BOARD OF MANAGEMENT

LEARNING, TEACHING AND QUALITY COMMITTEE

Wednesday 13 February 2019 at **5.00pm**
Y150, Gardyne Campus

AGENDA

1.	**WELCOME**		
2.	**APOLOGIES**		
3.	**DECLARATIONS OF INTEREST**		
4.	**MINUTE OF THE PREVIOUS MEETING**	Paper A for approval	
5.	**MATTERS ARISING**		
6.	**CURRICULUM REPORT – LEARNER PATHWAYS**	Presentation	JG, AV
7.	**2017/18 NATIONAL PERFORMANCE INDICATOR COMPARISON REPORT**	Paper B for information	ST/SH
8.	**DEVELOPING SCOTLAND'S YOUNG WORKFORCE**	Verbal update	GR
9.	**2018 LEARNER SURVEY REPORT**	Paper C for discussion	ST
10.	**VP CURRICULUM & ATTAINMENT REPORT**	Paper D for noting	SH
11.	**LT&Q METRICS**	Paper E for information	ST
12.	**STUDENTS ASSOCIATION REPORT**	Verbal update	DH/ST
13.	**DATE OF NEXT MEETING** - Wednesday 1 May 2019		

Agenda Item 4

Learning, Teaching and Quality Committee

Wednesday 13 February 2019

PAPER A

Minute of The Previous Meeting

BOARD OF MANAGEMENT
LEARNING, TEACHING AND QUALITY COMMITTEE MEETING

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 14 November 2018 at 5.00pm in Room Y150, Gardyne Campus.

PRESENT:

M Williamson (Chair)
A O'Neill
G Ritchie
R Walker
G Robertson
A McCusker
S Mill
D Humphries

IN ATTENDANCE:

S Hewitt (Vice Principal)
C Blake (Vice Principal)
G McGovern (Head of Learning)
S Taylor (Vice Principal/Secretary to the Board)
M Sanderson (Executive Secretary)

1. WELCOME

M Williamson welcomed Committee members and M Sanderson who will take minutes at future LTQC Meetings. M Williamson welcomed G McGovern to the meeting.

2. APOLOGIES

Apologies were received from S Watt.

3. DECLARATIONS OF INTEREST

There were no declarations of interest.

4. MINUTE OF PREVIOUS MEETING

The minute of the meeting held on 29 August 2018 was approved as an accurate record.

5. MATTERS ARISING

5.1 Student satisfaction – Service Design Event

S Taylor noted that initial discussions have taken place with SDA and there has been no specific developments as yet. Changes to students satisfaction measurement by the Students' Association had been implemented with feedback on the first of these (Student portal) to be covered under the Students' Association report.

5.2 Highers Improvement Plan

S Hewitt noted that there had been issues over recent years with Highers programmes. There had been a significant reduction in Highers Programmes and as part of the Curriculum Review different options to improve outcomes were being looked at.

S Hewitt stated that the Certificate in Highers programme would be reviewed for session 2019/20 and changes had been introduced to bring in 'Preparation for Highers' programmes in 2018/19 to help improve outcomes.

It was noted that the overall low outcomes for Highers had reduced the College PI by around 2%. G Robertson asked if this 2% would be recovered. S Hewitt explained that the reduction in Higher courses, and replacement by other options should help to address this.

M Williamson asked when the Preparation for Highers would run. S Hewitt explained that this runs from September to December with successful learners progressing on to the full Higher. If they do not achieve sufficiently to undertake the Higher, then they would be offered a further course which will allow upskilling in the areas they require. The units that have been achieved will still show on the students SQA Certificate if they do not progress on to the full Higher.

6. CURRICULUM REPORT – EMPLOYER AND STRATEGIC PARTNERSHIPS

M Williamson welcomed G McGovern to the meeting. S Hewitt opened the presentation – Raising Attainment and Improve Retention.

S Hewitt used presentation to explain that the restructure will help with partnerships internally and externally as the new roles will be more defined and people will know who to contact directly.

S Hewitt explained that School Partnerships are improving and Dundee and Angus Schools are coming together more to discuss ways of improving and looking at doing things differently for school learners. Service Design events with both local authorities had helped to inform the updated Strategic Engagement Plan.

S Hewitt stated that the number of school pupils attending the Future Talent Sessions had increased by around 1000 pupils from the launch and stated that schools really value these sessions. Taster sessions for schools has also increased, and the College was developing a new partnership approach with Community Learning and Development (CLD).

S Hewitt noted that S Stirling and team were developing resources to help with Exam preparations for students.

S Hewitt explained to the Committee that the interviews for the Academic Partnership Manager will be imminent, ahead of the restructure and was confident this new role would improve the Schools relationship even more as there will be a single key point of contact.

G McGovern presented to the Committee on the employer partnerships in Computing and Creative Media through their Stakeholder Advisory Board. The Board had helped to design the Curriculum to improve the skills set needed for students going to work within the digital skills workforce.

G McGovern stated that since the launch, links with employers had dramatically improved with companies such as Microsoft and BT involved with helping the curriculum team teach the right skills for jobs at present.

G McGovern explained that traditional classrooms within the digital area had been remodelled to reflect modern ICT work spaces with the help of external companies. This was beneficial to students as they are working and learning in an employer environment.

G Ritchie noted that the team won the SQA Star Award for Partnership of the Year for their Digital Mile project.

G McGovern stated that other Academic teams have been showing interest in their approach and were keen to launch similar projects in their area and involve external partners.

G Robertson asked how quickly changes to the curriculum could be made to ensure that learners keep up with the demands of employers.

S Hewitt explained that this could be a challenge where national frameworks needed updating but noted that the College would create short / part time programmes or amend teaching approaches and/or get students out on placement as quickly as possible so that they had the right skills.

7. 2017 / 18 PERFORMANCE INDICATOR REPORT

S Taylor summarised the report and confirmed that outcomes have improved from last year. A lot of work had gone on to ensure that students complete courses, such as providing boot camps and support sessions for students to attend.

