

# Self-Evaluation and Action Plan

2024/25



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## Self Evaluation and Action Plan (SEAP) Statement of Assurance between Dumfries and Galloway College and the Scottish Funding Council for AY 2024/25:

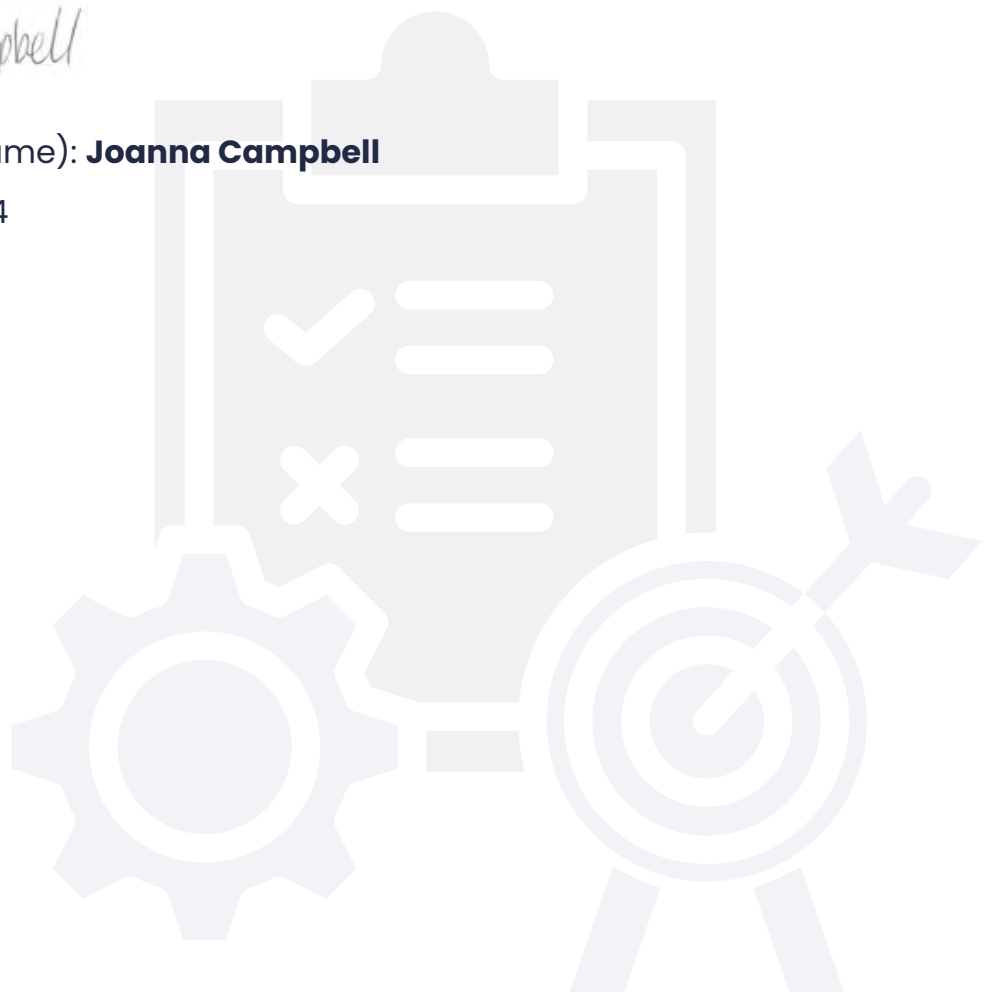
As the Accountable Officer for Dumfries and Galloway College, I confirm that I have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for AY 2023/24, including the scope and impact of these. I further confirm that I am satisfied that the institution has adequate and effective arrangements to maintain standards and to assure and enhance the quality of its provision. I can therefore provide assurance to the Scottish Funding Council (SFC) that the academic standards and the quality of learning provision at this institution continue to meet the requirements set by the SFC.

### On behalf of Dumfries and Galloway College:

Signature: *Joanna Campbell*

Accountable Officer (Name): **Joanna Campbell**

Date: 20 November 2024





## DGC CONTEXT

Dumfries and Galloway College serves the south of Scotland, with campuses in Dumfries and Stranraer. The college provides a wide range of further and higher education programs tailored to the needs of its students, schools, apprentices, and those employed in businesses seeking to upskill or reskill. The Dumfries campus is the main hub for curriculum delivery; however, hybrid delivery also takes place from this campus for key sectoral areas of the regional economy. Stranraer campus focuses on meeting local needs through a newly revised curriculum plan in areas such as care, hospitality, construction, and engineering.

The college has developed strong partnerships with local businesses, industries, and the local authority. Dumfries and Galloway College supports regional economic growth as a key member of the Regional Economic Partnership. We have aligned our courses with key regional and national priorities, focusing on sectors like net zero, health and social care, and early years. The college aims to equip students with the skills needed to thrive in an evolving Scottish economy, with a strong emphasis on promoting equality and fostering student success.

The college is a fair work employer and outlines its commitment on its webpage [here](#).

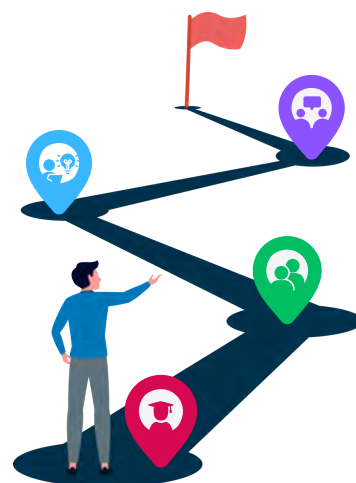
## MISSION 2030

Ambition 2025 was conceived in 2020 after consultation with key stakeholders. This strategy has reached end of its lifecycle, there have been improved positions in several key College KPIs. However, Ambition 2025 does not fully take account of educational reform and the development of skills. Therefore, our new strategy, Mission 2030 emphasises some key elements –

We are:

- a learning organisation
- developing our people's skills
- using digital to inform decision and delivery
- developing our students skills for progression or employment
- improving term financial sustainability and utilising strategic partnerships

Mission 2030 looks to build on the strengths of Ambition 2025. It recognises the work already completed around the student experience, people, and financial sustainability. Mission 2030 sets a direction for skills, this is firstly in relation to our people and secondly relative to the student groups we serve (full-time, part-time, employed and apprentices). Critical to the college within the new strategy is growth and diversification of income and work with partners to exploit opportunities and to share cost where it is relevant to do so. Associated with the new strategy are a series of measures to 2030 which enable year on year measurement of the strategy.



