to achieve an effective student experience – **no changes**.

4. Strategic Implications

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

5. Risk

Risk	Mitigations
Risks 8,9,10	➢ Paperwork attached for reference.

6. Implications

Financial	**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
25/2/25

Strategic Risk Register Update LT Committee – March 2025

RISK DEFINITION		ORIGINAL TASK				RESIDUAL RISK				Risk Appetite
No	Risk	Likelihood	Impact	Total	Risk Level	Likelihood	Impact	Total	Risk Level and Trend	Above/below
Responsible Person – DP Learning, Skills and Student Experience										
8	Failure to achieve highest academic performance levels									
		3	4	12		1	4	4	=	Moderate 11-15 ↓
9	Failure to adhere to academic compliance arrangements									
		4	3	12		2	2	4	=	Cautious 7-10 ↓
10	Failure to achieve an effective student experience									
		3	4	12		1	4	4	=	Moderate 11-15 ↓

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. Recent data and external scrutiny identifies a 3 year trend of sustained student success improvement.	

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	**Moderate 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 and Action Plan 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 MIN**	**Meeting 4**

No.	Risk and Risk Appetite	Averse 1-6	Cautious 7-10	Moderate 11-15	Open 16-20	Hungry 21-25
8	Failure to achieve highest academic performance levels					

QTR	UPDATE SINCE LAST REVIEW / ACTIONS AND TREATMENT		APPETITE IN/OUT
Q1	Update	Owner – all mitigations have been reviewed and updated. BoM, L&T Approved	Below
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Q2	Update	Owner – addition to independent monitoring, residual likelihood reduced to 4/25 due to positive 3-year PI trend. LT/BoM approved	Below
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Q3	Update	Owner – no changes.	Below
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Q4	Update		
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Strategic Objective: Risk No 9: Failure to adhere to academic compliance

Reference to Risk Registers:	**Organisational**	**Owner: DP Learning Skills and Student Experience LT**
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	**Moderate 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 • 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** **MIN**	**Meeting 2** **MIN**	**Meeting 3** **MIN**	**Meeting 4**

No.	Risk and Risk Appetite	Averse 1-6	Cautious 7-10	Moderate 11-15	Open 16-20	Hungry 21-25
9	Failure to adhere to academic compliance arrangements					

QTR	UPDATE SINCE LAST REVIEW / ACTIONS AND TREATMENT		APPETITE IN/OUT
Q1	**Update**	Owner – all mitigations have been reviewed and updated. No change to ratings. LT/BoM – approved	Below
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		
Q2	**Update**	Owner - all mitigations have been reviewed and updated. No change to ratings. LT/BoM approved	Below
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		
Q3	**Update**	Owner – no changes	Below
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		
Q4	**Update**		
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

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)*** **LT**
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	**Moderate 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 and Action Plan reportage to SFC • Outcome Framework and Assurance Model	• Reportage by /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 MIN**	**Meeting 4**

No.	Risk and Risk Appetite	Averse 1-6	Cautious 7-10	Moderate 11-15	Open 16-20	Hungry 21-25
10	Failure to achieve an effective student experience					

QTR	UPDATE SINCE LAST REVIEW / ACTIONS AND TREATMENT		APPETITE IN/OUT
Q1	**Update**	Owner – all mitigations have been reviewed and updated. No change to rating. LT/BoM – approved	Below
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		
Q2	**Update**	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. LT/BoM approved.	Below
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		
Q3	**Update**	Owner – no changes	Below
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		
Q4	**Update**		
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Dumfries and Galloway College

Learning and Teaching Committee	
Agenda Item	5
Paper Number	LT0325-5.1

Date of Meeting	11 March 2025	
Location	MS Teams	
Title of Paper	Student Association Report	
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: 10 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 purpose of this report is to showcase the work of the Student Association to the Learning and Teaching Committee.

2.2. Focus since the last Learning and Teaching Committee meeting has been on class representative training, training for the Student Association Staff and the Here for You event.

3. Context

3.1 Training

3.1.1 Student Association President and Vice Presidents have taken on training in safeguarding, sexual harassment in the workplace and cyber security. Honor has also completed training in embedding a trauma-informed approach, suicide prevention and self-harm: Joining the Dots a national trauma transformation programme that was discussed through the NUS Think Positive Forum and a Gambling Awareness Course by City and Guilds.

3.1.2 38 class representatives completed their online Sparqs course by the 6th January. I am communicating with Megan Brown from Sparqs on how best to deliver the second part of this course.

3.2 Representative Meetings

3.2.1 Block 2 class representative meetings took place on the 25th, 26th and 27th February where the students were given a questionnaire to fill out – the questions were based on the Student Learning Experience Model (SLEM) framework. At the time of writing this report I've had 21 responses to this questionnaire, (please see the attached Excel form for more information).

3.2.2 Block 2 class representative meetings for Stranraer will take place on the 19th of March.

3.2.3 We have also had a successful lead rep meeting, as part of the Student Experience Committee, where the reps were able to talk and get ideas across to the curriculum managers and came away with 3 ideas to work on for the next one – which will be on the 10th of March.

3.3 Funding

3.3.1 We are still working alongside HP Sustainability and Re-Pollinate, who will be coming for a site visit as soon as possible to get us started on the outdoor wellbeing area.

3.3.2 The bench has been delivered and just needs to be put together. Just awaiting stock for 2 Hazel trees to come back in so I can purchase those (Hazel trees are known as the 'tree of wisdom' which seemed appropriate).

3.3.3 We have still not heard any information from Tesco regarding the Blue Tokens – I will be e-mailing to see if we can have an update on this.

3.3.4 Holywood Trust have kindly given funding for football strips.

3.3.5 Funding has been applied for £5000 from Kavli Trust on behalf of Castle MacLellan in Kirkcudbright, that allocate funds for 'outreach' activities that promote children and adolescent mental health – this money if rewarded will be used to decorate and furnish the

sensory room to give it a new lease of life – which is something being worked on through the Student Experience Committee.

4. NUS/Sparqs/CDN

4.1 National Education Officers' Network (NEON)

4.1.1 The first NEON meeting for 2024-25 focused on the engagement of student officers and leaders in developing the Self-Evaluation and Action Plan (SEAP). This meeting introduced us to the student partnership regarding Scotland's Tertiary Quality Enhancement Framework (TQEF). It also helped us to understand how the support the Student Association can give students in processing key data and analysing data though the Student Learning Experience Model.

4.1.2 The agenda for the February meeting continued discussions on how best to support officers in engaging with the current quality landscape in their institution and considering how to prepare an effective induction for new officers. This meeting launched CDN's Changing Learner Programme which is designed to help colleges address the evolving challenges faced by today's learners. (Honor is still catching up with this due to a conflict she needed to leave the meeting early – but has attached a link to the document that was used on the day https://www.sparqs.ac.uk/upfiles/NEON%20Master%20slides%2025thFeb25.pdf).

4.2 Scotland's Tertiary Enhancement Project (STEP)
First Discovery Day – 4th December 2024

4.2.1 Performance Manager and Student President joined over 80 participants, including students and staff from colleges, universities, and sector agencies as part of the first discovery day.

4.2.2 Four priority areas were explored:

- Supporting Transitions and Exploring Pathways
- Strengthening Engagement, Community, and Belonging
- Developing Skills and Capabilities for Learning
- Delivering Tailored, Targeted, and Personalised Support

4.2.3 Outcomes from the day included over 200 ideas, refined into 34 areas of work and 13 potential projects focusing on themes such as staff development, pathways, community, student skills, and enhanced support.

4.2.3 Unfortunately we couldn't attend Discovery Day 2 in Inverness, but we will be attending the next Discovery Day in Glasgow on the 26th March 2025, with a navigation session first on the 17th March.

5. Student Engagement

5.1 The Student Association are working hard in engaging students in activities outwith the classroom, but also with an element of learning and teaching. We are working with Michelle from Youthwork who is in on a Tuesday, Wednesday and Thursday to put on groups that can help with independent living, and cost of living. These are designed to be informative but fun sessions to take part in over lunchtimes.

5.2 We held the 'Here for You' event on the 6th February – with 16 groups/organisations taking part in the event. This was attended by 71 students, and we will be planning another one of these for between the Easter Holiday breaks (the 4 days that the college is open). We have also been working with Active Campus and Paths for All to take part in the workplace walking challenge where you can earn points and 'money'.

5.3 Collaborating with both Youthwork and Active Campus we held a team building session for students coming into the college who are apprehensive about the environment. We are just awaiting the feedback from this session at the time of writing this paper – this should be available by the time we have the meeting.

5.4 The Student Association has been tidied up, with a cupboard to store our items. Games have been donated to the area and there are sheets for colouring for those who are struggling and just need to take a minute to be mindful.

5.5 The pool table is still being used, but there are still no new pool cues. One student now brings theirs in with them to play. The other cue is being used, but the tip is gone, and they are playing with just the wooden end. Awaiting feedback to when we can get new cues. Lead reps met with Honor in the sensory room to discuss plans for the room, they came up with ideas for the room which was the basis for the application of funding.

6. Upcoming Events - MARCH

- Too Fit to Quit (HND students' fitness).
- Book Swap and literary masterpiece in collaboration with UWS Library (World Book Day/Week).
- International Women's Day (IWD) activities.
- Independent Living (Youthwork).
- International Women's Day social media flood.
- Too Fit to Quit (HND Student Fitness).
- Nae Worries (Youthwork).
- International Day of Happiness (activities alongside Youthwork)
- Too Fit to Quit – MAIN EVENT (HND Student Fitness).

7. Strategic Implications

7.1 The Student Association report to the Learning and Teaching Committee has strategic implications that provide key insights into students' needs, priorities and campus life. This report shows how the Student Association are bridging the gap between students and decision-makers and how we are aligning student interests with the institutions learning and teaching goals.

8. 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 ➢

9. 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
28 February 2025

Appendix 1

Student Learning Experience Model (SLEM) Report
Based on Class Representative Meeting Data

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1. Curriculum (Course Content)

Findings:

- Most students feel that their course content is relevant and supports their future aspirations (jobs, further study, volunteering).
- A few students expressed interest in learning more next year.

Actions:

- Ensure students understand how course content links to future opportunities.
- Introduce career talks, guest speakers, or alumni discussions.

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2. Learning Resources

Findings:

- Students generally find tools and study spaces useful.
- Some feedback suggests a lack of space and insufficient tools (e.g. foil machines taking too long to use).

Actions:

- Conduct a review of classroom space and resource availability.
- Explore solutions like additional equipment or staggered usage times.

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3. Learning and Teaching Process

Findings:

- Students appreciate the variety of teaching methods and opportunities to collaborate with peers.
- No major concerns raised about teaching methods.

Actions:

- Continue to implement and enhance current teaching strategies.
- Encourage peer-to-peer learning opportunities and interactive activities.

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4. Assessment and Feedback

Findings:

- Most students feel assessment expectations are clear and feedback is useful.

- Some reported delays in receiving assessment results.

Actions:

- Establish clear response times for feedback and communicate them to students.
- Streamline grading and feedback processes to improve timeliness.

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5. Student Progression and Support

Findings:

- Most students feel supported in their learning journey.
- A few students are unsure about where to access help for personal or academic challenges.

Actions:

- Increase awareness of available support services (e.g. via emails, posters, staff reminders).
- Organize information sessions about support options.

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6. Student Engagement and Representation

Findings:

- Some students feel they can share their opinions and staff listen, while others feel this only happens sometimes.

Actions:

- Implement structured feedback sessions where students can express concerns.
- Provide follow-up on actions taken based on student feedback.

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7. Equality and Environment

Findings:

- Most students feel the learning environment is welcoming.
- Some are unsure about opportunities to discuss equality and sustainability.

Actions:

- Integrate more discussions on fairness, diversity, and sustainability into the curriculum.
- Organize events or workshops to engage students in these topics.

Summary of Key Actions:

✅ Improve awareness of student support services.
✅ Review classroom space and resources to address gaps.
✅ Enhance the timeliness of feedback on assessments.

- ✅ Strengthen communication on student voice and representation.
- ✅ Foster discussions on equality and sustainability in learning.

This report provides actionable insights based on the Student Learning Experience Model (SLEM) framework. Implementing these steps will enhance the student experience and address key concerns raised in the feedback.

Dumfries and Galloway College
One step ahead

DUMFRIES AND GALLOWAY COLLEGE

Learning & Teaching Committee	
Agenda Item	**6.2**
Paper Number	**LT0325-6.2**

Date of Meeting	**11 March 2025**	
Location	**MS Teams**	
Title of Paper	**Stranraer Action Plan**	
Presented by	**Douglas Dickson/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: 23 minutes

1. Recommendation

1.1 The Committee are asked to discuss the action plan implemented for AY 2024/25.

2. Executive Summary

2.1 The Board of Management during 2023 focused on Stranraer campus.

2.2 Work was commissioned to examine the curriculum offer, see Appendix 1.

2.3 An analysis of finance was completed which identified the campus broke even.

2.4 An operational plan (Appendix 4) was developed for work with the College's Curriculum Managers.

3. Context

3.1 During academic year 2023/24 there was considerable Board of Management focus on the Stranraer campus. This focus examined 2 aspects, the financial contribution of the campus and secondly the curriculum offer.

3.2 In examining the financial contribution of Stranraer, it was identified that the campus in terms of credit income versus cost broke even.

3.3 Regarding the curriculum offer work was commissioned with a retired Vice Principal who had extensive curriculum planning experience. The output from this work in AY 2023/24 is found at **Appendix 1**.

3.4 To progress the curriculum offer, a plan was devised, see **Appendix 4**. This plan is an operational document that is used with our Curriculum Managers at the Curriculum Leadership Group. The plan was utilised during recruitment for the 2024/25 AY whilst recruitment was taking place at Stranraer. Current activity identifies that 9% of our activity is based at Stranraer.

3.5 Points of note regarding the plan are –

- In Health and Social Care more online provision is available
- Early years intake increased on 23/24
- Construction pathway from SCQF level 4 through to apprenticeship
- Motor vehicle re-introduced
- Renewable engineering open for recruitment in 25/26
- Work placements available with employers for hair students
- Hospitality intake on professional cookery
- HN Business online available
- More effective pathways for supported learning students via PACE and Project Search
- Project Search in partnership with D&G Council based onsite
- Campus is Biosphere certified
- SDS now based on campus

- One room has been upgraded to a modern L&T environment
- All computers replaced
- Campus manager's role revised

4. Strategic Implications

4.1 This paper provides an overview of the Colleges initial response to curriculum development in line with Mission 2030.

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	**YES**	➢ Failure to recruit at Stranraer will affect credits. The action plan mitigates this.
Legal	**NO**	
Learning and Teaching	**YES**	➢ All implications are outlined
Equalities	**YES**	➢ The campus recruits from key groups.

Douglas Dickson
Depute Principal
17 February 2025

Appendix 1 - Stranraer Campus: Curriculum Analysis and Planning

Report by Alan Inglis, Consultant

1. Introduction

This report relates to work undertaken to review the curriculum that Dumfries and Galloway College provides at its Stranraer Campus. It presents the key conclusions of this work and makes recommendations to support future curriculum planning for the Campus and in the West of the Region.

2. Approach to review

The review is based on analysis of data provided by the College, discussions with senior managers, curriculum managers and key external stakeholders, and observations made during visits to the Campus and to Stranraer Academy.

The College provided data relating to current provision at the campus including both 5-year trends in recruitment and retention, and a longer-term analysis of enrolments in Stranraer. The College also provided copies of previous work done in relation to curriculum planning for Stranraer, and links to current regeneration developments including the local place plan *Creating Stranraer*, the proposed harbour/marina developments, and the Borderlands Growth Deal.

