



Learning and Teaching Committee

Tuesday 24 February 2026 (16:30-18:00hrs) 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 ➤ 18 November 2025 ➤ Action Log	AI LG	Paper 2.1 Paper 2.2
	3. Strategic Risk Register	LG	Paper 3.1
For Discussion			
	4. Student Association Report	HG/KM	Paper 5.1
	5. Curriculum Planning and Portfolio Review	DF	Paper 5.1
	6. Student Performance – Further Retention	DF	Paper 6.1
	7. Audited SFC PIs Sector Comparison Analysis	PS	Paper 7.1
	8. Student Health and Wellbeing Update	KG	Paper 8.1
	9. TQEF Update	PS	Verbal
For Information only			
	10. Academic Council Report	PS	Paper 10.1
	11. Student Satisfaction and Engagement Survey (SFC)	SR	Paper 11.1
	12. College Leavers Destination Report	SR	Paper 12.1
	13. Learning and Teaching Development Update	MW	Paper 13.1
	14. Student Engagement and Partnership Activity	KG	Paper 14.1
	15. Annual Articulation Report	PS	Paper 15.1

	16. AOCB	AI	Verbal
	17. Date of next meeting ➤ Tuesday 19 May 2026	AI	Verbal

Learning and Teaching Committee

Minute of Meeting – 24 February 2026 - 16:30hrs – MS Teams

Present:		
Alastair Irons (AI) (Chair)	Gillian Brydson (GB)	Kirsty Duncan (KD)
Peter Woods (PW)	Caroline Stuart (CS)	Honor Gibson (HG)
Susan McLellan (SM)	Karen McIntosh (KM)	
Ann Hill (AH)		
In attendance:		
Douglas Dickson (DD)	Phil Storrier (PS)	Lorraine Grierson (LG)
Mary Cheetham (minute taker)	Kate Glendye (KG) part	Danielle Fox (DF)
Apologies:		
Sarah Holland	Inga McVicar (IM)	

1. Welcome and Apologies for Absence | Verbal | A. Irons

- 1.1.1. The Chair welcomed everyone to the meeting including the new Director of Learning & Teaching and the meeting was noted as quorate.
- 1.1.2. Apologies were noted as above.

1.2. Declaration of Interests/Connections | Verbal | A. Irons

- 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 18 November 2025 | Paper LT0226-2.1 | A. Irons

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

2.2. Action Log | Paper LT0226-2.2 | Verbal | L. Grierson

- 2.2.1 The Governance Professional provided an update on the action log, confirming there are no outstanding actions.
- 2.2.2 The Committee noted the Action Log.

3. Item 3 | Strategic Risk Register | Paper LT0226-3.1 | L. Grierson

- 3.1 The Governance Professional reported that there were no changes to the risks 8, 9 and 10, and no areas of concern.
- 3.2 The Committee noted the risk register.

FOR DISCUSSION

4. Item 4 | Student Association Report | Paper LT0226-4.1 | H. Gibson

- 4.1 The Student Association Vice Principal assumed the paper as read highlighting:
 - Events which have taken place in February include a successful bake sale.
 - There has been an increase in Spotify listeners with additional topics planned, one of which will be on student funding.
 - The Student President noted the excellent work carried out by the Student Association Vice President in her absence.
 - Preparation for the Here for You Event is progressing well, with 20 groups confirmed to attend.
- 4.2 A member queried the cost-of-living support work and whether approaches differed across campuses, it was confirmed that support is delivered differently due to smaller scale of Stranraer, with a Stranraer Here for You event planned for the end of March.
- 4.3 PS expressed thanks for covering duties during the President's absence and noted that item 3.1.1 – class rep engagement - has shown a 25% improvement, which is a key focus area for TQER and a recognised challenge across the college sector.
- 4.4 Testing approaches in ILQR highlighted strong Student Association involvement with rich contributions on how the student voice is being embedded; the President was thanked for her attendance at the preparatory meeting, and HG noted her participation had supported her learning.
- 4.5 CS queried whether the wellbeing garden project is in Dumfries, HG provided an overview of works being carried out, noting that the space will support childcare and possibly LEAP students' learning. CS expressed interest in creating a wellbeing-focused podcast.
- 4.6 A member asked whether the initiative is being reported on and HG confirmed it is fully funded and she will liaise with marketing to capture footage.
- 4.7 The Committee noted the content of the Student Association Report.

5. Item 5 | Curriculum Planning and Portfolio Review | Paper LT0226-5.1 | D. Fox

- 5.1. The Director of Learning and Teaching assumed the paper was read and a high-level summary of curriculum planning, highlighting key strategic priorities and new delivery approaches was given. Key points included:
- Credit targets are on track for this academic year and next.
 - Work continues on the Reaching Further project, with a focus on metaskills and immersive learning.
- 5.2 The Chair queried how credit allocation aligns with employer needs, PS confirmed that curriculum planning is linked to the regional skills assessment and employer engagement, forming a three-part portfolio which was reviewed at COSS and the REP.
- 5.3 .
- 5.4 ESOL provision was discussed, noting the importance for community cohesion despite limited pathways. GB offered support to the College and an invitation to attend the D&G Council for Lifelong Learning. PS confirmed he is happy for DF to take up this offer to gain a better understanding of the landscape.
- 5.5 The Committee noted the update.

6. Item 6 | Student Performance – Further Retention | Paper LT0226-6.1 | D. Fox

- 6.1. The Student Satisfaction and Engagement Survey (SSES) compares DGC data to the sector for session 2023-24. The following key points were noted:
- Retention remains strong at 91.9%, however, full-time FE withdrawals have increased, accounting for 59% of all withdrawals and will be subject to a detailed review.
 - 25% of withdrawals fall under the non-attendance category with unknown reasons, which DF will investigate further. Support services are currently under pressure due to increased numbers of students with additional learning needs.
- 6.2. The Chair asked about targeted areas for problem areas. PS outlined that support services was identified in ILQR as under pressure to help students with additional learning needs, and enrolment process discussions are ongoing to change to a more interactive process than face to face to help engagement.
- 6.3. A query was raised about identifying at risk students and proactive contact, PS noted the increasing complexity of the student population alongside static resources, making targeted interventions harder to sustain. A new student retention dashboard is being developed, with named advisors engaging directly with students.
- 6.4 The Committee held a full discussion noting sector-wide withdrawal challenges, with the College performing below sector withdrawal averages and committed to improvement. Funding pressures persist as increases have been directed to teaching pay rather than support services. PW highlighted the importance of strong staff-student relationships for retention and referenced upcoming Academic Work Council discussions on the personal tutor role. He also noted that withdrawal data by area can be misleading and requires

refinement, with PS confirming that a comprehensive review of required services over the next five years is underway.

6.5 A member queried whether Stranraer data be extrapolated and reviewed. PS confirmed it can be and noted significant improvement over the last year. A member noted that online learning and the flexibility supports retention and reduces withdrawals.

6.6 The Committee noted the update.

7 Item 7 | Audited SFC Pls Sector Comparison Analysis | Paper LT0226-7.1 | P. Storrer

7.1 PS recorded thanks to all staff, noting strong performance against sector benchmarks during a challenging period, recognising local issues but providing the board with confidence in the quality the College's achievements.

7.2 The Committee received an overview of the Annual Articulation Report (AY23/24) noting

- All modes are above sector average.
- FTFE shows sustained improvement across the sector giving confidence in continued strength.
- PTFE shows the most significant improvement.
- PTHE remains stable with small student numbers but represents valuable opportunities for upskilling and returning adults.
- FTFE is progressing Quality Assurance to enhancement although not yet sector leading.

7.3 A continued focus on enhancement was highlighted including work in areas such as care experience.

7.4 The Committee commended the team noting the College is in the top third of colleges in Scotland.

7.5 The Committee noted the update.

8 Item 8 | Student Health and Wellbeing Update | Paper LT0226-8.1 | K. Glendye

8.1 The paper was noted as read and highlighted the following key strategic points:

- Active Campus has delivered 3,628 participations across 11 activity types, demonstrating that it now operates at a preventative, system-wide scale rather than as optional enrichment. Engagement patterns show strong female participation in Fitness, Multisport and Pickleball, reflecting inclusive programme design and reduced access barriers.
- Across counselling, welfare and safeguarding, the data indicates sustained and complex mental health demand. Welfare referrals have already reached 103 by February—almost the full total for last year—and counselling presentations remain dominated by anxiety, relationship issues and general poor mental health. This highlights the importance of preventative models within Learning and Teaching.

- Active Campus supports this by providing routine, connection and low-barrier participation, reducing pressure on reactive services. Where preventative capacity weakens, demand shifts elsewhere rather than reducing.
 - Safeguarding cases remain low in volume but include concerns involving inappropriate behaviour towards female students, which are culturally significant. As part of DG-Cares, a structured Gender-Based Violence awareness approach will be progressed to strengthen culture, reporting confidence and trauma-informed practice.
- 8.2 Overall, the data shows clearly sustained wellbeing demand, and the preventative activity alongside curriculum delivery. This work directly supports retention, engagement and inclusive access and aligns with wider organisational priorities.
- 8.3 PS reported that a regional Health & Wellbeing Physical Activity Strategy has been developed, focusing on broader themes and extending activity to staff with the College contributing to this. DD commended the report and highlighted the strong participation number for Active Campus and the differences between males and female engagement. Intervention from youth workers on campus has provided support which again is based on short term funding.
- 8.4 The Committee praised the exemplary impact of the Active Campus work, thanking the Active Campus Co-ordinator and team. PW emphasised that demand on the student team continues to rise stressing the need for sustainable funding, increased capacity and long-term support planning.
- 8.5 The Committee Noted the report.

9 Item 9 | TQEF Update | Verbal | P. Storrer

- 9.1 PS informed the Committee that the Initial Review (IRV) had provided little feedback to share, however highlighted the different approach from Education Scotland with limited interaction. Feedback that was received noted some students struggled to speak, with suggestions to explore different methods of engagement. In response, the College has reached out to students for further feedback and asked the review team for different approaches and to consider peer supported approaches particular for lower-level groups.
- 9.2 Additional evidence has been requested for the Full Review, and an initial schedule has been produced with the main review taking place on 24/25 March.
- 9.3 The Chair noted that the review team has still not visited Stranraer.
- 9.4 AH asked whether they would meet any Board members and was advised they would not; PS commented that although this is the team's first review and the model is different, it was surprising given they work within the college sector. AH asked to see the lines of enquiry, and PS confirmed these are not yet finalised, but an indicative schedule is available and can be shared.

CS left the meeting 1745hrs

- 9.5 DD noted that although the approach is different, the College is well-prepared with strong data sets and performance analysis, giving a clear picture of our position and nothing to

be concerned about in the indicative lines of enquiry. DD thanked VP Curriculum and Student Experience, the Performance Manager and the PA to the Principal for their continued work and confirmed he is confident in the College's readiness.

- 9.6 The Chair requested that the Committee formally record its commendation for the activity undertaken and the high level of professionalism demonstrated across the College and expressed thanks on behalf of the Committee.
- 9.7 **Action: PS to share lines of enquiry with AH.**
- 9.8 The Committee Noted the update.

FOR INFORMATION ONLY

10. Item 10 | Academic Council Report | Paper LT0226-10.1 | P. Storrier

- 10.1 The Committee noted the content of the report.

11 Item 11 | Student Satisfaction and Engagement Survey (SFC) | Paper LT0226-11.1 | S. Rutter

- 11.1 The Committee noted the content of the report.

12 Item 12 | College Leavers Destination Report | Paper LT0226-12.1 | S. Rutter

- 12.1 The Committee noted the content of the report.

13 Item 13 | Learning and Teaching Development Update | Paper LT0226-13.1 | M. Wallace

- 13.1 DD noted that the item should have been presented for discussion and welcomed the report, requesting that it be positioned as a discussion item at future meetings.
- 13.2 The Committee noted the content of the report.

14 Item 14 | Student Engagement and Partnership Activity | Paper LT0226-14.1 | K. Glendye

- 14.1 The Committee noted the content of the report.

15 Item 15 | Outcome Agreement 23-24 and SFC Case Studies | Paper LT0226-15.1 | P. Storrier

- 15.1 It was noted that there is a lag in the data and the trend towards UWS, with further increases expected. Work is ongoing to strengthen articulation routes and enhance pathways.
- 15.2 The Committee noted the report.

16 **Item 16 | AOCB | Verbal | A. Irons**

- 16.1 DD noted that the Tertiary Education and Training Bill should be considered at a future meeting, given the interesting positions within the Board and SFC, and suggested adding this as a discussion item for the May meeting.
- 16.2 The meeting was adjourned at 17.57 hours.

17 **Item 17 | Date of the Next Meeting | Verbal | A. Irons**




- 17.1 The date of the next meeting is scheduled for 19 May 2026.



**Dumfries and
Galloway College**

One step ahead

Item 2
LT0226-2.2

Key	
	Ongoing
	Closed
	Overdue

**Learning and Teaching Committee
Action Log – 11 February 2026**

No	Meeting Date	Action	Lead	Deadline	Status	Commentary
1		No Actions				

Learning and Teaching Committee		
Agenda Item	3	
Paper Number	LT0226-3.1	
Date of Meeting	24 February 2026	
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 4 risks assigned to it for review and any amendment made to these by Risk Owners, is noted below

- Risk 8 – Failure to achieve highest academic performance levels – **no changes**
- Risk 9 – Failure to adhere to academic compliance arrangements – **no changes**
- Risk 10 - Failure to achieve an effective student experience – **no changes**

4. Strategic Implications

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

5. Risk

Risk	Mitigations
Risks 8,9,10,11	➤ 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 Framework, challenges to attract future students and educational partners; reputational damage, impact on student certification.
Equalities	NO	

Lorraine Grierson
Governance Professional
15 January 2026

Strategic Risk Register Update LT Committee – Feb 2026

RISK DEFINITION		ORIGINAL TASK				RESIDUAL RISK				RISK APPETITE	RISK DETAILS
No	Risk	Likelihood	Impact	Total	Risk Level	Likelihood	Impact	Total	Risk Level and trend	above/ below	Links
Responsible Person - VP Learning, Skills and Student Experience											
8	Failure to achieve highest academic performance levels (LT)										
		3	4	12		1	4	4	=	Moderate 11-15 ↓	Risk 8 - LT - Acad Perf - PS.docx
9	Failure to adhere to academic compliance arrangements (LT)										
		4	3	12		2	2	4	=	Cautious 7-10 ↓	Risk 9 - LT-Acad Compl - PS.docx
10	Failure to achieve an effective student experience (LT)										
		3	4	12		1	4	4	=	Moderate 11-15 ↓	Risk 10 - LT-Effec Stud Exp PS.docx

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

Learning and Teaching Committee		
Agenda Item	4	
Paper Number	LT0226-4.1	
Date of Meeting	24 February 2026	
Location	MS Teams	
Title of Paper	Student Association	
Presented by	Karen McIntosh	
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: 7 minutes

1. Recommendation

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

2. Executive Summary

- 2.1. This report outlines recent Student Association activity, including enhanced Class Representative engagement, successful awareness campaigns such as Movember and continued development of the SA podcast platform.
- 2.2. Alongside these completed activities, the Student Association is delivering a programme of upcoming engagement and awareness events, progressing cost of living support initiatives through “Here for You” events, implementing the Wellbeing Garden project, and preparing for Student Association Elections following the Easter break.
- 2.3. Collectively, this work strengthens student voice, promotes inclusion and wellbeing, and supports a positive and responsive student experience across the college.

3. Context

3.1 Class representation

- 3.1.1 Block 1 saw engagement from 26 Class Reps in Class Rep meetings, representing an overall engagement rate of 25%. This reflects an increase of approximately 10% compared to the previous year, indicating improved participation and visibility of the Class Rep role.
- 3.1.2. Feedback from Class Reps included general concerns relating to aspects of the college estate, including catering provision. These themes were subsequently raised through Student Experience meetings with Lead Reps and to be discussed with Estates Management.
- 3.1.3 In addition, three specific enhancement areas were identified:
 - The introduction of a student newsletter in Block 3
 - Clearer and more consistent communication between Class Reps, Lead Reps, and staff
 - The introduction of management walk-arounds during lunchtime to increase visibility and informal engagement with students

3.2 Events

- 3.2.1 We delivered a comprehensive programme of activity during Movember in partnership with the University of Glasgow, UWS and Active Campus. The campaign focused on raising awareness of men’s mental health and testicular cancer while encouraging participation through a combined 1,250km movement challenge and a £1,250 fundraising target. By the end of November, we had exceeded both goals - covering 1,707km and raising £1,330 through sponsorship, bake sales and a raffle. A dedicated men’s mental health podcast was also recorded, achieving our second highest number of listens to date (53). Local business Joe’s Sports Supplements supported the campaign through prize sponsorship.
- 3.2.2 In the lead up to the Christmas break, we delivered a range of festive engagement activities in collaboration with Active Campus and UWS, including “The Festive Games” and two “12 Days of Fitmas” sessions. We also produced a Christmas message video for

students and ran the popular Christmas Door Competition across campuses, with winning entries from HNC Childhood Practice (Dumfries), Project Search (Stranraer) and the Admin/Timetabling Office (Stranraer). These activities supported positive end-of-term engagement and cross-campus community building.

3.2.3 The Vice President has started a podcast which is available to listen to on Spotify search for 'Unplugged by Kaz' – Or follow the Student Association Facebook page to get the link when a new episode comes out. We have now recorded 7 episodes with staff from all over the college. As of date, we have had 260 listeners so far.