S Taylor stated that the overall full-time FE percentage was 75.4%, exceeding the governments aspirational target for the sector, although there was still work being done with the courses and areas that had lower rates of success.

A McCusker noted that these were good results, but noted that Social Sciences and Essential Skills were worrying low and this needed to be improved and ensure that the courses in red areas were reduced. It was noted that the courses in red had reduced from the previous year, but that work remained to reduce this further.

G Ritchie noted that work was being done in these areas to improve outcomes and highlighted changes such as the introduction of the new Gateway approach to engage students and keep them at College.

S Taylor noted that there were many issues such as mental health and student poverty impacting on courses with lower retention/attainment.

G Ritchie stated that the restructure, and having more focused roles introduced, would help to improve the focus on learning and teaching.

M Williamson welcomed the figures and noted that there had been a huge amount of work put in, given the challenging circumstances, and stated that she was sure that the College would remain focused on improving the figures even more.

8. 2017 / 18 SFC NATIONAL SATRISFACTION SURVEY

S Taylor noted that the paper was embargoed by the Scottish Funding Council.

S Taylor summarised the paper, noting that the College was in a good position in terms of Student Satisfaction percentages compared with others across the sector.

A McCusker asked R Walker about student responses to the satisfaction survey. R Walker stated that they have been positive overall.

The report was welcomed.

9. EDUCATION SCOTLAND ANNUAL QUALITY REPORT & ENHANCEMENT PLAN

S Taylor noted that this was a very detailed report which the College was required to provide under the Scottish Funding Council and Education Scotland quality guidelines. It was noted that the report (and related enhancement plan) would be endorsed formally by Education Scotland in the coming weeks.

S Taylor noted that overall these were positive reports and Education Scotland were very happy with the content, structure and grading. S Taylor stated that the gradings were to be released in January for 2017/18, with the details confidential until then.

A McCusker asked if there would be any press coverage in January as this is a good story for the College. This would be looked at. **G Ritchie to progress.**

10. VP CURRICULUM AND ATTAINMENT REPORT

The VP Curriculum and Attainment report was noted. S Hewitt highlighted that, following a series of strategic planning sessions with both the Senior Academic Leadership Team and the wider Academic Leadership Team, thy had identified 7 key priorities for the 2018/19 academic year.

The Service Design Academy (SDA) will host a development session to help with the restructure. Demand for SDA boot camp sessions has increased and the team were currently in Helsinki to share ideas and skills.

S Hewitt noted the successful awards season for the College and congratulated staff on winning these awards at CDN and SQA award ceremonies. M Williamson congratulated everyone involved on the successful awards season.

M Williamson asked for an update on the Future Skills College (FSC). S Hewitt explained that he held a 'make or break' meeting with the two local authorities to see if there was still a demand for the FSC. There is still a place for FSC and they would like to expand and increase the number of pupils to 100 (previously around 40).

S Hewitt explained they are looking at the next steps and looking at areas the College and FSC should target. It was noted that there was a clearer understanding of the costs involved and the group will hold a wider stakeholder meeting in January to finalise arrangements going forward.

G Ritchie stated that the purpose of FSC is to ensure that school pupils receive apprenticeships / jobs at the end of their studies and it's not focused purely on students who want to progress in further education or on to Highers' courses.

G Robertson noted the update on the new website and asked about progress and costs. S Hewitt explained there has been a delay of around 3 working days at a cost of around £1500. This will be covered within the project contingency within the Good to Great funding.

A McCusker asked about early withdrawal numbers for 2018/19, S Hewitt noted that these were on a par with the previous year.

A McCusker asked for an update on the consultation for the restructure. S Hewitt provided a short summary of the planned changes.

S Hewitt highlighted that there would be new Sector Coordinator roles introduced, which will be high level / skilled administrators. They would focus on the business side of the curriculum areas and keep data clean and consistent. There will also be Sector Development Leaders who will provide a more focused service for curriculum teams and customer engagement teams, rather than them having to deal with 19 Curriculum and Quality Heads.

S Hewitt explained that all of the new roles were open to any member of staff to apply for.

G Ritchie noted that the consultation paper on the new structure was on the agenda for the Human Resources and Development Committee and that an update would be provided to the full Board of Management meeting in December. G Ritchie stated that this will be the biggest academic restructure since merger but stressed there would not be any redundancies. As part of the National Bargaining agreement, those in promoted posts currently would be on protected salaries for four years.

A McCusker stated that staff may not understand the restructure and some might feel jobs are being cut. S Hewitt explained that no jobs will be cut and those who don't get / apply for the promoted posts will go back to teaching.

G Robertson asked how many reporting lines there will be. S Hewitt explained that the Sector Coordinator and Sector Development Lead will report via the Head of Centre who will then report to the Curriculum Directors.

11. LT&Q Metrics

S Taylor summarised the metrics paper produced.

G Ritchie explained that, with the ongoing Michelin situation, the Scottish Funding Council have agreed to support if extra courses are needed to retrain and reskill staff from Michelin. G Ritchie stated this will not affect our current credits.

12. STUDENTS ASSOCIATION REPORT

D Humphries summarised the Student's Association report to the committee. An update was given on class reps, with 320 class reps in place and this is growing constantly.

D Humphries stated that class rep training is still on going and will be completed at Kingsway soon. Gardyne and Arbroath have already completed. Learner Engagement team will also be carrying out Class Rep Training in outreach centres.

D Humphries noted that there is still work to do with recruiting Lead Reps. Number is currently sitting at around 12, compared to over 20 last years.

The Students' Association are looking at ways of receiving feedback from students whilst trying to avoid having too many student surveys, they have launched 'Feedback Friday' where students can give feedback. Online methods were proving more effective with 112 student responses completed online.

D Humphries stated that 'Pizza with the Principals' has been launched again this year and is already proving popular with students.

G Ritchie noted that the Sports Union have published their annual report and encouraged the Committee to have a look at this (available here).

13. DEVELOPING SCOTLAND'S YOUNG WORKFORCE

G Ritchie summarised the DYW report and highlighted the new national indicators, but noted that these do not yet have national targets/ KPI's.

