

# Evaluative Report & Enhancement Plan 2017-2018





**The Region of Dumfries and Galloway is situated in the South West of Scotland. The college has two campuses, Dumfries and Stranraer, which are 75 miles apart. Dumfries campus is 77 miles from Glasgow and 79 miles from Edinburgh. The region has a population of 149,200, spread over 6,426km and is one of the most sparsely populated and the third largest in Scotland in terms of land mass.**

Rurality is a key characteristic of Dumfries and Galloway and while the areas around Stranraer and Dumfries are categorised as ‘accessible’ under the Scottish Government’s Urban/Rural Classification (2021b) the rest of the region is classified as either ‘remote’ or ‘very remote.’ The college’s approach to dealing with the rurality of the area is to provide a good infrastructure of travel to ensure that almost all learners can access either campus using college transport. The Region also has an ageing population with only 14.5% of the population aged 16 to 29 years, less than the Scottish average of 18.2% and persons aged 65 and over make up 25%, larger than the Scottish average of 19%. In 2017, Dumfries and Galloway experienced a population decrease of 0.21%.

The region as a whole has a lower percentage of residents who are qualified to NVQ4 and above,

than the rest of Scotland and the UK. However, we face a number of challenges, which impedes our ability to realise our full potential to contribute to the government’s ambitions. Although there are relatively high levels of deprivation across the region, this is masked by the dispersed nature of the population. This means that in any one area there is not the concentration of deprived individuals that would feature in the SIMD. However, the level of rural deprivation is illustrated by the fact that Dumfries and Galloway has one of the lowest average wage economies in Scotland. Dumfries and Galloway College is the only general further and higher education college in the region and provides a wide range of education and training opportunities across the region to meet the needs of individuals, communities and employers. The college covers a breadth of curriculum for Scottish Credit and Qualifications Framework (SCQF) levels 1 to 9 in the broad areas of:-

- Creative Industries
- Business and Computing
- Care
- Childcare
- Engineering and Motor Vehicle
- Built Environment
- Hair and Beauty
- Hospitality and Sport
- Supported Programmes e.g. Project Search and Princes Trust

The college aligns itself to the Scottish Funding Council (SFC) Regional Outcome Agreement, thereby delivering a portfolio of programmes to provide workforce development opportunities for individuals and employers across the region.

Since 2014, the college has adapted its curriculum to provide growth in Higher Education (HE) provision and an increase in full-time (FT) Further Education (FE) programmes in Engineering, Health and Social Care and Hospitality.

Due to the characteristics of the region, the college will remain financially challenged. In particular, the college is affected financially because of the need to duplicate curriculum and services in Stranraer. Small learner numbers and demand makes it difficult to sustain some provision and some courses require to be structured differently to those in Dumfries. For example, combining different levels of learners or using mixed methods of delivery in order to maintain that area of provision. This is also true for developing new curriculum.

#### Section 2 - Evaluation Methodology

The evaluation process for the preparation of this report involved the whole college, including the Student Association, to ensure that the overall report was fully inclusive of all Internal College Stakeholders. This included workshops with learners, lecturers, first line managers,

support service staff, heads of curriculum, executive managers and Board members. Guidelines from Education Scotland and the Scottish Funding Council have been used to gather this information. Key Stakeholders were identified and focussed discussions resulted in important themes being identified and recorded.

The Board’s self-evaluation report and resultant action plan were analysed and the subsequent streamlined themes were also incorporated in this report. In addition to this, feedback received by the external awarding body’s audits were also considered, to highlight both areas of strength and areas for development.

Qualitative inputs from workshops together with information from all college programme self-evaluations, learner surveys, Learner Voices, Regional Outcome Agreement, Education Scotland and employer surveys, were triangulated with all of the Quantitative Performance Indicator (PI) data available as part of the evaluation. Through self-evaluation each course identified and implemented a series of actions which were then analysed by Heads of Curriculum to highlight common themes and college-wide improvements and developments, including, for example, areas around learner engagement, attainment and retention.

## Outcomes and Impact –

### How good are we at ensuring the best outcome for all our learners?

#### Quality Indicator 3.1

#### Wellbeing, equality and inclusion

### What do we do well?

The college prides itself in being accessible to all learners. Academic and support staff are supportive in helping every learner progress. The college has robust policies and procedures in place to promote equality and diversity and is compliant with all current legislation. This ensures the college works effectively to eliminate any barriers for learners and staff who are studying and working within its campuses. Leaders within the college lead by example and promote equality and fairness. To support this:

- The college reviewed its Equality and Diversity Policy and practice early in the academic year, derived from and in conjunction with our Equality and Diversity Framework. The college's Equality and Diversity Policy sets out the baseline standard we expect to be upheld by students, staff and contractors throughout the college and provides a structure for the various statutory reports we are required to produce. It shows how these contribute to our overall activity. The framework operates as a continuous improvement framework with clear lines of governance from the cross-college Equality and Diversity Committee through to Board level and the Student Association is represented at this committee. As a result, all staff and learners are well supported by the college's focus on Equality and Diversity.

- This is supported further by the appointment this year of an Equality and Diversity Officer to implement and disseminate information to staff and students. In addition, we have appointed a Board Equality and Diversity Champion and the annual plan and report are now part of our college's annual schedule. The annual report includes an update for our Gender Action Plan, which this year has addressed college-wide issues to identify and remove barriers. This plan was updated this year to ensure that staff gender equality issues and gender identity issues were included. At this point, there is no significant impact but this is an on-going process.

- The college supports learners well in the provision of supportive technology/equipment to ensure that they are able to access learning, for example provision of a specially adapted wheelchair for a sports student, audio and visual digital equipment and adapted office chairs and specific desks for students who require them. The college has a 74% retention of students with a declared disability.

- Core Equality and Diversity Training forms part of the compulsory online induction training package for all staff. The impact of this is that staff are aware of these issues to inform their teaching.

- 250 students (from across the curriculum areas) and 120 staff, from all functions of the college, have been given further face to face training on such issues as individual rights under equality law, how to recognise bullying and harassment, gender identity/transgender awareness and a specialist package on equality issues in sport. Staff have also received Stonewall and Equate Training. Following this Bullying and Harassment training, areas that had suspected bullying have seen improved class behaviour and class culture has improved.

- The college and the local council have been successfully working on easier progression for the students with English as a Second Language (ESOL) and their requirements. Clear pathways for each individual learner are drawn up and better engagement with the community and the provision of a clear point of contact (the new ESOL Coordinator) for additional guidance and support has been implemented.

- The college has arrangements for helping students with barriers to attain that are both general and specific. For example, buses bring those students who need transport to and from college. This is essential for a rural area for all learners to be able to access education.

- The Point is an area beside the front entrance that contains all the first point of contact

services for student support, admissions and finance. Thoughtful planning of the campus allows accessibility to all areas and the college is continuously evaluating this for maximum effectiveness.

- The college has consistent support for students with mental health difficulties and student advisors signpost students to relevant organisations when required. Points of contact are placed at various clear locations around the college and students can access advice and help readily. This support is important to help students access relevant advice which may help them continue studying during challenging times.

- 146 class reps had training, to gather student feedback for improvement and evaluation within the different curriculum areas. All students have their say and this effectively allows all students to feedback their views online, verbally or in writing about potential curriculum improvements or issues for attention. This works well and enables all staff to address improvements or alterations to services or curriculum, providing the best possible opportunities to help students to progress and achieve.

**Outcomes and Impact –  
How good are we at ensuring the best outcome for all our learners?**

*Quality Indicator 3.1  
Wellbeing, equality and inclusion*

- The college met its target to deliver 14% of credits to those students with a known disability. It also exceeded the target of 1.2% for care-experienced students by delivering 2.77% and achieved over the target for ethnic minority groups, therefore, the college is well equipped and responsive to the needs of different learners and has clear and consistent outcomes for learners, irrespective of protected outcomes.
- The college has a gender balance plan in place involving areas that have a significant gender imbalance, for example, Hair & Beauty, Building and Engineering. Places are held open by admissions to allow extra time to recruit onto these courses and reach the target audience. The college continues to monitor these and other areas for significant trends and gender balances.

Gender on specific areas of Engineering and Health & Beauty where enrolments were delayed for gender balance purposes:				
	2016/17		2017/18	
	Male	Female	Male	Female
Building & Engineering FT FE	283	20	270	19
Building & Engineering FT HE	18	0	18	0
Hair & Beauty FT FE	6	134	4	155
Hair & Beauty FT HE	0	29	0	20

At present there has been no significant trend identified, however the college continues to monitor these statistics for any areas for improvement.

Gender success % by level and all courses lasting more than 160 hours:		
	Success 2016/17	Success 2017/18
FE Females	59%	61%
FE Males	65%	63.8%
HE Females	73.6%	67.7%
HE Males	61.4%	72%

At present there has been no significant trend identified, however the college continues to monitor these statistics for any areas for improvement.

- The college has an excellent library of resources (which is shared with other Crichton Campus academic partners). By taking into account the remote and rural nature of our learner population, the library provides an excellent service by operating region wide and allowing learners to access materials in a preferred format. This allows learning to take place in different ways, students to access information that would not be possible without it and provides a professional and conducive place to study.

