

DUMFRIES AND GALLOWAY COLLEGE - TQER ACTION PLAN

Principles and area for development	Action(s)	Planned Impact / Outcomes	Milestone(s)/target date(s) Achieved (A) Continuing (C) Carried Forward (F)	Responsible/Lead
TQEF Principle: Supporting Student Success Recommendation 1: The College should review the visibility of online student support, information and services to raise awareness and equity of access among all students <i>TQER Report (Page 25, Paragraph 76)</i>	A – Enhance visibility and accessibility of student support services The College will work with students and staff to review and enhance the visibility, accessibility and usability of student support services and information across digital and physical channels. Key Activities: - Review the student portal and online support resources. - Review guidance and engagement with College and University of the West of Scotland (UWS) library services. - Identify and address barriers experienced by different learner	Planned Impact: - All students can more easily locate and access support services. Outcomes: - Improved Early Experience Survey results from 25/26 Baseline. - Positive Student Experience Committee evaluation. - Increased engagement data of student use. - Improved retention of user groups.	August 2026 - All staff development session to explore student support enhancement – COMPLETE October 2026 – Priority enhancements identified through ongoing self-evaluation and analysis. December 2026 – Recommendation in year 1 implemented. March 2027 - Student Experience Committee evaluates changes and recommends ongoing changes.	Owner: Director of Student Experience and Innovation Lead: Student Journey Manager Key Dependencies: - Student Journey Team - Digital Services Team - Student Association - Curriculum Managers - Lecturers - Work Based Learning Team Leaders

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	groups in accessing support information. Implement agreed enhancements and evaluate impact.			
	B – Strengthen awareness of support services throughout the student journey. The College will implement a coordinated approach to student and staff awareness of support services to ensure consistent messaging and timely access to all student groups. Key Activities: - Review induction arrangements for all learner groups. - Pilot reinduction activity at key points throughout the academic year. - Develop staff guidance on support services and referral pathways. - Deliver staff development sessions to support consistent practice.	Planned Impact: - Learners access personalised support at key points for them. Outcomes: - Improved Early Experience Survey results from 25/26 Baseline. - Positive Student Experience Committee evaluation. - Increased engagement data of student use. - Improved retention of user groups.	August 2026 – Staff developmental sessions on induction - COMPLETE November 2026 – Reinduction Activities tested. December 2026 – Review Induction for all non-admissions students February 2027 – Design one cohort induction and trial throughout the year July 2027 – Full evaluation of impact completed.	Owner: Director of Student Experience and Innovation Lead: Student Journey Manager Key Dependencies: - Student Journey Team - Digital Services Team - Student Association - Curriculum Managers - Lecturers - Work Based Team Leaders

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TQEF Principle: Student Engagement and Partnership	A – Refresh and strengthen our Student Partnership Framework	Planned Impact • Student partnership becomes more visible, purposeful and strategically aligned.	September 2026 - Refreshed Student Partnership Agreement approved.	Owner: Vice Principal – Curriculum and Student Experience
Recommendation 2: The College, in collaboration with the Student's Association, should work to develop more opportunities for meaningful student partnership in college-wide activities to foster a more strategic approach to working with students as partners <i>TQER Report (Page 29, Paragraph 88)</i>	The College and Students' Association will review and implement a refreshed Student Partnership Agreement and student representation framework, informed by Scotland's Ambition for Student Partnership, to promote a more strategic and consistent approach to student partnership across the College Key Activities: • Review and update the Student Partnership Agreement. • Clarify partnership roles, responsibilities and expectations. • Review and publish an annual student representation and engagement cycle. • Engage all students and staff in the development of the refreshed framework.	Outcomes • Student Partnership Agreement approved and implemented. • Annual representation and engagement cycle established. • Student Satisfaction and Engagement Survey (SSES) Statement 12 + 80% • Annual case study of 3 Student Partnership enhancements.	September 2026 - Student Representation and Engagement Cycle published. October 2026 - Student Experience Committees operating across the academic year. February 2027 - Mid-year review of partnership activity completed. June 2027 - Annual evaluation demonstrates the impact of student partnership on College enhancement.	Lead: Director of Student Experience and Innovation Key Dependencies: • Student Association • Curriculum / Lead Reps • Student Journey Manager • Student Engagement and Capacity Lead • College Management Team