G Ritchie stated that J Grace now sits on the DYW board for the College.

M Williamson noted that there was not any data within the report that's useful to the Committee and noted that the governance doesn't sit with the College, but the DYW Board.

Reporting arrangements were discussed and it was agreed that A Vettraino attend a future LTQC to present to the Committee and give a more detailed report of the work that goes on in the DYW team. **S Taylor to progress**.

14. DATE OF NEXT MEETING

The next Learning, Teaching and Quality Committee meeting will take place on Wednesday 13 February 2019 at 5.00pm, Room Y150, Gardyne Campus.

Action Point Summary

Action	Responsibility	Date
Media coverage for Education Scotland Report to be planned	G Ritchie	January 2019
DYW Update to be presented to next meeting.	S Taylor	13 February 2019

Agenda Item 7

Learning, Teaching and Quality Committee

Wednesday 13 February 2019

PAPER B

2017/18 National Performance Indicator Comparison Report

EMBARGOED

Agenda Item 9

Learning, Teaching and Quality Committee

Wednesday 13 February 2019

PAPER C

2018 Learner Survey Report

DUNDEE AND ANGUS COLLEGE

Leading Learning, Inspiring Success

Learner Survey – Summary Report

November 2018

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Introduction

The Dundee and Angus College Early Experience Survey was compiled by the Quality Team to ascertain levels of student satisfaction. The survey was open for 3 weeks from 22 October to 12 November and was made accessible to learners via a link on MyD&A and was hosted in SurveyMonkey. Group Tutors were asked to promote and encourage engagement with the survey. Learners were invited to rate their satisfaction from 1 (Poor) to 10 (Excellent) and to provide commentary on how they thought the College could improve, in each of the following areas:

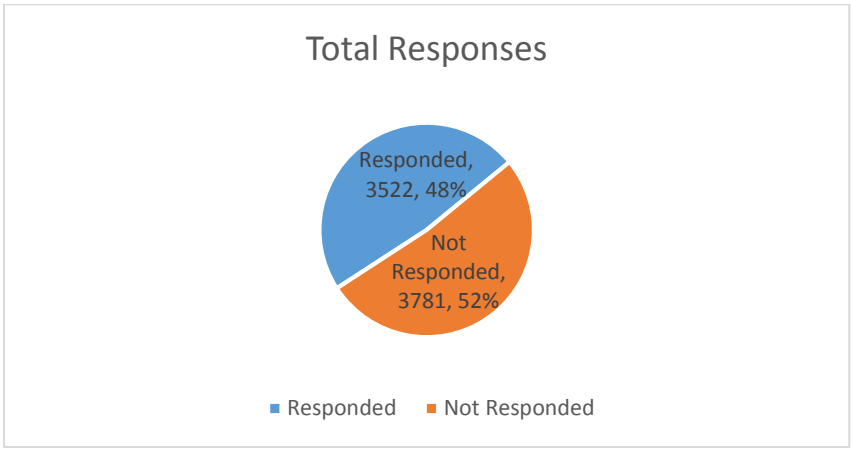
- **Guidance, Information and Advice received when first contacting the college**
- **Application and Interview Arrangements**
- **Student Funding**
- **Help Points**
- **Enrolment & Registration**
- **Induction**
- **College Experience so far – Welcoming, valued, supported**
- **Learning & Teaching**
- **Group Tutor**
- **Additional Support**
- **IT Facilities & College Systems**
- **Libraries and Learning Hubs**
- **General College Areas & Facilities**
- **Environmental Issues**
- **Canteen and Refreshment Facilities**
- **College Minibuses**
- **Student Association**
- **Overall experience and "One Thing" the College could do better to enhance the student experience**

The results have been allocated the same coding method as PIs. i.e. Results scoring an average of over 7.5 out of 10 are coded Green, 6.6 out of ten to 7.4 out of ten Amber and below 6.6 out of ten are Red. This relates to the average score per question.