The college has signed the Social Impact Pledge in order to make a positive impact on our communities and learners. Some of the areas this addresses include:

- A free breakfast, 5 days a week, is offered to all students on both campuses. This is to ensure that all students have a good start to their day, which will assist in learning and remove some of the barriers faced by our students such as distance travelled and financial difficulties. This breakfast club has won a “Highly Commended Award” at the national HE awards.
- Opening up the sports facilities for the use of Boccia (wheelchair) events for disabled sports participants. The college has good facilities for disabled access

including minibuses with hoists, changing rooms and toilets. The result of this is to demonstrate that the college is an inclusive environment wherever possible, without barriers for participation.

- The college allows the community and organisations to use its facilities in the holiday period by negotiation; this also encourages school age learners to see the college as a positive part of their community and a potential destination.

Most staff embrace the culture of celebrating diversity and facilitating a culture of inclusion in the college.

**What should we improve?**

We want to use the college’s Kaleidoscope project, which will be strategically located on the way to the canteen. It will encourage students from different protected backgrounds to feel even more integrated and valued for their diversity, opening up opportunities for discussion and sharing experiences. This combines our need to communicate with students on issues such as equality, diversity, sustainability, ecology, community and knowledge through one cross college team, including the Student Association President and Vice President. Each month a relevant theme, for example, Black History Month, LGBT History Month and Interfaith Month (to

## Outcomes and Impact – How good are we at ensuring the best outcome for all our learners?

### Quality Indicator 3.1 Wellbeing, equality and inclusion

include Holocaust Memorial Day) will be set up in a dedicated space in each campus. This will clearly display that the college attracts and benefits from students from all different backgrounds and cultures. This gives a wider perspective to a rural college and encourages the discussion of different cultures and viewpoints to enrich the learning experience.

- The fair and open access policy for potential students will continue but a more appropriate advice and interview procedure will be implemented. Progression opportunities will be more clearly identified on the website and this will allow applying students to fully understand their journey, be more informed from the outset and improve retention figures linked to students applying to incorrect courses.
- We want to improve further on the good retention rate of 73% of FT FE students with a declared disability and improve on the 63% success rate from those students. FT HE students have higher statistics at 79% retention with 65% attainment but this could also improve.
- The college will continue to take measures to improve both mental health awareness and gender issues for students.



### Quality Indicator - 3.2 Equity, attainment and achievement for all learners

#### What do we do well?

- Dumfries and Galloway College has a good record of widening access as evidenced by our Outcome Agreement. This is further shown by the increase of credits achieved by students with a declared disability and those students who are care experienced. Care experienced students exceeded their target by 488 credits. Students with a declared disability were 67 credits over target overall.
- The college has high expectations of student and staff behaviour and these are displayed around the college on the Learning and Achieving Together statement boards. These expectations include issues that lead to good work ethic such as attending on time, working to deadlines and a culture of mutual respect. In some areas, the learners are prepared for dress code expectations, for example in Hair and Beauty, where a standard professional dress code is implemented. All these skills help to prepare learners for the workplace and underpin skills for learning, life and work.
- The college is committed to challenging barriers and offering an education for those who wish to benefit from learning. This is reflected in our admissions policy and in our advice and interview sessions. This widening access approach sometimes affects retention and can result in students leaving early for a

variety of recorded reasons; the college cannot solve some of these.

- The college has a strong record of identifying, attracting and supporting care experienced young people. These students require support to deal with multiple and complex issues and the problems of access and travel they face in this large rural area exacerbate these. Despite the college providing transport from isolated areas, the distances and infrequency of this often presents an additional challenge to the care experienced. Rising very early and travelling long distances presents challenges. When students arrive at college, the Breakfast Club ensures a feeling of welcome and inclusiveness. The gap between care experienced students and their overall credit success is better than our set target. This target was 361 credits and care experienced students achieved 849 credits. The college has a dedicated member of staff for care experienced students and this provides a specific point of contact for any issues arising.
- Passport to College is a diagnostic course that gives students a short experience of different curriculum areas to ensure students then progress on to appropriate courses afterwards. Several students have now progressed onto other courses in the college.

## Outcomes and Impact – How good are we at ensuring the best outcome for all our learners?

### Quality Indicator - 3.2 Equity, attainment and achievement for all learners

- Essential skills are integrated into most teaching programmes. The Essential Skills procedure and Core Skills policy underpin these areas of learning. Competitions, community participation and college events enhance these in the curriculum. Learners are encouraged to practise skills that go beyond the classroom in order to prepare for future employment.
- Employability skills are embedded into the curriculum through different methods of teaching such as role-play and simulated situations. The student restaurant Zest opens to the public and this provides a safe learning environment that is “live” but monitored by staff where students can improve their work-based skills, for example, communication, customer facing skills and team skills. Other areas use projects to simulate realistic work scenarios, for example, creative industries use live projects that also support the local community, assisted by teaching staff. Many of these opportunities are embedded into the wider curriculum to enhance students’ skills. These life and work skills range from responsibility skills, working in a team, to time management; and significantly enhance the learner experience and opportunities by preparing and guiding students to apply to positive destinations.
- Employers and other higher educational institutions are invited to come in to discuss

plans with learners throughout the year. This helps learners to further understand potential career and education opportunities. Alumni are also asked to give presentations to learners, showing first-hand how they achieved their career goals after leaving college. This raises expectations and broadens horizons for all learners, showing achievable destinations and the different journeys that people have taken to arrive in their chosen career. Careers advice is explained to students in their individual subject specialist areas and this works well to inform progressions and destinations.

- Many examples of teamwork are provided to learners, including working across curriculum areas to promote real life work experiences of a wider workforce, increase social skills and confidence and promote levels of client liaison experience. These interpersonal skills can challenge some learners particularly if they are not used to taking the lead on projects. However, these types of learning activities give ownership of project work to learners and builds self-esteem, enabling them to succeed better in the workplace.
- Enterprise skills are embedded in all levels of courses. Level 1 and supported programmes identified a commercial opportunity to create a business plan to put into reality with support from staff. Confidence, social skills, all core skills and working independently and as

a group were some of the skills they learnt from this exercise. This raises confidence and consequently creates a positive can-do attitude and enhances personal initiative. Higher level courses also were encouraged to work in an enterprising manner. HNC childcare initiated an international book publishing project with local businesses and primary schools both in Dumfries and in Sri Lanka. Using time management and financial planning, students had to put many life and work skills into this project, such as leadership, team working, communication and enterprise thinking. Project work of this type is encouraged across all areas of the curriculum and many examples of this have helped learners integrate skills for learning, life and work into their studies with positive outcomes.

- The college monitors the progress of students through the extensive data system in place. This is accessible to staff through a comprehensive digital system and is able to pick up different areas and groups of students to see progress. This will be developed further into Learner Analytics with specific staff responsibilities to monitor this data and ensure improvements. This system can highlight students who might have barriers to learning and is based on specific factors such as age, deprivation, care experienced etc. All relevant staff will be required to engage with the new Guidance Coaches and Learner Analytics to maximise its effectiveness. With this information, staff will

guide learners to relevant support systems both in and outside of college to try to ensure they are able to complete their studies successfully.

- During the academic year various methods and procedures are implemented which succeeded in retaining some students at risk of leaving. Students who withdraw during the year have their reasons recorded but in some of these instances, these reasons are out of the control of the college. Where issues could be addressed, the processes within the college and the staff offered some solutions, for example, changing or making learning patterns more flexible to accommodate learners’ needs. In addition, the previous March peak of withdrawals was successfully addressed, measures put in place and the college succeeded in stopping this peak.
- The extensive live data systems are used on a regular basis by staff to monitor learners’ progress. Staff CPD and an extensive mentoring system support the staff to try new methods of teaching and learning to engage learners. Engagement with industry and stakeholders is included in decisions to make the curriculum relevant and reflective of the employment market. Extensive data information systems, tutorials, admissions, student support and

## Outcomes and Impact – How good are we at ensuring the best outcome for all our learners?

### Quality Indicator - 3.2 Equity, attainment and achievement for all learners

curriculum self-evaluation provide platforms to address retention and attainment, but in some areas have not had the desired effect. Therefore, the college will address these issues as below and further actions will be taken to monitor and improve these statistics. These actions are detailed in the Enhancement Plan.

- The college has supported the Oasis Youth Centres to help facilitate an Urban Art project that aims to engage young people from disadvantaged areas to take part in an empowering Urban Art project to learn techniques such as graffiti, mural making, stencilling etc. from professional artists. The three target areas are upper Nithsdale, Annan and Stranraer.
- Celebration of learning events are well attended and well received across all sectors, from Princes Trust and Project Search through to FE and HE Graduations with a separate graduation at the Stranraer Campus.
- Retention for students with a declared disability from FT FE courses is 73% with a success of 63% that is above our total average of FT FE. The FT HE is also above our total college average at 79% for retention and 65% for success.
- In 2017/18 the college exceeded its target of 30,067 credits, the actual number being 30,696.

For students with a disability this was an increase of 67 target credits from 4,209 to 4,276. Care experienced learners increased from our credit target of 361 to 849 with a 488 increase, which is a 42% increase on the credit target.