3.2.4 Over the coming weeks, the Student Association will deliver a programme of engagement and awareness activity across both campuses. This includes a Valentine Bake Sale, Scottish Apprenticeship Week activity in collaboration with Skills Development Scotland (SDS), recognition of International Women's Day (6 March), "Wear it Green" for St Patrick's Day (17th March), a Cornhole Competition, and Easter activities in partnership with Active Campus and Sports Scotland.

These activities aim to promote inclusion, celebrate key national awareness days, and provide accessible opportunities for student engagement.

3.2.5 A number of initiatives are currently in development and will progress over the coming weeks. "Here for You" events are being planned across both campuses to provide tangible cost of living support, including practical assistance, signposting and direct access to student support services and external agencies.

The Wellbeing Garden project has moved into its implementation phase, with delivery received and installation work being scheduled. This will create a dedicated outdoor wellbeing space to enhance the campus environment and support student mental health.

Planning is also underway for Student Association Elections, which will take place following the Easter break. Promotional activity and candidate engagement will begin in advance to encourage strong participation and representation for the 2026/27 academic year.

3.3 Institution Led Quality Review (ILQR)

3.3.1 ILQR is a new review process introduced this session. The student voice is important in this process. To date, the SA President has represented the Student Association during the review of Beauty and Construction curriculum areas.

3.3.2 A preparation meeting was held with Phil Storrier and Sonya Rutter to discuss the role of the Student Association and its impact on the college. A planning meeting will follow later in the academic year.

3.4 Scotland's Tertiary Enhancement Programme (STEP)

3.4.1 STEP is Scotland's national enhancement programme for colleges and universities, designed to promote continuous improvement in learning, teaching, the student experience, and staff development. The topic for this programme is Supporting Diverse Learner Journeys.

3.4.2 The college is involved in two projects

- **Supporting access, progression and successful outcomes in diverse student communities** (Performance Manager is a consultative partner)
- **Strategies to support student engagement and partnership for time poor and cash poor students** (Student Association President is a collaborative partner)
- Each project is in the early stages. As the projects develop it may be that our staff and student are requested to support any pilot activities.

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.

Karen McIntosh

Student Association Vice President

20 January 2026

Learning and Teaching Committee		
Agenda Item	6	
Paper Number	LT0226-6.1	
Date of Meeting	24 February 2026	
Location	MS Teams	
Title of Paper	Student Performance – Further Retention	
Presented by	Danielle Fox	
Recommendation	Discussion	
Freedom of Information Disclosure Assessment		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> Non-disclosable	
Reason/s for choice:	There is no information contained in this report that could not be in the public domain	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)	Can be disclosed upon request however noting the data is currently in-house college data	
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. Executive Summary

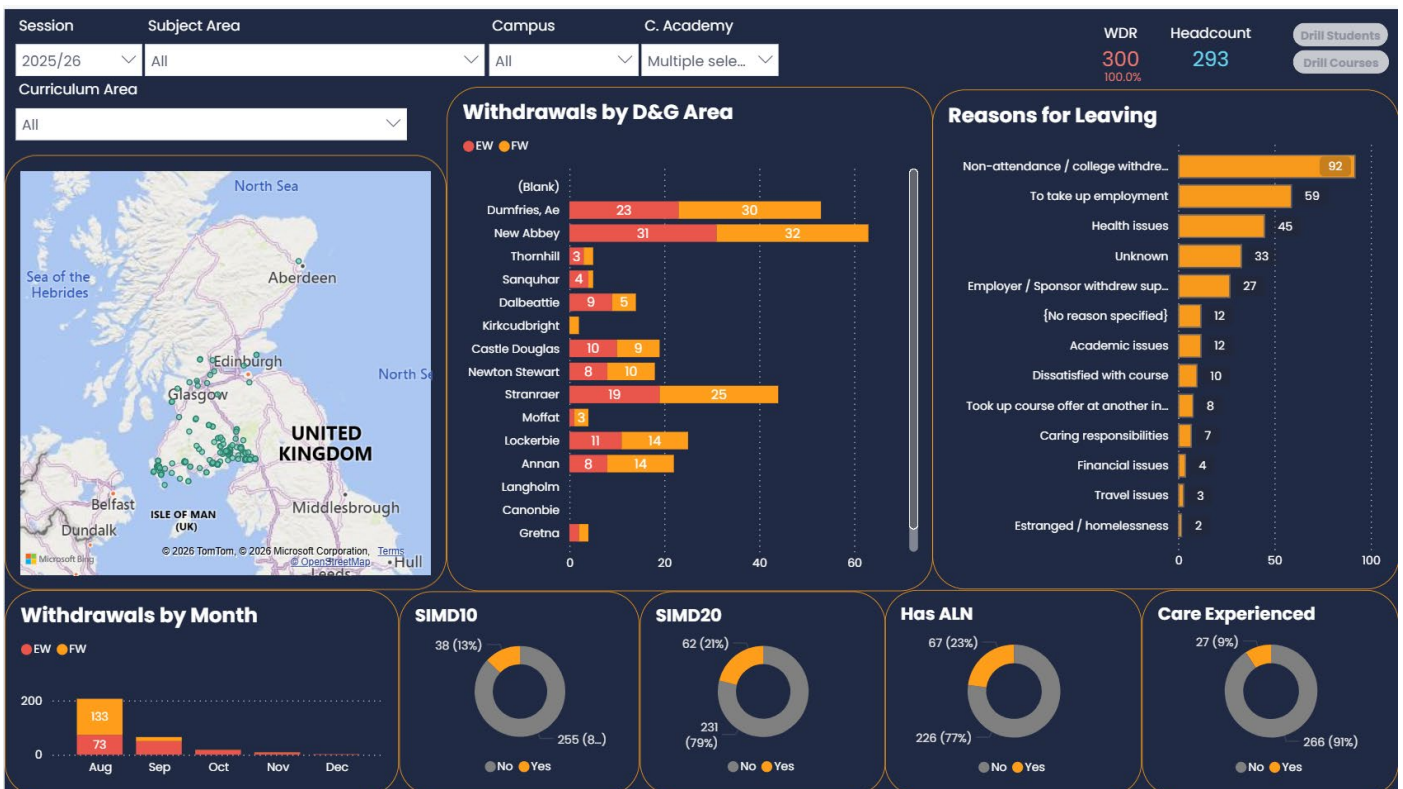
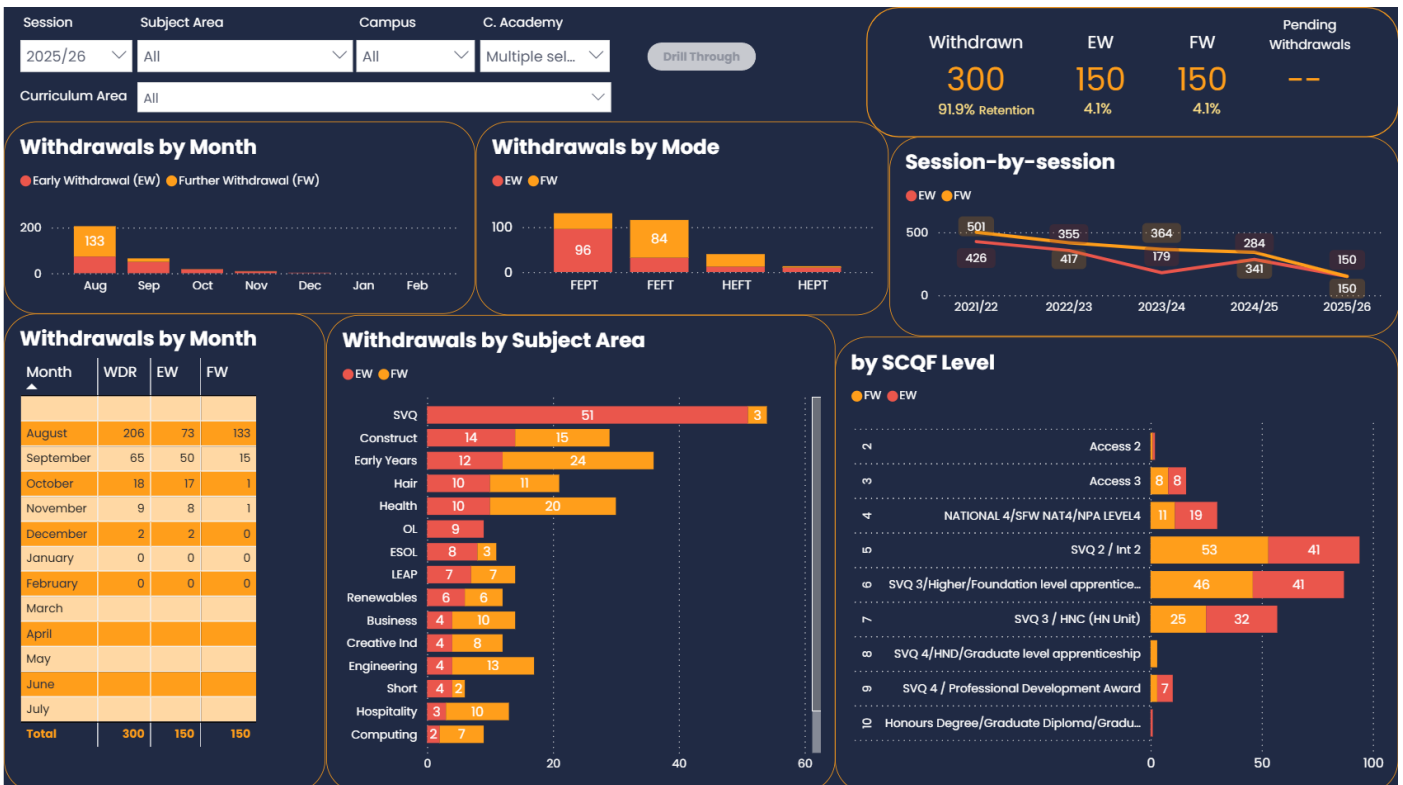
2.1. The purpose of this report is to update the Learning and Teaching Committee on further retention of students across curriculum areas in 25/26.

2.2. Key Points

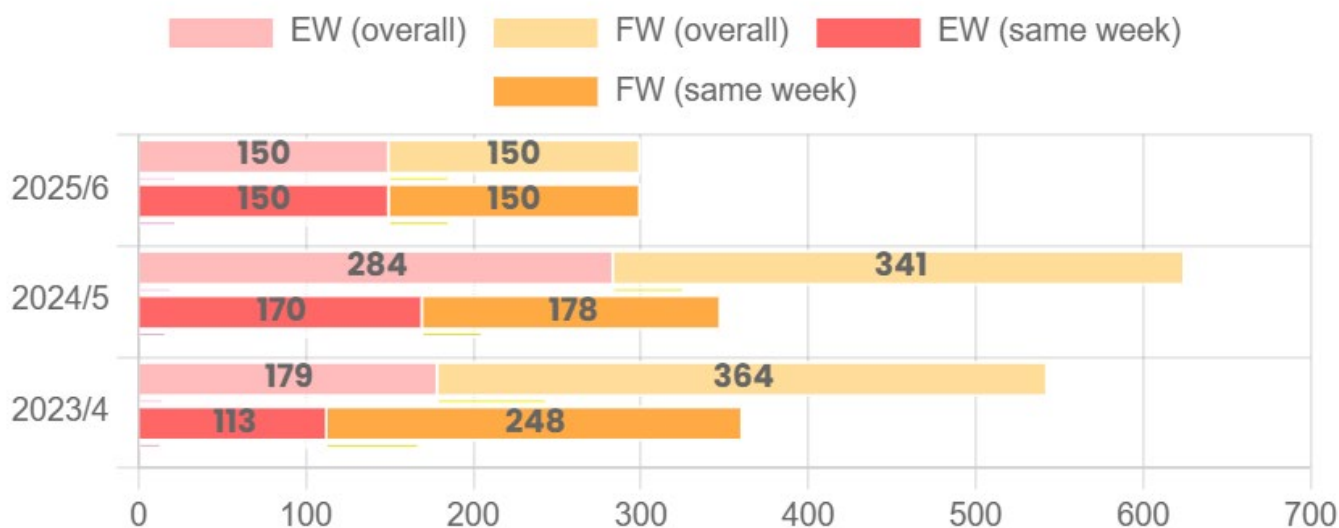
- Retention remains strong at 91.9%.
- Further Withdrawals continue to decline year-on-year.
- Non-attendance/college-withdrew is the primary withdrawal reason. This category is broad and ambiguous and needs deeper analysis to target interventions effectively.
- Higher withdrawal rates occur among full-time FE learners.
- College Academy provision continues to perform strongly with very low withdrawal rates.

3. Context

- 3.1 Overall retention is 91.9%, with Further Withdrawals (FW) at 4%. FW have fallen sharply over three years (209 in 2023/24, 159 in 2024/25, 105 in 2025/26 – same week comparison), representing a 34% reduction year-on-year and reflecting the impact of early intervention and strengthened learner support.
- 3.2 Full-time FE learners account for 59% of Further Withdrawals, suggesting study intensity and programme demands may contribute to disengagement.
- 3.3 Level 6 learners represent 36% of all withdrawals, identifying this level as a key pressure point for retention.
- 3.4 The most common withdrawal reason is non-attendance/college withdrawal (28%), highlighting the ongoing importance of early disengagement and attendance monitoring.
- 3.5 There is no evidence that travel, caring responsibilities, or financial pressures are disproportionately driving withdrawals.
- 3.6 Students with Additional Learning Needs (ALN) account for 23% of withdrawals while representing 18% of the student population, indicating increasing pressure on support services.
- 3.7 SIMD20 learners make up 21% of withdrawals, compared with 13% of overall enrolments, highlighting the impact of multiple barriers and the need for targeted retention strategies.
- 3.8 Care-experienced learners account for 9% of withdrawals, compared with 5% of the wider college population, reinforcing the need for enhanced and consistent support.
- 3.9 College Academy performance remains strong, with only 1.7% FW, reflecting effective learner engagement and support.
- 3.10 Learners aged 16–19 account for 49% of withdrawals, reinforcing the need for early engagement, transition support and close monitoring at the start of their programmes.



Withdrawals Session-by-Session



4. Strategic Implications

- 4.1 Key priority cohorts require tailored intervention (16–19, ALN, SIMD20, Level 6, full-time FE).
- 4.2 Non-attendance categorisation needs refinement for clearer understanding.
- 4.3 Continued improvement depends on proactive practice and effective data use.

5. Risk

Risk	Mitigations
Risk 8. Failure to achieve highest academic performance levels.	<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 ➤ 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

	<ul style="list-style-type: none"> ➤ Support Review ➤ Complaint Report ➤ Introduction of Institution Led Quality Review (ILQR) in AY25/26. ➤ Introduction of SLT Level Self-Evaluation and Action Plans. ➤ Annual Engagement Visit by Inspection Body ➤ Self-evaluation and Action Plan reportage to SFC ➤ Outcome Framework and Assurance Model
--	---

6. Implications

Financial	Yes	Further retention improvements (34% reduction) reduce the risk of funding clawback linked to withdrawals, supporting financial stability
Legal	No	No, however, accurate data handling and compliance with GDPR in tracking withdrawals and reasons remain critical to ensure lawful processing of student information.
Learning and Teaching	Yes	Enhanced onboarding and staff engagement strategies have contributed to stronger retention. Continued focus on curriculum responsiveness and proactive support for at-risk groups will sustain these gains.
Equalities	Yes	23% of withdrawals involve students with Additional Learning Needs, highlighting equity challenges in needs assessment and resourcing. Increased resource may be required.

Danielle Fox

Director of Learning & Teaching

12 February 2026

Learning and Teaching Committee		
Agenda Item	7	
Paper Number	LT0226-7.1	
Date of Meeting	24 February 2026	
Location	MS Teams	
Title of Paper	Audited SFC PIs Sector Comparison Analysis	
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:	These are in published and in the public domain.	
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: 8 minutes

1. Recommendation

- 1.1 The Learning and Teaching Committee are asked to discuss the Interim 2024/25 PIs and the College’s data trends against sector benchmarks.

2. Executive Summary

2.1 This report provides the Learning & Teaching Committee with an update on the latest audited national Performance Indicators for academic year 23/24.

3. Context

3.1 The Scottish Funding Council report on the sector PIs and we have completed an analysis on the latest national statistics to provide a comparative analysis for the College against the sector.

3.2 Completed Successful by mode

Full Time Further Education (FT FE)

Academic Year	%Completed Successful Scotland	%Completed Successful DGC
19-20	72.2%	73.3%
20-21	65.8%	65.2%
21-22	65.7%	66.0%
22-23	69.8%	71.4%
23-24	67.1%	71.3%

Full Time Higher Education (FT HE)

Academic Year	%Completed Successful Scotland	%Completed Successful DGC
19-20	77.4%	86.4%
20-21	74.5%	72.5%
21-22	67.1%	68.8%
22-23	69.7%	76.9%
23-24	66.9%	72.3%

Part Time Further Education (PT FE)

Academic Year	%Completed Successful Scotland	%Completed Successful DGC
19-20	80.9%	79.6%
20-21	78.4%	77.0%
21-22	79.2%	81.7%
22-23	80.3%	88.1%
23-24	80.4%	90.5%

Part Time Higher Education (PT HE)

Academic Year	%Completed Successful Scotland	%Completed Successful DGC
19-20	80.8%	85.0%
20-21	83.8%	86.0%
21-22	81.9%	80.9%
22-23	81.4%	84.4%
23-24	81.7%	89.1%

3.3 Analysis

3.3.1 Full Time Further Education (FT FE)

3.3.1.1 Trajectory from 73.3% (19-20) to 71.3% (23-24) at DGC (national 72.2%→67.1%). FT FE shows a moderate decline over 5 years locally versus a steeper national fall, leaving DGC ~4 pp ahead of Scotland by 23-24. The recovery from the pandemic performance has been continual improvement to a steadying position above national benchmark for the last 3 years.