# 1. PRINCIPLE 1 – EXCELLENCE IN LEARNING AND TEACHING

## 1.1. Key Performance Indicators

MODE	COMPLETED SUCCESSFUL 23/24	COMPLETED SUCCESSFUL 22/23	COMPLETED SUCCESSFUL 21/22	COMPLETED SUCCESS SECTOR 22/23
FT FE	68.5%	65.3%	59.6%	63.6%
PT FE	88.0%	85.6%	80.52%	77.3%
FT HE	71.5%	73.9%	61.1%	65.5%
PT HE	85.1%	82.3%	79.06%	78.6%

Previous Education Scotland engagements identified specific actions for the college around improving outcomes for students on FT FE programmes. We are pleased to report a further 3.2% increase in success for students on FT FE for 23/24 which represents an 8.8% improvement over the last three academic years. We are also pleased to report continued improvement in both PT FE and PT HE. 23/24 saw a reduction of 2.4% in FT HE however analysis links this reduction to HE courses which were primarily impacted by Strike Action over 23/24 and the loss of teaching hours. Success outcomes for 23/24 performed above the latest national sector outcomes at all modes.

MODE	STUDENT WITHDRAWAL 23/24	STUDENT WITHDRAWAL 22/23	STUDENT WITHDRAWAL 21/22	STUDENT WITHDRAWAL SECTOR
FT FE	18.0%	25.5%	29.4%	29.3%
PT FE	7.0%	8.5%	8.4%	10.7%
FT HE	18.9%	16.2%	23.0%	23.6%
PT HE	9.1%	14.4%	7.3%	9.5%

We were also pleased to report improved retention rates across 3 of 4 modes. FT FE improved again by a further 7.5% and we are pleased to report retention rates above sector average. We did note a drop of 2.7% retention at FTHE which we believe can be related again to impact of lost teaching time as a result strike action and students leaving early to alternative destinations such as HEIs. We believe these figures provide additional weight to the impact of our improved approaches to identifying retention issues, supporting students, and evaluating learning, teaching, and assessment approaches.

## 1.2. Academic Standards and Awarding

**Education Scotland** – In May 2024 a team of HMI Inspectors engaged with the college on an Annual Engagement Visit, and a thematic review in the care sector, where they evaluated progress of the college against its improvement priorities and actions from previous visits. The final inspection reports commended the college on progress against targets stating they were confident in our progress and that we have the capacity to improve with **no main points for action**. There were highlights around the colleges work to enhance learning and teaching approaches (highly effective practice case study), how self-evaluation is used across all teams, the improved use of data at team levels and our collaborative approaches between teaching and support staff. We have two areas we identified to enhance yet further being: student's engagement with Meta-Skills knowledge and improving the robustness of the class rep system.

**CITB Review** – CITB engaged us in a Supportive Review with the purpose of obtaining oversight of provision, triangulating how apprentices are supported. This included practical learning observations and professional discussions with managers, Lecturers, support staff and students. The college received highly positive feedback from the review including highlights around leadership of learning by Lecturers, embedding of technology for learning and assessment and the work being down around Meta Skills as sector leading. CITB have cited they would like to return and disseminate our approaches across the sector. They intimated support they could offer to help employers understand the importance of attendance at college.

**External Audit** – Over 23/24 we had several relevant external audits including: Student Support Funding; Financial Planning / Budget Monitoring; Risk Management; Awarding Body Activity; Student Onboarding; and Business Continuity Planning. We were pleased that five of these concluded with Substantial Assurance whilst in Risk Management demonstrated Reasonable Assurance.

**Staff Training** – to support staff in their roles in the last two sessions teaching staff were asked to undertake online training modules for Internal Verification and Complaints Handling. In 22/23 53% of staff completed the Internal Verification module and in 23/24 76% of staff completed the online complaints handling module. Both attributed to the improvements seen across the compliance audits mentioned above.

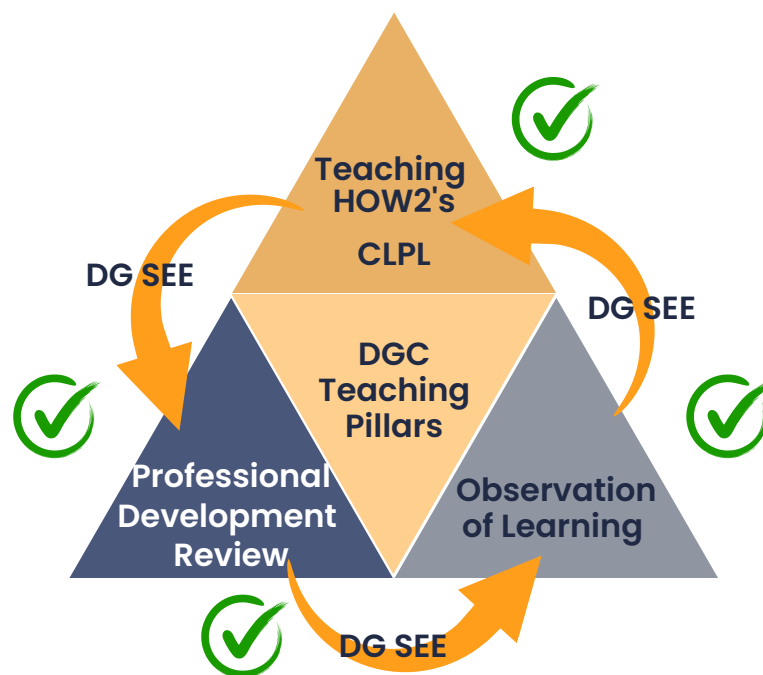
**Awarding Bodies** – A total of 60 awarding body activities were carried out, involving 11 distinct awarding bodies. Several areas of good practice were identified and areas for improvement. This information is currently being gathered and will be shared with all staff via the college intranet, crucial in promoting continuous improvement across the college. Areas of Good Practice from 22/23 were viewed by 43 members of staff, whilst details of recommendations were viewed by 37 members of staff. We will look to improve on this, with the support of verification group leaders, as the 2023/24 data is disseminated. Our Internal Verification Online Module is being updated and will be incorporated into the essential training for all relevant members of staff. Additionally, an SVQ version is also being developed to support assessors and verifiers in their role.

**SQA Systems Verification** – Our SQA Systems Verification audit took place in September 2023, where we were rated with high confidence in all areas. Our Systems Verifier commented that *‘overall impression is one of confidence in the college staff’*.

**SCQF Credit Rating** – As a Credit Rating Body, the college works with SCQF framework to enhance and expand the reach of qualifications, ensuring they meet the highest standards and effectively serve the needs of students. Currently we have 7 credit rated programmes, with a further 5 being developed for this session. We view credit rating powers as a key driver for us as a college to respond to regional needs and enhance access.

