



Learning and Teaching Committee

Wednesday 21 May 2025 (16:00-18:00hrs) Virtual by Teams

Agenda

Time	Item	Lead	Paper
	1. Welcome and Apologies ➤ Declaration of Interests and Connections	AI	Verbal
For Approval			
	2. Minutes of Previous Meetings and Matters Arising ➤ 11 March 2025 ➤ Action Log	AI LG	Paper 2.1 Verbal
	3. Strategic Risk Register	LG	Paper 3.1
	4. Terms of Reference	LG	Paper 4.1
	5. Safeguarding Policy	KG	Paper 5.1
For Discussion			
	6. Student Association Report and Enhancement Plan	HG/SS	Paper 6.1
	7. Student Association Partnership Agreement	HG	Paper 7.1
	8. TQEF update	PS	Paper 8.1
	9. Curriculum Innovation Update	MW	Paper 9.1
	10. Student Health and Wellbeing Report	KG	Paper 10.1
	11. Corporate Parenting and Safeguarding Report	PS	Paper 11.1
	12. Curriculum and Service Review 2	PS	Paper 12.1
For Information only			
	13. Stranraer Action Plan	PS	Paper 13.1
	14. AOCB	AI	Verbal
	15. Date of next meeting ➤ Tuesday 23 September 2025	AI	Verbal

Learning and Teaching Committee

Minute of Meeting – 21 May 2025 16:00hrs – MS Teams

Present:		
Alastair Irons (AI) (Chair)	Gillian Brydson (GB)	Honor Gibson (HG)
Peter Woods (PW)	Caroline Stuart (CS)	Kirsty Duncan (KD)
Susan McLellan (SM)		
In attendance:		
Douglas Dickson (DD) late	Phil Storrier (PS)	Lorraine Grierson (LG)
Kate Glendye (KG) Item 5,10,11	Mandy Wallace (MW) Item 9	Alexandra Rankin (minute taker)
Apologies:		
Sharon Hodgson (SH)	Ann Hill (AH)	Shane Saunders
Inga McVicar (IM)		

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

- 1.1.1. Due to the apologies received from the appointed Chair, it was agreed to appoint A. Irons as temporary Chair to lead the meeting. AI welcomed everyone to the meeting and the Governance Professional confirmed the meeting to be 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 11 March 2025 | Paper LT0525-2.1 | S. Hodgson

- 2.1.1. It was agreed that the minutes accurately reflected the record of the meeting.

2.2. Action Log | Paper LT0525-2.2 | Verbal | L. Grierson

- 2.2.1. The Governance Professional advised that the action relating to the Student Association Enhancement plan was tabled for noting and therefore closed the item.
- 2.2.2. **The Committee noted the Action Log.**

3. Strategic Risk Register | Paper LT0525-3.1 | L. Grierson

- 3.1. The Governance Professional advised that there had been no changes to the scoring of risks 8, 9 and 10 which all remained low risk.
- 3.2. The Committee commended the comprehensive reporting of the risks overall.
- 3.3. **The Committee approved the status of the risks with no further change.**

4. Terms of Reference | Paper LT0525-4.1 | L. Grierson

- 4.1. As per the Board of Management's Standing Orders (3.87), the Committee was required to undertake an annual review of the Terms of Reference.
- 4.2. Changes were noted with reference to the TQEF Framework, Ambition 2025 now superseded by Mission 2030 and the introduction of the Self Evaluation Action Plan (SEAP).
- 4.3. The Committee noted arrangements for the colour coding of items within the business schedule which was introduced to act as a visual guide to reflect alignment of papers with the new TQEF principles. In turn, there would be opportunity to test resilience and provide scrutiny around the TQEF themes presented in the future.
- 4.4. The Chair queried the process of approval routes for the submission of statutory reports and asked if this could be reflected against items within the terms of reference. The Governance Professional advised of varying arrangements and provided examples of the route of approval for a range of items.
- 4.5. **ACTION: TOR to be updated to show the approval routes of items. LG**
- 4.6. **The Committee approved the agreed amendments to the Terms of Reference and Business Schedule.**

FOR DISCUSSION

5. Safeguarding Policy | Paper LT0525-5.1 | K. Glendye

KG joined the meeting 16:13hrs.

- 5.1. Following review of the College's Safeguarding arrangements, an updated Policy had been written to ensure compliance with current legislation. The policy now included links with both legal and wider frameworks including both in-person and online responsibilities. Changes to the Policy had provided greater emphasis on accountability at all levels of the organisation, introducing a clear leadership structure including the Designated Safeguard Lead (DSL). The Policy also provided comprehensive definitions and guidance around types of abuse, Prevent Duty compliance, online safety, and safe recruitment practices. A stronger emphasis on mandatory training was also included.
- 5.2. Questions and comments were invited from the Committee.
- 5.3. The Committee queried the inclusion of a detailed escalation plan. It was confirmed that this detail was included in the associated safeguarding procedure which was also supported by monthly review meetings. **It was recommended that cross referencing to the procedure be considered for inclusion in the Policy document.**

- 5.4. The Committee commended the improved Policy and queried any anticipated feedback from students considering some of the changes. It was anticipated that the improved Policy would support students in a positive manner. PS expressed confidence in the Policy and guidance provided to stakeholders. Staff knowledge and skills was comprehensive and opportunities for learning within curriculum had also been considered. Effective staff training and development would remain a key focus.
- 5.5. The Committee welcomed training opportunities to strengthen staff confidence with safeguarding.
- 5.6. The Committee queried levels of training compliance and were assured that appropriate systems were in place to support staff in achieving necessary compliance.
- 5.7. Statutory reporting for 'Prevent' was not currently required externally however cognisance of auditing requirements was embedded.
- 5.8. **The Committee endorsed and approved the Safeguarding Policy.**

6. Student Association Report and Enhancement Plan | Paper LT0525-6.1 | H. Gibson

- 6.1. The SA president introduced the paper and outlined the recent focus on officer elections, the Above and Beyond Awards and Mental Health Awareness Month. Class representative meetings had brought agreement on the roll out of a peer support 'buddy' program which would be developed with the Quality Manager for introduction in the next session.
- 6.2. A detailed proposal for the development of outdoor space had been approved by the College and £5000 of funding secured from HP X. Additional details of outdoor features was shared and noted.

PW left the meeting at 16:47 and returned 17:00 hrs

- 6.3. The Student Association President was lead for the STEP project for pre-arrival information for students, the pilot buddy system and enhancement of communications.
- 6.4. The Committee inquired about the volume of nominations for the Above and Beyond Awards and noted that 21 nominations for staff and 25 for students had been received. Arrangements were in progress for the event with support from DGC staff, the deadline for nominations was 29 May 2025.
- 6.5. The Committee noted the SEAP and Action Plan which detailed a clear focus on student engagement and introduction of a new Student Capacity role to provide additional support for the SA and students.
- 6.6. The Committee welcomed the positive SA activities and investment.
- 6.7. **The Committee noted the content of the Student Association Report.**

7. Student Association Partnership Agreement | Paper LT0525-7.1 | H. Gibson

7.1. Development of the agreement was ongoing, and an update would be provided to the Committee in September 2025. The Principal volunteered to assist the SA President with the item.

7.2. **ACTION: SA Partnership Agreement to be tabled for discussion at the next Committee meeting. LG**

8. TQEF update| Paper LT0525-8.1 | P. Storrier

8.1. An update was provided on arrangements for the implementation of the Tertiary Quality Enhancement Framework (TQEF). The timeline for the submission of the SEAP (November 2024) and the impact of feedback received in March 2025 was discussed and the SEAP was found to be comprehensive.

8.2. Sectoral discussions were ongoing to address issues relating to reporting and anticipated data requirements. Clarity was sought for some elements and the introduction of themed categories for Committee papers which would enable scrutiny from the Committee to ensure robust preparedness in the lead up to review. The TQEF would remain a key focus in 2025/26 and additional alignment with the principles and reporting to L&T was recommended.

8.3. Advanced information sets had raised concerns in the capacity to provide evidence in volume. An internal review process would be introduced in AY2025/26 with testing undertaken in the first year. DGC was leading and contributing to 3 STEP projects.

8.4. The Committee recommended the development of a sub-group to support the process.

8.5. The Principal, PS and SM were also involved in the Associate Assessor development of the TQEF process.

8.6. Financial implications were highlighted, and the Committee acknowledged the approach and considered monitoring of all resource implications appropriate. Concern of the timeliness of feedback was noted.

8.7. The Principal advised of their involvement in the steering group where a number of concerns had been raised collectively to the SFC, including the burden on smaller institutions.

8.8. A member queried the budgeting of additional resource, and it was confirmed this had been applied.

8.9. **The Committee noted the paper.**

9. Curriculum Innovation Update | Paper LT0525-9.1 | M. Wallace

MW joined the meeting at 17:10hrs

9.1. This paper provided the Committee with insight into innovative developments in improving curriculum delivery and design across the college. Key updates regarding Teaching HOW2's, Observation of Learning and Continuous Lifelong Professional Learning (CLPL) was provided.

- 9.2. Comments and questions were invited.
- 9.3. The Committee welcomed the HOW2s and endorsed the program. MW expressed enthusiasm for the HOW2 provision and positive impact with the use of AI embedded to assist with lesson planning.
- 9.4. SM advised of the positive linkage with innovations and development of teaching through the HOW2 resource including the award structure. Discussion followed on the availability of data which supports the correlation of improved PIs and engagement with L&T resources. A cultural shift was evident and would continue over the longer term.
- 9.5. The Committee commended the report and evidence of the positive impact of the detail of enhancement.
- 9.6. **The Committee noted the paper.**

DD Joined the meeting at 16:33hrs

10. Student Health and Wellbeing Report | Paper LT0525-10.1 | K. Glendye

- 10.1. The item was presented ahead of item 6.
- 10.2. Engagement in the College's Active Campus programme and wider wellbeing initiatives had been good with 5300 engagements reported. Staff and student participation had increased and included partnership arrangements with UWS and the University of Glasgow. In addition, the Student Association had offered a range of wellbeing initiatives of a less sporting nature including a gambling awareness event. Expansion of disability events and confidence building activities plus student led initiatives would continue and feedback had been positive from students and staff.
- 10.3. The committee welcomed the positive report and noted the emphasis on equality and inclusiveness. KG highlighted the inclusive approach which was particularly evident in the process.
- 10.4. The Committee was advised that external funding had been secured until 2027 however with the increase in activity, both capacity and space had become a resource issue. In addition, discussions with Sports Scotland had taken place to address the inequality of provision at Stranraer Campus. The college had also engaged with Sports Scotland to provide data to evidence the correlation with engagement and improved academic outcomes.
- 10.5. The Chair highlighted the reported increase in suicide and queried the process to identify students at risk. KG signposted to item 11.
- 10.6. **The Committee noted the paper.**

11. Corporate Parenting and Safeguarding Report | Paper LT0525-11.1 | K. Glendye

- 11.1. The item was presented ahead of item 7
- 11.2. Several updates were provided and key highlights noted.
 - Digital systems had been introduced to identify Care Experienced students and provided support through a named advisor.

- The College was a 'Trauma Informed College' with national best practice in process.
- 2 x staff had undertaken Prevent training.
- The College continues to strengthen tracking and audit features within safeguarding arrangements to provide evidence for audit.
- A variety of staff training had been provided including 'Emily Test' gender based violence training.

11.3. Question and comments were invited by the Committee.

11.4. The Committee welcomed the comprehensive report.

11.5. The impact of the housing crisis on students was queried and the College's connections with wider networks. The Committee was advised that Student Advisors work closely with agencies to support students with all housing issues. The Committee noted the concerns of the executive and advised that the conclusion of enhanced tracking would provide a suitable timeframe for further reporting to the local authority and GB was keen to assist with this. The Chair endorsed this approach.