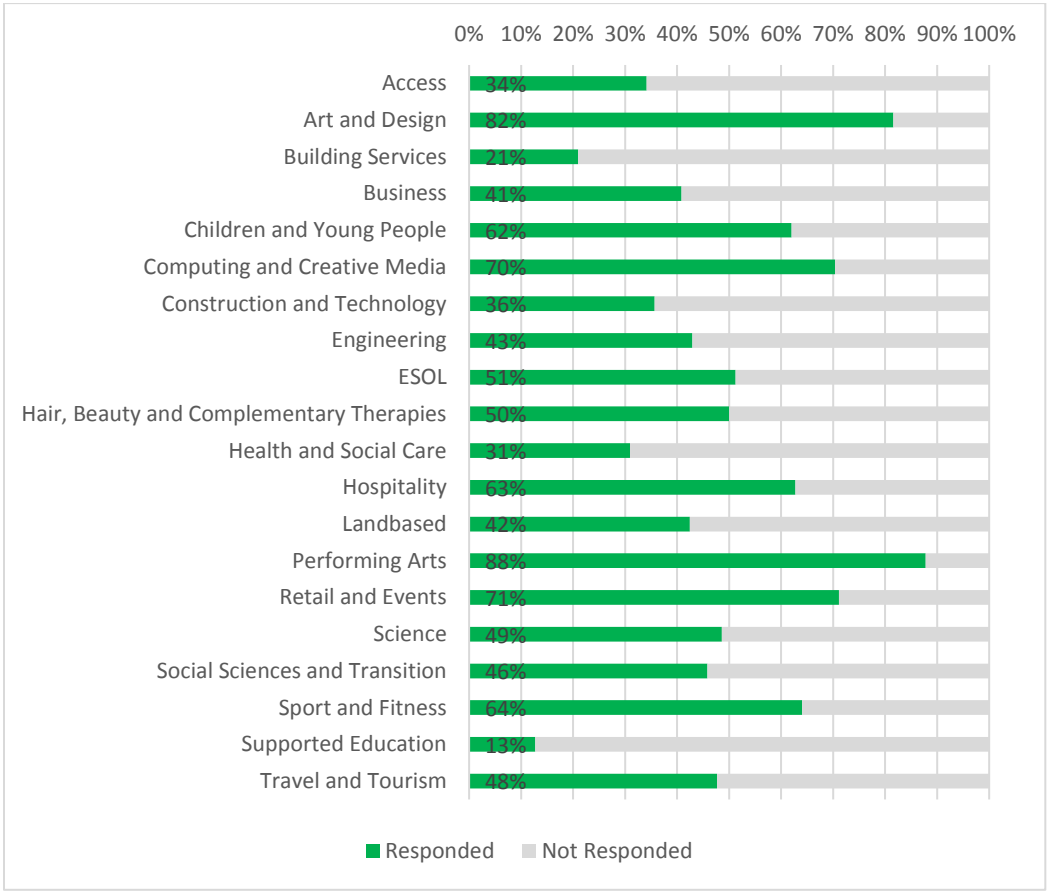
Survey Participation

Overall participation in the survey has been good with 3,559 useable responses in total.

48% of the total eligible current student population took part, with 3,303 out of 5,200 current full time students responding, representing 63.5% of full time enrolments.



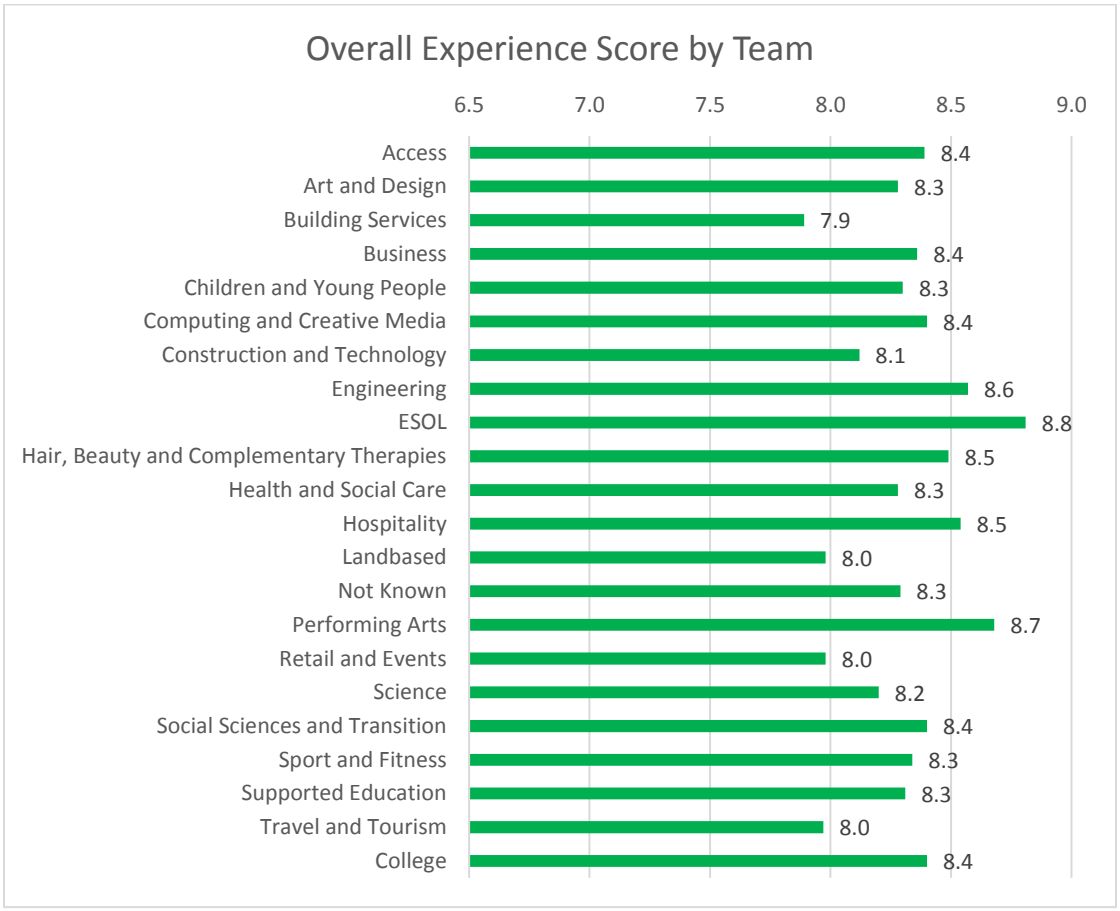
The response rate varies across teams with the highest response rate from the **Performing Arts** team at **88%** followed by **Art & Design** at **82%.**

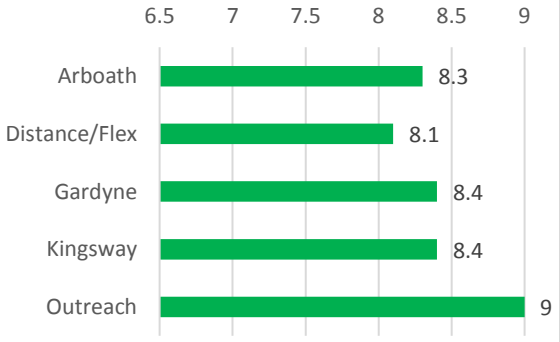


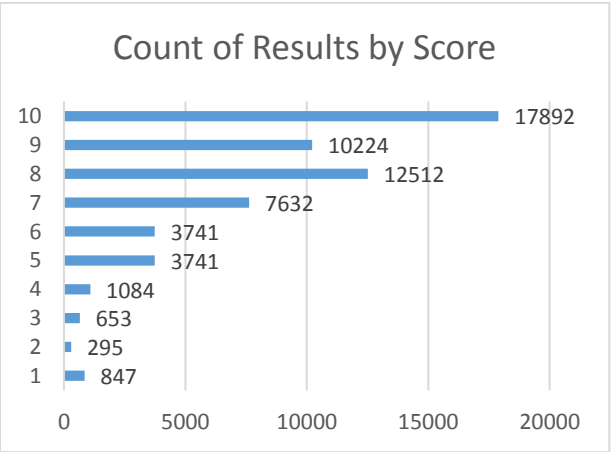
Overall Results

The result across all Departments for the Overall Experience score was an overall satisfaction rating of 8.4 out of a possible 10 (same as 2017). The average overall score across all questions was 8.1/10 (compared to an overall average score of 8.1 in 2017 and 8.2 in 2016).