### 1.3. Strategic leadership of learning and teaching

**Learning and Teaching Framework** – To improve learning and teaching outcomes for students we have developed a clear process to observe, evaluate and develop practice across the college. This is shaping what we consider research informed practice should encompass. This will frame ongoing development and go beyond judging performance based on PI data alone.



In academic year 23/24 we developed and launched our DGC Pillars to support staff in understanding how we can all contribute to effective learning and teaching. The Pillars have been co designed and socialised before their launch in February 2024. We are in our second full year of partnering with Teaching How2s ([Teaching HOW2s](#)) and are seeing increased engagement with the platform with staff. We are now starting to surface qualitative feedback from staff and students identifying HOW2 techniques as effective in the classroom. In academic 24/25 our aim is to develop resources and embed this framework across all we do in learning, teaching, and assessment.



**Investment in Resource** – In 23/24 we developed an estates strategy which has a focus on teaching spaces. This led to the development of a range of subject specific and general-purpose teaching spaces. We also managed to secure UK Prosperity Funding which will allow us to develop additional teaching spaces in our Construction and Engineering departments. We have also invested heavily in digital infrastructure.

**Ongoing CLPL** – We have developed a clear process to observe, evaluate and develop practice across the college. We have supported development of a new PRD process clearly aligned to GTCS Professional Registration and for 24/25 we review our Development Fund process, ensuring our commitment to staff learning but improving allocation and equity of access to training and development opportunities.

**Data Driven Decision** – We recognise the importance of data driven decisions and we continue to invest heavily in our ability to use data through investment in systems and people. Last academic year we developed new Curriculum and Student Retention dashboards to ensure ensuring that we are supporting staff by providing relevant and easily accessible data to inform self-evaluation and planning. Through its first-year evidence is indicating data is supporting improved retention strategies (see section 1.1).

#### 1.4. Curriculum planning, delivery, and design

##### Activity Targets

2023/24	Credit Threshold	Final Position	Over / Under
SFC Core Target	27,800	27,250	-550



Credits delivered each year						
Credits by Mode	FE 23/24	FE 22/23	FE 21/22	HE 22/23	HE 22/23	HE 22/23
Full Time	12,804	15,422	13,589	4,683	5,270	5,255
Part Time	9,193	9, 241	11,671	586	839	990

We continue to work towards our credit threshold of 27,800 and in academic year 23/24 the college delivered 27,248 credits to students, within the permissible 98% of the threshold. We saw an increased proportion of students from SIMD10 backgrounds accessing the college in 23/24 which was 1.3% increase however overall figures over three years have remained consistent. 23/24 saw a 1.7% increase in the proportion of credits delivered to students with experience of care which is a 1.9% increase over three years. This equated to the equivalent of 184 students which is another 20 students (+12% Increase).

**Portfolio Review** – Our curriculum portfolio is well established with two internal scrutiny points within the academic year. The output of this work is informed by in year self-evaluation, student engagement activity and access to wider skills data such as the Regional Skills Assessments. In 23/24 we introduced Support Service Reviews to all support areas where we scrutinise student support services, this led to the development of key actions and planning for academic year 24/25.

1	Portfolio analysis provided to curriculum areas.
2	Curriculum areas review and revise curriculum offer based on key KPIs, DG-SEE and Stakeholder feedback
3	Portfolio Review 1 – Curriculum scrutiny panel meets with each curriculum manager to critically analyse provision
4	Curriculum Portfolio Planning Document is developed and tracked on the intranet.
5	Support Service Review – Scrutiny panel meets with support service managers to review progress and agree actions and enhancements.
6	Portfolio Review 2 – Scrutiny panel meets with each manager to review progress on actions and start to inform planning for the forthcoming academic year.

**Regional Context** – the size and rurality of our region creates some specific challenges around curriculum planning and delivery that we must consider. In the West of the region our Stranraer campus has specific challenges in relation to attracting viable cohorts through traditional curriculum models and thus we have devised a bespoke Stranraer Action Plan which has been developed with key partners to ensure we find effective, efficient, and aspirational offers for Stranraer and surrounding areas.

**Governance** – the college has several mechanisms to ensure robust review of our curriculum planning and delivery activities including scheduled reporting to the Senior Leadership Team (SLT), Academic Council and Learning and Teaching Committee of the Board. We also have a standing item at biweekly senior leadership team meetings looking at Recruitment, Credit Targets, Retention and Attainment. In 2023/24 we revised our Curriculum Leadership Group (CLG) who now meet every two weeks and review a range of themes around supporting, monitoring, and enhancing curriculum delivery and activity.

#### **Curriculum Innovation –**

- **SWAP ACCESS** – We have worked closely with SWAP Access to use the SCQF Framework to devise three new SCQF rated units: Human Biology, Numeracy for Health and Social Care and Everyday Money Management. These have been designed in agreement with SWAP Access to ensure development of relevant skills and to support retention and attainment. All modules have been developed digitally to increase digital and self-directed study skills.
- **UWS Healthcare Foundation Academy** – Through local partnership we identified a need for access to healthcare for young people within the region to create a pathway into healthcare roles. Working closely with UWS, the NHS and the local authority we devised and launched this new innovative programme. We were pleased to see 25 students from across the region enrol in 24/25 as part of their senior phase offer.
- **Community Learning and Development** – The regional CLD Partnership group had identified workforce concerns both in relation to the loss of experienced staff but also the lack of talent pipeline coming into the sector. Working closely with current practitioners, CLD Standards colleagues and community volunteers we took to developing and designing a future focused and digitally enhanced curriculum model to ensure access, flexibility and enhance opportunity for individual success. The first pilot cohort has seen 17 learners enrol, we had 86% retention and 81% of students completing successfully.

**Enhancement Action – Strengthen the externality of review in all our curriculum areas ensuring external stakeholder feedback is shaping enhancement and design.**

### **1.5. Learning environment, resources, and technologies**

**Digital Investment** – Activity over 23/24 has included hardware upgrades at both campuses, including the development of CAD specific devices in Engineering, Macintosh suite upgrades for Creative Industries, the development of two dedicated cyber labs and digital infrastructure and hardware for our Construction team to support their aims of sustainability and digital learning, teaching, and assessment.

**Physical Spaces** – We continue to make improvements to the physical learning environments based on staff and student feedback to improve engagement. This includes further upgrading of two general-purpose teaching rooms, investment in construction and engineering technical teaching areas and continued development of additional learning spaces for students.