11.6. **Action: GB to liaise with PS to bring numbers to attention of appropriate external bodies**

11.7. **The Committee noted the paper.**

12. Curriculum and Service Review 2 | Paper LT0525-12.10 | P. Storrier

12.1. The purpose and aims of the Portfolio and Service review was explained including the key themes of the process. Discussions through the Portfolio Reviews had identified the need to leverage the volume of available data more effectively and further refinement of data sources was anticipated.

12.2. Improved retention rates had been identified and confidence in the process was improved.

12.3. A full review of DGSEE had been undertaken to refine linkage between the enhancement plans and self-evaluation process. Enhanced meta skills had been evidenced in all areas. Improved retention was shown across the college with significant increases in some areas. This was attributed to curriculum enhancements and a variety of innovation was apparent. Very clear examples of improvements in L&T processes were well evidenced throughout the review process.

12.4. A review of the Observation of Learning Process outcome would be undertaken.

12.5. Capacity and resource had been acknowledged to create sufficient space for curriculum development.

12.6. Employer reference groups had now been established in all areas.

12.7. Succession planning was being supported with the provision of the 'Emerging Leaders' program scheduled for delivery in the next session.

12.8. Appropriate monitoring of resource was recommended by the Committee.

12.9. The Principal advised that succession planning across the organisation would remain a key focus for the Executive.

12.10. **The Committee noted the paper.**

12.11. P Woods left the meeting at 17.21 hrs

12.12. S McLellan left the meeting at 17.23 hrs

FOR INFORMATION ONLY

13. Stranraer Action Plan | Paper LT0525-13.1 | P. Storrier

13.1. The committee were presented with an overview of updates to the current planned programmes for Stranraer Campus.

13.2. The Committee endorsed planning for Stranraer Campus, and the sustainability of the campus was further highlighted in reported demographics for the area. They also welcomed discussions around skills gaps and the challenges that exist, investment in the marina area and other initiatives would support joint planning and agreed objectives.

13.3. The Principal advised on discussions with the Stranraer Campus Manager and measures to ensure opportunities are exploited effectively through local collaborations. The Principal and PS had also engaged positively with the Head Teacher of Stranraer Academy to discuss future curriculum.

13.4. The Committee queried any common themes that were evident from enrolment data. PS advised of a range of adjustments employed at Stranraer to ensure efficiencies in a variety of areas. The need to raise learners' aspirations had been identified and a range of specific challenges existed. An example of the success of one Early Years program delivered at Stranraer which had exceeded success at Dumfries campus was shared. It was noted that a variety of measures to enhance pathways were being explored through a variety of external agencies.

13.5. The Committee acknowledge the challenges of recruitment at Stranraer.

13.6. P Woods returned to meeting at 17.36 hrs

14. AOCB | Verbal | A. Irons

14.1. The Principal advised of the nomination of the High Herald Education Award for the Admissions Roadshow. The Principal explained how successful integration of AI technologies had supported resource for in-person activities.

14.2. The meeting was adjourned at 17.40 hours.

15. Date of the Next Meeting | Verbal | A. Irons




15.1. The date of the next meeting is scheduled for 23 September 2025.



**Dumfries and
Galloway College**

One step ahead

Item 2
LT0525-2.2

Key	
	Ongoing
	Closed
	Overdue

Learning and Teaching Committee

Action Log - 21 May 2025

No	Meeting Date	Action	Lead	Deadline	Status	Commentary
1	19.11.25	<u>SA Enhancement Plan</u> – update to Committee twice a year. (Overview only)	PS	May 25	Closed	Presented at Nov meeting and again at May 25 meeting

Learning and Teaching Committee		
Agenda Item	3	
Paper Number	LT0525-3.1	
Date of Meeting	21 May 2025	
Location	MS Teams	
Title of Paper	Strategic Risk Register	
Presented by	L Grierson	
Recommendation	Approval	
Freedom of Information Disclosure Assessment		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> Non-disclosable	
Reason/s for choice:		
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)		
Further comments/updates after initial submission		
Date added	Added by (name and role)	Comment/detail

Read Time: 9 minutes

1. Recommendation

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

2. Executive Summary

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 to ratings**. Addition of Observation of Learning process added to frontline mitigations and monitoring.
- Risk 9 – Failure to adhere to academic compliance arrangements – **no changes to ratings**. Verification training module developed and added to frontline mitigations.
- Risk 10 - Failure to achieve an effective student experience – **no changes to ratings**. Observation of Learning Process added to mitigations and student feedback gathered for monitoring.

4. Strategic Implications

4.1 This paper links into the following strategic priorities: Pillar 1 Future Skills, Pillar 3 Future Education, Pillar 4 Growth.

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 – May 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 <u>Risk Mitigations and Owners.xlsx</u>	MITIGATIONS	MONITORING
Front Line (Management Assurance) Operational Delivery /Systems /Quality Assurance /Supervision	<ul style="list-style-type: none"> Online reportage of PI and Discussion with Teaching Team Self-Evaluation Reportage – Curriculum Student early experience survey and Student Satisfaction and Engagement Survey (SSES) Self-Evaluation Reportage – Support Complaint Procedure Observation of Learning Process 	<ul style="list-style-type: none"> Managers and Directors monitor course PIs Self-evaluation reporting monitored by Performance Output of observation of learning feedback for individual and organisational development.
Organisation Oversight of Management Activity Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	<ul style="list-style-type: none"> Portfolio Review 1 - PI and Curriculum Plan Portfolio Review 2 - PI Review Support Review Performance Review of Self Evaluation Block 1 Performance Review of Self Evaluation Block 2 Complaint Report 	<ul style="list-style-type: none"> College wide enhancement plan monitored annually Annual portfolio review to examine improvement actions Regular reportage on performance to SLT Reportage to L&T Committee on College wide self -evaluation and portfolio reviews
Independent Assurance Internal Audit / external bodies	<ul style="list-style-type: none"> Annual Engagement Visit by Inspection Body Self-evaluation and Action Plan reportage to SFC Risk based Cycle of External Verification Visits 	<ul style="list-style-type: none"> Reportage by Education Scotland presented to the BoM Reportage to SFC Outcome Team Awarding Body 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
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Risk Status	Meeting 1 MIN	Meeting 2 MIN	Meeting 3 MIN	Meeting 4 MIN
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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 Aug-Oct	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 Nov-Jan	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 Feb-Apr	Update	Owner – no changes.	Below
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		
Q4 May-Jul	Update	Owner - mitigations have been reviewed, addition of Observation of Learning process added to frontline mitigations and monitoring.	Below
	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 <u>Risk Mitigations and Owners.xlsx</u>	MITIGATIONS	MONITORING
Front Line (Management Assurance) Operational Delivery /Systems /Quality Assurance /Supervision	<ul style="list-style-type: none"> Assessor marks in line with national standards utilising awarding body resources. Curriculum team meetings Self-Evaluation Reportage – Curriculum Self Evaluation Reportage – Support Complaint Procedure Verification training module developed 	<ul style="list-style-type: none"> Internal verifier appointed for each unit and a cycle of verification is followed. Curriculum Managers Self-evaluation plan and reporting monitored by Performance
Organisation Oversight of Management Activity Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	<ul style="list-style-type: none"> Compliance report by academic block Performance Review of Self Evaluation Block 1 Performance Review of Self Evaluation Block 2 Performance Review of Self Evaluation Block 3 Complaint Report 	<ul style="list-style-type: none"> College Wide Review by Performance Manager at SLT Reportage to SLT and L&T Committee on College wide self - evaluation and Complaints
Independent Assurance Internal Audit / external bodies	<ul style="list-style-type: none"> Cycle of External Verification Visits Annual Engagement Visit Self-Evaluation Reportage to SFC 	<ul style="list-style-type: none"> External verifier Performance directorate monitor external verification and report to SLT and the L&T Committee. Reportage by Education Scotland/QAA presented to the BoM SFC Outcome Team monitor returns and provide feedback as required

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

LIKELIHOOD	(A) 2/5	IMPACT	(B) 2/5	What is the total risk score? (A x B)	4/25
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Risk Status	Meeting 1 MIN	Meeting 2 MIN	Meeting 3 MIN	Meeting 4 MIN
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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 Aug-Oct	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 Nov-Jan	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 Feb-Apr	Update	Owner – no changes	Below
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		
Q4 May-Jul	Update	Owner - verification training module developed and added to frontline mitigations.	Below
	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
Risk Mitigations and Owners.xlsx		
<p>Front Line (Management Assurance)</p> <p>Operational Delivery /Systems /Quality Assurance /Supervision</p>	<ul style="list-style-type: none"> Curriculum team meetings Self-Evaluation Reportage – Curriculum Student early experience survey and Student Satisfaction and Engagement Survey (SSES) Student representative meetings Self-Evaluation Reportage – Support Complaint Procedure Observation of Learning process 	<ul style="list-style-type: none"> Curriculum Managers (CMs) Self-evaluation reporting monitored by Performance and Directors Performance return survey and SSES results to CMs Performance overview Self-evaluation reporting monitored by Performance and Directors Observation of learning process – student feedback gathered.
<p>Organisation Oversight of Management Activity</p> <p>Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance</p>	<ul style="list-style-type: none"> Performance Review of Self Evaluation Block 1 Performance Review of Self Evaluation Block 2 Performance Review of Self Evaluation Block 3 Portfolio Review 1 - PI and Curriculum Plan Portfolio Review 2 - PI Review Support Review Complaint Report 	<ul style="list-style-type: none"> Reportage to SLT and L&T Committee on College wide self - evaluation, enhancement plan and portfolio reviews
<p>Independent Assurance</p> <p>Internal Audit / external bodies</p>	<ul style="list-style-type: none"> Annual Engagement Visit by Inspection Body Self-evaluation and Action Plan reportage to SFC Outcome Framework and Assurance Model 	<ul style="list-style-type: none"> 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 MIN
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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 Aug-Oct	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 Nov-Jan	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 Feb-Apr	Update	Owner – no changes	Below
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		
Q4 May-Jul	Update	Owner - Observation of Learning Process added to mitigations and student feedback gathered for monitoring.	Below.
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Learning and Teaching Committee		
Agenda Item	4	
Paper Number	LT0525-4.1	
Date of Meeting	21 May 2025	
Location	MS Teams	
Title of Paper	Terms of Reference and Business Schedule	
Presented by	L Grierson	
Recommendation	Approval	
Freedom of Information Disclosure Assessment		
FOI flag:	<input type="checkbox"/> Disclosable <input checked="" type="checkbox"/> Non-disclosable	
Reason/s for choice:	Can be disclosed once approved by the BoM in June	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)		
Further comments/updates after initial submission		
Date added	Added by (name and role)	Comment/detail

Read Time: 6 minutes

1. Recommendation

- 1.1. The Learning and Teaching Committee are asked to review and approve the terms of reference.

2. Executive Summary

- 2.1. As stated in the Board of Managements' Standing Orders (3.87), it is a requirement that each Committee reviews its Terms of Reference at least annually, and any changes submitted to the Board for final approval.

3. Context

- 3.1 The Terms of Reference and Business Schedule have been reviewed by the Governance Professional and Executive members to ensure they reflect the current business requirements of the Committee.
- 3.2 Any proposed changes are highlighted in yellow.

4. Strategic Implications

None directly linked to the paper.

5. Risk

Risk	Mitigations
Choose a risk	➤ Risks 8,9,10

6. Implications

Financial	YES	Failure to adhere to SFC condition of grant would impact on funding.
Legal	YES	The Board must adhere to the Code of Good Governance and conditions of grant which are encapsulated within the terms of reference.
Learning and Teaching	YES	It is essential that the terms of reference are annually reviewed to ensure all relevant business and legislative requirements are covered within the remit.
Equalities	NO	

Lorraine Grierson

Governance Professional
30 April 2025

Terms of Reference	Learning & Teaching Committee
Date Approved by Committee	May 2025
Date Approved by Board	June 2025
Date of Next Review	May 2026
Chair	Sharon Hodgson

Membership

- 1.1. 6 non-executive board members (one of whom shall be appointed as Committee Chair).
- 1.2. 1-2 staff board member.
- 1.3. 1-2 student board members.
- 1.4. In attendance:
 - 1.4.1 Principal
 - 1.4.2 DP Learning Skills, and Student Experience
 - 1.4.3 Executive Director of Student Experience
 - 1.4.4 Governance Professional

2 Quorum

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

3 Reporting

- 3.1 The L&T Committee shall make its recommendations to the Board of Management as appropriate.
- 3.2 The L&T Committee shall observe the Standing Orders in all its business.
- 3.3 Minutes of the meetings should be circulated to the Board for information.