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	B – Develop capacity for effective student partnership The College and Students' Association will strengthen capacity for effective partnership working through a coordinated programme of development, support and training for class representatives, lead representatives, student governors and Students' Association officers. Key Activities • Develop and deliver representative training and development activities for student Officers. • Enhance induction and ongoing for student representatives to engage with the Board. • Develop guidance and resources for representatives.	Planned Impact • Student representatives are better equipped to contribute effectively to the strategic work of the college. Outcomes • Increased participation in representative development activities. • Increased student engagement within governance and enhancement structures. • Positive feedback from student representatives and Board members.	September 2026 – Review of College Development Network (CDN) guidance will be completed with enhancement actions identified. December 2026 – Midyear review of engagement. June 2027 - Evaluation of Strategic engagement activities with Student Officers. And Board.	Owner: Vice Principal – Curriculum and Student Experience Lead: Governance Professional Key Dependencies: • Student Association • Board Members
	C – Strengthen strategic dialogue and activity with students	Planned Impact • Student perspectives inform strategic decision-making.	August 2026 - Schedule of meetings planned. - COMPLETE	Owner: Principal Lead: Vice Principal Curriculum and Student Experience

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	The Principal and Vice Principal (Curriculum and Student Experience) will establish a structured programme of strategic engagement with Students' Association representatives to support meaningful dialogue, shared priorities and ongoing evaluation of partnership activity. Key Activities: • Schedule strategic meetings throughout the academic year. • Review progress against agreed priorities and enhancement activity. • Monitor and evaluate actions arising from meetings. • Communicate outcomes through appropriate governance and student channels.	Outcomes • Annual programme of meetings completed. • Evidence of student-informed enhancement activity. • Positive feedback from Students' Association representatives. • Agreed actions monitored and reported through governance processes.	July 2027 – Evaluation of impact with Student Representatives.	Key Dependencies: • Executive Office • Student Association Officer
TQEF Principle: Student Engagement and Partnership Recommendation 3:	A – Increase participation in student representation and engagement The College and Students' Association will review and	Planned Impact • Representation becomes more inclusive and reflective of the	September 2026 – Representation model and engagement plan agreed. October 2026 – Underrepresented learner	Owner: Director of Student Experience and Innovation Lead: Student Journey Manager

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The College, in collaboration with the Students' Association, should work to increase student voice and student representation opportunities, particularly among student groups where engagement is low, to ensure that all student voices are heard and represented. TQER Report (Page 29, Paragraph 89)	enhance student representation arrangements, with a particular focus on improving participation amongst online, part-time, work-based, English for Speakers of Other Languages (ESOL) and other underrepresented learner groups. Key Activities • Review barriers to participation for identified learner groups. • Enhance the class representative cycle and associated resources. • Develop guidance for Curriculum and Lead Representatives. • Implement targeted engagement approaches for underrepresented learners.	wider student population. Outcomes • Increased representation across identified learner groups. • Improved participation in representative activities. • Positive feedback regarding accessibility of representation opportunities. • Annual evaluation of representation activity completed.	groups identified using participation data. December 2026 – Targeted engagement activities tested June 2027 – Annual evaluation demonstrates increased representation with embedding priorities for 27/28.	Key Dependencies: • Engagement and Capacity Lead • Student Association • Curriculum Managers • Work Based Learning Team Leaders
	B – Strengthen student feedback and communication The College will enhance how student feedback is gathered,	Planned Impact • Students have greater confidence that their views are	September 2026 – Review of existing feedback mechanisms completed with recommendations.	Owner: Director of Student Experience and Innovation Lead: Student Journey Manager

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	analysed and communicated to ensure students can clearly see how their views influence decisions and improvement activity. Key Activities • Review and strengthen student feedback mechanisms. • Develop enhanced "You Said, We Did" communications. • Improve reporting of student feedback and resulting actions. • Evaluate student awareness of changes resulting from feedback.	heard and acted upon. Outcomes • Improved student awareness of actions resulting from feedback. • Increased engagement with student feedback activities. • Enhanced communication of improvement activity. • SSES Statements 8 and 13 + 80%	October 2026 – New "You Said, We Did" communications launched. January 2027 – Student awareness measured through Student Experience Committee. June 2027 – Annual evaluation demonstrates improved awareness.	Key Dependencies: • Engagement and Capacity Lead • Student Association • Course Reps • Lead Reps
	C – Embed ongoing engagement and recognition of student contribution The College will establish a consistent framework for ongoing engagement between students and curriculum teams, supported by recognition and reward arrangements for student representatives and partnership activity.	Planned Impact • Student engagement becomes embedded across the learner experience. Outcomes • Framework implemented across curriculum areas.	October 2026 - Recognition framework agreed with development of operational student engagement pilots tested. November 2026 - Recognition arrangements launched. February 2027 - Mid-year review of representative retention & engagement.	Owner: Director of Student Experience and Innovation Lead: Student Journey Manager Key Dependencies: • Engagement and Capacity Lead • Student Association • Budgets