3.3.1.2 Interpretation: Four-out-of-five years above national performance suggests core delivery quality is sound.

3.3.2 Full Time Higher Education (FT HE)

3.3.2.1 Trajectory: From a high 86.4% (19-20), DGC ends at 72.3% (23-24) (national 77.4%→66.9%).

3.3.2.2 This mode experiences the sharpest five-year decline (-14.1 pp), albeit still averaging +4.3 pp above Scotland across the period. This mode is slightly more volatile than other modes, suggesting cohort variability or programme mix effects which is locally affected by lower cohort numbers in some areas. 19/20 outcomes were also impacted due to pandemic quality arrangements which was a transient spike nationally.

3.3.2.3 Interpretation: The fall from a very strong base in 19/20 is misleading and the last 3 years is a more appropriate marker of success. Specific focus on HE outcomes to develop stability should be considered.

3.3.3 Part Time Further Education (PT FE)

3.3.3.1 Trajectory: DGC climbs from 79.6% (19-20) to 90.5% (23-24) while national remains flat (~80%).

3.3.3.2 The latest gap is ~10 pp to Scotland, with DGC's best year in 23-24. The slope is strongly positive, reflecting consistent gains since 21-22. This has also been affected by significant improvements in Senior Phase performance.

3.3.3.3 Interpretation: This points to effective part time provision design (modular pacing, flexible timetables, supportive assessment) and well-targeted curriculum aligned to learner needs and local skills. The recent strength suggests capacity to grow further (credits/enrolments) provided we protect teaching quality and learner support at scale.

3.3.4 Part Time Higher Education (PT HE)

3.3.4.1 Trajectory: DGC improves from 85.0% (19-20) to 89.1% (23-24) against a modest national upturn (80.8%→81.7%). DGC has remained above sector benchmarks for 4 out of 5 years, with low volatility and a steady positive slope.

3.3.4.2 Interpretation: Stability and high performance indicate that the delivery model is working (applied learning, adult-friendly schedules, clear progression). This mode is a strategic asset for adult upskilling and employer partnerships. It should be noted that PT HE for the College are low numbers and this overall data can be disproportionality affected in any one year however this could be an area of exploration for expansion.

3.4 23/24 Comparative Performance Data

3.4.1 Completed Successful

Mode	Scottish Ranking	DGC Complete Success	National Average	Variance
FT FE	8 th	71.3%	67.1%	+4.2%
PT FE	4 th	90.5%	80.4%	+10.1%
FT HE	5 th	72.3%	66.9%	+5.4%
PT HE	2 nd	89.1%	81.7	+7.4%

3.4.2 The scale of positive variances (+4–10pp) indicates that DGC significantly outperforms national performance across all modes, though ranking positions highlight opportunities for further interventions and exploration around improving FT FE further and stabilising FT HE outcomes.

3.4.3 DGC ranks 2nd and 4th in Part Time modes which could be further leveraged for strategic advantage.

3.4.4 FT modes ranking lower (8th, 5th) suggesting further sector learning could be leveraged for further enhancement however we are in a strong position.

3.4.5 The variances (e.g., +10.1% PT FE, +7.4% PT HE) demonstrate significant strength.

Key Groups	Scottish Ranking	DGC Complete Success	National Average	Variance
SIMD10	7 th	71.6%	67.2%	+4.4%
Care Experience	8 th	64.9%	60.5%	+4.4%
Disability	3 rd	75.8%	67.2%	+8.6%
Ethnic	2 nd	81.5%	70.8%	+10.7%

3.4.6 SIMD10 performance shows progress but not sector leading—requiring continued focus on financial support, attendance, and engagement. Improved data reporting should allow us to deeper dive into student groups for evidence-based interventions.

3.4.7 Care-experienced learners perform significantly above national but still have the lowest absolute success rate creating further opportunities for ambitious further improvement in outcomes for these learners. We also note a gap in progression to SCQF Level 7 and above which is an area which will require targeted intervention.

3.4.8 Disability learners rank 3rd nationally, evidencing strong support frameworks.

3.4.9 Ethnic minority learners show sector-leading performance (+10.7 pp variance), indicating strong inclusion practices however with low student numbers.

3.4.10 See Appendix 1 for data tables.

4. Strategic Implications

- 4.1 Sustained performance above national benchmarks across all modes, alongside steady improvement over five years, indicates that previous improvement actions are now embedded. Strategically, this allows us to move to how performance is sustained, scaled, and enhanced, particularly in the context of funding constraint and rising learner need.
- 4.2 Strong and consistent performance against national PIs provides a robust evidence base to support more confident strategic choices, including curriculum investment, partnership expansion, and innovation in delivery models.
- 4.3 Performance above national benchmarks strengthen the College’s credibility with external stakeholders, including the SFC, QAA and regional partners. This creates strategic leverage to influence regional skills planning, negotiate partnership models, and evidence effective stewardship of public funding.
- 4.4 As headline PIs are now strong and stable, the strategic focus increasingly shifts to *value and impact*: closing remaining equity gaps, improving learner progression and destinations, and demonstrating how performance translates into improved life chances and regional economic benefit.

5. Risk

Risk	Mitigations
<ul style="list-style-type: none"> ➤ Risk 8 - Failure to achieve highest academic performance levels 	<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

6. Implications

Financial	Yes	Improved completion and reduced early withdrawal directly strengthen the College’s income position, ensuring that SFC-funded credits are retained and minimising financial exposure linked to learner attrition. The strong performance in part-time modes also presents opportunities for sustainable growth in areas with proven demand and high success.
Legal	Yes	As a publicly funded institution, the College must evidence continuous enhancement of SFC-funded provision. The performance indicators demonstrate

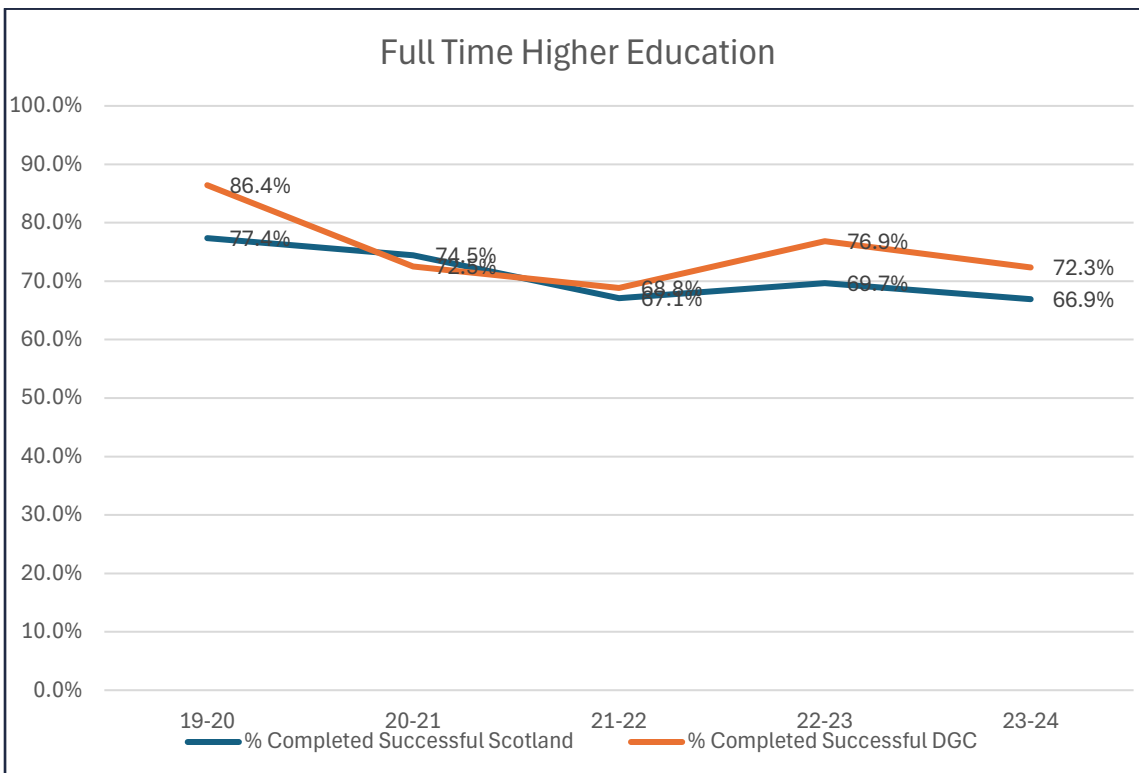
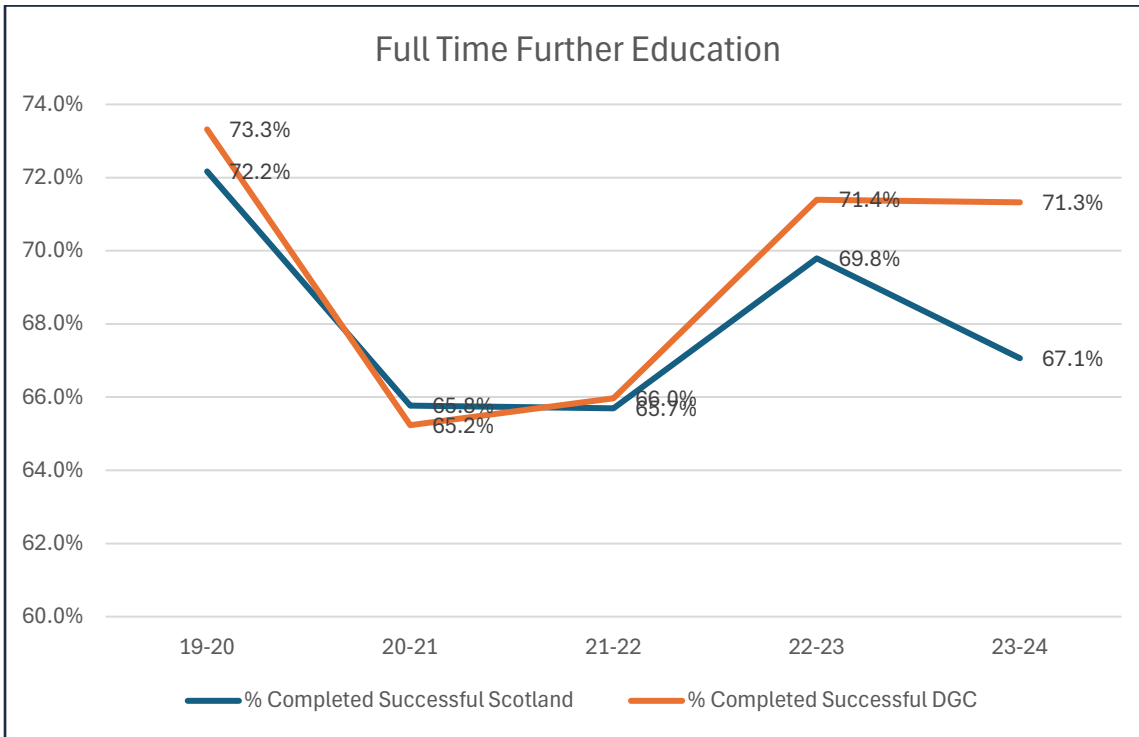
		areas of strong compliance alongside areas for further improvement.
Learning and Teaching	Yes	The PI trends directly influence the College's quality priorities, particularly in strengthening retention, assessment design, and progression in full-time programmes. Strong outcomes in part-time provision highlight effective learning design models that can be replicated to raise consistency across the portfolio.
Equalities	Yes	Performance of key groups shows positive variance above the sector, but lower absolute outcomes for Care-Experienced and SIMD10 learners emphasise the need for targeted equity-focused interventions. Maintaining and enhancing inclusive practice is essential to ensuring parity of experience and meeting national equalities expectations.

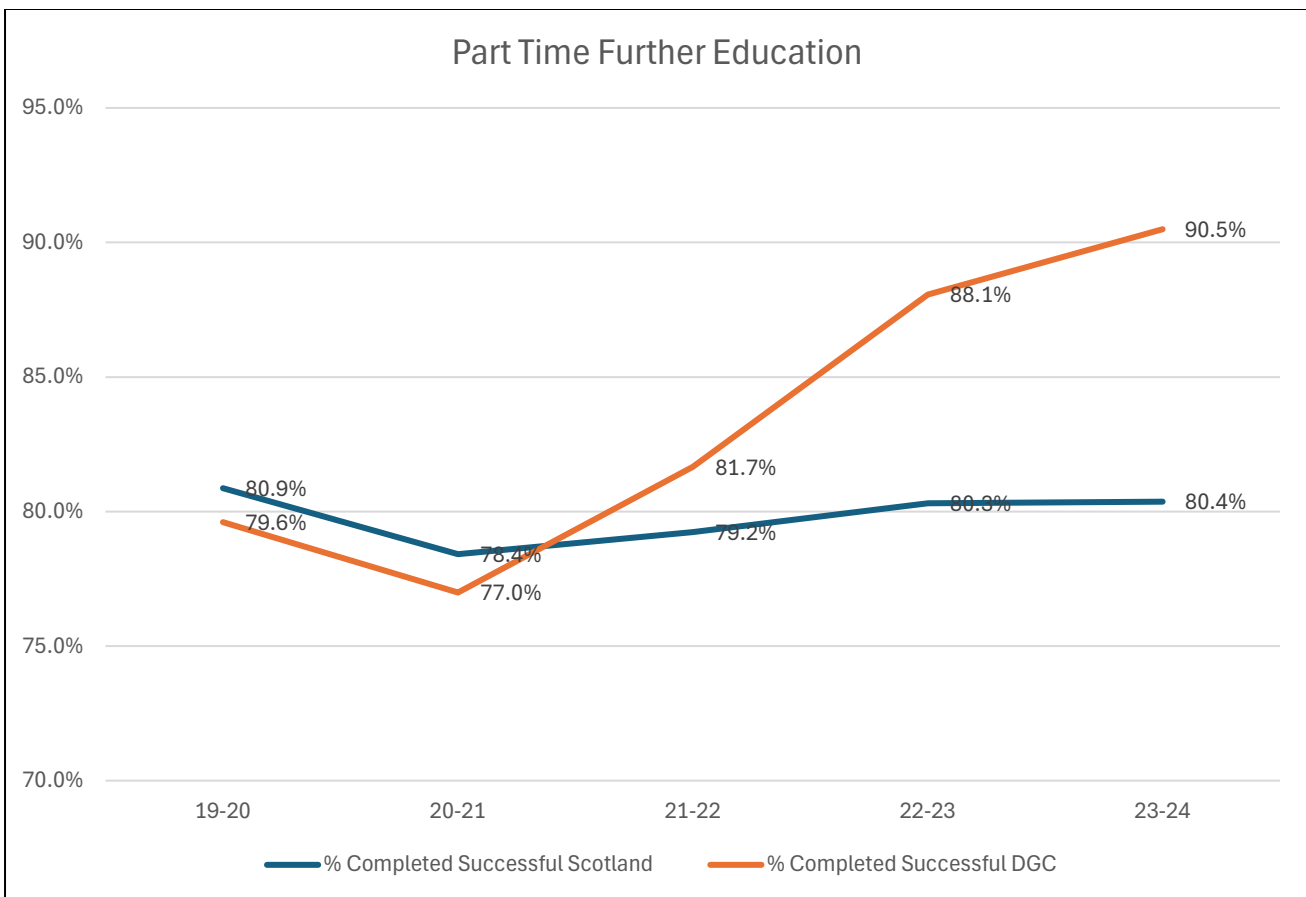
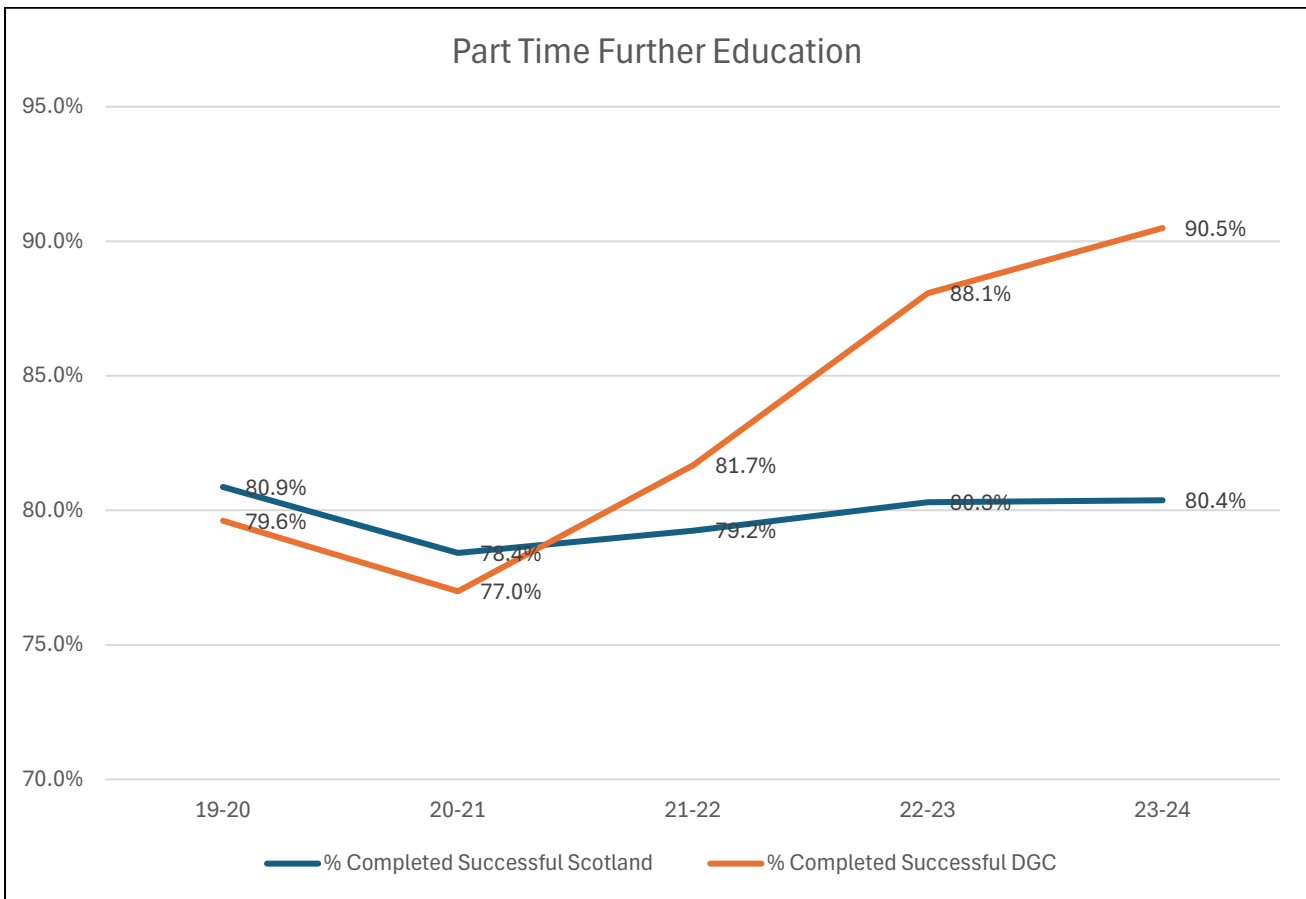
Phil Storrer