- FT care experienced HE has a retention of 100% and a success of 50%, although the student numbers were low. However, FT FE students who are care experienced have a retention of 52% and a success rate of 39% against a target of 35%. Therefore, we exceeded our target but we would still like to improve.
- The college strategy is to use technology as an enabler, allowing remote access from home, school, partner learner centres and work. We are continuing to invest in technology to deliver learning remotely but this investment is limited due to budget constraints.
- Some learners have appropriate qualifications for a course but not the maturity to be on the course, therefore the new Passport to College course ran this year as a lower level course to provide a taster diagnostic course. This worked well.

### What should we improve?

- Admission and interview sessions are being reviewed in order to make sure students are being recruited onto appropriate courses for their level to avoid withdrawals and students transferring to other courses later on. Late starters are also at risk of withdrawing.
- Several local employers are now approaching the college to recruit our students as they have up to date relevant knowledge and training in the Construction and Engineering areas. This affects our retention rate but provides employment opportunities for students. By leaving courses before they have completed their studies, our PI statistics are affected. In response to this, the college is striving to have closer links to employers, to highlight the importance and added value of the specific vocational learning that takes place in college. Staff also try to stress to students the importance of completing their studies. However, this must be offset against the appeal of making money and the financial impact on those students of accepting that employment offer.
- Regular meetings are held to understand if targets are being met in order to monitor attainment and retention. This has not had the desired impact. There are further actions being implemented to monitor and improve these statistics.
- The proportion of FT FE and FT HE students successfully achieving a recognised qualification has decreased from the previous year's figures.
- FT FE Attainment is at 60%, which is below our target of 69% and PT FE has an attainment of 70% that is below our target of 82%. PT FE Attainment has slightly decreased from 71% to 70%, however the college recruited more than the target. This shows increase in popularity in this style of PT learning which the college will address.
- HE PT success is 72%, with target of 80%, but is an increase on last year, and HE FT is 69% with target of 72%. These figures are disappointing as staff and managers worked hard to improve retention and attainment for learners.
- A lesser percentage of learners attained than were retained on courses, as seen in the table below. This will be addressed in the various plans and additional support that are planned and detailed below and in Quality Indicator 3.1. The college is addressing the issues of FE & HE FT & PT attainment through the measures in the Enhancement Plan. There is still more work to be done.

## Outcomes and Impact – How good are we at ensuring the best outcome for all our learners?

### Quality Indicator - 3.2 Equity, attainment and achievement for all learners

Table 1 - showing Overall Attainment and Retention 2015/16, 2016/17 and 2017/18

	D&G 2015/16		D&G 2016/17		D&G 2017/18		Scotland Colleges 2015/16		Scotland Colleges 2016/17		Scotland Colleges 2017/18	
	Att	Ret	Att	Ret	Att	Ret	Att	Ret	Att	Ret	Att	Ret
FT FE	60.8%	69.1%	62.5%	69.8%	59.6%	70.6%	65.5%	74.5%	65.3%	74.9%	66.1%	74.9%
PT FE	76.3%	83.5%	70.2%	77.7%	69.8%	77.6%	74.3%	91.8%	77.1%	90%	78.2%	89.8%
FT HE	71.2%	81.8%	70.2%	80.2%	68.7%	78.1%	71.7%	82.8%	71.6%	82.8%	71.3%	81.6%
PT HE	76.3%	80.4%	62.8%	77.5%	72.4%	78.3%	78.8%	91%	78.6%	91.9%	80.4%	91.6%

Table 2 - Withdrawals for Full Time Students

	2015/16		2016/17		2017/18	
	Total	%	Total	%	Total	%
Enrolled	2412	N/A	2442	N/A	2445	N/A
Withdrawn	558	23%	594	24%	544	23%
Early Withdrawal	221	39%	212	35%	226	41%

- These figures are disappointing and the college recognises that improvements and adjustments need to be implemented.
- The college has identified a combination of various factors that need to be addressed to ensure improvements for all learners. The issues for low attainment and retention have been identified as:
  - Variation of self-evaluation in the curriculum
  - Admissions encouraged curriculum staff to accept every applicant.

To address these issues please see Enhancement Plan, point 5 and 10.

New procedures that are more comprehensive and robust are being introduced. To address these issues please see Enhancement Plan, points 1,2,3,4,5,8,9,10,13.

Table 3 - Overall annual comparison figures on courses lasting more than 160 hours for protected characteristics

Overall figures on courses lasting more than 160 hours	Success 2015/16 D&G	Success 2016/17 D&G	Success 2017/18 D&G	Success 2015/16 Scotland Colleges	Success 2016/17 Scotland Colleges	Success 2017/18 Scotland Colleges
SIMD10	63.1%	64%	57.2%	65.7%	66.1%	66.3%
Ethnic Minority	N/A	68.8%	55.3%	N/A	71.3%	71.4%
Disability	59.7%	62.8%	63.8%	65.4%	66.5%	67%
Care Experienced	N/A	35%	44.4%	N/a	57.2%	55%
Male Learners	65.5%	63%	67.4%	70.3%	70.2%	70.45%
Female Learners	71.3%	66%	64.4%	70%	70.55%	70.75%

- SIMD10 numbers of FT FE students enrolled was 146, there was a 68% retention with 54% success rate. This was the same retention rate as the last year's or 68%. PT FE success from SIMD10 has achieved 54% which is below the target of 82%. We did not reach our target of delivering 12% of credits to SIMD10 and delivered 10.16%. However in the previous year, we exceeded our target and with new measures in place, we hope to address and improve this figure. Our success rate for this group has decreased from last year.
- FT HE students from SIMD10 had 77% retention and 64% success. This is an improvement from the previous year's retention of 71% but is lower than the previous success rate of 66%. Overall the success rate of SIMD10 learners has decreased and the college is addressing these through the measures in the Enhancement

Plan. Additional work to improve these figures needs to be done.

- For learners with a disability, we very nearly delivered our credit target. We have increased the success rate for those in this protected characteristic.
- For care experienced, we delivered more than our target for credits to these groups. Care experienced success is rising and this is partly due to the measures that have been put in place.
- The Schools programme had 451 students enrol on one year programmes with an 86% success rate, a significant increase on the previous year of 79%. We would like to improve this further.

**Outcomes and Impact –  
How good are we at ensuring the best outcome for all our learners?**

*Quality Indicator - 3.2  
Equity, attainment and achievement for all learners*

<https://www.scotlandscensus.gov.uk/ods-web/datavis.jsp?theme=Ethnicity v3 November+2013>

**Table 4 - BME Profile of Dumfries and Galloway Region**

	Census	2015	2017	2019
White (UK)	96.5%	90.5%	92.3%	91.1
White (Other)	1.7%	6.3%	6%	6%
BME	1.8%	2.9%	1.9%	1.2%
Not Declared	-	0.3%	0%	1.8%

- For all ethnic minorities we met or exceeded in delivering more credits than our target but the success rate decreased. 3.5% of all students in the college are from BME.
- The BME population of Scotland according to Scotland’s Census is 4% (2011). The BME population of the region of Dumfries and Galloway is 1.8% of the total, according to the Census, which is a very low minority profile. Therefore, the college has widely

recruited from the lower numbers available in the region at 3.5% of all learners. The college will continue the wide and inclusive policies that attract these groups.



## Delivery of learning and services to support learning – How good is the quality of the provision and services we deliver?

### Quality Indicator - 2.2 Curriculum

#### What do we do well?

The curriculum planning links well to the needs of employers, the learners, sector skills, internal performance measures, DYW priorities, external factors and drivers. Using strategies and reports such as The Regional Skills Assessment, the Labour Market Profile and alongside national initiatives like Developing the Young Workforce, the College has created a curriculum that responds to the needs of the region as a whole. These priority outputs are identified by the Learning and Teaching Committee for the year. These include credit targets, retention and attainment, positive destinations, along with local and national skill priorities. This planning successfully works well to meet the changes of the region.

There are annual curriculum reviews and curriculum planning days that effectively link learning to industry and college requirements. Heads of Curriculum, Curriculum Managers and other relevant staff, attend these. The Learning and Teaching Strategy underpins the courses we offer and the college aims to provide high quality learning experiences that enable all students, whatever their backgrounds, to reach their full potential and achieve their learning goals. The college is offering a curriculum that reflects employers' needs and is a route to further and higher education or employment. The 8 new Curriculum Managers underpin this process, which allows a full and in-depth understanding of

the curriculum needs and the internal and external drivers.

All curriculum plans are discussed openly, in curriculum clusters and at senior level. This is important for transparency and for colleagues to understand priorities of various curriculum areas and how this might affect or enhance others. This is successful and allows curriculums to work together to synthesise learning across curriculums and share teaching practices, as and when possible.

Learners are involved in successfully personalising their learning in many areas. Students gain autonomy over their delivery of learning and services to support their studies by liaising and discussing this planning with staff. This reinforces important skills such as time keeping and deadlines, robustly ensuring learners practise and understand these work-ready skills in college.

