



## Learning and Teaching Committee

Tuesday 18 November 2025 (16:00-18:00hrs) MS Teams

### Agenda

Time	Item	Lead	Paper
	1. Welcome and Apologies <ul style="list-style-type: none"> <li>➤ Declaration of Interests and Connections</li> </ul>	AI	Verbal
<b>For Approval</b>			
	2. Minute of Previous Meeting and Matters Arising <ul style="list-style-type: none"> <li>➤ 10 September 2024</li> <li>➤ Action Log</li> </ul>	AI LG	Paper 2.1 Paper 2.2
	3. Strategic Risk Register	LG	Paper 3.1
	4. Quality Assurance Policy	PS	Paper 4.1
<b>For Discussion</b>			
	5. Student Association Report	HG/KM	Paper 5.1
	6. Strategic Impact Analysis	PS	Paper 6.1
	7. Student Performance – Early Retention	PS	Paper 7.1
	8. Early Student Satisfaction Survey Results	PS/SR	Paper 8.1
	9. Academic Appeals 24-25	PS	Verbal
	10. Student Engagement and Partnerships	KG	Paper 10.1
<b>For Information only</b>			
	11. Annual SPSO Complaints Report	SR	Paper 12.1
	12. Academic Council Report	PS	Paper 13.1
	13. AOCB	AI	Verbal
	14. Date of next meeting Wednesday 11 February 2026	AI	Verbal

## Learning and Teaching Committee

### Minute of Meeting – 18 November 2025 16:00hrs – MS Teams

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

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

- 1.1.1. The Chair welcomed everyone to the meeting and the Governance Professional confirmed the meeting to be quorate.
- 1.1.2. Apologies were noted as above.

#### 1.2. Declaration of Interests/Connections | Verbal | 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 23 September 2025 | Paper LT1125-2.1 | A. Irons

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

##### 2.2. Action Log | Paper LT1125-2.2 | Verbal | L. Grierson

- 2.2.1. The Governance Professional confirmed that three actions were now complete, advising the following:
- 2.2.2. TQEF communication with QAA advised there would be no multi-campus visit due to staffing constraints.
- 2.2.3. The TQER board workshop will be finalised after Christmas and before the review date.

- 2.2.4 Staff development will remain on the action log until February; PS confirmed the session will take place on 17 February, focusing on sharing practice, with L&T members invited for a single-day event. The Chair requested that all Board Members be included in the invitation.
- 2.2.5 The Chair questioned whether any further action could influence QAA's decision not to visit multiple campuses. DD advised that the decision came directly from the Head of QAA and followed a face-to-face discussion. As Co-chair of the TQER Implementation Group, DD will feed this back.
- 2.2.6 The Chair highlighted perceived inconsistency and stressed the importance of maintaining an audit trail of concern. PS confirmed the review is largely online, with further discussion required.
- 2.2.7 A member noted that the situation presents an opportunity to demonstrate how effectively the college has adapted to online tools and technology across the region.
- 2.2.8 The Committee noted the Action Log.**

**3. Strategic Risk Register | Paper LT1125-3.1 | L. Grierson**

- 3.1. The Governance Professional reported that there were no changes to the scoring of risks 8, 9 and 10, all of which remain low. The risks were reviewed by ELT, with no additions identified. The format of the register has been updated and links added; the Committee confirmed the links function correctly.
- 3.2. It was queried whether the TQEF review should be added as a risk as well as an opportunity. An attendee advised that the existing risks and mitigations already capture this and would simply be duplicated; DD noted that the college's compliance and strong track record provide assurance, and no concerns were identified.
- 3.3. The Committee approved the status of the risks.**

**4. Quality Assurance Policy | Paper LT1125-4.1 | P Storrier**

- 4.1 The VP Curriculum & Student Experience presented the fully redrafted Policy, updated to align with TQEF and current practice. The four TQEF elements have been incorporated, along with STEP, ILQR and SEAP, and clear links to existing processes.
- 4.2 A member queried whether the Policy changes had been agreed with trade unions. It was confirmed that the Policy reflects existing practice in relation to compliance set by external agencies, and formal union sign-off is not normally required.
- 4.3 The Committee discussed linking TQEF changes to Risk 10; it was agreed this was not required as the Policy already mitigates the risk. A query was raised regarding staff evaluation and strategic evaluation wording, and PS will amalgamate the sections.
- 4.4 A member commented that the Policy is a useful reference document for Board Members.
- 4.5 The Committee approved the Quality Policy.**

## FOR DISCUSSION

### **5 Student Association Report | Paper LT1125-5.1 | K. McIntosh**

- 5.1 The SA Vice President presented the paper, highlighting current activity including:
- 107 class reps and 11 lead reps in place
  - Movember engagement
  - Careers Week, where schools participated and P7 pupils particularly enjoyed mechanics and bricklaying activities
- 5.2 PS queried updates on the podcast and feedback from the Class Rep Conference. It was reported that there are four episodes now available on Spotify including one on Men's Mental Health. Class rep meetings continue, though attendance has been limited, and further promotion is underway.
- 5.3 PS commended the SA on the successful Class Rep Conference and the strong feedback received. The Committee praised the SA's work and encouraged them to continue seeking support, noting the high quality of activity being delivered.
- 5.4 **The Committee noted the content of the Student Association Report.**

### **6 Strategic Impact Analysis | Paper LT1125-6.1 | P. Storrier**

- 6.1 The Committee noted that the SIA accurately reflects the College's strategic position, is evidence-based, and includes fair and appropriate actions providing a strong summary of the College's journey. It has been submitted and was shared with the Student Association, Class Reps, Academic Council and partners.
- 6.2 The Chair commended the report as comprehensive and constructive. DD thanked PS for coordinating the work and it was noted the improved availability of data compared with previous years. The designed version will be shared with the Board, and it was agreed should be widely utilised.
- 6.3 CS asked about incorporating more dashboard-style reporting and Power BI outputs into Board reporting. PS advised that QAA preferred a concise submission, but agreed there may be scope to consolidate material for new staff into a more accessible pamphlet or booklet format
- 6.4 **The Committee noted the Strategic Impact Analysis report.**

### **7 Student Performance – Early Retention | Paper LT1125-7.1 | P. Storrier**

- 7.1 It was reported that early retention remains strong, showing improvement over the previous academic year with the primary reason for withdrawal being students taking up employment.
- 7.2 Key points highlighted:
- Early retention improved by 39% compared to last year, with departmental rates consistently between 96% and 98%.

- Withdrawals are mainly among the 16–19 age group; pilot initiatives are being considered to address this.
- Geographic factors, such as bus travel, do not correlate with withdrawals; most students live close to campus.
- ILQR data indicates curriculum and support services are effective, with streamlined processes, although the number of students requiring assistance is increasing.

7.3 The Chair queried whether transitions from full-time to part-time study count as withdrawals. PS advised that these are monitored internally and linked to positive destinations, with internal KPIs adjusted accordingly.

7.4 GB asked whether we regularly report on waiting lists and if there is an opportunity to align at specific points regarding available spaces. PS noted that we have an onboarding portal which allows us to act quickly on waiting lists; however, candidates often move on before we can engage. We now have a more effective system in place.

7.5 The cut-off points for waiting lists were queried and confirmed as five weeks, though decisions are made on a case-by-case basis. A discussion took place on waiting lists and the new interview processes, and the Chair commended the improvements. It was confirmed that later entrants benefit from VLE access to catch up, as highlighted in strategic analysis.

7.6 Discussion also addressed positive destinations and funding issues. Student withdrawal for employment and financial reasons remains significant, reflecting national policy challenges. Approximately half of withdrawals are due to employment and half due to affordability, with this issue being raised nationally as a focus area.

7.7 **The Committee noted the Student Performance – Early Retention Report**

## 8. **Early Student Satisfaction Survey Results | Paper LT1125-8.1 | P. Storrier**

8.1 PS presented the paper noting several key points highlighted in the report: -

- Completion rate compared to 80% last AY is slightly down.
- Overall student satisfaction remains strong at 4.5 out of 5, with only a couple of areas dipping; responses to these dips have been positive.
- ILQR work under student enhancement is progressing well, with students confirming the survey is effective. Improvements linked to VLE development are significant, and ILQR/Deep Dives will provide further insight.
- Hairdressing teams received their first 5 out of 5, with positive observations and teaching practice feedback.

8.2 The Committee discussed the report and recognised the narrative of not worrying about the small dip in some areas.

8.3 The Committee noted comments were mainly positive, with PS confirming any negative points emerge through DGSee's broader review. Examples of negative comments were provided along with how they can be mitigated, noting they provided a balanced

perspective. PS confirmed that feedback is shared widely and will be passed to the performance team.

#### 8.4 **The Committee noted the Early Student Satisfaction Survey Results Report**

### **8 Academic Appeals 24-25 | Verbal | P. Storrier**

8.1 The VP Curriculum and Student Performance reported that no appeals have been received for AY24/25, and only one formal appeal occurred in AY23/24, which was not upheld. The shift to formative assessments has contributed to fewer appeals, though it appears students may be less familiar with the appeals process.

8.2 This prompted discussion on ensuring student induction and guidance adequately cover the appeals process to improve awareness.

#### 8.3 **The Committee noted the SFC Quality Arrangements.**

### **9 Student Engagement and Partnerships | Paper LT1125-10.1 | P. Storrier**

9.1. The VP Curriculum and Student Performance presented the paper, noting the following key highlights:

- The first Class Representative Conference at the Dumfries Campus was successful, with strong student attendance and positive feedback.
- The Student Engagement and Capacity Lead delivered the SPARQS training supporting the event as part of strengthening student partnership. The conference format was restructured this year to include returning students and to reinforce purpose, as well as increase the frequency of engagement and feedback activity.
- The ongoing Student Experience Committee has delivered two main enhancements across last year and this year. A key focus is addressing the high turnover of Lead Representatives and improving continuity, with plans to build in three student-led elements.
- Student-led enhancement projects are in development and continue to promote an entrepreneurial mindset among students, led by Luke Wells.

9.2 PS confirmed that measuring the impact of these initiatives will take time. This work forms a central component of the TQEF, and although full impact data is not yet available, the alignment and integration of the structures and investments can already be demonstrated.

9.3 Committee commended the work presented.

#### 9.4 **The Committee noted the Early Student Satisfaction Survey Results Report**

FOR INFORMATION ONLY

### **9 Annual SPSO Complaints Report | Paper LT1125-11.1 | P. Storrier**

9.1 The Chair confirmed it was nice to see the total complaints reducing from 41 to 30, with Stage 1 complaints falling from 22 to 14, and Stage 2 complaints decreasing slightly from 19 to 16.

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

**10 Academic Council Report | Paper LT1125-12.1 | P. Storrier**

10.1 The VP Curriculum and Student Performance presented the paper, explaining that its purpose was linked to the wider restructure of reporting and information flow. Following the survey, staff expressed a desire to be more involved in leading projects and enhancement activity; however, this has been challenging to implement in practice, particularly due to the difficulty of releasing academic staff from teaching commitments.

10.2 GB referenced the Personal Tutor role in this context and acknowledged that the need to maintain an appropriate balance is well understood.

**10.3 The Committee noted the Academic Council Report**

**11 AOCB | Verbal | A. Irons**

11.1 It was noted that staff members have been nominated by the Crichton Foundation. However, PS is unable to attend as the College has also been nominated for three CDN awards with the events taking place at the same time.

11.2 The meeting was adjourned at 17.21 hours.

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

**12.1** The date of the next meeting is scheduled for 11 February 2026.



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Item 2  
LT1125-2.2

Key	
	Ongoing
	Closed
	Overdue

## Learning and Teaching Committee

### Action Log – 18 November 2025

No	Meeting Date	Action	Lead	Deadline	Status	Commentary
1	23/9/25	SA - TQER Report to be circulated by email when complete re Honor Student Lead Rep	HG	Oct 25	Closed	Circulated 10/10/25
2	23/9/25	TQEF - Communication to be provided to QAA addressing split campus involvement in review process.	DD	Nov 25	Discussion held with QAA, however QAA will not change their approach due to their resources to undertake multicampus visits.	Completed
3	23/9/25	Arrangements for Bd/L&T in-person workshop to be scheduled for December to assist in TQER.	PS/LG	Nov 25	Complete	In progress – SIA sent to Board members for Comment.
4	23/9/25	Board members to be invited to staff development events in February 2026 –	PS	Feb 26	Ongoing	Dates confirmed 16 <sup>th</sup> and 17 <sup>th</sup> February – LG

No	Meeting Date	Action	Lead	Deadline	Status	Commentary
						to forward details.

<b>Learning and Teaching Committee</b>		
Agenda Item	<b>3</b>	
Paper Number	<b>LT1125-3.1</b>	
Date of Meeting	<b>18 November 2025</b>	
Location	<b>MS Teams</b>	
Title of Paper	<b>Strategic Risk Register</b>	
Presented by	<b>L Grierson</b>	
<b>Recommendation</b>	<b>Approval</b>	
<b>Freedom of Information Disclosure Assessment</b>		
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?)		
<b>Further comments/updates after initial submission</b>		
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 and 11.

## 2. Executive Summary

The purpose of this paper is to provide the Committee with the opportunity to review the College's Strategic Risks associated with Learning and Teaching Committee.

## 3. Context

3.1 The Principal and Executive Leadership Team routinely review the Strategic Risk Register to reflect on the key risks to the College and the mitigations that are applied to each risk.

3.2 Currently L&T Committee has 3 risks assigned to it for review and any amendment made to these by Risk Owners, is noted below

- Risk 8 – Failure to achieve highest academic performance levels – **no changes**
- 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	➤ Paperwork attached for reference.

## 6. Implications

<b>Financial</b>	<b>NO</b>	Currently no implications however failure for the College to be seen as a destination of choice would impact on credit funding and sustainability.
<b>Legal</b>	<b>NO</b>	Currently no implications, however failure to adhere to academic compliance arrangements eg awarding bodies, Education Scotland would impact.
<b>Learning and Teaching</b>	<b>NO</b>	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.
<b>Equalities</b>	<b>NO</b>	

**Lorraine Grierson**  
Governance Professional  
26/8/25

**Strategic Risk Register Update LT Committee – Nov 2025**

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 ↓	<a href="#">Risk 8 - LT - Acad Perf DPL.docx</a>
9	Failure to adhere to academic compliance arrangements (LT)										
		4	3	12		2	2	4	=	Cautious 7-10 ↓	<a href="#">Risk 9 - LT-Acad Compl DPL.docx</a>
10	Failure to achieve an effective student experience (LT)										
		3	4	12		1	4	4	=	Moderate 11-15 ↓	<a href="#">Risk 10 - LT-Effec Stud Exp DPL.docx</a>

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

<b>Learning and Teaching Committee</b>		
Date of Meeting	<b>18 November 2025</b>	
Paper Number	<b>LT1125-4.1</b>	
Agenda Item	4	
Subject of Paper	<b>Quality Assurance Policy</b>	
Primary Contact	<b>Phil Storrier</b>	
Date of Production	<b>23 October 2025</b>	
Action	<b>Approval</b>	
<b>Freedom of Information Disclosure Assessment</b>		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> Non-disclosable	
Reason/s for choice:	Will be made available post approval.	
Notes from author: (When will it become disclosable?)		
<b>Further comments/updates after initial submission</b>		
Date added	Added by (name and role)	Comment/detail

**Read Time:** 6 minutes

**1. Recommendation**

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

## 2. Executive Summary

- 2.1. The college Quality Assurance Policy has been substantially amended to reflect current practices and alignment to recently introduced Tertiary Quality Enhancement Framework (TQEF).

## 3. Context

- 3.1. Updated to reflect alignment and reference to Scottish Funding Council (SFC) Outcome Framework and Assurance Model; SFC Quality Guidance; TQEF Principles and UK Quality Code for Higher Education.
- 3.2. Responsibilities redefined and updated to reflect current structures.
- 3.3. Clear outline of the TQEF principles which will underpin quality assurance.
- 3.4. The updated policy includes new mechanisms which have been introduced or are being developed including: TQER, AQE, STEP, ILQRs, SEAPs, Student Experience Committee and compliance audits.
- 3.5. Student Engagement activities have been updated to reflect current position.

## 4. Strategic Implications

- 4.1 Cultural Shift Toward Continuous Improvement: Embedding QA as a core principle will require moving beyond compliance to a culture of proactive enhancement.
- 4.2 Integration with Digital and Data Systems: The policy should leverage digital platforms for real-time evaluation and reporting, ensuring transparency and actionable insights.
- 4.3 Alignment with External Frameworks: Ensure coherence with Education Scotland, TQEF, and awarding body standards to maintain credibility and readiness for external review.
- 4.4 Resource and Capacity Considerations: Increased QA rigor may require investment in staff training, digital tools, and analytical capability. Clear accountability structures and workload planning will be essential to sustain engagement.

## 5. Risk

Risk	Mitigations
Risk 10. Failure to achieve an effective student experience.	<ul style="list-style-type: none"> <li>➤ Curriculum team meetings</li> <li>➤ Self-Evaluation Reportage – Curriculum</li> <li>➤ Student early experience survey and Student Satisfaction and Engagement Survey (SSES)</li> <li>➤ Student representative meetings</li> <li>➤ Self-Evaluation Reportage – Support</li> <li>➤ Complaint Procedure</li> <li>➤ Observation of Learning process</li> <li>➤ Portfolio Review 1 and 2</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Introduction of Institution Led Quality Review (ILQR) in AY 25/26.</li> <li>➤ Introduction of SLT Level Self-Evaluation and Action Plans.</li> <li>➤ Annual Engagement Visit by Inspection Body</li> <li>➤ Self-evaluation and Action Plan reportage to SFC</li> <li>➤ Outcome Framework and Assurance Model</li> </ul>
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## 6. Implications

<b>Financial</b>	<b>YES</b>	It may require investment in digital platforms, staff training, and capacity-building to sustain rigorous evaluation processes.
<b>Legal</b>	<b>YES</b>	The policy must align with awarding body requirements and regulatory frameworks to ensure compliance and readiness for external scrutiny
<b>Learning and Teaching</b>	<b>YES</b>	Directly impacted through the embedding of structured evaluative practices, data-driven decision-making, and continuous improvement cycles that enhance curriculum quality and student experience
<b>Equalities</b>	<b>YES</b>	Considerations are essential, ensuring QA processes actively monitor and address barriers to participation, promote inclusive practice, and use analytics to evidence equity outcomes. Collectively, these implications position the policy as a driver of accountability, improvement, and demonstrable impact across the College.

**Phil Storrier**

VP Curriculum & Student Experience

**05 November 2025**



**Dumfries and  
Galloway College**

One step ahead

# QUALITY ASSURANCE POLICY

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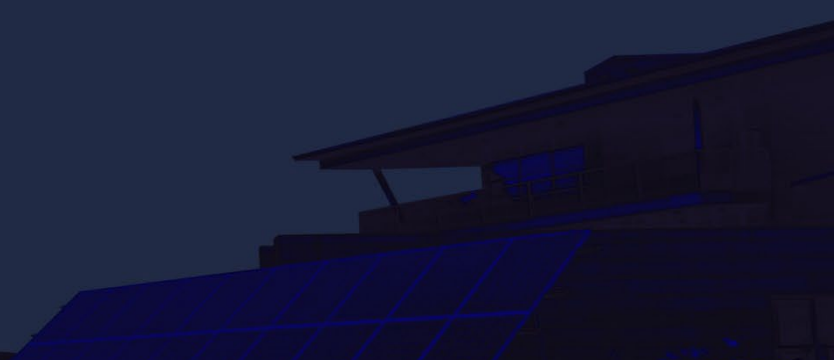
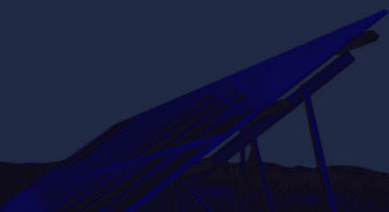
**Responsibility: Vice Principal, Curriculum & Student Experience**

**Issue Date:**

**Equality Impact Assessment: 14/03/2025**

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Version: 2



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# Quality Assurance Policy

## 1. Purpose

The purpose of this policy is to ensure a systematic and continuous approach to quality assurance and enhancement across the College.

This policy aligns with the Scottish Funding Council (SFC) and Tertiary Quality Enhancement Framework (TQEF) Principles to support excellence in our provision and ensure that quality is both assured and enhanced through structured processes, reflective practice, student partnership, and effective use of data and evidence.

## 2. *Scope*

This policy describes the requirements and responsibilities of all staff to ensure the implementation, monitoring, and continuous review of quality systems to maintaining high standards in learning, teaching, assessment, and student support services.

## 3. *References*

- Scottish Funding Council (SFC) Outcome Framework and Assurance Model
- [SFC Guidance on Quality for Colleges and Universities AY 2024-25 to AY 2030-31-1](#)
- [Tertiary Quality Enhancement Framework \(TQEF\) Principles](#)
- [Tertiary Quality Enhancement Review \(TQER\) Guide for Institutions](#)
- [UK Quality Code for Higher Educations 2024](#)

## 4. *Definitions*

AQE	Annual Quality Engagement
ILM	Institution Liaison Meeting
ILQR	Institution-Led Quality Activity
QAA	Quality Assurance Agency
SEAP	Self-Evaluation and Action Plan
SFC	Scottish Funding Council
STEP	Scotland's Tertiary Enhancement Programme
TQEF	Tertiary Quality Enhancement Framework
TQER	Tertiary Quality Enhancement Review

## 5. *Responsibility*

**All staff** must take ownership of quality processes by adhering to and contributing to the continuous development of College quality systems, policies and procedures.

**Curriculum and Support Managers** are responsible for ensuring that quality assurance requirements are documented, implemented and integrate the requirements of quality procedures into working practices of the College.

**Senior Leadership Team** ensures that the College's quality mechanisms align with national requirements, overseeing self-evaluation and performance monitoring, and fostering a culture of continuous enhancement and student partnership. The Team provides strategic direction, ensure compliance with external reviews, and use data and evidence to drive improvement and accountability.

**College Management Team** ensures that all policies, procedures, and monitoring mechanisms remain fit for purpose and responsive to student, stakeholder and regulatory body needs.

**The Performance Team and the Audit Team** verify compliance with quality systems, supports the design and implementation of new processes and procedures.

## 6. *Policy*

The College is committed to delivering high-quality learning, teaching, and assessment that meets the expectations of students, stakeholders, and regulatory bodies. Quality assurance and enhancement are embedded across all aspects of College operations, ensuring that all staff contribute to a culture of excellence, continuous improvement, and student success.

## External Frameworks

### Our Approach: Scotland's Tertiary Quality Enhancement Framework (TQEF)

The TQEF is the new quality assurance and enhancement framework for Scotland's colleges and universities. Our approach is built on the six key principles within the TQEF Framework.



### External Quality Assurance and Enhancement Mechanisms Include:

- **Tertiary Quality Enhancement Review (TQER)** and engagement with Education Scotland

TQER is an external peer-led and enhancement review carried out by the Quality Assurance Agency (QAA) on a seven-year cycle.

- **Annual Quality Engagement (AQE)** with SFC

Annual Quality Engagement (AQE) supports high-quality learning through two elements: QAA-led Institution Liaison Meetings (ILMs) under TQER, and SFC Outcome Manager-led discussions focusing on quality learning, Self Evaluation and Action Plan (SEAP), and their role in the Outcome Agreement and Annual Monitoring (OF and AM) processes.

- Participation in **Scotland's Tertiary Enhancement Programme (STEP)**

Scotland's Tertiary Enhancement Programme (STEP) supports collaborative improvement across colleges and universities, enhancing learning, teaching, student experience, and staff development.

### **Strategic Evaluation**

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- **Portfolio/Service Review**

All curriculum and support area manager participate in Portfolio Reviews which is the colleges annual monitoring system to ensure quality and enhancement. All curriculum and support area managers have Enhancement Plans which focus on specific themes for curriculum (Horizon scanning, curriculum development and learning and teaching improvement), support (service improvement and stakeholder feedback). Portfolio review happen twice in the academic year. Enhancement plans should also be influenced by student engagement activities, developed themes from DG-SEE and the overall college strategic plan.

- **Institution-Led Quality Activity (ILQR)**

DGC operates systems of periodic Institutional Led Quality Review (ILQR) across all curriculum provision and support services over a six-year period. It is designed to provide an opportunity for teams to promote and support critical reflection. ILQR will be the colleges institutional led review process as expected under the TQEF framework. We want to use this as an opportunity for us to reflect honestly, celebrate success, and collaboratively shape the future of our curriculum and support services. It helps ensure we remain aligned with student needs, sector expectations

and institutional goals. All curriculum and support areas will be reviewed within a 3 year cycle.

- **SLT Self Evaluation and Action Plans (SEAPs)**

All members of Senior Leadership Team are asked to complete a Self-Evaluation and Action Plan for their directorates which feed from strategic direction and team enhancement activity. These plans are monitored through SLT Meetings and ELT Leads.

### **Staff Evaluation**

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- **Use of Data and Evidence Reporting**

DGC are required to collect, analyse, and reflect on data for internal review, using well-developed processes to support quality assurance and enhancement. These should inform both operational and strategic improvements and include evidence from staff, students, and external stakeholders.

- **Self-Evaluation - DG-SEE (Stop-Evaluate-Enhance)**

DG-SEE is our internal self-evaluation system which has been designed to ensure recurrent reflection across the academic year. All curriculum teams participate in regular self-evaluation activities using a range of relevant in year challenge questions to review the quality of provision and ensure continuous enhancement. DGC is clear that in terms of continuous improvement staff are leaders and that ongoing self-evaluation is a necessary.

During each block teams should work to continuously evaluate and identify critical course related topics focusing on significant areas of good practice with impact or areas for improvement, linked to the key TQEF Principles. We are asking teams to meet periodically across each teaching block to evaluate practice. Enhancement meetings are held

regularly and minutes from the meetings recorded whilst ongoing self-evaluation phases are submitted and monitored through the Performance Team.

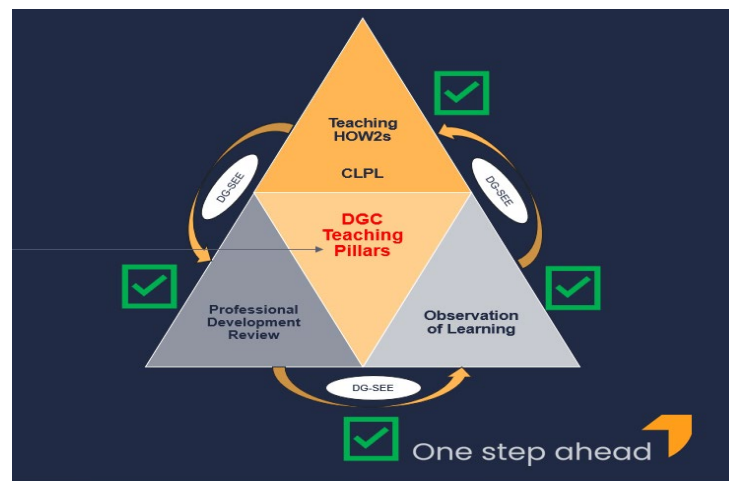
The Performance Team review submissions and identify areas of good practice or areas of to focus enhancement through end of Block reports which are issued to all staff.

The performance team engage with teams in an ongoing basis to enhance the system and ensure relevant staff development support to develop engagement in meaningful self-evaluation.

Our designated DG-SEE platform can be accessed via the Performance section of AdminNet.

- **Teaching for Learning Framework**

We have developed a clear process for development of learning and teaching within the college.



- **Observation of Learning**

As part of Lecturers professional development they participate in annual observations of practice. Our process will focus on learning in the classroom and allows us to focus specifically on improving the student experience and confidence of staff. A key component in the process is

peer observation which allows greater variety in professional discussion and sharing of practice.

- **Evidence Based Teaching Development**

Our ongoing partnership with Teaching How2s provides staff with immediate and evidence-based teaching practices which can be immediately shared post observation and used across the academic year for enhancing and developing areas of practice. We also have a designated teaching and learning site which will develop a wider base of evidence-based research, approaches and resources. Ongoing CPD is also provided specifically linked to teaching and assessment practice.

- **Advanced Practitioners**

We have a small team of Advanced Practitioners who have been appointed based on teaching experience, qualifications and track record in student experience and enhancement. Their primary role is to support the observation of learning process however they also support wider activities included 1 to 1 development programmes and wider curriculum and teaching development projects.

- **DGC Learning Pillars**

The DGC PILLARS of Learning serve as the foundational principles guiding our approach to Learning, Teaching, and Assessment. These 10 research-informed pillars inform how we develop our teaching practices and curriculum. The full set of Pillars can be found in the Learning & Teaching section on AdminNet.

- **Professional Review and Development PRD**

PRD is a structured, reflective process that supports staff in identifying their strengths, development needs, and career aspirations. It ensures professional learning is aligned with individual goals, college priorities, and relevant professional standards, contributing to continuous improvement in teaching quality and student outcomes. For GTCs-registered lecturers,

engagement with the PRD process is also a vital component of maintaining their professional registration through the Professional Update (PU) cycle.

- **Quality Assurance**

**Validation and Approval of Delivery** – Dumfries and Galloway College must be able to demonstrate that it has effective procedures in place to ensure that all provision is well designed, valid, reliable, fair to meet awarding body requirements. It is essential that **ALL** members of staff be committed to the quality system at all stages, from course development through approval and resourcing to delivery and assessment. Our Course Proposal Process ensure that our proposed provision meets the requirements of College Strategic Aims and is in line with the Tertiary Quality Enhancement Framework (TQEF) and Ambition 2030.

To ensure we continue to meet awarding body requirements, digital core packs and pre-delivery checks are in place and monitored through compliance audits. Prior to delivery, all assessment, re-assessment and marking guideline materials, including college devised and awarding body materials and core pack contents, must be internally verified.

**Internal and External Verification** – Dumfries and Galloway College must be able to demonstrate that it has effective procedures in place to ensure that all provision is well designed, valid, reliable, fair to meet awarding body requirements. Our Internal Verification and External Verification Procedures are in place to ensure that staff within the Centre make consistent and accurate assessment decisions in accordance with the assessment criteria set by external awarding bodies. A summary report of our external awarding body visits is produced each year along with the areas of good practice and recommendations identified. Sharing these practices is crucial as it promotes continuous improvement across the college.

**Compliance Audits** – A compliance audit is carried out each block to ensure staff are applying our internal verification procedure effectively. An

internal report is produced, providing detail of the overall compliance and opportunities for improvement.

**Complaints** – Our Complaints Handling Procedure reflects Dumfries and Galloway College’s commitment to valuing complaints. Complaints give us valuable information we can use to improve student and customers’ satisfaction. They give our staff a first-hand account of your views and experience and can highlight problems we may otherwise miss. We seek to resolve customer dissatisfaction as close as possible to the point of service delivery. We also seek to conduct thorough, impartial and fair investigations of customer complaints. The College is required to comply with the Scottish Public Services Ombudsman’s (SPSO) Model Complaints Handling Procedure and report annually on our performance in handling complaints. Full details of our Complaints Handling Procedure can be found in the Performance section on AdminNet. Copies of our annual reports can be found on our website.

## **Student Engagement**

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We have a clear structure within our Student Association to provide fair representation across both campus sites and ensure suitable capacity for activities. We have Full Time Student Engagement and Capacity Lead who works directly with the SA and wider college staff to develop student engagement mechanisms and capacities.

- **Student Representation**

We have a Curriculum Rep system in which we identify curriculum level reps for each area. Areas can nominate more than one rep but we expect that all curriculum areas and SCQF Levels have representation. Class representatives are identified and supported through SPARQs training, class rep meetings and engagement in wider self-evaluation activities.

We also have Lead Reps who are identified to be involved in supporting the wider work of the college in student partnership and enhancement. A key role for Lead Reps is to sit on our Student Experience Committee alongside college staff, managers and senior leaders to co-develop and implement student led enhancements .

