Learning and Teaching Committee

Tuesday 23 September 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. Minute of Previous Meeting and Matters Arising ➢ 21 May 2025 ➢ Action Log	AI LG	Paper 2.1 Paper 2.2
	3. Strategic Risk Register	LG	Paper 3.1
For Discussion			
	4. Student Experience Update 2025/26 ➢ Student Partnership Agreement	HG	Paper 4.1 Paper 4.2
	5. Interim PIs for 2024/25	PS	Paper 5.1
	6. TQEF Update	PS	Paper 6.1
For Information only			
	7. Mission 2030 – Pillars 1/3 Outturn	PS	Paper 7.1
	8. SFC Quality arrangements	PS	Paper 8.1
	9. Admissions Review	KG	Paper 9.1
	10. Annual Awarding Body Summary	SR	Paper 10.1
	11. AOCB	AI	Verbal
	12. Date of next meeting ➢ Tuesday 18 November 2025	AI	Verbal

Learning and Teaching Committee

Minute of Meeting - 23 September 2025 16:00-18:00hrs – MS Teams

Present:		
Alastair Irons (Chair) (AI)	Inga McVicar (IM)	Caroline Stuart (CS)
Susan McLellan (SM)	Honor Gibson (HG)	Ann Hill (AH) (from item 5)
In attendance:		
Douglas Dickson (DD)	Phil Storrier (PS)	Lorraine Grierson (LG)
Alexandra Rankin (Minute Taker)	Sharon Hodgson (SH)	
Apologies:		
Gillian Brydson	Karen McIntosh	Kirsty Duncan
Pete Woods		

1. <u>Welcome and Apologies for Absence | Verbal | A. Irons</u>

1.1.1. Sharon Hodgson opened the meeting and welcomed Alastair Irons as new Chair of the Learning and Teaching Committee. Members noted their appreciation and thanked Sharon Hodgson for her contribution as Chair to the Committee. SH left the meeting.

1.1.2. The Chair welcomed everyone to the meeting and the Governance Professional advised that the meeting was quorate, late arrivals and apologies were noted as above.

1.2. <u>Declaration of Interests/Connections | Verbal | A. Irons</u>

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. <u>Minute of Previous Meeting and Matters Arising</u>

2.1. <u>Minute of meeting 21 May 2025 | Paper LT0925-2.1 | A. Irons</u>

2.1.1. The minute of the last meeting was approved.

2.1.2. There were no matters arising.

2.2. <u>Action Log | Paper LT0925-2.2 | Verbal | L. Grierson</u>

2.2.1. The Governance Professional advised that all items were marked complete.

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

3. Item 3 - Strategic Risk Register | Paper LT0925-3.1 | 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, however mitigations had been updated.

3.2. The Committee were satisfied with the ratings and agreed to make no further change.

3.3. **The Committee approved the Risk Register.**

FOR DISCUSSION

4. Item 4 - Student Association Update 2025/26 | Paper LT0925-4.1 | H. Gibson

4.1.1. The SA president assumed the paper as read and noted that a further update on the TQER Report in respect of her being the Student Lead Rep would be circulated upon completion.

4.1.2. ACTION: SA TQER Report re Student Lead Rep to be circulated by email when complete. LG

4.1.3. **The Committee noted the Student Association Update.**

Item 4.1 was taken before item 4

4.2. Item 4 - Student Partnership Agreement | Paper LT0925-4.2 | H. Gibson

4.2.1. The Partnership Agreement had been developed in collaboration with Youth Work, Active Campus, and the DG Cares Group. Further enhancement of the Agreement was anticipated throughout the session, and the importance of linking it with the TQEF process was highlighted.

4.2.2. The Class Rep strategy had been revised to enhance student engagement and sessions were being promoted with support from the Student Engagement and Capacity Lead and Curriculum Managers. Nominations in some groups had been oversubscribed.

4.2.3. The Chair recommended refinement of the Agreement to include high level objectives to align with the Mission 2030 strategy, including measurable KPIs to support enhancement of the student experience. Examples of KPIs were shared.

4.2.4. The Committee queried training opportunities and noted that both SA Officers and staff had carried out specific training. In addition, in a new initiative, class representatives would be invited to a Class Rep Conference in October and detail of the event was shared. 2 areas of focus had been identified through the SPARQS framework; the frequency of meetings and incentives and solutions to both would be explored.

4.2.5. The Committee queried diversity amongst the Class Reps. The SA President was encouraged by the variety and volume of nominations that had been forthcoming. Monitoring the item to provide data was recommended. It was confirmed that 55 Class representative positions were available.

4.2.6. The SA and Student Engagement and Capacity Lead role had been introduced to develop skills for representatives and the impact of this work would be monitored, including developing online capacity.

4.2.7.   The Chair highlighted the importance of the Student Partnership Agreement and the role of the SA in the Committee where contribution to discussion will ensure both meaningful partnership, support and contribution to governance and enhance the well-being of the college overall. The SA President was invited to seek support from Members as required.

4.2.8.   **The Committee noted the Student Association Partnership Agreement.**

5.   Item 5 - Interim PIs for 2024/25 | Paper LT0925-5.1 | P. Storrier

5.1.   Strong success rates were anticipated and outcomes above the national position; some varied performance was identified in a small number of curriculum areas. Consistency in improved PIs was recognised, and sustaining further improvement was being considered. Retention was shown to be improved across all modes due to the introduction and focus of several initiatives. HE success was impacted by smaller cohorts, and a variety of impacting factors were noted. Interim data relating to Care Experienced students had also shown increased success.

5.2.   The Chair welcomed the report and data which enabled the College to identify trends and to utilise data in positive ways. The VP Curriculum and Student Experience shared observations from the data and aspirations to recognise success through a variety of reports such as the SIA.

5.3.   One Member shared their experience of the improved culture in Learning and Teaching which was supporting both staff and learners and changes in leadership culture which was also promoting improvement.

5.4.   The Principal highlighted the validity of context statements within reporting and review but also expressed caution where innovation may also surface attached risks. The Chair advised of the importance of feeding risks into the risk register and appropriate contributions to risk assessment.