Learners respond well to the different modes of teaching delivery offered. Along with classroom delivery, some curriculum areas invite inspirational speakers and alumni to speak to the students along with workshops, external visitors and relevant industry visits. This enables students to become aware of the wide range of career possibilities while studying in their curriculum areas. Frequently, the college is offered Live Projects from external sources and this allows students to develop in the local and wider

communities. This enhances the students' career management skills by demonstrating alternative pathways within employment areas. The College News, which is on LearnNet Moodle and social media celebrates this wider activity for all staff and learners to see.

There is evidence of good practice with cross-curricular events in learning. This can be a result of external live projects or internal events developed around the curriculum. This provides networking opportunities and enhances the learners' ability to see collaboration as a benefit and aspirational skill, opening up both social and academic skill possibilities for their current and future opportunities.

Following a review of access programmes and their entry criteria, the Passport to College has been created. Students come onto this course with a wide variety of backgrounds. Experiences of different curriculum areas are offered in order for students to make informed decisions for their futures. This course had additional guidance support and as a result, seven out of thirteen learners are progressing on to various courses in the college.

The curriculum team use learner performance data at programmes and unit level in conjunction with college surveys and evaluations to inform and improve the curriculum. By utilising this data,

the teams effectively and smoothly deal with any issues for concern.

Staff advise and work hard to provide a seamless path of learner progression routes. There are clear lines of communication within the college when students are progressing from one course to another. There are routes through the college from level 1 to level 9. Articulation is well established in a few areas and with a number of different universities.

The majority of curriculum teams ensure that employability and Career Management Skills are promoted and embedded in the curriculum to ensure that most learners develop these skills well.

The college engages consistently with schools and the local authorities in the course provision process. This involves senior leaders visiting schools and taking part in community planning partnerships at strategic meetings across the region.

Numerous areas of the college undertake innovative learning and teaching opportunities to enhance the students' experience and reflect industry. The atmosphere in college because of this is very positive and inclusive. For example:

## Delivery of learning and services to support learning – How good is the quality of the provision and services we deliver?

### Quality Indicator - 2.2 Curriculum

- The food industry labour market in Dumfries and Galloway is higher than the UK average at 8.8 % of the region's labour market. To give students a more realistic idea of having a career in this, the college has an internal training restaurant (Zest) that is also open on selected days to the public. Students are able to experience social media ratings for our Zest restaurant through its inclusion in TripAdvisor to gauge clients' responses to their hospitality skills. This gives students commercial real time experience and public evaluation alongside practical customer service.
- Placements for Care students include care homes and day centres.
- Some students join the STARS team with the NHS. Learners are placed with a re-ablement officer from STARS and visit people in their homes. This is important for the curriculum as re-ablement is embedded in the NHS job description and it is necessary for learners to have this when going into the work place.

The college has well developed relations with local employers and industry. Local employers contribute to the curriculum in various ways and value the skills that are taught, for example:

- Labour Market information (LMI) and industry influence is evident in Electrical Engineering and Motor Vehicle Maintenance. Employers

taking on apprentices were asked what they expected and what they looked for in apprentices. The information gathered is used to form the curriculum and therefore produce more work-ready students. In addition, employers regularly contact the college to visit the learners in the workshops and occasionally for employment opportunities for students on completion of their studies. Employers and DYW also have workshops in the college and this familiarises students with external agencies and employers.

- The college hosted the Dumfries and Galloway STEM conference that was attended by staff from primary and secondary schools in the region, as well as some college staff. Through this, the college is demonstrating its commitment to STEM.
- An industry region-wide steering group has worked with the college to shape the provision of a course that reflects creative areas in the region. Local creative industries are bringing up-to-date requirements to the college to help shape a creative workforce for the future.

### What should we improve?

- There is a national STEM gender imbalance in some areas and the college is addressing this.
- Level 4 students continue to be disengaged on some courses. This is disappointing and teaching teams are trying to improve this in a variety of methods. The college will review its level 4 offer across the curriculum.
- Another curriculum area for some improvement is the childcare provision, as the college did not reach the childcare targets this year. Therefore, to improve and be more inclusive, for the first time ever we will be running an evening class and day release in Childcare.
- In some occasional cases, the curriculum needs a greater focus on DYW and more employer engagement is required.
- The college needs to develop a consistent approach of incorporating essential skills and career management skills in all curriculum areas, and we are working towards improving the way this is evidenced and measured this year.
- Although there are many good examples of staff teaching Career Management Skills, it is not widely recorded; this could be captured

better in order to share good practice for all teaching staff.

- The college is looking at the retention rates of the Foundation Apprenticeship and will work with industry and schools to address this.



## Delivery of learning and services to support learning – How good is the quality of the provision and services we deliver?

### Quality Indicator 2.3 Learning, teaching and assessment

#### What do we do well?

- One of the strengths of the college is its dedicated and experienced staff. All lecturers have obtained their Teaching Qualification for Further Education (TQFE), or are working towards gaining one. The college is one of the highest performing colleges in relation to TQFE in Scotland. Staff are well motivated and draw on their extensive industry experience to develop and continually improve the courses for learners.
- Nearly all learners make good progress in their work and almost all learning activities are well planned by staff. They tailor the courses to the abilities and levels of their learners, taking into account the specific needs of each learner. The structure of the courses offered by the college allows learners to make informed choices around progression to the next level with clear progression and articulation routes consistently communicated and they are assisted in this by the experience and knowledge of staff and Curriculum Managers.
- Students have their learning experience measured and monitored through the Quality Academic Process and through the Student Representative Process. The use of self-evaluation and student surveys demonstrates that 92% of FT FE students are satisfied with their experience at college. The cycle and effectiveness of these evaluations and surveys are reviewed for effectiveness. The outcomes of this are shared with relevant staff for action to improve learner experience.
- Some students are encouraged to shape their own assessment schedules and formats of their submissions to keep the teaching experience varied and appropriate. This gives the learners confidence, encourages reflection on areas of strength and promotes a collaborative approach from the student cohort.
- Students have reported through self-evaluation, that they understand core skills have value in their future workplaces. It is clearly explained in advice sessions at the beginning of their college learning journey that these skills are an integral part of the programmes. In addition, students understand that other skills such as team working, time management and negotiation skills are part of their learning experience. This allows students to acquire evidence of wider achievement gained with the support of the college.
- The college has a dedicated Professional Development Manager (PDM) and she is available for all staff for expert advice with teaching, learning and assessment. This allows staff to approach the team for help when required and for advice if something is not going well, as well as sharing best practice.
- The college's LearnNet Moodle has been improved this year and is now easier to navigate. Students use the updated LearnNet Moodle to access learning material to underpin and enhance learning. Areas across the college use the Moodle platform alongside Google drive and social media for formative and summative assessment strategies, which can be accessed from home. This is useful and works well for both staff and learners, allowing wider opportunities for learning.
- Staff support students to achieve a positive destination and almost all students reported that they felt supported in their journey through college and to the next stage of their progression route. Staff work hard to ensure barriers to learning are removed to provide full participation of potential and current students. This is achieved through social and educational inclusion within the college and in conjunction with relevant external agencies. This enables all learners to reach their potential and progress.
- Internal Moderation is praised by External Verifiers and is very effective. This means the process is more transparent and provides timely reminders for all staff and team leaders.
- Nearly all students report making good use of digital equipment and resources. The college has a wide range of different digital platforms for different curriculum areas and these are reflective of industry use. Digital and learning technologies are available for learning and teaching specification and there is support for all staff to enhance their own digital skills from the college Blended Learning Advisor. Technologies that reflect real life industry are used and encouraged in all areas with positive results.
- The Professional Learning and Teaching Department continues its Mentor programme throughout the college with three Mentors and one Blended Learning Advisor. It is in its sixth year of operation and is now an accepted part of college Learning and Teaching. This has an impact on successful learning and teaching as it has improved the consistency of the quality of teaching across the college.
- Staff are encouraged to undertake Continuing Professional Development (CPD). This ensures that staff are up-to-date in their area of expertise and are trained in areas for improvement. The impact for the learning and teaching is evaluated by a three point measurable assessment that illustrates the scope for enhancing the students' experience after the CPD has taken place and for the following year. This has shown positive outcomes in most areas.
- The college has a detailed data-collating tool for analysing classroom observations

## Delivery of learning and services to support learning – How good is the quality of the provision and services we deliver?

### Quality Indicator 2.3 Learning, teaching and assessment

with 25 indicators that demonstrate the level of teaching. 49% of all teaching in classes achieved the highest level, 39% the second highest level, with 11% on low and 1% at below standard; therefore 88% of the average of all teaching was at a high or second highest level. This was 63 members of staff over the year being observed on 25 different indicators. During the previous year, it was 2% below standard, 13% low, 33% on good and 53% on the highest level, therefore 86% in the top 2 levels; however only 49 members of staff were observed. The year before that, it was 82% in the top two highest levels. Therefore, the quality of observed teaching practice in college is improving.

### What should we improve?

- A Digital Skills Strategy 2018/2023 is being developed in order to upskill all staff in this area. Staff will feel more confident in the college's commitment to digital upskilling and training. This will also allow students and staff to have more sophisticated and advanced digital skills which are vital for a region that is very rural and sometimes has challenging transport issues. This will support industry and stakeholders to see the college as a driver for change and progress. An effective digital skills approach will pull together teaching, learning and assessment. It will improve all aspects of the college and will make all our processes

stronger to support our key objectives.