4 Responsibilities

- 4.1 The L&T Committee has overall responsibility for monitoring the direction and performance of learning and teaching and the quality of the learners' experience at the College.
 - 4.1.1 Ensure appropriate mechanisms are in place for the effective monitoring of quality and inclusivity of the learning experience, in line with the **Tertiary Quality Enhancement Framework (TQEF)** and report to the Board.
 - 4.1.2 Review the **Self-evaluation and Action Plan annually** (SEAP) (or equivalent) in line with Scottish Funding Council guidance.
 - 4.1.3 Make recommendations for **Student Experience Strategy** **Mission 2030 Strategy – Pillar 1 Future Skills – Our Students, and Pillar 3 Future Education – Our Learning**

- and** monitor performance against KPIs at least once a year before presentation to the Board.
- 4.1.4 Reflect on trends in education and encourage innovation and curriculum development to ensure that the College is successfully serving the needs of its internal and external stakeholders.
- 4.1.5 ~~Agree and~~ Monitor academic performance, including student retention, progression, attainment PIs, ensuring self-evaluation arrangements are in place to action and address any areas of concern.
- 4.1.6** Monitor performance against the College's ~~Regional Outcome Agreement Self-Evaluation and Action Plan (SEAP) and progress under the Outcomes Framework (OF) and Assurance Model (AM).~~
- 4.1.7 Monitor the development of the College's curriculum portfolio and the annual summary feedback from awarding bodies.
- 4.1.8 Consider reports from and related to the Student Association and address any issues raised by the Association.
- 4.1.9 Review the Student Association Constitution every 5 years and annual partnership agreement.
- 4.1.10 Review the College's performance in terms of college leaver destinations, academic appeals, (CLD) and the student satisfaction and engagement survey (SSES).
- 4.1.11 Maintain an overview of quality assurance and improvement by reviewing feedback and evaluation from student and stakeholder surveys and student complaints.
- 4.1.12 Monitor external partnerships: articulation with university partners.
- 4.1.13 Monitor the output and development of the Academic Council.
- 4.1.14 Review the arrangements for student health and wellbeing.
- 4.1.15 Monitor the strategic risks relevant to the Committee and suggest recommendations as required.
- 4.1.16 Receive and review Corporate Parenting and Safeguarding progress reports.
- 4.1.17 Undertake a self-evaluation exercise and review of the terms of reference annually to ensure that the Committee complies with best practice in relation to governance. Any amendments to the terms of reference shall be submitted to the Board of Management for consideration and final approval.

5 Meetings

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

LT Schedule of Business

Standing Items:	Align papers with the principles of TQEF:
<ul style="list-style-type: none"> • Maintain minutes and report to board • Review L&T Action Log • Review Risk Register and mitigating actions • Report from Student Association • TQEF update 	<ul style="list-style-type: none"> • Excellence in Learning and Teaching • Supporting Student Success • Student Engagement and Partnership • Enhancement and Quality Culture • Externality • Data and Evidence

Meeting 1 (Aug-Oct) Q1	Meeting 2 (Nov-Jan) Q2	Meeting 3 (Feb-April) Q3	Meeting 4 (May-July) Q4
<ul style="list-style-type: none"> • Interim PIs from previous AY • Annual Awarding Body summary • Mission 2030 Pillars 1 and 3 Outturn (inc SEAP) • SFC Quality arrangements • Admissions review 	<ul style="list-style-type: none"> • Annual SPSO Complaints Report • Early Experience Student Satisfaction Survey (DGC) • Student Performance – Early Retention • Annual Articulation Report • Academic Appeals from previous AY • Report from Academic Council • Self Evaluation • Student Engagement and Partnership 	<ul style="list-style-type: none"> • Outcome of annual curriculum planning and portfolio review • Student Satisfaction and Engagement Survey (SFC) • College Leavers’ Destination report • Student Performance – Further Retention • Audited SFC PIs sector comparison analysis • Student Health and Wellbeing update • Learning and Teaching Development • Student Engagement and Partnership Activity <ul style="list-style-type: none"> • Report from Academic Council 	<ul style="list-style-type: none"> • Review/approve Student Association constitution (every 5 years (rev 2022) and partnership agreement (annually)) • Corporate Parenting and Safeguarding progress report • Student Performance – Further Retention • Annual Committee Self-evaluation and review of Terms of Reference/Business Schedule • Report from Academic Council • Outcome of annual curriculum planning and portfolio review 2 • Self Evaluation update • Student Engagement and Partnership

Learning and Teaching Committee		
Agenda Item	5	
Paper Number	LT0525.5.1	
Date of Meeting	13 May 2025	
Location	MS Teams	
Title of Paper	Safeguarding Policy	
Presented by	Kate Glendye	
Recommendation	Approval	
Freedom of Information Disclosure Assessment		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> Non-disclosable	
Reason/s for choice:	Not finance or personal data	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)		
Further comments/updates after initial submission		
Date added	Added by (name and role)	Comment/detail

Read Time: 6 minutes

1 Recommendation

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

2 Executive Summary

- 2.1 Dumfries and Galloway College has undertaken a full rewrite of its Safeguarding Policy to ensure compliance with current legislation, reflect sector best practice, and respond to the evolving needs of students, staff, and stakeholders.
- 2.2 The updated policy outlines a whole-college approach to safeguarding children, young people, and protected adults. It places greater emphasis on accountability at all levels of the organisation, introduces a clear leadership structure including the Designated Safeguard Lead (DSL), and provides comprehensive definitions and guidance around types of abuse, Prevent Duty compliance, online safety, and safe recruitment practices.

Key enhancements include:

- A stronger legal and procedural foundation aligned with the Children (Scotland) Act 2020, Adult Support and Protection Code of Practice 2022, and updated Prevent Duty guidance (2023).
 - Clear articulation of safeguarding roles across college leadership, staff, digital services, and HR.
 - Inclusion of detailed guidance on abuse types, digital safeguarding, and allegations against staff.
 - A robust Equality Impact Assessment embedded as an appendix, ensuring that safeguarding practices are inclusive and responsive to the needs of all protected characteristics.
- 2.3 The revised policy reflects Dumfries and Galloway College's ongoing commitment to safeguarding as a fundamental part of creating a secure, respectful, and inclusive learning environment.

3 Context

- 3.1 The previous version of the Safeguarding Children, Young People and Adults at Risk Policy was limited in scope and structure, lacking up-to-date references, specific role responsibilities, and clarity around procedures and reporting lines. Recognising the need for a more robust and legally compliant approach, the College commissioned a comprehensive revision of the policy in early 2025.

This rewrite was prompted by several key drivers:

- Legislative updates, including the UNCRC Incorporation Bill (Scotland), changes to Prevent Duty guidance, and the 2021 National Child Protection Guidance.
 - Operational learning from recent safeguarding cases and audits.
 - A sector-wide shift toward embedding safeguarding across digital, in-person, and partnership environments.
- 3.2 The new policy provides clarity and consistency for all members of the College community. It ensures that safeguarding responsibilities are well understood, processes are transparent and effective, and all individuals at risk are protected in line with the College's

values and legal duties.

4 Strategic Implications

This paper links to strategic priority 1.

5. Risk

Risk	Mitigations
Risk 10. Failure to achieve an effective student experience.	<ul style="list-style-type: none"> ➤ Implementation of a whole-college safeguarding approach ensures a safe, inclusive, and supportive environment for all students. ➤ Clear reporting procedures, staff training, and access to wellbeing resources improve student trust and engagement. ➤ Regular policy reviews and Equality Impact Assessments ensure the safeguarding framework remains relevant and responsive
Risk 9. Failure to adhere to academic compliance arrangements.	<ul style="list-style-type: none"> ➤ Policy fully aligned with relevant legislation, including the Children (Scotland) Act 2020 and Adult Support and Protection Act 2007 (as updated). ➤ Mandatory safeguarding and corporate parenting training embedded into staff induction and CPD processes. ➤ Appointment of a Designated Safeguard Lead (DSL) ensures accountability, oversight, and adherence to national compliance standards.

6. Implications

Financial	NO	
Legal	YES	The policy ensures compliance with statutory duties under safeguarding legislation, including the Children (Scotland) Act 2020, Adult Support and Protection (Scotland) Act 2007, and Prevent Duty.
Learning and Teaching	YES	A safe and inclusive environment directly enhances student engagement, wellbeing, and participation, contributing to a positive learning experience. Staff awareness also supports early intervention and safeguarding within teaching contexts.
Equalities	YES	The policy includes a full Equality Impact Assessment and promotes inclusive safeguarding practices that support the needs of all protected characteristics, including care-experienced students, disabled learners, and those from minority backgrounds.

Kate Glendye

Director of Business Transformation

13 May 2025



**Dumfries and
Galloway College**

One step ahead

SAFEGUARDING POLICY

Responsibility: Depute Principal

Issue Date: 5th March 2025

Equality Impact Assessment: 3rd March 2025

Version: 1

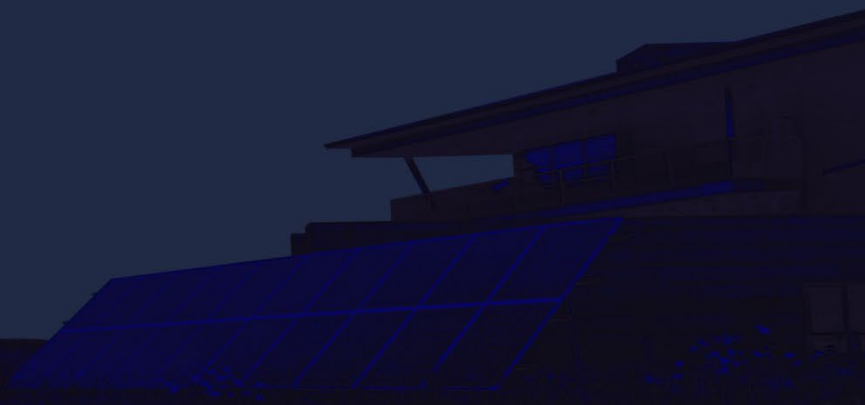


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Safeguarding Policy

1. Purpose

Dumfries and Galloway College aims to drive a whole college approach to safeguard all children, young people and adults at risk within its community by creating a secure and supportive environment, ensuring compliance with relevant legislation, and providing clear procedures for dealing with sensitively and efficiently.

2. Scope

Dumfries and Galloway College has a statutory duty under the Adult Support and Protection (Scotland) Act 2007, The Children (Scotland) Act 2020 and the Children and Young People (Scotland) Act 2014 for the safeguarding and protection of children, young people and protected adults. This Policy and Procedure is designed to enable all staff to carry out their statutory duties while working with protected groups, children, and young people.

This policy applies to all College staff, students, contractors, and visitors. It aims to ensure safeguarding practices extend across all activities and interactions which includes online and external partnerships.

3. References

- **National Guidance for Child Protection in Scotland 2021**
- **Children and Young People (Scotland) Act 2014**
- **Adult Support and Protection (Scotland) Act 2007** and **Code of Practice 2022**
- **Counter-Terrorism and Security Act 2015 (PREVENT Duty)** and updated PREVENT guidance 2023
- **Human Trafficking and Exploitation (Scotland) Act 2015**

- **Getting It Right For Every Child (GIRFEC) Framework**
- **UN Convention on the Rights of the Child (Incorporation) (Scotland) Bill** (pending enactment)
- **Equality Act 2010**
- **General Data Protection Regulation (GDPR) 2018** and Data Protection Act 2018

4. *Definitions*

DSL – Designated Safeguard Lead

Children – Defined by current legislation as those under 18 years of age.