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		• Recognition and reward arrangements established. • Increased retention of representatives throughout the academic year. • Evidence of student contribution informing enhancement activity and decision-making.	June 2027 – Framework evaluated and recommendations agreed.	
TQEF Principle: Enhancement and Quality Culture Recommendation 4: The College should continue to develop and implement its approach to Institution Led Quality Review (ILQR) in line with requirements set out in the Scottish Funding Council's guidance <i>TQER Report (Page 35, Paragraph 110)</i>	A – Enhance externality and student voice within the ILQR Process From academic year 2026–27, the College will enhance its ILQR processes through the inclusion of external panel members and a student representative on review teams, strengthening objectivity, partnership, and quality assurance. Key Activities: • Implement the revised ILQR model across curriculum and	Planned Impact: • ILQR processes are strengthened through externality, transparency, and student partnership. Outcomes: • Student Representatives will be added to panel • External sector colleagues will be added to panel.	June 2026 – All ILQR activities across the academic year will be mapped to include student reps and external colleagues in the review team - COMPLETE October 2026 – student representatives and external sector colleagues for curriculum ILQRs will have been agreed December 2026 – student representatives and external sector colleagues for professional services ILQRs will have been agreed	Owner: Director of Learning and Teaching Lead: Performance and Enhancement Manager Key Dependencies' • Student Association • Lead Representatives • Sector Colleagues

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	professional service reviews • Gather feedback from review teams, student representatives and external panel members to evaluate the effectiveness of the enhanced approach • Review the impact of externality and student partnership on the robustness, objectivity and effectiveness of ILQR outcomes		June 2027 – ILQR for 4 curriculum and 4 professional services will have taken place with the inclusion of both a student representative and external sector colleague	
Following TQER encouragements the College will review how it makes information regarding the process and outcomes of complaints available to students and the public to increase its visibility.	Enhance visibility of complaints outcomes. We will work to improve visibility of the outcomes of complaints. Key Activities: • Review existing arrangements for publishing information relating to student complaints. • Develop and implement a more visible and accessible approach through the	Planned Impact: Increased transparency and accessibility of complaints information for students, applicants and the wider public. Outcomes: • Clearer evidence of how student feedback and complaints inform enhancement and service improvement. • Ensure alignment with TQER	December 2026 – Mapping review of current complaints information completed. February 2027 – Recommendations agreed and approved by relevant committee. April 2027 – Revised complaints webpages and student portal launched.	Owner: Director of Learning and Teaching Lead: Performance and Enhancement Manager Key Dependencies' • Student Association • Lead Representatives • Sector Colleagues

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	College website and Student Portal.	expectations regarding openness and accessibility of information.		
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Principles and area of good practice	Action(s)	Planned Impact / Outcomes	Milestone(s)/target date(s) Achieved (A) Continuing (C) Carried Forward (F)	Responsible/Lead
TQEF Principle: Excellence in Learning and Teaching Area of Good Practice 1: <i>The College's robust and consistently applied Scottish Credit and Qualification Framework (SCQF) credit rating system that supports the development of responsive and high-quality provision, strengthening learner progression opportunities and ensuring alignment with learner needs and wider sector expectations.</i> TQER Report (Page, Paragraph 19)	A – Promote Credit Rating Practice Develop an external engagement initiative for identifying, developing and reviewing credit-rated provision aligned to regional skills priorities, employer demand and learner progression opportunities. Key Activities: Undertake annual engagement with employers, industry bodies, local authorities and regional partners to	Planned Impact: - The College strengthens its position as a sector leader in responsive curriculum design. Outcomes: - Increase in credit-rated awareness across partners 1 New regional learning opportunity developed each year.	October 2026 – Strategic engagement initiative developed, including promotion during SCQF Week February 2027 – Opportunities review completed. June 2027 – Impact evaluation reported.	Owner: Vice-Principal – Curriculum and Student Experience Lead: Director of Learning and Teaching Key Dependencies: Performance and Enhancement Manager