- Sharing best practice between teaching staff has historically sometimes been slow and relied on informal information sharing. To improve this, the Professional Learning and Teaching department have set up "Let's Talk Teaching" sessions that will run to bring together new and well-established lecturers next academic year. These sessions will cover themes such as:
  - Holistic delivery or combined units into a project
  - SCQF level 4 delivery
  - Graded Unit delivery
  - Core Skills delivery
  - Work Experience
  - Using One Note or Google Drive
  - LearnNet Delivery and Development
- Areas of CPD will involve developing one minute videos on AdminNet to share amongst staff to help share teaching methods. The effectiveness of this will be evaluated at the end of the year. In addition, staff who had below average development visits will be visited again and a development plan will be worked through with the staff member to ensure improvements in their delivery. The team will also concentrate on new staff and carry out a planned development visit within the first 6 weeks.
- In order to improve further, the impact of

significant staff development will be captured and assessed to identify ways to develop.

- Improved assessment schedules for all courses are being collated. Although there is excellent practice already happening in most areas around assessment planning, it is not consistent and needs improvement.
- Some areas would benefit from additional guidance from tutors and greater use of digital analytical data to address retention issues.



## Delivery of learning and services to support learning – How good is the quality of the provision and services we deliver?

### Quality Indicator 2.4 Services to support learning

#### What do we do well?

- The Student Support and Guidance Team works well with the secondary schools throughout the region with the aim of improving the learners' experience of transition from school to college and allow a broader student body to have a wider experience of college. The team work with social workers, Child and Adolescent Mental Health Services (CAMHS), speech therapists, residential care homes and other local agencies when required to meet the needs of learners.
- Advice and support for all students starts before enrolment and encompasses pre-entry Advice and Open Days, orientation week and transition arrangements. Trial visits are made to acclimatise the learner to the college before they begin their programme to ensure learners are not overwhelmed at the start of their course and benefit from a positive experience.
- In addition to Learner Voices, self evaluation and Have Your Say, which all offer routes of voicing concerns or opinions, the college has an annual induction survey which all students are encouraged to submit. This information is used well for improvement in all departments to help create a better initial experience of college.
- The college has processes for identifying learners' additional needs and these are robust and work well. This starts as soon as students apply to college. They are informed of how to access any support needs and when and how

this will happen. The college has a good record of supporting students through the application and enrolment processes and encouraging students to access these services before and during their courses. This information is captured in the various methods of feedback available to students and ensures a positive experience in college.

- Student needs assessments take place promptly in order to put any support requirements in place. The teaching team work closely with support staff to ensure a coherent approach is implemented in a smooth and sensitive manner. Identified students are supported, when needed, through one-to-one sessions in classes by student support workers. In addition there are drop in sessions in various locations around college and advice and information is clearly placed around the college including the Student Association. This ensures that all students are aware of support and advice available to them.
- The college has an effective safeguarding procedure and safeguarding officers to ensure that students receive timely support and advice should the need be identified by staff. This process is understood well by staff and it can provide support and help for identified students.
- Student funding provides individual information for any student who needs this and in a confidential manner. Student support teams

direct students to this service if required. General reminders and information are sent to students digitally and on social media to provide prompts for deadlines to access this funding. This ensures that students have every opportunity to access their funding and feel supported during the process. The Student Association is another source of financial information and support and students are encouraged to access support and information via them if needed.

- All full time FE students are offered a termly tutorial. This encourages students to take responsibility for their own learning, reflect on their progress and participate in an on-going review of their own learning and development. Any issues are identified and acted on where necessary by staff.
- Information of all courses available is on a clear and well-organised website. Students applying to college must attend advice sessions to meet staff where they are given up-to-date and relevant information regarding their course and career choices. These are held on a number of evenings and days in order to reach a wide audience. Open evening events are combined with themes and external stakeholders attend to provide further information for career and education opportunities. This provides learners with information to make informed choices.

#### What should we do better?

- Care-experienced students' retention remains

low and this is disappointing. The College supports these students with many resources and is continually trying to address this issue.

- Supported students have good retention, however achievement is low. These are complex issues that need continually addressing on a case-by-case basis.
- Additionally, interview and advice sessions are to be enhanced in order to place the student on the most suitable course for their abilities. This could improve attainment. We will be reviewing our advice sessions as a result of low attainment and retention in some curriculum areas.
- To improve well-being amongst students, the new Guidance Coaches will be talking to students about resilience and coping with life stresses as some students may think they have a mental health problem.
- Learner experience could be improved in some areas by use of digital data by support and teaching staff to address any support and academic issues.
- UCAS information could be more coherent throughout the college.
- The sharing of information about learners received from schools, particularly with reference to Christmas leavers, could be improved.

## Leadership and quality culture – How good is our leadership and approach to improvement?

### Quality Indicator 1.1 Governance and leadership of change

#### What do we do well?

The Regional Board of Management works effectively and collaboratively with the Principal and the Executive Management Team (EMT) to set a clear strategic direction for the college. The Principal provides inclusive leadership and works effectively with her management team to provide a culture where change and innovation to improve is welcomed. The following paragraphs detail the way in which the Board ensures quality of provision and outcomes:

- The Board leadership has a structure and Board performance programme. The Board has an ongoing development programme and an Annual Development Plan of which there are two parts. The first part involves assessing the effectiveness of the Board and the second part assesses the effectiveness of the individual Board members. This ensures that the Board understands its role and fully implements it in the college.
- The Board ensures that all of the college's business is fully implemented, being informed by Scottish Government priorities including Developing the Young Workforce (DYW), our Regional Outcome Agreement (ROA) and Skills Development Scotland (SDS) Dumfries. This is achieved through specific departments and staff producing reports and information to the Board.

- The Board and its committees review a continually updated risk register.
- The Board contribute to the Evaluative Report and Enhancement Plan. In addition, they challenge and discuss all reports submitted to them.
- A Board short life group has been created to focus specifically on the Student Association. The aim of this group is to enable the Student Association to be more active and effective. The round table meetings between the Board and the Student Association resulted in issues being brought forward directly from the student body to the Board. It provides the Board with an understanding of the role of the curriculum and student reps within the college, as well as creating a link between students and the Board. In addition, there are several other formal Board committees covering various aspects of college business. The 5 year strategic curriculum plan is reviewed at Board level every year to ensure that the college is reflecting the region's needs.
- The Board keeps a stakeholder focus by asking stakeholders to attend meetings on a regular basis so that the college benefits from their expertise and the stakeholders are informed. This brings a range of knowledge to the meetings to reflect both national and local issues.

- The College Leadership Team meet regularly. Each area in the college is represented and gives detailed reports when requested to inform the team and as a result, any issues from AY 2017/18 are fully addressed. Priorities are agreed in order to respond to strategic aims that are sufficiently stretching and, if targets are not met, planning and action plans are discussed and implemented.
- Industry members and DYW regularly come into college to some areas to advise students and give industry talks about working in specific industries. The college works closely with DYW and attends meetings with regional partners. The Board is informed about developments with DYW including school college partnerships.
- Management changes have been implemented and 8 Curriculum Managers took up posts in August 2017. Each one is an academic subject specialist in their area. This in-depth subject knowledge gives a more detailed understanding of skills required by industry and allows the Curriculum Managers to lead the curriculum effectively. Curriculum Managers are informed of local, regional and national priorities for the workforce through their subject knowledge and work closely with industry in the region.

- Alumni are invited to return to give personal experiences of how they have developed their career after gaining skills by attending college. All of this is disseminated to the students, both in class, on the college intranet and on social media platforms. This demonstrates a journey to the learner through college and out to successful employment.
- All Curriculum Managers have undergone management training and this has enabled them to understand different management strategies for the departments. They understand targets for retention and recruitment which are worked towards, and this information is disseminated through meetings and discussions from Heads of areas and then in turn, to the academic teaching staff.
- Academic and Support Managers together with the Executive Team form the College Leadership Team. Every manager, whether jointly or separately, ensures that they are current and up-to-date within their respective fields. As a collective, they ensure that the College Leadership Team develops appropriate plans and evaluates required changes at a pace and manner which is appropriate and effective.

## Leadership and quality culture – How good is our leadership and approach to improvement?

### Quality Indicator 1.1 Governance and leadership of change

#### What should we improve?

- In order to evaluate the college's current progress against the strategic plan of Vision 2020, the Board, the College Leadership team and college staff attended a review to understand successes and areas for improvement. The Student Association also attended. The cross college teams evaluated each strategic outcome. Background evidence was collated to support progress and any actions and suggestions as a result have been collated. These are around issues of enhancing and supporting entrepreneurship, learner confidence for care-experienced students and retention and attainment. To enable continual improvement, these issues will be addressed at Board level during the next academic year with the aim of amending any relevant strategies within Vision 2020.
- Members of the Dumfries & Galloway College Board of Management have identified a need, as part of their ongoing development, to increase their knowledge of and insight into the core delivery work of the college to support their strategic decision-making. In addition, the college will continue to make best use of the skills and experience that the Board members bring with them.
- Members of the Dumfries & Galloway College Board of Management have identified a

need, as part of their ongoing development to increase their knowledge of and insight into the core delivery work of the college to support their strategic decision-making. They will be informed further by Curriculum Managers through various methods. This will allow the college to continue to make best use of the skills and experience that the Board members bring with them.