Discussions were held with:

- senior managers at the College;
- all curriculum managers;
- the Stranraer Campus Manager;
- a representative of the Business Development Team;
- Gillian Brydson, Director of Education, Dumfries and Galloway Council;
- Lynne Burges, Economic Development, Dumfries and Galloway Council;
- Julie Currie, Public Health Improvement Lead, NHS Dumfries and Galloway; and
- Kerry Biagioni, Depute Head Teacher (Senior Phase), Stranraer Academy.

3. The context for curriculum planning

The College Board and Senior Management recognise a need for further education opportunities to be available in Stranraer and are committed to continuing to provide this service. Equally, there is strong stakeholder support for this position.

At the same time, the context for curriculum planning for the Stranraer Campus is a challenging one – an aging population in the town and surrounding area, remoteness and difficulties with travel and transport, the age and condition of the campus estate, local perceptions of the college that are not always positive, and a largely stable staff cohort all impact on the provision that the College can offer in the town.

In recent years student numbers have declined. In consequence, the campus is larger than the College currently requires, and in a number of area programmes no longer recruit or retain viable numbers. In response the College has sought to bring both partner agencies and commercial tenants into the building and has also reduced opening hours.

There are also opportunities for the College.

There are existing local employment opportunities – including job vacancies that employers struggle to fill. There are local regeneration plans and opportunities – including a local place plan (Creating Stranraer), the Borderlands Growth Deal, and the proposed marina development. These have the potential to create additional employment to support the visitor economy and the growing dairy nexus.

There is also opportunity for the College to build on existing local partnerships and to develop new ones that support learner recruitment, provide work experience opportunities and support progression to employment.

Additionally, the College has particular strengths in the development of curriculum pathways (including its SFC pathfinder activity) and in the delivery of "hybrid" learning – using a combination of face-to-face and on-line delivery. These strengths can support the development of a more appropriate and sustainable curriculum for the Stranraer Campus.

4. Proposed response

A regional college has a duty to secure coherent provision of fundable further education and fundable higher education in the locality of the regional college with a view to improving the economic and social well-being of the locality of the regional college.

In the context of Stranraer this would suggest that the College should:

- ensure all delivery is part of a pathway that can be followed locally until learners are ready/able/willing to work locally or to move away for further study/employment. This means some HN provision should be available in Stranraer through hybrid delivery;
- focus provision on young people (both in the senior phase of secondary school and post school), unemployed parents, the small business community and disability employment; and
- better fit provision to local employment opportunities – particularly in care, early learning and childcare, construction, engineering and manufacturing, and hospitality, hairdressing and beauty therapy.

In order that that this provision becomes and remains sustainable, the College should also:

- continue to improve retention, success and progression to employment;
- make learning more enjoyable and more focused on the development of skills for employability by increasing opportunities for work experience and project-based learning and by ensuring that the development of meta-skills is explicitly emphasised in all programmes;

- think beyond traditional FT programmes to support quicker progression to employment (particularly to entry-level employment);
- give priority, and senior management support, to enhancing its key partnerships with Stranraer Academy (where a new Head Teacher has recently been appointed), Dumfries and Galloway Council and NHS Dumfries and Galloway, employability partnerships (council, SDS, DWP, BLP etc), and employer groups / industry forums who can support access to SMEs and/or apprenticeship opportunities; and
- continue to raise and improve the profile of college in the community by celebrating successes, being present and visible in local schools and at all public opportunities.

The College are already engaged in many of these activities. A suggested action plan to further develop them is included as Appendix 1a to this report. Proposed subject-specific actions are set out in Appendix 2 to this report. Further detail on how the Campus Manager role might be adapted to support these curriculum plans is included as Appendix 3.

5. A Curriculum Plan

5.1 Short term actions

In the short term the College should continue with provision that is working well, review and refresh areas that can be improved quickly and continue to improve learning and teaching.

a. Continue what's working well (construction and early learning and childcare).
b. Review/refresh what can be quickly fixed (College Academy offer for local schools, supported programmes with BLP).
c. Continue to improve learning and teaching in order to equalise performance across the college through professional development and a stronger focus on retention and attainment.
d. Slightly reduce overall numbers in hair and beauty and move, deliberately, to multi-level delivery. Refresh hospitality offer (e.g. focus on cookery & service, rather than bakery). Provide regular public services in these areas.
e. Re-introduce an engineering offer – ideally in College Academy programme in first instance.

5.2 Medium Term Actions

In the medium term the College should develop a more aspirational curriculum offer – introducing some higher education programmes on a hybrid learning basis and addressing gaps in areas such as Care and Business. It should also enhance learning and teaching by increasing emphasis on work experience, work-based learning, project-based learning and development of meta-skills.

a. Develop a more aspirational curriculum offer – include some HN programmes on a hybrid learning basis (potentially HN Business and HN Care).
b. Continue to improve learning and teaching – focus on WBL, project-based learning, meta-skills etc.
c. Deliver short programmes in care – working in partnership with employability services and local employers/employer networks to recruit unemployed adults, provide work placements and support progression to employment. Consider FA in Social Services and Healthcare as part of College Academy provision.
d. Provide business related programmes that support small businesses.
e. Re-introduce full-time engineering provision to support progression to entry level local employment and to more specialist/advanced study elsewhere.
f. Align the development of the Stranraer Campus curriculum with the College's 2030 Curriculum exercise.

5.3 Longer Term

In the longer term the College should have a curriculum in Stranraer that reflects the needs of the local community and the local economy, and which aligns well with wider College provision and performance.

At this stage the College should be considering how best to develop modern, fit for purpose premises which are the right size and fit for the curriculum it has developed, which support both hybrid learning and vocational practice, and where it can be co-located with key partners.

Appendix 1: Action Plan

1. Continue to improve learning and teaching to improve retention, attainment, and progression to employment. Increase work-based learning and project/problem-based learning, focus on development of meta-skills in all programmes (but particularly in entry-level and employability programmes), and strengthen learner engagement in designing learning.
2. Develop the Stranraer curriculum to focus on local job opportunities – specifically around care, early learning and childcare, construction, engineering and manufacturing (including agricultural), and hospitality, hairdressing and beauty. Re-introduce business related programmes (potentially as commercial activity in the first instance) to support current SMEs and to support entrepreneurial activity across sectors.
3. Dedicate senior management attention to improving partnership working. Key partnerships are local authority/NHS (the largest employer and service provider in the area), employability partnerships, third/private sector care provider networks, and small business networks. Particular priority should be given to developing the College's relationship with Stranraer Academy by:
    - identifying what the school wants from the College for its pupils - both senior phase and post school;
    - building trust – eg deliver what is agreed/valued even when individual programmes might not always be viable;
    - encouraging teachers into college to better understand the options and pathways available for their pupils and improve their perception of vocational education; and
    - ensuring all pupils have experienced college tasters before making senior phase or post school choices.
4. Improve (use of) facilities. Continue to rent out space where possible and continue to encourage other services to co-locate. Employability services, who can support recruitment to and progression from college programmes, would be the ideal tenants. Update facilities where possible (develop a plan and dedicate annual budget for this?) but also develop a longer-term plan to develop more appropriate premises. This will require the College to re-assess the size/nature of facility required in Stranraer as the curriculum develops and hybrid learning becomes more established, and to look for opportunities to develop/acquire new or more modern facilities in co-location with key partners.
5. Support reputation through promotion and messaging - celebrate success and publicise improvements in retention, attainment and progression to employment; publicise partnerships and who they benefit; provide a more aspirational curriculum (eg some HNs and more technical skills provision); and be seen to respond to key local partners better (particularly the local schools).
6. Refocus the role of the campus manager to more explicitly support the development of the future curriculum.

Appendix 2: Subject-specific actions

Care

i. Health and social care is a major employer in Stranraer and local organisations often struggle to fill vacancies. The College should look to work with partners to support local people into these opportunities.

ii. Such provision is unlikely to be full-time – potentially a combination of "employability units or certificates" such as Food Hygiene, lifting and handling, and first aid together with a work placement.

iii. This is likely to require working with partners both to recruit (eg the council are looking to encourage and support parents back to work) and to deliver the work placements that can lead to employment. Key partners might include NHS, local authority, Skills Station, Care Connections, Homestart, Women's Aid, Belmont Care Homes ….

iv. Over time, working with these partners and learners/employees should also generate demand for up-skilling and there may be future opportunities to deliver an HNC programme from the Stranraer Campus (but probably with a significant element of "hybrid delivery").

ELC

i. Early learning provision at the Stranraer campus is generally strong and should continue at current levels.

ii. Current curriculum design appears to reflect well the needs of local private and third sector providers. The Curriculum Manager should seek to work with local authority partners to ensure that the curriculum is similarly aligned to local authority requirements.

Construction

i. The recent introduction of an apprenticeship programme to the Stranraer campus strengthens the existing construction provision. Together with the Curriculum manager's direct approach to Douglas Ewart School to recruit College Academy learners this exemplifies well a "pathways" approach to provision.

ii. The next step should be to develop a similar relationship with Stranraer Academy – potentially looking to target College Academy provision in construction at S4 learners as well as the current S5/6 audience.

Engineering and Manufacturing

i. Engineering provision was withdrawn in 23/24 and historically recruitment has been falling and retention has been poor.

ii. The college should seek to re-introduce an automotive engineering option to the College Academy programme in 24/25 and should work with these learners and its school partners to assess interest in the re-introduction of full-time programmes in 25/26 and beyond.

iii. There are clearly local employment opportunities in a range of engineering/manufacturing fields – it may be worth the college considering a broader based entry level engineering programme to support both progression to local entry level jobs and progression to more advanced/specialist engineering programmes elsewhere.

Hospitality, Hairdressing and Beauty Therapy

i. There does appear to be sufficient learner demand to continue to deliver programmes in hospitality, hairdressing and beauty.
ii. Recent recruitment however suggests that teaching will need to “multi-level” to be economically viable.
iii. In these circumstances thought should be given to how best such delivery is organised around real work activities – particularly the regular provision of a public service. This has the potential to enrich the learning opportunities of students – with more experienced learners coaching and supervising newer learners – as well as to raise the profile of the college locally.
iv. Thought should also be given to how learners are supported to progress to employment from these programmes – approaches might include inclusion of work experience, and better matching of both curriculum content and recruitment volumes to local employment opportunities.

Business

i. The college should explore further the re-introducing of business-related programmes in the Stranraer Campus.
ii. There are a significant number of small organisations in and around Stranraer. It seems reasonable that a number of these will have the technical skills required for the service they provide but that they may wish to develop some of the more business focused skills (eg financial record keeping, business planning, leadership and supervision) that would support their businesses to thrive/grow. The College should be able to make such provision on a part-time/on-line basis as part of its commercial activities/business development programme.
iii. Additionally, a significant number of senior phase pupils at Stranraer Academy study both Administration and Business Studies at Intermediate 2 and Higher. Many of these pupils will want to study these subjects to a higher level but not all will be able or willing to move on to university. Offering an HNC in Business on a hybrid basis but with some supported attendance in Stranraer may well be an attractive option for some of these pupils and could link with the business pathfinder that the College is developing with SFC and UWS.

Supported Learning

i. The College rents accommodation to Better Lives Partnership who provide an Asdan programme with similar aims to the College Lifeskills Programme.

ii. The College should work more closely to develop its supported provision in partnership with other organisations seeking to address disability employment (potentially Project Search?). In particular, if BLP are providing an effective lifeskills/personal development programme on the campus it might make more sense for the college to focus on supporting progression towards employment where appropriate for the learners progressing from these programmes. The suggested revisions to Hospitality and Hairdressing and Beauty provision would lend themselves to opportunities to place learners in Salon Assistant/Kitchen Assistant roles.

Appendix 3: the role of the Campus Manager

In order to support the proposed curriculum development for Stranraer, the Campus Manager should:

- work with the Executive Director Student Experience and local employers to identify and secure work placement and work experience opportunities that enhance the Stranraer curriculum;
- support hybrid learning from the Stranraer Campus;
- work with the Business Development Director to identify commercial offerings for employers in the West of the Region;
- work with the Executive Director Student Experience to identify estates development for new/enhanced curriculum in Stranraer;
- work with the Estates Director to develop and agree an annual estates improvement plan for Stranraer Campus; and
- be responsible on a day-to-day basis for administration support and estates management at the Stranraer Campus.

Appendix 4

Stranraer Campus Actions Plan – 2024-2025

Priority Theme 1: Learning and Teaching
Priority Theme 2: Curriculum
Priority Theme 3: Partnerships
Priority Theme 4: Estates use
Priority Theme 5: Promotion and messaging

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

	Key Action(s)	Responsible Lead	Support	Timescale	Intended Impact
3	Review and develop staffing requirements for delivery.	Executive Director of Student Experience	All CMs	Aug 24	Sufficient staffing to deliver curriculum and support.
1	Health and Social Care: Produce and evaluation of need for the West of the Region. Carefully considered training and skills developed from this.	CM – Health and Social Care Campus Manager Commercial Development Team Manager	Executive Director of Student Experience Lecturers	Aug 24	Clear analysis presented at Portfolio Review 24/25 – identification of at least 1 new programme for west of the region.
2	Early Years: Ensure curriculum and recruitment is reflecting local needs.	CM – Education and Access	Executive Director of Student Experience Lecturers	Aug 25	Initial baseline assessment done 23/24. Revisited and revised in 24/25.
3	Construction: Develop sustainable College Academy provision in Stranraer. Pathways to employment and apprenticeships locally.	CM – Sustainable Construction	Executive Director of Student Experience Lecturers	Aug 24	Sufficient numbers recruited for 24/25. Meet target of 20 students into College Academy
4	Engineering – Re introduce Motor Vehicle for College Academy in 24/25.	CM - Engineering	Executive Director of Student Experience Lecturers	Aug 24	Recruit sufficient number for 24/25. Meet target of 12 students into College Academy

	Key Action(s)	Responsible Lead	Support	Timescale	Intended Impact
5	Engineering – Assess demand for broader entry level engineering FT provision.	CM - Engineering	Executive Director of Student Experience Campus Manager	Aug 24	Proposition to be brought to Portfolio Review for 25/26 consideration.
6	Hair and Beauty – devise well thought our multi-level programme with Work Based learning embedded.	CM - Lifestyle	Executive Director of Student Experience Lecturers	Aug 24	Curriculum programme developed for 24/25 delivery. 5% improvement in retention and CS.
7	Hospitality – Review curriculum with a focus on Cookery and removal of FT Bakery.	CM - Lifestyle	Executive Director of Student Experience Lecturers	Aug 24	Bakery course removed as FT. Professional Cookery curriculum enhancement actions in place for 24/25. 10% Improvement in retention and Success 24/25.
8	Business – Reintroduce HN Level provision in Hybrid model. Link to school to identify young people looking for progression.	CM – Business, Computing and Enterprise	Executive Director of Student Experience Lecturers Campus Manager	Aug 24	Launch HNC Business Hybrid for 24/25. Recruitment of 5+ local students.
9	Business and Digital – Promotion of access to Foundation Academy programmes with UWS for west of region.	CM – Business, Computing and Enterprise	Executive Director of Student Experience Lecturers	Aug 24	5 students from West of the Region access programmes.

	Key Action(s)	Responsible Lead	Support	Timescale	Intended Impact
10	Business – Develop shorter business support programmes and training. Analysis on need and demand.	Campus Manager Commercial Team Manager	Executive Director of Student Experience	Aug 24	Creation of at least 1 new Business related programme in the local area based on local demand.
11	Supported Programmes – Better alignment of provision to compliment not duplicate work of Better Lives Partnership.	CM – Education and Access	Executive Director of Student Experience Lecturers	Aug 24	Discussion with BLP to agree complimentary provision.
12	Supported Programmes – Look at introduction widening access provision (e.g. Project Search, STAR).	CM – Education and Access	Executive Director of Student Experience	Aug 24	Sustainable provision.
13	Delivery Models – test and develop new delivery models looking at Hybrid, Multi-Level, Projects and Work Based learning as pilot models.	ALL CMs	Executive Director of Student Experience Learning, Teaching and Innovation Manager Campus Manager	Aug 25	3 new delivery models developed and evaluated.
1	Develop a clear identification of key partners and contacts – develop a programme of Partnership development activity. Focus on priority areas.	Campus Manager	Executive Director of Student Experience CMs Depute Principal	Jun 24	Schedule of activity created and shared at CLG for the start of AY 24/25.

