



**Dumfries and
Galloway College**

One step ahead

QUALITY ASSURANCE POLICY

Responsibility: Vice Principal, Curriculum and Student Experience

Issue Date: 31st March 2026

Equality Impact Assessment: 14th March 2025

Version: 2

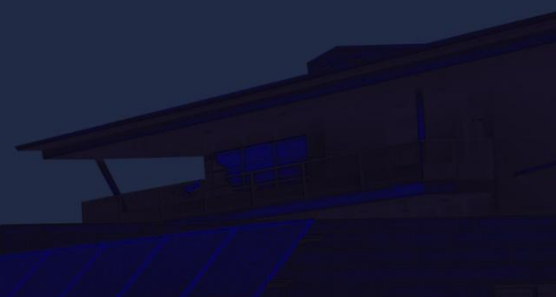


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Quality Assurance Policy

1. Purpose

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

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

2. *Scope*

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

3. *References*

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

4. *Definitions*

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

5. *Responsibility*

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

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

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

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

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

6. *Policy*

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

External Frameworks

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

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



External Quality Assurance and Enhancement Mechanisms Include:

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

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

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

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

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

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

Use of Data and Evidence Reporting

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

Strategic Evaluation

- **Portfolio/Service Review**

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

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

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

collaboratively shape the future of our curriculum and support services. It helps ensure we remain aligned with student needs, sector expectations and institutional goals. All curriculum and support areas will be reviewed within a 3 year cycle.

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

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

Staff Evaluation

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

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

During each block teams should work to continuously evaluate and identify critical course related topics focusing on significant areas of good practice with impact or areas for improvement, linked to the key TQEF Principles. We are asking teams to meet periodically across each teaching block to evaluate practice. Enhancement meetings are held regularly and minutes from the meetings recorded whilst ongoing self-evaluation phases are submitted and monitored through the Performance Team.

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

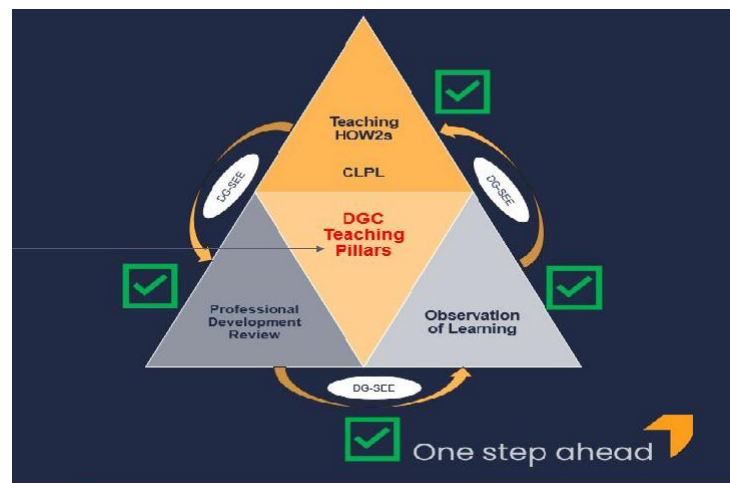
The performance team engage with teams in an ongoing basis to enhance the system and ensure relevant staff development support to

develop engagement in meaningful self-evaluation.

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

- **Teaching for Learning Framework**

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



- **Observation of Learning**

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

- **Evidence Based Teaching Development**

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

- **Advanced Practitioners**

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

- **DGC Learning Pillars**

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

- **Professional Review and Development PRD**

PRD is a structured, reflective process that supports staff in identifying their strengths, development needs, and career aspirations. It ensures professional learning is aligned with individual goals, college priorities, and relevant professional standards, contributing to continuous improvement in teaching quality and student outcomes. For GTCS-registered lecturers, engagement with the PRD process is also a vital component of maintaining their professional registration through the Professional Update (PU) cycle.

- **Quality Assurance**

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

To ensure we continue to meet awarding body requirements, digital core packs and pre-delivery checks are in place and monitored through

compliance audits. Prior to delivery, all assessment, re-assessment and marking guideline materials, including college devised and awarding body materials and core pack contents, must be internally verified.

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

Compliance Audits - A compliance audit is carried out each block to ensure staff are applying our internal verification procedure effectively. An internal report is produced, providing detail of the overall compliance and opportunities for improvement.

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

Student Engagement

We have a clear structure within our Student Association to provide fair representation across both campus sites and ensure suitable capacity for activities. We have Full Time Student Engagement and Capacity Lead who

works directly with the SA and wider college staff to develop student engagement mechanisms and capacities.

- **Student Representation**

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

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

- **Student Experience Committee**

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

- **Surveys and Feedback Mechanisms**

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

Student Satisfaction and Engagement Survey (SSES) - The Scottish Funding Council (SFC) requires colleges to collect feedback from students relating to their experience and the quality of learning via the Student Satisfaction and Engagement Survey (SSES). The survey aims to

assess student opinion and the data collected from the survey is forwarded to the SFC, who provide an evaluation of student satisfaction and engagement across the college sector. An internal high-level report is produced, providing detail of the overall satisfaction and opportunities to provide examples of You Said, We Did. Copies of these reports can be found within the Performance section on AdminNet.

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

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

Effectiveness is measured through:

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

Summary

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

7. *Distribution*

All Staff

Repository

8. *Revision Log*

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

THIS FORM TO BE UPDATED WHENEVER THERE IS A CHANGE IN ANY SYSTEM DOCUMENT				
Document Name	Document Owner	Revision Number	Date of Issue	Date of Withdraw
Quality Assurance Policy	Director of Student Experience and Academic Performance	1	04.05.22	
Quality Assurance Policy	Vice Principal, Curriculum and Student Experience	2	31.03.26	

Appendix 1 – Equality Impact Assessment

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

Duties:

1: Eliminate discrimination, harassment and victimisation
2: Promote equality of opportunity

3: Promote good relations

* Human Rights to privacy and family life, freedom of thought and conscience, education, employment

PSED Impacts

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

Pregnancy/maternity	Implementation of this policy and monitoring of our quality systems should ensure positive impacts across all protected characteristics.
Religion or Belief	
Race	
Sexual Orientation	

Additional Considerations

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

Lead Officer:	Vice Principal Curriculum and Student Experience		
Facilitator:	Performance Manager		
Date initiated:			
Consultation:	General Desk Research		
Research:			
Signature:	Sonya Rutter	Date:	14/03/2026

Appendix 2 – Flowchart