- **Student Experience Committee**

The Student Experience Committee has been established to provide a space for meaningful student partnership and is tasked with developing three student led enhancements across the college each academic year.

- **Surveys and Feedback Mechanisms.**

**Early Experience Survey** - Dumfries and Galloway College Early Experience Student Survey is issued by the Performance Team during weeks 4-6. The survey provides a high-level early indication of how our students feel the first few weeks studying with us at DGC has been and to support teams to identify early issues for intervention or examples of good practice. An internal high-level report is produced, providing detail of the overall satisfaction and opportunities to provide examples of You Said, We Did. Copies of these reports can be found within the Performance section of AdminNet.

**Student Satisfaction and Engagement Survey (SSES)** - The Scottish Funding Council (SFC) requires colleges to collect feedback from students relating to their experience and the quality of learning via the Student Satisfaction and Engagement Survey (SSES). The survey aims to assess student opinion and the data collected from the survey is forwarded to the SFC, who provide an evaluation of student satisfaction and engagement across the college sector. An internal high-level report is produced, providing detail of the overall satisfaction and opportunities to provide examples of You Said, We Did. Copies of these reports can be found within the Performance section of AdminNet.

## **DG-SEE (Stop-Evaluate-Enhance) Student/Stakeholder Feedback -**

Student / stakeholder voice is critical to the development of our organisation. Feedback is sought and included as part of our DG-SEE process and is pivotal enhancing the student experience.

### **Effectiveness is measured through:**

- TQER
- Self-Evaluation and Action Plan (SEAP)
- Impact reporting of enhancement activity (DG-SEE, STEP)
- Effectiveness in responding to concerns
- Student Voice (including class reps/lead reps, surveys, have your say, meet the Principal)
- Observation of Learning
- Engagement with our DGC Pillars of Learning
- Internal Compliance Audits
- Sector Benchmarking
- Regular reporting at SLT and Board of Management meetings on performance and enhancement.

### **Summary**

Through our strategic approaches, the College ensures that quality is embedded into practice and continuously improved. Staff, students, and stakeholders work collaboratively to support a vibrant, inclusive, and forward-thinking learning environment, where all students can achieve their potential in an ever-evolving tertiary education landscape.

## **7 Distribution**

All Staff

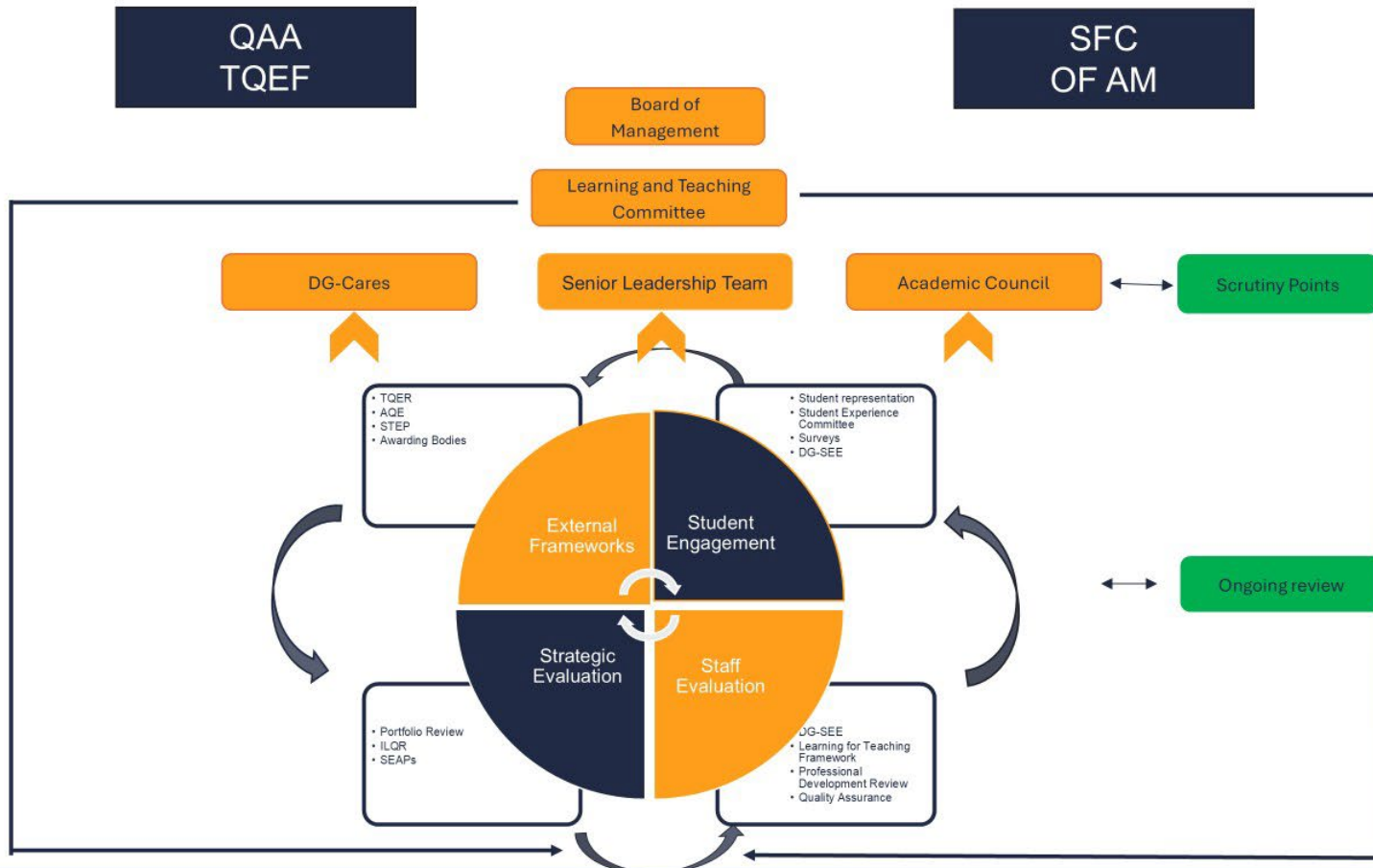
Repository

## 8 Revision Log

Revision Log		
Date	Section	Description
August 2020	Throughout the Policy	Job titles updated to reflect changes in organisational structure
	Throughout the Policy	Learner changed to student
	Paragraph 3	Self Evaluation noted as process of continuous quality improvement
October 2021	Responsibility	Responsibility changed from VP Governance and Corporate Services to Director of Student Experience and Academic Performance
October 2021	Distribution	Quality Manual changed to Repository
July 2025	Throughout the Policy	Changes throughout to reflect TQEF

<b>THIS FORM TO BE UPDATED WHENEVER THERE IS A CHANGE IN ANY SYSTEM DOCUMENT</b>				
Document Name	Document Owner	Revision Number	Date of Issue	Date of Withdraw
Quality Assurance Policy	Director of Student Experience and Academic Performance	1	04.05.22	
Quality Assurance Policy	Vice Principal, Curriculum and Student Experience	2	10.07.25	

# Appendix 1



# Appendix 2 – Equality Impact Assessment

Document:	Quality Assurance Policy
Executive Summary:	<p>The policy plays a critical role in maintaining high-quality learning, teaching, and assessment while fostering an environment that actively supports equality, diversity, and inclusion.</p> <p>The policy embeds student-centred decision-making and seeks continuous improvement through evidence-based self-evaluation and feedback mechanisms. This policy ensures that no individual or group is disadvantaged and all can engage equitably in college life and have access to high-quality education and support.</p> <p>Through structured monitoring and engagement, the policy reinforces the College’s statutory duties under the Equality Act 2010 by embedding mechanisms that eliminate barriers, promote equity, and advance inclusive practices.</p>

Duties:

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

## PSED Impacts

	Commentary
Age	<p>This policy has no indirect or direct impact on any protected characteristic and is accessible to all. Engagement to improve service is an important element in meeting the public sector equality duty.</p> <p>Self-evaluation processes ensure representation and inclusion of diverse staff and student voice.</p> <p>Our data monitoring provides analysis across protected characteristics to identify disparities and inform quality improvement actions.</p> <p>Implementation of this policy and monitoring of our quality systems should ensure positive impacts across all protected characteristics.</p>
Disability	
Gender	
Gender Based Violence	
Gender identity/reassignment	
Marriage/civil partnership	
Pregnancy/maternity	
Religion or Belief	
Race	
Sexual Orientation	

## Additional Considerations

Care experienced	As above
Carers	
Mental Health	
Socio-economic status	
Veterans	
Human Rights*	

Lead Officer:	Vice Principal Curriculum and Student Experience		
Facilitator:	Performance Manager		
Date initiated:			
Consultation:	General Desk Research		
Research:			
Signature	Sonya Rutter	Date	14/03/2025

<b>Learning and Teaching Committee</b>		
Agenda Item	<b>5</b>	
Paper Number	<b>LT1125-5.1</b>	
Date of Meeting	<b>18 November 2025</b>	
Location	<b>MS Teams</b>	
Title of Paper	<b>Student Association</b>	
Presented by	<b>Honor Gibson</b>	
<b>Recommendation</b>	Choose an item.	
<b>Freedom of Information Disclosure Assessment</b>		
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?)		
<b>Further comments/updates after initial submission</b>		
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

- Class reps, Lead reps, Class rep conference.
- Events – Halloween, Movember, Christmas – calendar for these available.
- Podcast.
- Student Engagement.

## 3. Context

### 3.1. Class representation

3.1.1 Class representatives have been chosen, we currently have 107 class reps across the curriculum areas, levels and campuses. We have 11 Lead reps who have stepped up and want to take part more in the wider community of the campus. We look forward to working with these students on 3 projects that will be organised by the Student Experience Committee. College Academy students will have meetings separately w/b 10<sup>th</sup> November but will be included in the whole community of the campus.

3.1.2 During October, the Student Engagement team and the Student Association ran the main Class Rep Training Conferences for the 2025/26 academic year. These workshops successfully trained over 70 newly elected reps, utilising the nationally recognised Sparqs framework. This training is essential for equipping reps with the skills to effectively gather, analyse, and present student feedback on their learning and teaching. Our Class Reps are now actively engaging with their peers and are a vital part of the college's partnership approach to quality enhancement as we prepare for our TQER.

### 3.2 Events

3.2.1 October brought us Wear it Pink and Wear it Yellow – done over both campuses – students and staff dressed in pink and yellow to highlight the causes of Breast Cancer Awareness Month and YoungMinds: A mental health charity for children and young people. We also had activities in the reception hallway for this, and our Youth Worker Michelle held information sessions to let students know what support is available to them within the community.

3.2.2 Halloween events took place during the week beginning 27<sup>th</sup> October (first week back after the October break). Students joined in with activities put on by our Student Vice President in Dumfries, Karen – who also ran a Halloween Costume competition. Students came in dressed up and it was fun to see the spirit of Halloween in the college.

3.2.3 We have planned a range of activities for Movember (at the time of the meeting we will be halfway through those). The first week was focussed more on signing students and staff us to join our Movember movement challenge (you can grow a 'Mo or take part in the movement challenge) with a goal of 1250km and working alongside the University of Glasgow and UWS we are hopeful that our target of £1250 will be raised by the end of November to go to the charity and that we raise awareness for men's mental health, and other health problems. They need to know that 'it is okay, to not be okay!' Our Movember activities are also being helped along by the HR team who are posting on People First to get more of a reach and so that staff are more aware of activities we will be doing, which we are grateful for.

- 3.2.4 We are now planning for Christmas activities – The main event being the Christmas door competition being run again as last year it was such a success. We also have class reps coming along to the Student Association to decorate and make it Christmassy (which should be in the week this meeting takes place).
- 3.2.5 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.
- 3.2.6 We are collaborating with SDS for Careers Week Scotland and will be hosting a number of primary 7 students from two local schools on the 14<sup>th</sup> November – they will be workshopping and having a tour of the college.
- 3.3 Funding
- 3.3.1 Tesco Stronger Starts fund has been utilised and we've gotten a Bookers account to be able to make this money stretch further to be able to help more students.
- 3.3.2 We used £200 of our £1000 that was donated towards maintaining the wellbeing area outdoors to fund some lunch vouchers over both campuses – these are available from student advisors and from the Student Association and names of students in receipt of them are put in a spreadsheet to keep an eye on this. Jo McKellar has these at Stranraer Campus. The team behind the donation gave us permission to use this money for this reason, as it still benefits the wellbeing of the students. We have also put in another request to the Community Benefits Wishlist for £1000 to go towards this, to help us sustain the amount of lunch vouchers we can provide over both campuses.
- 3.3.3 We are just awaiting delivery of our resources for the wellbeing garden which will be started just after they arrive. Confirming logistics with estates and working around the team putting in the new heating system.
- 3.4 Sparqs/CDN/NUS/QAA
- 3.4.1 The first ILQR session took place with the Beauty team on regard to student engagement and partnership on the 30<sup>th</sup> October, this session allowed the team to talk with students and the student association about how we can promote student engagement within the college – we are talking about collaborating in activities such as 'wellbeing Wednesday' where the students will be offering nail appointments, hand massages and the likes to staff and students within the college over lunch and breaktimes. There was also discussion of allowing the class reps in the beauty to join the meetings amongst the staff and curriculum leaders to get their opinions and to get their views.
- 3.5 Scotland's Tertiary Enhancement Project (STEP)
- 3.5.1 STEP Project has been given the greenlight from QAA, CDN and Sparqs with funding allocated for this project.

**'Strategies to Support Student Engagement and Partnership Within an Increasingly Time-Poor and Cash-Poor Student Population'**

- 3.5.2 This two-year project explores how financial, and time pressures affect student engagement and partnership. It will pilot approaches to make student voice and representation more accessible, as well as create sector-wide resources for learners before arrival and during induction. Honor will be the student lead in 'Strand 2' working alongside staff lead Liz Richardson, from UHI: Argyll which looks at prearrival information and conducting research into student needs and creating advice and guidance for students across both college and university campuses.

#### 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

<b>Financial</b>		Failure to sustain funding may affect the activities the Student Association wish to put on.
<b>Legal</b>		
<b>Learning and Teaching</b>		It is important to ensure the student voice is systemically gathered, analysed and used to ensure enhancements.
<b>Equalities</b>		Projects worked on by the Student Association are raising awareness of equality and diversity – allowing for the students to feel accepted and recognised within the college.

**Honor Gibson**

Student Association President

10 November 2025



<b>Learning and Teaching Committee</b>		
Date of Meeting	<b>18 November 2025</b>	
Paper Number	<b>LT1125-6.1</b>	
Agenda Item	<b>6</b>	
Subject of Paper	<b>Strategic Impact Analysis</b>	
Primary Contact	<b>Phil Storrier</b>	
Date of Production	<b>21 October 2025</b>	
Action	<b>Discussion</b>	
<b>Freedom of Information Disclosure Assessment</b>		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> Non-disclosable	
Reason/s for choice:		
Notes from author: (When will it become disclosable?)	Can be disclosed upon request	
<b>Further comments/updates after initial submission</b>		
Date added	Added by (name and role)	Comment detail

**Read Time:** 59 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 Strategic Impact Analysis is a critical document in advance of the College TQER and will set the context and lines of enquiry for our review team.

## 3. Context

- 3.1 Purpose of the report is to seek final feedback from Committee regarding the SIA which will be submitted to The Quality Assurance Agency on 18<sup>th</sup> November 25 in advance of our Tertiary Quality External Review.
- 3.2 SIA has been drafted using a range of existing sources drawn from staff self-evaluation, student engagement activities and governance mechanisms.
- 3.3 Additional sense checking was done with a range of partners, college forums and student representative conference.
- 3.4 The document outlines work done, progress made over the last 5 years whilst indicate future opportunities and challenges for the college.

## 4. Strategic Implications

- 4.1 Embedding an Evidence-Driven Quality Culture - The SIA requires systematic use of data and externality to demonstrate impact across all TQEF principles. This signals a need to strengthen our capacity for data analytics and evaluative practice, ensuring that decisions on curriculum, student support, and enhancement are consistently evidence-based and externally benchmarked.
- 4.2 Deepening Student Partnership in Governance and Enhancement - TQER places student engagement at the heart of quality arrangements. The college will need to resource and formalise structures that enable students to co-own quality processes—such as contributing to self-evaluation, action planning, and strategic decision-making—shifting from consultation to genuine partnership.
- 4.3 Aligning Enhancement Activity with Strategic Risk and Opportunity - The review expects enhancement to be focused, targeted, and measurable, with clear links to institutional priorities and risk management. The college must integrate enhancement planning into its strategic and operational frameworks, ensuring that innovations (e.g., digital learning, curriculum redesign) are supported by robust risk assessment and evaluation mechanisms.
- 4.4 External Validation of Quality and Enhancement - A positive outcome provides authoritative assurance to stakeholders—students, staff, board and partners—that the college meets national expectations for quality and enhancement. This strengthens institutional reputation and competitiveness in a challenging post-16 landscape.

5. Risk

Risk	Mitigations
Risk 10. Failure to achieve an effective student experience.	<ul style="list-style-type: none"> <li>➤ Self-evaluation</li> <li>➤ Student Engagement Mechanisms</li> <li>➤ Quality Assurance</li> <li>➤ Complaints handling</li> <li>➤ Observation of Learning</li> <li>➤ Portfolio Review</li> <li>➤ ILQR</li> <li>➤ TQEF</li> <li>➤ OF&amp;AM</li> </ul>

6. Implications

<b>Financial</b>	ChooseY/N	The review outcome may influence future funding streams, investment priorities, and resource allocation. A strong result enhances confidence among stakeholders and supports financial sustainability. The quality arrangements place additional resource demands on people across the college.
<b>Legal</b>	ChooseY/N	Compliance with TQER requirements demonstrates adherence to statutory and regulatory obligations, reducing risk of legal challenge and safeguarding institutional credibility.
<b>Learning and Teaching</b>	ChooseY/N	The review directly impacts the college’s approach to curriculum design, pedagogy, and student experience. Outcomes will inform enhancement priorities and continuous improvement strategies.
<b>Equalities</b>	ChooseY/N	TQER places emphasis on inclusive practice and equitable access. The review provides an opportunity to evidence progress on equality commitments and identify areas for further development.

**Phil Storrier**

VP Curriculum & Student

Experience 29 October 2025

**Dumfries and Galloway College**

**Strategic Impact Analysis 25/26**

**DRAFT**

DRAFT

## Context

Dumfries and Galloway College serves the South West of Scotland through its campuses in Dumfries and Stranraer. The College delivers a broad and responsive portfolio of further and higher education programmes, tailored to the evolving needs of learners, schools, apprentices, and employers. While Dumfries remains the primary hub, Stranraer continues to play a vital role in addressing localised demand through targeted, community-focused provision.

In the post-COVID landscape, the College has demonstrated agility by expanding hybrid and online delivery models. This strategic shift has not only enhanced accessibility and learner flexibility but also positioned the College as a regional leader in inclusive, digitally-enabled education.

## Strategic Evolution: Mission 2030

The previous strategy, *Ambition 2025*, launched in 2020, delivered measurable gains across key performance indicators. However, retrospective evaluation identified limitations in its responsiveness to national reform and the dynamic skills agenda.

*Mission 2030* builds on these foundations with a more sharply defined strategic focus. It positions the College as:

- A learning organisation committed to continuous improvement
- A developer of staff and student skills aligned to future workforce needs
- A data-informed institution driving evidence-based decision-making
- A financially sustainable organisation leveraging strategic partnerships

This evolution reflects a maturing strategic posture—one that prioritises both internal capacity-building and external impact. Growth is now being driven through income diversification, curriculum innovation, and collaborative resource-sharing with regional and national partners.

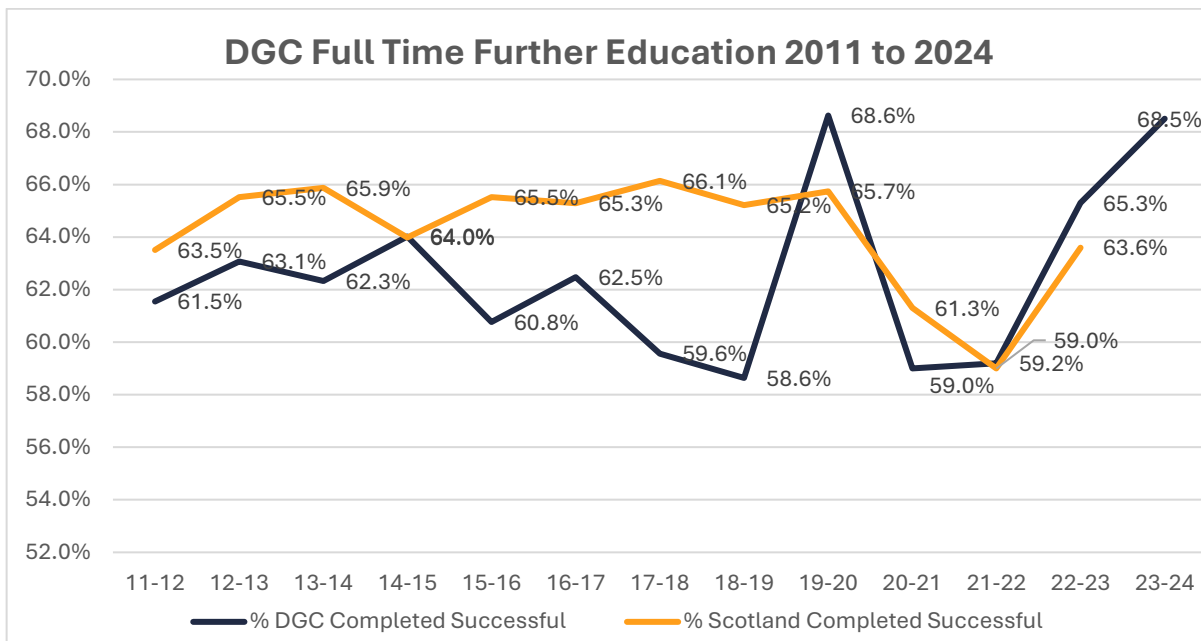
## How Are We Contributing to Regional Skills?

In academic year 24/25 the College supported approximately 5,145 students across multiple modes and SCQF levels (2–10), including 324 Modern Apprentices, 400 Senior Phase pupils, and an additional 37 students studying at degree level through our collaborative partnership with the University of the West of Scotland (UWS).

Our role in regional skills planning is both strategic and operational. We are an active contributor to key forums such as the Regional Economic Partnership, Education and Skills Committee, and the Convention of the South of Scotland. These engagements ensure our provision is aligned with regional economic priorities. Beyond Dumfries and Galloway, the College is increasingly contributing to national priorities—evidenced by our delivery of strategic funding received to deliver Wind Turbine Training in partnership with Energy Skills Partnership (ESP) and recent success in securing tenders to deliver Health and Social Care training in the Edinburgh region.

## Improving Student Outcomes

Improving student outcomes was a central aim of *Ambition 2025*, particularly in Full-Time Further Education (FT FE), where the College had historically underperformed relative to the sector for 9 out of 10 years.



Since Academic Year 2020/21, FT FE performance has shown sustained improvement, culminating in a 9.5% increase by 2023/24. For the first time in several years, the College moved above the sector average across all modes of study, with interim PIs for 2024/25 indicating continued stability.

Senior Phase outcomes have improved markedly—from 49.0% to 86.1% over three academic sessions (+37.1%). These gains are the result of deliberate and sustained interventions, including curriculum redesign, enhanced learner support, and a renewed focus on the quality of learning and teaching.

**Strategic Impact**

As part of *Ambition 2025*, the College implemented a two-year curriculum plan (2023–25), targeting growth in areas aligned with national and regional skills priorities. Despite a 10% reduction in credit allocation in AY 23/24 and a 8.9% reduction in FTE staffing over the last 3 years and impacts of industrial action, the College successfully restructured its portfolio to protect and grow strategic provision, consistently meeting its credit targets.

Applications rose by 29% in 2024/25—a clear indicator of increased learner confidence and market relevance. This growth is attributed to curriculum innovation, improved outcomes, and more effective recruitment. However, it has also created capacity pressures, particularly in Construction and Engineering, where applications (852) significantly exceeded targets (492, excluding apprentices).

In 2023 we secured agreement for the University of the West of Scotland to move into our Dumfries site as a new, bold tertiary campus. This has focussed our attention on estates development becoming one of the key enablers of strategic growth. In 2023/24, the College secured funding for a modular facility to expand engineering provision. A further bid through the Borderlands initiative is in progress to support continued estate development in STEM focussed disciplines. We have also sought to develop our campus sites as community assets and have Skills Development Scotland (based at both campuses), Scottish Enterprise at Dumfries and Better Lives Partnerships and Lifelong Learning activity based at our Stranraer site supporting wider economic and community regeneration.

Most notably, the College has achieved sustained improvements in student retention, success, and satisfaction over the past three years—clear evidence of the impact of strategic reform and enhancements to operational delivery.

**Digital Transformation and Data-Informed Practice**

A key strategic priority has been the enhancement of digital infrastructure to support more effective, data-informed decision-making. In 2023/24, the College implemented a major transformation programme, including the rollout of Power BI dashboards focused on student performance, course analytics, and commercial delivery. These tools are now embedded in strategic planning, enabling more timely and targeted interventions. In parallel, the College

replaced its payroll and HR systems to improve operational efficiency and data integrity. These changes reflect a broader commitment to streamlining processes, automating routine tasks, and focusing staff capacity on high-impact activity. This digital transformation is not only modernising infrastructure but also reshaping leadership and delivery across the organisation.

**Partnerships and Pathways**

Partnership working remains a cornerstone of our strategy, driving innovation and widening access. Collaboration with the Local Authority has strengthened Senior Phase quality and outcomes, while regional reach is expanding through revised online delivery, micro-learning, and exploring new Foundation Apprenticeship frameworks. Our partnership with the University of the West of Scotland has delivered three co-designed degree programmes—Cyber Security, Business, and Creative Practice—boosting local HE access, with enrolments rising from 37 in 2024/25 to 67 this year alongside new SCQF Level 10 provision. Articulation numbers have decreased in 22/23, reflecting sector trends but noticeably in Advanced Standing. Top destination for AS remains SRUC while our next main route remains UWS. Engagement with major regional employers, including NHS, Stena, and Natural Power, has enabled co-created curriculum solutions aligned to workforce needs and learner aspirations. External recognition is strong; however, the pace of innovation has outstripped systematic impact evaluation, particularly regarding long-term learner progression and employer satisfaction. Future priorities include inclusive engagement with smaller employers and embedding robust evaluation to sustain and scale success.

**Excellence in Learning and Teaching**

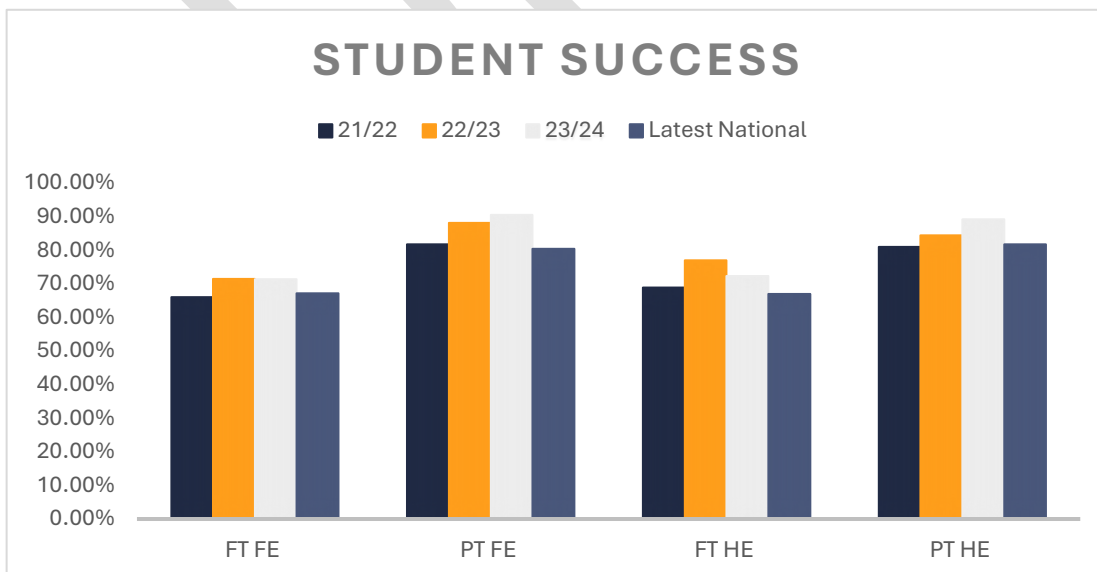
Our students in 24/25...	
Overall, we delivered to 5,145 students and 27,826 (100.09%) against a target of 27,800	
Full time FE – 807 (16%)	Part Time FE – 3,679 (72%)
Full Time HE – 307 (6%)	Part Time HE – 352 (6%)
Commercial - 1,940	Open Learning - 845
Senior Phase – 400	
Students By Age: 9% U16 / 30% (16-19) 12% (20-24) / 9% (25-29) / 40% (30+)	
Gender: Female (50%) Male (49%) Non-Disclosed (1%) Campus: Dumfries (96%) Stranraer (4%)	

*How effective is our approach for*

*achieving excellence in learning, teaching and assessment, across all locations, subject areas and modes of delivery, and for assuring and maintaining academic standards?*

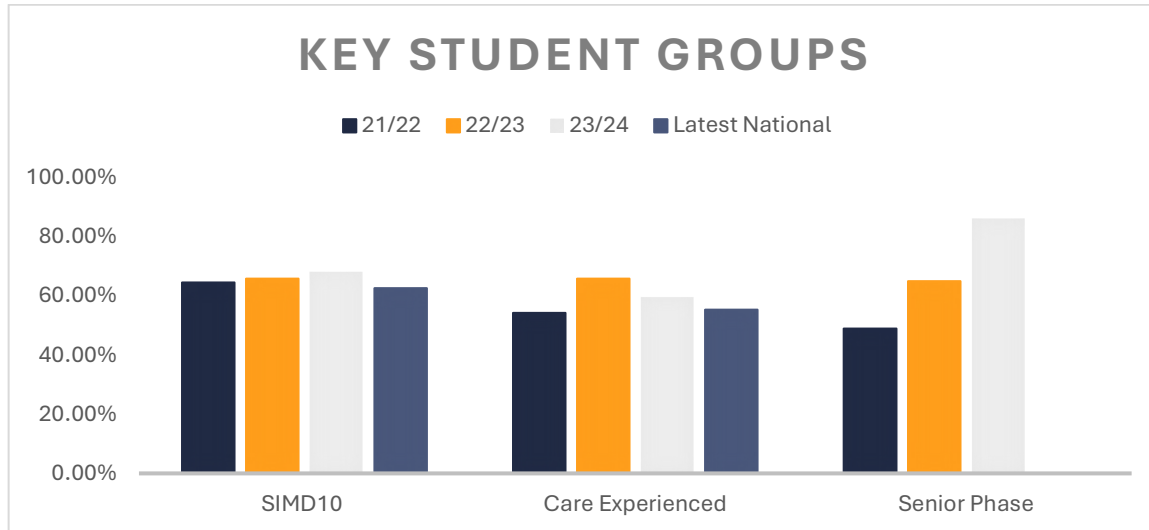
*How do we use data and evidence to inform strategic decisions?*

**Improving Student Outcomes**



The College’s commitment to excellence in learning and teaching has yielded demonstrable improvements in student outcomes. Education Scotland’s May 2024 inspection report highlighted significant gains in student successful completion rates across all modes of study in 2022/23. This sat alongside considerably improved student

retention, most notably at FT FE seeing a 11.4% reduction in student withdrawal over 3 years. Outcomes for priority student groups also improved, reflecting the effectiveness college wide approaches and inclusive pedagogical practices. We have also seen improvements in Partial Success reducing to 10.4% in 23/24 which is 2% below the national sector figures. Despite changes in SFC measurements of Student Success in 23/24 we continued to see stability in FT provision and further improvements in PT.