	Key Action(s)	Responsible Lead	Support	Timescale	Intended Impact
2	School Partners – develop more systematic approach to engagement with schools in the region.	Executive Director of Student Experience	Campus Manager CMs	Jun 24	2 further engagements with local schools before Jun 24.
3	Biosphere – development of partnership into hospitality provision.	CM – Lifestyle	Campus Manager Lecturer	Aug 24	Developed partnership embedding local produce into curriculum activity.
1	Development of co-location onto campus with key partners to complement existing service and local student needs.	Campus Manager	Executive Director of Student Experience Depute Principal Director of Estates	Jun 24	2 New Partners onboarded onto campus.
2	Plan to modernise and ensure footprint meets needs (e.g. Salon upstairs, BLP upstairs?)	Campus Manager Director of Estates	Executive Director of Student Experience Depute Principal	Ongoing	Linked to wider college estates plan
1	Events and activities to celebrate success.	Campus Manager Marketing Team	Executive Director of Student Experience Depute Principal	Jun 24	2 Events celebrating student success to be planned. FT and College Academy?
2	Promotional campaign focussed on improvements in retention, success and progression.	Campus Manager Marketing Team	Executive Director of Student Experience Depute Principal	Jun 25	5 Campaigns developed Engagement increase Improved recruitment College Reputation

	Key Action(s)	Responsible Lead	Support	Timescale	Intended Impact
3	Promotional campaign regarding partnerships and impact.	Campus Manager Marketing Team	Executive Director of Student Experience Depute Principal	Jun 25	3 Campaigns developed Engagement increase Improved recruitment College Reputation
4	Programme of activity to invite key partners and influencers into the College e.g. Teachers.	Campus Manager Marketing Team	Executive Director of Student Experience Depute Principal	Jun 25	5 Activities designed and executed Engagement Increase Improved recruitment College Reputation
5	Inspirational curriculum: Introduction of at least 1 new HN programme for 24/25.	All CMs Executive Director of Student Experience	Campus Manager	Jun 25	Recruitment Improved reputation Demand for more

Dumfries and Galloway College

Learning and Teaching Committee	
Agenda Item	7
Paper Number	LT0325-7.1

Date of Meeting	11 March 2025	
Location	MS Teams	
Title of Paper	Student Satisfaction and Engagement Survey (SFC)	
Presented by	Sonya Rutter	
Recommendation	**Discussion**	
Freedom of Information Disclosure Assessment		
FOI flag:	☒ Disclosable ☐ Non-disclosable	
Reason/s for choice:	There is no information contained in this report that could not be in the public domain	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)	Can be disclosed upon request	
Further comments/updates after initial submission		
Date added	Added by (name and role)	Comment/detail

Read Time: 10 minutes

1. Recommendation

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

2. Executive Summary

2.1 Following the publication of the Scottish Funding Council's (SFC) College Student Satisfaction and Engagement Survey Report 2023-24 on the 5th November 2024, this report aims to analyse the results of the SSES for 2023-24, focusing on comparisons between Dumfries and Galloway College and sector-wide data. It highlights trends, progress and areas for improvement.

2.2 DGC outperformed the sector in overall response rates and satisfaction levels across most measures

2.3 Notable achievements include a 5.8% increase in DGC response rates compared to 2022-23

2.4 DGC's full-time and part-time HE students reported significantly higher satisfaction levels than the sector, with overall rates of 97.1% (FE) and 95.2% (HE)

2.5 DGC part-time HE students recorded the highest overall satisfaction rate at 100%, out performing the sector

2.6 DGC data confirms satisfaction rates for all modes and levels was higher than the sector with the exception of the following:

- Statement 3: part time FE
- Statement 7: distance/flexible FE
- Statement 10: part time HE

3. Context

3.1. Please refer to the attached report.

4. Strategic Implications

This paper links to Strategic Priority 1, Student Experience

5. Risk

Risk	Mitigations
Risk 6. Failure to meet regulatory obligations (BoM)	➢ The SSES survey is a requirement of the SFC and our Regional Outcome Agreement. The Performance Team actively monitor completion of this survey during the allocated 6-week period to ensure we are meeting our obligation to SFC
Risk 10. Failure to achieve an effective student experience.	➢ The results of the SSES and the sector are used to improve current student experience and also all team to make informed decisions around future courses

6. Implications

Financial	**YES**	The Student Satisfaction and Engagement Survey is a requirement of the Scottish Funding Council
Legal	**NO**	
Learning and Teaching	**YES**	The SSES results should be used to improve on the student experience. Failure to do so may result in students withdrawing from their current programme of study. This will impact on our college PIs
Equalities	**NO**	

Sonya Rutter

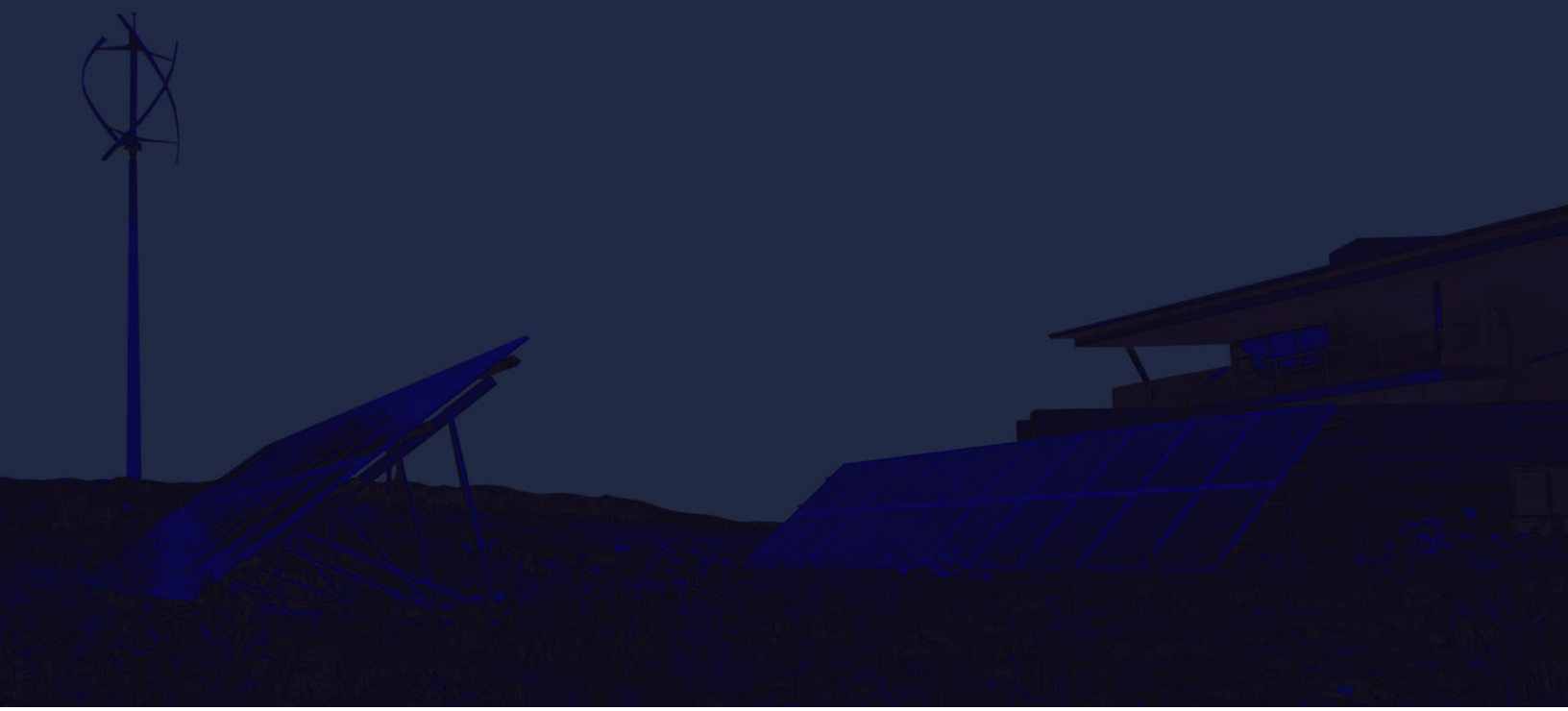
Performance Manager
20 February 2025

Dumfries and Galloway College
One step ahead

STUDENT SATISFACTION AND ENGAGEMENT SURVEY 23/24
DGC/SECTOR COMPARISON

Performance Team

December 2024



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Student Satisfaction and Engagement Survey 23/24 – DGC/Sector Comparison

1. Introduction

Following the publication of the Scottish Funding Council's (SFC) College Student Satisfaction and Engagement Survey Report 2023-24 on the 5th November 2024, this report provides comparisons between Dumfries and Galloway College and the Sector data.

2. *Overview and Key Observations*

- The survey was open for 6 working weeks from 4 March to 26 April 2024 and was hosted in a Wufoo Survey
- DGC response rate increased by 5.8% in comparison to 2022-23
- DGC achieved 66.8% in comparison to Scotland's Colleges 57.1% with regards to FE full-time response rate
- DGC achieved 83.5% in comparison to Scotland's Colleges 52.3% with regards to HE full-time response rate
- 9 out of 10 full time DGC students (96.5%) were satisfied with their college experience – 97.1% and 95.2% of full-time FE and HE students respectively. This is 4.4% higher than the sector
- DGC part time HE students recorded the highest overall satisfaction rate at 100%
- The sector report confirms part-time FE satisfaction levels increased in 2023-24 (+ 0.2%) but decreased (-2.6%) for HE. This differs to DGC data which confirms an increase at both FE (+0.3%) and HE (+10.9%)
- The sector report confirms FE and HE full time satisfaction levels decreased in 2023-24, -0.2% and -0.9% respectively. This differs to DGC data, where full time satisfaction levels increased at both HE (+7%) and FE. (+2.7%)
- DGC data confirms overall satisfaction rate for FE distance/flexible learners was comparable, 94.6% for the sector and 94.8% for DGC
- DGC data confirms overall satisfaction rate was higher for HE DGC distance/flexible learners at 97.9%, 5.1% higher than the sector's 92.8%
- DGC data confirms satisfaction rate for all modes and levels was higher than the sector with the exception of the following:

    - Statement 3: part time FE
    - Statement 7: distance/flexible FE
    - Statement 10: part time HE

- DGC data confirms that the results for full-time HE students across more than half the statements were more positive than for full-time FE students.

This differs from the sector, where the results for full-time HE students across nearly all statements was less positive than for the full-time FE students

- DGC data confirms that the satisfaction level for part-time HE students for 9 out of the 13 statements was 100%
- DGC data confirms that the results for HE Distance/Flexible learning students is higher than the Sector for all statements

3. Definitions and Links

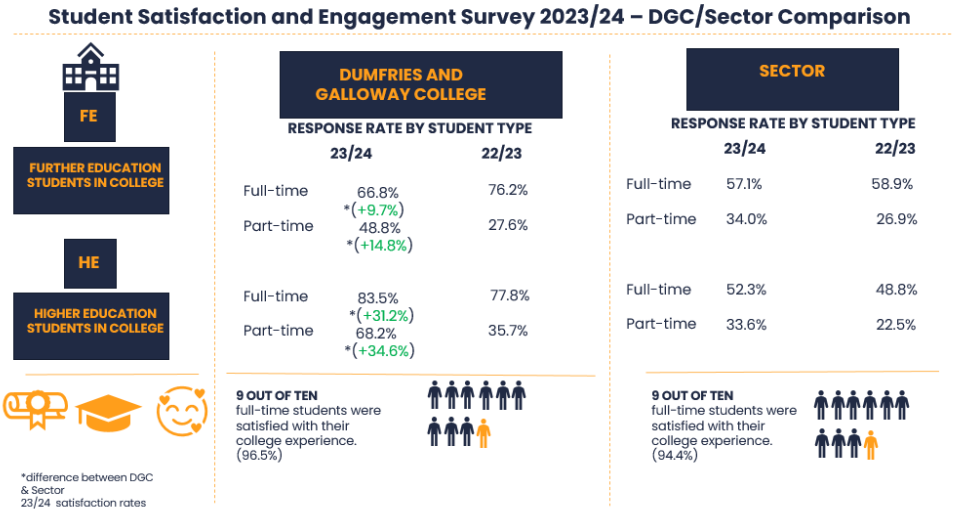
The following are used throughout the report:

SSES	Student Satisfaction and Engagement Survey
SFC	Scottish Funding Council
DGC	Dumfries and Galloway College
FE	Further Education
HE	Higher Education
PI	Performance Indicator

Scottish Funding Council College Student Satisfaction and Engagement Survey 2023-24

4. Response rates

4.1 Response rates for FE/HE, Full-time/Part-time



DGC data confirms 1406 full-time and part-time college students were surveyed (HE/FE), with the following response rates:

- 950 full-time students of which 71.5% responded, a decrease of 5.1% from the previous year (+17.2% in comparison to the sector)
- 456 part-time students of which 49.7% responded, an increase of 20.9% from the previous year (+15.8% in comparison to the sector)
- The highest response rate in comparison to the sector was DGC part-time HE, where we are 34.6% higher than the sector

4.2 Response rates for FE/HE, Distance Learning

DGC data confirms 506 Distance/Flexible students were surveyed (HE/FE), with the following response rates:

- 34% responded, an increase of 14.1% from the previous year (-60.2% in comparison to the sector)

5. Satisfaction

5.1 Overall Satisfaction Rate and Summary (DGC/SECTOR)

Student Satisfaction and Engagement Survey 2023/24 – DGC/Sector Comparison

'OVERALL, I'M SATISFIED WITH MY COLLEGE EXPERIENCE'

		DUMFRIES AND GALLOWAY COLLEGE				SECTOR			
		23/24	Overall	22/23	Overall	23/24	Overall	22/23	Overall
FE – FURTHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree Agree Disagree Strongly Disagree	60.6% 36.5% 2.9% 0.0%	97.1% *(+2.7%)	56.5% 40.4% 2.7% 0.4%	96.9%	41.7% 52.7% 4.5% 1.1%	94.4%	45.0% 49.6% 4.2% 1.3%	94.6%
	PART-TIME Strongly Agree Agree Disagree Strongly Disagree	63.8% 32.4% 3.3% 0.5%	96.2% *(+0.3%)	70.4% 27.8% 0.9% 0.9%	98.1%	49.6% 46.3% 3.2% 0.9%	95.9%	49.9% 45.9% 3.2% 1.0%	95.7%
	DISTANCE/FLEXIBLE Strongly Agree Agree Disagree Strongly Disagree	73.7% 21.1% 3.9% 1.3%	94.8% *(+0.2%)	73.6% 20.8% 5.7% 0.0%	94.4%		94.6%		95.1%
HE – HIGHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree Agree Disagree Strongly Disagree	57.5% 37.7% 4.4% 0.4%	95.2% *(+7.0%)	47.5% 46.6% 4.2% 1.7%	94.1%	35.1% 53.1% 9.3% 2.5%	88.2%	38.7% 50.4% 8.5% 2.3%	89.1%
	PART-TIME Strongly Agree Agree Disagree Strongly Disagree	66.7% 33.3% 0.0% 0.0%	100%* *(+10.9%)	36.6% 56.0% 8.8% 0.0%	92.0%	37.7% 51.4% 8.3% 2.7%	89.1%	43.2% 48.5% 6.6% 1.7%	91.7%
	DISTANCE/FLEXIBLE Strongly Agree Agree Disagree Strongly Disagree	77.9% 20.0% 2.1% 0.0%	97.9% *(+5.1%)	66.0% 28.0% 6.0% 0.0%	94.0%		92.8%		96.6%

*difference between DGC & Sector 23/24 overall satisfaction rate

6. Full-Time Further Education Students

The sector report confirms that response rates remain variable at a college level ranging from 24.6% to 79.7%. At a sector level, the response rate was 57.0% (19,946 students), a decrease of 1.9 percentage points (pp) from 2022-23.