**Virtual Learning Environment (VLE)** – Our JISC VLE review in 23/24 highlighted significant confidence that in its current form our VLE presents very well in terms of look, feel and functionality. From this we developed a range of key actions which were taken to our Digital Development Group who proceeded to develop evaluative rubrics and quality guidelines for VLE development. We also secured the additionality of Blackboard Ally to enhance the accessibility across the college. These are being rolled out across all teams in 24/25 with all curriculum areas having an enhancement action for VLE development supported by our Learning and Teaching Innovation team.

Student feedback from our Early Experience Survey (marked out of 5) has shown increased satisfaction in 24/25 in relation to learning places and platforms:

	24/25	23/24	22/23
Places and Platforms	4.6	4.3	4.3

Student feedback from the SSES in 22/23 in relation to online learning materials was above the sector across all modes of study. In 23/24 we increased satisfaction in several modes of study, with our biggest improvement seen in HE FT, with 95.6% satisfaction (+5.5% from 22/23). A sector comparison will be made once the data is made available.

## 1.6. Professional Development

**PRD** – We revised our PRD process for teaching staff in 23/24 to ensure direct alignment to the Professional Standards and GTC Registration. This was developed in a digital automated system allowing enhanced which enables a more focussed discussion professional practice. The enhanced reporting has enabled all planned CPD activities for the year ahead linked to standards. We saw an increase in engagement and participation from 54% in 22/23 to 94% in 23/24.

**College Development Days** – We had a range of staff development days and activities over 23/24 including: skills to support implementation of Anthology Ally (increase to 58.3% of all courses now full accessible), introduction to Minimum Standards and Rubric for VLE (internally developed), Dealing with Challenging Behaviour, Trauma Informed College Programme, Trauma Informed College by CDN, Learning and Teaching Sessions (Formative Assessment Strategies, Inclusive Education Practices, Collaborative Learning Strategies and GTC Professional Update) and finally our End of Year Showcase – this demonstrated the success that staff teams had in implementing new curriculum approaches.

**GTC Registration** – Following promotion around professional update and GTC registration data taken in September 2024 shows that at present 63% of our teaching workforce are professionally registered at GTCS. We are planning further information and support sessions to support the remaining staff towards registration.

## 1.7. Peer review and evaluation of learning, teaching, and assessment

**Observation of Learning and Teaching** – Observation of Learning (OOL) process involves systematic monitoring of learning across the academic year. It offers insights into the effectiveness of learning and teaching strategies through various lenses, including practitioner self-reflection, student feedback, peer professional dialogue and theoretical perspectives. The process enables evidence-based decision-making, peer collaboration, and curriculum refinement. Academic year 23/24 saw us move to complete 100% of teaching staff observation over 12 months with more detailed impact data available (See Appendix 1).

**Teaching HOW2s** – in 23/24 we developed HOW2 teaching sets which are linked to our DGC Learning Pillars. These are being explored in monthly themes through academic year 24/25 to enhance embedding of our pillars and development of shared practice across curriculum areas.

**Communities of Practice** – We have several communities of practice which staff can engage in to help shape our practice and meet the colleges strategic ambitions. These include: Digital Development Group, Academic Induction, National Network Groups, Curriculum Leadership Group, Practitioner Enquiry Group.

## 1.8. Innovation in learning, teaching, and assessment

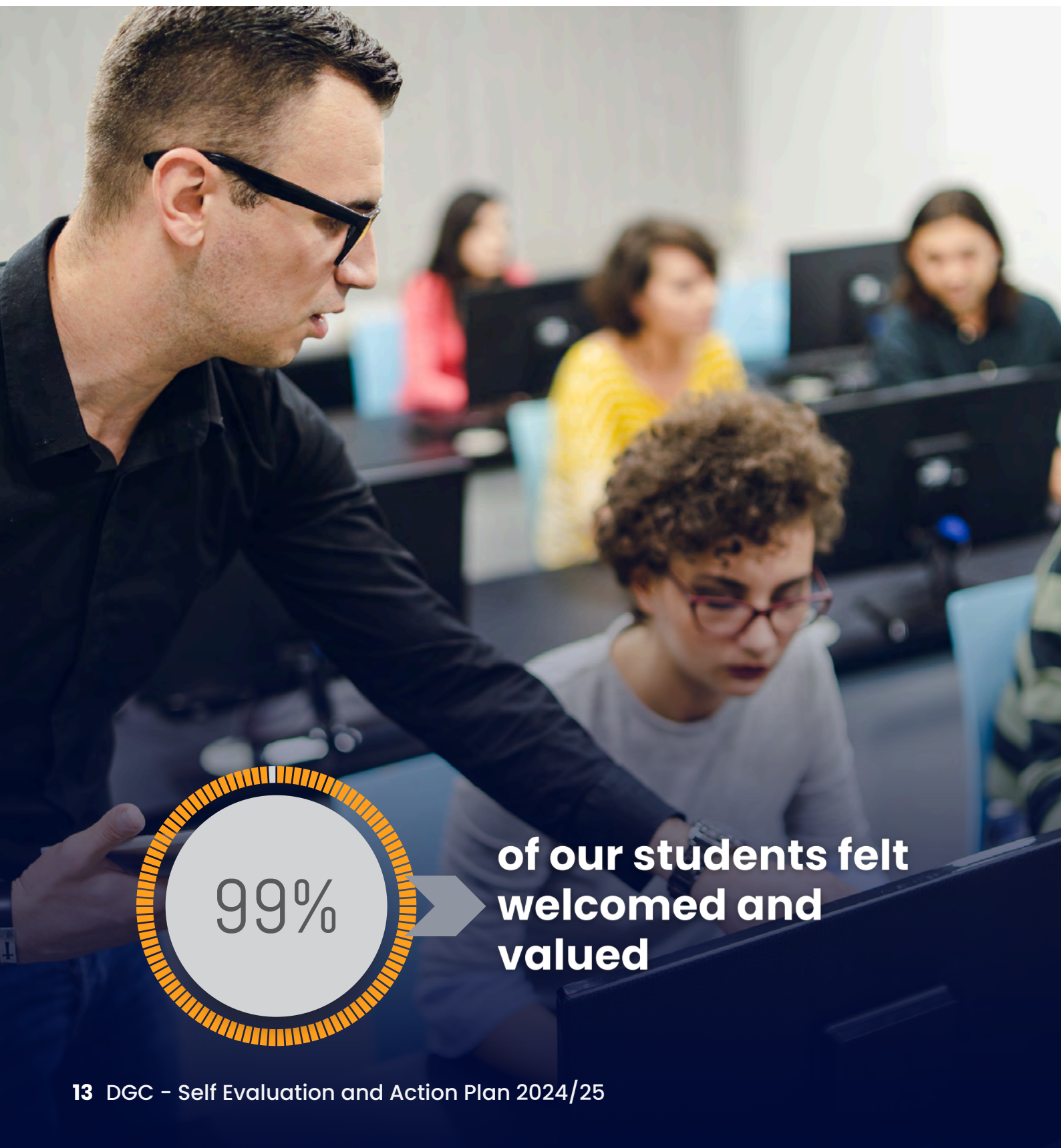
**Teaching HOW2s** – Introduction of HOW2s has acted as a catalyst for reflection and innovation in teaching practice. The linked site embeds AI to allow staff to contextualise lesson planning to their groups and contexts while the Barriers to Learning questionnaire allows staff to pinpoint specific learning barriers in groups and produce effective strategies for exploration. Our use of the platform allows us to see what practice is taking place and is structured by Considering It, Working on It and Embedded It.