### Curriculum Planning, Evaluation and Enhancement

Our curriculum planning and enhancement approach is grounded in the Quality Assurance Policy and supported by a robust, evidence-informed framework. Portfolio Reviews occur twice annually, using national/regional data, in-year self-evaluation, and student engagement insights. DG-SEE (Stop-Evaluate-Enhance), our embedded self-evaluation model, enables staff to pause and reflect against student journey themes; engagement has been strong with 70% completion for curriculum teams and 72% for support teams despite time pressures and high part-time staffing. An internal review highlighted a gap between team reflections and visibility of enhancement planning, prompting digitisation and streamlining of the platform for greater transparency. Education Scotland’s 2024 engagement confirmed progress, noting increased use of data in professional discussions and in-year programme adjustments. Additionally, confidence in SCQF Credit Rating powers is growing: since 2022, 14 modules/programmes have been credit-rated (only one third-party project), supporting strategic responses to learner needs through gap analysis and upskilling opportunities.

### High Standards of Learning, Teaching and Assessment

#### Teaching for Learning Framework

Dumfries and Galloway College has established a comprehensive Teaching for Learning Framework aligned with Professional Standards and Professional Update. This model integrates three key pillars: Observation of Learning, Teaching HOW2s, and the DGC Pillars of Learning. Observation of Learning is positioned as a developmental process, fostering reflective practice and peer dialogue rather than performance management. Advanced Practitioners play a central role in leading observations and sharing insights, a strength highlighted by Education Scotland in 2024. Engagement remains high, with over 94% participation and strong satisfaction from staff and students, alongside measurable improvements in technology-supported learning and teaching innovation.

Complementing this, the Teaching HOW2s platform provides practical, evidence-informed strategies embedded into CPD and post-observation feedback, with adoption growing from 101 activities in 2023 to 381 in 2025. The DGC Pillars of Learning, launched in 2024, offer a research-based foundation for curriculum design and pedagogy, operationalised through monthly CPD sessions and integration into planning. Work continues to deepen this approach and develop robust measures of impact, ensuring professional learning remains contextual, responsive, and aligned to strategic priorities

#### Work Based Learning

All Work-Based Learning Assessors complete annual peer observations, where a Verifier observes an assessment and provides constructive feedback to both the Assessor and Vocational Group Lead (VGL). If improvements are needed, the VGL arranges training and support, while examples of good practice are shared to drive continuous improvement. To maintain quality assurance, the VGL oversees internal verification so every Assessor and unit across all qualifications is reviewed annually. External Verification reports over several years have consistently shown high confidence in delivery quality.

### Professional Development

Dumfries and Galloway College maintain a compliant approach to professional development, aligning GTCS registration and Professional Update (PU) with its PRD Policy to ensure reflective practice and continuous improvement. Currently, 65 staff are GTCS-registered, including 5 with Provisional Conditional status. No staff require PU sign-off in July 2025 or 2026; one deadline falls in December 2025, with further deadlines for 5 staff in 2026, 7 in 2027, and 3 in 2028. GTCS revalidation was successfully completed in September 2025. The PRD process mandates annual and interim reviews, monthly catch-ups, and clear objectives, supported by bite-size and one-to-one PU sessions. Development themes for 2025/26 include embedding Brookfield's 4 Lenses, strengthening digital pedagogy, and enhancing peer observation and inclusive practices, forming the basis of a college-wide CLPL plan. Strategic partnerships with CDN and the University of Aberdeen further support innovation, including Trauma-Informed College initiatives and inclusive pedagogy training.

## **Learning Environment and Resources**

The 2023/24 JiSC review confirmed strong confidence in Dumfries and Galloway College's Virtual Learning Environment (VLE) for design and functionality. Following this, the Digital Development group created evaluative rubrics and quality guidelines, and secured Blackboard Ally to enhance accessibility. Rollout began in 2024/25, with all curriculum areas implementing VLE enhancements supported by the Learning and Teaching Innovation team. Student feedback shows progress: Early Experience Survey scores for learning spaces and platforms rose from 4.3 to 4.5, and SSES results for online materials exceeded sector averages in 2022/23. In 2023/24, satisfaction increased further, with HE FT reaching 95.6% (+5.5%).

Despite fiscal pressures, the College prioritises Campus Experience, Building Condition, and Net Zero. Since 2022/23, upgrades ensured all teaching spaces meet standards for connectivity and interactivity, including full screen replacement. Strategic investment enabled redesign of key learning areas, a modular engineering facility, and a Borderlands bid to expand Construction and Engineering. The Early Years space is being reimaged for immersive learning. Student feedback highlighted a lack of quiet study spaces, prompting plans for dedicated areas. The Students' Association is also enhancing outdoor learning and social spaces.

## **Stranraer**

The Stranraer Action Plan represents a strategically grounded and data-informed response to curriculum development and learner engagement in the West of the region, aligned with the College's Mission 2030. The plan demonstrates a clear commitment to improving outcomes through targeted interventions across five priority themes: Learning & Teaching, Curriculum, Partnerships, Estates, and Promotion. 25/26 will see us reset the Action Plan and we will work to reinvigorate the plan for the future through a more outward looking and community needs approach. Partnership development has also progressed, with Better Lives Partnership, Skills Development Scotland, and Youth Work Services now co-located on campus. Engagement with Stranraer Academy leadership team has led to agreed principles for future collaboration, and promotional campaigns have begun to showcase improvements in retention, success, and progression. The inclusion of equalities considerations—such as widening access through Project Search and STAR programmes—further strengthens the plan's alignment with inclusive practice.

## **Collaboration and Partnership**

### Senior Phase

A key strategic focus has been collaboration with the local authority to enhance senior phase provision and outcomes. Using DG-SEE and Portfolio Review, we aligned provision with four priority sectors to meet regional economic and learner needs. Nearly 500 young people are enrolled in senior phase programmes across Dumfries and Galloway, but access data shows some schools remain unable to engage due to isolation and travel costs. To address this, we launched three online programmes in 2024/25 attracting 73 learners and developed a Micro Learning site with 104 enrolments, widening access for remote learners in 25/26. A student experience evaluation will assess the impact of these digital pathways on engagement and progression. We are also exploring the expansion of Foundation Apprenticeships (FAs) in Engineering and Social Services, Children and Young People enrolling on average 40 learners a year. A joint evaluation with the local authority commended our agility and we agreed some enhancements in strengthening shared data systems and implementing a parental engagement approach.

#### University of the West of Scotland (UWS)

Our strategic partnership with UWS has led to the successful development of three new degree pathways in Cyber Security, Business, and Creative Practice, now supporting 67 learners across the region. Recent collaborative evaluations have surfaced valuable insights into both strengths and areas for enhancement. Notably, tutor support, project-based learning, and online delivery approaches were consistently highlighted as effective practices. These have contributed to a strong sense of learner autonomy and engagement. Moreover, communication between institutions has improved, with more responsive and coordinated support for students. However, evidence also pointed to areas requiring attention including improvement in communication channels between UWS and DGC staff and students and underutilisation of Aula (VLE), limiting the potential for digital engagement.

#### Work Based Learning

Dumfries and Galloway College supports 324 Modern Apprentices across multiple programmes, with around 70% in engineering and health and social care—key regional sectors. Delivery is managed by a skills development manager, two coordinators, and team leaders, with lecturers and assessors providing teaching and assessment. The college operates across a dispersed region and subcontracts two frameworks: Automotive (GTG Training Ltd) and Construction: Building (Competence Matters). The college currently has 232 SVQ candidates registered across a diverse range of subject areas, including Health and Social Care, Childcare, Administration, Engineering, and Management. These qualifications are delivered at SCQF Levels 5 to 10, representing some of the highest level of qualification offered.

An Education Scotland review (Feb 2025) rated MA delivery “Very Good” in Leadership and Quality Culture, Service Delivery, and Safeguarding. Strengths include a restructured management model improving oversight and success rates, strong employer engagement, and robust onboarding and QA systems. Service delivery uses project-based learning, digital tools, and progress monitoring, ensuring high employer satisfaction and workplace relevance. Safeguarding and learner support are comprehensive. Areas for development: reduce reliance on reflective accounts, improve employer safeguarding awareness, address gender imbalance, and raise completion rates below SDS benchmarks. Inspectors expressed confidence in sustained improvement.

#### **Collaborative Curriculum Development**

Our partnership with NHS colleagues stands out as a significant success. By jointly developing new models for upskilling and workforce sustainability, we not only responded to immediate sectoral needs but also gained external recognition, evidenced by winning a Herald Higher Education Award. The co-designed Health Care Foundation Academy, delivered in partnership with NHS and UWS, has provided a robust senior phase pathway, supporting both progression and retention. Early feedback from participants and stakeholders suggests this model is effective in bridging skills gaps and supporting transition into health careers, though ongoing evaluation will be essential to measure long-term impact.

Similarly, our collaboration with Stena in Stranraer to deliver the Ships Cook provision—certified by the British Maritime and Coastguard Agency (MCA)—has enabled us to reach a global cohort of learners. This partnership has not only enhanced our training offer but also positioned the college as a provider of specialist maritime training.

However, sustaining engagement will require continued investment in both staff development and digital infrastructure.

Our work with Natural Power to develop a pipeline of wind turbine technicians exemplifies our commitment to supporting the region's transition to a green economy. The recent award of £270k from ESP to expand this provision is a testament to the programme's perceived value and potential. Early indicators suggest strong demand and positive learner outcomes, but scaling delivery will require careful attention to quality assurance and industry alignment.

## Academic Standards

Over the past three academic sessions, Dumfries and Galloway College has strengthened its approach to external verification and awarding body engagement, with activities rising from 54 in 2022/23 to 60 in 2023/24 before streamlining to 50 in 2024/25. Most verifications focused on assessment decisions, with SVQ-linked checks remaining significant (25 in 2023/24 and 21 in 2024/25). Corrective actions have reduced markedly: only three activities required further evidence in 2024/25 (down from seven), and recommendations halved from six the previous year. A new model assigning Verification Group Leaders responsibility for EV readiness checks proved effective, with no negative impact on outcomes.

Awarding bodies consistently commended good practice, including high-quality candidate resources, supportive assessor feedback, and innovative methods such as video-based feedback and hybrid delivery. Peer observation in PDA courses and employer-linked learning days were highlighted for enhancing authenticity and engagement. The College's proactive response to feedback—such as improving invigilation records and refining policy-sharing—demonstrates measurable progress in reducing corrective actions, embedding good practice, and safeguarding qualification integrity while advancing strategic aims in quality assurance and curriculum delivery.

*How do you know your approach is successful?*

## Curriculum Planning and Student Performance

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Dumfries and Galloway College has demonstrated resilience and strategic agility in improving retention and success despite sector-wide challenges and resource constraints. In 23/24 early retention rose across all modes, with FT FE reaching 96% and PT HE 94%. Overall retention improved in all areas except FT FE, where 34% of withdrawals—primarily due to non-attendance—remain a concern. However, total withdrawals fell by 229 students, and unknown withdrawal reasons reduced significantly, evidencing stronger tracking and intervention. Success rates improved across 12 curriculum areas in 2023/24, notably Hairdressing and Beauty Therapy (+24.87%), while PT FE success reached 85.7%, well above sector norms. SIMD10 learners achieved 72%, College Academy students 82%, though care-experienced learners dipped slightly to 58%, highlighting a priority for support.

Operationally, the College delivered 27,249 credits in 24/25 (91% Dumfries campus, 81% FE level) and maintained delivery targets despite an 8.9% FTE staffing reduction and a 10% credit cut by SFC. Enrolments totalled 5,362, showing a slight decline over three years, however this is attributed to SFC credit reductions. Notably, part-time FE enrolments remain dominant (74%), although all modes have experienced a downward trend, particularly at HE level. Portfolio Review has been a critical mechanism leading to a 2023–25 Curriculum Plan provided strategic clarity, identifying Growth, Opportunity, and Stability sectors and allowed us to manoeuvre through recent sector challenges. Priority group engagement remains strong, with care-experienced credits rising to 8.6% and SIMD10 to 10.2%.

At Stranraer, retention improved markedly: overall withdrawals fell 15%, with further withdrawal halved (34 to 17). Hair and Beauty retention rose 85%, and Hospitality withdrawal rates improved similarly. These gains correlate with multi-level programmes and embedded work-based learning, reinforcing the value of contextualised delivery. New curriculum, such as Engineering and Renewable Energy, met recruitment targets, while pilots in hybrid, online, and project-based learning—though low uptake in hybrid HNC Business (5 learners)—signal innovation to address geographic barriers

## Excellence in Learning and Teaching Practice and Environments

The integration of our Teaching for Learning framework has created a coherent framework for professional development and pedagogical enhancement. Observation data from 2023–2025 shows consistently high engagement, with student satisfaction levels above 94% across most indicators. Notably, technology support for learning improved from 86% in 2023 to 97% in 2025, and confidence to ask for help rebounded after a dip in 2024. Staff feedback also reflects strong satisfaction with peer observation and professional dialogue, though engagement with reflective tools like Brookfield’s 4 Lenses dipped in 2024, prompting targeted development in reflective practice for 2025/26. The Teaching HOW2s initiative has seen a marked increase in uptake, with 381 staff embedding strategies in 2025, up from 101 in 2023. These bite-sized, evidence-informed techniques have been praised for building confidence and fostering dynamic, student-centred learning environments. We recognise through Portfolio Review we have stubborn challenge across all curriculum areas regarding retention of students aged 16-19. They made up 69% of all withdrawals on Full Time programmes. We recognise specific work will need to be developed both in developing their readiness for learning and our strategies for this cohort.

Between 2022 and 2025, Dumfries and Galloway College’s Virtual Learning Environment (VLE) evolved significantly to support strategic ambitions, improving engagement and digital consistency. Although enrolments fell from 5,951 to 5,131, VLE activity surged in 2024/25 to over 1.6 million clicks—tripling the previous year. Average activity per enrolment rose from 82 to 314, indicating more purposeful use. Adoption of Minimum Standards and Rubric improved course consistency, with Welcome Pages increasing from zero to 395 courses. While available activities dropped from 40,387 to 27,189 due to pruning, active assignments remained stable, and structured learning environments expanded. Accessibility improved, with institutional scores rising from 73.4% to 83.8% and content reaching 98.6%, though file accessibility dipped to 56.2%. Overall, 2024/25 marked the strongest year for VLE performance, combining high engagement, improved accessibility, and quality standards—providing a solid foundation for continued enhancement and meeting regional demand for flexible, online learning.

Towards the end of Academic Year 2024/25, the college made a strategic shift to a new open learning provider offering a broader range of subjects through a fully online platform. This transition significantly expanded access to learning opportunities across region, resulting in a marked increase in online course registrations. Further enhancement introduced a new proctoring system that removed the need for learners to attend college in person for assessments. This innovation unlocked opportunities for individuals who may have previously faced barriers to engagement.

What planning assumptions are you making based on this analysis and self-evaluation?

### Sustaining and Targeting Student Success

Recent gains in retention and success rates, especially for priority groups, suggest our approaches can deliver incremental improvements if sustained and scaled. However, withdrawals among 16–19-year-olds remain disproportionately high (69% of FT withdrawals), though funding priorities mean this may persist.

### Digital Learning and Flexible Learning as a Growth Driver



VLE engagement has surged (1.6M clicks in 24/25), and accessibility scores have improved. We believe that continued investment in digital infrastructure, staff capability, and quality standards will be essential to meet demand for flexible and hybrid learning.

### Professional Learning Drives Pedagogical Excellence

High participation in observation (94%) and uptake of Teaching HOW2s (381 embedded strategies in 2025) suggests that structured CPD is a key driver of quality. We are confident that embedding reflective practice (e.g., Brookfield’s 4 Lenses) and inclusive pedagogy will sustain teaching excellence.

### Operating within Constraints Through Collaboration and Innovation

With an 8.9% FTE reduction, flat cash settlements and a 10% credit by SFC cut already absorbed, we assume that future planning must prioritise efficiency, curriculum rationalisation, and digital solutions to maintain quality within fiscal limits.

 <b>Key Strengths</b>	 <b>Priority Areas for Development</b>
<b>Robust Professional Learning Framework - High engagement (94%+) in observation processes, strong uptake of Teaching HOW2s (381 strategies embedded in 2025) aligned with GTCS requirements.</b>	<b>Retention of 16–19-Year-Old Learners</b> Despite overall improvements, this group accounts for 69% of withdrawals on full-time programmes, indicating a need for targeted readiness and engagement strategies.
<b>Evidence-Informed Planning and Quality Assurance - DG-SEE model embedded across curriculum and services and positive Education Scotland feedback on in-year adjustments and data-driven improvement.</b>	<b>Developing critical reflection skills and confidence</b> Visibility Engagement with reflective tools (e.g., Brookfield’s 4 Lenses) dipped in 2024 – we want to build capacity for critical reflection on practice. Embedding of Pillars and HOW2s across all departments.
<b>Digital and Learning Environment Enhancements - Significant improvements in VLE engagement (1.6M clicks in 2024/25), accessibility scores (up to 83.8%), and consistent application of quality rubrics.</b>	<b>Authenticity and immersive experience –</b> increase the quantity and quality of employer based and immersive learning experiences enhancing readiness for employment and to enhance the student experience.

## Supporting Student Success

*Who effective are our arrangements for supporting student success?*

*How do we use data and evidence to inform strategic decisions?*

## Student Journey Support

*Progress in student outcomes*

The 2020/21 restructuring of student support services consolidated key functions—advisers, education support, engagement, and admissions—under a single leadership model, creating a more integrated, student-focused approach. Since implementation, demand for support has grown, yet success rates for priority groups have improved, indicating positive impact despite increased pressures. Our most recent inspection confirmed significant gains in completion rates across all modes of study in AY 2022/23, alongside reductions in withdrawal and partial success, particularly for care-experienced learners and those declaring a disability. Inspectors also commended the embedding of a ‘Nurture Approach’ and strong collaboration between curriculum and support teams to deliver inclusive learning. We have seen increases in students requiring additional support from 14.8% in 23/24 up to now 19.4% in 25/26 and thus as we analyse these shifting learner demographics and evolving needs it presents a strategic inflection point, requiring a comprehensive review of the support model to ensure sustainability.

Student Group	23/24	Latest National Data	22/23	21/22
Experience of Care	59.6%	55.4%	60.1%	54.3%
SIMD10	68.1%	62.6%	65.9%	64.6%
Senior Phase	86.1%	N/A	65.0%	49.0%

## Transitions and Retention

The 2023 Education Scotland review highlighted persistent challenges in full-time withdrawal rates, prompting systemic improvement beyond incremental measures. In response, the College introduced comprehensive enhancement actions, culminating in the Onboarding, Retention and Attainment Policy—an evidence-informed approach to student transition and engagement. Key innovations include AI-driven engagement via Purlos, enabling personalised “keep warm” campaigns and freeing staff for high-impact support. Complementary initiatives such as

the College Academy Roadshow and summer Welcome Days strengthened pre-entry engagement, while refinements to induction—supported by a digital onboarding portal, new student guide, and early experience surveys—enhanced consistency. In 2023/24, FT FE withdrawal was 18.0%, an 11.4% improvement over three years and better than national performance; FT HE retention improved by 4.1% over four years, also above national averages despite small cohorts. Self-evaluation identified early digital connection issues; in response, single sign-on was introduced, reducing onboarding support requests by 42.6% in 2024/25. JiSC’s infrastructure review praised IT delivery as “among the most impressive seen” across 200 FE reviews, citing multiple areas of sector best practice. These developments reflect a strategic, holistic approach to retention and digital readiness.

## Monitoring Progress and Building in Support

Embedding named Student Advisers within each curriculum area has strengthened connections between students and academic teams, enabling proactive, personalised retention strategies. Through the DG-SEE framework, structured retention meetings now provide systematic early identification of at-risk learners and collaborative action planning. This is underpinned by the 2024/25 launch of the Student Retention Report, a data-driven model tracking engagement indicators and generating risk scores for earlier intervention.

Demand for educational support has grown by 28% over three years without staffing increases, prompting adaptive strategies such as technology use, group interventions, and self-referral models. Currently, 44.5% of students requiring support are on Full-Time programmes, with 34.5% at SCQF Level 5. Rising numbers of students with English as an additional language led to DG-Pals (Peer Academic and Language Support) in 2024/25, achieving 85% success rates and a 107% engagement increase in year two. Strategic priorities include continuous evaluation using learner feedback and analytics to refine interventions and ensure equity.

To address digital access issues, a £50,000 South of Scotland Enterprise investment enhanced wireless infrastructure and provided laptops for rural and low-income learners. This supports Mission 2030 priorities of Empowered Learners and Digital First, fostering inclusion, innovation, and regional growth.

## Safeguarding, Corporate Parenting and Wellbeing

Dumfries and Galloway College has continued to strengthen its Corporate Parenting and Safeguarding framework to meet statutory obligations and enhance the student experience. Digital risk registers and systems that flag care-experienced students at key stages have enabled early interventions, while two Trauma Champions are leading the rollout of trauma-informed practices through our DG-Cares team. We have strengthened our safeguarding protocols through a refreshed Safeguarding Policy and also enhanced reporting mechanisms to include decisions making logs and lessons learned from actions. Safeguarding referrals rose in 24/25 to 48 compared to 29 last year, reflecting improved staff confidence and system use. Student support remains robust, with over 530 adviser engagements recorded between August and April, primarily addressing mental health, hardship funding, and additional support needs.

In academic 23/24 we introduced a new welfare referral process in response to evaluation of our counselling data around better access to low level interventions. Staff and students can submit digital welfare referrals which will go to our adviser team who will make decisions regarding next steps which may include signposting, internal counselling or safeguarding. Counselling referrals have decreased to 60, whilst Welfare referrals have increased to 96 in 24/25 up from 69 in 2023/24, with the highest activity in Early Years, Construction, and Engineering. Strategic implications are significant: strong safeguarding and corporate parenting measures reduce the risk of harm and withdrawal, supporting retention and success, while failure to maintain these systems could negatively impact student outcomes and require additional resources.

## Building College Community

The Active Campus programme remains a key wellbeing initiative, delivering 5,365 participations in 2024/25 and averaging 200 weekly engagements, with cumulative engagement now over 7,700. Expansion beyond Sport and Fitness into Construction, Motor Vehicle, and Project Search evidences progress in widening access. Peaks during campaigns confirm effective promotion, though mid-term dips highlight the need for seasonal planning. Persistent

gender and curriculum gaps, plus inequity between Dumfries and Stranraer, require targeted interventions. To sustain impact, the next phase will use data analytics to link participation with retention and attainment.

In response to rising support needs, the College partnered with the local authority to base two youth workers at Dumfries and Stranraer, delivering 215 sessions and engaging 1,471 students in wellbeing activities such as mental health awareness and equality events. Additional support included grants, food parcels, and winter packs. Feedback confirms positive impact on retention and inclusion, though sustainability depends on addressing lecturer awareness, food provision, and governance.

## Careers Advice and Employability

We recognise the pressing prominence of digital skills in all sectors and pathways both for learning and work. Self-evaluation activity also highlighted issues at the start of courses with student gaps in the digital skills required for learning at College. In response to this we have developed and SCQF Credit Rated a new programme 'Digital Skills for Learning and Work'. We are testing this module across courses in each curriculum area and will use feedback to refine and enhance in preparation to hopefully embed this across all FE programmes initially and as an optional unit for all students.

23/24 saw development of meta skills development primarily in Construction and Engineering through practical reflective activities Following successful piloting this approach it is being rolled across all curriculum areas in 24/25 which will give a baseline to measure engagement and impact. Following the loss of Young Enterprise Scotland and our partnership we have connected with Skills Development Scotland (SDS) to support additional work with students around developing meta skill recognition and career readiness. Early data from mid 24/25 was encourage and SDS staff are now working closely with college staff to increase engagement and participation across all curriculum areas.

Through our learning Pillars 6 (Authenticity overall) and 8 (See It, Be It, Believe) we are looking to embed authentic learning and skills development in our courses. We are already seeing encouraging signs of this in some areas for example in Health and Social Care completing credits in TURAS learning through the NHS to improve readiness for work skills. We also saw our Computing department embedding CISCO Cyber Essentials qualifications into our SCQF Level 6 programmes while HND students complete Networking Essentials Certification. 2.4.

*How do you know your approach is successful?*

## Supporting Student Outcomes and Satisfaction

23/24	DGC	National Data
<b>SIMD10</b>	71.6%	67.2%
<b>SIMD20</b>	76.0%	68.0%
<b>Care Experience</b>	64.9%	60.5%
<b>Ethnic Minority</b>	81.5%	70.8%
<b>Disability</b>	75.8%	67.2%

Given increased demands on support service coupled with diminishing resource we have made the strategic decisions that we will no longer be able to resource short term and sporadic interventions as we move to a whole college trauma approach to policies, procedures and services will best serve our students moving forward. We are pleased to report that for 23/24 we have seen outcomes for key student groups above sector averages in all groups. We all see improving retention across key groups with retention in 24/25 for care experienced students increasing by 6% up to 78%. For SIMD10 students again retention has improved by 8% up to 84% whilst we also see retention at 80% for those with additional support needs, showing an average retention of 82% over 3 years.

SSSES Statement	Avg - All modes
5   <i>I receive useful feedback which informs my future learning</i>	96.5%
7   <i>My time at college has helped me develop knowledge and skills for the workplace</i>	95.9%
12   <i>I felt part of the college community</i>	90.8%
14   <i>I feel digitally confident</i>	91.4%

These outcomes from student satisfaction give us some confidence that measures to develop support, community and readiness for next steps are working well. As we have increased flexible learning options we have noted lower responses in some categories for our distance/flexible learners scoring statement 12 at 75.6%, this points to a key development regarding how we can engage more intentionally and meaningfully with distance and flexible learners.

96.1% of students had confirmed destinations in 22/23 (-1.0% 21/22) but remaining 7.1% above the sector average with 85.8% finding positive destinations which was just below the sector average of 86.7%. 59.0% of those positive destinations were to employment which is 10.6% above the latest sector average. This demonstrates strong links with industry and we also see that of our student withdrawals in 24 /25 18.0% of those were into employment with some positive trends particularly in Engineering and Construction with students moving into sector roles and apprenticeships.

*What planning assumptions are you making on the basis of this analysis and self-evaluation?*

**Demand for Support Will Continue to Rise**

With students requiring additional support increasing from 14.8% to 19.4% in two years, we believe this upward trend will persist, requiring scalable, technology-enabled and trauma-informed approaches to sustain service quality without proportional staffing increases.

**Retention Gains Depend on Early Engagement and Digital Readiness**



Evidence from onboarding improvements (e.g., 42.6% reduction in digital support requests) and AI-driven engagement evidence suggests that early interventions are critical. We believe that continued investment in digital onboarding, personalised engagement, and pre-entry activities will be essential to maintain retention improvements.

**Equity and Employability Require Whole-College Approaches**

Outcomes for SIMD10, care-experienced, and disabled learners are above sector averages, but these groups remain vulnerable particularly given flat cash and reduced funding resource. We believe that maintaining and enhancing effective interventions. Gaps in digital readiness and the growing prominence of meta-skills indicate that embedding these into all FE programmes will be essential for learner success and employer confidence.

**Sustainability Depends on Partnerships and Flexible Models**

Collaboration with our local authority, SDS, and employers has underpinned success in transitions, employability, and wellbeing. We believe that deepening these partnerships will be necessary to offset resource constraints. Lower satisfaction scores for distance learners (e.g., 75.6% feeling part of the community) suggest that current models do not fully meet their needs. We believe that developing intentional engagement strategies for flexible learners will be critical to avoid widening gaps in experience and outcomes.

 <b>Key Strengths</b>	 <b>Priority Areas for Development</b>
<p><b>Integrated Support Model</b> – restructuring support services created a single more connected service for students and developing data-driven interventions improving student retention.</p>	<p><b>Rising demand v static resource</b> – Increased numbers of students with additional support as well as increased flexible learning models merits a strategic review of student services for the future.</p>
<p><b>Priority Groups</b> – Outcomes for key student groups are above sector average.</p>	<p><b>Diverse Groups</b> - Some groups of learners e.g. Apprentices, Senior Phase Learners are less clear on support available and needs to be reviewed.</p>
<p><b>Onboarding</b> – AI-driven onboarding and refinement of induction systems has improved early retention and reduced barriers such as digital challenges.</p>	<p><b>Employability and Meta Skills</b> – While some progress exists in pocketed activity these initiatives require development of an established framework and embedded in all programmes.</p>

## Student Engagement and Partnership

*Who effective is our approach to student engagement and partnership?*

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*How do we use data and evidence to inform strategic decisions?*

### Evaluation of Student Engagement Structures and Impact

In response to recommendations from a National Union of Students (NUS) review in 2022, we undertook a phased approach to strengthen student engagement structures across the college. This included the creation of additional Vice-President roles within the Student Association to ensure cross-campus representation at Dumfries and Stranraer and provide greater support to the President. In academic year 2024/25, we also introduced a Student Experience Committee as a key mechanism to connect student representatives with college leaders and staff, with the aim of driving student-led enhancement aligned to college-wide KPIs as outlined below.

During 2024/25, we identified key actions through our SEAP to revitalise the class rep system, following Education Scotland feedback which highlighted insufficient training and limited engagement. While we exceeded our recruitment target for class reps, with over 100% of the target achieved, actual engagement remained low—averaging just 15–20% attendance at class rep meetings. This suggests that recruitment alone is not sufficient; sustained and meaningful engagement requires further development of rep capacity and clearer value propositions for participation. The Student Experience Committee completed 2 of its 3 targeted enhancements during the year. However, progress was affected by inconsistent engagement and turnover among Lead Reps. This highlights the need for more robust support structures and continuity planning to maintain momentum in student-led initiatives.

We recognise that embedding student voice across all aspects of delivery is essential. Over the past three years, student and stakeholder engagement has been integrated into our DG-SEE process, with an expectation of activity in each block. While this has taken time to embed, Education Scotland (2024) acknowledged that most curriculum teams now make significant changes in response to learner feedback, citing clear examples. This is further supported by our Student Satisfaction and Engagement Survey (SSES), where Statement 9—“I believe student feedback is acted upon”—achieved a 95.6% average across all modes. Education Scotland also commended our performance as exceeding sector norms. We have already engaged our key SPAQRQs lead to support in review of our systems as we develop actions for enhancement into 2025/26 framed around the Student Learning Experience Model and Student Partnership Toolkit.

Internally, we recorded that 60% of curriculum teams and 68% of support areas formally documented student engagement and enhancement activity in 2024/25. While this varied across the year (ranging from 40% to 80%), it reflects ongoing efforts to build consistency. We also acknowledge that not all engagement is formally captured, and our SSES data provides reassurance that student voice is being heard and acted upon. Given the evidence developed from self-evaluation we approved the creation of a new Student Engagement and Capacity Lead to which we appointed to start this academic year, we are keen to see the impact of this full time role to support our identified areas for enhancement.

*How do you know your approach is successful?*

### Evaluating Feedback Mechanisms and Closing the Loop

Student surveys remain a cornerstone of our engagement strategy. Since the introduction of the Early Experience Survey in 2022/23, participation has increased significantly—from 40.5% to 80.0% in 2024/25. This growth reflects a cultural shift across teams, who now place greater emphasis on gathering and responding to feedback. Encouragingly, the average satisfaction score also rose to 4.6 out of 5.

Our SSES has similarly improved, with a 62.0% return rate in 2024/25—surpassing the SFC threshold of 50% and marking an 11.4% increase over three years. Overall satisfaction reached 97.4%, indicating strong student approval. However, we remain mindful of disparities in engagement, particularly among smaller cohorts such as part-time and

HE students, where response rates remain low (e.g., 20.8%). This presents a potential area of enhancement however should be noted that PT and HE participation continues to be an issue across the sector.