Similarly DGC data confirms a decrease (-9.4%). in the response rate in comparison to 2022-23, whilst remaining above the sector level at 66.8% (+9.8%).

The sector report confirms that overall satisfaction result in 2023-24 has decreased by 0.2 pp from the 2022-23 years figure, with over nine out of 10 full-time FE students satisfied with their college experience (94.4%).

DGC data confirms an increase (+0.25%) in overall satisfaction rate in comparison to 2022-23, whilst remaining above the sector level at 97.1% (+2.7%).

7. Full-Time Higher Education Students

The sector report confirms that response rates for full-time HE students are 50.1% (11,198 students) in 2023-24, with rates at a college level ranging from 26.4% to 85.7%. This represents an increase of 1.3 pp from 2022-23.

DGC data confirms an increase (+5.7%) in the response rate in comparison to 2022-23, whilst remaining above the sector level at 83.5% (+33.4%).

The sector report confirms that overall satisfaction result in 2023-24 has decreased by 0.9 pp from the 2022-23 years figure, with nearly nine out of 10 full-time HE students satisfied with their college experience (88.2%).

DGC data confirms an increase (+1.1%) in overall satisfaction rate in comparison to 2022-23, whilst remaining above the sector level at 95.2% (+7.0%).

8. Comparison of Full-Time and Part-Time Satisfaction Rates

The sector report confirms that the satisfaction rates for FE and HE part-time students is higher than for full-time students for all survey statements apart from HE level for statements *'I feel that I am part of the college community' and 'I receive useful feedback which informs my future learning'*.

DGC data differs from the sector. Satisfaction rates for FE and HE part-time students are higher than for full-time students for 7 out of the 13 survey statements.

The sector report confirms that the highest level of satisfaction for full-time and part-time FE and HE students is given for the statement *'staff encourage students to take responsibility for their own learning'*.

DGC data is comparable to the sector, with the exception of our part-time FE students, where this statement was not rated the highest level of satisfaction.

The sector report confirms that when looking at satisfaction rates across level all modes of study, students are generally less satisfied when asked if they feel *'part of the college community'*. This data does not reflect the satisfaction rate for DGC students. In comparison, DGC students are generally less satisfied when asked if 'The College's Student's Association influences change for the better'. It should be noted that this satisfaction rate has increased in comparison to 2022-23.

The sector report confirms that response rates for part-time students are lower than for full-time students at both FE and HE levels. This is the same for DGC response rates.

9. Comparison of Distance Learning Satisfaction Rates

Although the Sector report does not include analysis for Distance/Flexible Learning we note the following:

- DGC is higher than the Sector for all statements for HE Distance/Flexible learning students.

- DGC is higher than the Sector for all statements for FE Distance/Flexible learning students, with the exception of one, *'My time at college has helped me develop knowledge and skills for the workplace'*. The difference is minimal with DGC lower than the Sector by only 0.1%.

10. SSES Milestones

- Survey of current students by colleges March – April 2024
- Colleges return summary survey results to SFC by 7th June 2024
- SSES publication November 2024 – Summary Report

The Performance Team, November 2024

Appendix 1 – DGC/Sector Comparison Charts

Statement 2

Student Satisfaction and Engagement Survey 2023/24 – DGC/Sector Comparison

'STAFF REGULARLY DISCUSS MY PROGRESS WITH ME'

		DUMFRIES AND GALLOWAY COLLEGE				SECTOR	
		23/24	Overall	22/23	Overall	23/24 Overall	22/23 Overall
FE – FURTHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree Agree Disagree Strongly Disagree	61.3% 33.4% 4.4% 0.9%	94.7% *(+5.2%)	61.8% 33.3% 4.4% 0.4%	95.1%	89.5%	89.5%
	PART-TIME Strongly Agree Agree Disagree Strongly Disagree	64.8% 27.7% 5.6% 1.9%	92.5% *(+1.2%)	75.0% 18.5% 6.5% 0.0%	93.5%	91.3%	91.8%
	DISTANCE/FLEXIBLE Strongly Agree Agree Disagree Strongly Disagree	81.6% 15.8% 1.3% 1.3%	97.4% *(+8.9%)	83.0% 13.2% 3.7% 0.0%	96.2%	88.5%	92.0%
HE – HIGHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree Agree Disagree Strongly Disagree	59.6% 34.6% 4.4% 1.3%	94.3% *(+10.8%)	59.2% 36.1% 4.6% 0.0%	95.3%	83.5%	82.6%
	PART-TIME Strongly Agree Agree Disagree Strongly Disagree	86.7% 13.3% 0.0% 0.0%	100% *(+15.3%)	36.0% 56.0% 4.0% 4.0%	92.0%	84.7%	85.3%
	DISTANCE/FLEXIBLE Strongly Agree Agree Disagree Strongly Disagree	85.3% 13.7% 1.1% 0.0%	98.9% *(+7.5%)	74.0% 18.0% 4.0% 4.0%	92.0%	91.4%	94.5%

*difference between DGC & Sector 23/24 overall satisfaction rates

Statement 3

Student Satisfaction and Engagement Survey 2023/24 – DGC/Sector Comparison

'STAFF ENCOURAGE STUDENTS TO TAKE RESPONSIBILITY FOR THEIR LEARNING'

		DUMFRIES AND GALLOWAY COLLEGE				SECTOR	
		23/24	Overall	22/23	Overall	23/24 Overall	22/23 Overall
FE – FURTHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree Agree Disagree Strongly Disagree	74.3% 24.3% 1.1% 0.2%	98.7% *(+2.1%)	77.6% 21.4% 1.0% 0.0%	99.0%	96.6%	96.5%
	PART-TIME Strongly Agree Agree Disagree Strongly Disagree	79.9% 16.9% 2.3% 0.9%	96.7% *(-0.4%)	80.5% 19.5% 0.0% 0.0%	100%	97.1%	97.6%
	DISTANCE/FLEXIBLE Strongly Agree Agree Disagree Strongly Disagree	82.9% 17.1% 0.0% 0.0%	100% *(+3.4%)	90.5% 9.5% 0.0% 0.0%	100%	96.6%	98.8%
HE – HIGHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree Agree Disagree Strongly Disagree	79.8% 19.7% 0.4% 0.0%	99.6% *(+3.4%)	72.6% 26.8% 0.4% 0.0%	99.4%	96.2%	99.6%
	PART-TIME Strongly Agree Agree Disagree Strongly Disagree	93.3% 6.7% 0.0% 0.0%	100% *(+3.2%)	60.0% 40.0% 0.0% 0.0%	100%	96.8%	96.7%
	DISTANCE/FLEXIBLE Strongly Agree Agree Disagree Strongly Disagree	82.1% 16.8% 1.1% 0.0%	98.9% (+3.7%)	86.0% 12.0% 2.0% 0.0%	98.0%	95.2%	99.6%

*difference between DGC & Sector 23/24 overall satisfaction rates

Statement 4

Student Satisfaction and Engagement Survey 2023/24 – DGC/Sector Comparison

'I AM ABLE TO INFLUENCE LEARNING ON MY COURSE'

		DUMFRIES AND GALLOWAY COLLEGE				SECTOR	
		23/24	Overall	22/23	Overall	23/24 Overall	22/23 Overall
FE – FURTHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree Agree Disagree Strongly Disagree	62.4% 33.3% 4.0% 0.2%	95.8% *(+4.1%)	59.3% 35.6% 4.6% 0.3%	94.9%	91.7%	91.8%
	PART-TIME Strongly Agree Agree Disagree Strongly Disagree	68.5% 27.7% 2.3% 1.4%	96.2% *(+2.5%)	71.3% 26.8% 1.8% 0.0%	98.1%	93.7%	93.8%
	DISTANCE/FLEXIBLE Strongly Agree Agree Disagree Strongly Disagree	75.0% 19.7% 3.9% 1.3%	94.8% *(+6.2%)	75.4% 22.6% 1.8% 0.0%	98.0%	88.6%	91.8%
HE – HIGHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree Agree Disagree Strongly Disagree	61.4% 34.6% 3.5% 0.4%	96.1% *(+11.2%)	54.2% 38.2% 6.7% 0.8%	92.4%	84.9%	84.5%
	PART-TIME Strongly Agree Agree Disagree Strongly Disagree	73.3% 26.7% 0.0% 0.0%	100% *(+13.8%)	32.0% 60.0% 8.0% 0.0%	92.0%	86.2%	87.1%
	DISTANCE/FLEXIBLE Strongly Agree Agree Disagree Strongly Disagree	74.7% 22.1% 3.2% 0.0%	96.8% *(+5.8%)	72.0% 24.0% 2.0% 2.0%	96.0%	91.0%	95.3%

*difference between DGC & Sector 23/24 overall satisfaction rates

Statement 5

Student Satisfaction and Engagement Survey 2023/24 – DGC/Sector Comparison

'I RECEIVE USEFUL FEEDBACK WHICH INFORMS MY FUTURE LEARNING'

		DUMFRIES AND GALLOWAY COLLEGE				SECTOR	
		23/24	Overall	22/23	Overall	23/24 Overall	22/23 Overall
FE – FURTHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree Agree Disagree Strongly Disagree	67.3% 26.5% 6.0% 0.2%	93.8% *(+1.6%)	62.4% 33.7% 3.4% 0.3%	96.1%	92.2%	92.2%
	PART-TIME Strongly Agree Agree Disagree Strongly Disagree	70.0% 27.2% 1.9% 0.9%	97.2% *(+3.6%)	75.0% 25.0% 0.0% 0.0%	100%	93.6%	93.8%
	DISTANCE/FLEXIBLE Strongly Agree Agree Disagree Strongly Disagree	76.3% 21.1% 2.6% 0.0%	97.4% (+4.4%)	83.0% 17.0% 0.0% 0.0%	100%	93.0%	94.0%
HE – HIGHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree Agree Disagree Strongly Disagree	65.8% 30.3% 3.1% 0.9%	96.1% *(+8.2%)	66.3% 31.0% 2.5% 0.0%	97.3%	87.9%	97.1%
	PART-TIME Strongly Agree Agree Disagree Strongly Disagree	93.3% 6.7% 0.0% 0.0%	100% *(+12.4%)	52.0% 40.0% 8.0% 0.0%	92.0%	87.6%	91.3%
	DISTANCE/FLEXIBLE Strongly Agree Agree Disagree Strongly Disagree	85.3% 14.7% 0.0% 0.0%	100% (+5.5%)	74.0% 22.0% 4.0% 0.0%	96.0%	94.5%	97.1%

*difference between DGC & Sector 23/24 overall satisfaction rates

Statement 6

Student Satisfaction and Engagement Survey 2023/24 – DGC/Sector Comparison

'THE WAY I AM TAUGHT HELPS ME LEARN'

		DUMFRIES AND GALLOWAY COLLEGE				SECTOR	
		23/24	Overall	22/23	Overall	23/24 Overall	22/23 Overall
FE – FURTHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree Agree Disagree Strongly Disagree	62.6% 31.0% 5.3% 1.1%	93.6% *(+3.1%)	61.3% 33.9% 3.8% 0.9%	95.2%	90.5%	90.8%
	PART-TIME Strongly Agree Agree Disagree Strongly Disagree	70.9% 24.9% 3.8% 0.5%	95.8% *(+2.7%)	75.9% 22.2% 1.8% 0.0%	98.1%	93.1%	93.2%
	DISTANCE/FLEXIBLE Strongly Agree Agree Disagree Strongly Disagree	68.4% 25.0% 6.6% 0.0%	93.5% *(+4.1%)	79.2% 20.7% 0.0% 0.0%	100%	89.4%	91.8%
HE – HIGHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree Agree Disagree Strongly Disagree	54.8% 39.0% 4.8% 1.3%	93.9% *(+10.5%)	52.9% 38.6% 7.1% 1.2%	91.5%	83.4%	79.3%
	PART-TIME Strongly Agree Agree Disagree Strongly Disagree	60.0% 40.0% 0.0% 0.0%	100% *(+14.1%)	44.0% 48.0% 8.0% 0.0%	92.0%	86.1%	88.6%
	DISTANCE/FLEXIBLE Strongly Agree Agree Disagree Strongly Disagree	78.9% 16.8% 3.2% 1.1%	95.8% *(+4.0%)	70.0% 24.0% 6.0% 0.0%	94.0%	91.8%	94.9%

*difference between DGC & Sector 23/24 overall satisfaction rates

Statement 7

Student Satisfaction and Engagement Survey 2023/24 – DGC/Sector Comparison

'MY TIME AT COLLEGE HAS HELPED ME DEVELOP KNOWLEDGE AND SKILLS FOR THE WORKPLACE'

		DUMFRIES AND GALLOWAY COLLEGE				SECTOR	
		23/24	Overall	22/23	Overall	23/24 Overall	22/23 Overall
FE – FURTHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree Agree Disagree Strongly Disagree	72.3% 25.4% 2.0% 0.2%	97.7% *(+4.3%)	71.2% 24.1% 4.4% 0.2%	95.3%	93.4%	93.4%
	PART-TIME Strongly Agree Agree Disagree Strongly Disagree	75.1% 22.1% 1.9% 0.9%	97.2% *(+3.3%)	74.1% 25.0% 0.9% 0.0%	99.1%	93.9%	94.1%
	DISTANCE/FLEXIBLE Strongly Agree Agree Disagree Strongly Disagree	65.8% 25.0% 7.9% 1.3%	90.9% (-0.9%)	71.7% 24.5% 3.8% 0.0%	96.2%	91.8%	92.6%
HE – HIGHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree Agree Disagree Strongly Disagree	68.0% 29.8% 1.8% 0.4%	97.8% *(+8.5%)	63.4% 33.6% 2.9% 0.0%	97.0%	89.3%	88.8%
	PART-TIME Strongly Agree Agree Disagree Strongly Disagree	86.7% 13.3% 0.0% 0.0%	100% *(+10.6%)	48.0% 52.0% 0.0% 0.0%	100%	89.4%	91.8%
	DISTANCE/FLEXIBLE Strongly Agree Agree Disagree Strongly Disagree	80.0% 17.9% 2.1% 0.0%	97.9% (+5.2%)	70.0% 22.0% 8.0% 0.0%	100%	92.7%	97.0%

*difference between DGC & Sector 23/24 overall satisfaction rates

Statement 8

Student Satisfaction and Engagement Survey 2023/24 – DGC/Sector Comparison

'I BELIEVE STUDENT SUGGESTIONS ARE TAKEN SERIOUSLY'