Protected Adults – Defined by current legislation as those over 16 years of age who are: Unable to safeguard their own wellbeing, property, rights or other interests; at risk of harm; more vulnerable because they are affected by disability, mental disorder, illness or physical or mental infirmity.

Radicalisation: The process by which a person comes to support terrorism or forms of extremism.

5. *Responsibilities*

5.1 Board of Management: Oversees the implementation and effectiveness of safeguarding policies.

5.2 Senior Leadership Team: Ensures that safeguarding is embedded and supported across all College operations.

5.3 Executive Director of Student Experience is the college Designated Safeguard Lead (DSL): leads safeguarding initiatives and serves as the primary contact for safeguarding concerns, actions and guidance.

5.4 All Managers and Staff: All staff must comply with safeguarding policies and procedures, comply with all mandatory training, seek additional training and knowledge and report concerns promptly in adherence with procedures.

They will monitor student welfare during learning activities, including online sessions.

5.6 Students, contractors and visitors: Expectation to adhere to College safeguarding policies, procedures and guidelines.

5.7 Digital Services Team: Ensure appropriate filtering and monitoring of online activities. Respond to and report any instances of online abuse or inappropriate content promptly.

5.8 Human Resources: Oversee safe recruitment processes, including PVG checks and effective induction and onboarding approaches.

6 *Policy*

6.1 Key Principles

Dumfries and Galloway College will promote the safeguarding of children, young people, and protected adults to ensure that they are safe, secure, and free from abuse, exploitation and harm. We will achieve this by:

- Ensuring that all college staff have a clear understanding of their legal and moral obligations to safeguard and protect children, young people and protected adults at risk from harm, abuse and exploitation.
- Responding to and acting on all safeguarding and causes for concern by reporting it accordingly and /or seeking appropriate guidance.
- Taking all reasonable steps to prevent foreseeable harm to children, students, and protected adults at risk.
- Ensuring robust staff recruitment practices, effective staff development and clear reporting procedures are in place.
- Working effectively with key partners and other local and national agencies.

6.2 Types of Abuse

The College recognizes that there are many types of abuse of children, young people and protected adults. These include:

Physical abuse – actual or attempted physical injury to a child, young person or a protected adult.

Sexual abuse – forcing or enticing a child, young person or protected adult to participate in sexual activities (including relating to pornography) whether or not the child, young person or protected adult is aware of what is happening.

Emotional abuse – the persistent emotional ill treatment and failure to provide a child, young person or protected adult's basic needs such as to have severe and persistent adverse effect on the child, young person or protected adult's emotional development and behaviour.

Neglect – The persistent failure to meet the needs of a child, young person, or protected adults basic physical and/or psychological needs, likely to result in serious impairment. Ignoring medical or physical needs, not providing access to appropriate care, the withholding of the necessities of life, such as medication, adequate food, water and heating. Every child, young person and protected adult has the right to an education which develops their personality, talents, and abilities.

Financial abuse – Involves the theft, borrowing money without repayment and any pressure in connection with wills or property, possessions, or benefits.

Bullying - this is abuse and is a deliberate act or acts designed to intimidate and aggravate a child, young person or protected adult or to undermine self-confidence and self-esteem.

6.3 PREVENT Duty Compliance

The aim of Prevent is to stop people becoming terrorists or supporting terrorism. Prevent also extends to supporting the rehabilitation and disengagement of those already involved in terrorism.

In fulfilling the Prevent duty in Section 26 of the Counter Terrorism and Security Act 2015 Dumfries and Galloway College is expected to participate fully in work to prevent the risk of people becoming terrorists or supporting terrorism.

For Colleges compliance with Prevent duty will reflect existing good practice on safeguarding.

Dumfries and Galloway college will have a referral process for Prevent and a designated staff member with awareness of Prevent duty. This will be the responsibility of our Designated Safeguard Lead (DSL).

Responsibilities for the DSL under recent guidance includes the need to ensure all staff members have an awareness of and are supported through appropriate staff training relevant to their role.

Multi-agency involvement in Prevent Multi Agency Panels (PMAP) is essential to ensure the full range of information is accessible to the panel so that susceptibility concerns may be fully accessed and actioned accordingly.

Dumfries and Galloway College will ensure appropriate training and awareness raising activity in relation to PREVENT Duty Guidance.

The Prevent Referral Pathway will be outlined within the procedure of this policy.

6.4 Staff Recruitment and Training

Dumfries and Galloway College will ensure all staff are members of the Protection of Vulnerable Groups (PVG) Scheme.

A program of mandatory training including Safeguarding and Prevent will be developed and monitored for all staff. These principles will also be included in all staff induction activities.

6.5 Allegations against a staff member

Allegations made against members of staff will be investigated. The employee may be suspended from duty pending an investigation and, if appropriate, the holding of a formal hearing, in accordance with college staff disciplinary procedures. This may also include a police referral.

6.6 ICT Acceptable Use, Online Safety and Remote Learning

Recognising the increasing use of digital platforms, Dumfries and Galloway

College will:

1. Ensure all staff and students are aware of the ICT Acceptable Use agreement.
2. Ensure appropriate filtering and monitoring of all online activity across college devices and networks.
3. Provide guidance on safe online conduct to students, including:
 - a. Awareness of cyber bullying, phishing and inappropriate content.
 - b. Reporting mechanisms for online safeguarding issues.
4. Require all staff to complete online safeguarding training.
5. Conduct regular reviews of policies and procedures for data and online environments.

7 Distribution

All Staff

Quality manual

8 Revision Log

Revision log		
Date	Section	Description
05.03.25	Whole procedure	Revision of whole procedure

THIS FORM TO BE UPDATED WHENEVER THERE IS A CHANGE IN ANY SYSTEM DOCUMENT				
Document Name	Document Owner	Revision Number	Date of issue	Date of withdraw
Safeguarding Policy	Depute Principal	1	05.03.25	

Appendix 1 – Equality Impact Assessment

Document:	Safeguarding Policy
Executive Summary:	Dumfries and Galloway College is committed to ensuring the safety, wellbeing, and protection of all children, young people, and adults at risk within its community. This safeguarding policy outlines a comprehensive framework designed to promote a secure and supportive environment, comply with Scottish legislation, and address the evolving needs of students, staff, and stakeholders.

Duties:


- 1: Eliminate discrimination, harassment and victimisation
- 2: Promote equality of opportunity
- 3: Promote good relations
- * Human Rights to privacy and family life, freedom of thought and conscience, education, employment

PSED IMPACTS

	Commentary
Age	<p>Safeguarding measures address vulnerabilities of younger students and older adults with additional needs. Provide age-specific training and materials.</p> <p>Ensure accessibility of safeguarding resources and adapt reporting processes to meet specific needs (e.g., accessible formats, assistive technologies).</p> <p>Include provisions to address gender-based violence and harassment. Ensure gender-sensitive training for staff and students.</p>
Disability	
Gender	
Gender Based Violence	
Gender identity/ reassignment	

	<p>Incorporate specific guidance and referral pathways for victims of gender-based violence.</p>
Marriage/civil partnership	<p>Collaborate with specialist support organisations.</p> <p>Include considerations for transgender and non-binary individuals in safeguarding training and ensure access to gender-affirming support.</p>
Pregnancy/maternity	<p>No specific safeguarding risks identified.</p>
Religion or Belief	<p>Maintain equitable treatment in policies and practices.</p>
Race	<p>Safeguard students who are pregnant or parenting from additional risks, such as exploitation or harassment.</p>
Sexual Orientation	<p>Provide tailored support services.</p> <p>Ensure cultural sensitivity in safeguarding practices. Avoid stereotyping in PREVENT interventions.</p> <p>Address racial disparities in vulnerability and ensure safeguarding practices are free from bias. Provide anti-racism training as part of staff development.</p> <p>Support LGBTQ+ students at risk of discrimination or harm. Incorporate inclusive language and resources in safeguarding materials.</p>

ADDITIONAL CONSIDERATIONS

Care experienced	<p>Provide specialised support for care-experienced students, acknowledging their increased vulnerability to harm.</p> <p>Recognise carers' responsibilities and ensure safeguarding practices accommodate their unique challenges.</p> <p>Address mental health vulnerabilities in safeguarding practices. Provide staff with mental health first aid training.</p> <p>Mitigate risks associated with economic disadvantage by providing equal access to safeguarding resources and support.</p> <p>Identify potential vulnerabilities among veteran students and offer tailored support where necessary.</p> <p>Safeguarding practices respect privacy and uphold individuals' rights while balancing the need to share information for safety purposes.</p>		
Carers -			
Mental Health			
Socio-economic status			
Veterans			
Human Rights*			
Lead Officer:	Executive Director of Student Experience		
Facilitator:	All Staff		
Date initiated:			
Consultation:			
Research:			
Signature		Date	03.03.25

Learning and Teaching Committee		
Agenda Item	6	
Paper Number	LT0525-6.1	
Date of Meeting	21 May 2025	
Location	MS Teams	
Title of Paper	Student Association Report and Enhancement Plan	
Presented by	Honor Gibson	
Recommendation	Discussion	
Freedom of Information Disclosure Assessment		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> Non-disclosable	
Reason/s for choice:		
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)		
Further comments/updates after initial submission		
Date added	Added by (name and role)	Comment/detail

Read Time:

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 Student Association elections, The Above and Beyond Awards and Mental Health May event.

3. Context

3.1 Representative Meetings

- 3.2.1 We have a handful of students (30 overall) who are still invested in the role they have taken on – we often have informal conversations in the reception hallway, and this has been better at getting feedback from students – so something to investigate.
- 3.2.2 Block 3 meetings in Dumfries will take place on the 13/14/15th May and students will be asked about the student portal update, Sonya Rutter will also be attending the meetings as well as Douglas coming along to one of them also. Stranraer rep meeting will take place on the 22nd May while we attend their football competition.

3.2 Lead Reps

- 3.2.1 Lead representatives met as part of the Student Experience Committee on the 10th of March, with a fresh batch of students attending – ideas from the first meeting were discussed more in depth and more planning is going to be happening in the coming weeks.

4. Funding

- 4.1 We are still working alongside HP Sustainability and have now been put in touch with Nick from Re-Pollinate who came for a site visit on the last day of March and has put a plan together – if we get the go ahead from the permission holders (estates) then we will have £5000 towards creating the area. I am in conversation with Anne Clark, Curriculum Manager Early Years about using the area as somewhere they can bring the childcare student's and kindergarten children along to have an outdoor learning experience.
- 4.2 We have been approved for the Tesco Stronger Starts fund – This will start in April and run until June, it will happen in 3 stores in the Dumfries area – Heathhall Express, The Peel Centre Superstore and the Cuckoo Bridge EXTRA store. Please make sure you get your blue tokens and pop them into the corresponding tub! We could win £500, £1000, or £1500 which will be used to sustain the foodbank for the 25/26 academic year.

5 NUS/Sparqs/CDN

- 5.1 Claire Marshall, Student Journey Manager, and I attended a Combined meeting of Sparqs' Joint Advisory Group (JAG), National Education Officers' Network (NEON) and Student Engagement Staff Network (SESN) on 7th May in Musselburgh – I am currently writing a report about this and hope to have this ready for the meeting date.

6 Scotland's Tertiary Enhancement Project (STEP)

- 6.1 The third Discovery Day on the 26th of March had an emphasis on impact. STEP Network members considered the outcomes, indicators and evaluation of their projects. I have now been named as project lead for a topic within our group and this will be discussed more at the next Discovery Day on the 28th of May.

7 Above and Beyond Awards and upcoming activities

- 7.1 Planning for the Above and Beyond Awards is currently taking place. Lindsay Chisholm is helping me with the planning of this. Trophies will be ordered on Monday – We have 14 categories, and we are hoping that the date of 5th June means that there will be some classes still in the college who can come along and attend the awards ceremony itself.