**Digital Delivery** – Our Construction team have been driving innovation in their environments with a focus on paperless teaching and assessment. All courses have been developed onto our VLE and using integrated iPads all staff are now giving live and continuous assessment and feedback to students through practical spaces. Effective use of video and verbal feedback linked to 100% digital learning spaces is developing enhanced learning and teaching time for students. The next phase of this is now looking at using immersive learning opportunities to enhance the student experience.



**Health and Social Care** – Post pandemic our Health and Social Care team have continued to lead development of hybrid learning and teaching approaches. Almost all courses within the portfolio are now available in a hybrid model allowing students choice as to how and when they engage in their learning. The team are now developing their online learning and teaching approaches to further enhance the student experience. Data has shown that with this approach student retention (+13%) and success (+14%) have improved over the last 3 years.



**of our students felt  
welcomed and  
valued**

## 2. PRINCIPLE 2 – SUPPORTING STUDENT SUCCESS

### Success rates across key student groups

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

For students with experience of care we have seen success remain above the latest sector national indicators and have been stable at around 60% success for the last two academic years. Closer analysis is required of those who continue to be unsuccessful, and we will continue to take a whole college approach to this. Outcomes for students from SIMD10 have improved again by 2.2% and shows continued steady improvement and remains above national sector. We are pleased to see significant improved success for young people coming to college on senior phase programmes. We have seen a further 21.1% success (+37% over 3 years).

### 2.1. Enabling student success – wellbeing, inclusion, equality, and support

**Equality and Diversity Outcomes** – Retention and success rates for students across most protected characteristics closely resemble the average rates for the student body as a whole. Low sample numbers for the individual race and religion profiles examined meant that no reliable trends or improvements could be identified. Individual reasons for withdrawal are examined as they occur, and we are developing whole college approaches to equality and diversity.  
[Equality and Diversity Report 2023/24](#)

**Policies and Procedures** – As we continue in our progress of becoming a trauma informed college we are working on the enhancement of some existing policies. We have developed new Onboarding, Retention and Attainment Policy, Positive Student Behaviour Policy, and our Student Disciplinary Procedure. These have been designed to better meet current practice and our strategic direction of travel. These will be soft launched in 23/24 for full review and launch in 24/25. Work will be done with students and staff in development of these.

**DG-PALS** – We are pleased to report that in 23/24 development of our DG-Pals (Peer Academic and Language Support) network demonstrates promising signs of impact for our increasing number of learners for whom English is their second language. Through development of this initiative, we saw success for these learners at 85% success, 12% withdrew from college and 3% sustained but were unsuccessful. At the start of 24/25 we have already seen a 107% increase in the number of students engaged in the initiative. We are looking at effective mechanism by which to gather more detailed student feedback to shape this service.

**Digital Retention Tracker** – We continue our digital transformation and following a successful pilot introduced a new Learner Retention Report in academic year 23/24. This report tracks key student data including attendance, engagement, and support needs and calculates risk ratings accordingly. This tool was made available to all curriculum teams and has become the key information to start discussions at student retention meetings. These meetings include Lecturers, Curriculum Managers, and the curriculum teams' named Student Adviser to track student risk and identify agreed interventions and actions depending on need.

**Mental Health and Wellbeing Funding** – We have used ring fenced funding to provide additional needs-based interventions for students and enhance existing support and facilities as well as developing staff capacities:

1. We have engaged with The Safeguarding Group (<https://thesafeguardinggroup.uk/>) who have helped us evaluate current practice around the student experience and safeguarding leading to new enhanced and student-centred policies as previously highlighted. We also developed two full day staff development days and further work planned around student engagement and positive cultures.
2. Ongoing self-evaluation from our support teams highlighted a need for lower-level interventions for students who don't require counselling but support around wellbeing themes. This led to conversation with the Local Authority around the deployment of Youth Workers across both our Dumfries and Stranraer Campuses to implement strategic youth work (See section 2.2)
3. We have used additional funding to enhance existing staff skills and have three of our student advisers who have now completed their COSCA Introduction to Counselling skills. Two of them have now embarked on their 2-year counselling diplomas to ensure the college develops staff skills required to support our students.

## Student Advisers

	Reason Attendance	Funding	Family	Mental Health	Additional Support	Other	Total
23/24	94	53	21	99	77	4	348

We saw 348 overall Student Adviser engagements with students across the year. Some are multiple interactions with the same students, and it is not always possible to record all engagements. We saw the highest activity within Creative Industries (14%), Hospitality (13%) and Early Years (11%). Each department has individual named advisers and we are focussing on additional support through our Youth Work project and looking at enhanced systems for monitoring and tracking data of students and reviewed process by which to log and manage increasing demands. We have noticed increased access from curriculum areas Engineering, Renewable Transport and Construction which is encouraging to see some of those students who have not traditionally accessed services. The need for mental health and welfare support continues to be highest in areas where we have more female students but also not concerns around our inability to increase staffing resource to meet demand.

**Student Counsellor** – In total there were 75 referrals to our counselling service in academic year 23/24. We have seen a reduction in counselling referrals this academic year from 114 down to 75. Part of this is associated with reduction in staff headcount which has not been replaced due to the removal of long term dedicated counselling funding. We have supplemented additional counselling through introduction of Spectrum Life, this will be fully integrated for students in the new academic year. Most referrals came from Creative Industries (18%), Early Years (15%) and Hairdressing (10%). The highest reason for engagement with counselling has been management of anxiety (28%).

**Education Support** – our small Education Support team have again worked with a significant number of students and continue to revise and enhance their services.