		DUMFRIES AND GALLOWAY COLLEGE				SECTOR	
		23/24	Overall	22/23	Overall	23/24 Overall	22/23 Overall
FE – FURTHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree Agree Disagree Strongly Disagree	61.9% 30.1% 7.1% 0.9%	92.0% *(+5.9%)	55.9% 36.4% 7.5% 0.2%	92.3%	86.2%	86.6%
	PART-TIME Strongly Agree Agree Disagree Strongly Disagree	71.8% 24.4% 3.3% 0.5%	96.2% *(+5.3%)	74.0% 24.1% 1.9% 0.0%	98.1%	90.9%	91.2%
	DISTANCE/FLEXIBLE Strongly Agree Agree Disagree Strongly Disagree	69.7% 22.4% 6.6% 1.3%	92.2% (+3.6%)	79.2% 16.9% 3.8% 0.0%	96.1%	88.6%	92.4%
HE – HIGHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree Agree Disagree Strongly Disagree	53.5% 37.7% 6.6% 2.2%	91.2% *(+13.1%)	47.1% 36.1% 13.4% 3.3%	83.2%	78.1%	79.3%
	PART-TIME Strongly Agree Agree Disagree Strongly Disagree	80.0% 20.0% 0.0% 0.0%	100% *(+15.7%)	48.0% 48.0% 4.0% 0.0%	96.0%	84.3%	88.7%
	DISTANCE/FLEXIBLE Strongly Agree Agree Disagree Strongly Disagree	75.8% 22.1% 2.1% 0.0%	97.9% *(+5.1%)	62.0% 28.0% 10.0% 0.0%	90.0%	92.8%	94.7%

*difference between DGC & Sector 23/24 overall satisfaction rates

Statement 9

Student Satisfaction and Engagement Survey 2023/24 – DGC/Sector Comparison

'I BELIEVE ALL STUDENTS AT THE COLLEGE ARE TREATED EQUALLY AND FAIRLY BY STAFF'

		DUMFRIES AND GALLOWAY COLLEGE				SECTOR	
		23/24	Overall	22/23	Overall	23/24 Overall	22/23 Overall
FE – FURTHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree Agree Disagree Strongly Disagree	68.1% 26.1% 4.2% 1.5%	94.2% *(+5.4%)	65.9% 26.8% 5.1% 2.1%	92.7%	88.8%	85.7%
	PART-TIME Strongly Agree Agree Disagree Strongly Disagree	80.8% 15.0% 2.8% 1.4%	95.8% *(+2.0%)	82.4% 16.7% 0.9% 0.0%	99.1%	93.8%	94.5%
	DISTANCE/FLEXIBLE Strongly Agree Agree Disagree Strongly Disagree	69.7% 26.3% 3.9% 0.0%	96.1% *(+1.7%)	84.9% 15.1% 0.0% 0.0%	100%	94.4%	96.3%
HE – HIGHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree Agree Disagree Strongly Disagree	69.3% 25.4% 4.4% 0.9%	94.7% *(+7.8%)	61.3% 26.1% 9.2% 3.3%	87.4%	86.9%	86.2%
	PART-TIME Strongly Agree Agree Disagree Strongly Disagree	93.3% 6.7% 0.0% 0.0%	100% *(+7.3%)	48.0% 52.0% 0.0% 0.0%	100%	92.7%	94.2%
	DISTANCE/FLEXIBLE Strongly Agree Agree Disagree Strongly Disagree	77.9% 21.1% 1.1% 0.0%	98.9% *(+5.1%)	80.0% 14.0% 6.0% 0.0%	94.0%	93.8%	96.5%

*difference between DGC & Sector 23/24 overall satisfaction rates

Statement 10

Student Satisfaction and Engagement Survey 2023/24 – DGC/Sector Comparison

'ANY CHANGE IN MY COURSE OR TEACHING HAS BEE COMMUNICATED WELL'

		DUMFRIES AND GALLOWAY COLLEGE		SECTOR	
		23/24 Overall	22/23 Overall	23/24 Overall	22/23 Overall
FE – FURTHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree 67.5% Agree 26.1% Disagree 5.1% Strongly Disagree 1.3%	93.6% *(+6.2%)	63.9% 28.3% 6.5% 1.2% 92.2%	87.4%	87.6%
	PART-TIME Strongly Agree 74.6% Agree 22.5% Disagree 1.9% Strongly Disagree 0.9%	97.1% *(+5.4%)	74.0% 22.2% 2.8% 0.9% 96.2%	91.7%	92.0%
	DISTANCE/FLEXIBLE Strongly Agree 77.6% Agree 14.5% Disagree 6.6% Strongly Disagree 1.3%	92.1% *(+1.1%)	77.4% 16.9% 5.7% 0.0% 94.3%	91.0%	92.6%
HE – HIGHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree 60.1% Agree 29.8% Disagree 8.3% Strongly Disagree 1.8%	89.9% *(+11.5%)	53.8% 31.5% 9.2% 5.4% 85.3%	78.4%	80.6%
	PART-TIME Strongly Agree 66.7% Agree 6.7% Disagree 26.7% Strongly Disagree 0.0%	73.4% *(-8.7%)	44.0% 40.0% 16.0% 0.0% 84.0%	82.1%	86.0%
	DISTANCE/FLEXIBLE Strongly Agree 82.1% Agree 17.9% Disagree 0.0% Strongly Disagree 0.0%	100% *(+9.3%)	74.0% 22.0% 4.0% 0.0% 96.0%	90.7%	95.3%

*difference between DGC & Sector 23/24 overall satisfaction rates

Statement 11

Student Satisfaction and Engagement Survey 2023/24 – DGC/Sector Comparison

'THE ONLINE LEARNING MATERIALS FOR MY COURSE HAVE HELPED ME LEARN'

		DUMFRIES AND GALLOWAY COLLEGE		SECTOR	
		23/24 Overall	22/23 Overall	23/24 Overall	22/23 Overall
FE – FURTHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree 63.9% Agree 30.3% Disagree 5.1% Strongly Disagree 0.7%	94.2% *(+5.8%)	60.5% 31.6% 6.7% 1.1% 92.1%	88.4%	87.6%
	PART-TIME Strongly Agree 72.3% Agree 23.5% Disagree 2.3% Strongly Disagree 1.9%	95.8% *(+7.3%)	74.1% 23.1% 2.7% 0.0% 97.2%	88.5%	88.9%
	DISTANCE/FLEXIBLE Strongly Agree 75.0% Agree 19.7% Disagree 2.6% Strongly Disagree 2.6%	94.7% *(+3.6%)	79.2% 15.1% 5.6% 0.0% 94.3%	91.1%	92.9%
HE – HIGHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree 63.6% Agree 32.0% Disagree 3.5% Strongly Disagree 0.9%	95.6% *(+8.1%)	57.5% 32.3% 7.1% 2.9% 89.8%	87.5%	86.7%
	PART-TIME Strongly Agree 80.0% Agree 13.3% Disagree 6.7% Strongly Disagree 0.0%	93.3% *(+2.6%)	48.0% 48.0% 4.0% 0.0% 96.0%	90.7%	90.6%
	DISTANCE/FLEXIBLE Strongly Agree 77.9% Agree 18.9% Disagree 2.1% Strongly Disagree 1.1%	96.8% *(+5.4%)	80.0% 18.0% 2.0% 0.0% 98.0%	91.4%	95.4%

*difference between DGC & Sector 23/24 overall satisfaction rates

Statement 12

Student Satisfaction and Engagement Survey 2023/24 – DGC/Sector Comparison

'I FEEL THAT I AM PART OF THE COLLEGE COMMUNITY'

		DUMFRIES AND GALLOWAY COLLEGE				SECTOR	
		23/24	Overall	22/23	Overall	23/24 Overall	22/23 Overall
FE – FURTHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree Agree Disagree Strongly Disagree	63.9% 29.6% 5.5% 0.9%	93.5% *(+5.3%)	59.2% 31.2% 8.6% 0.9%	90.4%	88.2%	88.3%
	PART-TIME Strongly Agree Agree Disagree Strongly Disagree	71.8% 18.8% 6.6% 2.8%	90.6% *(+2.3%)	69.4% 26.8% 3.7% 0.0%	96.2%	88.3%	87.5%
	DISTANCE/FLEXIBLE Strongly Agree Agree Disagree Strongly Disagree	57.9% 15.8% 21.1% 5.3%	73.7% *(+0.4%)	69.8% 22.6% 7.6% 0.0%	92.4%	73.3%	79.2%
HE – HIGHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree Agree Disagree Strongly Disagree	54.8% 37.3% 6.1% 1.8%	92.1% *(+12.7%)	48.7% 36.1% 13.4% 1.6%	84.8%	79.4%	79.5%
	PART-TIME Strongly Agree Agree Disagree Strongly Disagree	46.7% 33.3% 13.3% 6.7%	80.0% *(+3.1%)	44.0% 52.0% 4.0% 0.0%	96.0%	76.9%	77.2%
	DISTANCE/FLEXIBLE Strongly Agree Agree Disagree Strongly Disagree	60.0% 21.1% 16.8% 2.1%	81.1% *(+6.7%)	60.0% 26.0% 10.0% 4.0%	86.0%	74.4%	79.6%

*difference between DGC & Sector 23/24 overall satisfaction rates

Statement 13

Student Satisfaction and Engagement Survey 2023/24 – DGC/Sector Comparison

'THE COLLEGE'S STUDENT'S ASSOCIATION INFLUENCES CHANGE FOR THE BETTER'

		DUMFRIES AND GALLOWAY COLLEGE				SECTOR	
		23/24	Overall	22/23	Overall	23/24 Overall	22/23 Overall
FE – FURTHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree Agree Disagree Strongly Disagree	76.0% 21.8% 2.2% 2.2%	97.8% *(+6.3%)	54.6% 20.3% 3.4% 0.5%	74.9%	91.5%	93.0%
	PART-TIME Strongly Agree Agree Disagree Strongly Disagree	84.6% 13.1% 0.6% 1.7%	97.7% *(+4.3%)	70.3% 10.1% 0.9% 0.0%	80.4%	93.4%	94.5%
	DISTANCE/FLEXIBLE Strongly Agree Agree Disagree Strongly Disagree	81.1% 15.1% 3.8% 0.0%	96.2% *(+5.8%)	69.8% 9.4% 0.0% 0.0%	79.2%	90.4%	92.5%
HE – HIGHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree Agree Disagree Strongly Disagree	72.5% 22.5% 3.8% 1.3%	95.0% *(+13.8%)	44.1% 18.4% 3.3% 1.2%	62.5%	81.2%	88.2%
	PART-TIME Strongly Agree Agree Disagree Strongly Disagree	100% 0.0 % 0.0 % 0.0 %	100% *(+12.4%)	44.0% 24.0% 4.0% 0.0%	68.0%	87.6%	91.2%
	DISTANCE/FLEXIBLE Strongly Agree Agree Disagree Strongly Disagree	86.6% 13.4% 0.0% 0.0%	100% *(+7.9%)	66.0% 10.0% 0.0% 0.0%	76.0%	92.1%	97.1%

*difference between DGC & Sector 23/24 overall satisfaction rates

Appendix 2 – DGC/Sector Comparison Percentage Data

The variance figures in the tables below note the variances from session to session for DGC and the Sector, and not the variance between DGC and The Sector.

Session Comparison per Statement - Overall satisfaction Rates - **HE**																		
	DGC									THE SECTOR								
Statement	FT 23/24	FT 22/23	VARIANCE	PT 23/24	PT 22/23	VARIANCE	D/F 23/24	D/F 22/23	VARIANCE	FT 23/24	FT 22/23	VARIANCE	PT 23/24	PT 22/23	VARIANCE	D/F 23/24	D/F 22/23	VARIANCE
Overall, I am satisfied with my college experience	95.2%	94.1%	1.1%	100%	92.0%	8.0%	97.9%	94.0%	3.9%	88.2%	89.1%	-0.9%	89.2%	91.7%	-2.5%	92.8%	96.6%	-3.8%
Staff regularly discuss my progress with me	94.3%	95.3%	-1.0%	100%	92.0%	8.0%	98.9%	92.0%	6.9%	83.5%	82.6%	0.9%	84.7%	85.3%	-0.6%	91.4%	94.5%	-3.1%
Staff encourage students to take responsibility for their learning	99.6%	99.4%	0.2%	100%	100%	0.0%	98.9%	98.0%	0.9%	96.2%	94.8%	1.4%	96.8%	96.7%	0.1%	95.2%	99.6%	-4.4%
I am able to influence learning on my course	98.7%	92.4%	6.3%	100%	92.0%	8.0%	96.8%	96.0%	0.8%	84.9%	84.5%	0.4%	86.2%	87.1%	-0.9%	91.0%	95.3%	-4.3%
I receive useful feedback which informs my future learning	96.1%	97.3%	-1.2%	100%	92.0%	8.0%	100%	96.0%	4.0%	87.9%	87.3%	0.6%	87.6%	91.3%	-3.7%	94.5%	97.1%	-2.6%
The way I am taught helps me learn	93.9%	91.5%	2.4%	100%	92.0%	8.0%	95.8%	94.0%	1.8%	83.4%	79.3%	4.1%	86.1%	88.6%	-2.5%	91.8%	94.9%	-3.1%
My time at college has helped me develop knowledge and skills for the	97.8%	97.0%	0.8%	100%	100%	0.0%	97.9%	100%	-2.1%	89.3%	88.8%	0.5%	89.4%	91.8%	-2.4%	92.7%	97.0%	-4.3%
I believe student suggestions are taken seriously	91.2%	83.2%	8.0%	100%	96.0%	4.0%	97.9%	90.0%	7.9%	78.1%	79.3%	-1.2%	84.3%	88.7%	-4.4%	92.8%	94.7%	-1.9%
I believe all students at the college are treated equally and fairly by staff	94.7%	87.4%	7.3%	100%	100%	0.0%	98.9%	94.0%	4.9%	86.9%	86.2%	0.7%	92.7%	94.2%	-1.5%	93.8%	96.5%	-2.7%
Any change in my course or teaching has been communicated well	89.9%	85.3%	4.6%	73.3%	84.0%	-10.7%	100%	96.0%	4.0%	78.4%	80.6%	-2.2%	82.4%	86.0%	-3.6%	90.7%	95.3%	-4.6%
The online learning materials for my course have helped me learn	95.6%	89.8%	5.8%	93.3%	96.0%	-2.7%	96.8%	98.0%	-1.2%	87.5%	86.7%	0.8%	90.7%	90.6%	0.1%	91.4%	95.4%	-4.0%
I feel that I am part of the college community	92.1%	84.8%	7.3%	80.0%	96.0%	-16.0%	81.1%	86.0%	-4.9%	79.4%	79.5%	-0.1%	77.1%	77.2%	-0.1%	74.4%	79.6%	-5.2%
The College's Student's Association influences change for the better	95.0%	62.5%	32.5%	100%	68.0%	32.0%	100%	76.0%	24.0%	81.2%	88.2%	-7.0%	87.6%	91.2%	-3.6%	92.1%	97.1%	-5.0%