Ann Hill Joined 16:48hrs

5.5.   The Principal emphasised the consistent level of improvement demonstrated and impact of wider sector discussion around student attainment and outcomes. Adding that discussion on the utilisation of positive narrative was essential.

5.6.   One member queried expenditure, and the Committee noted the function and purpose of the Contribution Report and were assured of the relevance to financial decision making.

5.7.   The Committee commended the report and improved performance and asked that the whole team is commended. They also welcomed opportunities to share the positive narrative in wider settings.

5.8.   **The Committee noted the Interim PIs report.**

6.   Item 6 – TQEF Update | Paper LT0925-6.1 | P. Storrier

6.1.   The Chair advised members that the role of the Committee will be important leading up to the TQER in March and scoping of the forthcoming review and key themes were detailed in the report.

6.2.   An update was provided on pre-review activity, progress of the SIA, the delivery of evaluative sessions, student focus groups and Academic Council activity. The VP Curriculum and Student Experience expressed confidence in progress to this point and confirmed that the SIA will be shared to Members for comment.

6.3.   The Committee noted negotiations with QAA and the executive which had concluded that the initial review would be conducted in person at Dumfries Campus with online sessions providing input from Stranraer stakeholders. The Committee discussed concerns regarding this outcome and recommended that the matter be raised formally with the aim of appealing the decision in light of a split campus. The Principal endorsed this recommendation and agreed to communicate the Committee's concerns to the appropriate representatives.

6.4.   ACTION: - Communication to be provided to QAA addressing split campus involvement in review process. DD/AI

6.5.   The pressure on staff capacity to prepare for the review was noted.

6.6.   The Chair asked the committee to consider appropriate support to the College, and it was agreed that an in-person workshop would be scheduled in December. The Committee will provide comments and feedback on the SIA to test and preview items to identify any gaps in data or evidence as a 'critical friend'.

6.7.   ACTION: - Arrangements for in-person workshop to be scheduled for December re board member involvement in TQER process. LG

6.8.   A query on QAA meeting with Board members was raised and it was confirmed that this had not been intimated, and initial review arrangements and engagement was discussed. The change in relation to the review of governance and operations was outlined.

6.9.   The Committee noted the opportunity presented from the review and assurances that would be provided to ensure college systems have meaningful impact.

6.10.   **The Committee noted the TQEF Update**.

FOR INFORMATION ONLY

7.   Item 7 – Mission 2030 – Pillars 1/3 Outturn | Paper LT0925-7.1 | P. Storrier

7.1   A detailed implementation would return to the Board of Management for scrutiny.

7.2   **The Committee noted the Mission 2030 – Pillars 1/3 Outturn report.**

8.   Item 8 – SFC Quality Arrangements | Paper LT0925-8.1 | P. Storrier

8.1   The Committee noted the Report.

9.   Item 9 – Admissions Review | Paper LT0925-9.1 | P. Storrier

9.1   The Committee noted a successful start to the session with contributions from across college teams. Increased student numbers and overreaching targets had some challenges attached which were raised. Student retention at the start of the session was greatly improved from the previous year and provided confidence in effective systems.

9.2   One Member commended the improved induction experience and varied support to assist academic staff and learners.

9.3   **The Committee noted the Admission Review.**

10   Item 10 - Annual Awarding Body Summary | Paper LT0925-10.1 | S. Rutter

10.1   The volume of quality activity and resource capacity was highlighted and discussion followed on sustainability including the impact of commercial growth on quality assurance. The level of resource was under consideration.

10.2   A query was raised on recommendations regarding training, and the Committee was assured of the mandatory training and development opportunities presented. In addition, the evolution of the Quality Manager role and current team resource was detailed and noted.

10.3   The Committee welcomed the measures to improve student experience within the sector including the implementation of an internal audit team and supported a business case for additional resource.

10.4   It was suggested that a business Case should be developed to support Quality resource.

10.5   **The Committee noted the Annual Awarding Body Summary report.**

11   AOCB | Verbal | A. Irons

11.1   The Principal noted that the college had been nominated for 3 CDN Awards.

11.2   A new Director of Learning and Teaching had been appointed and will take up post in November 2025.

11.3   The SFC published report 'Expectation of Good Governance' will be circulated to Board Members.

11.4   The Chair asked the Committee to consider room and space for appropriate discussion around the TQER and potential to hold themed side table discussions. Board members will be invited to attend the all-staff development event in February 2026.

11.5   ACTION: Board members to be invited to staff development events in February 2026.

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

12.1   The date of the next meeting is scheduled for 18 November 2025.

12.2   The meeting was adjourned at 17:45 hours.

Dumfries and Galloway College
One step ahead

Learning and Teaching Committee

Action Log – 23 September 2025

Key
- Ongoing
- Closed
- Overdue

No	Meeting Date	Action	Lead	Deadline	Status	Commentary
1	21/5/25	ToR to be updated to show approval routes	LG	Jun 25	Closed	ToR updated and circulated.
2	21/5/25	SA Partnership Agreement to be tabled for discussion at the next Committee meeting	HG	Sep 25	Closed	Tabled for Sep 25 meeting
3	21/5/25	GB to liaise with PS to bring numbers to attention of appropriate external bodies/local authority re housing crisis and impact to students.	PS	Sep 25	Closed	PS has been connected with Jamie Little, Strategic Housing and Regeneration Investment t discuss.

Dumfries and Galloway College

Learning and Teaching Committee	
Agenda Item	**3**
Paper Number	**LT0925-3.1**

Date of Meeting	**23 September 2025**
Location	MS Teams
Title of Paper	**Strategic Risk Register**
Presented by	**L Grierson**
Recommendation	**Approval**
Freedom of Information Disclosure Assessment	
FOI flag:	☒ Disclosable ☐ Non-disclosable
Reason/s for choice:	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)	
Further comments/updates after initial submission	

Date added	Added by (name and role)	Comment/detail

Read Time: 9 minutes

1. Recommendation

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

2.   Executive Summary

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.** Additional mitigations added to level 2.

> ➢ Risk 9 – Failure to adhere to academic compliance arrangements – **no changes to ratings.** Additional mitigations added to level 2.