	Number of Students	Completed Successful	Partial Success	Retention
23/24	170	64%	11%	75%
22/23	170	72%	14%	87%
21/22	133	64%	16%	85%

Numbers of students requiring educational support remained consistent to the previous academic year but showed a consistent increase of 28% in demand without any increase within the staff team. The team have had to develop new approaches to support which has included increased use of technology, more group activities and introduction of self-referral to promote independent learning. The number of students self-requesting education support increased from 118 to 133 and was a combination of drops ins, direct referrals, and proofreading support.



## 2.2. Context and Community – meeting the needs of students

**Active Campus Co-Ordinator** – January 2024 saw us recruit a new Active Campus Coordinator and we saw 2,375 student engagements between January and June 2024 in additional sport and physical activities. We also saw 1,375 engagements in our gym which was made free and accessible to all students and staff with capital and staffing support from UWS. We have seen 62% of those participants being male and 38% being female which has been encouraging. 24/25 allows us to embed this activity with students from the start of the new academic year with an aim of increasing activity numbers, greater variety, and performance sport.

**Youth Work Partnership** – Working closely with the local authority we have been able to deploy a youth worker at each campus in a 1-year pilot project. Though analysis of our counselling and welfare reporting we noted a need for lower-level interventions for students around recurring themes such as mental health and wellbeing, relationships, drugs, and alcohol, managing stress. The Youth Workers are working with individuals and groups to provide educational activity across campuses in direct response to issues which may flag through existing mechanisms.

## 2.3. Effective and successful transitions

**School College Partnerships** – We are a critical member and partner of the local authority senior phase strategic group which is tasked with delivery of the region's Senior Phase Strategy. Over the last three years we have focussed on improving performance which has been achieved through collaboration and development of a bespoke quality framework. Having seen student performance improve and sustain we are now looking to revise the portfolio offer to ensure provision provides pathways, focussed on regional and national demand but will also enhance access for 25/26.

**Enhancement Action – Work with the senior phase strategic partners to identify ambitious and accessible learning provision towards 2030.**

**Articulation** – Our development of pathways in partnership with University of the West of Scotland has continued and we are pleased that following that work we will have three-degree programmes available in the region in academic year 24/25 (Business, Cyber Security and Creative Practice) and has seen total enrolment of 39 students onto additional degree provision.

We have also been working with University of Glasgow (UoG) to agree articulation from our Early Years programmes into Primary Teaching. We are currently reviewing GTC implications, discussing enhanced transition arrangements and some shared and cross collaborative pedagogical inputs from both partners. Departmental changes at UoG have led to slight delays, but we are aiming for student articulation for 25/26.

	21/22	20/21	19/20
Total number of students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	28	47	55
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	65	81	124
The proportion of successful learners who have achieved HNC or HND qualification articulating to degree level courses with advanced standing	43.1%	58.0%	44.4%

## 2.4. Support for employability, skills development, and lifelong learning

**Young Enterprise Scotland (YES)** – Despite a 6-month period without an executive in post we saw engagement with 283 students compared to 308 the full academic year previous. We saw a wide range of activities delivered to those students including workshops around confidence, wellbeing and meta skills being the most popular. Additional activity included Sustainable Business/Circular Economy, Female Boss, Enterprise Competition and Roadshow. We aim to develop more coherent delivery across more curriculum areas in 24/25.

**Meta-skills** – In 23/24 we saw pockets of development of meta skills activity. Across our Construction and Engineering departments we saw the development of new approaches to develop awareness of meta skills through practical work where students' complete activities each block reflecting on their development of key meta skills. Following successful piloting this approach it is being rolled across all curriculum areas in 24/25 which will give a baseline to measure engagement and impact. We will also be developing in partnership with YES, curriculum targets to ensure all students on core programmes are given the opportunity for participation in the Meta-Skills workshop in academic year 24/25.

**Sector Skills** – Through our learning Pillars 6 (Authenticity overall) and 8 (See It, Be It, Believe) we are looking to embed authentic learning and skills development in our courses. We are already seeing encouraging signs of this in some areas for example in Health and Social Care 43 students completed credits in TURAS learning through the NHS to improve readiness for work skills. We also saw our Computing department embedding CISCO Cyber Essentials qualifications into our SCQF Level 6 programmes seeing 32 students complete this professional certificate while 17 HND students completed Networking Essentials Certification.

**College Leaver Destinations (CLD)** – 97.1% of students had confirmed destinations in 21/22 (+3.4% from 20/21) with 89.8% finding positive destinations (+2.2% from 20/21) mapped against sector decreases based on last published figures. Destinations were confirmed for 97.6% of our FE sector leavers and 96.1% of our HE sector leavers. 87.2% (-0.4% from 20/21) of FE sector leavers and 94% (-2.5% from 20/21) of HE sector leavers and were in a positive destination six months after completing their course of study.

## **Enhancement Action – Further enhance college-wide approaches for developing knowledge, understanding and articulation of Meta Skills for students.**

### **2.5. Responsiveness to concerns**

**Class Reps** – Class Reps are a link between the student voice and the college. They share feedback from fellow students in relevant forums. In 2023/24 there were 102 class reps elected and invited to attend scheduled meetings (two per block). In addition to class reps, we also elected 3 Lead Reps in 2023/24 across the areas of Wellbeing, Estates and Facilities; and Learning and Teaching. Feedback is given to the relevant college staff in meetings with staff, Lead Reps and Student Association Officers.

**Safeguarding** – Our Safeguarding Manual has been updated and relaunched to provide all staff with an awareness of the processes and procedures for safeguarding. 80 members of staff have accessed this since being updated. Our safeguarding team continue to meet monthly to review trends, actions, and opportunities.

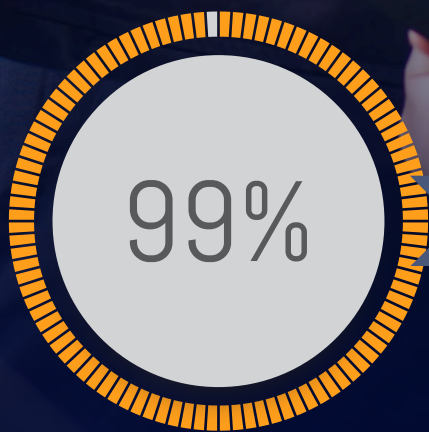
**Self-Referral System** – In 23/24 we introduced self-referral on the ground of Welfare, Study Skills, and Counselling. Each of these are a Microsoft Form available from the Student Portal. The student should complete a brief form with the category of the request alongside their contact details and the best time/method to contact to arrange. This ensures a prompt response for the student, to receive the help they require. In 2023/24 32 Welfare Self Referrals were received, all of which were dealt with by a Student Adviser. There were 75 self-referrals to the counselling service and all these students were seen by our Student Counsellor. Whilst we saw 133 direct study skills referrals.