Session Comparison per Statement - Overall satisfaction Rates - **FE**																		
	DGC									THE SECTOR								
Statement	FT 23/24	FT 22/23	VARIANCE	PT 23/24	PT 22/23	VARIANCE	D/F 23/24	D/F 22/23	VARIANCE	FT 23/24	FT 22/23	VARIANCE	PT 23/24	PT 22/23	VARIANCE	D/F 23/24	D/F 22/23	VARIANCE
Overall, I am satisfied with my college experience	97.1%	96.9%	0.2%	96.2%	98.2%	-2.0%	94.8%	94.4%	0.4%	94.4%	94.6%	-0.2%	95.9%	95.7%	0.2%	94.6%	95.1%	-0.5%
Staff regularly discuss my progress with me	94.7%	95.1%	-0.4%	92.5%	93.5%	-1.0%	97.4%	96.2%	1.2%	89.5%	89.5%	0.0%	91.3%	91.8%	-0.5%	88.5%	92.0%	-3.5%
Staff encourage students to take responsibility for their learning	98.6%	99.0%	-0.4%	96.7%	100%	-3.3%	100%	100%	0.0%	96.6%	96.5%	0.1%	97.1%	97.6%	-0.5%	96.6%	98.8%	-2.2%
I am able to influence learning on my course	95.8%	94.9%	0.9%	96.2%	98.1%	-1.9%	94.7%	98.0%	-3.3%	91.7%	91.8%	-0.1%	93.7%	93.8%	-0.1%	88.6%	91.8%	-3.2%
I receive useful feedback which informs my future learning	93.8%	96.1%	-2.3%	97.2%	100%	-2.8%	97.4%	100%	-2.6%	92.2%	92.2%	0.0%	93.6%	93.8%	-0.2%	93.0%	94.0%	-1.0%
The way I am taught helps me learn	93.6%	92.5%	1.1%	95.8%	98.1%	-2.3%	93.4%	100%	-6.6%	90.5%	90.8%	-0.3%	93.1%	93.2%	-0.1%	89.4%	91.8%	-2.4%
My time at college has helped me develop knowledge and skills for the workplace	97.7%	95.3%	2.4%	97.2%	99.1%	-1.9%	90.8%	92.2%	-1.4%	93.4%	93.4%	0.0%	93.9%	94.1%	-0.2%	91.8%	92.6%	-0.8%
I believe student suggestions are taken seriously	92.0%	92.3%	-0.3%	96.2%	98.1%	-1.9%	92.1%	96.1%	-4.0%	86.2%	86.6%	-0.4%	90.9%	91.2%	-0.3%	88.6%	92.4%	-3.8%
I believe all students at the college are treated equally and fairly by staff	94.2%	92.7%	1.5%	95.8%	99.1%	-3.3%	96.0%	100%	-4.0%	88.8%	85.7%	3.1%	93.8%	94.5%	-0.7%	94.4%	96.3%	-1.9%
Any change in my course or teaching has been communicated well	93.6%	92.2%	1.4%	97.1%	96.2%	0.9%	92.1%	94.3%	-2.2%	87.4%	87.6%	-0.2%	91.7%	92.0%	-0.3%	91.0%	92.6%	-1.6%
The online learning materials for my course have helped me learn	94.2%	92.1%	2.1%	95.8%	97.2%	-1.4%	94.7%	94.3%	0.4%	88.5%	87.6%	0.9%	88.5%	88.9%	-0.4%	91.1%	92.9%	-1.8%
I feel that I am part of the college community	93.5%	90.4%	3.1%	90.6%	96.2%	-5.6%	73.7%	92.4%	-18.7%	88.4%	88.3%	0.1%	88.3%	87.5%	0.8%	73.3%	79.2%	-5.9%
The College's Student's Association influences change for the better	97.8%	74.9%	22.9%	97.7%	80.4%	17.3%	96.2%	79.2%	17.0%	91.5%	93.0%	-1.5%	93.4%	94.5%	-1.1%	90.4%	92.5%	-2.1%

Appendix 3 – Sector Data

The figures presented in the table below have been generated through the SFC SSES PI Tool Master.

Student Satisfaction and Engagement Survey						
	2023-24			2022-23		
College	Sum of Satisfied	Sum of Total	Sum of Satisfied Percent	Sum of Satisfied	Sum of Total	Sum of Satisfied Percent
Argyll	5,239	5,604	93.5%	451	475	94.9%
Ayrshire	34,378	37,475	91.7%	2,243	2,362	95.0%
Borders	8,895	9,688	91.8%	493	527	93.5%
City of Glasgow	53,859	65,391	82.4%	3,798	4,479	84.8%
Dumfries and Galloway	13,123	13,785	95.2%	956	996	96.0%
Dundee and Angus	35,581	38,420	92.6%	2,634	2,724	96.7%
Edinburgh	40,837	46,020	88.7%	3,098	3,238	95.7%
Fife	49,249	56,271	87.5%	3,744	4,050	92.4%
Forth Valley	10,808	12,195	88.6%	1,061	1,129	94.0%
Glasgow Clyde	40,796	43,920	92.9%	3,810	4,061	93.8%
Glasgow Kelvin	17,140	18,560	92.3%	1,881	1,990	94.5%
Inverness	13,145	14,510	90.6%	1,008	1,070	94.2%
Outer Hebrides (Lews Castle)	507	580	87.4%	95	96	99.0%
Moray	6,492	6,979	93.0%	381	400	95.3%
New College Lanarkshire	48,165	53,747	89.6%	3,546	3,769	94.1%
Newbattle Abbey	298	408	73.0%	49	51	96.1%
North East Scotland	56,992	62,835	90.7%	4,538	4,760	95.3%
North Highland	3,124	3,288	95.0%	195	203	96.1%
Orkney	1,681	1,772	94.9%	1	1	100.0%
Perth	6,569	6,978	94.1%	599	622	96.3%
Sabhal Mòr Ostaig	No data was provided	No data was provided	No data was provided	No data was provided	No data was provided	No data was provided
Scotland's Rural College	6,957	7,809	89.1%	405	444	91.2%
Shetland	194	227	85.5%	24	25	96.0%
South Lanarkshire	11,928	13,761	86.7%	1,195	1,368	87.4%

West College Scotland	29,198	33,157	88.1%	1,909	2,013	94.8%
West Highland	2,316	2,506	92.4%	274	298	91.9%
West Lothian	19,561	20,706	94.5%	2,030	2,127	95.4%
Grand Total	517,032	576,592	89.7%	40,418	43,278	93.4%

Dumfries and Galloway College

Learning and Teaching Committee	
Agenda Item	**8**
Paper Number	**LT0325-8.1**

Date of Meeting	**11 March 2025**	
Location	**MS Teams**	
Title of Paper	**Annual Articulation Report**	
Presented by	**Sonya Rutter**	
Recommendation	**Discussion**	
Freedom of Information Disclosure Assessment		
FOI flag:	☒ Disclosable ☐ Non-disclosable	
Reason/s for choice:	There is no information contained in this report that could not be in the public domain	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)	Can be disclosed upon request	
Further comments/updates after initial submission		
Date added	Added by (name and role)	Comment/detail

Read Time: 5 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 purpose of this report is to provide details of DGC articulation data covering academic year 2019/20 through to 2022/23.

2.2 Key information on DGC articulation over the last 4 years has been taken from the Scottish Funding Council (SFC) National Articulation Database, which provides data up to and including AY 2022/23.

2.3 Fewer DGC students progressed to University in AY 2022/23 than in previous years (<13).

2.4 Progression remains the largest category of articulation for DGC students.

2.5 University of West of Scotland has been the top institution for DGC students articulating via Progression over the four-year period.

2.6 Scotland's Rural College (SRUC) was the top destination for DGC students articulating via Advanced Standing in AY 2022/23.

3. Context

3.1. Articulation is defined as a student gaining entry into second year of a degree with a Higher National Certificate (HNC) gained at college, or into third year with a Higher National Diploma (HND) gained at college.

3.2. The table below provides an overview of the data for DGC over a four-year period.

	AS*	AP**	P***	AS (%)	AP (%)	P (%)	Total Number
2019/20	55	4	65	44.4	3.2	52.4	124
2020/21	49	7	64	40.8	5.8	53.3	120
2021/22	33	5	63	32.7	5.0	62.4	101
2022/23	31	2	55	35.2	2.3	62.5	88

* Advanced Standing (AS)

** Advanced Progression (AP)

*** Progression (P)

3.3. Fewer students progressed to University in AY 2022/23 than in previous years. This reflects the trend within the sector.

3.4. Progression was the largest category for DGC students across the four-year period. Similarly, within the sector, this was the trend for AY 2022/23 and 2021/22.

3.5. The table below provides data on the institutions our students articulated to.

	2022/23			2021/22			2020/21			2019/20		
University	**AS**	**AP**	**P**	**AS**	**AP**	**P**	**AS**	**AP**	**P**	**AS**	**AP**	**P**
Aberdeen University	0	0	1	0	0	0	0	0	1	0	0	0
Abertay University	2	0	2	1	0	3	5	0	0	0	0	2
Dundee University	0	1	3	0	0	0	0	0	2	0	1	0
Edinburgh University	0	0	0	0	0	2	0	0	1	0	0	1
Glasgow Caledonian University	2	0	4	5	0	2	2	0	2	5	0	4
Glasgow University	3	0	3	0	0	7	0	0	10	3	0	17
Heriot-Watt University	0	0	2	2	0	5	0	0	2	0	1	5
Napier University	0	1	2	5	0	4	6	1	5	1	1	0
Open University	0	0	8	2	0	9	1	0	8	1	0	6
Queen Margaret University	0	0	2	0	0	0	1	0	2	0	0	1
Scotland's Rural College (SRUC) U	13	0	0	3	0	3	12	0	0	1	0	0
St Andrew's University	0	0	0	0	0	0	0	0	1	0	0	0
Stirling University	0	0	5	0	0	1	0	0	3	0	0	4
Strathclyde University	1	0	2	0	0	3	1	0	3	0	0	3
The Robert Gordon University	1	0	0	0	1	1	0	1	1	0	0	2
UHI (Highlands & Islands)	0	0	1	0	1	0	1	0	3	0	0	0
West of Scotland University	9	0	20	15	3	23	20	5	20	44	1	20
Grand Total	**31**	**2**	**55**	**33**	**5**	**63**	**49**	**7**	**64**	**55**	**4**	**65**
%	**35%**	**2%**	**63%**	**33%**	**5%**	**62%**	**41%**	**6%**	**53%**	**44%**	**3%**	**52%**

3.6. University of West of Scotland was the top institution for DGC students articulating via Progression over the four-year period. Similarly, within the sector this was the trend for AY 2022/23 and 2021/22. DGC students progressed to study a variety of courses covering Business, Childhood Practice, Early Education and Childcare, Social Care, Social Service and Healthcare Practice.

3.7. University of West of Scotland was the top institution for DGC students articulating via Advanced Standing and Advanced Progression from 2019/20 to 2021/22.

3.8. In session 2022/23, Scotland's Rural College (SRUC) was the top destination for Advanced Standing, with students studying the BA Hons Rural Business Management course.

3.9. The top institution for articulation via Advanced Standing for the sector was Glasgow Caledonian University

3.10. DGC have developed articulation links in a number of curriculum areas. This processes results in students gaining credit for their HN studies.

3.11. The College, working with Dumfries and Galloway Council and University of the West of Scotland (UWS) have created 3 pathways to degree. One in Business, one in Computing and one in Creative Practice. It is expected that the destination of students within these HE areas will indicate that UWS is a preferred destination for DGC students. Articulation is also possible to senior phase students within the region, on successful completion of Foundation Apprenticeship in Creative Media into the Creative Practice Degree offering.

3.12. Further collaboration between the College, UWS, and the NHS has been highly successful in creating clear, innovative pathways for careers in health and social care, one of which includes our Scottish Wider Access Programme (SWAP). This programme provides a

route to university to study nursing, for adults who are returning to education after a substantial period of time.

3.13. Additional work with UWS, NHS, and Dumfries and Galloway schools, provided the opportunity to develop SCQF Level 5 and Level 6 Foundation Academy courses. These courses will provide pupils with a pathway towards a degree in nursing.

3.14. In session 2024/25 DGC have two cohorts of HNC Healthcare Practice students, one cohort are employed by the NHS and another are signed up as Healthcare Support Workers (HCSW). Notably, five students are expected to articulate directly into the second year at UWS. UWS is seeking funding for the bridging course to address existing financial barriers and support wider participation.

4. Strategic Implications

4.1 This paper links to Strategic Priority 1: Student Experience

5. Risk

Risk	Mitigations
Risk 8. Failure to achieve highest academic performance levels.	➢ Online reportage of PI and Discussion with Teaching Team ➢ Self-Evaluation Reportage – Curriculum ➢ Student early experience survey and Student Satisfaction and Engagement Survey (SSES)

6. Implications

Financial	**NO**	
Legal	**NO**	
Learning and Teaching	**YES**	Failure to achieve highest academic performance levels has implications for students progressing onto further study within HE institutions.
Equalities	**NO**	

Sonya Rutter
Performance Manager
20 February 2025

Dumfries and Galloway College
One step ahead

DUMFRIES AND GALLOWAY COLLEGE

Learning & Teaching Committee	
Agenda Item	**9**
Paper Number	**LT0325-9.1**

Date of Meeting	**11 March 2025**	
Location	**MS Teams**	
Title of Paper	**Skills Planning 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: 4 minutes

1. Recommendation

1.1 The Committee are asked to approve the College's planned Skills Pathways to 2030 initiative, ensuring alignment with national and regional skills priorities. This includes strengthening collaboration with regional partners and supporting sustainable curriculum transformation in response to funding and structural changes in the sector.

2. Executive Summary

2.1 Nationally the Scottish Government in response to James Wither's report has outlined reform of post school education and skills.

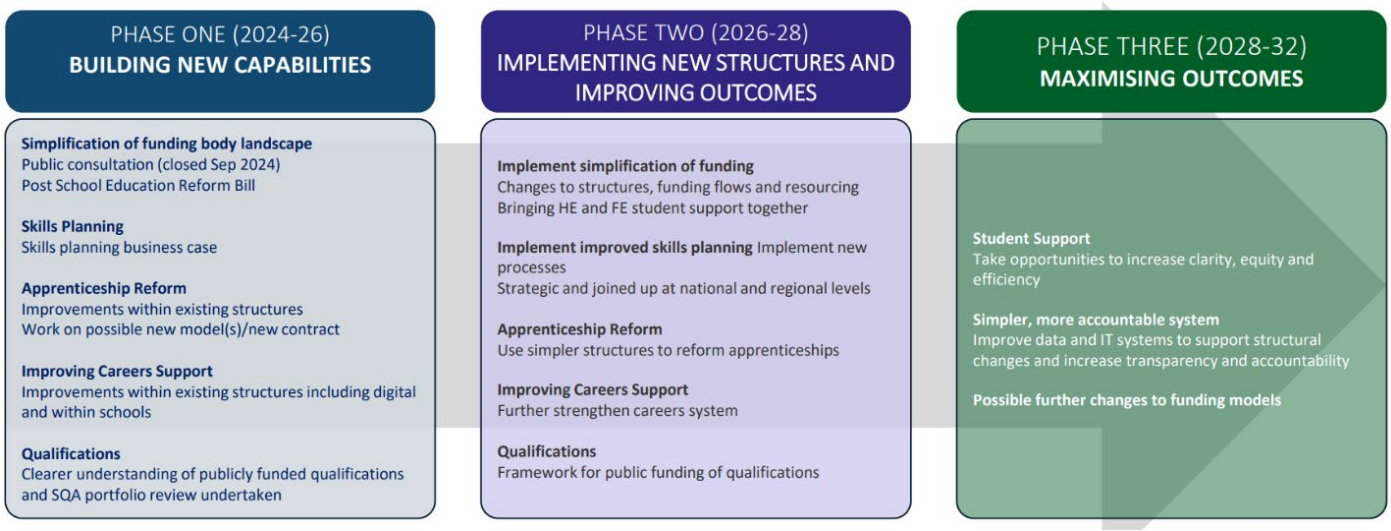
2.2 Regionally the South of Scotland Education and Skills Strategic Coordination Group (ESSCG) has convened task and finish groups to identify requirements for future skills.

2.3 The College has developed a curriculum portfolio on demand for future skills and has in place a workshop to further develop its offer.

3. Context

3.1 The National Picture

3.1.1 The Scottish Government (SG) has identified the need for skills reform following the Independent Review of the Skills Delivery Landscape by James Withers. In response, SG has outlined a three-phase approach to reforming post-school education and skills.



3.1.2 The initial phase includes restructuring three key funding bodies: Student Awards Agency Scotland (SAAS), the Scottish Funding Council (SFC), and Skills Development Scotland (SDS). From Autumn 2026, SFC will assume responsibility for delivering all apprenticeships and national training programmes from SDS, while SAAS will take over funding for further education student support from SFC.