The charts below display the overall satisfaction rating by Department, by Campus and by the count of results by each score (1 to 10):

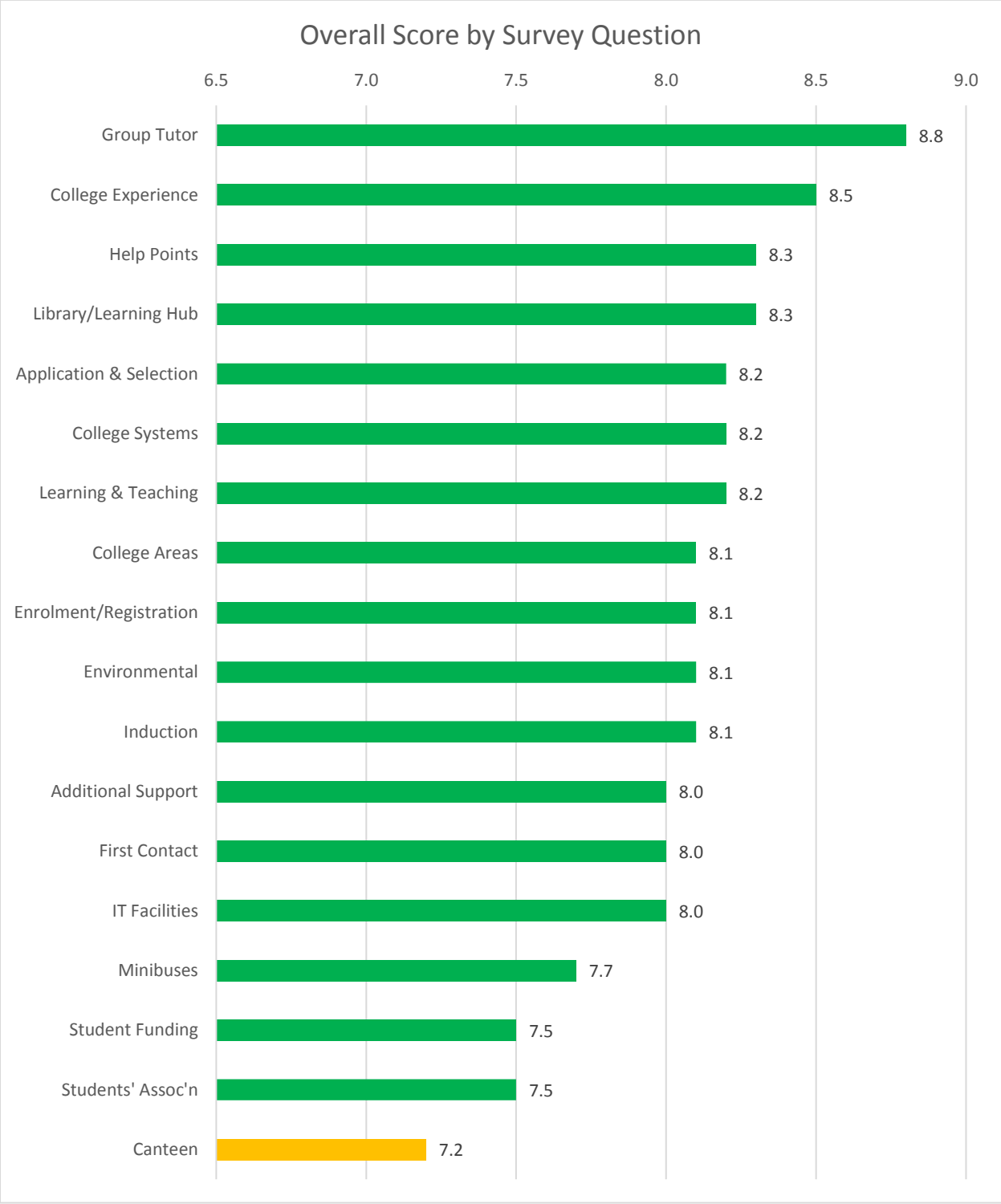




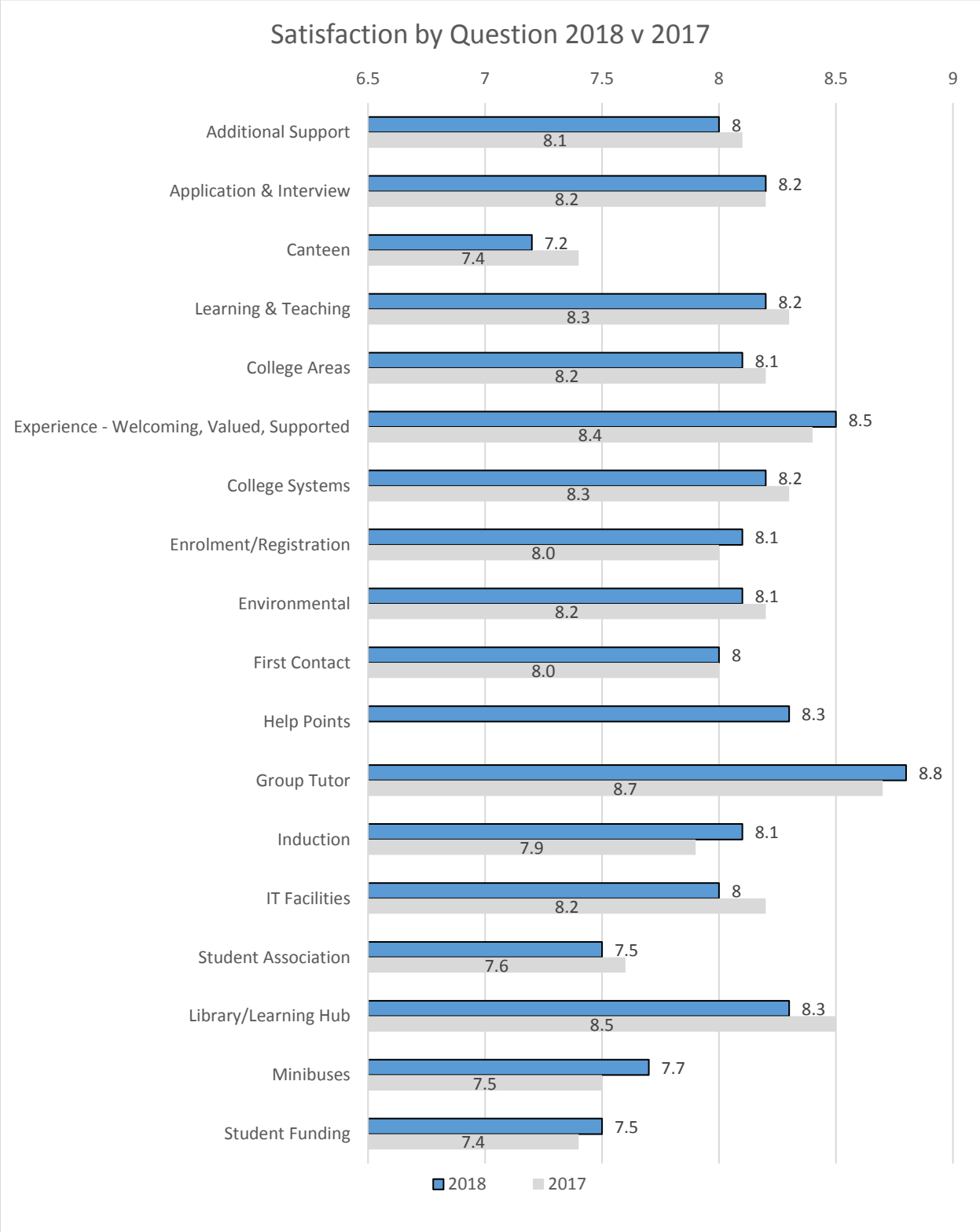


Results by Question