Following evaluation, we recognised that previous class rep targets were overly ambitious given available resources and the challenge of ensuring meaningful engagement. In 2024/25, we introduced a new Curriculum Rep system, aiming for at least one rep per curriculum area at each SCQF level. This resulted in a target of 42 reps, though we successfully recruited 79—primarily from full-time programmes. Despite this, participation in meetings remained static at 15–20%, suggesting that structural changes alone are insufficient without deeper cultural and developmental support. We appointed 10 Lead Reps (8 from Dumfries, 1 from Stranraer, and 1 remote learner), which was a positive step toward broader representation. However, sustained engagement again proved challenging.

Student feedback has highlighted a valuable opportunity to strengthen our communication practices around partnership activity and enhancement. Like many institutions across the sector, our current approach relies on a mix of informal methods and tools, which, while often effective in specific contexts, can lead to inconsistency and missed opportunities for wider engagement. Student association representatives have identified this as an area where we can make meaningful improvements, particularly in ensuring that communication is inclusive, transparent, and accessible to all. By reviewing and refining our communication infrastructure, we have the chance to enhance student awareness and participation in partnership developments, aligning more closely with our commitment to collaborative enhancement and shared ownership of the student experience. This will be an area of focus over 25/26 working with students identify suitable solutions.

Academic year 23/24 saw an overall reduction in complaints of 19.6% with a notable decrease in the number of stage 2 complaints. As an overall population complaint numbers equate to 0.85%. Analysis of student specific complaints over the last years shows course-related issues remain the most common, especially at Stage 2. Customer Care and Admissions also show higher escalation rates. Facilities and Services complaints are fewer and appear to be declining and we are pleased to report no complaints have been referred to SPSO. This data helps us identify where improvements are working and where further attention is needed to enhance the student experience.

## Student-Led Enhancements and Impact

In 2024/25, in order to ensure effectiveness of the Student Experience Committee, our Executive Director of Student Experience sponsored this work which was well supported by college managers and senior leader enabling the development of two student-led enhancements:

1. **Estates and Environment:** In response to concerns about student behaviour in certain areas during break times, student reps proposed lunchtime walkarounds by staff to both engage with students and monitor behaviour. This was endorsed by the Senior Leadership Team and implemented from February 2025.
2. **Learning and Teaching:** A collaborative initiative between students and staff led to the creation of QR codes to support students in engaging with employers during development and careers activities. This aimed to build student confidence in asking questions and initiating conversations.

These examples demonstrate the potential of student-led enhancement when supported effectively. However, they also underscore the importance of continuity, capacity building, and clear communication to ensure sustained impact.

The Early Experience Student Survey process uses a structured approach to close the feedback loop, with returns disaggregated by department and shared with curriculum and service managers. Integrating evaluation questions into DG-SEE has strengthened accountability, prompting teams to reflect and document actions. College-wide themes identified by the Performance Team enable targeted responses and coordinated enhancement. While 'You Said, We Did' updates are shared across campuses and with student representatives, visibility and timeliness remain areas for improvement. A more proactive, multi-channel communication strategy could maximise impact, ensuring students clearly see how their feedback drives tangible improvements and enhances perceptions of responsiveness.

*What planning assumptions are you making on the basis of this analysis and self-evaluation?*

**Structural Changes Alone Are Insufficient**

Despite exceeding recruitment targets for class reps and introducing new structures (e.g., Student Experience Committee, Curriculum Rep system), engagement remains low (15–20%). We believe that capacity building, cultural change, and clear value propositions will be critical to improving participation.

**Dedicated Resource Will Drive Improvement**

The appointment of a Student Engagement and Capacity Lead is expected to provide the sustained focus and operational support needed to address gaps in training, continuity, and communication. Early indicators suggest that this role is realising enhancement.

**Communication Infrastructure Requires Review**

Current fragmented communication methods limit transparency and inclusivity. We believe that developing a formal, multi-channel communication platform will be essential to embed partnership principles and improve student awareness of impact.

**Student-Led Enhancement Has High Potential if Supported**

Examples such as QR code initiatives and estates walkarounds show that student-led projects can succeed with strong SLT sponsorship. We believe that structured support and continuity planning will be necessary to scale these successes. Engagement from part-time, distance, and apprenticeship learners remains low. We believe that targeted strategies and flexible engagement models will be required to ensure equity of voice

 <b>Key Strengths</b>	 <b>Priority Areas for Development</b>
<p><b>Improved Survey Engagement and Satisfaction</b> - Early Experience Survey participation rose to 80%, and SSES return rate reached 62% (above the SFC threshold), with overall satisfaction at 97.4%.</p>	<p><b>Low Engagement in Representative Structures</b> - Despite exceeding recruitment targets for class reps, meeting attendance remains low (15–20%), indicating a need for deeper cultural and developmental support.</p>
<p><b>Student Led Enhancement – our student experience committee led to meaningful and effective co designed enhancements and offers potential for genuine partnership.</b></p>	<p><b>Communication Gaps on Partnership Activity</b> - Current fragmented communication methods limit visibility of enhancements and responsiveness, requiring a formal, multi-channel communication strategy.</p>
<p><b>Resource of dedicated post - appointment of a Student Engagement and Capacity Lead demonstrate commitment to strengthening engagement and partnership.</b></p>	<p><b>Equity of Engagement Across Learner Groups</b> - Persistent sector challenges in engaging part-time, distance, and apprenticeship learners but STEP engagement signals opportunity for enhancement.</p>

**Enhancement and Quality Culture**

*How effective is the institution in embedding an enhancement and quality culture across the institution?*

*How do we use data and evidence to inform strategic decisions?*

**Continuous Improvement and Self-Evaluation**

The College views staff as active leaders of change, not passive participants, and recognises that self-evaluation alone is insufficient for sustainable improvement. In 2021/22, DG-SEE (Stop–Evaluate–Enhance) was introduced to embed real-time, in-year evaluation, enabling teams to address issues and share good practice during delivery. For 2025/26, DG-SEE has been refined with themed prompt questions aligned to TQEF principles and external

frameworks, ensuring coherence with internal cycles. Teams meet periodically within each block, with outputs captured digitally to inform curriculum enhancement plans. The Performance Team synthesises these into Block Reports highlighting effective practice and recurring themes.

However, 2024/25 reviews revealed challenges: completion rates averaged 70%, evaluative depth was inconsistent, and staff cited a disconnect between input and decision-making plus low confidence in applying evaluative principles. While regarded as simple and useful, DG-SEE risks being seen as compliance rather than a driver of improvement. In response, a dedicated platform now links submissions to Enhancement Plans, creating transparency, and “Making Data Work” sessions led by the Vice Principal aim to build analytical capability. Future success depends on raising engagement, improving rigor through structured guidance, and evidencing impact on curriculum decisions to sustain commitment and avoid procedural compliance.

### **Modern Apprentices**

Following a comprehensive review of our Modern Apprenticeship (MA) delivery, the team identified a need to address the number of declined claims and challenges in learner onboarding from SDS. They recognised that communication and information gaps between the delivery team, Assessors, and Lecturers were contributing factors. To tackle this, a weekly RAG reporting was introduced and shared with all relevant stakeholders, improving transparency and coordination. Since implementing this process, declined claims have been virtually eliminated, and reviews are now scheduled well in advance. Additionally, a new onboarding process was developed to ensure alignment between the candidate and employer.

### **Learning for Teaching Framework**

Our focus on enhancing pedagogy and creating spaces for critical discussion remains central to improving outcomes. The Learning for Teaching Framework has opened the door to deeper engagement, supported by our annual Observation of Learning process, which enables sharing of practice across the College. However, sharing alone is not enough; we provide development tools through TeachingHOW2s, offering evidence-based strategies that disrupt and improve practice guided round our DGC Learning Pillars. Staff and student data confirm impact. Education Scotland’s 2024 report praised this approach, noting a “remarkable turnaround” and highlighting the Observation process and HOW2s as major strengths, with no areas for further action. Our work now underpins a new national professional learning programme—CDN’s Elevate LT—developed in partnership with TeachingHOW2s and inspired by our success, demonstrating sector-wide recognition of our enhancement efforts.

### **Dashboard Development**

DGC is advancing its data maturity through the development of clear, visual, and accessible reporting tools using Microsoft Power BI. Recognising that effective decision-making and enhancement relies on high-quality data, the College has invested in building in-house analytical capability within its Digital Services Team, with its Systems Analyst recently completing the Microsoft Power BI Data Analyst course. This has enabled the creation of live dashboards at course level in Curriculum and within the Skills Delivery Team, and across Student Support services, providing staff with the insights needed to drive enhancement, enhance learner outcomes, and support evidence-based strategic planning.

### **Post-Pandemic Compliance and Quality Assurance**

Following the pandemic, the College observed increases in non-compliance issues around internal quality assurance, including incomplete core packs and a rising number of internal “not accepts” across delivery programmes. These trends raised potential concerns. To avoid issues of assurance and quality introduced compliance audits in 22/23 designed to provide real-time oversight of quality activity and data, enabling early identification and resolution of potential assurance risks. This shift represented a move from reactive correction to proactive monitoring, aligning with the College’s commitment to safeguarding standards.

However, audits alone could not address the underlying capability gaps that contributed to non-compliance. Recognising this, the College prioritised staff development as a strategic lever for improvement. A renewed training programme was launched, including the re-introduction of the Internal Verification Online Module and the creation

of a dedicated SVQ version. By June 2025, completion rates reached 70% and 77% respectively, indicating strong engagement but also highlighting that full compliance remains an area for continued focus.

The impact of these interventions is evidenced by measurable improvements in quality outcomes. In 2024/25, only three activities required further evidence compared to seven in the previous year, and recommendations were reduced by half relative to 2023/24. Internal quality metrics across key delivery quality assurance mechanisms have improved consistently through to 24/25 which provides validity of our approach and justifies the actions taken to assure quality.

### Staff Development

In 2023/24, the College repositioned the Curriculum Leadership Group (CLG) as a collaborative forum designed to strengthen leadership capacity and embed a culture of shared responsibility for improvement, moving performance monitoring from an individual compliance exercise to a collective, dialogic process. This approach has supported enhancements in retention monitoring, meta-skills integration, and learner interview practices, signalling progress toward a more cohesive leadership model. 24/25 will see us seek to use this development space to better share learning from curriculum enhancements but ensure this can lead and drive systematic change and enhancement across the college whilst developing more effective approaches to evaluation and impact monitoring.

### STEP Activity

The College has been keenly involved in the national STEP Programme with our Student Association President, Performance Manager and Vice Principal for Student Experience and Curriculum all involved in 3 of the national programmes:

- 1 Supporting access, progression and successful outcomes in diverse student communities (as a consultative partner)
- 2 Strategies to support student engagement and partnership for time-poor and cash-poor students (as a collaborative partner)
- 3 Pedagogy for Transitions

The first year of the STEP initiative focused on raising awareness and laying the foundation for projects 1 and 2 through informal promotion, class representative engagement, and a dedicated VLE space for updates. While these actions initiated dialogue and improved staff awareness, formal governance is needed; a cross-college committee will be established in Year 2 to embed STEP strategically. Evaluation highlights networking benefits but notes challenges such as technical barriers and limited opportunities to showcase projects. The Pedagogy for Transitions project, led nationally by our Vice Principal, involves five institutions and will deliver a sector-wide report by January 2026. Looking ahead, priorities include forming the committee, sustaining national involvement, embedding STEP principles into quality policies, and piloting peer-to-peer approaches to enhance engagement and wellbeing.

### *How do you know your approach is successful?*

We know our approaches are successful through measurable improvements in quality assurance, curriculum enhancement, and staff capability. Compliance audits introduced in 2022/23 reduced “not accepts” and halved recommendations by 2024/25, while only three activities required further evidence compared to seven the previous year—clear indicators of strengthened assurance processes. Completion rates for Internal Verification modules reached 70% and 77%, evidencing engagement with capability-building. DG-SEE has embedded in-year evaluation across all teams, and refinements for 2025/26 (digital feedback loops and themed prompts) aim to increase impact. Power BI dashboards now provide real-time data at course and service level, supporting evidence-based decisions. Case studies, such as the co-designed PDA for Scotland’s CLD workforce, demonstrate tangible outcomes: 45 learners enrolled since 2023/24 with retention above 80% and success at 78%, validating our collaborative approach. Staff development initiatives, including the repositioned Curriculum Leadership Group, have improved retention monitoring and meta-skills integration, while national STEP involvement reinforces sector leadership.

These indicators confirm progress but highlight the need for deeper engagement and stronger evaluative rigor to sustain a transformative quality culture.

*What planning assumptions are you making on the basis of this analysis and self-evaluation?*

**Enhancement of Self-Evaluation Requires Cultural and Capability Change**

DG-SEE completion rates (70%) and variable evaluative depth indicate that engagement will not improve through compliance alone. We believe that capacity-building, leadership visibility, and transparent feedback loops are essential to shift perception from procedural to impactful.

**Data Maturity Will Drive Strategic Decision-Making**

Investment in Power BI dashboards and analytical capability demonstrate that future planning assumes real-time, accessible data will underpin curriculum enhancement, retention strategies, and quality assurance. Continued resource allocation for digital analytics is critical however capacity for and pace of change is not fully delivering the impact we seek.

**Quality Assurance Improvements Depend on Sustained Training**

While compliance audits and training have reduced “not accepts” and halved recommendations, completion rates for verification modules (70% and 77%) show further work is needed. We believe ongoing staff development and monitoring will remain a priority to maintain assurance.

**Collaborative Leadership and STEP Integration Are Strategic Levers**

Repositioning the Curriculum Leadership Group and involvement in STEP projects indicate an assumption that distributed leadership and national collaboration will accelerate systematic enhancement and innovation.



**Key Strengths**



**Priority Areas for Development**

**Innovative Pedagogical Enhancement - The Learning for Teaching Framework has driven measurable improvements in teaching practice, earning national recognition and influencing sector-wide initiatives.**

**Inconsistent Engagement with Self-Evaluation**  
DG-SEE completion rates (70%) and variable evaluative depth indicate that self-evaluation risks being perceived as procedural rather than transformative.

**Data-Driven Decision Making - Investment in Power BI dashboards and analytical capability has advanced data maturity, enabling real-time insights for curriculum enhancement and strategic planning.**

**Systematic Evaluation and Scaling of Enhancement** - While autonomy fosters innovation, we recognise a need to improve structured mechanisms to evaluate, share, and scale successful enhancement projects across the institution.

**Collaborative Leadership and Sector Engagement - Repositioning the Curriculum Leadership Group and active involvement in national STEP projects demonstrate strong commitment to distributed leadership and sector-wide collaboration.**

**Capability Gaps in Evidence and Data Use**  
Despite progress, staff confidence in applying evaluative principles and using data effectively remains uneven, requiring sustained capacity-building.

<b>Learning &amp; Teaching Committee</b>		
Date of Meeting	<b>18 November 2025</b>	
Paper Number	<b>LT1125-7.1</b>	
Agenda Item	<b>7</b>	
Subject of Paper	<b>Student Performance – Early Retention</b>	
Primary Contact	<b>Phil Storrer</b>	
Date of Production	<b>21 October 2025</b>	
Action	<b>Discussion</b>	
<b>Freedom of Information Disclosure Assessment</b>		
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?)	Can be disclosed upon request however noting the data is currently in house college data.	
<b>Further comments/updates after initial submission</b>		
Date added	Added by (name and role)	Comment detail

**Read Time:** 2 minutes

**1. Recommendation**

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

1.1 Key Points

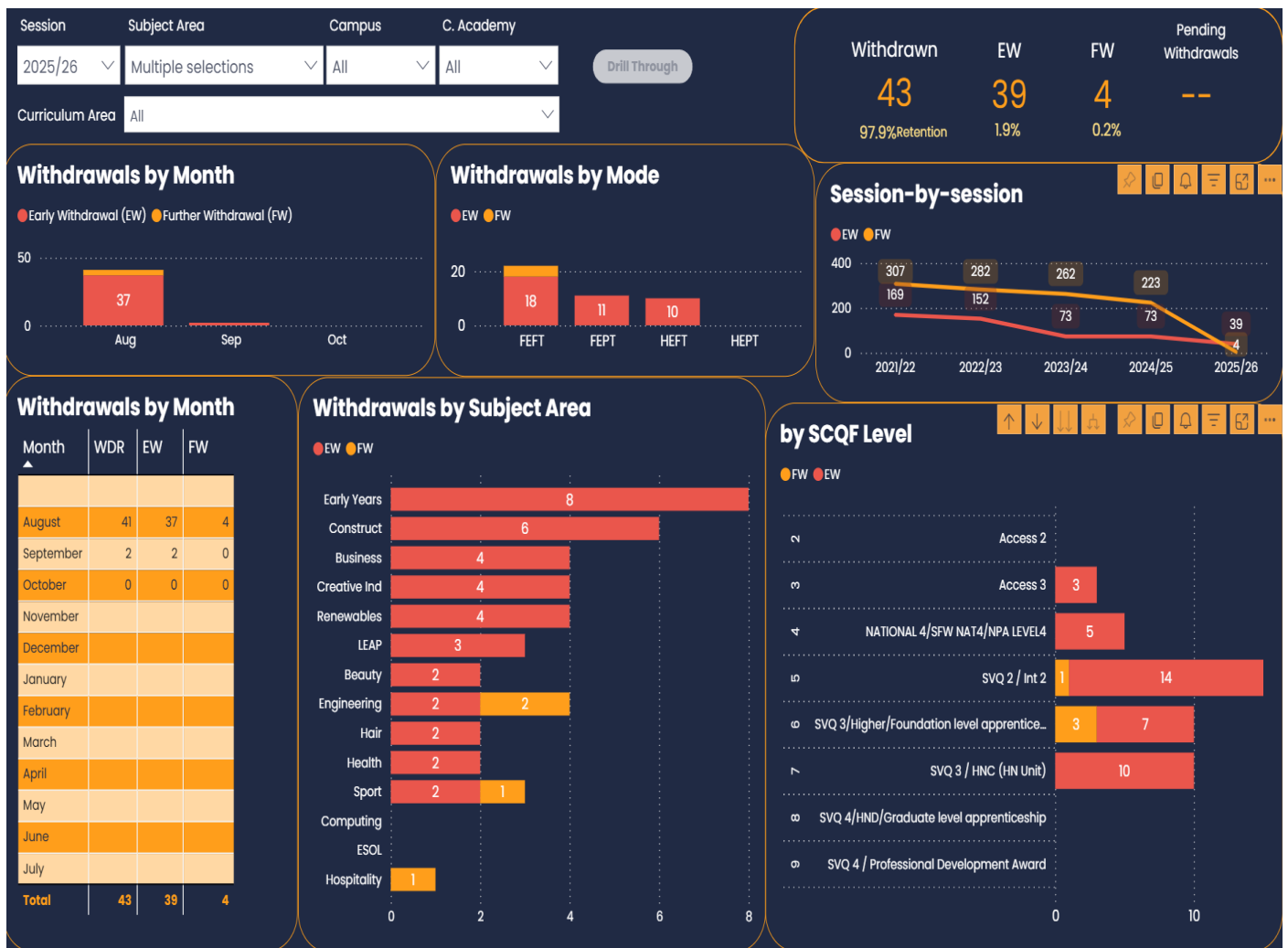
- 1.2 Early Retention has improved again and remains strong comparative to previous years.
- 1.3 There is a broad mix of reasons for withdrawal however ‘To Take Up Employment’ being the primary reason at this time.

2. Executive Summary

2.1 The purpose of this report is to update Academic Council on early retention of students across curriculum areas in 25/26.

3. Context

3.1 Early Retention



- The above figures represent a 39% improvement in Early Retention from the same point in the previous academic year.
- Iterative development in onboarding process and staff strategies for working with students appear to be supporting this.
- Average Early Retention is 98% and with no departmental outliers currently.
- Improvements have been seen directly across both campuses.
- College Academy retention has also improved from 28 withdrawals to 9.



- We can see the primary reasons for withdrawal thus far has been leaving for employment, a number of these are into apprentice routes in their sector which can be argued as positive.
- 64% of withdrawals are 16–19-year-olds and should be an area of focus for further investigation bearing in mind this is a primary student policy demographic.
- There are no early indicators that travel issues, and disruption has disproportionately impacted on students.
- 23% are students with Additional Support Needs and may be symptomatic of challenges around resourcing effective needs assessments as demand increases.

#### 4. Strategic Implications

- 4.1 Priority Cohorts: 64% of withdrawals are among 16–19-year-olds, the College’s core demographic, however further targeted interventions could be developed.
- 4.2 Additional Support Needs: 23% of withdrawals involve students with ASN, highlighting the need for rethinking resourcing and timely needs assessments as demand grows.
- 4.3 Employment-Driven Withdrawals: The leading withdrawal reason is “To Take Up Employment,” often into apprenticeships. While this can be viewed positively, it necessitates closer alignment between curriculum planning and regional workforce pathways.
- 4.4 Equity and Inclusion: No evidence of disproportionate impact from travel or disruption, but demographic trends require ongoing monitoring to ensure equal access and support.

4.5 Risk and Sustainability: Continued improvement depends on embedding proactive retention practices, maintaining staff capacity, and leveraging data analytics to anticipate risk factors.

5. Risk

Risk	Mitigations
<p>Risk 10. Failure to achieve an effective student experience.</p>	<ul style="list-style-type: none"> <li>➤ Curriculum team meetings</li> <li>➤ Self-Evaluation Reportage – Curriculum</li> <li>➤ Student early experience survey and Student Satisfaction and Engagement Survey (SSES)</li> <li>➤ Student representative meetings</li> <li>➤ Self-Evaluation Reportage – Support</li> <li>➤ Complaint Procedure</li> <li>➤ Observation of Learning process</li> <li>➤ Performance Review of Self Evaluation Block 1</li> <li>➤ Performance Review of Self Evaluation Block 2</li> <li>➤ Performance Review of Self Evaluation Block 3</li> <li>➤ Portfolio Review 1 - PI and Curriculum Plan</li> <li>➤ Portfolio Review 2 - PI Review</li> <li>➤ Support Review</li> <li>➤ Complaint Report</li> <li>➤ Introduction of Institution Led Quality Review (ILQR) in AY 25/26.</li> <li>➤ Introduction of SLT Level Self-Evaluation and Action Plans.</li> <li>➤ Annual Engagement Visit by Inspection Body</li> <li>➤ Self-evaluation and Action Plan reportage to SFC</li> <li>➤ Outcome Framework and Assurance Model</li> </ul>

6. Implications

<p><b>Financial</b></p>	<p><b>YES</b></p>	<p>Early retention improvements (98% average, 39% better than last year) reduce the risk of funding clawback linked to withdrawals, supporting financial stability.</p>
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<b>Legal</b>	<b>NO</b>	No, however, accurate data handling and compliance with GDPR in tracking withdrawals and reasons remain critical to ensure lawful processing of student information.
<b>Learning and Teaching</b>	<b>YES</b>	Enhanced onboarding and staff engagement strategies have contributed to strong early retention. Continued focus on curriculum responsiveness and proactive support for at-risk groups will sustain these gains.
<b>Equalities</b>	<b>YES</b>	23% of withdrawals involve students with Additional Support Needs, highlighting equity challenges in needs assessment and resourcing. Increased resource may be required.

**Phil Storrier**

VP Curriculum & Student Experience

**29 October 2025**

<b>Learning and Teaching Committee</b>		
Date of Meeting	<b>18 November 2025</b>	
Paper Number	<b>LT1125-8.1</b>	
Agenda Item	<b>8</b>	
Subject of Paper	<b>Early Experience Student Survey</b>	
Primary Contact	<b>Sonya Rutter</b>	
Date of Production	<b>27 October 2025</b>	
Action	<b>Discussion</b>	
<b>Freedom of Information Disclosure Assessment</b>		
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?)	November 2025	
<b>Further comments/updates after initial submission</b>		
Date added	Added by (name and role)	Comment detail

**Read time:** 18 minutes

## **1. Recommendation**

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

**1.1 Key Points**

- 1.1.1 70% of eligible students participated (<10% 24-25)
- 1.1.2 Students rated their overall satisfaction 4.5 out of 5 (<0.1, 2024/25)
- 1.1.3 Curriculum areas Computing (92%) and Business (90%) achieved the highest participation rate
- 1.1.4 Curriculum areas Business, Computing, Health and Social Care, Sport and Fitness and Hospitality increased their participation rate from the previous session
- 1.1.5 The highest participation increase was 16% (Hospitality)
- 1.1.6 Curriculum areas Hairdressing and Computing had the highest overall satisfaction rates (4.9, and 4.7 respectively)
- 1.1.7 Overall satisfaction ratings of 4.5 and above were maintained for all curriculum areas with the exception of Creative Industries (4.3) and Business (4.2)
- 1.1.8 The Curriculum area of Business had one of the highest participation rates (90%) but the lowest overall satisfaction (4.2)
- 1.1.9 Curriculum area of Hairdressing rated their curriculum staff 5 out of 5. This is the first instance the highest rating has been achieved

**2. Executive Summary**

- 2.1 This report aims to present an overview of the outcomes of the Early Experience Student Survey for session 2024/25.

**3. Context**

- 3.1 Please refer to the attached report.

**4. Strategic Implications**

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

**5. Risk**

Risk	Mitigations
Risk 10. Failure to achieve an effective student experience.	➤ The results of the Early Engagement Survey are used to improve current student experience and to enhance future services to support students during the first few weeks at college

## 6. Implications

<b>Financial</b>	<b>NO</b>	
<b>Legal</b>	<b>NO</b>	
<b>Learning and Teaching</b>	<b>NO</b>	
<b>Equalities</b>	<b>NO</b>	

**Phil Storrier**

VP Curriculum & Student Experience

29 October 2025



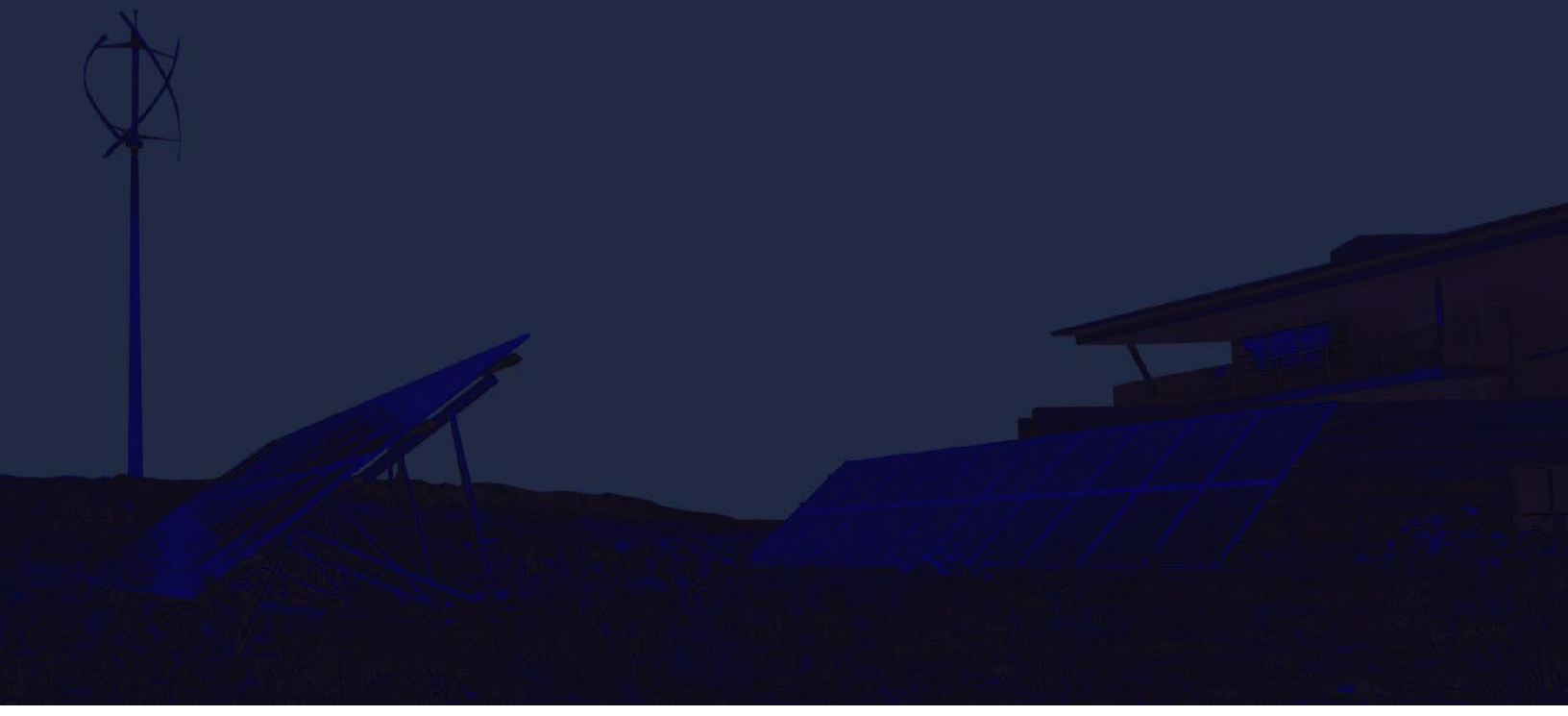
**Dumfries and  
Galloway College**

One step ahead

# **EARLY EXPERIENCE STUDENT SURVEY SUMMARY REPORT 25-26**

Date: October 2025

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## Introduction

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

For a fourth consecutive year the Dumfries and Galloway College Early Experience Student Survey was issued by the Performance Team to ascertain levels of student satisfaction. The survey was open for three working weeks from 15th September 2025 to 3<sup>rd</sup> October 2025 and could be accessed by students via a link on LearnNet/Student Portal and was hosted in a Wufoo Survey. Digital screens displaying a QR code were also utilised to promote the survey. Personal Tutors were asked to promote and encourage engagement with the survey. The Admissions team included the survey in their September Purlos Campaign.

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

- 👉 Welcome and Induction (Organisation and Management)
- 👉 Community and Belonging
- 👉 Curriculum
- 👉 Learning and Teaching Delivery, Assessment and Feedback
- 👉 Resources, Environment and Technology
- 👉 Our Curriculum Staff
- 👉 Our Support Staff
- 👉 Support and Guidance

The questions for Session 25-26 were revised to reflect the sparqs (Student Partnerships in Quality Scotland) Student Learning Experience Model. Due to the changes, we will not make comparisons to previous sessions.

89% of comments received in relation to Questions 1-8 were positive. This reflects the positive ratings out of 5 received. Question 9 "One more thing" allow students the opportunity free text comments. An analysis of Question 9 is provided further within the report.

Specific curriculum/support area data, including comments, has been shared with the relevant manager. Action grids have been produced to allow opportunity to feedback on the comments raised and to record any cross-college trends. A follow-up to this will take place in December with managers to look at what action has been taken. This will be fed back to class reps and will form part of the College You Said We Did process.