VP Curriculum and Student Experience

06 January 2026

Appendix 1:





Full Time Further Education (FT FE)

College	PI %	EW%
Shetland	82.8	1.1
Orkney	79.7	3.1
South Lanarkshire	77.5	5.1
UHI Inverness	75.4	5.1
Perth	72.8	7.3
West Lothian	72.7	2.6
NESCOL	71.6	3.7
DGC	71.3	4
Dundee & Angus	70.8	4.1
Edinburgh	70.5	2.6
SRUC	70.4	2.7
Borders	70	4
Forth Valley	69.2	1.9
Newbattle	68.8	2
Ayrshire	67.9	5.3
Glasgow Kelvin	67.8	4.6
West	67.3	5.7
Scotland	67.1	4.6
Moray	66.8	1.6
North, West Hebrides	65.3	4.4
Fife	62.6	5.3
Glasgow Clyde	60.7	7
City of Glasgow	59	5.5
UHI Argyll	56.8	1.2
New College Lanarkshire	56.3	5.1

Part Time Further Education (PT FE)

College	PI %	EW %
Shetland	95.5	1.5
Orkney	94	1.2
West Lothian	93.3	0.9
DGC	90.5	2.8
Forth Valley	89.4	2
SRUC	85.5	0.9
NESCOL	85.3	3.8
Fife	85	2.6
UHI Inverness	84.8	3.5
Borders	81.9	3.2
South Lanarkshire	81.6	4.3
Ayrshire	81	5.2
North, West Hebrides	81	2.9
Scotland	80.4	3.6
Perth	80	5
City of Glasgow	79.8	4.9
Moray	79.7	5.6
New College Lanarkshire	79.6	4.6
Edinburgh	78.3	3.3
Dundee & Angus	78.1	3.1
Glasgow Clyde	77.8	6.5
UHI Argyll	77.4	5.4
Glasgow Kelvin	74.8	3.7
West	65.7	2.3

Full Time Higher Education (FT HE)

College	PI %	EW PI %
Dundee & Angus	74.4	2.1
Edinburgh	74.1	1.8
NESCOL	72.7	0.9
West Lothian	72.4	2.7
DGC	72.3	3.1
South Lanarkshire	72.2	2.7
Forth Valley	68.8	1
Borders	67.6	3.2
Scotland	66.9	3
Glasgow Clyde	66.6	4.6
City of Glasgow	65.2	3.2
Ayrshire	63.3	4.4
Fife	62.3	2.3
New College Lanarkshire	62.2	4.3
West	61.6	4.3
Glasgow Kelvin	59.1	2.8

Part Time Higher Education (PT HE)

College	PI %	EW PI %
Ayrshire	89.5	2.7
DGC	89.1	3.5
West Lothian	88.7	0.6
Edinburgh	85.3	2.1
Forth Valley	85.3	2.8
Dundee & Angus	84.6	0.7
Fife	84	3.3
Borders	82.3	0
Scotland	81.7	3.6
NESCOL	80.6	0.9
New College Lanarkshire	77.9	5.8
City of Glasgow	76.7	5.4
West	76	1.5
Glasgow Clyde	75.4	9.5
Glasgow Kelvin	74.6	6.4
South Lanarkshire	66.9	5.2

Learning and Teaching Committee		
Agenda Item	8	
Paper Number	LT0226-8.1	
Date of Meeting	24 February 2026	
Location	MS Teams	
Title of Paper	Student Health & Wellbeing Update	
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:	These are not published and audited data sets	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)		
Further comments/updates after initial submission		
Date added	Added by (name and role)	Comment/detail

Read Time: 3 minutes

1. Recommendation

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

2. Executive Summary

- 2.1 This paper provides an update on Active Campus participation and wellbeing impact. Participation data shows 3,628 recorded participations across 11 activity types, demonstrating scale, breadth, and preventative impact across the student population.
- 2.2 The Committee is invited to note the impact and discuss future targeting to maximise inclusivity and reach.

3. Context

3.1 Student Wellbeing – Active Campus

3.1.1 Active Campus provision continues to demonstrate scale, inclusivity, and preventative impact.

3.1.2 Across the reporting period, participation data shows:

- 3,628 total participations
- 11 activity types
- Strong repeat engagement rather than one-off attendance
- Cross-campus and cross-curriculum representation

Sport	Males	Females
Badminton	38	14
Basketball	454	79
Boccia	26	28
Climbing	5	3
Cycling	5	7
Fitness	666	322
Football	675	97
Multisport	537	170
Pickleball	281	134
Rowing	1	2
Table Tennis	60	24
Total	2478	880

3.1.3 While traditional team sports demonstrate higher male participation, female engagement is strong in Fitness, Multisport and Pickleball. This reflects inclusive design and accessible programming.

3.2 Wellbeing Impact

3.2.1 Active campus operates as an early intervention and preventative wellbeing model by:

- Providing routine and structure
- Encouraging peer connection
- Creating low-barrier engagement
- Supporting physical and mental wellbeing

3.2.2 This complements counselling and student support services and contributes to retention and engagement outcomes.

3.2.3 Counselling data continues to demonstrate sustained and complex mental health demand within the student population.

3.2.4 The three most prevalent presenting themes are:

- Anxiety stress
- Relationship Difficulties
- General Poor Mental Health

3.2.5 Together, these account for a significant proportion of current presentations.

3.2.6 Counselling Referrals breakdown:

Reason for referral	Volume
Anorexia	1
Autism	2
BPD	1
PTSD	2
Self-harm	3
Anxiety/stress	15
Depression	3
Suicide	4
Grief	3
Relationship	6
Abuse	2
Poor mental health	6
Attachment	1
Addiction	3
Termination	1

3.3 Welfare & Early Support Referrals

3.3.1 Welfare referrals continue to demonstrate significant early-intervention demand. In the previous academic year, a total of 104 referrals were recorded. In the current academic year to date (February), 103 referrals have already been recorded.

3.3.2 These figures are being monitored closely to assess whether this reflects increased disclosure, earlier identification of need, or a sustained rise in underlying demand.

3.4 Safeguarding Referrals

- 3.4.1 Safeguarding activity continues to reflect that a significant proportion of concerns relate to mental health and emotional wellbeing, including self-harm and broader mental health presentations.
- 3.4.2 When considered alongside counselling referrals, this indicates that student mental health needs presents across multiple pathways — from early identification through welfare processes to safeguarding response and therapeutic intervention.
- 3.4.3 A small number of concerns relate to inappropriate behaviour involving male students towards female students. While limited in volume, these incidents are addressed promptly and proportionately and reinforce the importance of preventative cultural work, including the forthcoming Gender-Based Violence awareness campaign.
- 3.4.4 Overall, safeguarding activity demonstrates that risk is being identified, recorded, and managed through established internal processes.

3.5 Other Activity

- 3.5.1 DG-Cares is developing a College-wide Gender-Based Violence (GBV) awareness campaign aligned to our ambition to operate as a trauma-informed college. The campaign is scheduled to launch in August as a structured, year-long initiative.
- 3.5.2 As part of this work, existing Mental Health Action Plans are being consolidated into a single, unified framework. This will enable clearer oversight, improved monitoring, and more coherent reporting through DG-Cares, ensuring wellbeing activity is strategically aligned rather than dispersed across multiple plans.
- 3.5.3 The Carers' Centre continues to attend monthly to meet with students who have caring responsibilities. This embedded partnership supports early identification of risk, improves retention for students with additional responsibilities, and strengthens wraparound support.
- 3.5.4 The College continues to provide free breakfast and lunch provision for students, including UWS learners. This remains an important preventative intervention, supporting attendance, routine, and financial stability, particularly during ongoing cost-of-living pressures.

4. **Strategic Implications**

- 4.1 Student Health and Wellbeing activity is aligned with the College's wider strategic priorities around:
 - Supports preventative wellbeing at scale.
 - Reduces downstream pressure on reactive services.
 - Aligns with inclusive access priorities.
 - Provides data-driven insight to target underrepresented cohorts.

5. Risk

Risk	Mitigations
Risk 10. Failure to achieve an effective student experience.	<ul style="list-style-type: none"> ➤ Curriculum team meetings ➤ Self-Evaluation Reportage – Curriculum ➤ Student Early Experience Survey and Student Satisfaction and Engagement Survey ➤ Student Representative Meetings

6. Implications

Financial	No	
Legal	No	
Learning and Teaching	No	
Equalities	No	

Kate Glendye

Director of Student Experience and Innovation

21 January 2026

Learning and Teaching Committee		
Agenda Item	10	
Paper Number	LT0226-10.1	
Date of Meeting	24 February 2026	
Location	MS Teams	
Title of Paper	Academic Council report	
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:	Minutes drafted and can be shared upon request	
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 summary of the latest Academic Council meeting.

2. Executive Summary

- 2.1. Academic Council considered a full range of matters relating to academic standards, quality, student performance, student engagement and wellbeing. The Council received strong assurance across key college matters notably benchmarks of student performance, learning and teaching quality and preparations for the Tertiary Quality Enhancement Review (TQER).

3. Context

- 3.1. Below provides a summary of the most recent Academic Council meeting on 21st January 2026.

3.2. Student Performance and Outcomes

- 3.2.1 Council received updates on audited SFC Performance Indicators which confirmed sustained improvements in all modes, FT FE Performance 5% above sector average and significant improvement in PT FE.
- 3.2.2 Further Retention continues to improve on a 3-year trend with overall retention at 93.7%.
- 3.2.3 Non-attendance was identified as continuing as the primary driver for withdrawal and travel and finance seemingly having limited impact on withdrawal.
- 3.2.4 Specific student groups for focus were identified.
- 3.2.5 The Council welcomed the increasing sophistication of the data being presented through dashboards to support learning.

3.3. Curriculum Planning and Portfolio Review

- 3.3.1 The Council noted planning towards delivery of 27,800 credits for AY 2025/26 is aligned to SFC guidance.
- 3.3.2 Provisional planning for 2026/27 is mapped to the assumption of no increase in credit allocations however planning for a potential 10% increase is in development.
- 3.3.3 Risks of over and under recruitment were discussed with assurance that SLT are monitoring this.
- 3.3.4 A full portfolio summary will be presented at the next meeting.

3.4. Learning and Teaching Quality

- 3.4.1 Academic Council noted: another 100% completion of teaching observations for the calendar year; 50% increase in teaching HOW2s adopted; strong engagement in professional learning and development, including a forthcoming college wide staff CPD Day.
- 3.4.2 External and internal quality assurance remains robust with ongoing refinement of practice informed by staff and trade union feedback.

3.5. Student Engagement, Partnership and Wellbeing

- 3.5.1 The Student Association reported actions of focus for engaging with remote and online learners; growing engagement through curriculum rep engagement; introduction of the Podcast as a new way to engage and share college information with students.
- 3.5.2 Academic Council discussed the need for more targeted and supporting work for hybrid and online learners.
- 3.5.3 The Active Campus initiative continues to demonstrate strong engagement in student wellbeing activity.
- 3.5.4 It was agreed that future reporting should broaden scope to include wider wellbeing activities, safeguarding and student support wellbeing demands.

3.6. TQEF

- 3.6.1 Preparations for the initial review in February were well underway.
- 3.6.2 The College has met all expectations in relation to submissions and preparations activities for review.
- 3.6.3 Staff groups have been identified with ongoing work to identify and confirm student voice and representatives.
- 3.6.4 SFC data and SCQF desk research have been received and nothing noted of concern.

3.7 Key Outputs and Agreed Actions

- 3.7.1 Online Learner Engagement – A targeted approach to fully online classes to be implemented, with an update to be brought to the next Academic Council Meeting.
- 3.7.2 Student Retention Analysis – A further analysis report will be presented to include postcode level analysis, delivery mode analysis with identified trends for discussion.
- 3.7.3 Curriculum Portfolio Reporting– A full curriculum and credit delivery paper to be tabled following completion of the 2026/27 Portfolio Planning process.
- 3.7.4 Marketing and external profile – Members of academic council noted the opportunity to better utilise national performance metrics within Marketing programmes.
- 3.7.5 Student Health and Wellbeing Reporting – Scope of future reporting to be reviewed including provide updates on safeguarding and wellbeing trends and initiatives.
- 3.7.6 Personal Tutor Role - Academic Council agreed it an appropriate time to review the purpose, structure and impact of the Personal Tutor role at FE with proposals brought for discussion at the next meeting.

4. Strategic Implications

- 4.1 This paper is directly linked to implementation of Mission 2030.

5. Risk

Risk	Mitigations
Risk 10. Failure to achieve an effective student experience.	<ul style="list-style-type: none"> ➤ Continuous self-evaluation and action planning by support, teaching staff and student representatives collaboratively

6. Implications

Financial	NO	
Legal	NO	
Learning and Teaching	YES	Outlined within the paper
Equalities	NO	

Phil Storrier

Vice Principal – Curriculum and Student Experience

6th February 2026

Learning and Teaching Committee

Agenda Item	11
Paper Number	LT0226-11.1

Date of Meeting	24 February 2026	
Location	MS Teams	
Title of Paper	Student Satisfaction and Engagement Survey (SFC)	
Presented by	Sonya Rutter	
Recommendation	Noting	
Freedom of Information Disclosure Assessment		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> Non-disclosable	
Reason/s for choice:	There is no information contained in this report that could not be in the public domain	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)	Can be disclosed upon request	
Further comments/updates after initial submission		
Date added	Added by (name and role)	Comment/detail

Read Time: 7 minutes

1. Recommendation

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

2. Executive Summary

- 2.1. This report provides comparisons between Dumfries and Galloway College and the Sector data release in relation to the Student Satisfaction and Engagement Survey (SSES) 2024/25
- 2.2. DGC overall response rate (62.0%) increased by 5.6% in comparison to 2023-24 (56.4%)
- 2.3. DGC response rates were above the sector for FE full-time (+17.6%), FE part-time (+27.2%) and HE full-time (+22.3%)
- 2.4. DGC response rate for HE part-time (20.8%) was below the sector average (-9.8%)
- 2.5. Full time DGC FE students' overall satisfaction has been consistently above the sector since 2022/23
- 2.6. Full time DGC HE students' overall satisfaction has been consistently above the sector since 2021/22

3. Context

- 3.1. Please refer to the attached report.

4. Strategic Implications

This paper links to Strategic Priority 3 Future Education – Our Learning.