7.2 Categories for the Awards

Categories for students are:

- Most Supportive Student
- Here for You
- Acting With Courage
- Active Campus
- Most Inspiring Student
- Outstanding Class Representative
- Open award (for anything not on the list).

Categories for staff are:

- Best lecturing staff
- Most fun lecturer
- Support staff award
- Best staff team award
- Active campus staff award
- Open award (for anything not on the list)
- Open award (for anything not on the list).

- 7.2 From the 6th of May-30th May at breaks and lunchtimes - The Student Association, Youth Work and The Active Campus are hosting a series of workshops, activities, and resources aimed at helping students prioritise their health while managing the demands of college life. This was launched on the 6th May, and I hope to give you a verbal update at the Learning and Teaching Committee meeting.

- 7.3 We will be tying in the 'Mental Health May' event into VE 'Wear it Green' day.

8 **Strategic Implications**

- 8.1 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.

10. Risk

Risk	Mitigations
Risk 10. Failure to achieve an effective student experience.	<ul style="list-style-type: none"> ➤ Early Experience Student Survey ➤ Class Reps ➤ Lead Reps ➤ Class Rep Meetings ➤ Student Experience Committees ➤ Student reps present at key committees and groups ➤

11. 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
09 May 2025

Learning and Teaching Committee		
Agenda Item	7	
Paper Number	LT0525-7.1	
Date of Meeting	21 May 2025	
Location	MS Teams	
Title of Paper	Student Partnership Agreement	
Presented by	Honor Gibson	
Recommendation	Discussion	
Freedom of Information Disclosure Assessment		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> Non-disclosable	
Reason/s for choice:		
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)		
Further comments/updates after initial submission		
Date added	Added by (name and role)	Comment/detail

Read Time: 4 minutes

1. Recommendation

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

2. Executive Summary

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

3. Context

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

4. Strategic Implications

- 4.1 We will provide an excellent student experience that is focused on innovative learning and teaching.
- 4.2 We will ensure that the Student Association is effective and reflects our students’ voices.
- 4.3 We will ensure that students needs are matched and anticipated at all stages of the student journey.

5. Risk

Risk	Mitigations
Risk 10 – Failure to achieve an effective student experience	<ul style="list-style-type: none"> ➤ Students’ association officers’ meetings with students ➤ Student focus groups ➤ Student class representatives input to course teams. ➤ Continuous self- evaluation and action planning by support and teaching areas

6. Implications

Financial	No	
Legal	No	

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

Honor Gibson

Student Association President

09 May 2025

Appendix 1

1 STUDENT PARTNERSHIP AGREEMENT

Introduction

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

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

Student Association

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




Class Representation

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

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

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

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

-  Learning and Teaching
-  Student Support
-  Campus and Environment

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

Partnership

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

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

There are several drivers which inform this commitment including [spargs' Student Engagement Framework](#), NUS Scotland and the Scottish Funding Council and the College's own Student Experience Strategy.

This academic year, Student Experience Committees were established to drive student-led enhancements. The committee meets once per block, with the third meeting still to take place. These committees provide a platform for Lead Representatives to propose changes and enhancements across learning and teaching, the campus and environment, and support services. This structure forms the basis for measuring student-led improvement; however, as it is a new process, time will be needed to embed the approach and work collaboratively with students to implement changes effectively. The impact cannot yet be measured; however, plans are in place to review the enhancements as part of the DG-SEES self-evaluation process, which will include gathering feedback from both staff and students.

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

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

The Partnership Agreement will be reviewed each Academic Year.

Learning and Teaching Committee		
Agenda Item	8	
Paper Number	LT0525-8.1	
Date of Meeting	21 May 2025	
Location	MS Teams	
Title of Paper	TQEF Update	
Presented by	Phil Storrier	
Recommendation	Discussion	
Freedom of Information Disclosure Assessment		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> Non-disclosable	
Reason/s for choice:		
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)		
Further comments/updates after initial submission		
Date added	Added by (name and role)	Comment/detail

Read Time: 6 minutes

1. Recommendation

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

2. Executive Summary

2.1. This paper provides an update on our institution's ongoing engagement with the Tertiary Quality Enhancement Framework (TQEF), introduced as part of the sector's transition to oversight by the Quality Assurance Agency. It outlines our recent submission of the Self-Evaluation and Action Plan (SEAP), highlights sector-wide feedback and challenges and sets out key dates and preparation activities for our upcoming Tertiary Quality External Review (TQER) in 2025/26.

2.2. Learning and Teaching Committee may wish to consider:

- Any questions they may have around the process and our readiness for review.
- How their skills and experiences could support preparation for review.

3. Context

3.1. Sectoral Changes

3.1.1. As previously reported, the college sector now falls under the oversight of the Quality Assurance Agency through the implementation of the new Tertiary Quality Enhancement Framework (TQEF).

3.2. Purpose of the report

3.2.1. This report provides an update to the Learning and Teaching Committee on our engagement to date with the new TQEF arrangements and outlines relevant institutional activities and planning.

3.3. TQEF Principles

The TQEF is underpinned by six key principles which guide institutional activity across the sector.

Excellence in Learning and Teaching	Supporting Student Success
The TQEF will ensure that institutions are equipped to deliver the highest possible standards of learning, teaching and support, empowering students for success.	High quality learning experiences are best defined by how effectively it delivers students success in all its diverse forms.
Student Engagement and Partnership	Enhancement and Quality Culture
Because we believe that students should be partners in their learning, and that a strong and engaged student voice is critical to improved student outcomes.	We believe that everyone working in our colleges and universities are part of the quality culture, driving forward improvement and sharing ideas and innovations to deliver better outcomes for their students
Externality	Data and Evidence
External review, reference points and benchmarks together help ensure that an institutions delivery of high-quality provision and that students experience is understood across a broad range of inputs than can be found in any given institution.	Because we need data and evidence to better understand how effectively our colleges and universities are delivering high-quality learning, and to support improvement and enhancements.

These principles are central to our planning and should begin to inform the strategic focus of the Learning and Teaching Committee.

3.4. Self-Evaluation and Action Plan (SEAP)

- Our SEAP was submitted to the Scottish Funding Council (SFC) on **27 November 2024**.
- Feedback was received from our Outcome Manager on **20 March 2025**, which was broadly positive, with constructive suggestions for enhancing future submissions.
- A sector-wide evaluation of the first year of SEAP implementation is currently underway.
- Institutions are progressing with reviews of their actions, though concerns have been raised regarding the process's timeline and supporting infrastructure.
- Key sector concerns include:
 - Insufficient guidance on SEAP expectations
 - Lack of clarity around data requirements
 - Limited understanding of student involvement mechanisms
 - Significant pressure on institutional capacity
- Due to our scheduled review in **March 2026**, we are **not required to submit a SEAP for 2025/26**.

3.5. Tertiary Quality External Review (TQER)

3.5.1 Our indicative timeline for our institutional review in 2025/26 is outlined below:

Activity	Indicative Timeline
QAA Review Manager initial contact	March 2025
Review Scoping Meeting	July 2025
Deadline for Institutional Submission	17 th November 2025
Initial Review Visit	9 th February 2026
Main Review Visit	23 rd March 2026
Key Outcomes Letter: Provisional Findings	April 2026
Publication of Report	June 2026
Institutions Response to the Report	August 2026

3.5.2 Preparatory work is already underway and includes the development of key documentation and systems to support the review process:

- A Strategic Impact Analysis (SIA) – self-evaluation document against TQEF principles.
- Advance Information Set – Pre-submission data and contextual materials.

- Internal Quality Review Output – this will include ongoing self-evaluation and potential our new Institutional Led Quality Review (ILQR) system which will be introduced in 25/26.

3.6 Scotland's Tertiary Enhancement Programme (STEP)

3.6.1 A key element of review will be our institutional engagement in STEP Activity. We are currently involved in two national projects.

1. Pedagogy for Transitions – Being led by Phil Storrier
2. Supporting access, progression and successful outcomes in diverse student communities – Sonya Rutter.
3. Strategies to support student engagement and partnership for time poor and cash poor students – Honor Gibson

4. Strategic Implications

- New arrangements require alignment of strategy with national priorities.
- Embedding the six TQEF principles across governance, teaching and student engagement will be critical for long-term institutional credibility and compliance.
- The upcoming TQER presents both a challenge, to demonstrate institutional readiness, and an opportunity, to showcase our strengths and further embed a culture of continuous improvement.
- Strategic planning and leadership engagement will be essential to ensure coherence, sustainability, and alignment with national expectations.

5. Risk

Risk	Mitigations
Risk 10. Failure to achieve an effective student experience.	<p>Frontline</p> <ul style="list-style-type: none"> ➤ Curriculum team meetings ➤ Self-Evaluation Reportage – Curriculum ➤ Student early experience survey and Student Satisfaction and Engagement Survey (SSES) ➤ Student engagement activities ➤ Self-Evaluation Reportage – Support ➤ Complaint Procedure <p>Management</p> <ul style="list-style-type: none"> ➤ Performance Review of Self Evaluation Block 1 ➤ Performance Review of Self Evaluation Block 2 ➤ Performance Review of Self Evaluation Block 3 ➤ Portfolio Review 1 - PI and Curriculum Plan

	<ul style="list-style-type: none"> ➤ Portfolio Review 2 - PI Review ➤ Collaborative Curriculum Reviews - cycle ➤ Support Review ➤ Complaint Report <p>Independent Assurance</p> <ul style="list-style-type: none"> ➤ Annual Engagement Visit by Inspection Body ➤ Self-evaluation and Action Plan reportage to SFC ➤ Outcome Framework and Assurance Model
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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	<p>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.</p> <p>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.</p>
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, Student Experience

08 May 2025

Learning and Teaching Committee		
Agenda Item	9	
Paper Number	LT0525-9.1	
Date of Meeting	21 May 2025	
Location	MS Teams	
Title of Paper	Curriculum Innovation Update	
Presented by	Mandy Wallace	
Recommendation	Discussion	
Freedom of Information Disclosure Assessment		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> Non-disclosable	
Reason/s for choice:		
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)		
Further comments/updates after initial submission		
Date added	Added by (name and role)	Comment/detail

Read Time: 10 minutes

1. Recommendation

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

2. Executive Summary

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

3. Context

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

3.2 Observation of Learning

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

3.3 Student Satisfaction Overview (2023–2025) – (Appendix 1)

- High overall satisfaction sustained across 2023–2025, with most responses above 94%.
- 2024 dip noted in:
 - Confidence to ask for help.
 - Perceived usefulness of learning tools.
- Strong recovery in 2025, with satisfaction levels rebounding across all areas.
- Technology support for learning improved significantly:
 - From 86% in 2023 to 97% in 2025
- Students consistently feel:
 - Welcomed
 - Respected
 - Able to participate fully in class activities.

3.4 Insights and Development Priorities for 2025/26

- High student engagement and support observed across 2023–2025.
- 2024 challenges highlight areas for development:
 - Confidence to ask for help.
 - Usefulness of learning tools

- Need for greater consistency in digital pedagogy and inclusive classroom practices.
- Staff feedback remains positive on:
 - Peer observation process
 - Professional dialogue
- Lower engagement with reflective tools (e.g. Brookfield's 4 Lenses) in 2024 signals a need to:
 - Strengthen reflective practice.

3.5 Key development themes for 2025/26:

- Support use of Brookfield's 4 Lenses to embed reflective practice.
- Build digital teaching confidence and ensure consistent use of technology for learning.
- Enhance peer observation to deepen professional learning and discussion.
- Strengthen assessment design and feedback to promote inclusivity and student-centred learning.

3.5.1 These themes will be embedded in the CLPL (Continuous Lifelong Professional Learning) calendar and future observation frameworks.