## Key Observations

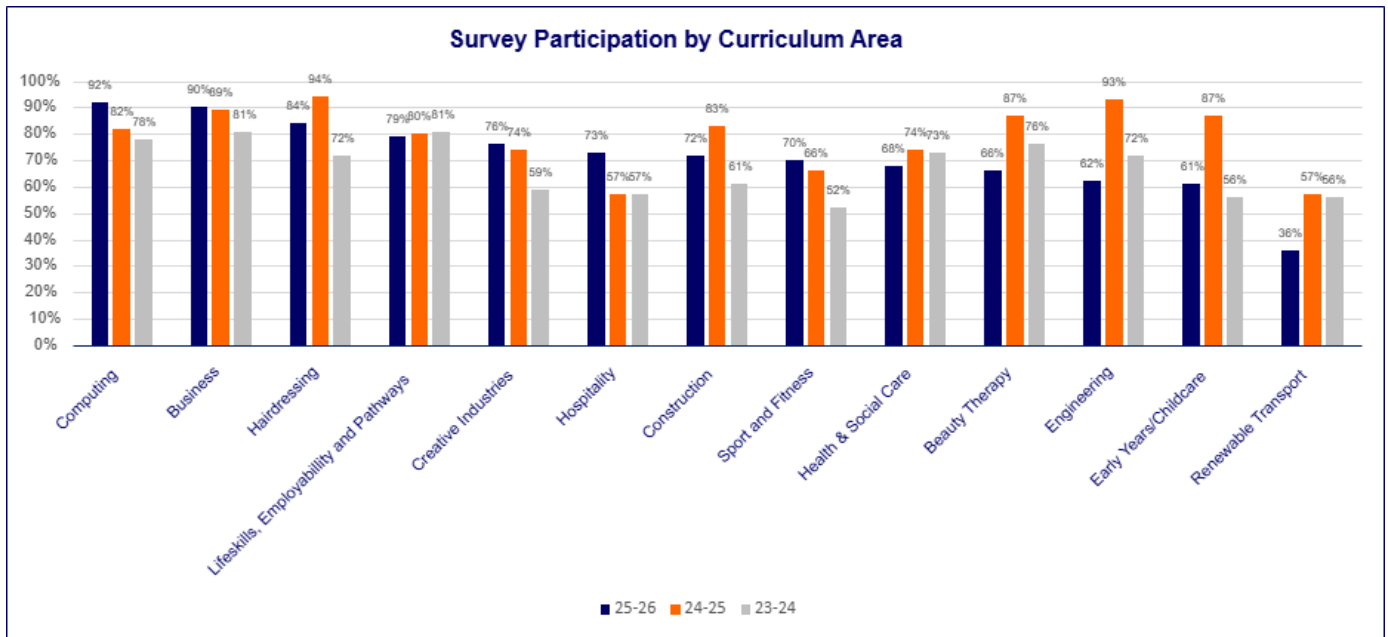
- 70% of eligible students participated (<10% 24-25)
- Students rated their overall satisfaction 4.5 out of 5 (<0.1, 24-25)
- Curriculum areas Computing (92%) and Business (90%) achieved the highest participation rate
- Curriculum areas Business, Computing, Health and Social Care, Sport and Fitness and Hospitality increased their participation rate from the previous session
- The highest participation increase was 16% (Hospitality)
  
- Curriculum areas Hairdressing and Computing had the highest overall satisfaction rates (4.9, and 4.7 respectively)
- Overall satisfaction ratings of 4.5 and above were maintained for all curriculum areas with the exception of Creative Industries (4.3) and Business (4.2)
- The Curriculum area of Business had one of the highest participation rates (90%) but the lowest overall satisfaction (4.2)
- Curriculum area of Hairdressing rated their curriculum staff 5 out of 5. This is the first instance the highest rating has been achieved.

## Survey Participation

Overall participation in the survey was extremely positive with 1252 responses in total. 70% of the total eligible current student population took part.

Session	2025-2026	2024-2025	2023-2024	2022-2023
Responses per session	1252 (70%)	1289 (80%)	1055 (65%)	722 (40.5%)

## Chart of Respondents by Curriculum Area

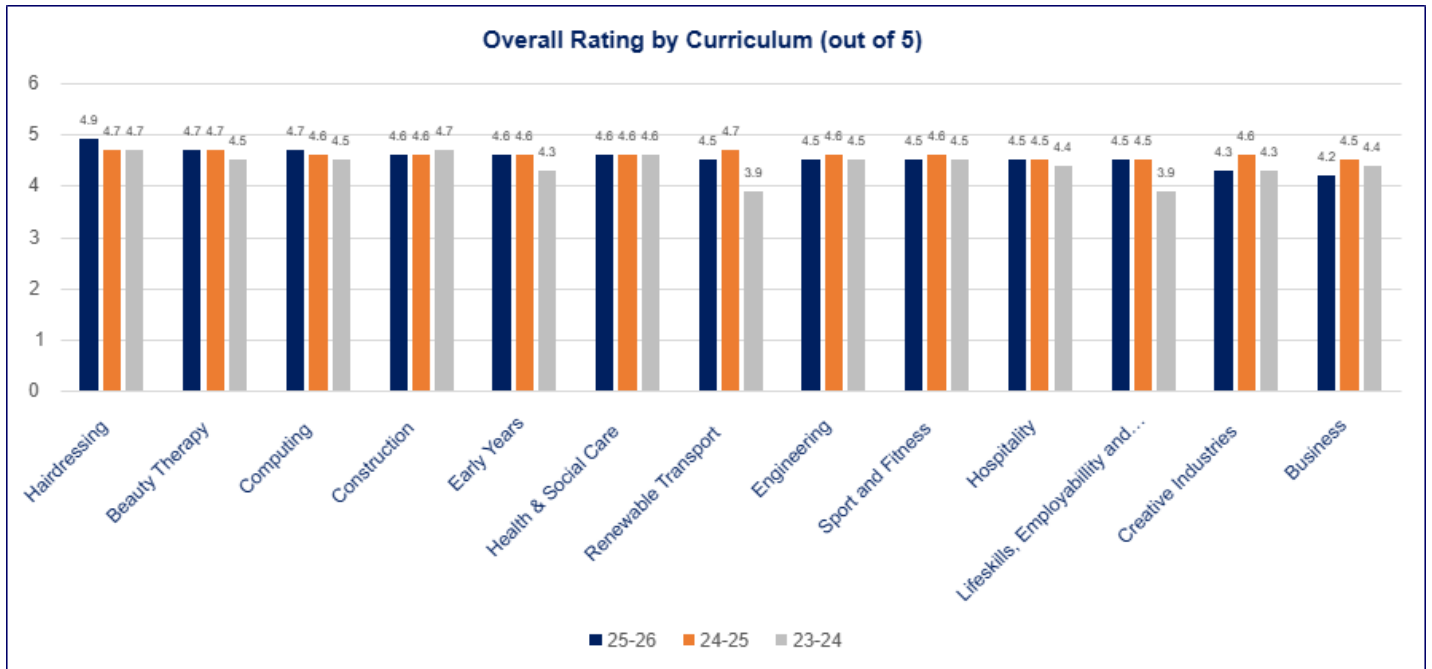


The response rates varied across curriculum teams, with the highest response rates being from Computing (92%) and Business (90%). For eight curriculum areas there was a decrease in the participation rates in comparison to the previous session.

The most significant participation increase was for Hospitality, increasing by 16% from 2024-2025. Computing increased participation by 10%. Participation for Sport and Fitness, Health and Social Care and Business increased minimally, 4%, 2% and 1% respectively.

## Overall Results

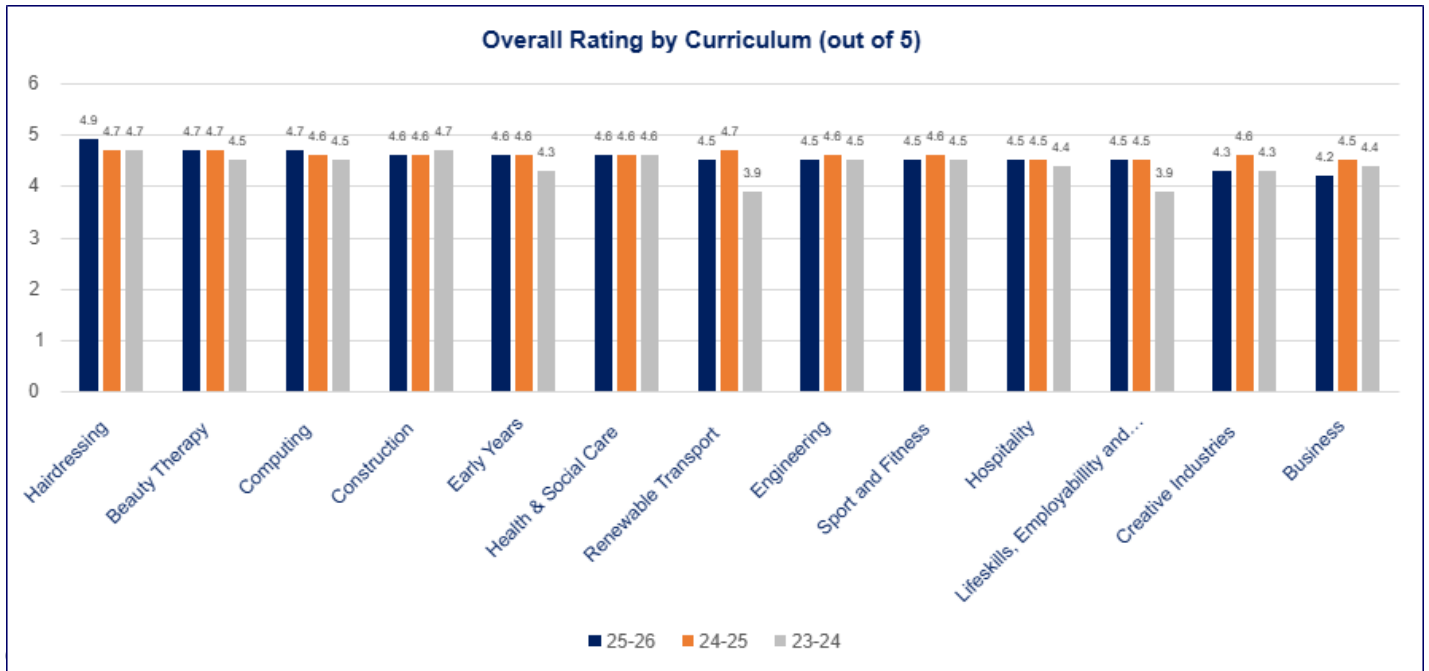
The average overall rating across all 8 questions was 4.5 out of 5, a slight decrease (4.6, 24-25) on the rating achieved in the previous session.



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



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



rating. Seven areas maintained the same rating. Five areas noted decreases in the overall satisfaction rating.

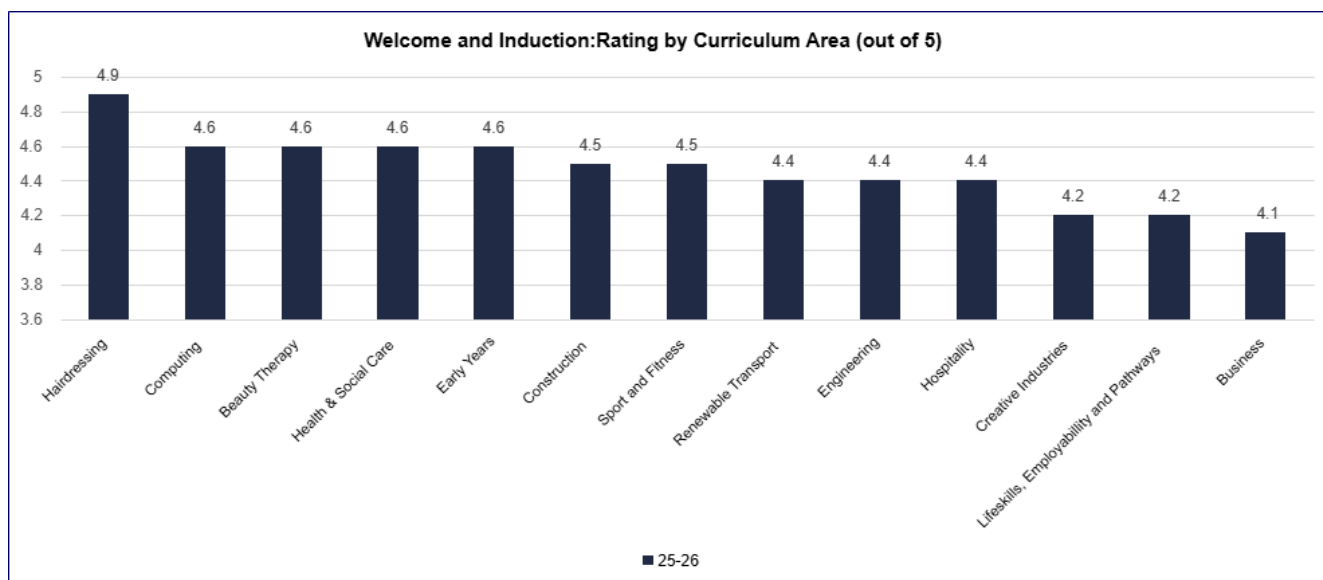
As all ratings are 4.2 and above out of 5, we have continued to maintain a high overall rating across all curriculum areas.

Although the Curriculum area of Business had one of the highest participation rates, they had the lowest satisfaction rate. Further analysis shows that the satisfaction rate of the FE schools groups attributed to this.

## Results by Question

### Question 1 – Welcome and Induction (Organisation and Management)

Students were asked – things like welcome activities, clear induction process, pre-course communication, advanced notice of timetable How do you feel about this?

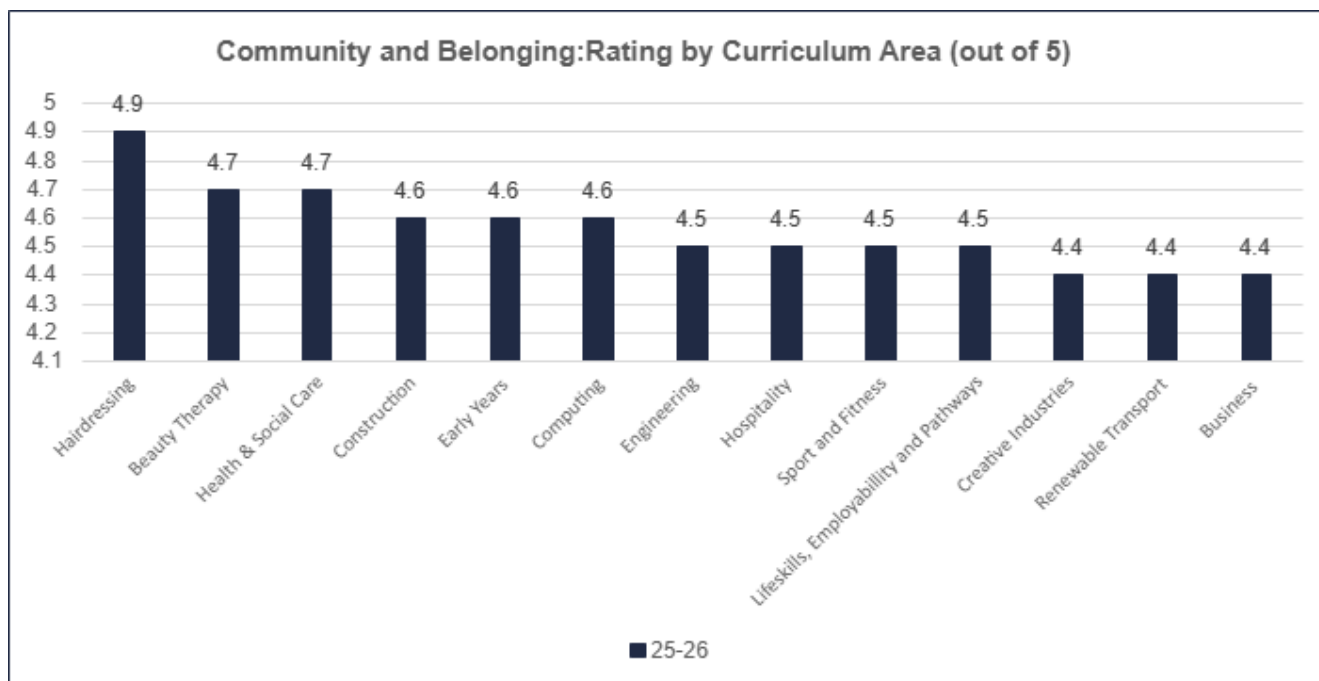


The majority of comments referred to staff being welcoming and that the induction process was positive. A selection of individual comments from the Welcomed and Induction question are:

- 👉 I found the induction clear and well presented, Information regarding my online account and how to access it was easy to understand. I was able to see my timetable through the Student Portal ahead of starting the course.
- 👉 It was easy to understand instructions and where to find course PowerPoints and documents and how to upload any assessments.
- 👉 More notice of the timetable would have helped however everything else was perfect.
- 👉 The introduction to the course was effective in getting us settled in and familiar with the course and its contents.
- 👉 Very good consistent WhatsApp communication from the college, check ins on how you're doing etc. The lecturers are great and really make it a welcoming environment and done an amazing job of explaining the upcoming year and what we will be learning and what's expected of us. You are constantly reminded of services the college offer and how to utilise them.

## Question 2 – Community and Belonging

Students were asked – Things like sense of belonging, feeling included, respectful of the diverse community, feeling safe. What is your experience?

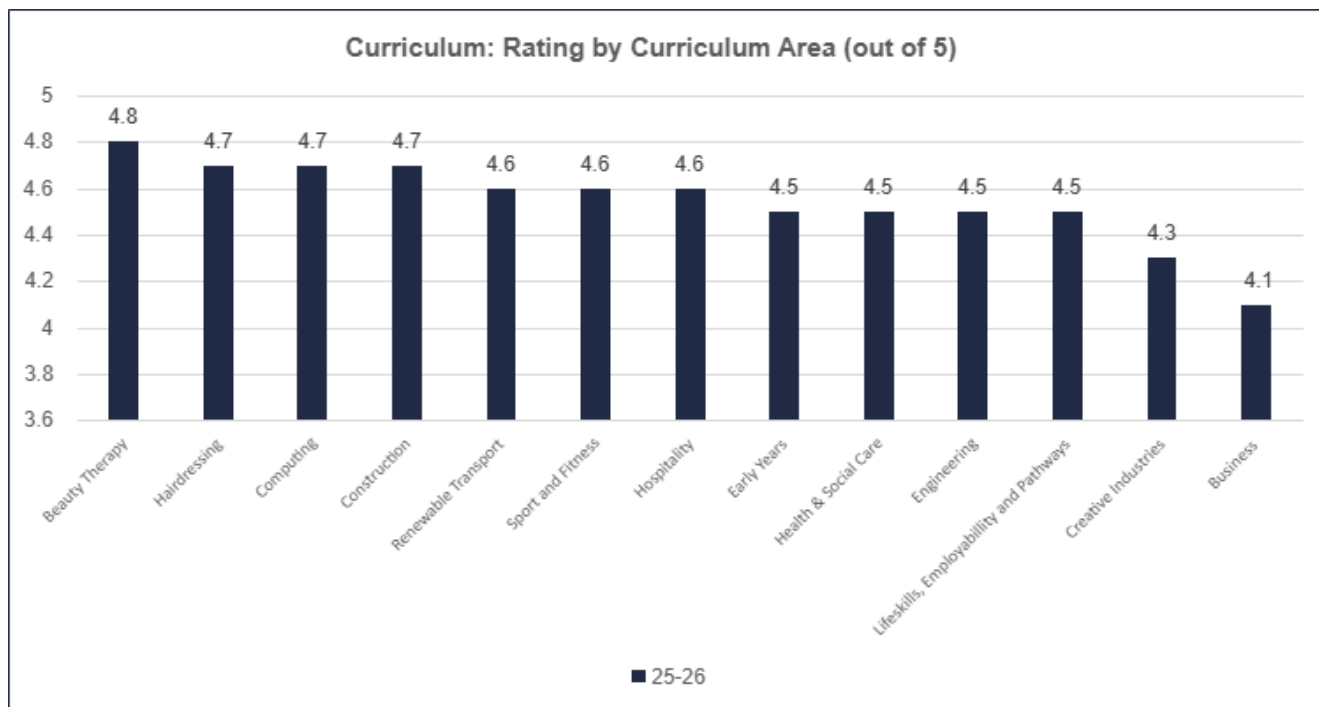


The majority of comments referred to sense of community and belonging being very positive, safe and inclusive. A selection of individual comments from the Community and Belonging question are:

- ▶ A very positive experience. beginning with the people that work in the cafeteria, that were very kind and adjusting to my dietary needs up to being included in DG pals and having contact with other non English speakers
- ▶ Everyone is respectful towards each other therefore I feel safe.
- ▶ The college feels safe, all interactions I've had with staff have been positive and it feels like staff are happy to help and want to help wherever they can which makes you feel included in the community.
- ▶ My lecturer respects my chosen name and honorifics, and she always makes sure that I am doing alright and keeping up/understanding my work. I have also made friends that I can get along with and talk to, so that is good too.
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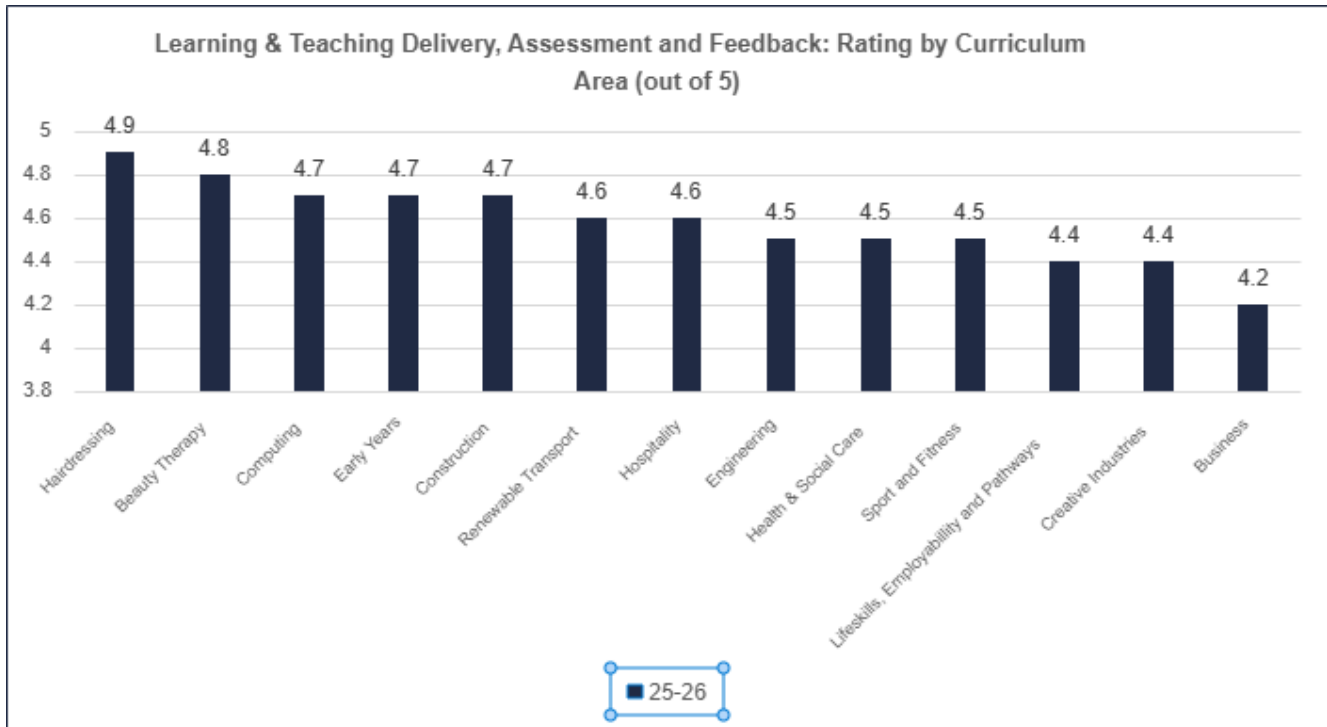


The majority of comments noted that students felt their course content was clear, with easily accessible materials. A selection of individual comments from the Curriculum question are:

- ▶ A lot of information given in the first week but it all comes together as you get into the course, lecturers are always available to answer questions and to guide you.
- ▶ All of the resources I need are there on my courses in my LearnNet, so it is easily accessible, and I am able to work without a hitch on my coursework.
- ▶ Classes are a good balance of note taking and activity work which helps people who have different learning strategies have a course adapted to them.
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- ▶ My course is in blocks and we have work to do every week, it's very consistent and ongoing and we work on different units. We were introduced to the units which was very helpful week 1.
- ▶ Positive, all content is relevant and useful for future career choice.

## Question 4 – Learning and Teaching Delivery, Assessment and Feedback

Students were asked – Things like effective teaching methods, being engaged, interactive, making progress, helpful feedback, assessment support. What is your experience?

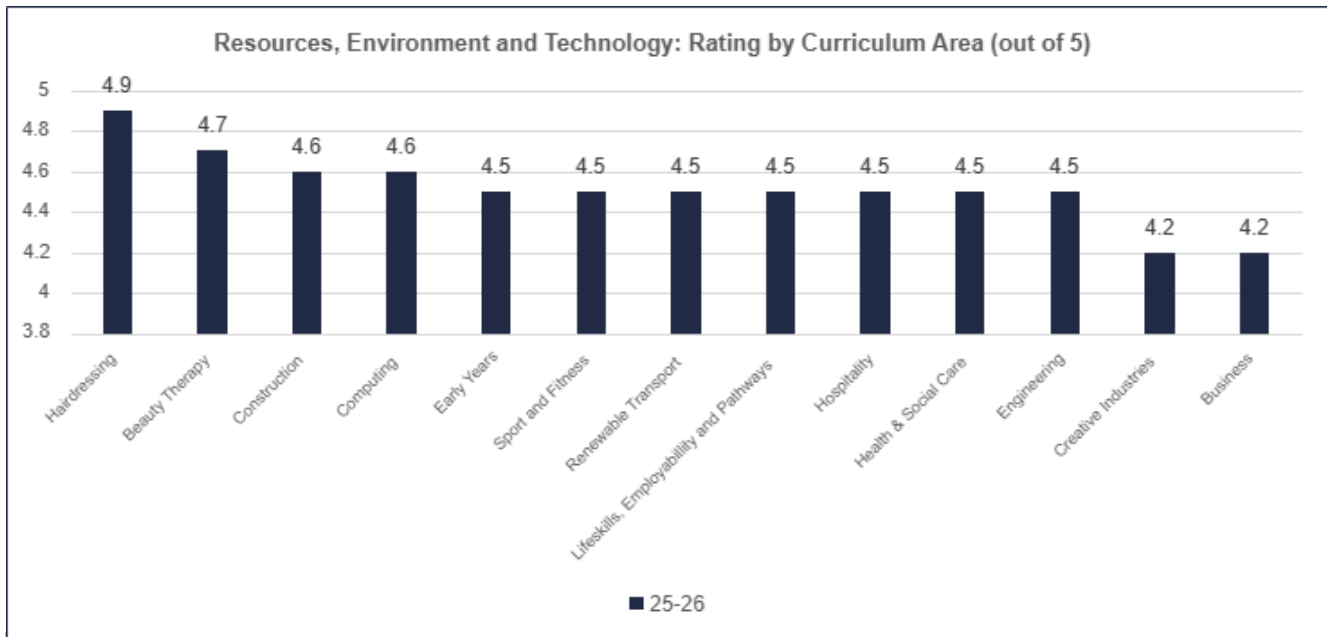


The majority noted that teaching methods were effective, engaging with regular feedback provided. A selection of individual comments from the Learning and Teaching Delivery, Assessment and Feedback question are:

- All the lecturers are very supportive and helpful and always ask how I am and if I am keeping well and have been given options for assessment support as well.
- As advertised , hybrid, a mix of online and in college.
- The teaching methods are affective and ensure everything we learn is relevant. There is often group work making sure we are engaging with others. The feedback and support on assessments allows us to progress.
- Very interactive activities. Everyone’s opinion heard.
- We often have class discussions in which the lecturer can assess whether we are understanding material and we also receive comments on work we hand in.
- Yes I have been engaged and the feedback has been good and my experience has been good.

## Question 5 – Resources, Environment and Technology

Students were asked – Things like classrooms, workshops, library, virtual learning environments, individual and group study spaces, physical and digital learning resources. Please tell us about your experience.

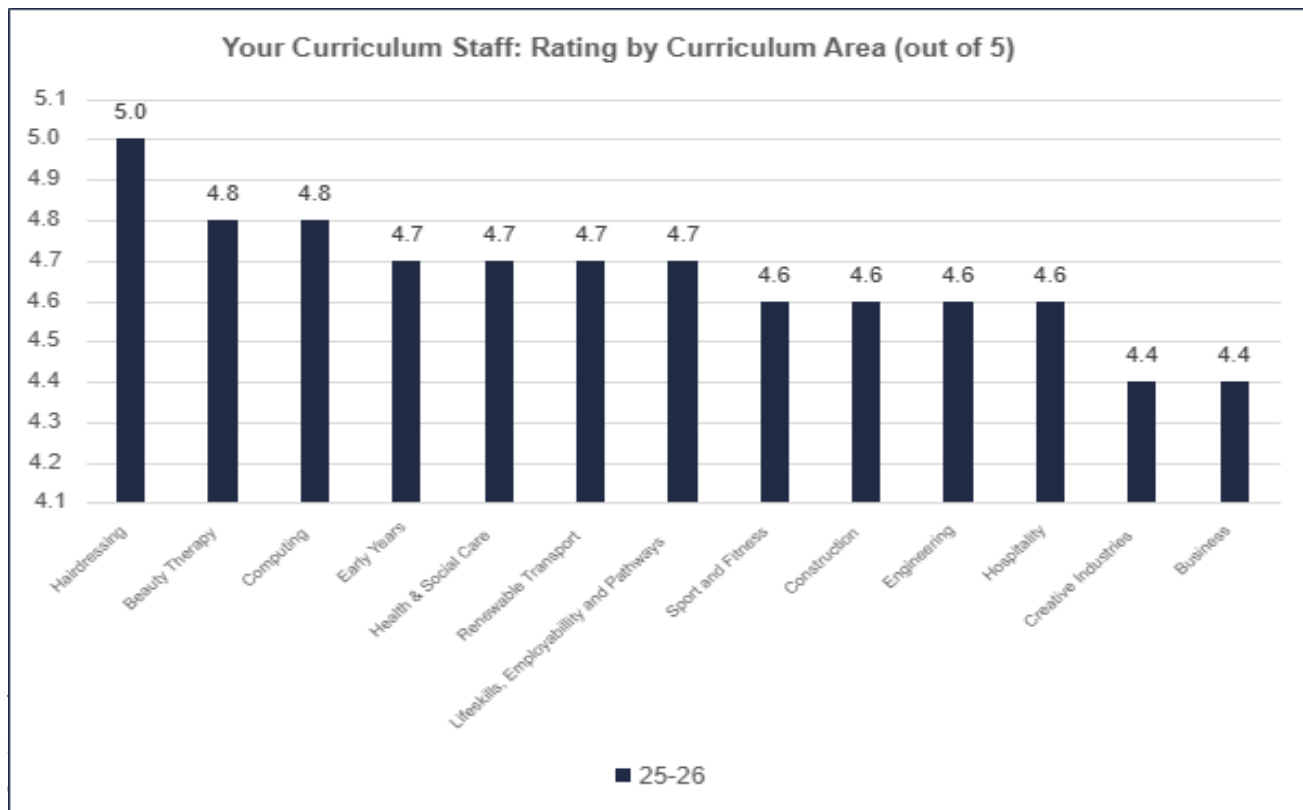


Resources, Environment and Technology question are:

- Classrooms and Kitchen spaces are well equipped. The library and online portals are useful. Both individual and group study spaces are welcoming and support my learning.
- Great environment and nice desks and workstations and computers, learn net is good and easy place to access and do the work.
- I enjoy the classroom and having the freedom to go into study areas if I need quiet time for studying.
- I like the classrooms and work places. However it would be great to have more places to study in the college as it can often be busy. – For example more study pods.
- In my experience, having well-equipped classrooms, workshops, libraries, virtual learning environments, and both individual and group study spaces, along with accessible physical and digital resources, makes learning easier, more productive, and enjoyable.
- Many quiet places to focus and get work done, have a different work space to match everyone.