5. Risk

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

6. Implications

Financial	Yes	Failure to gather SSES results in line with Scottish Funding Council requirements potentially affects future funding allocations
------------------	-----	--

Legal	No	
Learning and Teaching	Yes	The SSES results should be used to improve on the student experience. Failure to do so may result in students withdrawing from their current programme of study. This will impact on our college KPIs
Equalities	No	

Sonya Rutter

Performance Manager

21 January 2026



**Dumfries and
Galloway College**

One step ahead

STUDENT SATISFACTION AND ENGAGEMENT SURVEY 24/25

DGC/SECTOR COMPARISON

Performance Team

December 2025

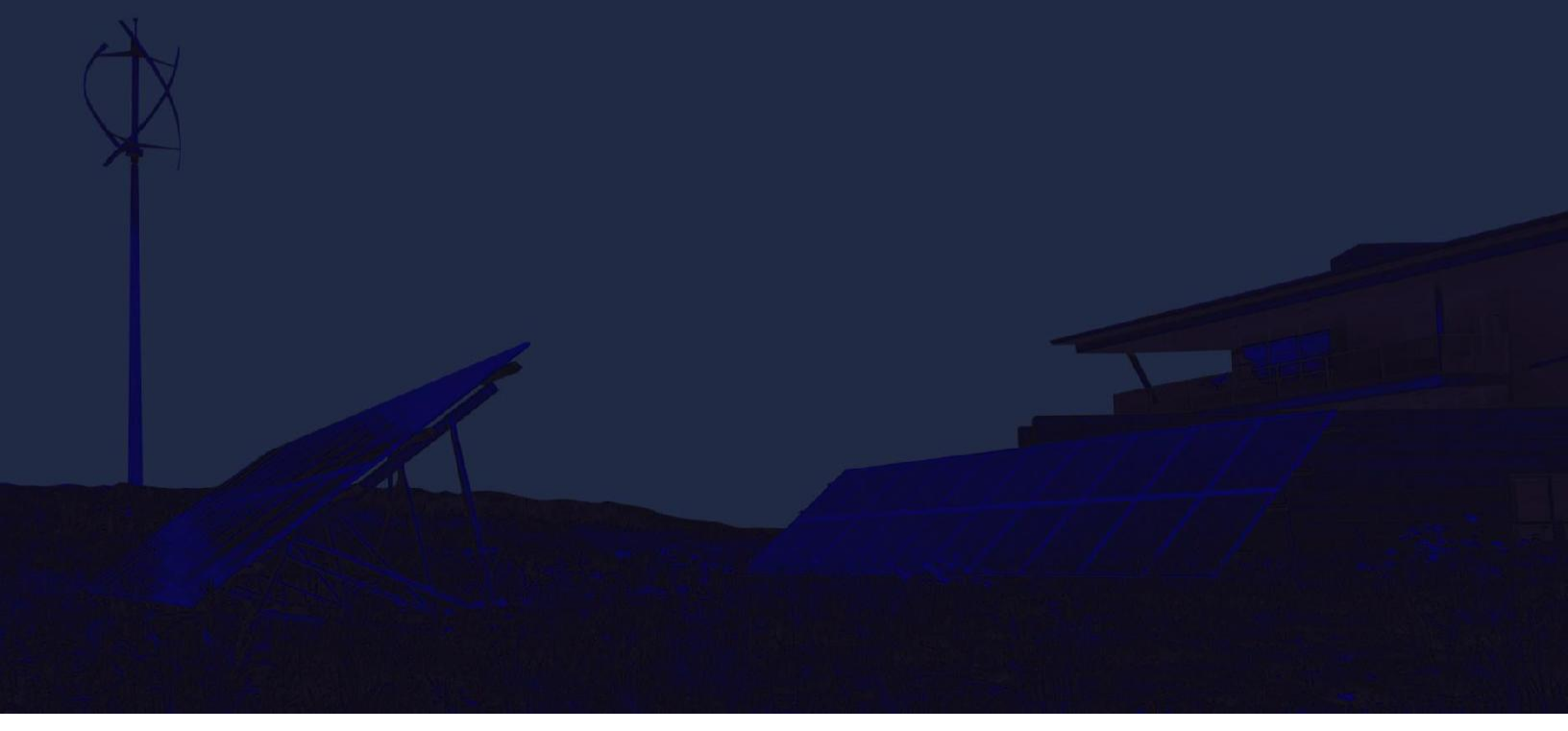


Table of Contents

Student Satisfaction and Engagement Survey 24/25 – DGC/Sector Comparison	2
1. Introduction	2
2. Overview and Key Observations	3
3. Definitions and Links	4
4. Response Rates	5
5. Satisfaction	6
6. Full-Time Further Education Students	6
7. Full-Time Higher Education Students	8
8. Comparison of Full-Time and Part-Time Satisfaction Rates	11
9. Comparison of Distance Learning Satisfaction Rates	13
10. SSES Milestones	13
Appendix 1 – DGC/Sector Comparison Percentage Data	14
Appendix 2 – Sector Data Sum of Satisfied	15
Appendix 3 – Sector Data – Survey response and satisfaction rates with overall college experience 2024–2025.....	16

Student Satisfaction and Engagement Survey 24/25 – DGC/Sector Comparison

1. Introduction

Following the publication of the Scottish Funding Council’s (SFC) College Student Satisfaction and Engagement Survey (SSES) Report 2024–25 on the 14th October 2025, this report provides comparisons between Dumfries and Galloway College and the Sector data.

2. **Overview and Key Observations**

- The survey was open for 6 working weeks from 3 March to 25 April 2025 and was hosted in a Wufoo Survey
- DGC response rate (62.0%) increased by 5.6% in comparison to 2023-24 (56.4%)
- DGC response rates were above the sector for **FE full-time**, **FE part-time** and **HE full-time**
- DGC response rate for **HE part-time** (20.8%) was below the sector average (-9.8%)
- DGC are within the top 5 colleges within Scotland for overall student satisfaction (97.4%)
- **Full time** DGC **FE** students overall satisfaction has been consistently above the sector since 2022/23
- **Full time** DGC **HE** students overall satisfaction has been consistently above the sector since 2021/22

Response rates

- DGC achieved 77.2% in comparison to Scotland's Colleges 59.6% with regards to **FE full-time** response rate (+17.6%)
- DGC achieved 76.5% in comparison to Scotland's Colleges 54.2% with regards to **HE full-time** response rate (+22.3%)
- The highest response rate in comparison to the sector was DGC **FE part-time**, where we are 27.2% higher than the sector

Satisfaction rates

- 9 out of 10 **full time** DGC students (97.4%) were satisfied with their overall college experience. This is 3.0% above the sector (94.4%)
- 98.7% of full-time DGC FE students were satisfied with their overall college experience. This is 3.5% above the Sector
- 97.5% of full-time DGC HE students were satisfied with their overall college experience respectively. This is 4.5% above the sector (93.0%)

- DGC part time HE students recorded the highest overall satisfaction rate at 100%
- The sector report confirms **part-time** FE and HE satisfaction levels increased in 2024-25 (FE +0.8% and HE +3.1%). This differs slightly to DGC data which confirms a decrease at FE (-10.3%) and HE remained the same (100%)
- The sector report confirms FE and HE **full time** satisfaction levels increased in 2024-25, +0.8% and +3.1% respectively. DGC also notes increased satisfaction levels at both FE (+1.6%) and HE (+2.3%)
- DGC data confirms satisfaction rates for both full-time and part-time FE students were higher than the sector with the exception of the following statement:
 - The College’s Student’s Association influences change for the better (full-time: -14.8%, part-time: -11.0%)
- DGC data confirms satisfaction rates for both full-time and part-time HE students were higher than the sector with the exception of the following statements:
 - Staff regularly discuss my progress with me (part-time: -6.2%)
 - The way I am taught helps me learn (part-time: -27.6%)
 - The College’s Student’s Association influences change for the better (full-time: -20.1%, part-time: -27.2%)
- DGC data confirms that the satisfaction level for part-time HE students for 9 out of the 13 statements was 100%, in comparison to 1 statement at full-time HE.

3. Definitions and Links

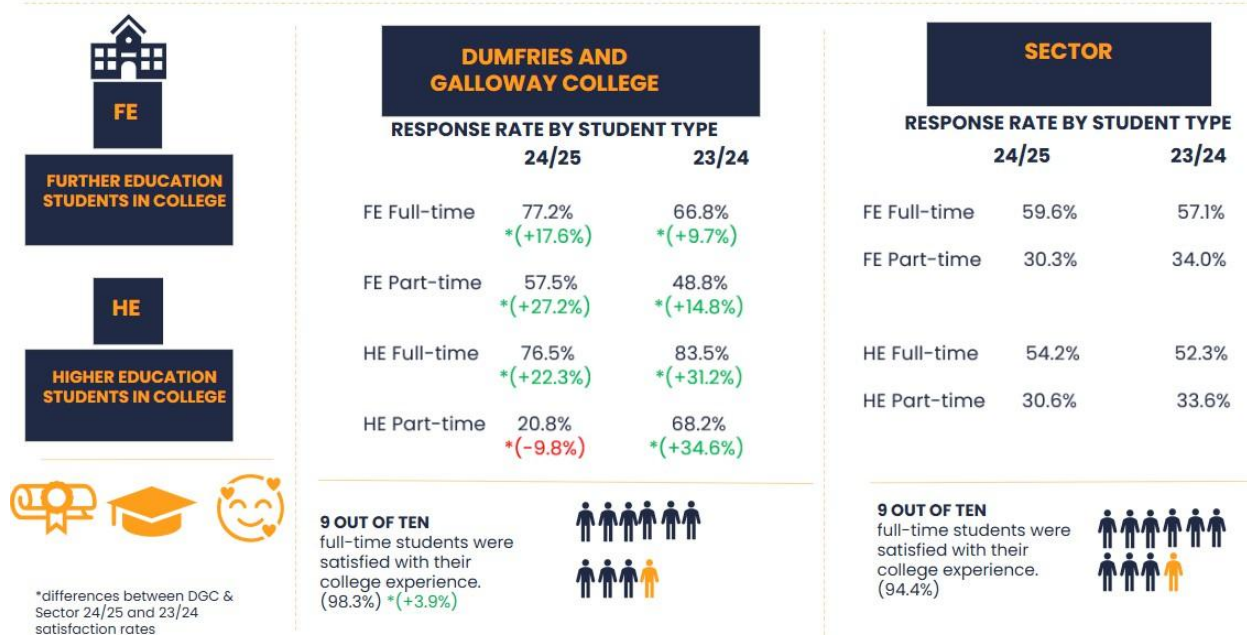
The following are used throughout the report:

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

4. Response Rates

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

Student Satisfaction and Engagement Survey 2024/25 – DGC/Sector Comparison



4.2 Response rates for FE/HE, Distance Learning

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

DGC data confirms 549 Distance/Flexible students were surveyed (HE and FE), with the following response rates:

- FE and HE 42.4% responded, an increase of 8.41% from the previous year (506, 34%)
- FE 32.7% responded (+3.6% from the previous year)

- HE 53.7% responded (+14.3% from the previous year)

5. Satisfaction

5.1 Overall Satisfaction Rate and Summary (DGC/SECTOR)

Student Satisfaction and Engagement Survey 2024/25 – DGC/Sector Comparison

‘OVERALL, I’M SATISFIED WITH MY COLLEGE EXPERIENCE’	DUMFRIES AND GALLOWAY COLLEGE	SECTOR		
		24/25 Overall	23/24 Overall	
FE FURTHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree 62.8% Agree 35.9% Disagree 1.2% Strongly Disagree 0.2% 98.7% *(+3.5%)	23/24 Overall 60.6% 36.5% 2.9% 0.0% 97.1%	24/25 Overall 42.3% 52.9% 3.9% 0.9% 95.2%	23/24 Overall 41.7% 52.7% 4.5% 1.1% 94.4%
	PART-TIME Strongly Agree 76.5% Agree 22.1% Disagree 1.0% Strongly Disagree 0.3% 98.6% *(+1.9%)	63.8% 32.4% 3.3% 0.5% 96.2%	49.7% 47.0% 2.4% 0.8% 96.7%	49.6% 46.3% 3.2% 0.9% 95.9%
	DISTANCE/FLEXIBLE Strongly Agree 56.3% Agree 31.3% Disagree 8.3% Strongly Disagree 4.2% 87.6% *(-5.2%)	73.7% 21.1% 3.9% 1.3% 94.8%	92.8%	94.6%
HE HIGHER EDUCATION STUDENTS IN COLLEGE	FULL-TIME Strongly Agree 62.3% Agree 35.2% Disagree 2.5% Strongly Disagree 0.0% 97.5% *(+4.5%)	57.5% 37.7% 4.4% 0.4% 95.2%	39.4% 53.6% 5.8% 1.3% 93.0%	35.1% 53.1% 9.3% 2.5% 88.2%
	PART-TIME Strongly Agree 20.0% Agree 80.0% Disagree 0.0% Strongly Disagree 0.0% 100%* *(+7.7%)	66.7% 33.3% 0.0% 0.0% 100%	37.8% 54.6% 6.6% 1.1% 92.3%	37.7% 51.4% 8.3% 2.7% 89.1%
	DISTANCE/FLEXIBLE Strongly Agree 73.0% Agree 23.4% Disagree 0.0% Strongly Disagree 0.0% 96.4% *(+1.7%)	77.9% 20.0% 2.1% 0.0% 97.9%	94.7%	92.8%

*difference between DGC & Sector 24/25 overall satisfaction rate

6. Full-Time Further Education Students

The sector report confirms that **response rates** remain variable at a college level ranging from 39.0% to 100%. At a sector level, the response rate was 59.6% (20,976 students), an increase of 2.4 percentage points (pp) from 2023–24.

The DGC response rate for FE full-time students was 77.2%, an increase of 10.5% in comparison to 2023–24.

Full-time FE students' satisfaction with their overall experience 2024-25: DGC/Sector

	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR
Survey Statement	Strongly Agree	Strongly Agree	Agree	Agree	Disagree	Disagree	Strongly Disagree	Strongly Disagree	Satisfied	Satisfied
1. Overall, I am satisfied with my college experience.	324 62.8%	8,870 42.3%	185 35.9%	11,097 52.9%	6 1.2%	817 3.9%	1 0.2%	192 0.9%	509 98.7%	19,967 95.2%

The sector report confirms that **overall satisfaction** result in 2024-25 is the highest seen in recent years, with 95.2% of full-time FE students satisfied with their college experience, an improvement of 0.8 pp from the 2023-24 years figure.

DGC data confirms an increase (+1.6%) in overall satisfaction rate in comparison to 2023-24, whilst remaining above the sector level at 98.7% (+3.5%).

Full-time FE students satisfaction trend: DGC/Sector

	DGC	SECTOR
Academic year	Proportion Satisfied	Proportion Satisfied
2020-21*	89.4%	88.6%
2021-22	91.0%	92.7%
2022-23	96.9%	94.6%
2023-24	97.1%	94.4%
2024-25	98.7%	95.2%

*As a result of the COVID pandemic and a national lockdown starting in the March 2020, the SSES did not take place in the academic year 2019-20. In the 2020-21 academic year teaching was severely impacted by COVID-19 restrictions.

The survey includes 13 statements for each student group. The table below shows the results to each statement for full-time FE students. Sector data notes that Students were most satisfied about staff encouraging them to take responsibility for their learning (97.2%) and least satisfied with their suggestions being taken seriously (87.1%).

DGC data notes that full-time FE students were most satisfied about staff encouraging them to take responsibility for their learning (99.5%) and least

satisfied with the college Students' Association influencing change for the better (78.3%). For Statement 13 the sector report noted an overall satisfaction rate of 93.1%, whereas DGC notes a significantly lower satisfaction rate of 78.3% (-14.8%).

Summary of student satisfaction results for full-time FE Students at colleges 24-25:

DGC/Sector

Survey Statement	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR
	Strongly Agree	Strongly Agree	Agree	Agree	Disagree	Disagree	Strongly Disagree	Strongly Disagree	Total Statement Response	Total Statement Response	Total Strongly agree and agree	Total Strongly agree and agree	Proportion Satisfied	Proportion Satisfied
1. Overall, I am satisfied with my college experience.	324	8,870	185	11,097	6	817	1	192	516	20,976	509	19,967	98.7%	95.2%
2. Staff regularly discuss my progress with me.	324	7,784	175	11,038	16	1,812	1	253	516	20,887	499	18,822	96.7%	90.1%
3. Staff encourage students to take responsibility for their learning.	395	10,572	118	9,799	2	448	1	141	516	20,960	513	20,371	98.5%	97.2%
4. I am able to influence learning on my course.	329	7,022	175	12,115	11	1,354	1	217	516	20,708	504	19,137	97.7%	92.4%
5. I receive useful feedback which informs my future learning.	356	8,653	151	10,743	8	1,237	1	242	516	20,875	507	19,396	98.3%	92.9%
6. The way I'm taught helps me learn.	334	7,941	163	10,996	17	1,573	2	338	516	20,848	497	18,937	96.3%	90.8%
7. My time at college has helped me develop knowledge and skills for the workplace.	378	9,439	129	10,229	7	961	2	244	516	20,873	507	19,668	98.3%	94.2%
8. I believe student suggestions are taken seriously.	327	6,589	172	11,417	14	2,182	3	487	516	20,675	499	18,006	96.7%	87.1%
9. I believe all students at the college are treated equally and fairly by staff.	386	8,756	111	9,867	15	1,705	4	533	516	20,861	497	18,623	96.3%	89.3%
10. Any change in my course or teaching has been communicated well.	369	7,659	129	10,758	7	1,899	2	503	516	20,819	498	18,417	96.5%	88.5%
11. The online learning materials for my course have helped me learn.	338	7,472	136	11,160	32	1,645	10	487	516	20,764	474	18,632	92.2%	89.7%
12. I feel that I am part of the college community.	341	7,014	154	11,330	15	1,808	6	527	516	20,679	495	18,344	95.9%	88.7%
13. The college Students' Association influences change for the better.	310	4,483	94	9,153	3	752	2	260	516	14,648	404	13,636	78.3%	93.1%

7. Full-Time Higher Education Students

The sector report confirms that **response rates** for full-time HE students are 54.2% (11,164 students) in 2024-25, with rates at a college level ranging from 15.9% to 76.9%. This represents an increase of 1.9 pp from 2023-24.

The DGC response rate for full-time HE students notes a decrease (-7.0%) in comparison to 2023-24, marginally below the sector level at 76.5% (-0.4%).

DGC data confirms an increase (+2.0%) in overall satisfaction rate in comparison to 2023-24, whilst remaining above the sector level at 97.5% (+4.5%).