3.6 Teaching HOW2s

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

3.6.2 Drivers of Engagement and Impact on Practice – Appendix 2

- Significant increase in HOW2 usage from 2023 to 2025 driven by:
 - Introduction of the DGC Pillars of Learning
 - Integration of HOW2 strategies into observation feedback
 - Use of curated monthly themes aligned to staff development needs.
- HOW2s embedded as post-observation tools:
 - Support reflective practice and follow-up.
 - Enable targeted use of evidence-informed strategies.
 - Strengthen the feedback loop between observation and classroom practice.
- Feedback highlights:
 - Practical, bite-sized strategies build confidence and willingness to experiment.

- Leads to more dynamic, student-centred learning experiences.

3.7 Professional Insights and Priorities

- Observation and feedback data show strong satisfaction from both students and staff.
- Areas for continued development include:
 - Greater consistency in digital practice
 - Deeper reflective practice
 - Improved formative feedback
 - More effective questioning techniques

3.7.1 2025/26 Development Focus

- Priorities will shape:
 - The CLPL calendar
 - Observation of Learning feedback structures
 - Advanced Practitioner-led sessions
 - Curated HOW2 Sets aligned to observed needs

3.7.2 All activity is strategically aligned to the DGC Pillars of Learning, ensuring development is research-informed and contextually relevant.

3.8 DGC Pillars of Learning

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



3.8.2 The *Pillars of Learning* framework underpins our approach to continuous professional development and excellence in teaching and learning. Each month, we spotlight one of the Pillars through a dedicated *Pillar of the Month* focus. This includes engaging sessions delivered by our Advanced Practitioners, with an average staff attendance of 20 per session. These sessions offer practical insights, strategies, and peer-led discussion to deepen understanding and application of the featured Pillar.

3.8.3 To complement the monthly theme, we also release curated *HOW2 Sets*—evidence-informed teaching strategies aligned to the Pillar—providing staff with accessible, ready-to-implement techniques that enhance classroom practice.

3.9 Continuous Lifelong Professional Learning (CLPL)

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

3.9.2 A CLPL plan has been developed and launched in response to feedback from the PRD process. The CLPL Plan from August 2024 to June 2025 includes various pedagogical sessions and new initiatives as requested by staff.

3.10 Curriculum Developments

- Early Years - the team are currently re writing their FE Level 6 provision staging the curriculum into learning phases and building learning skills from individual through to industry real world challenges. They are working closely with industry to shape this and are also developing digitally enhanced immersive experiences for students.
- Construction – the team continues to move towards paperless curriculum which is resulting in enhanced and immediate feedback, improved sustainability implications and future thinking assessment and feedback strategies.
- Online Learning Senior Phase - in response to shared evaluation with the local authority we have devised new online delivery programmes in a few curriculum areas to test engagement and we have widened access. We have also developed a new Micro Learning Site for young people in senior phase to enhance their learning at their own time and place.
- Hybrid Business - this year we are offering HNC Business in hybrid delivery modes and also promoting Block participation to allow external customers access to chunks of learning through the academic year without commitment to full programmes of study.

3.11 Performance Impact – Appendix 3

3.11.1 This data is largely showing signs of correlation between engagement in our innovative approaches to enhancing learning and teaching and improving student outcomes:

Student success rates improved across all areas from 2022/23 to 2023/24, with the most significant increase seen in Beauty, Hairdressing and Hospitality (+15%), suggesting a

positive impact of professional development and teaching enhancement strategies. Other areas also saw steady gains, with Business and Construction both improving by +6%.

4. Strategic Implications

- 4.1 Student Experience - Curriculum innovation and fostering innovative teaching among staff are pivotal for empowering learners to navigate evolving landscapes. Nurturing innovative teaching instils creativity, critical thinking, and adaptability in students.
- 4.2 People and Growth - It fosters an environment where educators become facilitators of knowledge exploration rather than mere conveyors of information. This approach cultivates lifelong learners equipped to thrive in dynamic environments.
- 4.3 Finance and Performance - Ultimately, embracing curriculum innovation and innovative teaching not only enhances educational quality but also strengthens the institution's competitive edge in a rapidly changing world.

5. Risk

Risk	Mitigations
Risk 10 – Failure to achieve an effective student experience	<ul style="list-style-type: none"> ➤ Student block surveys and Student Satisfaction and Engagement Survey (SSES) ➤ Student engagement prior to course start and on course ➤ Continuous self- evaluation and action planning by support and teaching areas captured through DG-SEE. ➤ Action planning at curriculum and support area level ➤ Regular curriculum team meetings ➤ Portfolio and service reviews ➤ Student class representatives input to course teams
Risk 8 - Failure to achieve highest academic performance levels	<ul style="list-style-type: none"> ➤ Online reports with curriculum areas performance ➤ Action planning at curriculum area level ➤ Regular curriculum team meetings ➤ College wide enhancement plan developed from self-evaluation ➤ Action planning from portfolio reviews ➤ Annual scrutiny by Education Scotland annually by HMI and STMs ➤ Self-evaluation reportage to Scottish Funding Council

6. Implications

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

Mandy Wallace

Learning & Teaching Innovation Manager

06 May 2025

Appendix 1 - Observation of LearningEngagement Data

Time Period	Observations Conducted	Professional Discussions	Student Feedback Responses	Staff Feedback Responses
Jan – Dec 2023	94%	94%	672	64
Jan – Dec 2024	96%	96%	472	51
Jan -May 2025	50%	50%	269	25

Student Feedback

Survey Question	2023 Positive Responses (672 Returns)	2024 Positive Responses (472)	2025 so far Positive Responses (269)
Students felt welcomed and respected in the class	99%	96%	98%
Students were able to participate in class activities	99.5%	99%	99%
Learning tools support the student learning	99.7%	95%	96%
Students have opportunities to learn from other students	99%	96%	97%
Students feel confident to ask lecturer for help	99%	94%	98%
Did technology help the students learning	86%	89%	97%
Did the lecturer treat the students fairly	97%	98%	99%

Staff Feedback

Question	Positive Response – 64 responses 2023	Positive Response – 51 responses 2024	Positive Response – responses 2025 so far 25
Process: The information provided was helpful	98%	96%	100%
Recording: Booking and recording was easy to use	100%	89%	93%
Peer Observation: staff found this a valuable exercise	100%	100%	100%
Reflection: Using Brookfield's 4 Lenses	83%	78%	86%
Has the process encouraged adoption of new practices	84%	78%	99%
Staff's overall satisfaction	98%	100%	100%
Process: The information provided was helpful	98%	99%	100%

Appendix 2 - Teaching HOW2'sEngagement Data

Year	Enrolled Users	Considering It	Working on It	Embedding It
2023	97%	132	102	101
2024	98%	210	190	266
2025	99%	225	251	381

Appendix 3 - Performance Impact

- *Student success figures represent all curriculum modes.*

Curriculum Area	HOW2s Implemented	Observation of Learning 2023	Formal CLPL engagement	Student Success 22/23 %	Student Success 23/24 %	Variance
Business, Accounting & Creative Industries	88	100%	13	70.66	76.66	+6.00%
Sustainable Construction	23	100%	10	79.00	85.00	+6.00%
Engineering & Renewable Transport	40	100%	15	74.00	76.00	+2.00%
Health & Social Care and Sport	98	100%	12	71.50	73.5	+2.00%
Beauty, Hairdressing and Hospitality	22	100%	5	54.33	69.33	+15.00%
Early Years & Life Skills and Pathways	10	100%	15	65.50	68.00	+2.5%

Learning and Teaching Committee		
Agenda Item	10	
Paper Number	LT0525-10.1	
Date of Meeting	21 May 2025	
Location	MS Teams	
Title of Paper	Student Health and Wellbeing Report	
Presented by	Kate Glendye	
Recommendation	Discussion	
Freedom of Information Disclosure Assessment		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> Non-disclosable	
Reason/s for choice:		
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)		
Further comments/updates after initial submission		
Date added	Added by (name and role)	Comment/detail

Read Time: 6 minutes

1 Recommendation

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

2 Executive Summary

- 2.1 This paper provides an update on the College's Active Campus programme and wider wellbeing initiatives. Now in its second year, the programme has recorded over 5,300 instances of participation this academic year and more than 7,700 overall. Weekly engagement remains strong, with over 200 participants on average and football, fitness, and badminton among the most popular activities.
- 2.2 We've expanded participation across curriculum areas and staff and secured a £1,000 grant for student-designed football kits. A key highlight this year has been the creation of a strong link with the University of Glasgow, including shared sessions and a joint Refreshers event that received positive feedback from their Head of Sport.
- 2.3 Our focus remains on promoting inclusion, supporting student wellbeing, and sustaining this momentum through collaboration and innovation.

3 Context

- 3.1.1 The Active Campus programme continues to play a key role in supporting the College's student engagement and wellbeing strategy. Building on the foundations established last year, we have expanded the variety and accessibility of physical activities offered across both campuses, with strong participation from students and staff alike.
- 3.1.2 To provide a clear overview of engagement trends and programme impact, this year's report includes detailed participation data as an appendix. These charts and tables capture weekly attendance rates, gender breakdowns, curriculum area involvement, and sport-specific engagement. They demonstrate the reach and effectiveness of our activities, helping us to identify areas of success and opportunities for further development.
- 3.1.3 The inclusion of this data supports ongoing evaluation, informs future planning, and strengthens our ability to evidence impact in funding applications and partnership discussions—particularly in light of our new collaboration with the University of Glasgow.

3.2 Key Data

- 3.2.1 The following appendices present key data from the Active Campus programme during the 2024–25 academic year. They provide a snapshot of participation trends, demographic engagement, and the popularity of individual sports and activities.

3.3 Appendix A – Weekly Participation Rates

- 3.3.1 This chart illustrates the consistency and scale of engagement across the academic year. Participation has remained robust, averaging over 200 individuals per week. Peaks in activity correlate with targeted promotional campaigns, timetable stability, and event-based engagement such as Freshers and fitness challenges. The dip in October aligns with the mid-term break, demonstrating the impact of the academic calendar on physical activity.

3.4 Appendix B – Gender Participation Breakdown

3.4.1 This table shows a similar gender balance to last year, with a slight increase in female participation. While this is encouraging, feedback indicates some barriers remain—particularly around lunchtime activity and concerns about returning to class after exercise. We are actively exploring ways to address this and support increased engagement among all students.

3.5 Appendix C – Participation by Curriculum Area

3.5.1 Engagement continues to be highest among Sport and Fitness students, but growth in participation from Construction, Motor Vehicle, and Project Search learners is a key achievement this year. Staff involvement has also grown and has had a positive impact on student-staff relationships, reinforcing community and inclusion through shared activity.

3.6 Appendix D – Sports and Club Attendance

3.6.1 This table demonstrates the popularity of football, fitness sessions, badminton, and pickleball. Our football programme continues to thrive, with the formation of a College 11-a-side team and a recent match against Glasgow Kelvin College. The introduction of disability-specific sessions and continued development of inclusive offerings like boccia and walking groups reflect our commitment to accessibility and equity.

3.7 Further Planned Activity

3.7.1 Building on the strong momentum of this year, our future plans focus on broadening access, deepening collaboration, and embedding Active Campus as a key pillar of the student experience.

We aim to:

- Expand cross-institutional collaboration by developing joint events, competitions, and wellbeing campaigns with the University of Glasgow and UWS, fostering a shared campus community.
- Address participation gaps, particularly around gender balance and under-represented curriculum areas, through targeted promotion, inclusive scheduling, and student-led feedback.
- Introduce seasonal wellbeing campaigns aligned with the academic calendar to maintain engagement throughout term breaks and assessment periods.
- Grow our disability-inclusive offer, with plans to increase the frequency and variety of adapted activities and build staff confidence through training and external partnerships.
- Strengthen data collection and evaluation, working with SportScotland and partners to develop more robust reporting tools that better capture impact and support funding bids.
- Support student leadership and volunteering, including training for students to lead sessions, with a focus on those studying Sport, Project Search, and across wider curriculum areas.

3.7.2 We remain committed to creating a physically active and inclusive culture where wellbeing is embedded across all areas of College life.