> ➢ Risk 10 - Failure to achieve an effective student experience – **no changes to ratings**. Additional mitigations added to level 2.

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
26/8/25

Strategic Risk Register Update   LT Committee – Sep 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: VP Learning, Skills and Student Experience L&T
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 **Risk Mitigations and Owners.xlsx**	MITIGATIONS	MONITORING
Front Line **(Management Assurance)** Operational Delivery /Systems /Quality Assurance /Supervision	• Online reportage of PI and Discussion with Teaching Team • Self-Evaluation Reportage – Curriculum • Student early experience survey and Student Satisfaction and Engagement Survey (SSES) • Self-Evaluation Reportage – Support • Complaint Procedure • Observation of Learning Process	• 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	• 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 • Introduction of Institution Led Quality Review (ILQR) in AY 25/26. • Introduction of SLT Level Self-Evaluation and Action Plans.	• College wide enhancement plan monitored annually • Annual portfolio review to examine improvement actions • Regular reportage on performance to SLT • Reportage to L&T Committee on College wide self -evaluation and portfolio reviews
Independent Assurance Internal Audit / external bodies	• Annual Engagement Visit by Inspection Body • Self-evaluation and Action Plan reportage to SFC • Risk based Cycle of External Verification Visits	• Reportage by Education Scotland presented to the BoM • Reportage to SFC Outcome Team • Awarding Body • Scrutiny by QAA

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

Risk Status	Meeting 1 MIN	Meeting 2	Meeting 3	Meeting 4

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

QTR		UPDATE SINCE LAST REVIEW / ACTIONS AND TREATMENT		APPETITE IN/OUT
Q1 Aug-Oct	Update	Owner – no changes to ratings • Level 2 - Introduction of Institution Led Quality Review (ILQR) in AY 25/26. • Level 2 - Introduction of SLT Level Self-Evaluation and Action Plans (SEAP)		Below
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat			
Q2 Nov-Jan	Update			
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat			
Q3 Feb-Apr	Update			
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat			
Q4 May-Jul	Update			
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat			

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

Reference to Risk Registers:	Organisational	Owner: VP 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 **Risk Mitigations and Owners.xlsx**	MITIGATIONS	MONITORING
Front Line **(Management Assurance)** Operational Delivery /Systems /Quality Assurance /Supervision	• Assessor marks in line with national standards utilising awarding body resources. • Curriculum team meetings • Self-Evaluation Reportage – Curriculum • Self Evaluation Reportage – Support • Complaint Procedure • Verification training module developed	• Internal verifier appointed for each unit and a cycle of verification is followed. • Curriculum Managers • Self-evaluation plan and reporting monitored by Performance
Organisation Oversight of Management Activity Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	• Compliance report by academic block • Performance Review of Self Evaluation Block 1 • Performance Review of Self Evaluation Block 2 • Performance Review of Self Evaluation Block 3 • Complaint Report • Introduction of Institution Led Quality Review (ILQR) in AY 25/26. • Introduction of SLT Level Self-Evaluation and Action Plans.	• College Wide Review by Performance Manager at SLT • Reportage to SLT and L&T Committee on College wide self - evaluation and Complaints
Independent Assurance Internal Audit / external bodies	• Cycle of External Verification Visits • Annual Engagement Visit • Self-Evaluation Reportage to SFC	• External verifier • Performance directorate monitor external verification and report to SLT and the L&T Committee. • Reportage by Education Scotland/QAA presented to the BoM • SFC Outcome Team monitor returns and provide feedback as required

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

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

Risk Status	Meeting 1 MIN	Meeting 2	Meeting 3	Meeting 4

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

QTR	UPDATE SINCE LAST REVIEW / ACTIONS AND TREATMENT		APPETITE IN/OUT
Q1 Aug-Oct	**Update**	Owner – no changes to ratings. • Level 2 - Introduction of Institution Led Quality Review (ILQR) in AY 25/26. • Level 2 - Introduction of SLT Level Self-Evaluation and Action Plans.	Below
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		
Q2 Nov-Jan	**Update**		
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		
Q3 Feb-Apr	**Update**		
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		
Q4 May-Jul	**Update**		
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

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

Reference to Risk Registers:	Organisational	Owner: **VP 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 **Risk Mitigations and Owners.xlsx**	MITIGATIONS	MONITORING
Front Line **(Management Assurance)** Operational Delivery /Systems /Quality Assurance /Supervision	• Curriculum team meetings • Self-Evaluation Reportage – Curriculum • Student early experience survey and Student Satisfaction and Engagement Survey (SSES) • Student representative meetings • Self-Evaluation Reportage – Support • Complaint Procedure • Observation of Learning process	• 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.
Organisation Oversight of Management Activity Internal Compliance and quality checks / Legal and Regulatory / Financial controls / Management controls / Project assurance	• Performance Review of Self Evaluation Block 1 • Performance Review of Self Evaluation Block 2 • Performance Review of Self Evaluation Block 3 • Portfolio Review 1 - PI and Curriculum Plan • Portfolio Review 2 - PI Review • Support Review • Complaint Report • Introduction of Institution Led Quality Review (ILQR) in AY 25/26. • Introduction of SLT Level Self-Evaluation and Action Plans	• Reportage to SLT and L&T Committee on College wide self - evaluation, enhancement plan and portfolio reviews
Independent Assurance Internal Audit / external bodies	• Annual Engagement Visit by Inspection Body • Self-evaluation and Action Plan reportage to SFC • Outcome Framework and Assurance Model	• Reportage by /QAA presented to the BoM • SFC Outcome Team monitor returns and provide feedback as required

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

Risk Status	Meeting 1 MIN	Meeting 2	Meeting 3	Meeting 4

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

QTR	UPDATE SINCE LAST REVIEW / ACTIONS AND TREATMENT		APPETITE IN/OUT
Q1 Aug-Oct	**Update**	Owner – no changes to ratings • Level 2 - Introduction of Institution Led Quality Review (ILQR) in AY 25/26. • Level 2 - Introduction of SLT Level Self-Evaluation and Action Plans.	Below
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		
Q2 Nov-Jan	**Update**		
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		
Q3 Feb-Apr	**Update**		
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		
Q4 May-Jul	**Update**		
	If outside appetite – what are tolerance levels and Actions/ Plans to Treat		

Dumfries and Galloway College

Learning and Teaching Committee

Agenda Item	4
Paper Number	LT0925-4.1

Date of Meeting	23 September 2025
Location	MS Teams
Title of Paper	Student Association Update
Presented by	Honor Gibson
Recommendation	**Discussion**
Freedom of Information Disclosure Assessment	
FOI flag:	☒ Disclosable ☐ Non-disclosable
Reason/s for choice:	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)	
Further comments/updates after initial submission		
Date added	Added by (name and role)	Comment/detail

Read Time: 2 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 been planning for the year ahead along with Youth Work and Active Campus.