The chart below shows average score across all departments by Question:



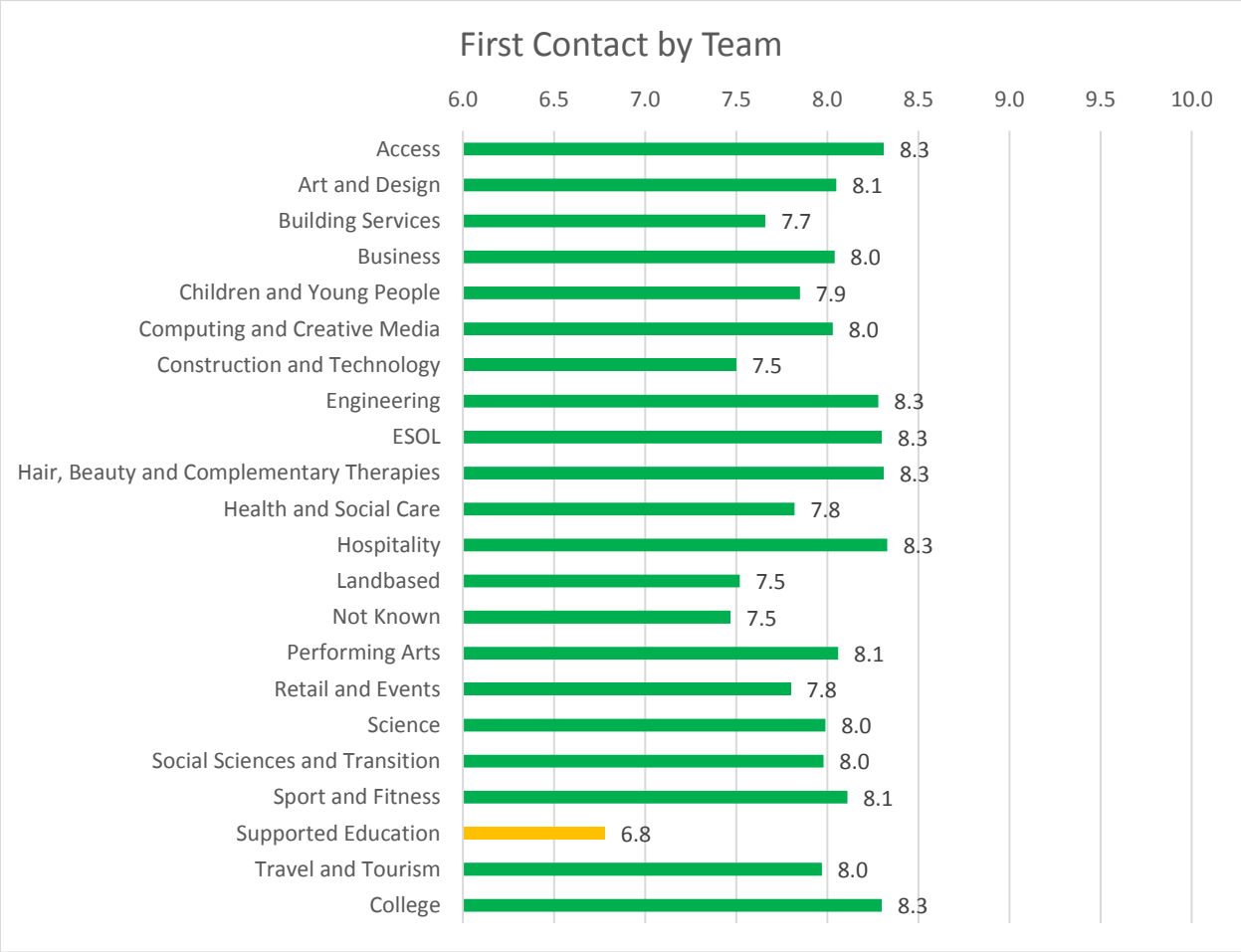
The chart below shows the change across all departments, by question, between the 2017 and 2018 Learner Surveys (Early College Experience).