## Question 6 – Your Curriculum Staff

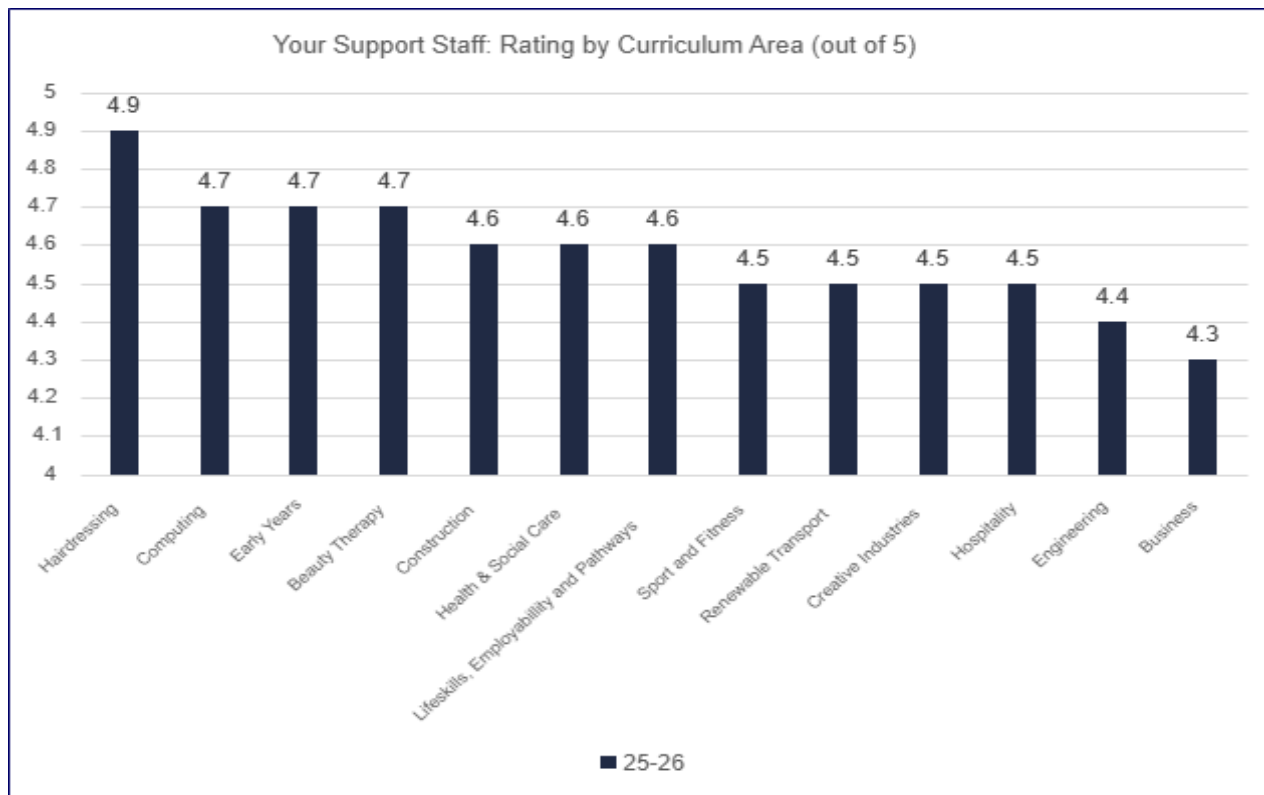
Students were asked – Things like how helpful and approachable are your Lecturers, Personal Tutor, Curriculum Manager. Do you feel supported by Curriculum Staff? How are we doing?



- All my lecturers are very easy to talk to and very understanding. When I've had an issue with my work, they ask me if I understand my task, when I don't they take me through it.
- Curriculum staff are all very easy to talk to and always willing to help out! Even through emails they've been super helpful and give a lot of good advice.
- I could not praise my Lecturers enough. Each and every one of them have been so patient with me and so helpful. If I am ever struggling to understand anything, they will have a one on one with me to go through things again.
- I feel supported by my lecturer and I feel I can talk openly about any problems I may have, Also the lecturer goes above and beyond to make sure we all feel supported.
- Lecturers are very supportive and approachable, I feel well guided by them.

## Question 7 – Your Support Staff

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

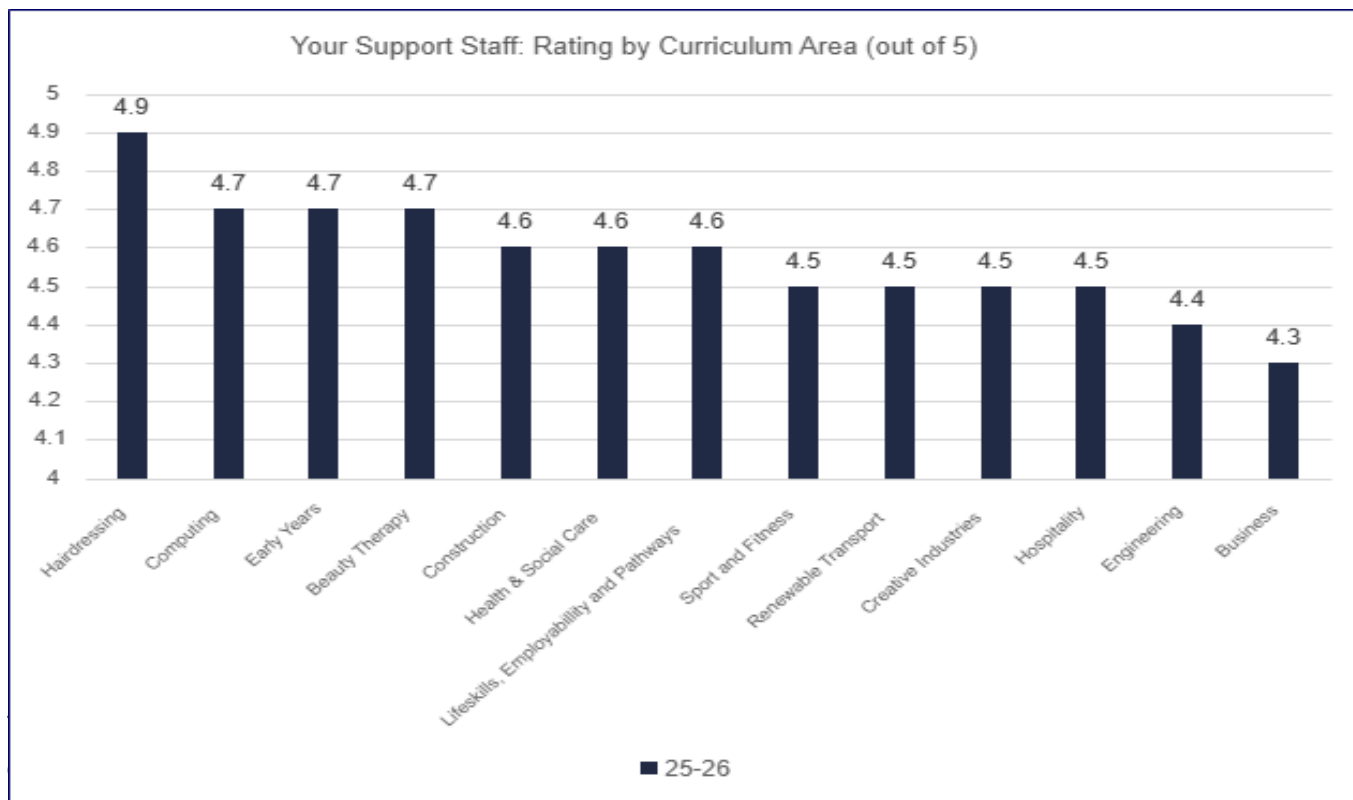


The majority of comments referred to support staff being helpful, supportive and approachable. A selection of individual comments from the Your Support Staff question are:

- 👉 The study services staff are just amazing! The college counsellor is also amazing, such a lovely genuine lady. She really listens to your concerns and provides you with a safe space to talk about heavy topics.
- 👉 Brilliant support services, constantly checked in with and major help when needed.
- 👉 In my experience, when support staff are helpful and approachable, I feel supported both as a student and as an individual. Overall, their assistance makes a big difference in managing challenges and staying motivated
- 👉 I have spoken to them a few times and they are super friendly, and have happily gave me great advice in which makes me feel very safe and respected.

## Question 8 – Support and Guidance

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



Comments from the support and guidance question are:

- 👉 All been very helpful. Had a lovely experience with student advisors - made me feel comfortable.
- 👉 All of the support services during the application process were very helpful and made the process simpler.
- 👉 Having had some trouble with course funding the student advisors were fantastic at helping me with advice on other services available
- 👉 I feel the support services have helped by making me know they are available whenever we need them, although I haven't personally had to use them yet.
- 👉 It was very accessible and easy for me, it was in a preferred layout method as well as clear emails telling me what to do.

## Question 9 – “One thing”

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

A total of 599 students provided a response to this question. Feedback from 280 students indicated they had either no suggested improvements, were unsure at this point in time or their college experience had been positive so far.

There were 319 comments logged, noting specific areas where we could do better. These are free text responses which have been examined for key themes.

Session	25-26	24-25	23-24	22-23
Number of comments received	319	310	359	217

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

Theme	25-26	24-25	23-24	22-23
Catering provision, choice and pricing	15.1%	21.9%	25.6%	26.7%
Curriculum	42.3%	50.2%	43.7%	34.1%
Estates	12.2%	5.1%	10.6%	13.4%
Digital Services	4.7%	3.5%	6.1%	4.6%
Support/Funding	2.2%	2.3%	2.8%	4.1%
Transport	15.4%	6.8%	4.5%	7.4%
On campus activities	6.0%	9.3%	6.1%	9.7%
Other	2.2%	1.0%	0.6%	0.0%

There has been a slight increase in the number of comments (+9) submitted in relation to ‘one thing we could do better’ in comparison to last session. A number of key themes have been identified and these include the following:

- Online and Hybrid Learning (across all questions we have received comments from those who like it and those who don't)
- Price and availability of bottled water on campus 9 comments (8 comments in 24-25)
- Cheaper Food Prices and Better Options 28 Comments (26 comments in 24-25)
- Bus services to and from college

The number of comments relating to Estates increased by 7.1% from session 24-25 with students commenting on the installation of speed bumps in the college car park and locker provision.

The number of comments relating to Transport increased by 8.6% from session 24-25. This can be attributed to the issues arising following the change of local transport provider.

The comments relating to On Campus activities reduced by 3.3% on comparison to session 24-25. This can be attributed to the Active Campus Co-Ordinator being in post for a second session and many activities are established.

‘Other’ comments increased marginally by 1.2% from session 24-25 with comments made relating to the provision of lanyards and the quantity of student surveys.

A large quantity of the “One Thing” comments provided positive feedback and were not related to a particular theme. A sample are provided below:

- 👉 College is perfect for me so far
- 👉 I am very happy at college and don't see any changes that would need to be made
- 👉 I think my college experience so far has been ideal so I don't really have a singular thing I could point out to make it better.
- 👉 Nothing that I can think of, thanks for everything
- 👉 Nothing I've had a good experience so far
- 👉 Nothing I can really think of. I enjoy coming here I always have since I started everyone is great.
- 👉 I'm not sure there is anything that would currently improve my experience at the college as I have had a very good experience so far.

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

Theme	25-26	24-25	23-24	22-23
Number of curriculum related comments	135	156	157	74
Course content/management	46.7%	51.9%	42%	59.5%
Hybrid learning	14.1%	14.7%	10.8%	21.6%
Rooms/tools/facilities	20.0%	14.4%	23.6%	6.8%

Start times/breaks	12.6%	10.3%	17.8%	9.5%
Support	6.7%	8.3%	5.7%	2.7%

Other	0.0%	0.6%	0%	0%
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Feedback from curriculum and support managers will be gathered as part of the College You Said We Did process.

## Overall Curriculum Comparison ratings Questions 1 to 8

Curriculum Area	Overall	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
Hairdressing	4.9	4.9	4.9	4.7	4.9	4.9	5.0	4.9	4.9
Computing	4.7	4.6	4.6	4.7	4.7	4.6	4.8	4.7	4.6
Beauty Therapy	4.7	4.6	4.7	4.8	4.8	4.7	4.8	4.7	4.7
Health & Social Care	4.6	4.6	4.7	4.5	4.5	4.5	4.7	4.6	4.6
Early Years	4.6	4.6	4.6	4.5	4.7	4.5	4.7	4.7	4.6
Construction	4.6	4.5	4.6	4.7	4.7	4.6	4.6	4.6	4.6
Sport and Fitness	4.5	4.5	4.5	4.6	4.5	4.5	4.6	4.5	4.5
Renewable Transport	4.5	4.4	4.4	4.6	4.6	4.5	4.7	4.5	4.5
Lifeskills, Employability and Pathways	4.5	4.2	4.5	4.5	4.4	4.5	4.7	4.6	4.5
Hospitality	4.5	4.4	4.5	4.6	4.6	4.5	4.6	4.5	4.4
Engineering	4.5	4.4	4.5	4.5	4.5	4.5	4.6	4.4	4.4
Creative Industries	4.3	4.2	4.4	4.3	4.4	4.2	4.4	4.5	4.3
Business	4.2	4.1	4.4	4.1	4.2	4.2	4.4	4.3	4.2

## Overall Curriculum Comparison – Participation versus Overall Satisfaction

Curriculum Area	Participation	Overall Satisfaction
Computing	92%	4.7
Business	90%	4.2
Hairdressing	84%	4.9
Lifeskills, Employability and Pathways	79%	4.5
Creative Industries	76%	4.3
Hospitality	73%	4.5
Construction	72%	4.6
Sport and Fitness	70%	4.5
Health & Social Care	68%	4.6
Beauty Therapy	66%	4.7
Engineering	62%	4.5
Early Years	61%	4.6
Renewable Transport	36%	4.5

## **Further improvement**

It was highlighted that this survey has coincided with another student survey over the last two sessions. Both surveys will be combined into one for session 26-27 to avoid survey fatigue for students.

The Performance Team  
October 2025



**Dumfries and  
Galloway College**

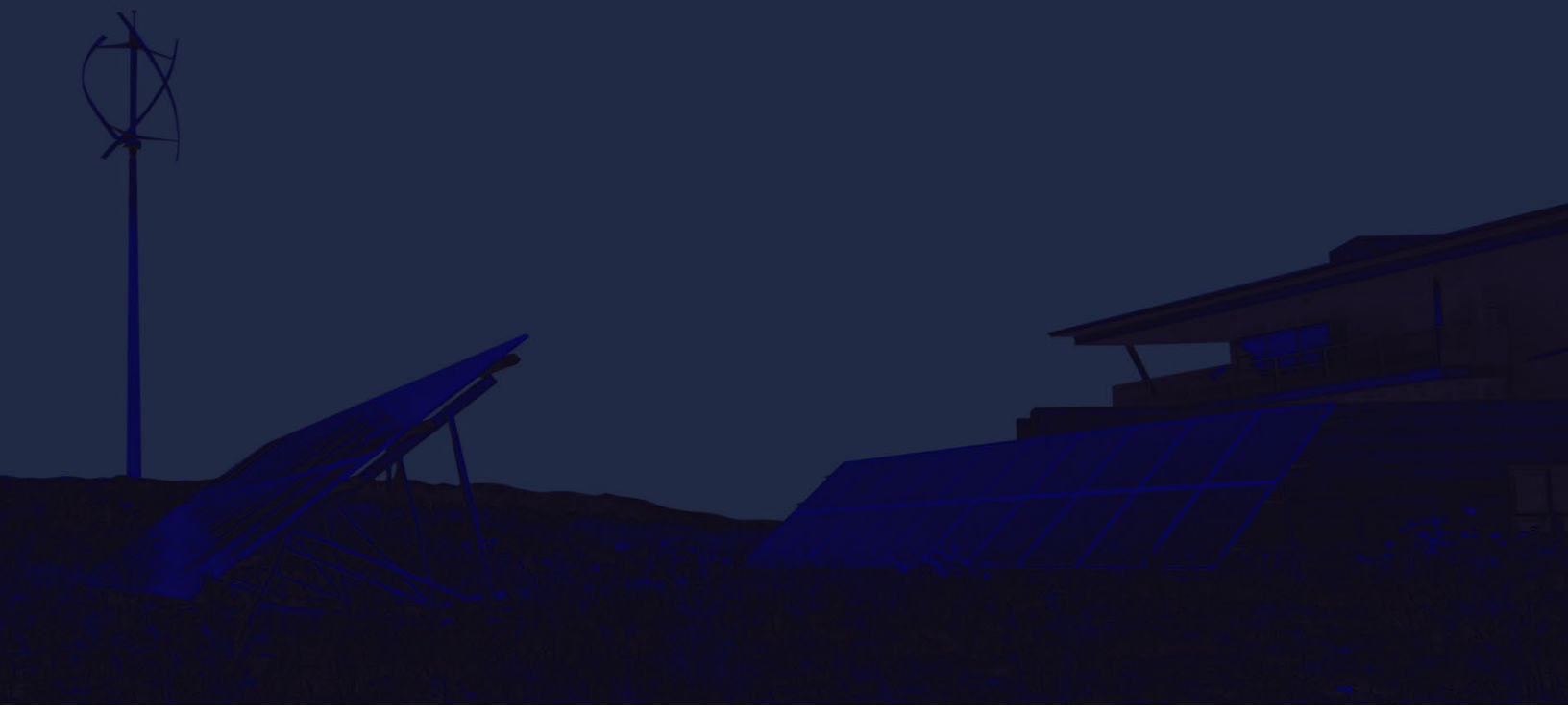
One step ahead

# **EARLY EXPERIENCE STUDENT SURVEY SUMMARY REPORT 25-26**



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Date: October 2025



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## Introduction

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

For a fourth consecutive year the Dumfries and Galloway College Early Experience Student Survey was issued by the Performance Team to ascertain levels of student satisfaction. The survey was open for three working weeks from 15th September 2025 to 3<sup>rd</sup> October 2025 and could be accessed by students via a link on LearnNet/Student Portal and was hosted in a Wufoo Survey. Digital screens displaying a QR code were also utilised to promote the survey. Personal Tutors were asked to promote and encourage engagement with the survey. The Admissions team included the survey in their September Purlos Campaign.

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

- 👉 Welcome and Induction (Organisation and Management)
- 👉 Community and Belonging
- 👉 Curriculum
- 👉 Learning and Teaching Delivery, Assessment and Feedback
- 👉 Resources, Environment and Technology
- 👉 Our Curriculum Staff
- 👉 Our Support Staff
- 👉 Support and Guidance

The questions for Session 25-26 were revised to reflect the sparqs (Student Partnerships in Quality Scotland) Student Learning Experience Model. Due to the changes, we will not make comparisons to previous sessions.

89% of comments received in relation to Questions 1-8 were positive. This reflects the positive ratings out of 5 received. Question 9 "One more thing" allow students the opportunity free text comments. An analysis of Question 9 is provided further within the report.

Specific curriculum/support area data, including comments, has been shared with the relevant manager. Action grids have been produced to allow opportunity to feedback on the comments raised and to record any cross-college trends. A follow-up to this will take place in December with managers to look at what action has been taken. This will be fed back to class reps and will form part of the College You Said We Did process.

## Key Observations

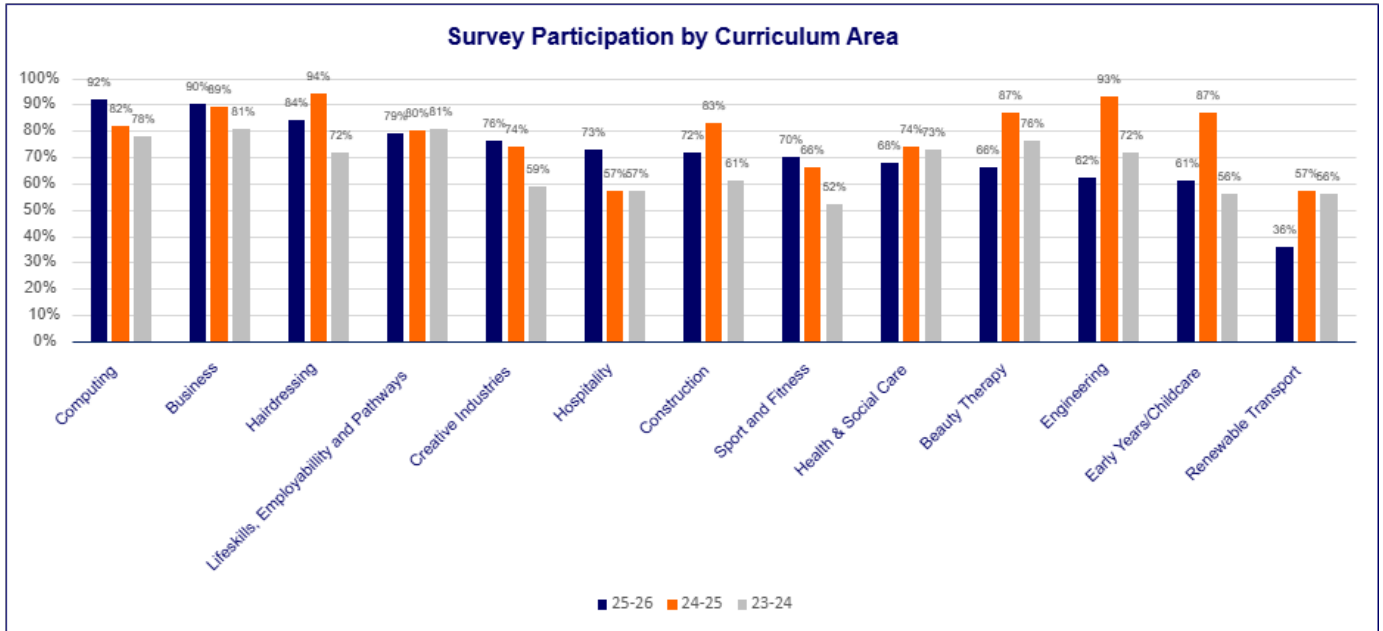
- 70% of eligible students participated (<10% 24-25)
- Students rated their overall satisfaction 4.5 out of 5 (<0.1, 24-25)
- Curriculum areas Computing (92%) and Business (90%) achieved the highest participation rate
- Curriculum areas Business, Computing, Health and Social Care, Sport and Fitness and Hospitality increased their participation rate from the previous session
- The highest participation increase was 16% (Hospitality)
  
- Curriculum areas Hairdressing and Computing had the highest overall satisfaction rates (4.9, and 4.7 respectively)
- Overall satisfaction ratings of 4.5 and above were maintained for all curriculum areas with the exception of Creative Industries (4.3) and Business (4.2)
- The Curriculum area of Business had one of the highest participation rates (90%) but the lowest overall satisfaction (4.2)
- Curriculum area of Hairdressing rated their curriculum staff 5 out of 5. This is the first instance the highest rating has been achieved.

## Survey Participation

Overall participation in the survey was extremely positive with 1252 responses in total. 70% of the total eligible current student population took part.

Session	2025-2026	2024-2025	2023-2024	2022-2023
Responses per session	1252 (70%)	1289 (80%)	1055 (65%)	722 (40.5%)

## Chart of Respondents by Curriculum Area

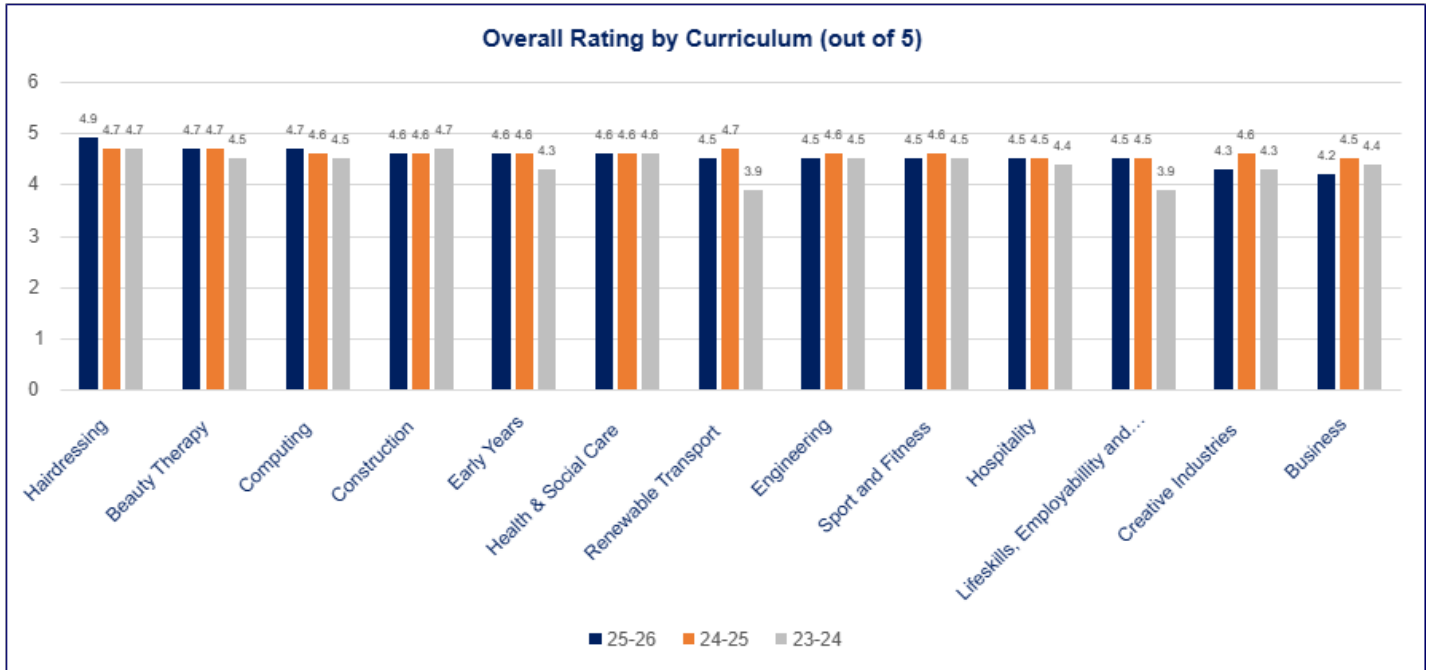


The response rates varied across curriculum teams, with the highest response rates being from Computing (92%) and Business (90%). For eight curriculum areas there was a decrease in the participation rates in comparison to the previous session.

The most significant participation increase was for Hospitality, increasing by 16% from 2024-2025. Computing increased participation by 10%. Participation for Sport and Fitness, Health and Social Care and Business increased minimally, 4%, 2% and 1% respectively.

## Overall Results

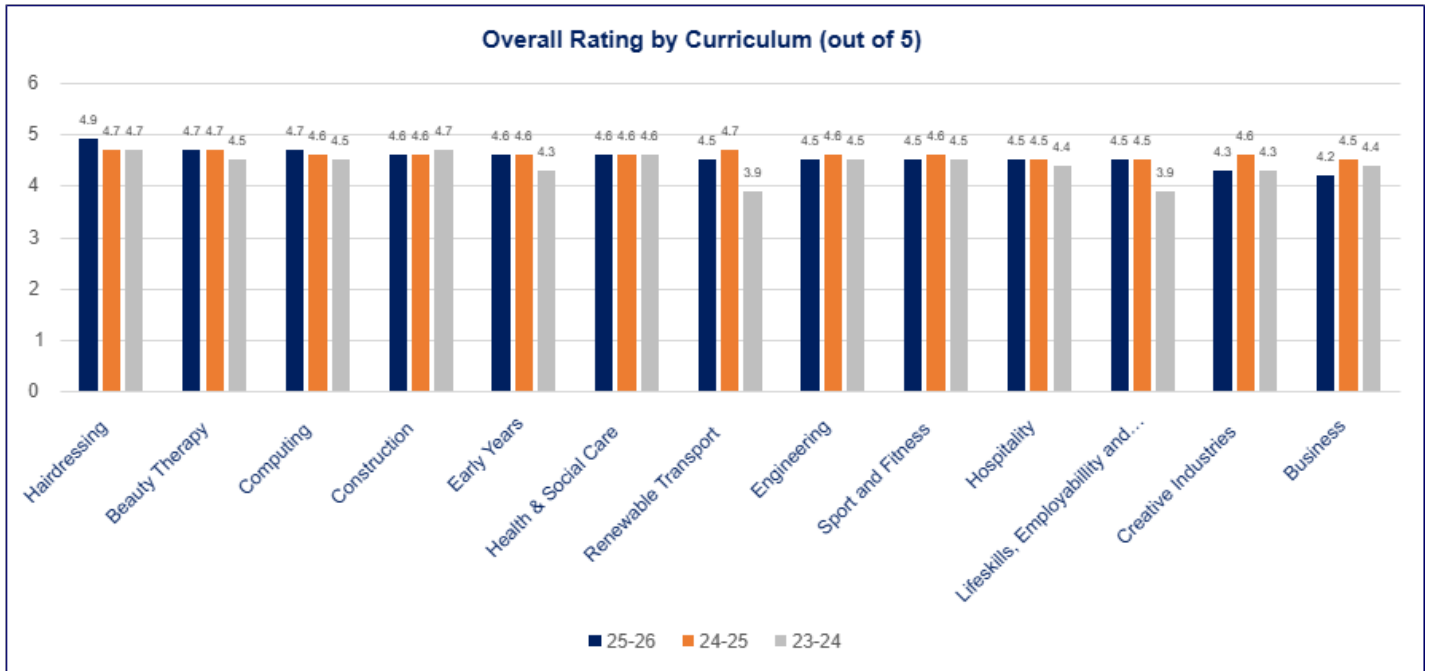
The average overall rating across all 8 questions was 4.5 out of 5, a slight decrease (4.6, 24-25) on the rating achieved in the previous session.



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



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



In comparison to session 24–25, two curriculum areas, Hairdressing and Computing, noted increases (+0.2 and +0.1 respectively) in the overall satisfaction rating. Seven areas maintained the same rating. Five areas noted decreases in the overall satisfaction rating.

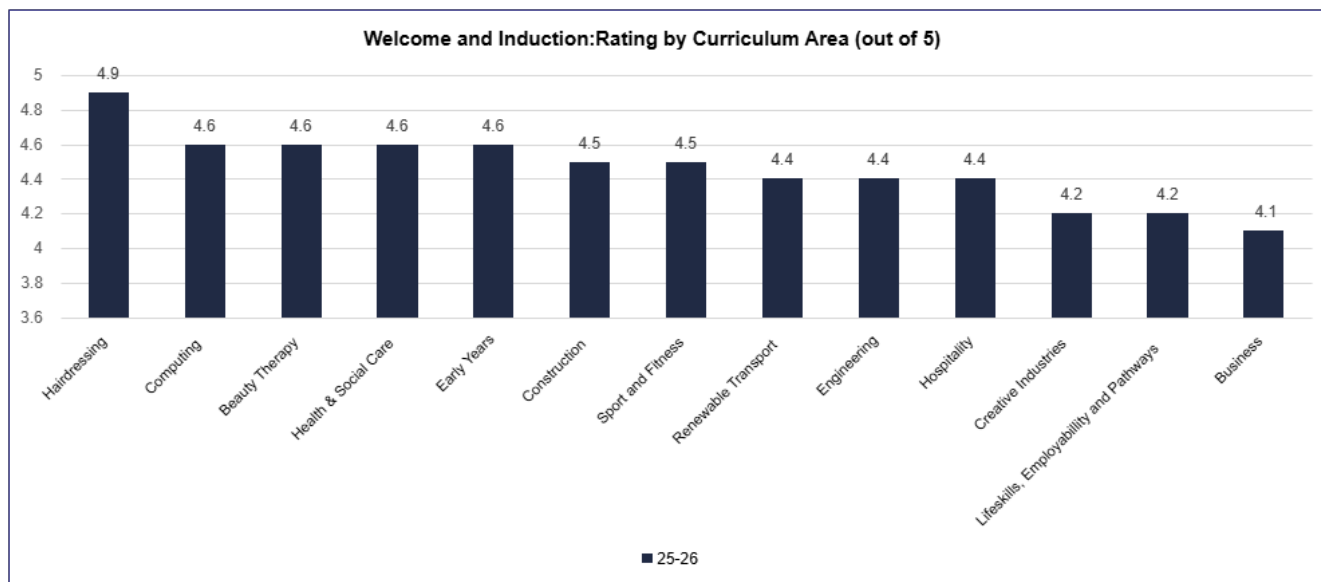
As all ratings are 4.2 and above out of 5, we have continued to maintain a high overall rating across all curriculum areas.