2.2   We have Luke Wells in place as Student Engagement and Capacity Lead, and he will be taking charge of Class Representation.

3.   Context

3.1   With the beginning of the new academic year, the Student Association have been hard at work planning events for the year. We have teamed up with Youth Work and Active Campus to get a broad range of activities planned, that will go along with the calendar (World Mental Health Day, Halloween, Christmas etc.) We hope to have a calendar available by 19 September, so students and staff are aware of what we have going on.

3.2   We held Dumfries Campus Freshers on the 1 – 5th September and Stranraer Campus on the 9th of September. The event went well, and we are looking at doing 'refreshers events' throughout the academic year, with a focus on after the October holidays and after the Christmas break when we know that retention may be a problem.

3.3   Luke Wells, our new Student Engagement and Capacity Lead will be taking the lead on Class Representation this year – he has completed the Sparqs Class Representative training and will be putting this to good use in the coming weeks. We have already started visiting classes as a Student Association, introducing ourselves to the student body and to the staff (some of whom are new this year). We will be continuing with these visits in the next few weeks – the link for booking us into classes was published in 'The Directors Cut' which is where we will try and post most of our communications so that all staff are aware of what the student association are doing.

3.4   <u>Funding</u>

3.4.1   Delighted to tell you that we received £500 from the Tesco Stronger Starts Scheme which will allow us to fund the Student Association foodbank for this academic year.

3.4.2   Nick Trull, from RePollinate has confirmed that we have been successful in receiving £5000 to create the wellbeing/outdoor classroom space out the back of the college. We are just confirming logistics with estates and the equipment and items purchased will be dropped off and the project can be started.

3.5   <u>Sparqs/CDN/NUS/QAA</u>

3.5.1   As you know, we will be going through the Tertiary Quality Enhancement Review in this academic year. Honor has been named the Lead Student Representative for this and will be undertaking training on the 11 September and will give a verbal update at the Learning and Teaching Committee Meeting.

3.5.2   SA Association and Luke attended the Sparqs 'That's Quality!' residential in August – this mainly concentrated on the TQER, TQEF and how to draft our own SEAP for an imaginary tertiary institution. This allowed us to gain an insight in what institutions are going through when doing this process and gave us a deeper understanding of how it all works.

3.6   Scotland's Tertiary Enhancement Project (STEP)

3.6.1   As Student President, Honor will be attending the meetings and implementation days throughout the academic year – she will be attending these with Sonya Rutter. The first session was a summer check-in on the 19 August, and this was to allow all projects to get together and go through their final proposals. The first full session back will be on the 1 October and we will know more then what is happening with our projects and how we will be able to implement them in the 2nd and 3rd year of the STEP process.

4.   Strategic Implications

4.1   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 that 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.

5.   Risk

Risk	Mitigations
Risk 10. Failure to achieve an effective student experience.	➢ Class Representation

6.   Implications

Financial	YES	Failure to sustain funding may affect the activities the Student Association wish to put on.
Legal	NO	
Learning and Teaching	YES	It is important to ensure the student voice is systemically 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
11 September 2025

Learning and Teaching Committee	
Agenda Item	4
Paper Number	LT0925-4.2

Date of Meeting	23 September 2025
Location	MS Teams
Title of Paper	Student Partnership Agreement
Presented by	Honor Gibson
Recommendation	**Discussion**
Freedom of Information Disclosure Assessment	
FOI flag:	☒ Disclosable ☐ Non-disclosable
Reason/s for choice:	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)	
Further comments/updates after initial submission	

Date added	Added by (name and role)	Comment/detail

Read Time: 4 minutes

1.   Recommendation

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

2.   Recommendation

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

3.   Executive Summary

3.1   We are pleased to introduce a partnership agreement with the Student Association that reinforces our dedication to student empowerment, enriches the college experience, and builds a culture of collaboration where student voices are respected, valued, and embedded in decision-making processes.

4.   Context

4.1   We are working in collaboration with Youth Work, Active Campus, and the new Student Engagement and Capacity Lead to further develop and strengthen the Student Partnership Agreement, shaped by input from the DG-Cares team. Together, we aim to build a vibrant campus community, that fosters a strong sense of belonging, supports student leadership and participation, and places student perspectives at the centre of the college's strategic priorities, while also tying in Mission 2030.

4.2   We hope that by combining our resources, expertise and shared ambitions that this partnership will create a dynamic framework that enhances student engagement, enriches the college experience, and promotes the holistic development and success of all learners.

4.3   Please see Appendix 1 for the Partnership Agreement we will be working to enhance during the 25/26 academic year.

5.   Strategic Implications

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

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

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

6.   Risk

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

7.   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
11 September 2025

Appendix 1

Student Partnership Agreement

<u>Introduction</u>

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.

<u>Student Association</u>

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.

<u>Class Representation</u>

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

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

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

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

> ➢ Learning and Teaching
> ➢ Student Support
> ➢ Campus and Environment

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

Partnership

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

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

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

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

> ➢ Student Vote on project

> ➢ Ideas from the Lead Rep forums

The Student Association in conjunction with Lead Reps will decide which of these ideas to take forward. Once approved this will form part of the Partnership Agreement. The Partnership Agreement will be reviewed each Academic Year.