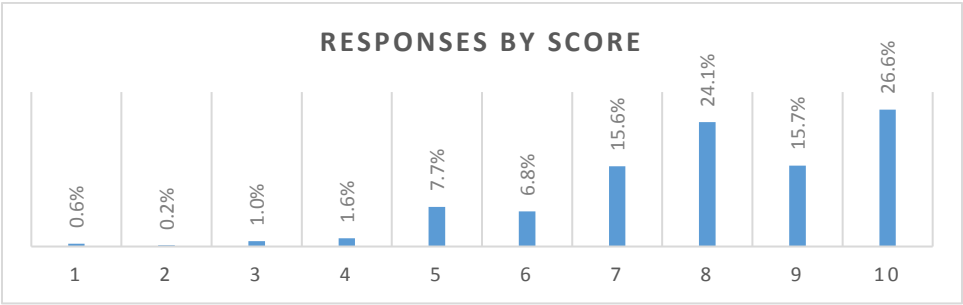
Results by Question & Department

First Contact with College. The guidance, information and advice you receive online or when first contacting the College should:

• Be clear and easy to understand • Help you to know what course options are available to you• Help you to know the course that you are applying for is suitable for your qualifications, experience and future goals. How well did we do this?

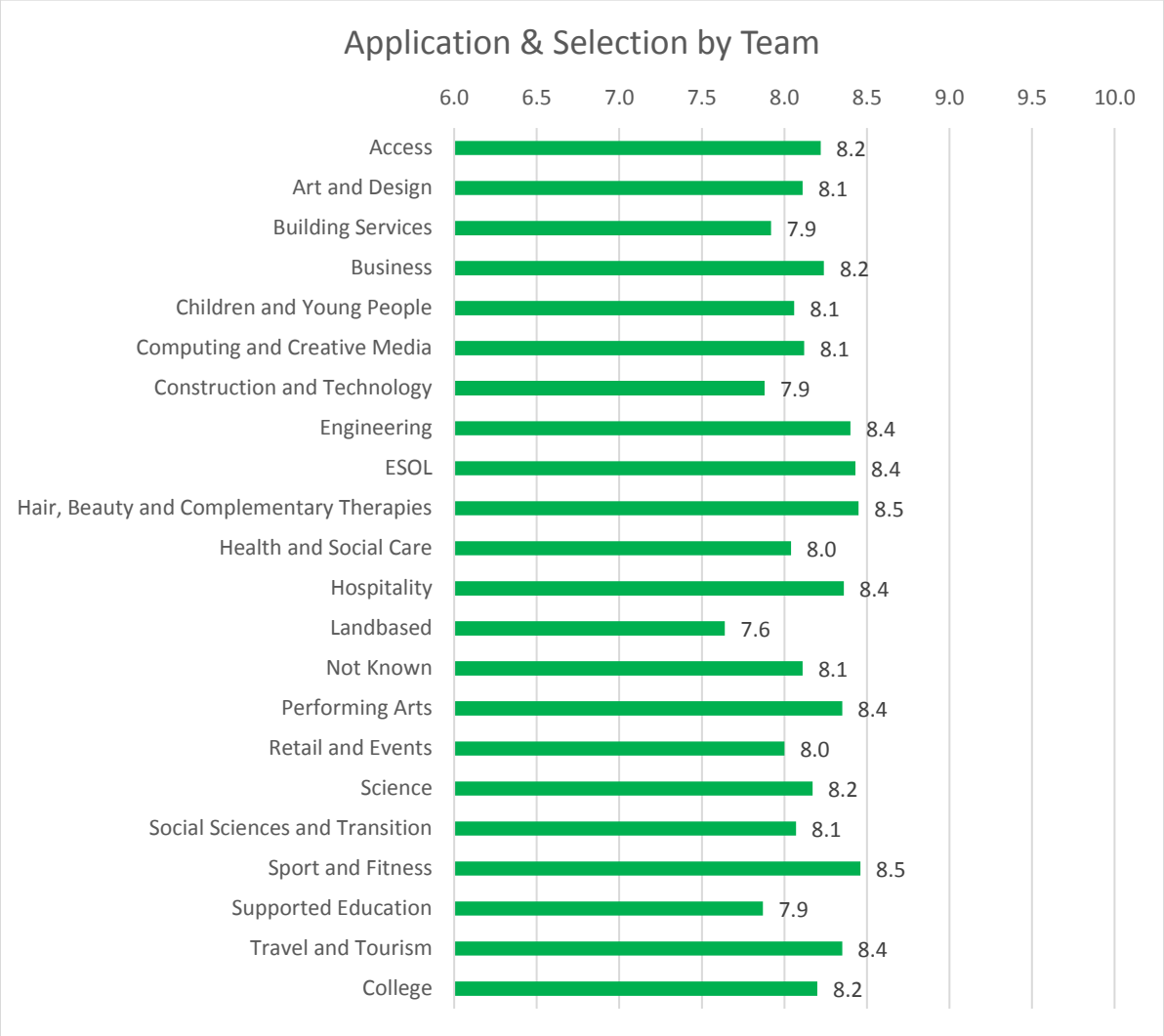


1	2	3	4	5	6	7	8	9	10	Total
20	8	37	56	273	241	553	855	557	942	3542
0.6%	0.2%	1.0%	1.6%	7.7%	6.8%	15.6%	24.1%	15.7%	26.6%	100.0%

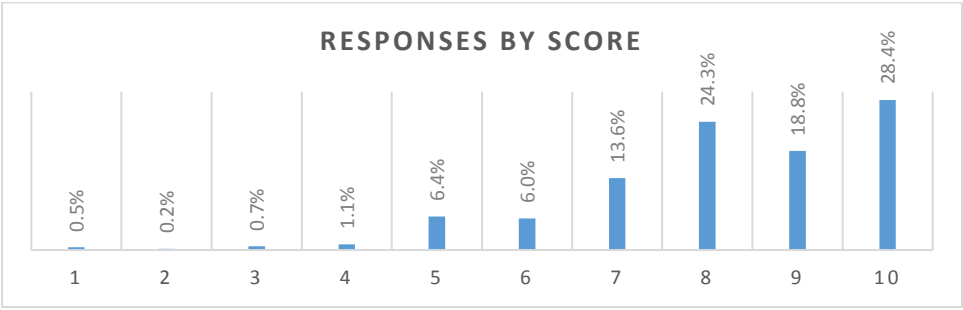


Application & Selection. The application and interview arrangements at the College should be well organised and they should include discussions on the following topics:

• The course and its suitability for you • Any support needs you may have • The time and study commitment required for attending College. How well did we do this?