- Senior phase and DYW is being further supported by key stakeholders coming together to develop a strategy for the region to ensure a consistent approach to curriculum planning with partners.
- A programme for career development and management training will be offered for all staff to allow career enhancement, which will support the new strategic developments in the college.

### Quality Indicator 1.4 Evaluation leading to improvement

#### What do we do well?

- A revised and improved self-evaluation programme is in place. Student Representatives feedback from the student body to the Curriculum Managers who in turn feedback to staff, senior management, the EMT and the Board. Self-evaluation reports are generated on every course with Action Plans undertaken, reflecting key developments and requirements for local, regional and national priorities in an effective way. Staff, learners, the Student Association and other stakeholders are all involved, ensuring that the process leads to change and improvement of the curriculum and its relevance in industry, student attainment and progression. This process is closely aligned to the targets in the Regional Outcome Agreement and Vision 2020. In industry, student attainment and progression. This process is closely aligned to the targets in the Regional Outcome Agreement and Vision 2020.
- Students also voice their opinions through Induction surveys, Have Your Say, the Students' Association and Learner Voices. This allows various routes ensuring any issues are dealt with from appropriate departments. Issues have been fed back to management, leadership and the Board through these channels where they have been successfully resolved, if these are issues that the college can resolve. There is a Complaints Handling Procedure to

enable swift action and to resolve issues. This has enabled issues to be resolved quickly to mitigate any impact on any student's experience of college.

- The Curriculum Managers ensure procedures are in place to have a positive impact on learners' success and achievement. This is in conjunction with the Professional Development Manager, the Learning & Teaching Mentors and the Blended Learning Advisor who delivered and facilitated the following:
  - Training on Assessor Awards, Verification Awards, Personal Tutor Training, Moderation Training and participation in a number of development visits to encourage professional dialogue. We have 199 recorded training interventions logged on our HR system for the period with most interventions being delivered internally. This demonstrates that learning issues are addressed and supported where necessary.
  - Nearly every member of staff has completed Prevent training in line with Home Office guidelines; with staff in Human Resources and Student Support and Guidance, delivering this training. This shows that the college adheres to national legislation and responds to national issues.

## Leadership and quality culture – How good is our leadership and approach to improvement?

### Quality Indicator 1.4 Evaluation leading to improvement

- Strategic partnerships such as DYW and Health Care Skills Academy, together with partnerships such as The Prince's Trust and Dumfries & Galloway Employability ensure that there are cohesive opportunities for learners to commence and exit a variety of learning pathways which best fit their needs.
- The College has excellent information systems that are well-maintained. These contain a large amount of data for staff; much of this in real time, which is essential to support forensic evaluation using critical indicators to review learner progress and support needs. This data is used and interrogated to address areas such as retention, student disciplinarys, progression and classroom observations. Although understood well, it is variably used.
- Curriculum planning meetings are held regularly. Comprehensive curriculum plans are systematically produced and rigorously evaluated through the line management structures in the college. This ensures that the curriculum responds to the needs of the region. The appropriateness of this curriculum impacts directly on learner engagement and industry feedback. Our employer engagement is vital to this process. Curriculum Managers and their teams have invited employers to look at courses with a view to adapting them to suit employer needs. There are examples of bespoke training to

best meet the regional skills requirements. For example, in Motor Vehicle, our region has a 17.5% labour demand in this career, which is higher than the rest of Scotland at 14.5%. The Foundation Apprenticeship has strong links with motor vehicle employers over the region. Employment rate for Motor Vehicle learners from last year's students going onto apprentices is over 30%, with others going onto further education or university. The result of this evaluative process is a comprehensive curriculum that meets the regional needs as stated in the ROA. It is both flexible and responsive in order to allow updates on an annual basis.

### What should we improve?

- Some staff have limited or out of date digital skills. Therefore, we have appointed a Professional Development Officer to ensure a strong focus on enhancing staff digital skills in line with future delivery models and requirements. This responds to regional and national priorities and will enable staff to utilise digital technology and skills to teach students to respond to the labour market needs.
- New Curriculum Representatives from the student body to be in post during this academic year in order to specifically report on any issues arising and identify where change is needed.

- The Leadership team and teaching teams continually address poor PI figures. There is a high withdrawal rate at the beginning of the academic year and then again in February/ March. Meetings with other colleges to discuss this issue have been held, along with feedback from our staff and students. These issues and suggested solutions are discussed at all levels including EMT and the Board. Every student who withdraws has their specific reason for withdrawing recorded on our system to identify patterns and trends. For example, mental health issues have appeared to be one major factor and this is being addressed through the Student Support and Guidance department. All teams, from the Board to teaching teams, are addressing these issues in a systematic way so that a clear and consistent process takes in all factors and facilitates positive change. These changes are evaluated continually and discussed to ensure their effectiveness, from students to Board level. This process is ongoing.
- During the last 2 years, many changes have taken place in the college. These changes need to be evaluated to further ensure their effectiveness and the impact of these changes will be evaluated against the college's detailed long term strategy. Leadership management have clearly articulated the direction of these changes and their outcomes against areas of retention and attainment where these are average or below average. These will be

reviewed for updates, actions and progress throughout the year.

- The quality of the self-evaluation reports and action plans is variable and the college will implement an intervention to share best practice to ensure a consistent return of high quality self-evaluations. This will enable areas of good practice to be captured along with areas for improvement and therefore improve learners' experience.



## Enhancement Plan – Previous Year

### Monitoring of the actions for improvement for 2016 - 2017

#### What is our capacity to improve?

Dumfries and Galloway College continues to focus on the strategic outcomes and mission statement of Vision 2020: 'One College, One Team'. The college is consistently striving to be a place where learners come first and the changing needs of the economy are met. The college emphasises that innovation, collaboration and creativity are at the core of our ambition.

In the last year, in order to ensure these statements are consistently being addressed for implementation, changes were made to build on these values and enhance them further to lead to improvement this year. For example, eight new Curriculum Managers took up their posts to steer and move the curriculum forward. They are providing expert and effective leadership in their areas. Curriculums will continue to focus on the wider issues of skills for industry in our region and nationally and how to effectively embed them in the teaching and learning.

Planning for innovative delivery and digital improvements are as a response to our medium term ambition for both campuses to become STEM hubs for Care and Engineering. This ambition is being realised through the SoSEP bid that has awarded us finances in order to fulfil this and to plan in an innovative and creative way. Other areas of the curriculum will benefit from this innovative thinking. The college is a relatively small rural college and is able to respond quickly to new developments due to small teams and cross college actions.

The college continues to address the improvement of its retention and attainment. It is doing this by providing specific improvements and additions. These are the recent additions of the Guidance Coaches, the Learner Analytics system and the change from two to

three teaching blocks with assessment weeks. These will allow staff to support and enhance the learner experience, identify issues earlier and lead to greater attainment and retention.

Delivery of support services is of a consistently high quality but will be supported further by new appointments, now in post. With the addition of new digital technology, the college will continue to focus on retention and attainment. Actions from the previous year's enhancement plan have been implemented and mostly completed and two have been carried over. Therefore, after a period of change, the college is invigorated and ready for positive outcomes. The College Leadership Team and all the managers are focussed on providing the best possible outcomes for learners.

The Principal, the Board of Management and all the college staff consistently show their commitment to improving all areas of learning and teaching and this is demonstrated through risk management approaches, external partnerships and evaluation systems that are both reflective and pro-active.

Dumfries and Galloway College has made strategic and operational changes that are related to identified improvements and these will continue in conjunction with the college's quality processes.

The college has the capacity to improve and ensure that the enhancement plan is delivered. It is committed to maintaining and enhancing the learner experience and is now in a strong position to do so. Please see Appendix A – for results against targets listed in our Regional Outcome Agreement.