The sector report confirms that **overall satisfaction** result in 2024-25 is the highest seen in recent years, with an improvement of 4.8 pp from the 2023-24 years figure, with nine out of 10 full-time HE students satisfied with their college experience (93.0%).

DGC data notes that full-time HE students were most satisfied about staff encouraging them to take responsibility for their learning (100%) and least satisfied with the college Students' Association influencing change for the better (68.8%). For Statement 13 the sector report noted an overall satisfaction rate of 89.0%, whereas DGC notes a significantly lower satisfaction rate of 68.9% (-20.1%).

Full-time HE students' satisfaction with their overall experience 2024-25: DGC/Sector

	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR
Survey Statement	Strongly Agree	Strongly Agree	Agree	Agree	Disagree	Disagree	Strongly Disagree	Strongly Disagree	Satisfied	Satisfied
1. Overall, I am satisfied with my college experience.	124	4,396	70	5,981	5	642	0	145	194	10,377
	62.3%	39.4%	35.2%	53.6%	2.5%	5.8%	0.0%	1.3%	97.5%	93.0%

Full-time HE students satisfaction trend

	DGC	SECTOR
Academic year	Proportion Satisfied	Proportion Satisfied
2020-21*	88.0%	80.3%
2021-22	88.4%	85.7%
2022-23	94.1%	89.1%
2023-24	95.2%	88.2%
2024-25	97.5%	93.0%

*As a result of the COVID pandemic and a national lockdown starting in the March 2020, the SSES did not take place in the academic year 2019-20. In the 2020-21 academic year teaching was severely impacted by COVID-19 restrictions.

The table below shows the results to each statement for full-time HE students. Sector data notes that Students were most satisfied about staff encouraging them to take responsibility for their learning (96.9%) and least satisfied with their suggestions being taken seriously (81.8%).

DGC data notes that full-time HE students were most satisfied about staff encouraging them to take responsibility for their learning (100%) and least satisfied with the college Students' Association influencing change for the better (68.9%).

Summary of student satisfaction results for full-time HE students at colleges 24-25: DGC/Sector

Survey Statement	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR
	Strongly Agree	Strongly Agree	Agree	Agree	Disagree	Disagree	Strongly Disagree	Strongly Disagree	Total Statement Response	Total Statement Response	Total Strongly agree and agree	Total Strongly agree and agree	Proportion Satisfied	Proportion Satisfied
1. Overall, I am satisfied with my college experience.	124	4,396	70	5,981	5	642	0	145	199	11,164	194	10,377	97.5%	93.0%
2. Staff regularly discuss my progress with me.	125	3,877	59	5,616	14	1,424	1	218	199	11,135	184	9,493	92.4%	85.3%
3. Staff encourage students to take responsibility for their learning.	152	6,157	47	4,690	0	253	0	90	199	11,190	199	10,847	100.0%	96.9%
4. I am able to influence learning on my course.	118	3,413	67	6,122	14	1,226	0	212	199	10,973	185	9,535	93.0%	86.9%
5. I receive useful feedback which informs my future learning.	134	4,444	57	5,509	7	963	1	205	199	11,121	191	9,953	95.9%	89.5%
6. The way I'm taught helps me learn.	115	3,795	69	5,752	15	1,298	0	257	199	11,102	184	9,547	92.5%	86.0%
7. My time at college has helped me develop knowledge and skills for the workplace.	136	4,933	55	5,274	7	715	1	168	199	11,090	191	10,207	95.9%	92.0%
8. I believe student suggestions are taken seriously.	135	3,250	51	5,637	10	1,570	3	408	199	10,865	186	8,887	93.4%	81.8%
9. I believe all students at the college are treated equally and fairly by staff.	153	4,943	36	4,880	8	941	2	311	199	11,075	189	9,823	95.0%	88.7%
10. Any change in my course or teaching has been communicated well.	136	3,926	52	5,347	8	1,379	2	434	199	11,086	188	9,273	94.4%	83.6%
11. The online learning materials for my course have helped me learn.	143	4,565	48	5,492	8	829	0	222	199	11,108	191	10,057	96.0%	90.5%
12. I feel that I am part of the college community.	135	3,424	49	5,647	14	1,476	1	375	199	10,922	184	9,071	92.4%	83.1%
13. The college Students' Association influences change for the better.	103	1,937	34	3,739	1	512	1	186	199	6,374	137	5,676	68.9%	89.0%

The sector report confirms that the results for the full-time HE students across nearly all statements, including overall satisfaction, were less positive than for the full-time FE students.

For the DGC the results are comparative to the sector. The results for the full-time HE students across 11 of the thirteen statements, including overall satisfaction are less positive than for the full-time FE students.

For Statement 13 the sector reports notes an overall satisfaction rate of 89.0%, whereas DGC notes a significantly lower satisfaction rate of 68.9% (-20.1%).

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

Student satisfaction comparisons for full-time and part-time FE and HE students:
DGC/Sector

Survey Statement	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR	DGC	SECTOR
	FE	FE	FE	FE	HE	HE	HE	HE
	Full-time	Full-time	Part-time	Part-time	Full-time	Full-time	Part-time	Part-time
1. Overall, I am satisfied with my college experience.	98.7%	95.2%	98.6%	96.7%	97.5%	93.0%	100%	92.3%
2. Staff regularly discuss my progress with me.	96.7%	90.1%	98.7%	92.3%	92.4%	85.3%	80.0%	86.2%
3. Staff encourage students to take responsibility for their learning.	99.5%	97.2%	99.6%	97.6%	100.0%	96.9%	100%	97.3%
4. I am able to influence learning on my course.	97.7%	92.4%	98.6%	94.4%	93.0%	86.9%	100%	87.1%
5. I receive useful feedback which informs my future learning.	98.3%	92.9%	97.9%	94.4%	95.9%	89.5%	100%	89.3%
6. The way I'm taught helps me learn.	96.3%	90.8%	97.6%	93.9%	92.5%	86.0%	60.0%	87.6%
7. My time at college has helped me develop knowledge and skills for the workplace.	98.3%	94.2%	97.3%	94.0%	95.9%	92.0%	100%	89.8%
8. I believe student suggestions are taken seriously.	96.7%	87.1%	99.0%	92.1%	93.4%	81.8%	100%	86.4%
9. I believe all students at the college are treated equally and fairly by staff.	96.3%	89.3%	99.0%	94.4%	95.0%	88.7%	100%	94.6%
10. Any change in my course or teaching has been communicated well.	96.5%	88.5%	97.6%	93.0%	94.4%	83.6%	100%	87.4%
11. The online learning materials for my course have helped me learn.	92.2%	89.7%	97.3%	90.3%	96.0%	90.5%	100%	91.8%
12. I feel that I am part of the college community.	95.9%	88.7%	95.2%	88.1%	92.4%	83.1%	80.0%	79.8%
13. The college Students' Association influences change for the better.	78.3%	93.1%	83.4%	94.4%	68.9%	89.0%	60.0%	87.2%

The sector report confirms that the satisfaction rates for FE and HE part-time students were higher than for full-time students for all survey statements, with the exception of the following statements for which satisfaction rates were higher among full-time HE students:

- *Overall, I am satisfied with my college experience*
- *My time at college has helped me develop knowledge and skills for the workplace*
- *The college Students' Association influences change for the better*

DGC data differs from the sector. Satisfaction rates for FE part-time students were higher than for full-time students for ten of the thirteen statements. Satisfaction rates for HE part-time students were higher than for full-time HE students for eight of the thirteen statement.

The sector report confirms that the highest level of satisfaction for full-time and part-time FE and HE students is given for the following statement:

- *staff encourage students to take responsibility for their own learning*

This was in line with responses to previous surveys. DGC data mirrors the sector satisfaction rates.

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

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

The sector:

FE part-time 30.35% compared to 59.6% for FE full-time

HE part-time 30.6% compared to 54.2% for HE full-time

DGC:

FE part-time 57.5% compared to 77.2% for FE full-time

HE part-time 20.8% compared to 76.5% for HE full-time

The sector notes that over nine out of 10 full-time and part-time student respondents were satisfied with their college experience, 94.4% and 96.1% respectively. DGC notes comparative high satisfaction rates, 98.3% and 98.7% respectively.

9. Comparison of Distance Learning Satisfaction Rates

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

- The overall satisfaction rate for FE distance/flexible learners is 87.6% (-7.2% from 23/24)
- The overall satisfaction rate for HE distance/flexible learners 96.4% (-1.5% from 23/24)
- DGC is higher than the Sector for 10 of the 13 statements for HE Distance/Flexible learning students.
- DGC is higher than the Sector of 3 of the 13 statements for HE Distance/Flexible Learning students

*Data generated via the SSES PI Tool Master 2024-25

10. SSES Milestones

- Survey of current students by colleges March – April 2025
- Colleges return summary survey results to SFC by 6th June 2025
- SSES publication 14th October 2025 – Summary Report

The Performance Team, December 2025

Appendix 1 – DGC/Sector Comparison Percentage Data

The variance figures in the tables below note the variances from Session 24-25 to Session 23-24 for DGC and the Sector, and not the variance between DGC and The Sector.

FE Session Comparison per Statement - Overall satisfaction Rates																	
Statement	DGC									THE SECTOR							
	FT 24/25	FT 23/24	VARIANCE	PT 24/25	PT 23/24	VARIANCE	D/F 24/25	D/F 23/24	VARIANCE	FT 24/25	FT 23/24	VARIANCE	PT 24/25	PT 23/24	VARIANCE	D/F 24/25	D/F 23/24
Overall, I am satisfied with my college experience	98.7%	97.1%	1.6%	98.8%	96.2%	2.4%	87.6%	94.8%	-7.2%	95.2%	94.4%	0.8%	96.7%	95.9%	0.8%	N/A	94.6%
Staff regularly discuss my progress with me	96.7%	94.7%	2.0%	98.7%	92.5%	6.2%	88.6%	97.4%	-8.8%	90.1%	89.5%	0.6%	92.3%	91.3%	1.0%	N/A	88.5%
Staff encourage students to take responsibility for their learning	99.5%	98.6%	0.9%	99.6%	96.7%	2.9%	95.8%	100%	-4.2%	97.2%	96.6%	0.6%	97.6%	97.1%	0.5%	N/A	96.6%
I am able to influence learning on my course	97.7%	95.8%	1.9%	98.6%	96.2%	2.4%	90.6%	94.7%	-4.1%	92.4%	91.7%	0.7%	94.4%	93.7%	0.7%	N/A	88.6%
I receive useful feedback which informs my future learning	98.3%	93.8%	4.5%	87.9%	97.2%	-9.3%	90.6%	97.4%	-6.8%	92.9%	92.2%	0.7%	94.4%	93.6%	0.8%	N/A	93.0%
The way I am taught helps me learn	96.3%	93.6%	2.7%	97.6%	95.8%	1.8%	88.5%	93.4%	-4.9%	90.8%	90.5%	0.3%	93.9%	93.1%	0.8%	N/A	89.4%
My time at college has helped me develop knowledge and skills for the workplace	98.3%	97.7%	0.6%	97.3%	97.2%	0.1%	90.6%	90.8%	-0.2%	94.2%	93.4%	0.8%	94.0%	93.9%	0.1%	N/A	91.8%
I believe student suggestions are taken seriously	96.7%	92.0%	4.7%	99.0%	96.2%	2.8%	87.5%	92.1%	-4.6%	87.1%	86.2%	0.9%	92.1%	90.9%	1.2%	N/A	88.6%
I believe all students at the college are treated equally and fairly by staff	96.3%	94.2%	2.1%	99.0%	95.8%	3.2%	95.9%	96.0%	-0.1%	89.3%	88.8%	0.5%	94.4%	93.8%	0.6%	N/A	94.4%
Any change in my course or teaching has been communicated well	96.5%	93.6%	2.9%	97.6%	97.1%	0.5%	87.5%	92.1%	-4.6%	88.5%	87.4%	1.1%	93.0%	91.7%	1.3%	N/A	91.0%
The online learning materials for my course have helped me learn	92.2%	94.2%	-2.0%	97.3%	95.8%	1.5%	83.3%	94.7%	-11.4%	89.7%	88.5%	1.2%	90.3%	88.5%	1.8%	N/A	91.1%
I feel that I am part of the college community	95.9%	93.5%	2.4%	95.2%	90.6%	4.6%	73.9%	73.7%	0.2%	88.7%	88.4%	0.3%	88.1%	88.3%	-0.2%	N/A	73.3%
The College's Student's Association influences change for the better	78.3%	97.8%	-19.5%	83.4%	97.7%	-14.3%	63.6%	96.2%	-32.6%	93.1%	91.5%	1.6%	94.4%	93.4%	1.0%	N/A	90.4%

HE Session Comparison per Statement - Overall satisfaction Rates																	
Statement	DGC									THE SECTOR							
	FT 24/25	FT 23/24	VARIANCE	PT 24/25	PT 23/24	VARIANCE	D/F 24/25	D/F 23/24	VARIANCE	FT 24/25	FT 23/24	VARIANCE	PT 24/25	PT 23/24	VARIANCE	D/F 24/25	D/F 23/24
Overall, I am satisfied with my college experience	97.5%	95.2%	2.3%	100%	100%	0.0%	96.5%	97.9%	-1.4%	93.0%	88.2%	4.8%	92.3%	89.2%	3.1%	N/A	92.8%
Staff regularly discuss my progress with me	92.4%	94.3%	-1.9%	80.0%	100%	-20.0%	94.2%	98.9%	-4.7%	85.3%	83.5%	1.8%	86.2%	84.7%	1.5%	N/A	91.4%
Staff encourage students to take responsibility for their learning	100%	99.6%	0.4%	100%	100%	0.0%	99.3%	98.9%	0.4%	96.9%	96.2%	0.7%	97.3%	96.8%	0.5%	N/A	95.2%
I am able to influence learning on my course	93.0%	98.7%	-5.7%	100%	100%	0.0%	95.6%	96.8%	-1.2%	86.9%	84.9%	2.0%	87.1%	86.2%	0.9%	N/A	91.0%
I receive useful feedback which informs my future learning	95.9%	96.1%	-0.2%	100%	100%	0.0%	97.1%	100%	-2.9%	89.5%	87.9%	1.6%	89.3%	87.6%	1.7%	N/A	94.5%
The way I am taught helps me learn	92.5%	93.9%	-1.4%	60.0%	100%	-40.0%	96.4%	95.8%	0.6%	86.0%	83.4%	2.6%	87.6%	86.1%	1.5%	N/A	91.8%
My time at college has helped me develop knowledge and skills for the workplace	95.9%	97.8%	-1.9%	100%	100%	0.0%	93.4%	97.9%	-4.5%	92.0%	89.3%	2.7%	89.8%	89.4%	0.4%	N/A	92.7%
I believe student suggestions are taken seriously	93.4%	91.2%	2.2%	100%	100%	0.0%	97.1%	97.9%	-0.8%	81.8%	78.1%	3.7%	86.4%	84.3%	2.1%	N/A	92.8%
I believe all students at the college are treated equally and fairly by staff	95.0%	94.7%	0.3%	100%	100%	0.0%	68.6%	98.9%	-30.3%	88.7%	86.9%	1.8%	94.6%	92.7%	1.9%	N/A	93.8%
Any change in my course or teaching has been communicated well	94.4%	89.9%	4.5%	100%	73.3%	26.7%	91.3%	100%	-8.7%	83.6%	78.4%	5.2%	87.4%	82.4%	5.0%	N/A	90.7%
The online learning materials for my course have helped me learn	96.0%	95.6%	0.4%	100%	93.3%	6.7%	67.1%	96.8%	-29.7%	90.5%	87.5%	3.0%	91.8%	90.7%	1.1%	N/A	91.4%
I feel that I am part of the college community	92.4%	92.1%	0.3%	80%	80.0%	0.0%	77.4%	81.1%	-3.7%	83.1%	79.4%	3.7%	79.8%	77.1%	2.7%	N/A	74.4%
The College's Student's Association influences change for the better	68.9%	95.0%	-26.1%	60%	100%	-40.0%	61.3%	100%	-38.7%	89.0%	81.2%	7.8%	87.2%	87.6%	-0.4%	N/A	92.1%

Appendix 2 – Sector Data Sum of Satisfied

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

College	2024-25			2023-24		
	Sum of Satisfied	Sum of Total	Sum of Satisfied Percent	Sum of Satisfied	Sum of Total	Sum of Satisfied Percent
Argyll	546	557	98.0%	417	446	93.5%
Ayrshire	2,566	2,762	92.9%	2,840	2,945	96.4%
Borders	614	629	97.6%	714	771	92.6%
City of Glasgow	4,847	5,231	92.7%	4,309	5,059	85.2%
Dumfries and Galloway	1,214	1,247	97.4%	1,041	1,079	96.5%
Dundee and Angus	3,039	3,105	97.9%	2,957	3,042	97.2%
Edinburgh	3,425	3,546	96.6%	3,342	3,540	94.4%
Fife	4,276	4,560	93.8%	4,042	4,501	89.8%
Forth Valley	1,067	1,140	93.6%	912	965	94.5%
Glasgow Clyde	3,673	3,799	96.7%	3,447	3,582	96.2%
Glasgow Kelvin	1,890	1,980	95.5%	1,412	1,475	95.7%
Inverness	1,026	1,073	95.6%	1,095	1,163	94.2%
Outer Hebrides (Lews Castle)	n/a	n/a	n/a	41	47	87.2%
Moray	435	452	96.2%	536	559	95.9%
New College Lanarkshire	3,903	4,182	93.3%	3,977	4,301	92.5%
Newbattle Abbey	28	33	84.8%	23	32	71.9%
North East Scotland	4,743	4,975	95.3%	4,719	5,023	93.9%
North Highland	n/a	n/a	n/a	252	260	96.9%
North, West & Hebrides	462	495	93.3%	n/a	n/a	n/a
Orkney	18	19	94.7%	141	142	99.3%
Perth	707	725	97.5%	524	554	97.8%
Sabhal Mòr Ostaig	23	24	95.8%	No data was provided	No data was provided	No data was provided
Scotland's Rural College	658	707	93.1%	583	619	94.2%
Shetland	18	19	94.7%	17	18	94.4%
South Lanarkshire	1,000	1,142	87.6%	960	1,089	88.2%
West College Scotland	1,684	1,776	94.8%	2,448	2,654	92.2%
West Highland	n/a	n/a	n/a	196	203	96.6%
West Lothian	1,629	1,692	96.3%	1,683	1,763	95.5%
Grand Total	43,491	45,870	94.8%	42,646	45,832	93.0%