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	identify emerging skills priorities and workforce needs. • Develop and pilot new credit-rated learning opportunities in response to identified skills gaps and partner feedback • Promote credit-rating opportunities through targeted engagement activity, including SCQF Week and employer partnership events	• Positive employer and learner feedback.		
Area of Good Practice 2: <i>The College's transformational approach to establishing strategic partnerships with regional employers and the local authority, which leads to an enhanced student experience, improved employability outcomes and alignment with local skills needs.</i> TQER Report (Page 13, Paragraph 29)	A – Developing partnerships for all The College will introduce an annual review of strategic partnerships to evaluate their contribution to learner success, curriculum development, employability and regional economic priorities ensuring all curriculum areas develop effective employer partnerships. Key Activities: • Develop refreshed Industry Advisory	Planned Impact • Partnership activity becomes more evidence-based and strategically aligned. Outcomes • Annual Partnership Impact Review completed. • Evidence of curriculum enhancements arising from partnership activity.	September 2026 – Refreshed Industry Advisory Group Terms of Reference agreed and implemented. February 2027 – Mapping of employer and stakeholder partnerships across all curriculum areas completed, with strengths, gaps and development opportunities identified. March 2027 – Findings from partnership review considered through curriculum planning and annual self-evaluation processes.	Owner: Director of Learning and Teaching Lead: Curriculum Managers Key Dependencies: Curriculum staff

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	Group Terms of Reference • Map existing employer and stakeholder partnerships across all curriculum areas to identify strengths, gaps and development opportunities • Use review findings to inform curriculum planning and partnership development activity for the following academic year	• Positive partner feedback. • SSES Statement 7 +90%	June 2027 – Partnership development priorities agreed and incorporated into curriculum and operational plans for academic year 2027-28.	
Area of Good Practice 3: <i>The College's use of peer observation combined with the use of the online learning platform and critical reflection effectively identify and address staff development needs and opportunities to innovatively enhance the learning experience.</i> TQER Report (Page, Paragraph 49)	A – Teaching Excellence exchange The College will further enhance learning and teaching through the systematic sharing of innovative practice, professional reflection and enhancement themes emerging from Observation of Learning activities.	Planned Impact: • Effective practice is shared consistently across curriculum areas. Outcomes: • Annual Teaching Excellence event. • Repository of enhancement case studies.	September 2026 – Identifying Learning and Teaching Excellence themes for the academic year. February 2027 - All staff Learning and Teaching Excellence event. June 2027 – Develop initial repository of Excellence in Learning and Teaching case studies.	Owner: Director of Learning and Teaching Lead: Learning, teaching and Innovation Manager Key Dependencies: • Advanced Practitioners • Students

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		Positive staff feedback on professional learning.		
TQEF Principle: Supporting Student Success Area of Good Practice 4: <i>The College's agility in responding to changing learner needs that supports students to succeed.</i> TQER Report (Page 22, paragraph 64)	A – Emerging Student needs Review Develop an annual Emerging Learner Needs Review using student support, engagement and attainment data to identify changing learner requirements and drive enhancement activity.	Planned Impact: - Emerging support needs are identified earlier. Outcomes: - Annual learner needs report. - Targeted support interventions introduced. - Improved retention of priority learner groups from 25/26% baseline.	October 2026 – Agree dashboard and data sources. January 2027 – First Emerging Student Needs Review completed. March 2027 – Enhancement actions agreed and incorporated into operational plans. June 2027 – Impact evaluated through retention, engagement and student feedback.	Owner: Director of Student Experience and Innovation Lead: Student Journey Manager Key Dependencies: - Student Advisors - Student Experience Officer - Ed Support Workers
Area of Good Practice 5: <i>The College's approach to digital services transformation that enables student success through a personalised learning experience.</i>	A – Digital Services Transformation Deliver the Digital Student Experience & Innovation Programme, including student-facing developments to the Student Portal, Digital Student Hub, Student Self-Service and	Planned Impact Students experience an accessible and responsive digital environment. Outcomes	September 2026 - Student Self-Service fully operational across campuses. November 2026 - Digital Student Hub enhancements implemented.	Owner: Director of Student Experience and Innovation Lead: Digital Services Manager Key Dependencies: - Digital Services Team - Student Journey Manager

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TQER Report (page 25, paragraph 75).	implementation of the new Student Records System (UNIT-e), to improve access to information, services and the overall student journey.	• Improved student satisfaction with digital services Early Experience Scores • Increased engagement with digital platforms. • Improvements to accessibility and usability.	Ongoing - UNIT-e implementation milestones delivered in accordance with the programme plan. June 2027 - Student feedback and programme impact evaluated to inform future enhancements.	• Student Records
TQEF Principle: Student Engagement and Partnership	A – Student Voice to enhance teaching	Planned Impact	September 2026 - Review and refine post-observation student survey questions.	Owner: Director of Learning and Teaching