3.1.3 Additionally, legislation has been introduced to replace the Scottish Qualifications Authority (SQA) with Qualifications Scotland. While much discussion has focused on its impact on the school sector, there has been little analysis regarding its implications for colleges. Of particular concern is the stalled Higher National (HN) revision project, which has been hindered by outdated IT systems and the disbanding of the project team.

3.2 The Regional Picture

3.2.1 The South of Scotland Regional Economic Partnership (REP) is responsible for shaping regional economic strategy, with a strong focus on skills development. It has identified three grand challenges: transport, housing, and skills.

3.2.2 Within this framework, the South of Scotland Education and Skills Strategic Coordination Group (ESSCG) brings together stakeholders to address sector-specific skills needs. Task and finish groups have been created for industries such as forestry, construction, and engineering.

3.2.3 At a recent Convention of the South of Scotland (CoSS), a key action was agreed which has been passed to ESSCG: *to develop a paper outlining granular skills requirements across private and public sectors over the next ten years and propose delivery solutions.*

3.3 The College Picture

3.3.1 As a regional college, our curriculum has been designed to provide clear skills pathways from school to further study or employment. Our latest curriculum review for 2024/25 categorises subject areas into three horizons based on projected demand:

Growth Sectors	Health and Social Care Early Education and Childcare Sustainable Construction Engineering
Opportunity Sectors	Business and Enterprise Hospitality and tourism Digital and cyber Creative industries Just transition and emerging energy
Stability Sectors	Supported programmes and widening access. Sport and fitness Lifestyle, Hair and Beauty

3.3.2 In response, we have strengthened HE pathways with UWS in Cyber, Business, Health, and Creative Industries. The three opportunity sectors with HE pathways (Cyber, Business, and Creative Industries) have seen significant growth in enrolments, though further work is required for Health due to sector complexities.

3.4 Key College Initiatives

3.4.1 Skills Pathways to 2030: We will engage stakeholders and curriculum teams in a focused workshop to define principles for a regional and national skills plan.

3.4.2 Sustainable Transformation: In line with the college sectors Tripartite Group, we are exploring sustainable curriculum redesign, realigning staffing requirements, and other strategic changes for long-term financial viability. SFC will briefing on curriculum change models which will present DGC with opportunities to ensure skills pathways match demand.

4. Strategic Implications

4.1 This paper provides an overview of the Colleges initial response to curriculum development in line with 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	**NO**	This is within BaU activity
Legal	**NO**	There will be changes to legislation by SG but no College legal implications
Learning and Teaching	**YES**	Skills reform will impact on the College curriculum
Equalities	**YES**	The College's Outcome Framework and Assurance Measurement monitors success of key groups.

Douglas Dickson
Depute Principal
29 January 2025

Dumfries and Galloway College

Learning and Teaching Committee		
Date of Meeting	**11 March 2025**	
Paper Number	**LT0325-10.1**	
Agenda Item	**10**	
Subject of Paper	**Student Experience Update**	
Primary Contact	**Phil Storrier**	
Date of Production	**31 January 2025**	
Action	**Discussion**	
Freedom of Information Disclosure Assessment		
FOI flag:	☒ Disclosable ☐ Non-disclosable	
Reason/s for choice:	Suitable for wider disclosure as required.	
Notes from author: (When will it become disclosable?)		
Further comments/updates after initial submission		
Date added	Added by (name and role)	Comment/detail

Read Time: 7 Minutes

1. Recommendation

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

2. Executive Summary

2.1. The purpose of this paper is to provide an update on developments and priority activities across the student experience.

3. Context

3.1. Student Retention

	Early Retention	
	23/24	24/25
College Wide	97%	97%
Students With Experience of Care	91%	96%
Student with caring responsibilities	96%	96%
Students with Additional Support Needs	97%	97%

Student early retention again looks extremely positive and has remained consistent with 23/24 for identified student groups. There has been a 5% improvement in early retention for students with experience of care. We believe early retention across key groups display merit in college wide approaches to student support.

3.2. Safeguarding and Student Wellbeing

Safeguarding Referrals	
24/25	40 (to date)
23/24	29
22/23	47

In 24/25 we have seen an increase in safeguarding referrals. We are refining our internal reporting and monitoring approaches so we can better draw data on themes and trends. We have amended our online reporting system this year and since doing so we have had 15 referrals (broken down below).

Referral Theme		
Other	8	53%
Suicidal Thoughts	3	20%
Self-Harm	3	20%
Financial Abuse	1	7%

As we track this over the remainder of the academic year, we will be better able to analyse trends and identify training and support.

Welfare Referrals	
24/25	70 (to date)
23/24	69
22/23	137

In 24/25 Welfare Referrals have increased on 23/24 figures however not yet reporting at the level's experiences in 22/23.

Curriculum Area	Number of Referrals	%
Beauty	5	7%
Creative Industries	2	3%
Computing	3	4%
Construction	12	17%
Engineering	10	14%
Early Years	19	27%
Hairdressing	1	1%
Hospitality	2	3%
Health and Social Care	1	1%
LEAP	5	7%
Motor Vehicle	2	3%
Sport	7	10%
	70	

We continue to see welfare referrals are highest within Early Years however the team are implementing trauma informed practices which will take a while to embed and have also engaged the Youth Work in class engagements. We have seen a significant increase in referrals within the engineering department however we believe this is down to better engagement with students and strategies to support retention. Both Early Years (+25%) and Engineering (+55%) retention rates have improved and thus we see increased welfare referrals of a sign of better coordination with support teams and earlier interventions.

Counselling Referrals	
24/25	78
23/24	60
22/23	114

Curriculum Area	Number
Creative Industries	7
Early Years	9
Business	2
Computing	2
LEAP	11
Construction	3
Hospitality	8
Sport	8
Health and Social Care	2
Hair and Beauty	14
Engineering	5
Not disclosed	7

We have seen increased demand on services this year. The majority of issues which present remain lower-level mental health management however increased complexity and volume in relation to safeguarding presents added strain to students and staff.

Staff Training

In response to these trends we are investing in wider training programmes and activities to build organisational knowledge, skills and capacity.

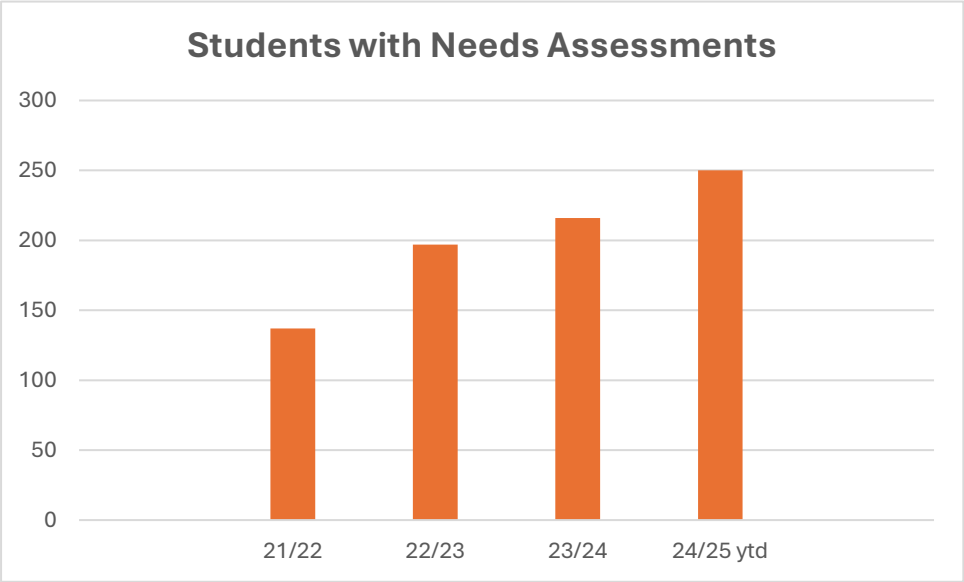
- Mental Health First Aid – we are supporting staff to upskill and build confidence running two programmes for up to 30 staff.
- Self-Harm Kits – we have procured self-harm care kits for students and provided initial training and knowledge awareness for student advisers, first aiders and safeguarders. We will look to do wider staff training on this.
- Safeguarding and Prevent – In response to ongoing legislative requirements we have rolled out safeguarding and Prevent mandatory training to all staff to completed in February. Additional enhanced training around Prevent has been highlighted to safeguarders and will be rolled out to further staff dependent on their remit and role.
- Sexual Harassment Training – Updated training was delivered to all college managers.

We are currently exploring further training opportunities and information relevant to staff and student facing activities.

3.3. Student Support

Needs Assessments

We are seeing a steady year on year increase in students requiring needs assessments:

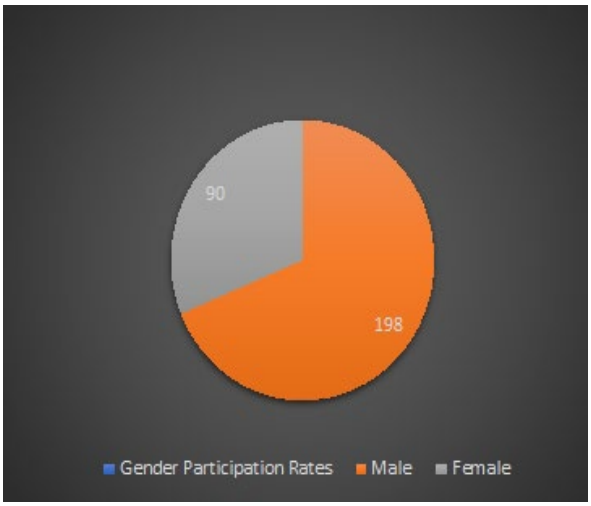


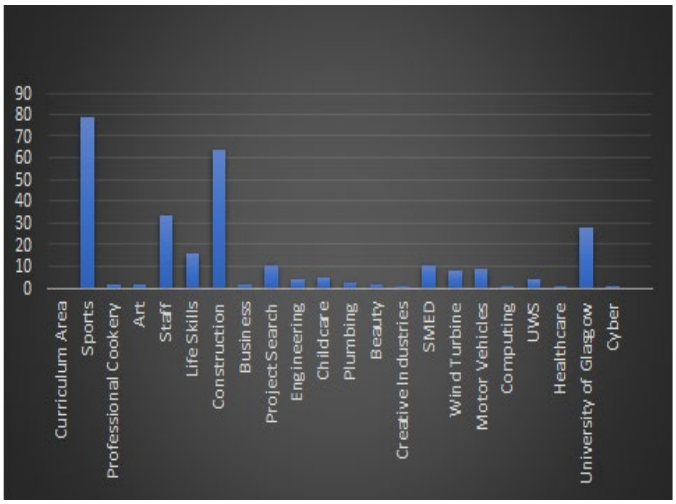
This indicates a consistent upward trend in the number of students receiving needs assessments each year, suggesting an increasing recognition of student needs and potentially greater demand for student adviser services over time.

Students with additional learning needs (ALN) require support from student advisers throughout the academic year. This year to date 50% of all welfare referrals to student advisers were for ALN students.

3.4. Active Campus

Our Active Campus work continues to go from strength to strength, it has been in place for just over a year and in that time, we have seen 7700 interactions with the activities. Since August we have seen 5365 interactions with our sports clubs, an average of 223 a week.





We continue to see more males participate than females, however we have seen increases in overall female participation this academic year. Whilst the sports students remain those with most participation, we are pleased to see increased engagement in other areas and more broad engagement across much more curriculum areas. The activity has also created more opportunities for sports students to develop their skills in planning and leading more activities. We have also seen increased competitive activities for students with students competing in curling, table tennis and football nationally and internationally.

3.5. Youth Work Project

The Youth Workers deployed on campus have to date run 80 sessions to student groups (28 Stranraer; 52 Dumfries) primarily focussed on responsive issue-based activities such as drugs and alcohol, relationships, and money management. They have captured 463 individual interactions with students through break time activities and individual engagements.

Kicking off in February we are piloting two new multi week group work programmes which include:

- ‘Nae Worries’ – developing skills and knowledge for managing stress and anxiety, building on confidence and self-esteem.

- ‘Moving on Up’ – support for managing first tenancy, looking at money management, job support and cooking on a budget.

3.6. Student Engagement

Student Experience Committee – We re-established our student experience committee this academic year with a very positive session between lead reps and college managers. Several enhancement actions were identified and will be further reported on as they progress.

Student Learning Experience Model (SLEM) – We are currently reviewing our self-evaluation arrangements in response to the new TQEF framework. A key cornerstone of this remains embedding of the SLEM into new arrangements and the strengthening of student voice in our review activities.

4. Strategic Implications

Development of the student experience is crucial to support engagement, retention and reputation of the college ensuring that all students feel safe and secure within a positive student experience. We have statutory obligations to meet the needs of specific student groups.

Inappropriate approaches mean that students may be at risk of harm or may withdraw from their programmes.

5. Risk

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

6. Implications

Financial	**YES**	Poor policies, procedures and systems could impact negatively on student performance. Some additional resource may be required to sustain services.
Legal	**YES**	Legal obligations around safeguarding and ensuring the safety of the student environment.

Learning and Teaching	**YES**	Student support services support learning and teaching ensure students remain safe and secure on their course and more likely to be successful.
Equalities	**YES**	Our measures are critical to ensure fair access for all.

Phil Storrier
Executive Director of Student Experience.
26 February 2025

Dumfries and Galloway College
One step ahead

Learning and Teaching Committee		
Date of Meeting	**11 March 2025**	
Paper Number	**LT0325-11.1**	
Agenda Item	**11**	
Subject of Paper	**TQEF Update**	
Primary Contact	**Phil Storrier**	
Date of Production	**20 January 2025**	
Action	**Discussion**	
Freedom of Information Disclosure Assessment		
FOI flag:	☒ Disclosable ☐ Non-disclosable	
Reason/s for choice:	Summary of publicly produced materials from Scottish Funding Council	
Notes from author: (When will it become disclosable?)		
Further comments/updates after initial submission		
Date added	Added by (name and role)	Comment/detail

Read Time: 13 Minutes

1. Recommendation

1.1 The Learning and Teaching Committee are asked to discuss and note the content of the report.

2. Executive Summary

2.1. Tertiary Quality Enhancement Review (TQER) is the new external review process under the new TQEF framework.

2.2. Quality assurance means the systematic monitoring and evaluation of learning and teaching, and the processes that support them.

2.3. Quality enhancement is using evidence to plan, implement and evaluate deliberate steps to intended to improve the learning experience in our colleges and universities.

2.4. It will seek to ensure that standards of academic awards meet the expectations set out in the UK Quality Code uk-quality-code-for-higher-education-2024.pdf.

2.5. TQER will be based around external peer review and ensures those that have current expertise or management experience in learning, teaching and assessment are evaluating and making TQER judgements.

2.6. Development of internal monitoring and review of ALL academic areas and support services will be developed to produce wide view and robust evidence. Extensive staff engagement is ongoing to enhance existing evaluative and reporting mechanisms.

3. Context

3.1.1. The purpose of the report is to provide a high-level overview of key aspects of the in Tertiary Quality Enhancement Review (TQER) process.

3.2. External review teams

3.2.1. External review teams will review subject areas and modes of delivery, and review teams will be seeking to answer the following questions based on the six principles:

- Excellence in learning teaching and assessment
- Supporting student success
- Student engagement and partnership
- Enhancement and quality culture
- Externality
- Data and evidence.

3.2.2. Each delivery mechanism of quality assurance and enhancement in the TQEF is interrelated and each feed into TQER including:

3.2.3. **External review** takes place on a seven-year cycle and every institution will be reviewed once within that cycle.

3.2.4. **Annual Quality Engagement (AQE)** there will be two aspects to AQE. 1. Institutional Liaison Meetings. 2. SFC Outcome Managers will continue to lead discussion around high quality learning and the outcomes of the Self-Evaluation and Action Plans (SEAP).