Dumfries and Galloway College

Learning and Teaching Committee

Agenda Item	6
Paper Number	LT0925-6.1

Date of Meeting	23 September 2025
Location	MS Teams
Title of Paper	TQEF Update
Presented by	Phil Storrier
Recommendation	**Discussion**
Freedom of Information Disclosure Assessment	
FOI flag:	☒ Disclosable ☐ Non-disclosable
Reason/s for choice:	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)	
Further comments/updates after initial submission	

Date added	Added by (name and role)	Comment/detail

Read Time: 5 minutes

1.   Recommendation

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

1.2.   Questions for committee to consider include:

➢   What role could Learning and Teaching Committee play in supporting preparations for review?

➢   How can we ensure the review process leads to meaningful, sustainable improvement—rather than simply compliance?

2. Executive Summary

2.1 TQER is a sector-wide, enhancement-led review that prioritises student voice and continuous improvement, aligned with European quality standards.

2.2 The review covers all credit-bearing provision and is tailored to institutional context, with judgements leading to actionable outcomes and follow-up.

2.3 The college has initiated the process, identifying key thematic areas—digital delivery, rural challenges, student engagement, and widening access—as focal points for the review.

3. Context

3.1. This year we will undertake our initial Tertiary Quality Enhancement Review (TQER) in March 2026 which is a peer led, enhancement-focussed review for Scotland's tertiary sector

3.2. Core Principles and Scope

➢ There are 6 core principles which will be considered and reviewed under the TQER and include: Excellence in Learning and Teaching; Supporting Student Success; Student Engagement and Partnership; Enhancement and Quality Culture; underpinned by (Externality and Data & Evidence).

➢ TQER is one of the mechanisms of assurance under the overall TQEF Framework.

➢ Under scope within review is ALL credit-bearing provision (SCQF Level 1-12)

➢ Review will be context-sensitive and based on strategy, mission and student profile and will consider collaborative education.

➢ Scoping meetings inform review and team composition.

3.3 Stages of the Review:

➢ Pre Review Activity - In Progress

➢ Initial Review (Student Focussed) - Feb 26

➢ Main Review Visit (Stakeholder Engagement - Mar 26

3.4 Evidence Base considered

➢ Strategic Impact Analysis – College self-evaluation report

➢ Advanced Information Set - Production of evidence base (Policies, Procedures etc)

➢ External Data (SFC, SCQF, Ed Scotland, QAA)

➢ Engagement in STEP Activity

3.5   Judgements, Outcomes and Follow Up

➢   There are 3 judgement categories: Effective, Partially Effective, Not Effective

➢   We will receive an outcome with Good Practice and Recommendations

➢   Following agreement of the report the college will produce an Action Plan within 12 weeks.

➢   Follow up will include ongoing Institutional Liaison Meetings

➢   Not receiving an 'Effective' statement will result in expectations of a quick action plan and a series of ongoing evaluation and further visits.

3.6   Where are we now?

3.6.1   We have held our initial scoping meeting in which we requested a focus on:

➢   Hybrid and digital delivery

➢   Rural education challenges

➢   Student Engagement

➢   Widening Access

3.6.2   We have been appointed our Review Manager and our review Team

➢   Review Manager – Holly Thomas (QAA)

➢   Reviewer – Lisa Doonan (South Lanarkshire College)

➢   Reviewer – Dr David Gourley (UHI Perth)

➢   Reviewer – Angela Lewis (Coleg Gwent)

➢   Student Reviewer – Amy Monks (Formerly Dundee and Angus College)

3.7   Next Steps

➢   Institutional Led Quality Review (ILQR) - Will launch Oct 2025

➢   Strategic Impact Analysis Sessions with SLT and CMT. Future sessions with Students and existing staff committees.

➢   Write and submit Strategic Impact Analysis – 18th Nov 2025

➢   Produce and submit Advanced Information Set – 18th Nov 2025

➢   A range of staff sessions to be developed across the AY.

➢   Initial Review – Feb 2026

➢   Main Review – Mar 2026

tqer-guide-for-insti
tutions.pdf

Note: Please see attached link for full guidance.

4.   Finance & Resource Implications

4.1   While the TQER process does not carry direct financial costs, it will require **significant investment of staff time and organisational capacity**. Key implications include:

➢   **Staff Engagement**: Active participation across academic, support teams and students will be essential, particularly in preparing evidence, engaging in review activities, and responding to recommendations. Specific burden will be placed on Senior Leadership members and the Performance Manager.

➢   **Strategic Alignment**: The review will demand clear articulation of how institutional strategy, mission, and student profile inform practice and enhancement.

➢   **Ongoing Commitment**: Post-review follow-up, including action planning and liaison meetings, will require sustained attention and responsiveness.

5.   Risk

Risk	Mitigations
➢ Risk 10. Failure to achieve an effective student experience.	➢ 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 ➢ Introduction of Institution Led Quality Review (ILQR) in AY 25/26. ➢ Introduction of SLT Level Self-Evaluation and Action Plans.

6.   Implications

Financial	**NO**	Whilst no direct financial costs it will demand significant investment of staff time and resource which may impact institutional capacity.
Legal	**NO**	However, compliance with sector wide quality standards. Failure to meet 'Effective' judgement will trigger additional scrutiny.
Learning and Teaching	**YES**	Should directly inform quality of learning and teaching opening areas of strength and areas for improvement.
Equalities	**YES**	Embeds a focus on widening access and student voice at its heart.

Phil Storrier
VP Curriculum & Student Experience
4 September 2025

Learning and Teaching Committee

Agenda Item	8
Paper Number	LT0925-8.1

Date of Meeting	23 September 2025
Location	MS Teams
Title of Paper	SFC Quality Arrangements
Presented by	Phil Storrier
Recommendation	**Noting**
Freedom of Information Disclosure Assessment	
FOI flag:	☒ Disclosable ☐ Non-disclosable
Reason/s for choice:	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)	
Further comments/updates after initial submission	

Date added	Added by (name and role)	Comment/detail

Read Time: 4 minutes

1. **Recommendation**

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

2.   Executive Summary

2.1   The Outcomes Framework and Assurance Model set out SFC's expectations of colleges and universities in return for the funding that they receive but does not specify targets or bespoke expectations in all areas. The Assurance Model comprises the mechanism by which SFC engages with colleges and universities and monitors their delivery and outcomes. The difference in the new model from the previous Outcome Agreement model is that it is intended to make expectations on institutions clearer, focus on outcomes over activities, greater use of existing data sources and will be broadened to the full breadth of institutional performance.