	Expected Impact	Progress		
		Date	By Whom	Progress
Introduce a new management structure with 8 Curriculum Managers and 2 Heads of Curriculum	With a clear priority of improving retention rates it is hoped that closer monitoring of each course via the Curriculum Manager will result in an improved retention rate.	August 2017	Principal	Completed
Improve learner retention figures across each curriculum area. We will share best practice across the curriculum areas in order to develop tailored solutions for courses with low retention rates	College FT FE retention figures to improve to at least 85% in the year 2020	July 2018	Curriculum Managers with support from Vice Principal Performance & Planning	On-going
Carry out an option appraisal to inform the development of provision of education in the West of the region	Widen Access for learners from a remote and rural background	July 2018	Vice Principal Learning & Skills	Completed
Develop a tool for assessing learners against the known risk factors for early leaving from their course	With a tool which takes into account all risk factors (Including attendance) for learners withdrawing from a course we will aim to improve retention rates of learners and assist in curriculum planning		Vice Principal Performance & Planning	Completed
Introduce a "Passport to College" course	Prepare learners at risk of leaving early if they enrol on full college courses, to experience college and prepare themselves which will ultimately reduce early leavers		Heads of Curriculum	Completed
Introduce a new self-evaluation tool for academic staff, which is simpler to use than the current "Wheel" and is aligned with the "How Good is our College?" Quality indicators	Staff better able to critique themselves and to enhance the learning experience of learners	July 2018	Vice Principal Learning & Skills	Completed and Ongoing
Introduce a new structure for the management of the Student Association class reps system	A structure which mirrors the new management structure where we can have curriculum council meetings which takes on board the learners views, resulting in learner issues being addressed and ultimately improved retention		Vice Principal Performance & Planning	Ongoing

## Enhancement Plan

### Monitoring of the actions for improvement for 2016 - 2018

	Action	Expected Impact	Progress	
			By Whom	
1	To ensure that all academic and support staff understand and are more familiar with the PIs in order to plan for improvement	For staff to take ownership of PIs and to plan for improvement in all areas including retention and attainment	Curriculum Managers, with support from Vice Principals and HoCs & HoPQ	June 2020
2	To appoint 3 Guidance Coaches in Dumfries and 1 in Stranraer to work specifically with students at risk of withdrawing and not successfully completing their studies	To have a positive outcome on improvement of learner attainment and retention	Vice Principal Learning and Skills and Head of Support & Guidance	June 2019
3	To introduce "Learner Analytics" tool as a method for collecting data on students who are at risk of withdrawing. To be used by academic staff and new Guidance Coaches to make early interventions for individual situations	To have a positive outcome on improvement of learner attainment and retention	Curriculum Managers, with support from Vice Principals and HoCs & HoPQ	June 2020
4	To improve learner retention and attainment figures across each curriculum area	College FT FE retention and attainment figures to improve as per Regional Outcome Agreement	Curriculum Managers, with support from Vice Principals and HoCs & HoPQ	June 2019
5	To revise and update our Admission sessions	To ensure students are being selected and recommended for the appropriate course as this impacts on retention and learner experience.	Vice Principal Learning and Skills and HoCs & HOPQ	June 2019
6	To continue to build on our extensive employer engagement and enhance the opportunities for collaboration for curriculum planning	Continued improved curriculum that is reflective of potential and actual changing regional needs	Vice Principal Learning and Skills	June 2021
7	To enhance digital skills reflecting industry practice in the curriculum. This will also support the SoSEP bid	Providing industry skills for engineering in Stranraer and Dumfries, in conjunction with Borders College, and addressing economic growth and new technologies for the area	Vice Principal Learning & Skills, HoCs, PDM	June 2021
8	Curriculum areas that are performing well will share best practice with all areas.	Good practice to have positive effect on curriculum self-evaluation, curriculum improvements and updates.	Heads of Curriculum and Curriculum Managers	June 2019

	Action	Expected Impact	Progress	
			By Whom	
9	To evaluate the college's current progress against Vision 2020	To understand areas for successes and improvements	Principal	December 2020
10	To enhance and improve self-evaluation systems across the college for academic and support staff	More reflective and able to capture areas of good practice along with areas for improvement and therefore provide an improved learner experience	Vice Principal Business Development and Corporate Services and HoPQ	June 2021
11	To investigate and work with partner institutions to enhance articulation in the region commencing with Glasgow School of Art	To collaborate with the writing of the programme that reflects the particular needs of the rural situation	Vice Principal Learning and Skills and HoPQ	June 2021
12	Introduce a Digital Skills Strategy to ensure all staff are conversant with relevant digital skills	Ensure that staff are up to date and knowledgeable about all digital areas and current practices in order to deliver high quality of learning and teaching	Vice Principal Learning and Skills	June 2021
13	To introduce new Curriculum Student Reps	To enhance Curriculum Council Meetings in order to address issues and student views which will impact on attainment and retention	Vice Principal Business Development and Corporate Services	June 2019
14	To enhance entrepreneurship throughout the college and as a learning experience as stated in Vision 2020	Engage students in entrepreneurship activities enhancing these skills, which reflect the region's needs	Vice Principal Learning and Skills	June 2021
15	To reinforce Essential Skills, Career Management Skills and DYW in the curriculum	Enhanced learning experience and to build on current knowledge and teaching practice that ensures more students are work ready	Vice Principal Learning and Skills	June 2021

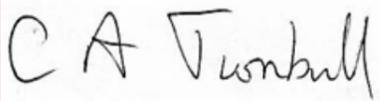
Grading of the College

Regional Outcome Agreement  
Results Against Targets

Outcomes and impact (QIs 3.1 and 3.2)	Satisfactory
Delivery of learning and services to support learning (QIs 2.2, 2.3 and 2.4)	Good
Leadership and quality culture (QIs 1.1 and 1.4)	Good

The above plan is a high-level plan that is subsequently broken down in key tasks in operational plans. All areas for development identified within the report are also included in various local and operational plans.

I, Carol Turnbull, approve the Dumfries and Galloway College Evaluative Report and Enhancement Plan.



Signature: \_\_\_\_\_

Carol Turnbull  
Principal and Chief Executive  
Dumfries and Galloway College





Measure		Actual	Target		Actual	Target		Actual	Target		Actual	Target	Actual	Target
		2016/7	2016/7		2017/8	2017/8		2018/9	2018/9		2019/0	2019/0	2020/1	2020/1
	Volume and proportion of Credits delivered to FULL TIME learners aged 16-19 and 20-24	16,468			17,577	17,138	439	17,572	17,200	372		17,200		17,980
		73.84%			76.60 %	74.50%	2.1	76.35%	74.50 %	1.8		74.50%		76%
	Volume and proportion of Credits delivered to FULL TIME learners aged 16-19	12,604			13,541	12,929	612	13,147	12,975	172		12,975		13,430
		56.51%			59.02 %	56.25%	2.7	57.12%	56.25 %	0.9		56.25%		56.70%
	Volume and proportion of Credits delivered to FULL TIME learners aged 20-24	3,864			4,036	4,209	-173	4,426	4,225	201		4,225		4,550
		17.33%			17.59 %	18.30%	-0.71	19.23%	18.50 %	0.7		18.50%		19.20%
1 (c)	Volume/proportion of Credits delivered to learners in the most deprived 10% postcode areas in Scotland	3,432	3,217	215	3,121	3,608	-487	2,882	3,772	-890		3,923		4,030
		11.31%	10.70 %	0.6	10.16 %	12%	-1.84	10.08%	12.50 %	-2.4		13%		13%

Measure	Actual	Target		Actual	Target		Actual	Target		Actual	Target	Actual	Target
	2016/7	2016/7		2017/8	2017/8		2018/9	2018/9		2019/0	2019/0	2020/1	2020/1

Volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers														
Ethnicity														
1 (d)	White	29,214	29,820	-606	29,471	29,820	-264	27,221	29,929	-2708		29,929		30,746
		96.30%	99.18%	-2.9	96.00%	99.18%	-3.2	95.19%	99.18%	-4		99.18%		99.18%
	Any mixed background	111	42	69	48	42	6	83	42	41		42		43
		0.37%	0.14%	0.2	0.16%	0.14%	0	0.29%	0.14%	0.2		0.14%		0.14%
	Asian, Asian Scottish or Asian British	265	111	154	457	111	346	413	112	301		112		115
		0.87%	0.37%	0.5	1.49%	0.37%	1.2	1.44%	0.37%	1.1		0.37%		0.37%
	Black, Black Scottish or Black British	592	45	547	610	45	565	714	45	669		45		47
		1.95%	0.15%	1.8	1.98%	0.15%	1.8	2.50%	0.15%	2.4		0.15%		0.15%
	Other ethnic background	155	48	107	113	48	65	56	48	8		48		50
		0.51%	0.16%	0.4	0.37%	0.16%	0.2	0.20%	0.16%	0		0.16%		0.16%
	Black and minority ethnic	1,123	246	877	1,228	246	982	1,266	247	1019		247		255
		3.70%	0.82%	2.9	4.00%	0.82%	3.18	4.43%	0.82%	3.6		0.82%		0.82%

**Disability**

Measure	Actual	Target		Actual	Target		Actual	Target		Actual	Target	Actual	Target	
	2016/7	2016/7		2017/8	2017/8		2018/9	2018/9		2019/0	2019/0	2020/1	2020/1	
	No known disability	26,125	28,263	-2138	26,421	25,858	563	24,679	25,951	-1272		25,951		26,660
		86.11%	94%	-7.9	86.07%	86%	-0.7	86.3%	86%	0.3		86%		86%
	Disabled	4,172	1,804	2368	4,276	4,209	67	3,917	4,225	-308		4,225		4,340
		13.78%	6%	7.8	13.93%	14%	0.07	13.7%	14%	-0.3		14%		14%
	<b>Sex</b>													
	Male	15,362	15,034	328	14,470	15,034	-564	14,292	15,088	-796		15,088		15,500
		50.64%	50%	0.6	47.14%	50%	-2.86	49.98%	50%	0.0		50%		50%
	Female	14,966	15,034	-68	16,186	15,034	1152	14,282	15,088	-806		15,088		15,500
		49.33%	50%	-0.7	52.73%	50%	2.73	49.94%	50%	-0.1		50%		50%
	Other	8	0	8	41	0	41	22	0	22		0		0
		0.03%	0%	0	0.13%	0%	0.1	0.08%	0%	0.1		0%		0%
	<b>Care-Experienced</b>													
	Care-Experienced	522	361	161	849	361	488	763	400	363		450		500
		1.72%	1.20%	0.52	2.77%	1.20%	1.27	2.67%	1.30%	1.4		1.5%		1.6%
2 (a)	Number of senior phase age pupils studying vocational qualifications delivered by the College	157			110	224	-114	76	230	-154		240		250
2 (b)	Volume and proportion of Credits delivered to	710			378	872	-494	355	894	-539		933		972