3.2.5. **Institutional-led Quality Activity** will include annual monitoring processes, SEAPs and where applicable Institutional-Led Quality Reviews (ILQR) is considered by review teams as part of the evidence base for review.

3.2.6. **National Thematic Enhancement Activity** An institutions engagement with the programme of national thematic enhancement activity will also be considered as part of TQER.

3.2.7. **Data and Evidence** Use of data and evidence for reporting to underpin evaluation and enhancement will be critical and expected to be evidenced.

3.3. In and out of scope:

3.3.1. TQER applies to all Scottish Funding Council (SFC) institutions credit bearing activity – that is, programmes of study leading ultimately to awards or credit at Level 1-12 of the SCQF Framework.

3.3.2. Specific arrangements for no credit bearing activity will not be covered under the arrangements but may be considered as part of the overall part of an institutions overall impact and approach (e.g. summer schools).

3.3.3. Other examples of what may come into scope:

- SCQF devised activity.
- Matters referred by Scottish Funding Council.
- Collaborative provision
- Matters referred from the Scottish Quality Concern Scheme.
- Matters arising from partner institution partner reviews.

3.4. Evidence base for TQER

3.4.1. **Strategic Impact Analysis** prepared by the college

3.4.2. **Advance Information Set** to provide assurance that our approach to managing academic standards, enhancing quality and enabling student success are effective. This should be compiled from existing reviews and documentation

3.4.3. Data from other sources which may include information and data from SFC; desk-based analysis from our work as SCQF credit rating bodies; information pertaining to Scottish Quality Concerns Scheme; reports from partner reviews.

3.5. Timelines and outcomes

3.5.1. Dumfries and Galloway College has been earmarked for TQER in March 2026.

Indicative timeline	Activity
c 10 months before Main Review Visit	QAA Review Manager makes initial contact
c 8 months before Main Review Visit	Scoping meeting
10 weeks before Initial Review Visit	Deadline for institution submission
6 to 8 weeks before Main Review Visit	Initial Review Visit
(Date confirmed at scoping meeting)	Main Review Visit
2 weeks after Main Review Visit	Key Outcomes Letter: provisional findings
12 weeks after Main Review Visit	Publication of report
12 weeks after publication of report	Institution's response to report (action plan)

Initial Review Visit

Purpose: to enable the breadth of student voice to influence lines of enquiry; support student partnership; and to meet with executive and senior quality leadership to discuss the approach to quality management

How is this achieved?
- Meetings with senior institutional staff members
- Up to four meetings with a breadth of students, including:
  - student representatives
  - students from a range of disciplines, levels and study modes

QAA SCOTLAND

Main Review Visit

Purpose: provides an important opportunity for the review team to engage with a range of stakeholders, both at and working with the institution including a variety of staff and students, and external verifiers/examiners, partners and employers/representatives from industry, placement institutions and other workplace-based stakeholders.

Common elements:
- Regular contact with the key contacts to support clarifications
- Meetings with staff, students and stakeholders
- A final clarifications meeting between the review team, senior staff at the institution and the key contacts (including the Lead Student Representative)

3.6. TQER Judgement

3.6.1. The review team will make a judgement on whether the institution meets sector expectations in managing academic standard, enhancing quality and enabling student success. The team will make one of three judgements:

- Effective
- Partially Effective
- Not effective.

3.7. Follow up activity

3.7.1. All outcomes from TQER will include follow-up activity. The level of follow up activity will depend on the outcomes from the review:

3.7.2. Action plan and Institutional Liaison Meetings – Required for all outcomes.

3.7.3. TQER re-review – Required for partial effectiveness judgements; Required for not effective judgements (may be supplemented by additional QAA liaison visits.

3.8. Annual monitoring and Institutional-Led Quality Review (ILQR)

3.8.1. SFC Expects colleges and universities to operate systems of annual monitoring across all their provision and periodic review (Institutional-Led Quality Review (ILQR)) across all their provision and support services.

3.8.2. All credit bearing activity falls within scope for ILQR.

3.8.3. Institutional-led annual monitoring enables reflection on operation of programmes and provides assurance around academic standards, curriculum currency and the enhancement of the student experience (We believe this would be currently covered by our Portfolio Review and DG-SEE mechanisms however engagement and quality in this will need enhanced in some teams).

3.8.4. Institutional-Led Quality Review (ILQR) is the periodic review of subjects, programmes and professional services contributing to the student experience, **conducted by an institution-led review team**. Key principles must exist:

- ALL provision should be reviewed on a cycle of not more than six years.
- Each institution must produce a schedule for reviewing their provision and must be available on request.
- Review of programmes must have sufficient granularity to allow adequate scrutiny of programmes including external scrutiny.
- Must allow constructive reflection on activities and impact.
- Must produce robust, comprehensive, and credible evidence.
- Evidence must include holistic evidence and testimony from a wide range of students.
- Internal review teams should include a student and at least one member external to the institution.

3.8.5. Please see appendix 1 for a proposal on our approach to ILQR.

3.9. Strategic Implications

3.10. Resource Allocation for Enhanced Monitoring and Reviews:
Significant resources will be required to develop and sustain internal systems for annual monitoring and periodic Institutional-Led Quality Reviews (ILQR). This includes ensuring adequate granularity, external scrutiny, and diverse student input.

3.10.1. **Staff Training and Participation**:
Investment in training for staff across all levels (e.g., Curriculum Managers, lecturers, and support staff) is essential for conducting evidence-based self-evaluations, engaging in collaborative curriculum reviews, and fostering an inquiry-based mindset.

3.10.2. **Stakeholder Engagement Costs**:
Costs associated with involving external reviewers, student representatives, and stakeholders in collaborative curriculum reviews and action planning sessions, including logistical and administrative support.

3.10.3. **Technology and Data Systems**:
Financial implications for implementing or upgrading data collection, analysis, and reporting systems to ensure robust evidence underpins quality evaluations and enhancement actions.

5. Risk

Risk	Mitigations
Risk 10. Failure to achieve an effective student experience.	**FRONTLINE** • Curriculum team meetings • Self-Evaluation Reportage – Curriculum • Student early experience survey and Student Satisfaction and Engagement Survey (SSES) • Student engagement activities • Self-Evaluation Reportage – Support • Complaint Procedure **Management** • 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 • Collaborative Curriculum Reviews - cycle • Support Review • Complaint Report **Independent Assurance** • Annual Engagement Visit by Inspection Body • Self-evaluation and Action Plan reportage to SFC • Outcome Framework and Assurance Model

6. Implications

Financial	**YES**	**Resource Allocation for Enhanced Monitoring and Reviews**: Additional resources will be required to develop and sustain internal systems for annual monitoring and periodic Institutional-Led Quality Reviews (ILQR). This includes ensuring adequate granularity, external scrutiny, and diverse student input.
Legal	**NO**	
Learning and Teaching	**YES**	**Staff Training and Participation**: Investment in training for staff across all levels (e.g., Curriculum Managers, lecturers, and support staff) is essential

		for conducting evidence-based self-evaluations, engaging in collaborative curriculum reviews, and fostering an inquiry-based mindset. **Stakeholder Engagement Costs**: Costs associated with involving external reviewers, student representatives, and stakeholders in collaborative curriculum reviews and action planning sessions, including logistical and administrative support.
Equalities	**YES**	**Fair Access and support:** Effective collaborative review will enhance access and participation and should lead to enhanced opportunities and support for students from diverse backgrounds and experience.

Phil Storrier

Executive Director of Student Experience

20 January 2025

Appendix 1

Dumfries and Galloway College

Collaborative Curriculum Improvement Cycle (CCIC)

We believe that conversations grounded in evidence and focussed on learning from that evidence have considerable potential to influence what happens in our college and ultimately if done effectively will enhance student learning. Our processes for review will be shaped around three key qualities as defined by Earl and Timperley (2009):

Inquiry Habit of mind – in order to achieve this, participants must value deeper understanding of evidence, have tolerance for ambiguity and be willing to take in a range of perspectives.

Using relevant data – this will require shared understanding of evidence that is relevant and not just available, recognising what is sound and unsound evidence, developing our knowledge and skills about data and making interpretation paramount.

Relationships of respect and challenge – determining and developing sustained improvement is collective NOT individual, knowledge needs to be socially constructed by a range of participants and that improvement will not happen by just sharing but our capacity to challenge either others interpretation of the evidence in a respectful way.

Phase 1:

Portfolio Review 1 (August – October) – All Areas

Portfolio Review 1 will focus on recruitment, retention, success, student satisfaction and destination data from the previous academic year. A standardised agenda will be used in reviews however may change annually based in real time activity and college strategic priorities. Portfolio Review 1 includes members of ELT, SLT and Curriculum Managers. Curriculum Managers will present their initial enhancement plan which should be completed with staff through DG-SEE activities. This meeting will be chaired by the Executive Director of Student Experience and led by the Curriculum Manager.

Note: Enhancement plans are live documents and should be monitored and updated across the academic year and may go over multiple years.

Who	Vice Principal Executive Director of Student Experience Curriculum Manager
What	• KPI data will be agreed, gathered and shared with all staff in the curriculum area. • Curriculum Managers present Enhancement Plans for the year ahead. • Curriculum Managers will work with academic and support staff to complete self-evaluative activities by 31st October. • Activities completed as part of DG-SEE.
Where	On Campus
When	August – October

Phase 2:

Collaborative Curriculum Review 1 (October – January) – Selected areas in IQLR Schedule

The Collaborative Curriculum Review 1 will involve members of ELT, SLT, Curriculum Managers, Lecturers, Class Representatives, Named Advisers and relevant external stakeholders. These will take place in an annual cycle within selected curriculum areas. The purpose of this review is to encourage collaborative discussion, celebrating success and co creation of opportunities for enhancement.

The review will be guided by key sector quality guidance include the HE Quality Code (2024) and the SPARQS Student Learning Experience Model as expressed through the Tertiary Quality Enhancement Framework (TQFE) key principles.

NOTE: In advance of the review Class Representatives will be supported to engage with students in their curriculum area to gather additional student feedback in advance of the meeting.

Who	Vice Principal Executive Director of Student Experience Performance Manager Curriculum Manager Lecturers Student Representatives

	External Stakeholder Named Advisor
What	➢ **Stage 1 – KPIs –** review of KPIs led by Curriculum Manager and Lecturers ➢ **Stage 2 – Excellence in Learning and Teaching –** Overview of strategies, areas for development and example of effective practice. Demonstrated through team self-evaluation activity. ➢ **Stage 3 – Supporting Student Success** – this will include supporting target groups, working arrangements with support services, developing employability skills and careers, responsiveness to concerns. ➢ **Stage 4** – **Student Engagement and Partnership –** Sessions with class reps including summary of student engagement activities, impact and student views including Early Experience Student Survey and 'You Said, We Did' will be presented by curriculum teams. ➢ **Stage 5 – Curriculum Making –** Curriculum discussion based on demand, knowledge, and skills (planning for next year). ➢ **Stage 6 – Action Planning -** Cocreation and agreement of short and mid-term enhancement actions. Captured in departmental Enhancement Plans.
Where	On Campus
When	October - January

Phase 3:

Portfolio Review 2 (January – April) – All Areas

Portfolio Review 2 will be an in year review of current activity and will review recruitment figures, retention, expected attainment, student engagement activities and progress on curriculum Enhancement Plans. A standardised agenda will be used in reviews however may change annually based in real time activity and college strategic priorities. Portfolio Review 1 includes members of ELT, SLT and Curriculum Managers. Curriculum Managers will present their initial enhancement plan which should be completed with staff through DG-SEE activities. This meeting will be chaired by the Executive Director of Student Experience and led by the Curriculum Manager.

Who	Vice Principal Executive Director of Student Experience Curriculum Manager
What	In year review of: ➢ Recruitment

	➢ Retention ➢ Expected Attainment ➢ Student Engagement ➢ Samples of enhancement
Where	On Campus
When	January – April

Phase 4:

Collaborative Curriculum Review 2 (May – June) – Selected areas in IQLR Schedule

The Collaborative Curriculum Review 2 will involve members of ELT, SLT, Curriculum Managers, Lecturers, Class Representatives, Named Advisers and relevant external stakeholders. These will take place in an annual cycle within selected curriculum areas. The purpose of this review is to review progress against actions, review key evidence, share practice and impact, celebrate students success and consider ongoing or further actions.

The review will be guided by key sector quality guidance include the HE Quality Code (2024) and the SPARQS Student Learning Experience Model as expressed through the Tertiary Quality Enhancement Framework (TQFE) key principles.

Who	Vice Principal Executive Director of Student Experience Performance Manager Curriculum Manager Lecturers Student Representatives External Stakeholder Named Advisor Board Member (Observers)?
What	➢ **Stage 1 – KPIs –** review of KPIs led by Curriculum Manager and Lecturers – what have we seen based on action plan. ➢ **Stage 2 – Excellence in Learning and Teaching –** Sharing of effective practice in Learning, Teaching and Assessment. And highlighting future opportunities. ➢ **Stage 3 – Supporting Student Success** – sharing enhancement activity and celebrating areas or success and opportunities for further inquiry.

	➢ **Stage 4** – **Student Engagement and Partnership –** Student spotlight – examples of student success presented by students on their progress, overview of student engagement activity. ➢ **Stage 5 – Curriculum Making –** Successes and future opportunities in curriculum making. ➢ **Stage 6 – Action Planning -** Cocreation and agreement of short and mid-term enhancement actions captured in departmental Enhancement Plans.
Where	On Campus
When	May-June

Dumfries and Galloway College
One step ahead

DUMFRIES AND GALLOWAY COLLEGE

Learning & Teaching Committee	
Agenda Item	**13**
Paper Number	**LT0325-13.1**

Date of Meeting	**11 March 2025**	
Location	**MS Teams**	
Title of Paper	**Academic Council Report**	
Presented by	**Douglas Dickson**	
Recommendation	**Noting**	
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 on the 30th January 2025 –

3.1.1 Student Association Update

- The SA is working with a Youth Worker to develop activities based on student interests.
- Encouragement of a diverse student participation in activities was discussed.
- The Council acknowledged the breadth of activities and interactions currently available.

3.1.2 Digital Resources in Sustainable Construction

- A demonstration showcased digital learning tools, including a "Millionaire"-style quiz and an app for accessing learning and teaching materials.
- Benefits of the digital approach include sustainability, enhanced assessment accuracy, and improved student engagement.
- The Council commended the advancements and recommended wider adoption across curriculum areas.

3.1.3 Articulation Annual Report

- Fewer students progressed to university in AY 2022/23, in line with sector trends.
- The University of the West of Scotland remains the top articulation destination for DGC students.
- Further focus on Advanced Standing data was recommended.

3.1.4. Curriculum Planning for 2025/26

- Strategic priorities were outlined amid financial pressures.
- Enrolment targets are being adjusted using improved data.

3.1.5. STEP Programme

- The College is engaging in the new national **Tertiary Enhancement Programme (STEP)** to improve learning, teaching, and student experience.
- The initial focus is on **Supporting Diverse Learner Journeys** with a toolkit for transitions.

3.1.6. Outcome Agreement Evaluation & TQEF Implementation

- The final Outcome Agreement under the previous RoA framework was submitted.

- The new **Tertiary Quality Enhancement Framework (TQEF)** will focus on both quality assurance and enhancement.
- Internal monitoring and review processes will be expanded.

3.1.7. Student Satisfaction & Engagement Survey (SSES)

- **DGC outperformed the sector** in response rates and satisfaction.
- **97.1% (FE) and 95.2% (HE) overall satisfaction** rates recorded.
- Some areas for improvement were noted in specific student groups.

3.1.8. Other Business

- The College is preparing for its first **UKVI audit** of international students.
- An **MA HMI review** is scheduled for 24 February.

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

14 February 2025