Although the Curriculum area of Business had one of the highest participation rates, they had the lowest satisfaction rate. Further analysis shows that the satisfaction rate of the FE schools groups attributed to this.

## Results by Question

### Question 1 – Welcome and Induction (Organisation and Management)

Students were asked – things like welcome activities, clear induction process, pre-course communication, advanced notice of timetable How do you feel about this?

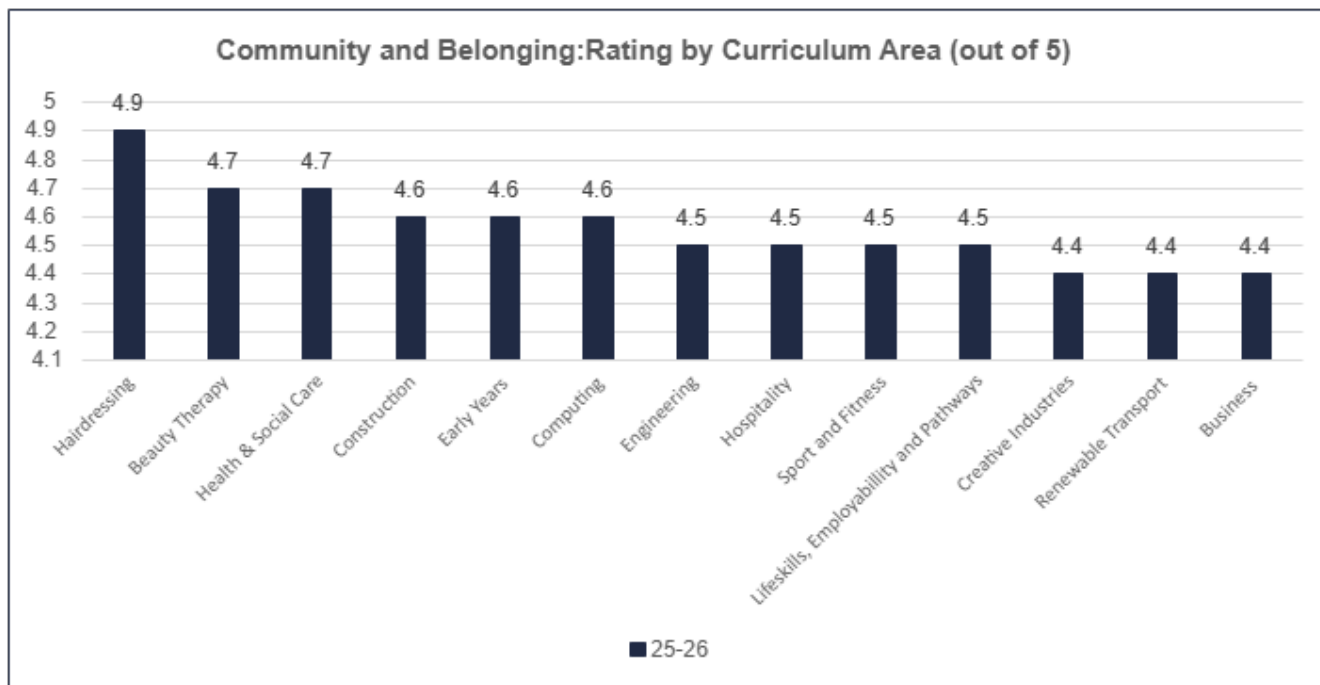


The majority of comments referred to staff being welcoming and that the induction process was positive. A selection of individual comments from the Welcomed and Induction question are:

- ▶ I found the induction clear and well presented, Information regarding my online account and how to access it was easy to understand. I was able to see my timetable through the Student Portal ahead of starting the course.
- ▶ It was easy to understand instructions and where to find course PowerPoints and documents and how to upload any assessments.
- ▶ More notice of the timetable would have helped however everything else was perfect.
- ▶ The introduction to the course was effective in getting us settled in and familiar with the course and its contents.
- ▶ Very good consistent WhatsApp communication from the college, check ins on how you're doing etc. The lecturers are great and really make it a welcoming environment and done an amazing job of explaining the upcoming year and what we will be learning and what's expected of us. You are constantly reminded of services the college offer and how to utilise them.

## Question 2 – Community and Belonging

Students were asked – Things like sense of belonging, feeling included, respectful of the diverse community, feeling safe. What is your experience?

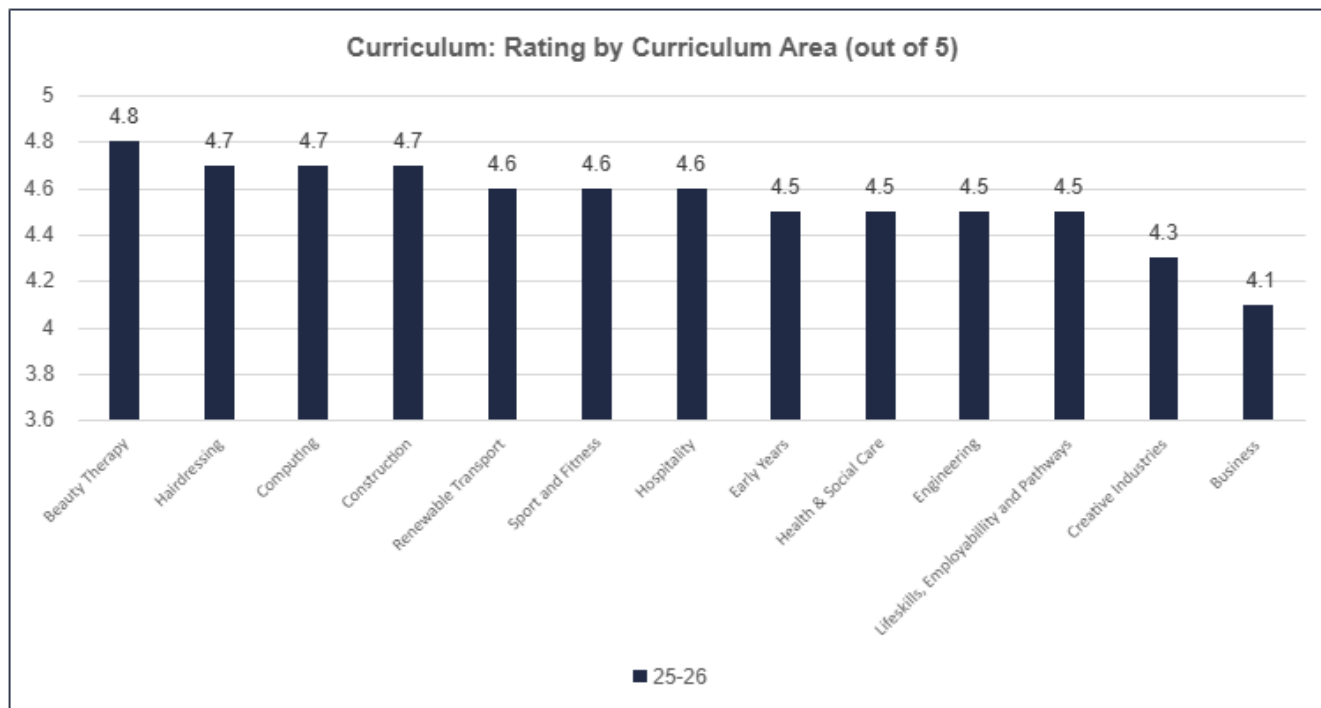


The majority of comments referred to sense of community and belonging being very positive, safe and inclusive. A selection of individual comments from the Community and Belonging question are:

- A very positive experience. beginning with the people that work in the cafeteria, that were very kind and adjusting to my dietary needs up to being included in DG pals and having contact with other non English speakers
- Everyone is respectful towards each other therefore I feel safe.
- The college feels safe, all interactions I've had with staff have been positive and it feels like staff are happy to help and want to help wherever they can which makes you feel included in the community.
- My lecturer respects my chosen name and honorifics, and she always makes sure that I am doing alright and keeping up/understanding my work. I have also made friends that I can get along with and talk to, so that is good too.
- Everyone was welcoming and very helpful when needed. Everyone treated equally and fairly.
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Students were asked – Things like your course content and structure, relevance, accessible and inclusive classes, your expectations. What is your experience?

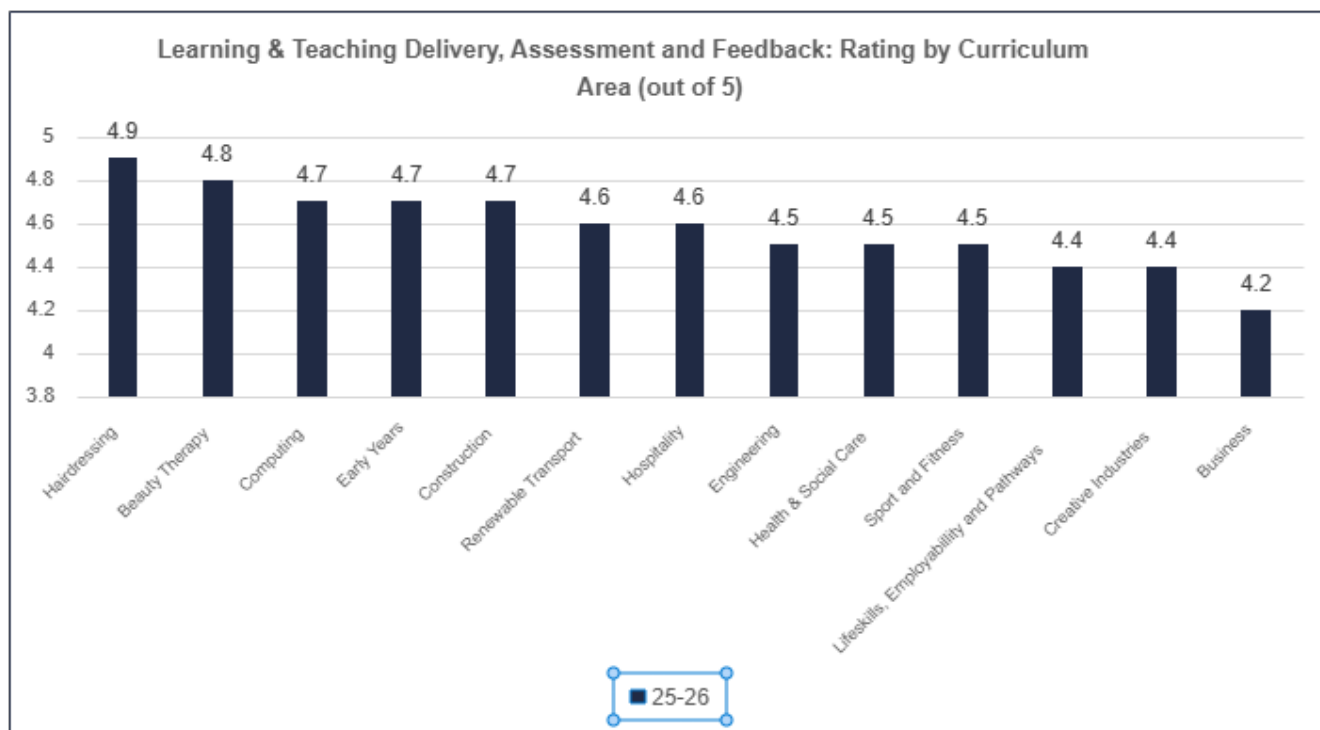


The majority of comments noted that students felt their course content was clear, with easily accessible materials. A selection of individual comments from the Curriculum question are:

- A lot of information given in the first week but it all comes together as you get into the course, lecturers are always available to answer questions and to guide you.
- All of the resources I need are there on my courses in my LearnNet, so it is easily accessible, and I am able to work without a hitch on my coursework.
- Classes are a good balance of note taking and activity work which helps people who have different learning strategies have a course adapted to them.
- Courses are easy to access, it makes such a difference that the courses are online, helps me keep a proper balance between college, work and personal life.
- My course is in blocks and we have work to do every week, it's very consistent and ongoing and we work on different units. We were introduced to the units which was very helpful week 1.
- Positive, all content is relevant and useful for future career choice.

## Question 4 – Learning and Teaching Delivery, Assessment and Feedback

Students were asked – Things like effective teaching methods, being engaged, interactive, making progress, helpful feedback, assessment support. What is your experience?

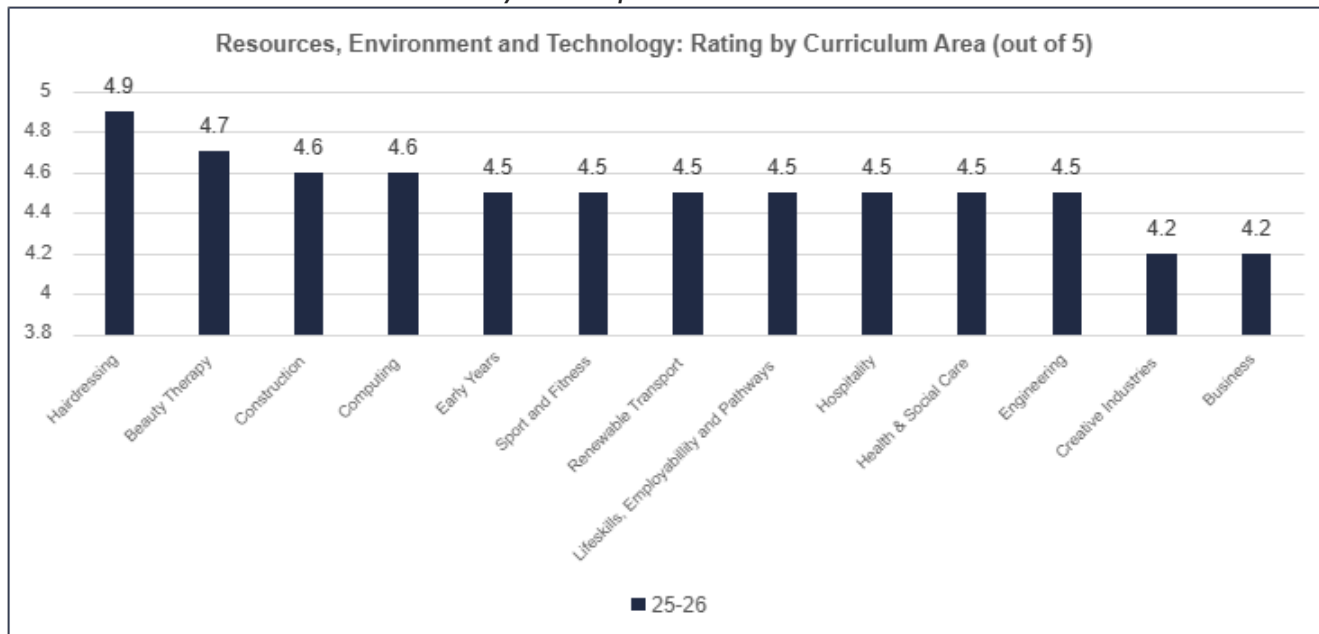


The majority noted that teaching methods were effective, engaging with regular feedback provided. A selection of individual comments from the Learning and Teaching Delivery, Assessment and Feedback question are:

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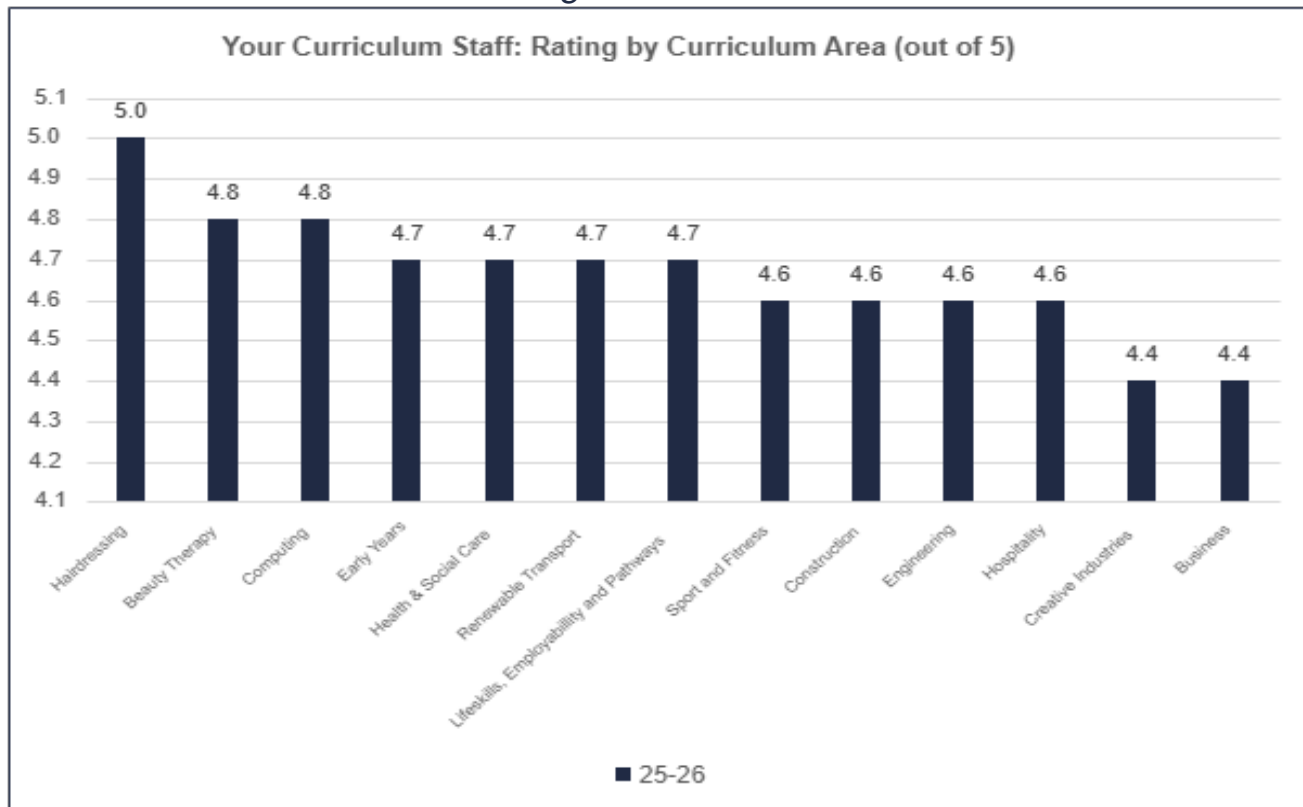


Most comments confirmed that our resources, environment and technology are conducive for learning and study. A selection of individual comments from the Resources, Environment and Technology question are:

- Classrooms and Kitchen spaces are well equipped. The library and online portals are useful. Both individual and group study spaces are welcoming and support my learning.
- Great environment and nice desks and workstations and computers, learn net is good and easy place to access and do the work.
- I enjoy the classroom and having the freedom to go into study areas if I need quiet time for studying.
- I like the classrooms and work places. However it would be great to have more places to study in the college as it can often be busy. – For example more study pods.
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- Many quiet places to focus and get work done, have a different work space to match everyone.

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Students were asked – Things like how helpful and approachable are your Lecturers, Personal Tutor, Curriculum Manager. Do you feel supported by Curriculum Staff? How are we doing?

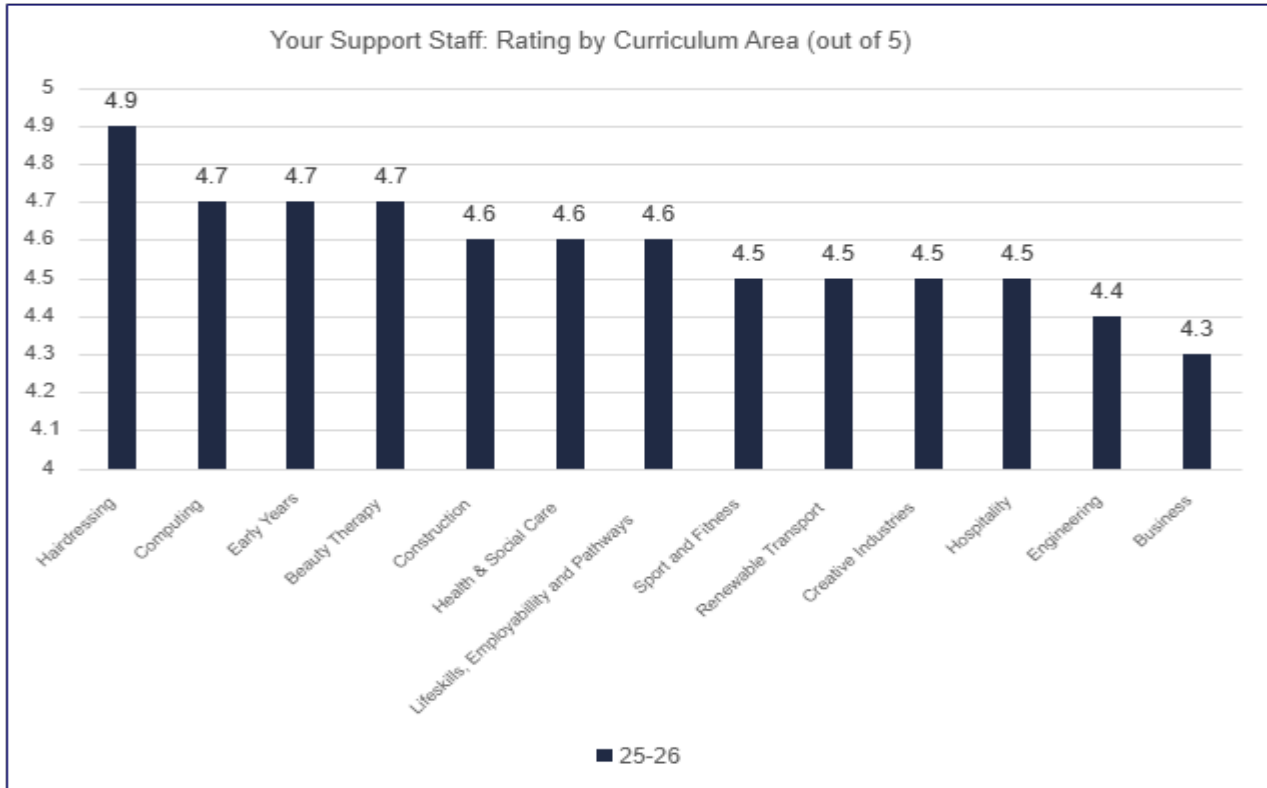


The majority of comments noted that curriculum staff were approachable and supportive. A selection of individual comments from the Your Curriculum Staff question are:

- All my lecturers are very easy to talk to and very understanding. When I've had an issue with my work, they ask me if I understand my task, when I don't they take me through it.
- Curriculum staff are all very easy to talk to and always willing to help out! Even through emails they've been super helpful and give a lot of good advice.
- I could not praise my Lecturers enough. Each and every one of them have been so patient with me and so helpful. If I am ever struggling to understand anything, they will have a one on one with me to go through things again.
- I feel supported by my lecturer and I feel I can talk openly about any problems I may have, Also the lecturer goes above and beyond to make sure we all feel supported.
- Lecturers are very supportive and approachable, I feel well guided by them.

## Question 7 – Your Support Staff

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

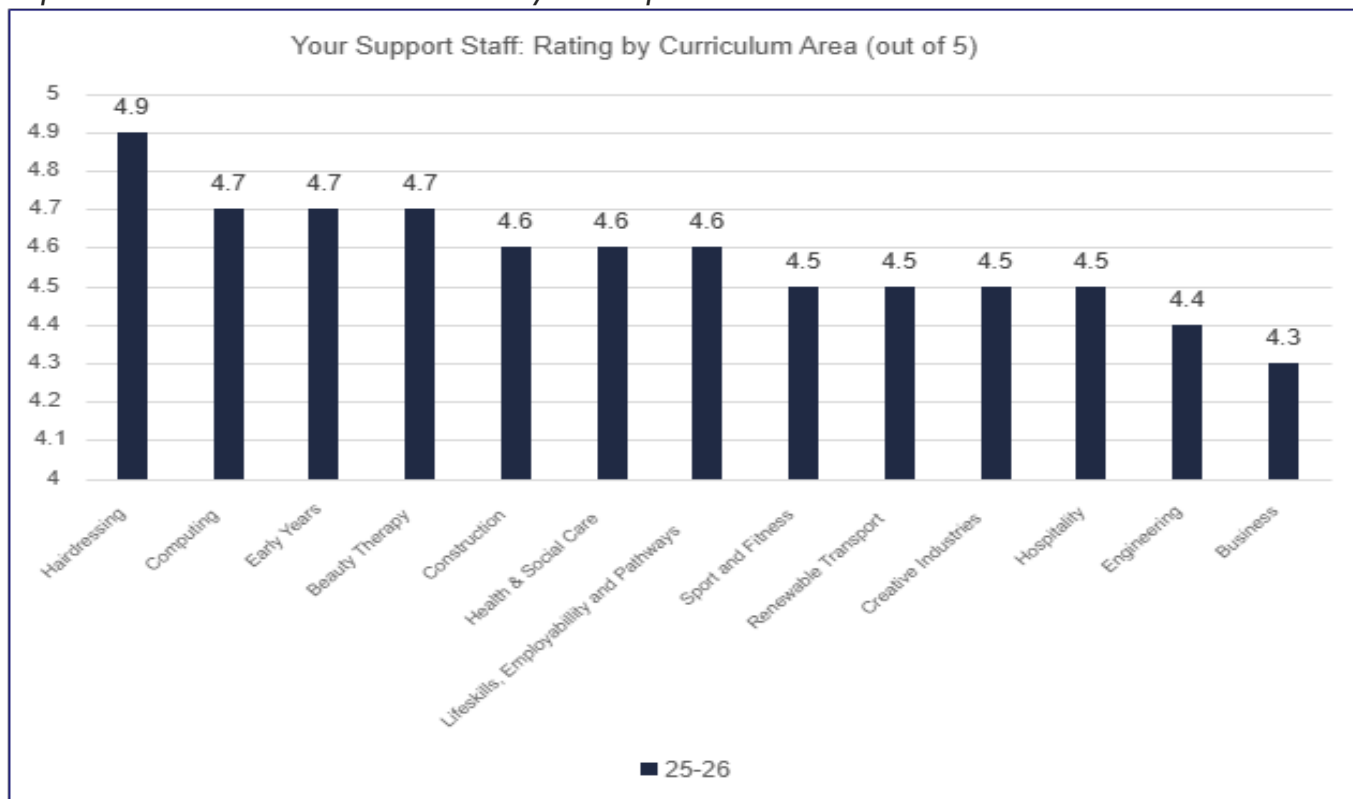


The majority of comments referred to support staff being helpful, supportive and approachable. A selection of individual comments from the Your Support Staff question are:

- The study services staff are just amazing! The college counsellor is also amazing, such a lovely genuine lady. She really listens to your concerns and provides you with a safe space to talk about heavy topics.
- Brilliant support services, constantly checked in with and major help when needed.
- In my experience, when support staff are helpful and approachable, I feel supported both as a student and as an individual. Overall, their assistance makes a big difference in managing challenges and staying motivated
- I have spoken to them a few times and they are super friendly, and have happily gave me great advice in which makes me feel very safe and respected.

## Question 8 – Support and Guidance

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



The majority of comments referred to our support services as being really effective and our application process being straightforward. A selection of individual comments from the Support and Guidance question are:

- 👉 All been very helpful. Had a lovely experience with student advisors - made me feel comfortable.
- 👉 All of the support services during the application process were very helpful and made the process simpler.
- 👉 Having had some trouble with course funding the student advisors were fantastic at helping me with advice on other services available
- 👉 I feel the support services have helped by making me know they are available whenever we need them, although I haven't personally had to use them yet.
- 👉 It was very accessible and easy for me, it was in a preferred layout method as well as clear emails telling me what to do.

## Question 9 – “One thing”

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

A total of 599 students provided a response to this question. Feedback from 280 students indicated they had either no suggested improvements, were unsure at this point in time or their college experience had been positive so far.

There were 319 comments logged, noting specific areas where we could do better. These are free text responses which have been examined for key themes.

Session	25-26	24-25	23-24	22-23
Number of comments received	319	310	359	217

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

Theme	25-26	24-25	23-24	22-23
Catering provision, choice and pricing	15.1%	21.9%	25.6%	26.7%
Curriculum	42.3%	50.2%	43.7%	34.1%
Estates	12.2%	5.1%	10.6%	13.4%
Digital Services	4.7%	3.5%	6.1%	4.6%
Support/Funding	2.2%	2.3%	2.8%	4.1%
Transport	15.4%	6.8%	4.5%	7.4%
On campus activities	6.0%	9.3%	6.1%	9.7%
Other	2.2%	1.0%	0.6%	0.0%

There has been a slight increase in the number of comments (+9) submitted in relation to ‘one thing we could do better’ in comparison to last session. A number of key themes have been identified and these include the following:

- Online and Hybrid Learning (across all questions we have received comments from those who like it and those who don't)
- Price and availability of bottled water on campus 9 comments (8 comments in 24-25)
- Cheaper Food Prices and Better Options 28 Comments (26 comments in 24-25)
- Bus services to and from college

The number of comments relating to Estates increased by 7.1% from session 24-25 with students commenting on the installation of speed bumps in the college car park and locker provision.

The number of comments relating to Transport increased by 8.6% from session 24-25. This can be attributed to the issues arising following the change of local transport provider.

The comments relating to On Campus activities reduced by 3.3% on comparison to session 24-25. This can be attributed to the Active Campus Co-Ordinator being in post for a second session and many activities are established.

'Other' comments increased marginally by 1.2% from session 24-25 with comments made relating to the provision of lanyards and the quantity of student surveys.

A large quantity of the "One Thing" comments provided positive feedback and were not related to a particular theme. A sample are provided below:

- 👉 College is perfect for me so far
- 👉 I am very happy at college and don't see any changes that would need to be made
- 👉 I think my college experience so far has been ideal so I don't really have a singular thing I could point out to make it better.
- 👉 Nothing that I can think of, thanks for everything
- 👉 Nothing I've had a good experience so far
- 👉 Nothing I can really think of. I enjoy coming here I always have since I started everyone is great.
- 👉 I'm not sure there is anything that would currently improve my experience at the college as I have had a very good experience so far.

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

Theme	25-26	24-25	23-24	22-23
Number of curriculum related comments	135	156	157	74
Course content/management	46.7%	51.9%	42%	59.5%
Hybrid learning	14.1%	14.7%	10.8%	21.6%
Rooms/tools/facilities	20.0%	14.4%	23.6%	6.8%

Start times/breaks	12.6%	10.3%	17.8%	9.5%
Support	6.7%	8.3%	5.7%	2.7%
Other	0.0%	0.6%	0%	0%

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

### Overall Curriculum Comparison ratings Questions 1 to 8

Curriculum Area	Overall	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
Hairdressing	4.9	4.9	4.9	4.7	4.9	4.9	5.0	4.9	4.9
Computing	4.7	4.6	4.6	4.7	4.7	4.6	4.8	4.7	4.6
Beauty Therapy	4.7	4.6	4.7	4.8	4.8	4.7	4.8	4.7	4.7
Health & Social Care	4.6	4.6	4.7	4.5	4.5	4.5	4.7	4.6	4.6
Early Years	4.6	4.6	4.6	4.5	4.7	4.5	4.7	4.7	4.6
Construction	4.6	4.5	4.6	4.7	4.7	4.6	4.6	4.6	4.6
Sport and Fitness	4.5	4.5	4.5	4.6	4.5	4.5	4.6	4.5	4.5
Renewable Transport	4.5	4.4	4.4	4.6	4.6	4.5	4.7	4.5	4.5
Lifeskills, Employability and Pathways	4.5	4.2	4.5	4.5	4.4	4.5	4.7	4.6	4.5
Hospitality	4.5	4.4	4.5	4.6	4.6	4.5	4.6	4.5	4.4
Engineering	4.5	4.4	4.5	4.5	4.5	4.5	4.6	4.4	4.4
Creative Industries	4.3	4.2	4.4	4.3	4.4	4.2	4.4	4.5	4.3
Business	4.2	4.1	4.4	4.1	4.2	4.2	4.4	4.3	4.2

### Overall Curriculum Comparison – Participation versus Overall Satisfaction

Curriculum Area	Participation	Overall Satisfaction
Computing	92%	4.7
Business	90%	4.2
Hairdressing	84%	4.9
Lifeskills, Employability and Pathways	79%	4.5
Creative Industries	76%	4.3
Hospitality	73%	4.5
Construction	72%	4.6
Sport and Fitness	70%	4.5
Health & Social Care	68%	4.6
Beauty Therapy	66%	4.7
Engineering	62%	4.5
Early Years	61%	4.6
Renewable Transport	36%	4.5

## **Further improvement**

It was highlighted that this survey has coincided with another student survey over the last two sessions. Both surveys will be combined into one for session 26-27 to avoid survey fatigue for students.