3.8 Sustainability and Funding

3.8.1 The Active Campus programme has benefited from targeted funding and strong partner support, including the successful award of a £1,000 grant to fund a new student-designed football kit. This was secured through a collaborative effort involving the Student Association and Project Search, demonstrating the positive impact of student involvement in shaping and supporting the programme.

3.8.2 While current activities have been delivered with the support of partners such as UWS and SportScotland, sustaining and expanding the offer will require continued focus on securing similar small-scale funding and maximising internal resources. Future funding efforts will build on existing successes, using participation data and student feedback to support targeted bids that align with our strategic aims and wellbeing priorities.

3.9 Voices from the Campus

3.9.1 As we continue to evaluate the impact of the Active Campus programme, it's vital that we hear directly from the students and staff who participate. The following reflections highlight the personal value of the activities on offer, capturing the sense of connection, confidence, and wellbeing they help to foster.

3.9.2 "I benefitted from Active Campus as this got me Active when I thought my sport career was finished due to a football injury. This opened my eyes up to different sports and have taken part in some I would never normally do. I have gained new friends and met new staff around the college."

3.9.3 "Active campus has helped me a lot with meeting new people from different courses that have now become my friends and all the lunchtime activities we have on at lunch and after college has helped me a lot to break up my days from doing theory work all day in class to do practical work and from studying in spare time to give my brain a rest and it's help my mental health."

3.9.4 "Participation in the Active Campus activities has greatly improved my health and wellbeing and enhances my work-life balance."

3.10 Student Association Events

3.10.1 For students who are not interested in sport, the Student Association offers a wide range of alternative services that promote wellbeing and foster a sense of belonging. These include *Here for You* events, which create opportunities for informal connection and peer support, and regular visits from *Therapets*, aimed at reducing stress and anxiety.

3.10.2 To support students' physical wellbeing, free breakfast and soup are available on a regular basis, helping to ensure access to nutritious food throughout the day. Mental health support is also accessible through *Spectrum Life*, a confidential platform offering counselling, self-help tools, and a variety of wellbeing resources.

3.10.3 This year, the Active Campus Coordinator also delivered gambling awareness initiatives to help students understand the risks associated with gambling and where to access appropriate support.

- 3.10.4 As part of Mental Health Month, the Student Association is running a series of activities from 6th May to 30th May to raise awareness, encourage open conversations, and provide opportunities for students to engage with wellbeing-focused events and support.
- 3.10.5 These initiatives reflect the Student Association’s commitment to inclusive, holistic support, ensuring that all students—regardless of interests or background—feel welcome, valued, and cared for.

4 Risk

Risk	Mitigations
Risk 10 – Failure to achieve an effective student experience	<ul style="list-style-type: none"> ➤ Student Block Surveys and Student Satisfaction and Engagement Survey (SSES). ➤ Student engagement before course starts and during the course. ➤ Continuous self-evaluation and action planning by support and teaching areas captured through DG-SEE. ➤ Action planning at curriculum area level. ➤ Regular curriculum team meetings. ➤ Student class representatives input to course teams.

5 Implications

Financial	YES	Funding has been secured by SportScotland for a further 2 years.
Legal	NO	
Learning and Teaching	NO	
Equalities	YES	We recognise and want to address issues of equity to access of our activities.

Kate Glendye

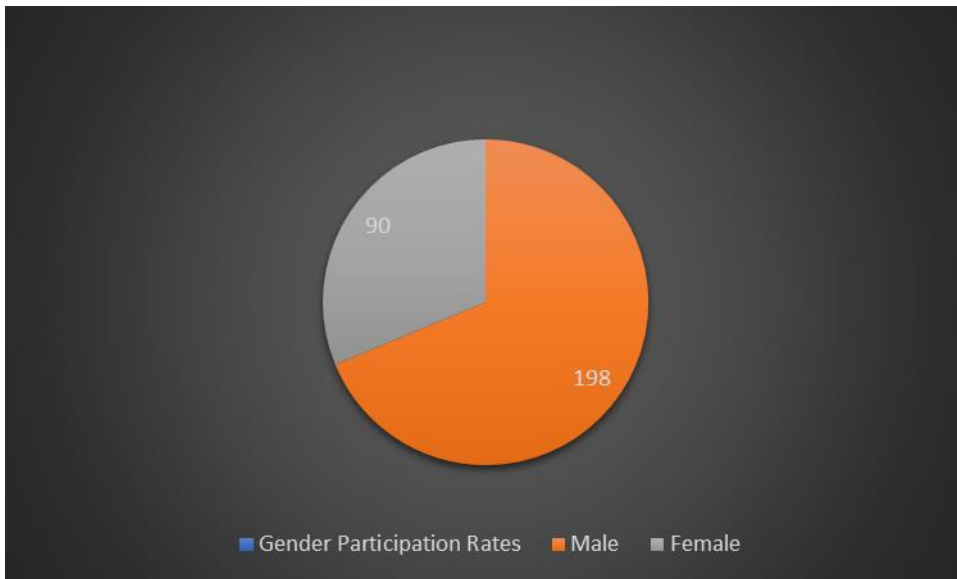
Director of Business Transformation

06 May 2025

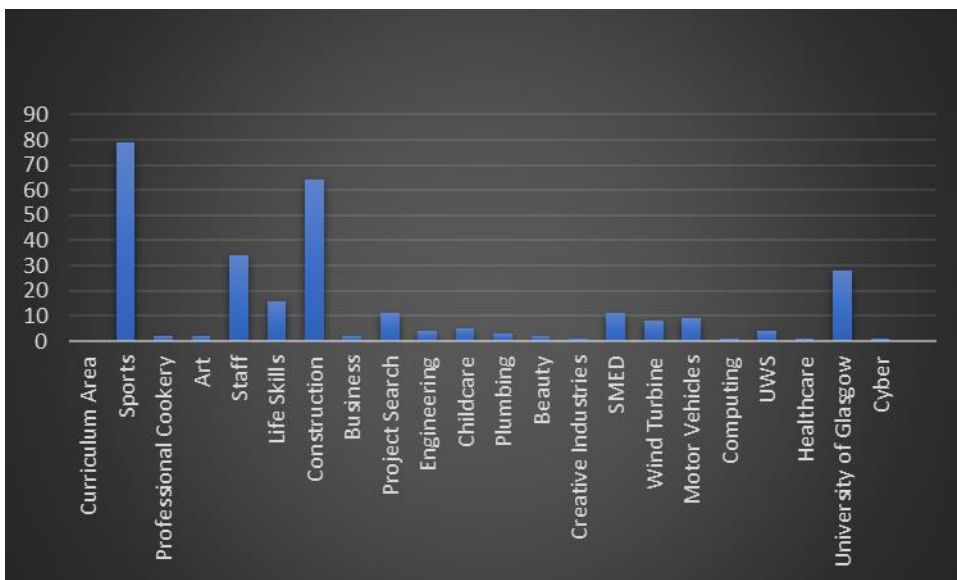
Appendix A – Weekly Participation Rates

Weekly Participation Rates	Participation Rates
19/08/2024	157
26/08/2024	217
02/09/2024	264
09/09/2024	266
16/09/2024	288
23/09/2024	260
30/09/2024	280
07/10/2024	248
14/10/2024	59
21/10/2024	80
28/10/2024	235
04/01/2024	218
11/11/2024	231
18/11/2024	260
25/11/2024	208
02/12/2024	221
09/12/2024	222
16/12/2024	170
06/01/2025	203
13/01/2025	223
20/01/2025	206
27/01/2025	315
03/02/2025	267
10/02/2025	267
Total	5365

Appendix B – Gender Participation Breakdown



Appendix C – Participation by Curriculum Area



Appendix D – Sports and Club Attendance

Sport	Participation Numbers
Basketball	324
Pickleball	484
Badminton	592
Football Tennis	149
Boccia	60
Curling	33
Fitness	1573
Football	1296
Martial Arts	14
Multi Sport	183
Rugby	34
Table Tennis	384
Walking	33
Disability Specific	143

Learning and Teaching Committee		
Agenda Item	12	
Paper Number	LT0525-12.1	
Date of Meeting	21 May 2025	
Location	MS Teams	
Title of Paper	Curriculum and Service Reviews 2	
Presented by	Phil Storrier	
Recommendation	Discussion	
Freedom of Information Disclosure Assessment		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> Non-disclosable	
Reason/s for choice:		
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)		
Further comments/updates after initial submission		
Date added	Added by (name and role)	Comment/detail

Read Time: 6 minutes

1. Recommendation

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

2. Executive Summary

- 2.1 We have completed almost all curriculum and service reviews for academic year 24/25.
- 2.2 It sets out, at high level, the common themes and issues highlighted through the review process

3. Purpose of Report

- 3.1 Portfolio Review process has been well embedded now for 4 academic sessions for curriculum teams and in its second iteration for support areas. The process aim is to provide a robust vehicle for quality arrangement and review. The aims of the reviews are:
 - To provide an assurance that curriculum and support areas are focussed on securing a positive student experience.
 - To ensure that self-evaluation is in place across the College and is closely aligned with the College agreed strategic direction and contributes to the achievement of the objectives of our Strategy.
 - To ensure that each area has a plan which is enhancement focused and enables each team to develop their activity and the impact on students.
 - To identify cross college best practice and quality improvement themes.
 - Identify the key targets that teams will meet in AY 23/24 with SMART actions. The targets will form part of your operational planning and will be monitored in this year and next.
- 3.2 Portfolio and Service Reviews were chaired by Depute Principal, Douglas Dickson and supported by Executive Director Student Experience, Phil Storrier. The review process was approached as a professional dialogue with a focus on both acknowledging success and agreeing areas for further improvement led by the relevant manager for the respective areas.

4. Context

4.1 Curriculum Portfolio Review 2

- 4.1.1 Almost all curriculum areas have seen improved retention rates and where there were specific areas of challenge at team or course level almost all areas were able to illustrate use of data to pinpoint and articulate steps taken. Ongoing work to be done around effective use and analysis of data in all teams.
- 4.1.2 Enhancement Plans are being used by all to review, track, and monitor progress. Ongoing work to be done to enhance refined use of evidence and data and ensuring teams are connected to the plans regularly.
- 4.1.3 All teams were able to outline areas of curriculum development which had happened or was in development. All managers pointed to issue of resource in being able to create time, space and continued resource for this work.

- 4.1.4 All manager's reported progress was being made in relation to understanding and articulation of Meta Skills both through their departmental work and also in partnership with Skills Development Scotland.
- 4.1.5 We have seen increased evidence in most departments of where student voice is now influencing change and enhancement.
- 4.1.6 Almost all teams presented evidence of enhancement in learning and teaching development through existing mechanisms including use of HOW2s, attendance at professional development opportunities and in some areas observation of learning being discussed and shared. Work in this area was largely positive.
- 4.1.7 It was clear that impact of observation of learning is now due for review and analysis ensuring all involved are having a meaningful and impactful experience.
- 4.1.8 Employer Reference Groups have been established in all areas – these will take time however to embed and bring some additional challenges in managing expectations but sense that if managed can improve the curriculum.
- 4.1.9 Enhanced work needs to take place in managing admissions and applications to ensure greater certainty towards departmental credits targets. Current application figures looked strong in all areas early decisions will have to be made about what provision will run to maximise credit resource and staffing.
- 4.2 Support Service Reviews
- 4.2.1 Almost all areas were now working with enhancement plans that are tracking essential activities impacting on the student experience. Ongoing support and development required to ensure effective presentation of evidence, data, and concise actions.
- 4.2.2 There was stronger evidence this year in most areas of improved cross college collaboration on activities to enhance the student experience. Further leadership work to be done regarding operational and budget planning to ensure all resource and impact considered and reviewed.
- 4.2.3 Significant work is underway in some critical areas to bring in new systems. All teams involved have cited capacity issues in managing these projects whilst continuing business as usual.
- 4.2.4 No real progress has been made regarding succession planning and that remains a concern in most departments including in some areas having single points of failure/skills.
- 5. Strategic Implications**
- 5.1 Service review and evaluation are critical for colleges to maintain standards and relevance in line with our strategic priorities. Assessing services ensures they meet students evolving needs, enhancing satisfaction and retention. Feedback-driven improvements foster a culture of continuous enhancement, vital for staying competitive in the sector. Effective evaluation aids in aligning services with institutional goals and should directly link to successful outcomes and high levels of student satisfaction.