Measure		Actual	Target		Actual	Target		Actual	Target		Actual	Target	Actual	Target
		2016/7	2016/7		2017/8	2017/8		2018/9	2018/9		2019/0	2019/0	2020/1	2020/1
	senior phase age pupils studying vocational qualifications delivered by colleges	2.34%			1.23%	2.90%	-1.67	1.24%	3.20%	-2		3.40%		3.60%
2 (c)	Volume and proportion of Credits delivered to S3 and above as part of 'school-college' provision	1,364	1,503	-139	1602	1,503	99	2,503	1,509	994		1,509		1,550
		4.50%	5%	-0.5	5.21%	5%	0.21	8.75%	5%	3.8		5%		5%
2 (d)	Volume and proportion of Credits delivered at HE level to learners from SHEP schools	533			207	601	-394	289	604	-315		604		620
		1.76%			0.67%	2%	-1.3	1.01%	2%	-0.99		2%		2%
3	Volume and Proportion of Credits delivered to learners enrolled on STEM courses	7,951			8,804	5,412	3,392 6	9,301	5,733	3568		6,035		6,200
		26.21%			28.68%	18%	10.68 9	32.52%	19%	13.52		20%		20%

Measure	Actual	Target		Actual	Target		Actual	Target		Actual	Target	Actual	Target
	2016/7	2016/7		2017/8	2017/8		2018/9	2018/9		2019/0	2019/0	2020/1	2020/1

4 (a)	Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)													
	No. of FT FE students achieved	626	766	-140	629	759	-130	0	805	-805		816		828
	No. of FT FE students	1,016	1,050	-34	1,056	1,100	-44	983	1,150	-167		1,150		1,150
	Percentage of FT FE students	61.61%	73%	-11.4	59.60%	69%	-9.4	0	70%	-70		71%		72%
	No. of PT FE students achieved	1,072	1,200	-128	1300	1,230	70	1	1,260	-1259		1,333		1,333
	No. of PT FE students	1,517	1,500	17	1,862	1,500	362	890	1,550	-660		1,550		1,550
	Percentage of PT FE students	70.67%	80%	-9.33	69.82%	82%	-12.18	0.11%	84%	-83.9		86%		86%
	No. of FT HE students achieved	385	429	-44	329	396	-67	0	444	-444		456		468
	No. of FT HE students	541	550	-9	479	550	-71	437	600	-163		600		600
	Percentage of FT HE students	71.16%	78%	-6.8	68.68%	72%	-3.32	0%	74%	-74		76%		78%
	No. of PT HE students achieved	302	316	-14	157	320	-163	0	344	-344		360		369

Measure	Actual	Target		Actual	Target		Actual	Target		Actual	Target	Actual	Target	
	2016/7	2016/7		2017/8	2017/8		2018/9	2018/9		2019/0	2019/0	2020/1	2020/1	
	No. of PT HE students	403	400	3	217	400	-183	111	410	-299		410		410
	Percentage of PT HE students	62.8%	79%	-4.1	72.35%	80%	-7.65	0	84%	-84		88%		90%
4 (b)	<b>Proportion of enrolled MD10 students successfully achieving a recognised qualification (FT &amp; PT)</b>													
	No. of FT FE students achieved	93			79	114	-35	0	115	-115		120		117
	No. of FT FE students	153			146	150	-4	123	150	-27		155		155
	Percentage of FT FE students	60.78%			54.11%	76%	-21.89	0	77%	-77		78%		76%
	No. of PT FE students achieved	94			76	102	-26	0	105	-105		111		111
	No. of PT FE students	128			140	125	15	77	125	-48		130		130
	Percentage of PT FE students	73.44%			54.29%	82%	-27.71	0	84%	-84		86%		86%
	No. of FT HE students achieved	31			25	36	-11	0	37	-37		39		39
	No. of FT HE students	47			39	50	-11	29	50	-21		52		52

Measure	Actual	Target		Actual	Target		Actual	Target		Actual	Target	Actual	Target
	2016/7	2016/7		2017/8	2017/8		2018/9	2018/9		2019/0	2019/0	2020/1	2020/1
Percentage of FT HE students	65.96%			64.10%	72%	-7.9	0	74%	-74		76%		76%
	No. of PT HE students achieved	10		1	12	-11	0	13	-13		15		13
No. of PT HE students	13			7	15	-8	3	15	-12		17		17
	Percentage of PT HE students	76.92%		14.29%	80%	-65.7	0%	84%	-84		88%		76%
4 (c)	<b>Proportion of senior phase aged pupils successfully achieving a recognised qualification</b>												
	No. of FT FE students achieved	0		0	0	0	0	0	0		0		0
	No. of FT FE students	0		0	0	0	0	0	0		0		0
	Percentage of FT FE students	0		0	0	0	0	0	0		0		0
	No. of PT FE students achieved	26		10	28	-18	0	29	-29		34		34
	No. of PT FE students	36		25	35	-10	67	35	32		40		40
	Percentage of PT FE students	72.22%		40%	82%	-42	0	84%	-84		86%		86%

Measure	Actual	Target		Actual	Target		Actual	Target		Actual	Target	Actual	Target
	2016/7	2016/7		2017/8	2017/8		2018/9	2018/9		2019/0	2019/0	2020/1	2020/1
	No. of FT HE students achieved	0		0	0	0	0	0	0	0	0		0
	No. of FT HE students	0		0	0	0	0	0	0	0	0		0
	Percentage of FT HE students	0		0	0	0	0	0	0	0	0		0
	No. of PT HE students achieved	3		2	8	-6	0	9	-9		10		10
	No. of PT HE students	6		4	10	-6	9	10	-1		12		12
	Percentage of PT HE students	50%		50%	80%	-30	0%	84%	-84		88%		88%
4 (d)	<b>Proportion of full-time enrolled care experienced students successfully achieving a recognised qualification</b>												
	No. of FT FE students achieved	13		19	12	7	0	13	-13		15		16
	No. of FT FE students	37		49	35	14	45	35	10		40		40
	Percentage of FT FE students	35.14%		38.78%	35%	3.78	0	37%	-37		39%		40%
	No. of FT HE students achieved	1		1	2	-1	0	2	-2		3		3

Measure	Actual	Target		Actual	Target		Actual	Target		Actual	Target	Actual	Target	
	2016/7	2016/7		2017/8	2017/8		2018/9	2018/9		2019/0	2019/0	2020/1	2020/1	
	No. of FT HE students	2		2	4	-2	1	4	-3		5		5	
	Percentage of FT HE students	50%		50%	50%	0	0%	50%	-50		55%		55%	
4 (e)	<b>Proportion of enrolled students Full Time FE students aged 16-19 successfully achieving a recognised qualification</b>													
	No. of FT FE students achieved	386		383	409	-26	0	409	-409		432		432	
	No. of FT FE students	622		656	650	4	6.21	650	-29		675		675	
	Percentage of FT FE students	62.06%	62%	0.1	58.38%	63%	-4.62	0%	63%	-63		64%		64%
5	The number of starts for direct contracted apprenticeships (including industry bodies such as SDS, CITB and SECTT)	124	100	24	73	100	-27		110			120		125
6	Number of full-time learners with work placement	161	100	61	265	200	65	476	180	296		200		220

Measure	Actual	Target		Actual	Target		Actual	Target		Actual	Target	Actual	Target
	2016/7	2016/7		2017/8	2017/8		2018/9	2018/9		2019/0	2019/0	2020/1	2020/1
	experience" as part of their programme of study"												
7	The number and proportion of successful students who have achieved HNC or HND qualifications who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing		87		55			63			73		75
			32%		10%			12%			14%		16%
8	Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months		978		966			976			987		987
			92%		92%			93%			94%		94%

Measure	Actual	Target		Actual	Target		Actual	Target		Actual	Target	Actual	Target
	2016/7	2016/7		2017/8	2017/8		2018/9	2018/9		2019/0	2019/0	2020/1	2020/1

	after qualifying												
9	<b>SSES Survey - The percentage of students Overall, satisfied with their college experience</b>												
	Number and percentage of full-time FE students	88%			92%			93%			95%		95%
	Number and percentage of full-time HE students	81%			92%			93%			95%		95%
	Number and percentage of part-time FE	89%			92%			93%			95%		95%
	Number and percentage of part-time HE students	95%			92%			93%			95%		95%
10	Gross carbon footprint (three-year period)		1,185		1,117			1,087			0		0

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