The Performance Team  
October 2025

<b>Learning and Teaching Committee</b>		
Agenda Item	<b>10</b>	
Paper Number	<b>LT1125-10.1</b>	
Date of Meeting	<b>18 November 2025</b>	
Location	<b>MS Teams</b>	
Title of Paper	<b>Student Engagement and Partnerships</b>	
Presented by	<b>Kate Glendye</b>	
<b>Recommendation</b>	<b>Discussion</b>	
<b>Freedom of Information Disclosure Assessment</b>		
FOI flag:	<input type="checkbox"/> Disclosable <input checked="" type="checkbox"/> Non-disclosable	
Reason/s for choice:	This work is in progress	
Notes from author: (When will it become disclosable? Has FOI Officer guidance been sought?)		
<b>Further comments/updates after initial submission</b>		
Date added	Added by (name and role)	Comment/detail

**Read Time:** 3 minutes

**1. Recommendation**

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

## 2. Executive Summary

- 2.1 A successful inaugural Class Rep Conference was held with 46 students in attendance In Dumfries.
- 2.2 All curriculum levels areas and levels have representation, with 104 Class Reps across both campuses.
- 2.3 Monthly Class Rep Meetings and block-based Student Experience Committees have been scheduled to ensure regular engagement and feedback loops.
- 2.4 We aim to support three student-led enhancement projects during the year.
- 2.5 A new student development programme, Start Something: Entrepreneurial Mindset for College Students, will launch this Academic Year.
- 2.6 This programme is supported by funding from South of Scotland Enterprise (SOSE) and the Scottish Government.

## 3. Context

### 3.1 Class Representative System

- 3.1.1 This academic year, there are 104 Class Reps confirmed. All curriculum areas and each level are represented, ensuring that student voice is captured from across the full range of subject areas and qualification levels. Reps have been identified across the majority of full-time courses and are supported through training, regular meetings, and opportunities to contribute meaningfully to College decision-making.

### 3.2 Class Rep Conference

- 3.2.1 The College's first Class Rep Conferences were arranged to formally welcome and train representatives:
  - The Dumfries Conference was held on 9 October 2025
  - The Stranraer Conference took place on 28 October 2025
- 3.2.2 All Class Reps were invited to attend the conference most convenient to them. The Dumfries event welcomed around 45 attendees. Both events were designed to support student confidence, connection, and clarity of role.
- 3.2.3 Key features of the conferences include:
  - Introductions from the Principal and Vice Principal
  - A session on the new Quality Arrangements and the importance of student voice in enhancement planning
  - SPARQS training delivered by Luke Wells (Student Engagement and Capacity Lead)
  - Networking opportunities and peer engagement
  - Active presence from the Student Association

### 3.3 Ongoing Student Engagement Structures

3.3.1 To build on the momentum of the Class Rep system, the following engagement structures are in place:

- Monthly Class Rep Meetings – held across the year to allow regular feedback and discussion
- Block-based Student Experience Committees – designed to capture themes and to initiate enhancements.
- Student-led Enhancements – with a target of at least three student-led improvements this year, supported through staff mentorship and action planning

3.4 Led by Luke Wells, this programme focuses on developing entrepreneurial thinking, problem-solving, and confidence in students. It complements curriculum delivery and supports employability and innovation goals.

- The programme is jointly funded by SOSE and the Scottish Government.
- It is part of our broader commitment to building student capacity and delivering on the ambitions of Mission 2030.

## 4. Finance & Resource Implications

4.1 Delivery of Start Something is fully supported through external funding from SOSE and the Scottish Government.

## 5. Risk

Risk	Mitigations
Risk 10. Failure to achieve an effective student experience.	<ul style="list-style-type: none"> <li>➤ Curriculum team meetings</li> <li>➤ Self-Evaluation Reportage – Curriculum</li> <li>➤ Student early experience survey and Student Satisfaction and Engagement Survey (SSES)</li> <li>➤ Student representative meetings</li> <li>➤ Self-Evaluation Reportage – Support</li> <li>➤ Complaint Procedure</li> <li>➤ Observation of Learning process</li> </ul>

## 6. Implications

<b>Financial</b>	<b>NO</b>	
<b>Legal</b>	<b>NO</b>	

<b>Learning and Teaching</b>	<b>NO</b>	
<b>Equalities</b>	<b>NO</b>	

**Kate Glendye**

Director of Student Experience and Innovation | Business Transformation

7 November 2025

<b>Learning and Teaching Committee</b>		
Date of Meeting	<b>18 November 2025</b>	
Paper Number	<b>LT1125-11.1</b>	
Agenda Item	<b>11</b>	
Subject of Paper	<b>Annual SPSO Complaints Report</b>	
Primary Contact	<b>Sonya Rutter</b>	
Date of Production	<b>27 October 2025</b>	
Action	<b>For Noting</b>	
<b>Freedom of Information Disclosure Assessment</b>		
FOI flag:	<input checked="" type="checkbox"/> Disclosable <input type="checkbox"/> Non-disclosable	
Reason/s for choice:	As part of the Scottish Public Service Ombudsman (SPSO) requirements, this will be made available via the College Website	
Notes from author: (When will it become disclosable?)	October 2025	
<b>Further comments/updates after initial submission</b>		
Date added	Added by (name and role)	Comment detail

**Read Time:** 20 minutes

**1. Recommendation**

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

**1.1 Key Points**

- 1.1.1 Overall complaints have decreased over a three-year period.
- 1.1.2 The overall number of complaints decreased significantly from 41 to 30.
- 1.1.3 The number of Stage 1 complaints decreased significantly from 22 to 14.
- 1.1.3 There is a slight decrease in the number of Stage 2 complaints, 16 for Session 24-25 compared to 19 in Session 23-24
- 1.1.4 Complaints per 100 population dropped from 0.85% to 0.62%.

**2 Executive Summary**

- 2.1 The purpose of the report is to provide an overview of our performance in handling complaints effectively, resolving complaints in a timely manner and identifying opportunities for improvement when our service falls short of expectations. The College is required to comply with the Scottish Public Services Ombudsman’s (SPSO) Model Complaints Handling Procedure and report annually on our performance in handling complaints. It is also part of our duties under Freedom of Information legislation.
- 2.2 This report covers the period 1st August 2024 to 31st July 2025. In this period there were 14 frontline complaints (Stage 1\*) and 16 complaints requiring a full investigation (Stage 2\*\*). 1 complaint was escalated to Stage 2.

**3 Context**

- 3.1 Please refer to the attached report.

**4. Strategic Implications**

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

**5. Risk**

Risk	Mitigations
Risk 10. Failure to achieve an effective student experience.	<ul style="list-style-type: none"> <li>➤ Complaints Handling Procedure in place, as per Scottish Public Services Ombudsman (SPSO) and can be utilised as a means to address dissatisfaction with the services we offer</li> <li>➤ Quarter and Annual Reports produced that highlight Lessons Learned as a result of complaints</li> <li>➤ Complaints Handling Online Module in place for all staff</li> </ul>

## 6. Implications

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

**Sonya Rutter**

Performance Manager

27 October 2025



**Dumfries and  
Galloway College**

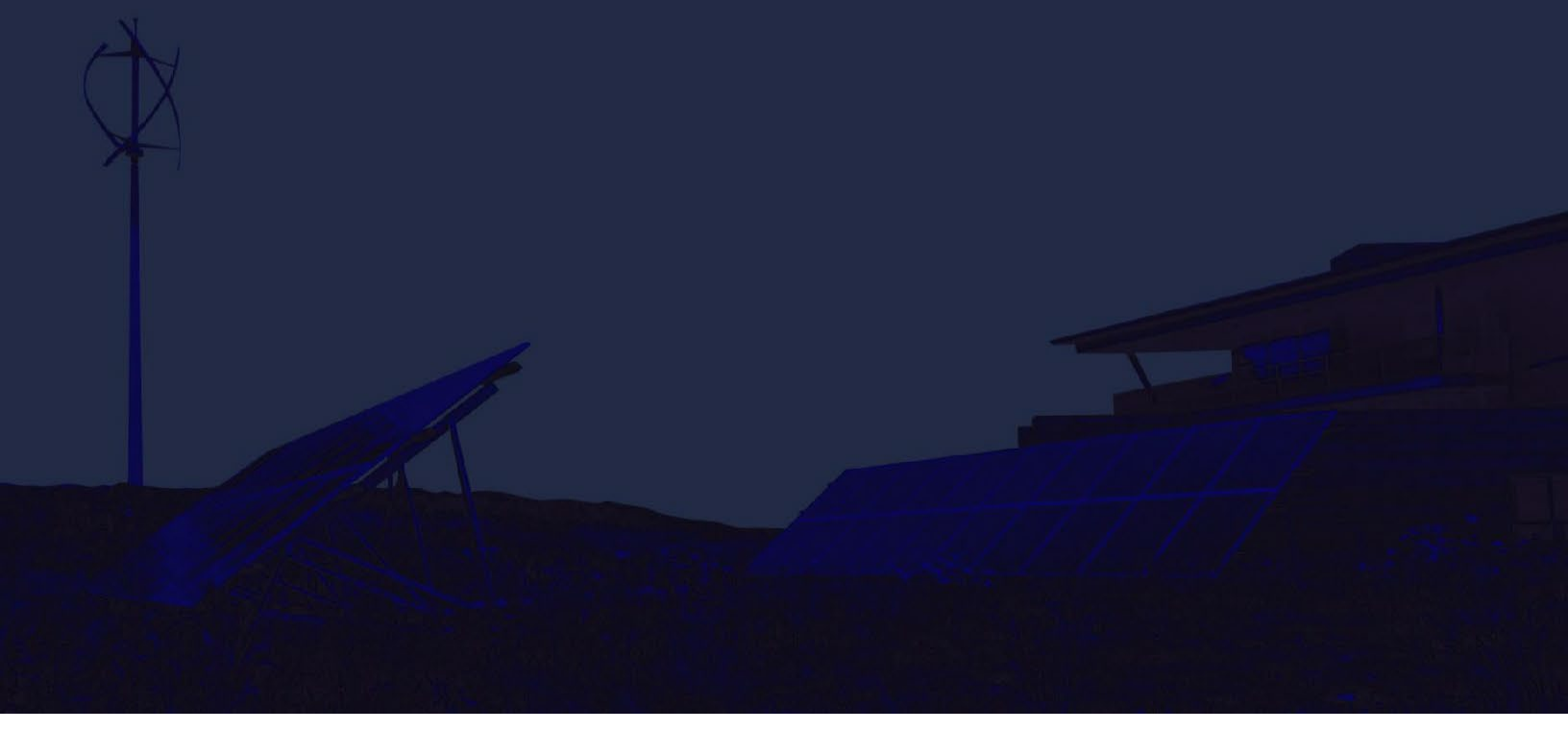
One step ahead

# **ANNUAL COMPLAINTS HANDLING REPORT, ACADEMIC YEAR 24-25**

Performance Team

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September 2025



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# Annual Complaints Handling Report Academic Year 2024–2025

## 1. *The Purpose of the Report*

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

## 2. *Background to the Report*

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

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

## Complaint reporting

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

## Complaints received by Category and Complaint Outcomes

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

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

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

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

### 3. *Key Observations*

- 👉 The overall number of complaints has decreased significantly from 41 to 30.
- 👉 The number of Stage 1 complaints has decreased, 14 for session 24-25 compared to 22 in Session 23-24
- 👉 There is a slight decrease in the number of Stage 2 complaints, 16 for Session 24-25 compared to 19 in Session 23-24
- 👉 Complaints per 100 population dropped from 0.85% to 0.62%
- 👉 Stage 1 and 2 complaints were most frequent in Q2 (7 Stage 1s and 7 stage 2s)
- 👉 The number of complaints closed in full at Stage 1 within 5 working days decreased, 71% for 24-25 compared to 86% for 23-24, with the average time to close being 4.21 days
- 👉 The number of complaints closed in full at Stage 2 within 20 working days decreased by 26% (53% for 24-25 which is a significant decline on the 79% closure rate for 23-24), with the average time to close being 26.4 days.
- 👉 Escalations from Stage 1 to Stage 2 were minimal, with 1 case in Session 2024-25, 1 less from the previous session
- 👉 The number of Stage 1 complaints Upheld increased by 13%
- 👉 The number of Stage 1 complaints Partially Upheld remained the same (0%)
- 👉 The number of Stage 1 complaints Not Upheld decreased by 6%
- 👉 The number of Stage 1 complaints Resolved decreased by 6%
- 👉 The number of Stage 2 complaints Upheld increased by 50%
- 👉 The number of Stage 2 complaints Partially Upheld increased by 20%
- 👉 The number of Stage 2 complaints Not Upheld increased by 30%
- 👉 The number of Stage 2 complaints Resolved decreased by 42%

### 4. *The Report*

This report covers the period 1<sup>st</sup> August 2024 to 31<sup>st</sup> July 2025. In this period there were 14 frontline complaints (Stage 1\*) and 16 complaints requiring a full investigation (Stage 2\*\*). 1 complaint was escalated to Stage 2.

\* complaints that are straightforward, requiring little or no investigation

\*\* complaints that are complex, serious or 'high risk and where the customer is not satisfied with the frontline response

## 2024-2025 Performance Indicators 1 – 4

### *Indicator One: The total number of complaints received*

1	Quantitative Indicator	2024-25	2023-24	2022-23
1.1	Number of complaints received	30	41	51
1.2	Number of complaints received per 100 population as a %	0.62%	0.85%	0.99%

Fewer complainants (30) utilised the complaint handling procedure in Session 24-25 than in session 23-24. The number of complainants utilising the complaint handling procedure has reduced over three consecutive sessions.

Breakdown of Complaints	2024-25	2023-24	2022-23
Stage 1 Number of complaints received	14	22	22
Stage 2 Number of complaints received	16	19	29
Stage 1 Number of complaints escalated to Stage 2	1	2	1

There is a notable decrease in the number of Stage 1 complaints, 14 for session 24-25 compared to 22 in Session 23-24. A slight decrease was noted for Stage 2 complaints, 16 for Session 24-25 compared to 19 for Session 23-24.

### **Escalations from Stage 1 to Stage 2**

One escalation was noted for Session 24-25, which is comparable to the two previous sessions.

Breakdown of Complaint Categories per Academic Session	2024-25	2023-24	2022-23
<b>Stage 1</b>			
Customer Care	2	5	2
Applications, Admission, Progression	1	2	4
Course Related	8	10	7
Services	2	4	4
Facilities	1	1	5
<b>Stage 2</b>			
Customer Care	7	10	12
Applications, Admission, Progression	0	1	8
Course related	9	6	7
Services	0	2	1
Facilities	0	0	1
<b>Escalated Complaints</b>			
Applications, Admission, Interview, Enrolment	0	0	1
Course related	0	2	0

Services	1	0	0
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For stage 1 complaints 57.1% were course related, with a reduction (-2) noted in comparison to the number received in session 23-24. All other categories also noted a reduction in the number of complaints received.

Stage 2 complaints also noted the highest percentage for the course related category, 56.3% (9 complaints). An increase (+3) was noted on comparison to session 23-24 . The remaining 43.8% was in relation to customer care complaints, a reduction (-3) was noted on comparison to session 23-24.

Analysis shows that 6 Stage 2 complaints received had a common theme, all others were isolated and do not pertain to any one key area or team within the college.

Child Friendly Complaints	Quantity
Stage 1 Number of Child Friendly complaints received	0
Stage 2 Number of Child Friendly complaints received	2
Escalated Complaints Number of Child Friendly complaints received	0

Breakdown of Complaints per Quarter	2024-25	2023-24	2022-23
<b>Stage 1</b>			
Quarter 1 (August – October)	1	11	8
Quarter 2 (November – January)	7	6	7
Quarter 3 (February – April)	2	2	2
Quarter 4 (May – July)	4	3	5
Stage 1 Total Number of complaints received	14	22	22
<b>Stage 2</b>			
Quarter 1 (August – October)	2	5	12
Quarter 2 (November – January)	7	6	6
Quarter 3 (February – April)	2	4	7
Quarter 4 (May – July)	5	4	4
Stage 2 Total Number of complaints received	16	19	29
<b>Escalated Complaints</b>			
Quarter 1 (August – October)	0	2	1
Quarter 2 (November – January)	0	0	0
Quarter 3 (February – April)	0	0	0
Quarter 4 (May – July)	1	0	0
Escalated Complaints Total Number	1	2	1

Analysing the number of complaints received per quarter, we note a considerable decrease in the number of Stage 1 complaints received in Quarter 1 (1 complaint), 11 were received in 23-24 and 8 received in 22-23. This is attributed to the industrial action which took place in the two previous sessions, with resulting being delayed and awarding body certificates were not issued.

The number of Stage 2 complaints received each quarter are comparable to session 23-24, with only slight variances.

Stage 1 escalations remained rare, with only 1 occurring in Q4 of Session 24-25. This complaint was escalated to Stage 2 due to timescale, as further investigation could not be completed within the 5 working day Stage 1 timeframe due to staff annual leave.

<b>Breakdown of Complaints per Complainant Category</b>	<b>2024-25</b>	<b>2023-24</b>	<b>2022-23</b>
<b>Stage 1</b>			
Current Student	8	12	18
Former Student	0	6	1
Parent/Carer	1	4	1
Business Client	4	0	0
Service User	1	0	1
Visitor/Member of the Public	0	2	0
Stage 1 Total Number of complaints received	14	24	21
<b>Stage 2</b>			
Current Student	9	13	19
Former Student	1	1	4
Parent/Carer	2	6	5
Business Client	3	1	1
Service User	0	0	0
Visitor/Member of the Public	0	0	1
Stage 2 Total Number of complaints received	15	21	30

The majority of Stage 1 and Stage 2 complaints are received from current students.

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

2	Quantitative Indicator	24-25		23-24		22-23	
		No.	%	No.	%	No.	%
2.1	Number of complaints closed in full at stage 1 within five working days as % of all stage 1 complaints responded to in full	10	71%	19	86%	15	68%
2.2	The number of complaints closed in full at stage 2 within 20 working days as % of all stage 2 complaints responded to in full	8	53%	15	79%	17	59%
2.3	The number of complaints closed in full after escalation within 20 working days as % of all complaints responded to in full after escalation.	1	100%	2	100%	1	100%

The number of Stage 1 complaints closed in full within the five working days decreased by 15% (71% for 24-25 compared to 86% for 23-24). Communication issues and late responses from complainants impacted on the timescale adherence. For next session staff will be reminded on the importance of complaint resolution within 5 days for Stage 1 complaints.

### **Number of complaints as a % of all complaints closed at stage 1**

100% of stage 1 complaints were closed off. 71% were closed within the 5 working day timescale, with 29% taking longer than the 5 working day timescale to close off.

The number of complaints closed in full at Stage 2 within 20 working days noted a significant decrease of 26% for Stage 2 complaints (53% for 24-25 which is a significant decline on the 79% closure rate for 23-24). Complex complaints and staff and complainant holidays impacted on the timescale adherence. For next session staff will be reminded on the importance of complaint resolution within 20 days for Stage 2 complaints.

### **Number of complaints as a % of all complaints closed at stage 2**

100 % were closed off. 53% were closed within the 20 working day timescale, with 47% taking longer than the 20 working day timescale to close off.

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

Quantitative Indicator		Average time in working days 2024-2025	Average time in working days 2023-2024	Average time in working days 2022-2023
3.1	Average time in working days to respond to complaints at stage 1	4.21	3.75	3.81
3.2	Average time in working days to respond to complaints at stage 2	26.4	15.15	18.83
3.3	Average time in working days to respond to complaints after escalation	4	10.5	9

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

In 2024-25 the average time in working days to close a Stage 1 complaint was 4.21 days (3.75 days in Session 23-24, and 3.81 days in Session 22-23). In 2024-25 the average time in working days to close a Stage 2 complaint was 26.4 days (15.15 days in Session 23-24, and 18.83 days in Session 22-23). For both Stage 1 and Stage 2 complaints we note an increase in the average time to respond to complaints.

For the escalated complaint the resolution time is notably less than the two previous sessions.

*Indicator Four: The outcome of complaints at each stage*

	Quantitative Indicator	Upheld			Partially Upheld			Not Upheld			Resolved		
		24-25	23-24	22-23	24-25	23-24	22-23	24-25	23-24	22-23	24-25	23-24	22-23
4.1	Number of complaints as a % of all complaints closed at stage 1	4 (31%)	4 (18%)	10 (48%)	0 (0%)	0 (0%)	2 (10%)	1 (8%)	3 (14%)	3 (14%)	8 (62%)	15 (68%)	6 (29%)
4.2	Number of complaints as a % of all complaints	9 (50%)	0 (0%)	10 (34%)	3 (20%)	0 (0%)	1 (3%)	3 (20%)	11 (58%)	7 (24%)	0 (0%)	8 (42%)	11 (38%)
	closed at stage 2												

4.3	Number of complaints as a % of all complaints closed after escalation	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	2 (100%)	0 (0%)
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\*\*\*A complaint is resolved when both (the organisation) and the customer agree what action (if any) will be taken to provide full and final resolution for the customer, without making a decision about whether the complaint is upheld or not upheld.

The number of Stage 1 complaints Upheld increased by 13% from Session 23-24 to Session 24-25 (although the number of complaints remains at 4). The number of complaints Resolved in Session 24-25 decreased by 7% from Session 23-24 (from 15 to 8).

The number of Upheld complaints in 24-25 increased by 50% (0% in 23-24) and by 16% on comparison to Session 22-23.

### **Number of complaints as a % of all complaints closed after escalation**

100% of complaints were closed after escalation.

In summary, the number of complaints has decreased overall, with a decrease in complaint handling times for both Stage 1 and Stage 2, and a higher percentage of complaints being upheld within set deadlines, particularly for Stage 2 complaints.

### *Customer satisfaction with complaints process*

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

- 👉 Whether the complaints process was easy to access
- 👉 Whether they received a prompt acknowledgement of their complaint
- 👉 Whether they were dealt with courteously at all times

- Whether their complaint was thoroughly investigated
- Whether they received a fair and clear response and within an appropriate timescale

For session 24-25 a survey (via Microsoft Forms platform) was utilised for a third consecutive session. This allowed the team to easily produce quantitative data for several outcomes. It was anticipated that complainants would find this approach to providing feedback much easier and be encouraged to respond. However, responses continue to be low. We will continue to monitor the feedback on a regular basis and identify areas where this can be improved.

Response rates for the three sessions are provided below:

Response rates for CHP feedback	24-25	23-24	22-23
Number of responses received	6 (30%)	8 (20%)	14 (28%)
Response method	Microsoft Forms	Microsoft Forms	Microsoft Forms

Despite there being a decrease in the number of responses provided, we can reflect on the responses for Session 24-25 outcomes as indicated in the table below:

Complaint Handling Point	Strongly Agree			Agree			Disagree			Strongly Disagree		
	24-25	23-24	22-23	24-25	23-24	22-23	24-25	23-24	22-23	24-25	23-24	22-23
Session:												
I found the complaints process easy to access	1 (16.7%)	3 (35.7%)	5 (35.7%)	6 (66.7%)	3 (35.7%)	7 (50.0%)	1 (16.7%)	2 (25.0%)	2 (14.3%)	0 (0%)	0 (0%)	0 (0%)
I received a prompt acknowledgement of my complaint	1 (16.7%)	1 (12.5%)	3 (21.4%)	5 (83.3%)	5 (62.5%)	9 (64.3%)	0 (0%)	2 (25.0%)	2 (14.3%)	0 (0%)	0 (0%)	0 (0%)
I was dealt with courteously at all times	2 (33.3%)	3 (37.5%)	3 (21.4%)	4 (66.7%)	4 (50.0%)	11 (78.6%)	0 (0%)	1 (12.5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
I found my complaint was thoroughly investigated	1 (16.7%)	2 (25.0%)	2 (14.3%)	3 (50.0%)	4 (50.0%)	6 (42.9%)	2 (33.3%)	1 (12.5%)	5 (35.7%)		1 (12.5%)	1 (7.1%)
I received a fair and clear response to my complaint, within an appropriate timescale	1 (16.7%)	3 (37.5%)	3 (21.4%)	2 (33.3%)	2 (25.0%)	6 (42.9%)	3 (50%)	3 (37.5%)	5 (35.7%)	0 (0%)	0 (0%)	0 (0%)

We are satisfied that the complaints handling procedure is easily accessible with the combined response rate for Strongly Agree and Agree being 83.4% (Session 24-25), 75.0% (Session 23-24) and 85.7% (Session 22-23). The various methods by which a complaint can be submitted attributes to this.

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

Complaint Handling Point	Combined response for Strongly Agree & Agree		
	24-25	23-24	22-23
I received a prompt acknowledgement of my complaint	100%	75.0%	85.7%
I was dealt with courteously at all times	100%	87.5%	100%
I found my complaint was thoroughly investigated	66.7%	75.0%	57.2%
I received a fair and clear response to my complaint, within an appropriate timescale	50%	62%	64.3%

A Positive comment was received regarding the complaints handling process, which included: *We were not initially aware of the procedure, however, once we had been made aware of it, the process was logical and the procedure was implemented and carried out in a professional way.*

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

## *Learning from Complaints: Service Delivery Improvements*

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

Following complaints received in Academic Year 2024-25, service delivery has been improved in the following areas:

Quarter 1

### **Course Management**

Classroom management and health and safety observations will be closely monitored in Engineering workshops.

Quarter 2

### **Campus facilities**

Regular monitoring of Stranraer car park to ensure users of car park are not misusing the disabled parking spaces.

### **Staff Conduct**

Equality and Diversity Training will be undertaken by a member of the canteen staff to enhance their customer service skills.

### **Workbased learning**

For workbased learning, a RAG rating system will be implemented for the one-to-one progress sessions between the assessor and their line manager, where candidate will be reviewed based on percentage completed in their online portfolio against target.

Quarter 3

### **Short Courses**

Due to a less than satisfactory experience with a short course we acknowledged issues around the course provision and provided compensation to the business client. The issues were addressed to ensure there were no concerns regarding any future provision.

Quarter 4

### **Student Journey – Student applications**

Following a complaint concerning the delay in processing an application the Student Journey Manager is reviewing staff cover during the summer break. This will ensure that all applications, regardless of when they are received will be processed timeously.

### **SPSO (Scottish Public Services Ombudsman)**

No complaints relating to Dumfries and Galloway College were submitted to SPSO during Academic Session 2024-2025.

The Performance Team, September 2025

<b>Learning &amp; Teaching Committee</b>		
Agenda Item	<b>12</b>	
Paper Number	<b>LT1125-12.1</b>	
Date of Meeting	<b>18 November 2025</b>	
Location	<b>MS Teams</b>	
Title of Paper	<b>Academic Council Report</b>	
Presented by	<b>Phil Storrier</b>	
<b>Recommendation</b>	<b>Noting</b>	
<b>Freedom of Information Disclosure Assessment</b>		
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?)		
<b>Further comments/updates after initial submission</b>		
Date added	Added by (name and role)	Comment/detail

**Read Time:** 3 minutes

**1. Recommendation**

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

## 2. Executive Summary

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

## 3. Context

3.1 The first two Academic Council meeting of the 2025/26 session focused on quality assurance, student engagement, performance indicators, and strategic planning. Six meetings are scheduled for the year, with some shorter sessions dedicated to action-focused discussions. At the end of last academic year we conducted a review with members and agreed a change in format to include additional working group meetings to focus on developing college actions or enhancement.

### 3.2 Formal Meeting Update - 03.09.25

#### 3.2.1 Student Association

Freshers Week engagement is strong. A new Student Capacity and Engagement Lead has been appointed to strengthen class representation and deliver confidence-building workshops. Actions include introducing new SA officers in communications and tracking class engagement.

#### 3.2.2 Quality Arrangements

Preparations for the March TQEF review are underway, with early planning and additional meetings scheduled post-Christmas. PI performance remains strong, with zero actions from Education Scotland and a positive MA review. Work continues on evidence gathering and dashboard development.

#### 3.2.3 Performance Indicators (Interim)

Student success rates are stable overall. Non-attendance is the main withdrawal factor; targeted interventions and data-driven support are in place. Care-experienced students are performing 11% above sector average. Focus areas include forensic evaluation of partial successes and linked to that the considerations of reviewing assessment strategies.

#### 3.2.4 Awarding Body Summary

50 visits completed successfully; recommendations reduced by 50% compared to last year. Good practice sharing will be strengthened through CPD and team discussions.

#### 3.2.5 Mission 2030 Operationalisation

Three high-level objectives have been defined to align with Mission 2030. SLT will lead enhancement planning with managers, ensuring objectives cascade effectively. Full action plan due by end of September and will be shared.

#### 3.2.6 Admissions Review

Applications are double target, enrolments ahead. Induction and MFA rollout successful. Recruitment mixed across areas; space pressures noted as average class size has doubled. Estates reviewing capacity.

### 3.2.7 Terms of Reference

Reviewed and updated. Members asked to propose themes for future meetings, including recruitment processes, alternative academic year models, and personal tutor roles.

3.3 Academic Council identified a range of areas of interest for exploratory discussions, and the top 3 areas were the Learning Weeks Model, Recruitment and Personal Tutor role.

### 3.4 Alternative Academic Year Models

3.4.1 The Council discussed flexible academic year structures to better meet curriculum needs and student needs. The proposal is to consider whether alternative approaches to the current 3 blocks of 12 weeks or a variety of options may offer better support for different students whilst offering more flexibility and empowerment for teaching teams. Progress on developing high level models that we could take to staff and students for considerations are a way off due to challenges in engagement at Academic Council with teaching staff due to timetabling restraints.

3.4.2 Actions:

- Shared Teams space created for collaboration (Complete).
- PS to gather data to inform model development (Complete).
- Limited Academic Staff in attendance thus they need to bring forward suggestions next year.

### 3.5 Recruitment

3.5.1 Recruitment commentary remains limited pending feedback on the new streamlined process designed to reduce manual intervention. Induction was reported as smooth and consistent with previous years.

3.5.2 Discussions:

- Student numbers increased by 295.
- Digital ticket volumes and complaints have reduced to normal levels.
- A new interview model was piloted; findings will be reviewed in a CLG session.
- Suggestions included enhancement videos and re-induction opportunities.
- It was agreed that based on evidence recruitment and onboarding is working well and is more about continuous improvement.

### 3.6 Personal Tutor Role

3.6.1 Discussion on the Personal Tutor role was postponed due to limited academic staff attendance.

3.6.2 Next Steps

- Continue development of alternative academic year models for wider discussion with staff and learner engagement.

#### 4. Strategic Implications

4.1 This paper is linked to the Student Experience Strategy.

#### 5. Risk

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

#### 6. Implications

<b>Financial</b>	<b>NO</b>	
<b>Legal</b>	<b>NO</b>	
<b>Learning and Teaching</b>	<b>YES</b>	All implications are outlined
<b>Equalities</b>	<b>NO</b>	

**Phil Storrier**

VP Curriculum & Student Experience

**05 November 2025**