6. Risk

Risk	Mitigations
Risk 10. Failure to achieve an effective student experience.	<ul style="list-style-type: none"> ➤ Student block surveys and Student Satisfaction and Engagement Survey (SSES) ➤ Student engagement prior to course start and on course ➤ Continuous self- evaluation and action planning by support and teaching areas captured through DG-SEE. ➤ Action planning at curriculum and support area level ➤ Regular curriculum team meetings ➤ Portfolio and service reviews Student class representatives' input to course teams

7. Implications

Financial	YES	Portfolio and Service review will identify where we have inefficiency in services, where performance may be impacted and where additional resource may be required, both essential and desirable for improvements.
Legal	NO	
Learning and Teaching	YES	The process aligns our services against the strategic ambitions. It allows us to identify effective practice in improving the student experience but also areas where we need to focus enhancement activity.
Equalities	YES	Effective scrutiny and evaluation should enhance equalities.

Phil Storrier

Executive Director Student Experience

07 May 2025

Learning & Teaching Committee		
Agenda Item	13	
Paper Number	LT0325-13.1	
Date of Meeting	21 May 2025	
Location	MS Teams	
Title of Paper	Stranraer Action Plan	
Presented by	Phil Storrier	
Recommendation	Noting	
Freedom of Information Disclosure Assessment		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> Non-disclosable	
Reason/s for choice:		
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)		
Further comments/updates after initial submission		
Date added	Added by (name and role)	Comment/detail

Read Time: 23 minutes

1. Recommendation

- 1.1 The Committee are asked to note the action plan started in AY 2024/25.

2. Executive Summary

- 2.1 The Board of Management during 2023 focused on Stranraer campus.
- 2.2 An analysis of finance was completed which identified the campus broke even.
- 2.3 An operational plan (Appendix 1) was developed for work with the College's Curriculum and Operational Managers.
- 2.4 An overview of current planned programmes and Admissions information has been presented (Appendix 2).

3. Context

- 3.1 The Stranraer Action plan is ongoing and will be monitored annually and presented for oversight to the Learning and Teaching Committee.
- 3.2 This is the first year of implementation of the actions some of which will be multi year.
- 3.3 The Principal and Interim Vice Principal met with the Head and Depute Head Teacher at Stranraer Academy to further discuss and agree principles to move forward.

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 aims to mitigate this.
Legal	NO	
Learning and Teaching	YES	➤ All implications are outlined
Equalities	YES	➤ The campus recruits from key groups.

Phil Storrier

Executive Director, Student Experience

08 May 2025

Appendix 1**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

Priority	Key Action(s)	Responsible Lead	Support	Timescale	Intended Impact
Theme 1: Learning and Teaching					
1	Improved CLPL and sharing of practice to increase equity of outcomes.	ALL CMs Learning, Teaching, and Innovation Manager	Executive Director of Student Experience Campus Manager	Aug 25	23/24 PIs as baseline measure. 5% improvements across all areas in 24/25. Early Withdrawal increased from 8 – 12 Students (+50%) Further Withdrawal has reduced from 34-17 Students (-50%) Overall withdrawal has reduced by 15%.
2	Embedding of 10 Pillars of Learning into each curriculum area. Particularly development of local	ALL CMs Learning, Teaching, and Innovation Manager Campus Manager	Advanced practitioner Lecturers	Ongoing	Learning Pillars Launched Teaching sets and practices developed and shared for all pillars Monthly CPD activity identified for all staff around learning pillars.

Priority	Key Action(s)	Responsible Lead	Support	Timescale	Intended Impact
	work-based learning experiences.				5% CS improvements across all areas in 24/25. 5% Retention Improvement for 24/25 (currently +15%)
3	Review and develop staffing requirements for delivery.	Executive Director of Student Experience	All CMs	Ongoing	Sufficient staffing to deliver curriculum and support. Staffing plan developed for 24/25. Staffing to be reviewed for 25/26 due to staff leaving.
Priority Theme 2: Curriculum					
1	Health and Social Care: Produce and evaluation of need for the West of the Region. Carefully considered training and skills developed from this.	CM – Health and Social Care Campus Manager Commercial Development Team Manager	Executive Director of Student Experience Lecturers	Aug 24	Curriculum content that college offers meets needs. Needs sense checked – no feedback from sector about gaps. Check through employer forum. Greater online activity available to people in the West. Will be annually monitored.
2	Early Years: Ensure curriculum and recruitment is reflecting local needs.	CM – Education and Access	Executive Director of Student Experience Lecturers	Aug 25	Future Early Years Workforce Steering Group established with reps from West of Region. 64 Students recruited in 24/25 across

Priority	Key Action(s)	Responsible Lead	Support	Timescale	Intended Impact
					SCQF L5/6/7. (+20% increase over 3 years). 25/26: Target Enrolments – 64 Applications – 89 Places offered - 70
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 25	Construction re introduced for recruitment in place SCQF L4-L6. 63 Student enrolled (103% increase over 3 years) 25/26: Target Enrolments – 95 Applications – 70 Places offered – 46 (Note that some target offers are for in year recruitment.) CM participating in local skills group. Initial conversation with 3B Construction and McTaggart around new activity.
4	Engineering – Re introduce Motor	CM - Engineering	Executive Director of Student Experience	Aug 25	Recruit sufficient number for 24/25.

Priority	Key Action(s)	Responsible Lead	Support	Timescale	Intended Impact
	Vehicle for College Academy in 24/25.		Lecturers		Meet target of 12 students into College Academy 11 Students Enrolled 24/25 College Academy Motor Vehicle – only 5 Applications 25/26. Initial discussion with school to assess demand.
5	Engineering – Assess demand for broader entry level engineering FT provision.	CM - Engineering	Executive Director of Student Experience Campus Manager	Aug 25	Proposition to be brought to Portfolio Review for 25/26 consideration. Intro to Engineering and Renewable Energy launched for 25/26 – 19 applications received, 8 Places offered so far.
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. Curriculum revised with new enhanced work placement elements. Overall student retention has improved by 85%.
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.

Priority	Key Action(s)	Responsible Lead	Support	Timescale	Intended Impact
					<p>10% Improvement in retention and Success 24/25.</p> <p>Withdrawal has improved by 85%.5%)</p> <p>Review underway to consider introduction of SVQ award to build local industry workforce.</p>
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 25	<p>Launch HNC Business Hybrid for 24/25.</p> <p>Local promotion done within Academy – online 1 student enrolled 24/25.</p> <p>On the database to be offered in Stranraer.</p> <p>Leaflets to be shared with partners SDS</p> <p>Recruitment of 5+ local students.</p>
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 25	<p>5 students from West of the Region access programmes.</p> <p>UWS Foundation Academy programmes have been paused – poor recruitment.</p> <p>NPA Legal Studies has been offered online for 25/26.</p>

Priority	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 25	Creation of at least 1 new Business related programme in the local area based on local demand. All online activity being promoted virtually. We need some analytics about uptake and what the demand is? Local providers appear to be able to undercut. CEIS/Triage New Short Course Provision offered in the West for Construction /Hospitality
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 25	Discussion with BLP to agree complimentary provision. College provision adapted not to duplicate. Further conversation around pathways to take place.
12	Supported Programmes – Look at introduction widening access provision (e.g.	CM – Education and Access	Executive Director of Student Experience	Aug 24	Sustainable provision. Looking to introduce Project Search at Stranraer for 24/25 10 enrolled

Priority	Key Action(s)	Responsible Lead	Support	Timescale	Intended Impact
	Project Search, STAR).				100% Retention STAR / PACE Access – can be accessed from the West of the Region online with potential in person support on campus. BLP have offered support with an Outreach worker @ no additional cost to the college.
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 online programmes devised for College Academy. HNC Business being promoted as hybrid option. PDA Working with Communities and HNC Social Services launched as online programmes. Analysis to be done on enrolment demographics.
Priority Theme 3: Partnerships					
1	Develop a clear identification of key partners and contacts – develop a programme of Partnership development activity.	Campus Manager	Executive Director of Student Experience CMs Depute Principal	Jun 25	Initial discussions of stakeholder group however unclear on existing local groups.

Priority	Key Action(s)	Responsible Lead	Support	Timescale	Intended Impact
	Focus on priority areas.				
2	School Partners – develop more systematic approach to engagement with schools in the region.	Executive Director of Student Experience	Campus Manager CMs	Jun 25	2 further engagements with local schools before Jun 24. Meeting with all Head Teachers Meeting with ALL DHs Met with Head and Depute Head Teacher – 17.03.25 Invite to celebration of success and agreed future working actions.
3	Biosphere – development of partnership into hospitality provision.	CM – Lifestyle	Campus Manager Lecturer	Aug 24	Developed partnership embedding local produce into curriculum activity.
Priority Theme 4: Estates and Use					
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. Better Live Partnership Skills Development Scotland Lifelong Learning Youth Work Services

Priority	Key Action(s)	Responsible Lead	Support	Timescale	Intended Impact
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 Room F30A Upgraded in late 2024. No immediate progress due to funding and capacity
1	Events and activities to celebrate success.	Campus Manager Marketing Team	Executive Director of Student Experience Depute Principal	Jun 25	2 Events celebrating student success to be planned. Celebration of Success Event – 13 ^h June 2024 All student every year Turnberry Hotel Visit March 19 th Hair and Beauty Show May 19 th
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 To be developed for 25/26.
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

Priority	Key Action(s)	Responsible Lead	Support	Timescale	Intended Impact
					Bespoke campaign to drive new curriculum. Wider campus plans to be developed.
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 Key school staff invited to Celebration Event Discussed with school collaborative curriculum planning session.
5	Inspirational curriculum: Introduction of at least 1 new HN programme for 25/26.	All CMs Executive Director of Student Experience	Campus Manager	Jun 25	Recruitment Improved reputation Demand for more We have 2 students on hybrid delivery HNC Business.

Appendix 2 - Stranraer Provision and Admissions – 25/26

Course	Target Enrolments	Applications	Places offered	Enrolled 24/25
Beauty Care NQ SCQF L6	7	9	9	3
Beauty Therapy Multi Skills NQ SCQF L5	7	11	7	12
Carpentry and Joinery Apprentices PDA SCQF L6	18	0	0	10
College Academy - Construction Crafts SCQF L4	16	18	15	10
Construction Multi Trade NQ SCQF L5	12	18	12	11
Construction Skills SCQF L4	15	30	16	14
Introduction to Engineering & Renewable Energy SCQF L4	16	19	8	-
Childhood Practice HNC SCQF L7	16	18	1	17
Early Education and Childcare NQ SCQF L6	16	30	1	16
Pathway to Early Education and Childcare NQ SCQF L 5	16	18	8	12
College Academy - Early Learning and Childcare SCQF L5	16	23	20	19
Hairdressing NC SCQF L6	7	7	7	3
Hairdressing Multi Skills NC SCQF L5	10	10	2	9
Professional Cookery NQ SCQF L5 and 6	14	26	7	15
Project Search NQ SCQF L3	12	15	6	10
College Academy - Automotive Skills SFW SCQF L4	12	5	3	11
TOTALS:	226	257	122	171

Notes:

- Beauty, Hairdressing and Professional Cookery have been designed as multi-level programmes to ensure viable cohorts.
- Engineering and Early Years are testing new high volume recruitment sessions and thus it takes longer to process higher volumes of offers.
- College Academy provision is often unpredictable and often struggles with sustained numbers in Stranraer.
- Construction and Early Years are clearly in demand and could potentially look for increased numbers.