**Anti Bullying** – an electronic form is available on the Student Portal and LearnNet to report bullying. When a student completes this form, an email notification is sent to the Student Adviser Team who liaises with the relevant Curriculum Manager to quickly investigate and resolve the issue. Student Advisers are available to support, advise and signpost when necessary. There were 3 bullying reports received in 2023/24 – all three reportees successfully completed their course, one of which progressed within the college.

**Have Your Say / Make a Complaint** – Students can make a complaint in person, by phone, in writing, by email or via either our Have Your Say Forms, which are accessed via LearnNet and the Student Portal. 46% of our complaints received in 2023/24 were made via the mechanism on LearnNet and the Student Portal.

## **Enhancement Action – Re-establish the DG-Cares team to monitor and enhance activities and support for our most vulnerable learners.**





**of our students feel  
confident to ask a  
lecturer for help**



### 3. PRINCIPLE 3 – ENHANCEMENT AND QUALITY CULTURE

#### 3.1. Institution wide culture of assurance, improvement, and enhancement

**External review** – External reviews, reports and awarding body outputs are shared with all staff and reported to the Board Learning and Teaching Committee. They are also considered in detail through the Senior Leadership meetings and wider college groups.

**Self-Evaluation** – is carried out by teams through our DG SEE (Stop Evaluate Enhance) process. Our Quality Handbook (LINK) outlines the framework/timescale for this. 100% of curriculum and support teams engaged in DG See in session 2023/24, with most areas completing all the challenge questions each block. 100% of curriculum teams took part in the monthly enhancement meetings, although not all teams were able to meet monthly. 80% of support teams took part in monthly enhancement meetings (no evidence provided for 4 areas).

**Self-Evaluative Writing** – We develop enhanced guidance for staff in supporting of developing improved evaluative writing and based on staff feedback 100% said they found this easy to use, 77% said it helped them enhance their evaluation while the remaining 23% who completed the feedback said they hadn't had a chance to use it yet.

**DG-SEE End Block Reports** – At the end of each teaching Block the Performance team compiles a report based on impact and good practice surfaced through self-evaluation including any college wide themes. These are shared across the college with all staff.

#### 3.2. Sector enhancement activity and collaboration

**UWS Degree pathways** – Our development of pathways in partnership with University of the West of Scotland has continued and we are pleased that following that work we will have three degree programmes available in the region in academic year 24/25 (Business, Cyber Security and Creative Practice) and has seen total enrolment of 39 students onto additional degree provision. We will look to further develop curriculum pathways into these programmes.

**QAA STEP Project** – We are delighted to be leading in partnership with New College Lanarkshire a tertiary project focussed on alignment of pedagogy to support student transitions in the tertiary sector. At present we are also working with University of the West of Scotland, Abertay University and Dundee and Angus College in partnership as we lead a pilot under the new STEP programme as part of the Scotland's Tertiary Quality Enhancement Framework.

## 4. PRINCIPLE 4 – STUDENT ENGAGEMENT AND PARTNERSHIP

### 4.1. Students voice and representation at the core of enhancement

**Student Association** – Dumfries and Galloway College’s Student Association (DGSA) represents the student voice through active participation in a range of college groups and activities including the Board of Management, Learning Teaching Committee, Academic Council and the DG-Cares Team. The senior leadership team devote time across the academic year to meet with the Student Association officers which includes primarily The Principal, Depute Principal and Executive Director of Student Experience. We have responded to feedback from DGSA in 23/24 and ensured more comprehensive training for new Officers agreeing onboarding activity over the summer break whilst also creating a new space for Officers in a more open point within open learning zones social spaces.

**Class Reps** – Based on feedback from our most recent AEV with Education Scotland there was discussion about how we could further enhance the class representative system. We have agreed a revised approach for 24/25 which will see us appoint curriculum reps for each area and level as a minimum standard, earlier training for rep and more senior responsibility for our the Student Experience Committees, ensuring effective engagement with students and action on their representations.

**Lead Reps** – The primary role of lead reps is to represent the student body at college Student Experience Committees and engage directly with college managers and senior leaders to review and identify ideas and projects for enhancement. We will seek to improve the number of Lead Reps in academic year 24/25 as we only appointed 4 Lead reps in 23/24. The role of Lead Reps was created to support a pathway into Officer Roles for students who may want to take on additional responsibility, learning and leadership.

Session	2024-2025	2023-2024	2022-2023
Responses per session	1289 (20%)	1055 (65%)	722 (40.5%)
Overall rating	4.6	4.5	4.5
Feeling Welcome and Valued	4.6	4.5	4.4
Learning Experience so far	4.6	4.5	4.5
Our curriculum staff	4.7	4.4	4.7
Our Support Staff	4.5	4.4	
Our Support Services	4.5	4.3	N/A
Places and Platforms	4.6	4.3	4.3

**Curriculum, Learning and Teaching** – We have identified examples of where student voice has directly shaped and enhanced curriculum, learning and assessment:

23/24 was the second year of our Early Experience Student Survey. We issue this to all students at week 4 to help us understand their early experience and allow for opportunities for enhancement in year and for the following academic year. In 23/24 we saw an overall participation rate of 65% which was an 24.5% increase from its first year. Students are asked a number of questions including: feeling welcomed and valued; learning experience so far; our curriculum staff; our support staff; support services; places and platforms for learning; and, one thing we could do better. We were pleased to report overall rating of 4.5/5 for a second consecutive year but from an increased response rate. The output of the survey is broken down by curriculum and support areas with a 'You Said, We Did' completed based on specific feedback (See Appendix 2) This is monitored by the Performance Team.

Assignment Submissions – students in one course found dates being too flexible and they preferred more rigid deadlines. This was introduced with additional 'focus dates'. (Digital Health and Social Care)

Mock Exams – students reported significant impact of running mock exams as a valuable exercise which should be repeated which resulted in 100% pass rate on Graded Unit exams. (Computing)

Online delivery – students in the previous academic year intimated they didn't feel part of the college. We will introduce on campus sessions monthly and the introduction of more flexible hybrid access options. (Early Years)

HOW2s – Several students noted Pilot and Navigator activities were better than simply following activities from the board. Students liked pair discussion and problem solving that the HOW2 encourages. (Engineering – Electrical)

**Student Satisfaction and Engagement Survey** – 56.4% of eligible students participated in the 23/24 survey (+5.8% from 22/23). The introduction of an incentive for students along with staff having access to survey completion data via AdminNet attributed to this increase. Business and Accounting and Computing curriculum areas both attained 100% completion across HE and FE. The overall college experience satisfaction rate remained high and above the sector at 97% (+1% from 22/23).