3.   Context

3.1   At high level there are seven outcomes in the Framework that apply to both colleges and universities which are:

> ➢   Funding regularity

> ➢   Good governance

> ➢   Financial viability and sustainability

> ➢   Estates and Infrastructure

> ➢   High Quality Learning and Teaching

> ➢   Student Interests Access and Success

> ➢   Skills and Work Based Learning

3.2   OFAM Meetings

3.2.1   The College has so far had 2 of our OFAM Meetings:

3.2.2   Meeting Q1 we discussed:

> ➢   Funding Regularity (Outturn recruitment in previous AY)

> ➢   High Quality Learning and Teaching – Review of the SEAP

> ➢   Student Interests, Access and Success – recruitment, retention, success and widening access.

3.2.3   Meeting Q2 we discussed:

> ➢   Financial Viability and Sustainability – review summary analysis based on college returns (Annual accounts, financial forecasts and mid-year reports).

> ➢   Student Interest, Access and Success – key focus on underrepresented groups (primarily Care Experienced Learners and SIMD10).

3.2.4   Meeting Q3 will focus on:

> ➢   Good governance

> ➢   Skills and Work based Learning

➢ Estates and Infrastructure.

3.2.5   Review of Discussions:

➢ The discussions have been straight forward and without contention

➢ Q1 meeting largely focussed on the SEAP, there was largely positive comments with some discussion around ambiguity in guidance and lack of clarity around audience and data which has informed wider sector guidance for 26/27. Positive and sustained trends were noted although in discussion regarding additional credits it was noted by SFC we had met threshold but not 100% to target.

➢ Q2 meeting our financial sustainability and viability was discussed and noted our work although with some discussion around accuracy of SFC data sets which was addressed. Regarding Students Interests, Access and Success our improved data sets were noted and commended.

5.   Risk

Risk	Mitigations
Risk 1. Failure of College strategy to meet the needs of Dumfries and Galloway Region and/or national priorities (BoM)	➢ Portfolio Review 1 - PI and Curriculum Plan ➢ Portfolio Review 2 - PI Review ➢ Reportage to BoM on Mission 2030 ➢ Annual Engagement on Self Evaluation and Action Plan (SEAP) reportage ➢ Outcome Framework and Assurance Model ➢ Audit of Plans

6.   Implications

Financial	YES	Colleges must ensure alignment between funding received and demonstrable outcomes, with implications for resource allocation and forecasting.
Legal	YES	The emphasis on good governance and funding regularity reinforces compliance obligations under existing legislation and regulatory frameworks.
Learning and Teaching	YES	The focus on high-quality learning and teaching, as well as skills and work-based learning, places increased importance on evidencing impact rather than activity. SEAP reviews and feedback suggest a need for clearer articulation of audience and data use, prompting refinement of strategic planning and curriculum design.

Equalities	**YES**	The framework's emphasis on student interests, access, and success — particularly for underrepresented groups — may require the College to strengthen data collection and analysis around equity.

Phil Storrier
VP Curriculum & Student Experience
12 September 2025

Dumfries and Galloway College

Learning and Teaching Committee

Agenda Item	**9**
Paper Number	**LT0925-9.1**
Date of Meeting	**23 September 2024**
Location	**MS Teams**
Title of Paper	**Admissions Review**
Presented by	**Kate Glendye**
Recommendation	**Noting**
Freedom of Information Disclosure Assessment	
FOI flag:	☒ Disclosable ☐ Non-disclosable
Reason/s for choice:	
Notes from author: (When will it become disclosable?)	
Further comments/updates after initial submission	

Date added	Added by (name and role)	Comment/detail

Read Time: 3 Minutes

1. Recommendation

2. The Learning and Teaching Committee are asked to note the paper.

3.   Executive Summary

3.1.   An update is provided on the latest admissions position for 2025/26, using live applications and enrolments data, with reference to year-on-year changes.

3.2.   Applications remain strong across all curriculum areas, with totals exceeding 2024/25 levels in most cases. 3,098 applications were received, significantly above target. (TQEF: Quality of Learning and Teaching – curriculum relevance and demand).

3.3.   Enrolments are higher this academic year, 1,593 compared to 1,346 last year at the same point. (TQEF: Support for Learners – improved conversion and access).

3.4.   This is the first year that curriculum areas were set required offer targets, helping ensure enrolment numbers are achieved. (TQEF: Continuous Enhancement – data-driven improvement).

3.5.   Enhancements to the onboarding portal, including room numbers, supported easier transition into induction. (TQEF: Student Engagement and Participation – smoother student journey).

3.6.   A series of Welcome Days and Induction activities were delivered, with 1,787 students attending (including College Academy). These built belonging, provided access to support services, and introduced students to college life. (TQEF: Support for Learners and Student Engagement).

4.   Context

4.1.   Overall: Applications (3,098) significantly outstrip target enrolments (1,181). Current enrolments (1,593) are already ahead of 2024/25 (1,346). (TQEF: Quality of Learning and Teaching – strong demand evidencing relevance of provision).

4.2.   Strong performance areas:

> ➢   Business: 66 enrolled (97% of required offers), already above last year (60).
> ➢   Computing: 181 enrolled, close to last year (193), strong demand but only 40% conversion from applications.
> ➢   Engineering: 158 enrolled vs 140 last year
> ➢   Sport & Fitness: 95 matches last year (95).
> ➢   Health & Social Care: 140 enrolled vs 126 last year

Curriculum Area	Target Enrolment	Applications	Enrolment	Enrol vs Target
Beauty & Make Up	106	200	90	85%
Business	79	178	115	146%
Computing	85	145	103	121%
Creative Industries	128	190	120	94%
Early Years	172	373	171	99%
Engineering	221	376	207	94%
Hairdressing	49	105	41	90%
Health & Social Care	190	418	187	98%
Hospitality	88	152	78	89%
LEAP	112	171	79	70%
Renewable Transport	84	146	74	88%
Sustainable Construction	273	460	208	76%
Sport & Fitness	132	184	117	89%
Total	**1719**	**3098**	**1593**	**93%**

4.3.   Conversion & offers: Most curriculum areas are heavily over-offering to secure enrolments.

4.4.   Balance: Overall enrolments sit at 88% of required offers, highlighting the need for close monitoring in the first weeks of term.