Appendix 3 – Sector Data – Survey response and satisfaction rates with overall college experience 2024-2025

College	FE Full-Time		HE Full-Time		FE Part-Time		HE Part-Time	
	Response rate	Satisfaction rate	Response rate	Satisfaction rate	Response rate	Satisfaction rate	Response rate	Satisfaction rate
Argyll UHI	72.2%	98.2%	-	-	73.6%	98.1%	-	-
Ayrshire	49.0%	95.2%	48.1%	87.0%	49.0%	93.2%	35.1%	88.3%
Borders	42.6%	97.7%	43.5%	98.8%	27.4%	97.6%	55.3%	92.3%
City of Glasgow	57.8%	94.4%	56.7%	91.5%	56.0%	95.5%	35.2%	86.6%
Dumfries and Galloway	77.2%	98.6%	76.5%	97.5%	57.5%	98.6%	20.8%	100.0%
Dundee and Angus	54.9%	98.0%	55.6%	96.8%	17.7%	99.1%	31.2%	97.1%
Edinburgh	45.7%	97.0%	40.8%	94.4%	14.9%	97.9%	10.4%	93.9%
Fife	80.8%	94.7%	75.9%	92.0%	65.2%	95.3%	74.0%	88.8%
Forth Valley	50.0%	93.6%	42.8%	94.6%	6.2%	90.5%	3.3%	94.1%
Glasgow Clyde	54.7%	97.2%	60.2%	95.6%	48.9%	98.0%	38.5%	94.5%
Glasgow Kelvin	51.8%	95.6%	42.1%	96.0%	11.9%	97.1%	8.6%	100.0%
Inverness UHI	71.3%	94.3%	-	-	57.8%	97.1%	-	-
Moray UHI	49.2%	96.0%	-	-	28.1%	94.9%	-	-
North, West and Hebrides College UHI	49.0%	91.2%	-	-	50.4%	97.7%	-	-
New College Lanarkshire	71.8%	92.9%	57.0%	91.2%	46.2%	96.2%	62.0%	96.4%
Newbattle Abbey	60.7%	82.4%	76.9%	80.0%	54.5%	100.0%	-	-
North East Scotland	81.1%	95.4%	76.5%	95.0%	57.6%	97.2%	68.9%	86.1%
Orkney UHI	3.8%	75.0%	-	-	5.4%	100.0%	-	-
Perth UHI	81.7%	97.5%	-	-	-	-	-	-
Scotland's Rural College	71.1%	92.4%	-	-	52.4%	81.8%	-	-
Shetland UHI	100.0%	92.9%	-	-	100.0%	100.0%	-	-
South Lanarkshire	53.0%	88.1%	44.7%	80.2%	31.9%	92.0%	31.0%	89.2%
West College Scotland	39.0%	94.6%	15.9%	91.1%	15.7%	96.8%	6.7%	94.4%
West Lothian	65.7%	96.0%	66.5%	95.5%	62.7%	98.9%	55.6%	100.0%
Scotland	59.6%	95.2%	54.2%	93.0%	30.3%	96.7%	30.6%	92.3%

Learning and Teaching Committee		
Agenda Item	12	
Paper Number	LT0226-12.1	
Date of Meeting	11 February 2026	
Location	MS Teams	
Title of Paper	College leavers Destination Report	
Presented by	Sonya Rutter	
Recommendation	Noting	
Freedom of Information Disclosure Assessment		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> Non-disclosable	
Reason/s for choice:	There is no information contained in this report that could not be in the public domain	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)	Can be disclosed upon request	
Further comments/updates after initial submission		
Date added	Added by (name and role)	Comment/detail

Read Time: 12 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 Scottish Funding Council (SFC) requires colleges to collect data on destinations for HE and FE full-time successful leavers.
- 2.2. This paper provides comparisons between Dumfries and Galloway College and the Sector data release in relation to the College Leaver Destination data collection for the 2022-23 student cohort.
- 2.3. DGC have been above the sector for the last five sessions with regards to confirmed destinations.
- 2.4. DGC confirmed destinations for 96.1% (<1% in comparison to 21-22) of successful qualifiers. This is 7.1% above the sector.
- 2.5. For DGC sector leavers finding positive destinations, the figure is just below the sector at 85.8% (sector 86.7%).
- 2.6. A greater proportion of sector leavers with higher levels of qualifications have found positive destinations compared to those with lower levels of qualifications, with SCQF Level 1-6 sector leavers averaging 81.9% compared to 90.7% at SCQF Level 7+
- 2.7. For DGC sector leavers at SCQF Level 1-6, employment was still the most attractive destination, at 74.9%. This is 13% above the sector.
- 2.8. For DGC sector leavers at SCQF Level 7+ leavers university study was the most attractive destination, at 44.4%. This is 13.8% lower than the sector.
- 2.9. Unemployment and unavailability for work for sector leavers - DGC figures have increased (+4.0%), where the sector figures decreased.

3. Context

- 3.1. Please refer to the attached report.

4. Strategic Implications

This paper links to Strategic Priority 1, Future Skills – Our Students

5. Risk

Risk	Mitigations
Choose a risk	<ul style="list-style-type: none"> ➤ The CLD data collection is a requirement of the SFC. The Performance Team actively seek to obtain data during the allocated period set by the SFC to ensure we are meeting our obligation.

6. Implications

Financial	Yes	Failure to gather College Leaver Destination statistics in line with Scottish Funding Council requirements potentially affects future funding allocations
Legal	No	
Learning and Teaching	No	
Equalities	No	

Sonya Rutter

Performance Manager

21 January 2026



**Dumfries and
Galloway College**

One step ahead

COLLEGE LEAVER DESTINATIONS REPORT 2022-2023

Performance Team

September 2025

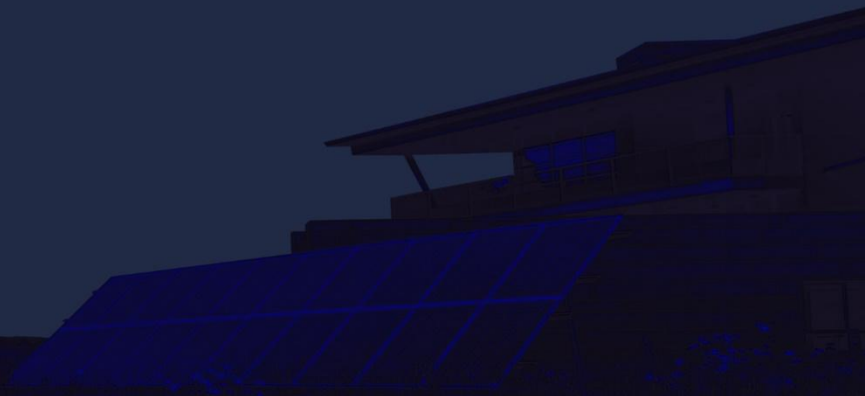


Table of Contents

College Leaver Destinations Report 2022–23	2
1. The Purpose of the Report.....	2
2. Background to the Report	3
3. Summary/Key Points.....	3
4. The Report.....	4
4.1 Definitions.....	4
4.2 Confirmed/Unconfirmed Destinations	5
4.3 Sector Leavers with known destinations.....	6
4.4 Qualifiers by SCQF Level	7
4.5 Confirmed destinations of Sector Leavers 2022–23 by SCQF Level	8
4.6 Confirmed Destinations of Sector Leavers 2022–23 by Gender.....	9
4.7 Confirmed Destinations of Sector Leavers 2022–23 by Subject Area	11
4.8 Data Collection Method	14

College Leaver Destinations Report 2022–23

1. The Purpose of the Report

The purpose of the report is to provide a summary of the outcome of the College Leaver Destinations data collection for the 2022–23 student cohort.

Following the publication of the Scottish Funding Council’s (SFC) College Leaver Destinations Report 2022–23, we can now provide comparisons between Dumfries and Galloway College and the Sector

2. Background to the Report

The Scottish Funding Council (SFC) requires colleges to collect data on destinations for HE and FE full-time successful leavers providing information on:

- Primary Classification (Destination)
- Employment details (where applicable)
- Further study details (where applicable)
- Destination Source (where applicable)

The first destination information reflects the positions for successful full-time students completing courses in the academic year ending June 2023. The aim is to record for each successful full-time student what firm arrangements have been made for employment, further study or training to start by 31 March 2024 (following the end of the academic year of qualifying).

The 2022-23 CLD data will be used to produce sector figures for the National Performance Measure.

The Scottish Funding Council [report](#) on College Leaver Destinations Academic Year 2022-23 was published on the 16th April 2025.

Figures presented in this report have been obtained from either the SFC report or generated through the SFC 22-23 CLD Dashboard.

3. Summary/Key Points

The total number of qualifiers for DGC increased by 109 in comparison to the previous session.

DGC confirmed destinations for 96.1% (<1% in comparison to 21-22) of successful qualifiers. This is 7.1% above the sector

For Sector Leavers finding positive destinations, the figure for DGC is just below the sector at 85.8% (Sector 86.7%).

There were 92 more DGC qualifiers at SCQF 1-6 level and 17 more qualifiers at SCQF Level 7+ compared to the previous session

Individual curriculum reports will be shared with the relevant Curriculum staff on request.

4. The Report

4.1 Definitions

For the purposes of the report we note the following Definitions:

Sector Leavers	Qualifiers who have confirmed destinations who do not stay in the college sector after qualifying and instead have moved into post-college destinations: work, study at university and negative destinations such as unemployment.
Unconfirmed qualifiers	Qualifiers where contact could not be made.
Positive Destinations	Defined in the National Measure: Destination and Employment as the number and proportion of college qualifiers in work, training and/or further study 3-6 months after qualifying.
All qualifiers	Refers to qualifiers for whom we have confirmed destinations and those qualifiers who remain unconfirmed.
Confirmed qualifiers	Refers to only those qualifiers for whom we have confirmed destinations.
Further study or training	Qualifiers who are continuing with full-time or part-time study, training or research at college or university.
Entering employment	For those in full-time and part-time work only (including self-employed/freelance, voluntary/unpaid, developing a professional portfolio/creative practice or on an internship). Also includes

qualifiers who were not currently in employment but who secured employment that was set to commence by 31st March 2024.

Unemployed

This applies to qualifiers Unemployed and looking for work.

Unavailable to work

Qualifiers who are: *taking time out in order to travel; Permanently unable to work/retired; Temporarily sick/unable to work/looking after home/family; and those not employed but not looking for employment, further study or training.*

SCQF

SCQF refers to a programme's SCQF level or a 'broadly comparable' level for non-SCQF credit rated provision

4.2 Confirmed/Unconfirmed Destinations

DGC confirmed destinations for 96.1% (<1% in comparison to 21-22) of successful qualifiers. Confirmed destinations for DGC have decreased by 1.0%. In comparison to the sector, the data shows that DGC are above the sector average by 7.1% when confirming destinations.

The total number of qualifiers for DGC increased by 109 in comparison to the previous session.

For the Sector the total number of qualifiers in 2022-23 increased by 388 in comparison to the previous session. Of those qualifiers, 89% confirmed a destination (>0.4% in comparison to 2021-22).

The figures in the table below shows that DGC have been above the sector for the last five sessions with regards to confirmed destinations.



Session	22-23		21-22		20-21		19-20		18-19	
	DGC	Sector	DGC	Sector	DGC	Sector	DGC	Sector	DGC	Sector
No. of full-time qualifiers	791	40,999	682	40,611	757	45,570	773	45,911	842	48,624
Confirmed destinations	96.1% (760)	89.0% (36,503)	97.1% (662)	88.6% (35,977)	93.7% (709)	87.2% (39,732)	92.0% (711)	89.3% (40,996)	94.9% (799)	89.0% (43,290)
Unconfirmed destinations	3.9% (31)	11% (4,496)	2.9% (20)	11.4% (4,634)	6.3% (48)	12.8% (5,838)	8.0% (62)	10.7% (4,915)	5.1% (43)	11.0% (5,334)

4.3 Sector Leavers with known destinations

For Sector Leavers finding positive destinations, the figures for DGC are just below the sector at 85.8%. DGC noted a decrease (-4%) in the number of Sector Leavers finding positive destinations, whilst the Sector noted an increase (+0.7%).

The comparison below shows the salient aspects for Sector Leavers with known destinations:

College Leaver Destinations 2022-23 DGC/Sector Comparison

	 DUMFRIES AND GALLOWAY COLLEGE	 SECTOR
Summary – sector leavers with known destinations	Qualifiers with KNOWN DESTINATIONS left the college sector and these SECTOR LEAVERS ACCOUNT FOR 45.3% for whom the post-study destination was confirmed (760)	Qualifiers with KNOWN DESTINATIONS left the college sector and these SECTOR LEAVERS ACCOUNTED FOR 39.2% for whom the post-study destination was confirmed (36,503).
	344	14,301
	Sector Leavers who found positive destinations, a decrease from last session's 89.8%	Sector Leavers who found positive destinations, an increase from last session's 86.0%
	85.8%	86.7%
	Sector Leavers who ACHIEVED SCQF 1-6 went on to positive destinations, down from 81.9% last session.	Sector Leavers who ACHIEVED SCQF 1-6 went on to positive destinations, up from 78.5% last session.
	81.9%	78.6%
	Sector Leavers who ACHIEVED SCQF 7+ went on to positive destinations, down from 94.0% last session.	Sector Leavers who ACHIEVED SCQF 7+ went on to positive destinations, up from 92.1% last session.
	90.7%	94.1%
	Unemployment and unavailability for work for Sector Leavers has increased to 14.2% from 10.2% last session:	Unemployment and unavailability for work for Sector Leavers has decreased to 13.3% from 14% last session:
	18.2% AT SCQF 1-6 (up from 12.8%) compared with 9.3% AT SCQF 7+ (up from 6.0%)	21.4% AT SCQF 1-6 (down from 21.5%) compared with 5.9% AT SCQF 7+ (down from 7.6%)
	45.9%	58.2%
	Sector leavers who ACHIEVED SCQF 7+ and went on to UNIVERSITY STUDY compared to 33.3% last session	Sector leavers who ACHIEVED SCQF 7+ went on to UNIVERSITY STUDY compared to 51.5% last session

Unemployment and unavailability for work for Sector Leavers, DGC figures have increased (+4.0%), where the sector figures decreased.

4.4 Qualifiers by SCQF Level

DGC data shows that there were 92 more qualifiers at SCQF 1-6 level and 17 more qualifiers at SCQF Level 7+ when comparing to the previous session.

65.5% of SCQF Level 1-6 qualifiers stayed on at college (<7.1% compared to the sector), while only 38.6% at SCQF Level 7+ remained (>3.8% compared to the sector).

At SCQF Level 1-6, sector leavers accounted for 35.4% of qualifiers (>8.0% compared to the sector), while at SCQF Level 7+ the proportion was 61.4% (<3.8% compared to the sector).

For the Sector the vast majority of SCQF 1-6 qualifiers stayed in college for further study at 72.6% (18,244). For DGC 65.5% of qualifiers stayed in college (352).

The table below reflects the breakdown of all qualifiers for 2022-23 by SCQF level.

	Continuing College Study	Sector Leaver	Confirmed Destination	Unconfirmed Destination	All Qualifiers 22-23	All Qualifiers 21-22
DGC SCQF 1- 6	352 (65.5%)	193 (35.4%)	526 (96.5%)	19 (3.5%)	545	453
DGC SCQF 7+	95 (38.6%)	151 (61.4%)	234 (95.1%)	12 (4.9%)	246	229
Total	447 (56.5%)	344 (43.5%)	760 (96.1%)	31 (3.9%)	791	682
Sector SCQF 1-6	18,244 (72.6%)	6,877 (27.4%)	25,121 (91.1%)	2,463 (8.9%)	27,584	25,794
Sector SCQF 7+	3,958 (34.8%)	7,424 (65.2%)	11,382 (84.8%)	2,033 (15.2%)	13,415	14,817
Total	22,202 (60.8%)	14,301 (39.2%)	36,503 (89.0%)	4,496 (11.0%)	40,999	40,611

4.5 Confirmed destinations of Sector Leavers 2022–23 by SCQF Level

DGC data shows that the number of Sector Leavers with a confirmed destination was higher than the previous session. The proportion of Sector Leavers with positive destinations was 0.9% lower than the sector.

A greater proportion of Sector leavers with higher levels of qualifications have found positive destinations compared to those with lower levels of qualifications, with SCQF Level 1–6 Sector leavers averaging 81.9% compared to 90.7% at SCQF Level 7+.