## 5. ACTION PLAN 2024/25

Principle and area for enhancement or development	Action (s)	Planned Impact / Outcomes	Target Date Monitoring Notes	Responsible / Lead
<b>Principle 1 – Excellence in Learning and Teaching</b>  Learning, Teaching and Assessment Quality	<ul style="list-style-type: none"> <li>• Embedding of DGC Learning Pillars across staff teams.</li> <li>• Development of linked resource site.</li> <li>• Embedded into Observation of Learning</li> <li>• Developed teaching sets</li> </ul>	<ul style="list-style-type: none"> <li>• Continued critical reflection of teaching approaches.</li> <li>• Sharing of practice end of year event.</li> <li>• Above Sector Student Outcomes (23/24 Baseline)</li> <li>• Sustained Student Satisfaction (23/24 Baseline)</li> <li>• Enhanced FT HE Success (+5%)</li> </ul>	July 2026	Executive Director of Student Experience  Curriculum Managers  Learning, Teaching, and Innovation Manager  Lecturing Staff
<b>Principle 1 – Excellence in Learning and Teaching</b>  Curriculum externality	<ul style="list-style-type: none"> <li>• Employer forums developed for each curriculum area.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced curriculum meeting needs of industry.</li> <li>• Enhanced student experience.</li> </ul>	July 2025	Executive Director of Student Experience  Curriculum Managers
<b>Principle 1 – Excellence in Learning and Teaching</b>  College Academy Offer (Senior Phase)	<ul style="list-style-type: none"> <li>• Increased access to online/hybrid provision.</li> <li>• Revised offer aligned to regional needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased access from key remote schools.</li> <li>• Increased enrolments all provision.</li> </ul>	August 2026	Executive Director of Student Experience Curriculum Managers Widening Access Officer Lecturing Staff



<b>Principle 2 – Supporting Student Success</b>  Meta Skills Development	<ul style="list-style-type: none"> <li>Develop piloted meta skills approaches across all departments in AY 24/25.</li> <li>Increased promotion of Meta Skills workshops in partnership with Young Enterprise Scotland – 50% of classes to have participated.</li> </ul>	<ul style="list-style-type: none"> <li>Enhanced curriculum meeting needs of industry.</li> <li>Enhanced student experience.</li> </ul>	July 2025	Executive Director of Student Experience  Curriculum Managers
<b>Principle 2 – Supporting Student Success</b>  Supporting vulnerable students	<ul style="list-style-type: none"> <li>Re-establish the DG-Cares team to lead support enhancements.</li> </ul>	<ul style="list-style-type: none"> <li>2 new initiatives developed to enhance support.</li> </ul>	July 2025	
<b>Principle 3 – Enhancement and Quality Culture</b>  DG-SEE (Stop – Evaluate – Enhance)	<ul style="list-style-type: none"> <li>Adopt the SPARQs Student Learning Experience Model into Self-Evaluation System.</li> <li>Development of new curriculum review cycle as per TQEF guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Effective governance mapped to new scrutiny arrangements.</li> <li>KPI improvement</li> <li>Enhanced student voice and engagement</li> </ul>	August 2025 (Fully implemented into process for AY 25/26).	Executive Director of Student Experience  Performance Manager
<b>Principle 2 – Supporting Student Success</b>  Student wellbeing	<ul style="list-style-type: none"> <li>Build additional capacity within our wellbeing activities.</li> </ul>	<ul style="list-style-type: none"> <li>Enhanced qualifications and skills within the existing team. 2 Counselling Diplomas.</li> <li>Evaluation of impact of Youth Work pilot.</li> <li>Development of partnership concepts as intimated through Student Mental Health Action Plan <a href="#">Student mental health action plan – gov.scot</a></li> </ul>	July 2026	Executive Director of Student Experience  Student Journey Manager

<p><b>Principle 3 – Enhancement and Quality Culture</b></p> <p>DG-SEE (Stop – Evaluate – Enhance)</p>	<ul style="list-style-type: none"> <li>• Adopt the SPARQs Student Learning Experience Model into Self-Evaluation System.</li> <li>• Development of new curriculum review cycle as per TQEF guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective governance mapped to new scrutiny arrangements.</li> <li>• KPI improvement</li> <li>• Enhanced student voice and engagement into DG-SEE</li> </ul>	<p>August 2025 (Fully implemented into process for AY 25/26).</p>	<p>Executive Director of Student Experience</p> <p>Performance Manager</p>
<p><b>Principle 4 – Student Engagement and Partnership</b></p> <p>Class representation leading to enhancement.</p>	<ul style="list-style-type: none"> <li>• Revised class reps to Curriculum Level reps.</li> <li>• More robust development of Student Experience Committees with SA, Lead Reps and Key staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet target of 100% representation across levels.</li> <li>• Increased engagement at class rep meetings.</li> <li>• 3 clear examples of student led enhancement coming from Student Experience Committee</li> </ul>	<p>July 2025</p>	<p>Executive Director of Student Experience</p> <p>Student Journey Manager</p>

## Appendix 1 – Observation of Learning Staff and Student Engagement Data

Staff Engagement Time Period	Observations Conducted	Professional	Student Feedback Responses	Staff Feedback Responses
Jan – Dec 2023	94%	94%	672	64
Jan-Dec 2024	50%	50%	165	19

Student Feedback Survey Questions	22/23 Positive Responses (672 Returns)	23/24 Positive Responses (165)
Students felt welcomed and respected in the class	99%	99%
Students were able to participate in class activities	99.5%	98%
Learning tools support the student learning	99.7%	96%
Students have opportunities to learn from other students	99%	98%
Students feel confident to ask lecturer for help	99%	96%
Did technology help the students learning	86%	88%
Did the lecturer treat the students fairly	97%	98%

Staff Feedback	Positive Response - responses 2022/23	Positive Response - responses (2023/24)
Survey Questions		
Process: The information provided was helpful	98%	95%
Recording: Booking and recording was easy to use	100%	100%
Peer Observation: staff found this a valuable exercise	100%	100%
Reflection: Using Brookfield's 4 Lenses	83%	89%
Has the process encouraged adoption of new practices	84%	89%
Staff's overall satisfaction	98%	100%
Process: The information provided was helpful	98%	95%



## APPENDIX 2 – EARLY EXPERIENCE SURVEY ‘YOU SAID WE DID’ EXAMPLE





**Dumfries and  
Galloway College**

One step ahead

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