4.5.   Welcome Days and Inductions: Over the summer, Welcome Days introduced students to campus life, peer groups, and support services. The induction week engaged 1,787 students, helping establish belonging, expectations, and confidence at the outset of study.

5.   Finance & Resource Implications

5.1   Continued high demand will sustain income levels and reduce risk of under-recruitment.

5.2   Over-offering carries resourcing implications for timetabling, classrooms, and staff allocation, requiring ongoing monitoring.

5.   Risk

Risk	Mitigations
Risk 10. Failure to achieve an effective student experience.	➢ Early Experience Student Survey and Student Satisfaction ➢ Continuous self-evaluation within the academic year

6.   Implications

Financial	YES	If trends hold, overall credit activity should still allow the college to meet SFC targets, though volatility across areas may pose resource allocation risks.
Legal	NO	
Learning and Teaching	YES	Continued monitoring will be essential to ensure retention and conversion into sustained credits.
Equalities	NO	

Kate Glendye
Director of Student Experience and Innovation
09 September 2025

Learning and Teaching Committee

Agenda Item	10
Paper Number	LT0925-10.1

Date of Meeting	23 September 2025
Location	MS Teams
Title of Paper	Annual Awarding Body Summary
Presented by	Sonya Rutter
Recommendation	**Noting**
Freedom of Information Disclosure Assessment	
FOI flag:	☒ Disclosable ☐ Non-disclosable
Reason/s for choice:	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)	
Further comments/updates after initial submission	

Date added	Added by (name and role)	Comment/detail

Read Time: 6 minutes

1.   Recommendation

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

2.   Executive Summary

➢   A total of 50 awarding body activities were carried out, involving 10 distinct awarding bodies/organisations. 10 fewer activities than the previous session.

➢   47 of the 50 awarding body activities conducted in the 2024/25 academic session, looked at the assessment decisions made.

➢   21 awarding body activities were linked to SVQ activity.

➢   16 awarding body activities were part of SQAs Group award Verification process.

➢   3 awarding body activities resulted in further evidence being required to be resubmitted to the awarding body, prior to the outcome being successful. 4 fewer than the previous session.

➢   To support staff in the verification process, the Internal Verification Online Module was updated and re-launched, with 70% completing the training by the end of June 2025.

➢   The SVQ Internal Verification Training Module was developed to support assessors and verifiers delivering work-based qualifications in their role, with 77% completing the training by the end of June 2025.

➢   Nearly all awarding body activities were successful with many areas of good practice being identified.

➢   50% fewer recommendations were made in comparison to session 2023/24.

3.   Context

3.1   This report aims to present an overview of the outcomes of Dumfries and Galloway College Awarding Body Activity during session 2023/2024. Please refer to attached report.

4.   Financial Implications

4.1   Financial - Where Awarding Body Activity outcomes are not positive, this may result in a reduction in our portfolio offering and our student enrolments. Therefore, decreasing our funding opportunities.

4.2   Learning and Teaching - Where Awarding Body Activity outcomes are not positive, this can have an impact on the student classroom experience and achievement. This may also be detrimental to our reputation.

5. Risk

Risk	Mitigations
Risk 8. Failure to achieve highest academic performance levels.	➢ Internal and External Verification Procedures in place ➢ Compliance Audits – Internal Verification ➢ CPD videos relating to core pack training and pre-delivery checklist completion ➢ IV Online Training Modules

6. Implications

Financial	**YES**	Where Awarding Body Activity outcomes are not positive, this may result in a reduction in our portfolio offering and our student enrolments. Therefore, decreasing our funding opportunities.
Legal	**NO**	
Learning and Teaching	**YES**	Where Awarding Body Activity outcomes are not positive, this can have an impact on the student classroom experience and achievement. This may also be detrimental to our reputation.
Equalities	**NO**	

Sonya Rutter
Performance Manager

21 August 2025

ANNUAL AWARDING BODY REPORT 2024/25

August 2025

Version: 1
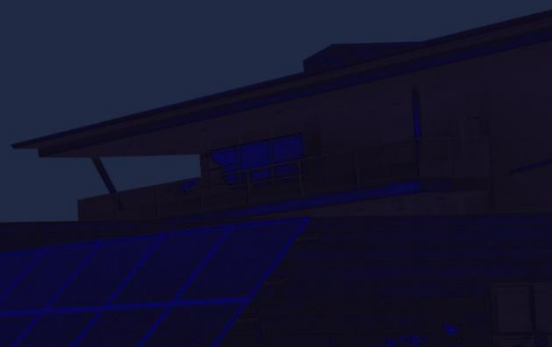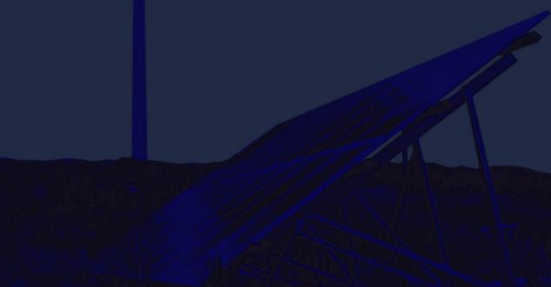
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Scope and Purpose

External verification focuses on the validation of assessment instruments, how they are applied and the reliability of the assessment decisions made by our centre This report aims to present an overview of the outcomes of Dumfries and Galloway College Awarding Body Activity during session 2024/2025.

Key Points

- A total of 50 awarding body activities were carried out, involving 10 distinct awarding bodies/organisations. 10 fewer activities than the previous session.
- 47 of the 50 awarding body activities conducted in the 2024/25 academic session, looked at the assessment decisions made.
- 21 awarding body activities were linked to SVQ activity.
- 16 awarding body activities were part of SQAs Group award Verification process.
- 3 awarding body activities resulted in further evidence being required to be resubmitted to the awarding body, prior to the outcome being successful. 4 fewer than the previous session.