The table below provide a breakdown of the destinations for those leaving College by SCQF level.

SCQF LEVEL	Enrolled at a HEI	Gained employment	Positive Destination *	Unemployed	Un-available for work	Other Destination **	All confirmed destinations 22–23	All confirmed destinations 21–22
DGC SCQF 1– 6	24 (13.4%)	134 (74.9%)	158 (81.9%)	14 (7.3%)	21 (10.9%)	35 (18.1%)	193	193
DGC SCQF 7+	67 (44.4%)	70 (46.4%)	137 (90.7%)	5 (3.3%)	9 (6.0%)	14 (9.3%)	151	117
Total	91 (26.5%)	204 (59.3%)	295 (85.8%)	19 (5.5%)	30 (8.7%)	49 (14.2%)	344	310
Sector SCQF 1–6	1,149 (16.7%)	4,258 (61.9%)	5,407 (78.6%)	903 (13.1%)	567 (8.2%)	1,470 (21.4%)	6,877	6,918
Sector SCQF 7+	4,320 (58.2%)	2,669 (36.0%)	6,989 (94.1%)	271 (3.7%)	164 (2.2%)	435 (5.9%)	7,424	8,551
Total	5,469 (38.2%)	6,927 (48.4%)	12,396 (86.7%)	1,174 (8.2%)	731 (5.1%)	1,905 (13.3%)	14,301	15,469

**combined figure for enrolled at HEI and Gained Employment*

***combined figure for unavailable and unemployed*

For DGC Sector Leavers at SCQF Level 1–6 employment was still the most attractive destination, at 74.9%. This is 13% above the Sector.

For DGC Sector Leavers at SCQF Level 7+ leavers university study was the most attractive destination, at 44.4%. This is 13.8% lower than the Sector.

Considering the number of Sector Leavers who are unemployed and not available for work at SCQF Level 1-6, the DGC figure of 18.1% is higher when compared to the Sector figure of 21.4%. The DGC figure for SCQF Level 7+ (9.3%) is higher than the Sector (5.9%).

4.6 Confirmed Destinations of Sector Leavers 2022-23 by Gender

Key Points

DGC data shows that at SCQF Level 1-6, confirmed destinations for male and those who identified as unknow, increased in comparison to 2021-22. Destinations for females was 13 fewer than the previous session.

At SCQF Level 7+, 35 more females confirmed a positive destination compared to the previous session. 1 fewer male destination was confirmed.

Gaining Employment

DGC data shows that Employment was the favoured destination for females, males and those who identified as unknow at SCQF Level 1-6.

DGC data shows that 13% of male students were unemployed from SCQF Level 1-6 courses, in comparison to those at SCQF Level 7+ (6.4%)

The proportion of DGC female sector leavers from SCQF Level 1-6 (60.2%) gaining employment is 9.1% higher than the Sector (51.1%). The proportion of DGC male sector leavers from SCQF Level 1-6 (79.3%) gaining employment is 6.4% higher than the Sector (72.9%).

Enrolled at an HEI

The proportion of DGC female sector leavers from SCQF Level 1-6 (22.4%) enrolling at an HEI is 4.5% lower than the Sector (26.9%). The proportion of DGC male sector leavers from SCQF Level 1-6 (2.2%) enrolling at an HEI is 4.5% lower than the Sector (6.7%).

For SCQF Level 7+ sector leavers the proportion of DGC female sector leavers enrolling at HEI (46.6%) was 13.3% more than the Sector (59.9%). The proportion of DGC male sector leavers from SCQF Level 7+ (40.4%) enrolling at an HEI is 15.3% lower than the Sector (55.7%).

Positive destinations

Considering the overall Positive Destinations figures, DGC figures are comparative to those of the sector. For SCQF Level 1-6 sector leavers the proportion of females and males (82.7%/81.5%) confirming a positive destination is higher than the Sector (78.1%/79.5%).

For SCQF Level 7+ sector leavers the proportion of females and males (93.2%/87.2%) confirming a positive destination is lower than the Sector (94.0%/94.5%).

The tables below provide comparative destination proportions for the confirmed Sector Leavers, by Gender, for 2022-23 for Dumfries and Galloway College and the Sector.

Dumfries and Galloway College

Gender	SCQF Level	Enrolled at a HEI	Gained employment	Positive Destination *	Unemployed	Unavailable for work	Other Destination**	All confirmed destinations 22-23	All confirmed destinations 21-22
Female	SCQF 1-6	22 (22.4%)	59 (60.2%)	81 (82.7%)	2 (2.0%)	15 (15.3%)	17 (17.3%)	98	111
Male	SCQF 1-6	2 (2.2%)	73 (79.3%)	75 (81.5%)	12 (13.0%)	5 (5.4%)	17 (18.5%)	92	80
Unknown	SCQF 1-6		2 (66.7%)			1 (33.3)		3	2
Female	SCQF 7+	48 (46.6%)	48 (46.4%)	96 (93.2%)	2 (1.9%)	5 (4.9%)	7 (6.8%)	103	68
Male	SCQF 7+	19 (40.4%)	22 (46.8%)	41 (87.2%)	3 (6.4%)	3 (6.4%)	6 (12.8%)	47	48
Unknown	SCQF 7+					1 (100%)		1	1
Total	Total	91 (26.5%)	204 (59.3%)	293 (85.2%)	19 (5.5%)	30 (8.7%)	47 (13.7%)	344	310

**combined figure for enrolled at HEI and Gained Employment*

***combined figure for unavailable and unemployed*

Sector

Gender	SCQF Level	Enrolled at a HEI	Gained employment	Positive Destination *	Unemployed	Unavailable for work	Other Destination **	All confirmed destinations
Female	SCQF 1-6	912 (26.9%)	1,731 (51.1%)	2,643 (78.1%)	358 (10.6%)	384 (11.3%)	742 (21.9%)	3,385
Male	SCQF 1-6	227 (6.7%)	2,480 (72.9%)	2,707 (79.5%)	528 (15.5%)	169 (5.0%)	697 (20.5%)	3,404
Female	SCQF 7+	2,621 (59.9%)	1,490 (34.1%)	4,111 (94.0%)	145 (3.3%)	117 (2.7%)	262 (6.0%)	4,373
Male	SCQF 7+	1,644 (55.7%)	1,143 (38.7%)	2,787 (94.5%)	118 (4.0%)	45 (1.5%)	163 (5.5%)	2,950
Total	Total	5,404 (38.2%)	6,844 (48.5%)	12,248 (86.8%)	1,149 (8.1%)	715 (5.1%)	1,864 (13.2%)	14,112

**combined figure for enrolled at HEI and Gained Employment*

***combined figure for unavailable and unemployed*

4.7 Confirmed Destinations of Sector Leavers 2022–23 by Subject Area

Percentage range of positive destinations

Dumfries and Galloway College – At SCQF Level 1–6 level overall positive destinations range from 33.3% (Media) to 96.2% (Construction). At SCQF 7+ the range is 50% (Media) to 100%, with overall positive destinations of 100% were achieved by Hairdressing and Engineering.

DGC data shows that for SCQF level 1–6, most subjects areas have seen a drop in positive destination percent point difference except for Construction (21.2pp), Hospitality & Tourism (24.9pp) and Media (100pp).

Business Management and Administration (–50pp), Computing and ICT (–50pp) and Hairdressing, Beauty & Complimentary Therapies (–22.7pp) saw the largest decrease in positive destinations at SCQF Level 1–6.

DGC data shows that for SCQF Level 7+ an increase in positive destination percent point difference in Care (1.7pp) and Computing and ICT (1.4pp).

Media (–50pp) saw the largest decrease in positive destinations at SCQF Level 7+.

Positive destinations for Art & Design Art and Crafts, Engineering and Hairdressing, Beauty & Complimentary Therapies were unchanged.

The Sector noted ranges for SCQF Level 1–6 Sector Leavers from 52.6% (Computing and ICT) to 90.0% (Nautical Studies) and for SCQF 7+ Sector Leavers from 61.5% (Land-based Industries) to 100% (Nautical Studies).

The tables below provide destination proportions for the confirmed Sector Leavers by subject groupings for 2022–23 for Dumfries and Galloway College and the Sector.

Dumfries and Galloway College

SCQF 1 - 6								
	Enrolled at a HEI	Gained employment	Positive Destination (HEI & Work)	Percentage Point Difference (pp) compared to 21-22	Unemployed	Unavailable for work	Other Destination (Unemployed and Unavailable for Work)	All confirmed destinations
Art & Design Arts and Crafts	1 (14.3%)	3 (42.9%)	4 (57.1%)	-17.9	0 (0.0%)	3 (42.9%)	3 (42.9%)	7
Business management and administration	0 (0.0%)	1 (50.0%)	1 (50.0%)	-50.0	1 (50.0%)	0 (0.0%)	1 (50.0%)	2
Care	21 (42.0%)	24 (48.0%)	45 (90.0%)	-2.7	0 (0.0%)	5 (10.0%)	5 (10.0%)	50
Computing and ICT	0 (0.0%)	3 (50.0%)	3 (50.0%)	-50.0	2 (33.3%)	1 (16.7%)	3 (50.0%)	6
Construction	0 (0.0%)	25 (96.2%)	25 (96.2%)	21.2	1 (3.8%)	0 (0.0%)	1 (3.8%)	26
Engineering	0 (0.0%)	26 (83.9%)	26 (83.9%)	-16.1	4 (12.9%)	1 (3.2%)	5 (16.1%)	31
Hairdressing, beauty & complimentary therapies	1 (4.5%)	16 (72.7%)	17 (77.3%)	-22.7	0 (0.0%)	5 (22.7%)	5 (22.7%)	22
Hospitality & tourism	1 (5.9%)	15 (88.2%)	16 (94.1%)	24.9	1 (5.9%)	0 (0.0%)	1 (5.9%)	17
Media (Photography & Visual Communication)	0 (0.0%)	1 (33.3%)	1 (33.3%)	100	1 (33.3%)	1 (33.3%)	2 (66.7%)	3
Special Programmes	0 (0.0%)	15 (68.2%)	15 (68.2%)	-11.8	4 (18.2%)	3 (13.6%)	7 (31.8%)	22
Sport and leisure	0 (0.0%)	5 (71.4%)	5 (71.4%)	-14.3	0 (0.0%)	2 (28.6%)	2 (28.6%)	7

Dumfries and Galloway College

SCQF 7+								
	Enrolled at a HEI	Gained employment	Positive Destination (HEI & Work)	Percentage Point Difference (pp) compared to 21-22	Unemployed	Unavailable for work	Other Destination (Unemployed and Unavailable for Work)	All confirmed destinations
Art & design Arts and Crafts	7 (35.0%)	7 (35.0%)	14 (70.0%)	0	2 (10.0%)	4 (20.0%)	5 (30.0%)	20
Business management and administration	2 (18.2%)	8 (72.7%)	10 (90.9%)	-9.1	1 (9.1%)	0 (0.0%)	1 (9.1%)	11
Care	37 (58.7%)	24 (38.1%)	61 (96.8%)	1.7	0 (0.0%)	2 (3.2%)	2 (3.2%)	63
Computing and ICT	10 (76.9%)	2 (15.4%)	12 (92.3%)	1.4	1 (7.7%)	0 (0.0%)	1 (7.7%)	13
Engineering	1 (16.7%)	5 (83.3%)	6 (100%)	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	6
Hairdressing, beauty & complimentary therapies	0 (0.0%)	7 (100%)	7 (100%)	0	0 (0.0%)	0 (0.0%)	0 (0.0%)	7
Media – Photography and Visual Communication	2 (33.3%)	1 (16.7%)	3 (50.0%)	-50	1 (16.7%)	2 (33.3%)	3 (50.0%)	6
Sport and leisure	8 (32.0%)	16 (64.0%)	24 (96.0%)	-4	0 (0.0%)	1 (4.0%)	1 (4.0%)	25

The Sector

SCQF 1 - 6								
The Sector	Enrolled at a HEI (%)	Gained employment (%)	Positive Destination (HEI & Work) %	Percentage Point Difference (pp) compared to 21-22	Unemployed %	Unavailable for work %	Other Destination (Unemployed and Unavailable for Work %)	All confirmed destinations
Art & design Arts and Crafts	33.6	40.7	74.3	-6.1	12.8	12.8	25.7	226
Business management and administration	5.6	61.9	67.5	-10	22.5	10.0	32.5	160
Care	49.9	35.5	85.4	1.9	6.6	8.0	14.6	1,220
Computing and ICT	7.9	44.7	52.6	-15.6	30.7	16.7	47.4	114
Construction	0.4	82.6	83.0	5.5	13.7	3.3	17.0	818
Engineering	1.5	88.5	90.0	-2.1	7.9	2.1	10.0	1,169
Hairdressing, beauty & complimentary therapies	1.2	78.1	79.3	6.9	9.7	10.9	20.7	658
Hospitality & tourism	1.6	73.7	75.3	-0.5	16.6	8.1	24.7	434
Media	15.5	42.3	57.7	-2.0	57.7	15.5	42.3	71
Special Programmes	0.0	34.2	34.2	-2.6	41.9	23.9	65.8	360
Sport and leisure	4.2	74.3	78.5	2.4	16.0	5.6	21.5	288

SCQF 7+								
The Sector	Enrolled at a HEI (%)	Gained employment (%)	Positive Destination (HEI & Work) %	Percentage Point Difference (pp) compared to 21-22	Unemployed %	Unavailable for work %	Other Destination (Unemployed and Unavailable for Work %)	All confirmed destinations
Art & design Arts and Crafts	65.4	24.1	89.5	-1.7	7.2	3.2	10.5	622
Business management and administration	67.0	28.4	95.4	1.0	3.1	1.5	4.6	1,040
Care	61.3	34.0	95.3	3.2	2.3	2.4	4.7	1,620
Computing and ICT	70.6	21.8	92.4	3.5	5.2	2.4	7.6	579
Construction	67.8	28.9	96.7	3.5	0.9	2.4	3.3	211
Engineering	27.5	68.6	96.2	2.2	3.3	0.5	3.8	599
Hairdressing, beauty & complimentary therapies	17.8	70.8	88.6	6.3	7.6	3.8	11.4	264
Hospitality & tourism	32.7	55.6	88.3	-4.1	6.2	5.6	11.7	162
Media	52.3	38.6	90.9	4.7	6.1	3.0	9.1	396
Sport and leisure	63.7	33.7	97.4	2.2	1.0	1.6	2.6	501

4.8 Data Collection Method

Using the various methods as recommended by the SFC the responses were as follows:

Data Collection Category	Number of students (791)
FES, SDS, (details provided by SFC through data linkage) *	522 (66%)
Individual Student (via survey/email/phone)	83 (10.5%)
Lecturer/Other member of staff	144 (18.2%)
Parent/Guardian/other family member	5 (0.6%)
Social Media	2 (0.3%)
Fellow student/past student	2 (0.3%)
CMIS	2 (3.9%)
Unable to contact	31 (3.9%)

*Pre-populated fields in the Database for returning 23-24 students checked for currency.

- An online survey was issued in January 2024 which produced 28 responses.

As with each CLD data collection one negative aspect when contacting leavers was the currency of some mobile/home numbers and emails, resulting in unconfirmed responses. This is a factor out with our control.

The Performance Team, September 2025

Learning and Teaching Committee		
Agenda Item	14	
Paper Number	LT0226-14.1	
Date of Meeting	11 February 2026	
Location	MS Teams	
Title of Paper	Student Engagement & Partnership Activity	
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:	These are not published and audited data sets	
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 mins

1. Recommendation

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

2. Executive Summary

- 2.1. This paper provides an update on progress in Student Partnerships, including TQER preparation, enterprise development through the Start Something programme, and student-led enhancement activity.
- 2.2. Student voice mechanisms continue to mature, moving beyond issue escalation towards structured co-creation and positive practice sharing.
- 2.3. The Committee is invited to note progress and discuss further strengthening of partnership approaches.

3. Context**3.1. TQER Preparation**

- 3.1.1 There have been targeted sessions with the Student Association and Class Representatives to prepare them for the upcoming TQER. This has been strengthened by input from sparqs, providing external assurance and enhancing representative confidence and readiness. This approach supports meaningful student engagement rather than compliance-based involvement.

3.2. Start Something Project

- 3.2.1 All five Start Something workshops have now taken place. Students also participated in a visit to Borders College, broadening enterprise awareness and providing comparative insight. The programme is building early momentum around enterprise and entrepreneurial capability and supports wider student aspiration and confidence development.

3.3. Student-Led Enhancements

- 3.3.1 Three enhancements are progressing:
 - Outdoor Space Development – student-led campus improvement activity.
 - Campus Walkarounds – increased staff visibility through identifiable high-visibility vests.
 - Class Rep Communication Strengthening – proactive engagement through regular meetings and Teams channels.

4. Strategic Implications

- Strengthens partnership culture ahead of TQER.
- Embeds student voice within enhancement cycles.
- Supports belonging and engagement.
- Contributes to Mission 2030 priorities around empowered learners.

5. Risk

Risk	Mitigations
Risk 10. Failure to achieve an effective student experience.	<ul style="list-style-type: none"> ➤ Curriculum team meetings ➤ Self-Evaluation Reportage – Curriculum ➤ Student Early Experience Survey and Student Satisfaction and Engagement Survey ➤ Student Representative Meetings

6. Implications

Financial	No	
Legal	No	
Learning and Teaching	No	
Equalities	No	

Kate Glendye

Director of Student Experience and Innovation

21 January 2026