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Area of Good Practice 6: <i>Student involvement in the peer observation process, which allows students to have a voice in the enhancement of their learning and teaching experience.</i> TQER Report (page 28, paragraph 85)	The College will further develop its use of student feedback through the Observation of Learning to develop student led enhancement themes for practice. Key Activities: • Introduce an annual programme of themed Observation of Learning activities, aligned to emerging student feedback themes • Implement and evaluate targeted enhancement actions arising from themed observations and student feedback	• Students become active partners in learning and teaching enhancement. Outcomes • Enhanced use of student feedback to inform learning and teaching enhancement. • Increased student participation in enhancement activity. • Positive feedback from students and staff. • Evidence of student-informed teaching enhancement.	January 2027 - Identify and prioritise enhancement themes from survey findings. February 2027 - Implement, review and communicate actions taken in response to student feedback. June 2027 – Completed evaluation of impact and future recommendations.	Lead: Learning, Teaching and Innovation Manager Key Dependencies: Curriculum Managers, Curriculum staff, Advanced Practitioners, LTI team
TQEF Principle: Enhancement and Quality Culture Area of Good Practice 7: <i>The College's clear strategic vision which encourages a shared ethos leading to a college-wide culture of</i>	A – Strengthen our use of data to support enhancement Further enhance DG-SEE (Stop – Evaluate – Enhance) through increased confidence in shared use of data across both	Planned Impact • Staff confidence in the use of data is strengthened for evidence-based enhancement.	November 2026 – will have established baseline November 2026 – data agenda item embedded into Curriculum Leadership Group (CLG)	Owner: Vice-Principal – Curriculum and Student Experience Lead: • Director of Learning and Teaching

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<i>continuous assurance and enhancement and drives student success.</i> <i>TQER Report (page 32, paragraph 101)</i>	Academic and Professional Services staff. Key Activities: • Evaluate staff confidence and engagement with data to establish baseline • DG-SEE data dashboard created • Incorporate data analysis and evaluation into team meetings • Share examples of effective data-informed practice through enhancement events (DG-SHARE) • Develop and deliver a College-wide data literacy programme (beginner, intermediate and advanced session)	Outcomes • Increased engagement with College performance data. • Improved staff confidence in the use of data. • Evidence of data-informed enhancement activity. • Greater consistency in self-evaluation approaches.	February 2027 – delivery of first set of data literacy sessions and DG-SHARE focussing on data informed practice May 2027 – Evaluation of impact carried out	Key Dependencies: • Performance and Enhancement Manager • Curriculum Staff • Professional Services Staff
Area of Good Practice 8: The College's systematic approach to continuous self-evaluation and enhancement across curriculum and support areas that leads to sustained improvement in student outcomes.	A – Systematic evaluation of wider impact Develop an annual Mission 2030 Enhancement Showcase to celebrate, evaluate and disseminate examples of staff	Planned Impact • Enhancement activity becomes more visible across the College. • Effective practice is	October 2026 – Cross-college enhancement themes identified through June DG SHARE, enhancement activity submissions and self-evaluation processes. Enhancement case studies collected across all 3 Blocks	Owner: Director of Learning and Teaching Lead: Learning, Teaching and Innovation Manager Key Dependencies: Performance and

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TQER Report (page 34, paragraph 109)	and student-led enhancement activity across the College. Key Activities: - Identify cross-college enhancement themes and priorities emerging from showcase submissions, DG SHARE and discussions. - Recognise and celebrate impactful staff and student-led enhancement activity through awards or commendations - Develop and publish an annual collection of enhancement case studies and impact reports	shared more systematically. - Staff and students contribute actively to the enhancement culture. Outcomes - Annual Mission 2030 Enhancement Showcase delivered. - Enhancement case studies published. - Increased staff and student engagement with enhancement activity. - Institutional enhancement themes identified and shared.	February 2027 - Professional learning activities delivered to disseminate effective practice across curriculum and professional service areas June 2027 – Mission 2030 Enhancement Showcase delivered, including recognition of impactful staff and student-led enhancement activity. June 2027 – Annual enhancement case study and impact report published, with College-wide enhancement priorities identified for the following academic year.	Enhancement Manager, Curriculum Managers, Curriculum staff, Advanced Practitioners, LTI team
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