- To support staff in the verification process, the Internal Verification Online Module was updated and re-launched, with 70% completing the training by the end of June 2025.
- The SVQ Internal Verification Training Module was developed to support assessors and verifiers delivering work based qualifications in their role, with 77% completing the training by the end of June 2025.
- Nearly all awarding body activities were successful with many areas of good practice being identified.
- 50% fewer recommendations were made in comparison to session 2023/24.

Process and Findings

The Awarding Body Activity for session 2024/25 demonstrated a standardised college-wide approach to verification and assessment processes and reflects our commitment to maintaining high quality standards across all activities.

The planning of all external verification activities is coordinated between the Awarding Body and the Centre Contact (Performance Manager). The Centre Contact collaborates closely with Verification Group Leaders to ensure availability of all necessary evidence for each scheduled activity. This session the Performance Team piloted the removal of the EV Ready Check (internal audit), ensuring that Verification Group Leaders take responsibility for the evidence being presented. This has posed no issues for any of the awarding body activities and is something that will be continued in session 2025/26.

47 of the 50 awarding body activities conducted in the 2024/25 academic session, looked at the assessment decisions made, 21 of which were linked to SVQ activity. 16 awarding body activities were part of SQAs Group award Verification process.

There was two fewer awarding body sanctioned applied in session 2024/25 in comparison to session 2023/24. One awarding body activities resulted in actions for our center based on inappropriate assessment decisions being made within the curriculum. Two further awarding body activities resulted in actions linked to quality assurance, one of which was linked to invigilation records and the other where the short course team were required to make minor changes to processes for sharing relevant polices with students and for checking student identification. All actions have been closed off and students successfully certificated.

Awarding Body Activity Categories

- Approval Visit – this type of visit pertains to the approval of new qualifications/awards
- Development/Support Visit – this type of visit can be initiated by the centre to provide support to staff regarding delivery and assessment or by the awarding body to support processes in place
- Virtual /Remote Verification – this type of visit is conducted online (usually via Microsoft Teams) with all evidence being provided to the awarding body in advance of the meeting
- Visiting Verification – this type of visit is conducted in person at the centre

Volume and Type of Awarding Body Activity

Detailed breakdowns of the type and volumes of visits per awarding body are provided in the following tables.

Type Activity	No.
Approval Visit	1
Virtual/Remote Verification	38
Visiting Verification	9
Development / Support Visit	2
Grand Total	50

Level	No.
Group Award Activity	16
HN	2
Level 3	2
Level 6	2
SVQ	21
VRQ	2
Various	3
N/A Quality Assurance	2
Grand Total	50

Awarding Body	No.
AIM	1
BPEC	2
C & G	2
CITB	1
EAL	2
IMI	3
REHIS	1
Sports Leaders	1
SQA	36
CMI	1
Grand Total	**50**

Area	No.
Workbased SVQs	14
Business, Enterprise, Digital Technology and Creative Industries	4
Engineering and Renewable Transport	12
Lifestyle: Hair, Beauty and Hospitality	1
Digital Health, Social Care, Sport and Fitness	7
Short Courses	4
Learning & Teaching	1
Sustainable Construction	5
Childhood Education, Supported Learning and Employability	2
Grand Total	**50**

Good Practice from Awarding Body Activity

Several areas of good practice were identified during the various activities. Sharing these practices is crucial as it promotes continuous improvement across the college, enabling staff to learn from successful approaches and apply them in their own work. The comprehensive list will be made available on AdminNet for all staff in due course.

These include the following:

- I was hugely impressed by the obvious amount of work which has been put into this course before it commenced, giving the candidates every opportunity to further their knowledge of HACCP in general and gain a highly valuable certificated as part of their CPD. The course was well organised, well structured, with a huge emphasis on participation and excellent support for the candidates
- On the videos and voice recordings both the assessor and candidate confirmed their names, date, time, location, description of activities and units being assessed. This ensured validity, authenticity, currency and sufficiency.
- The centre team organised a day on site with a local employer (who has candidates enrolled on the award) which turned out to be a great success and the team intend to repeat this regularly.
- The Centre has carries out an ongoing process to cross reference the practical tasks that have to be written up in OneFile for the Unit HE9D 04 as Reflective Accounts. This is a significant piece of work developed by the Centre to enable the candidates to clearly understand the reports that require to be written up as evidence for the SVQ Core Units within the Group Award GR93 46.
- Having candidates submit all work via plagiarism software tool and having them complete a declaration form is an excellent process and ensure candidates are aware of the need for academic rigour, regardless of the assessment method used.

Recommendations from Awarding Body Activity

50% fewer recommendations were made in comparison to session 2023/24. Several recommendations were identified for consideration, with some having already been implemented in preparation for the 2025/26 session. Sharing these recommendations is essential as it fosters transparency and supports continuous improvement throughout the college. The comprehensive list will be made accessible to all staff on AdminNet in due course.

These include:

- The assessor and the internal verifier should consider recording attendance at Construction Crafts Quality Networks in their CPD record.

- Continue to review CPD to ensure that there is specific activity surrounding occupational competence.
- Consider a closer internal verification focus on clerical housekeeping (names, dates and signatures) on knowledge assessments to ensure work can be attributed to the correct candidate.

Training

In December 2024, we launched key Quality Assurance Training Modules as part of our Essential Training Hub, ensuring all staff have the knowledge needed to maintain our high standards.

The current Internal Verification Training Module was updated to reflect the current procedure. In addition to this an SVQ version was developed and launched to support assessors and verifiers who are involved in delivery of work-based qualifications.

The following shows the completion rate:

- Internal Verification: 70%
- Internal Verification (SVQ): 77%

Line Managers will be asked to address areas of non-completion through the Professional Review and Development Process (PRD).

Actions

Action	Responsible Manager	Date to be completed
EV Ready Checks are now the responsibility of the Verification Group Leader	All relevant VGLs	ongoing
All staff to access the EV Visit Good Practice Report	All relevant VGLs	End of September 2025
All staff to access the EV Visit Recommendation Report	All relevant VGLs	End of September 2025
Staff to undertake required Quality Assurance Essential Training – non compliance should be addressed via the PRD process	All relevant line managers	End of September 2025