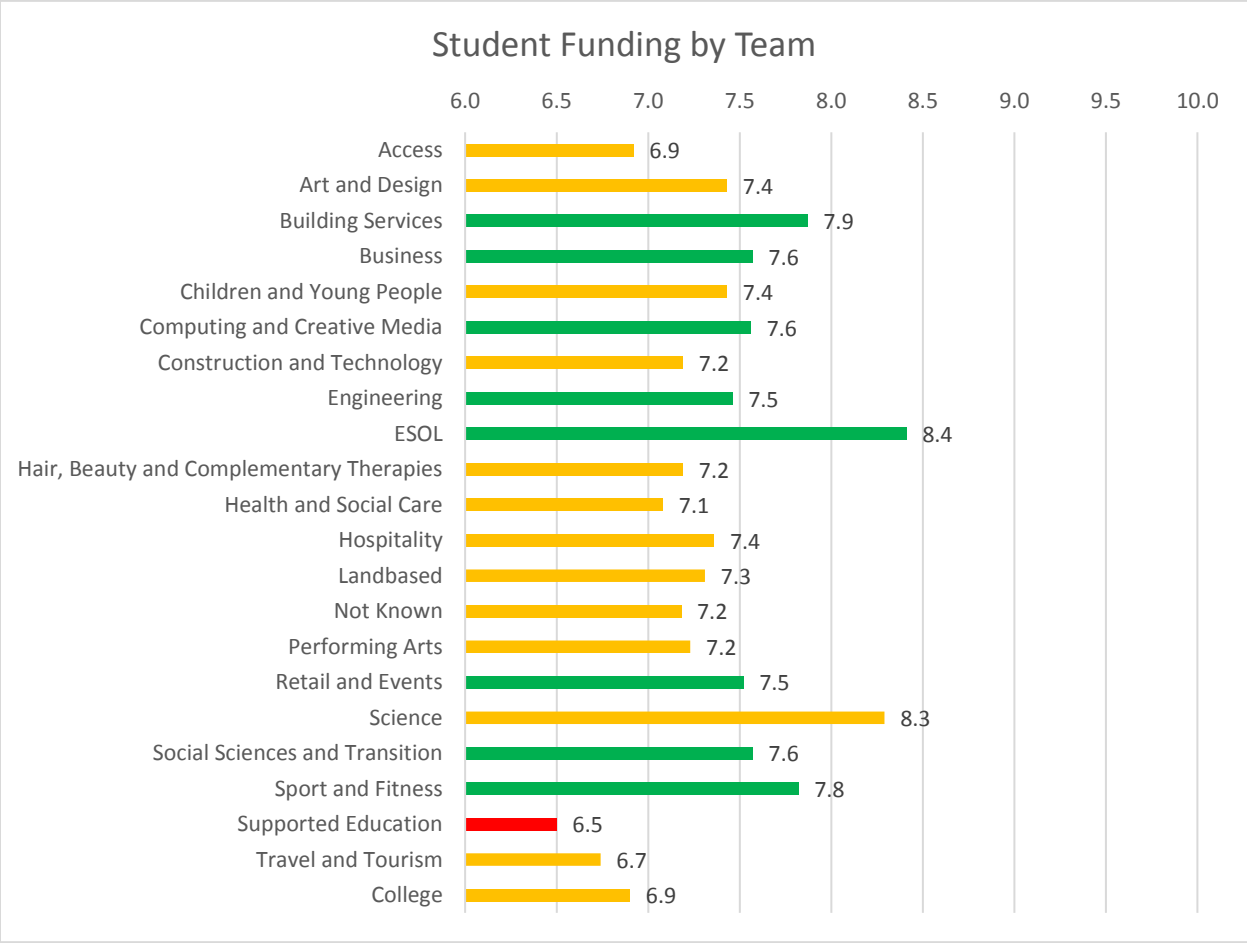


1	2	3	4	5	6	7	8	9	10	Total
19	8	26	39	225	212	482	859	664	1006	3540
0.5%	0.2%	0.7%	1.1%	6.4%	6.0%	13.6%	24.3%	18.8%	28.4%	100.0%

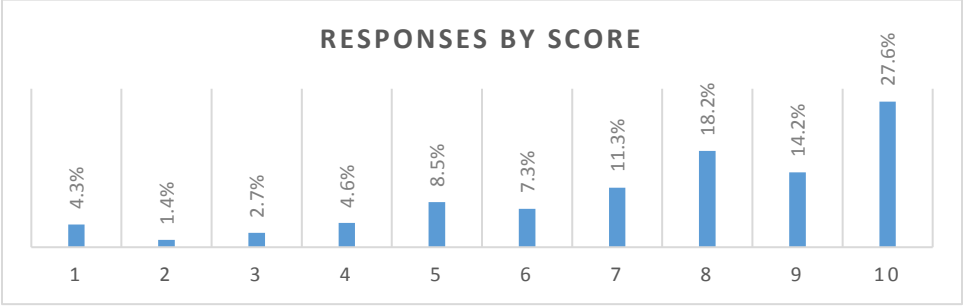


Funding. Respondents were asked firstly whether they are in receipt of, or expecting to receive Bursary, EMA, Childcare Funding and/or Housing Funding Support. Only those who responded positively were asked: When you applied for the funding that you receive, we should have been:

• Clear and accurate about the funding you were entitled to • Clear about the conditions and rules that apply to these funds • Clear about the dates on which payments will be made • Polite and helpful. How well did we do this?

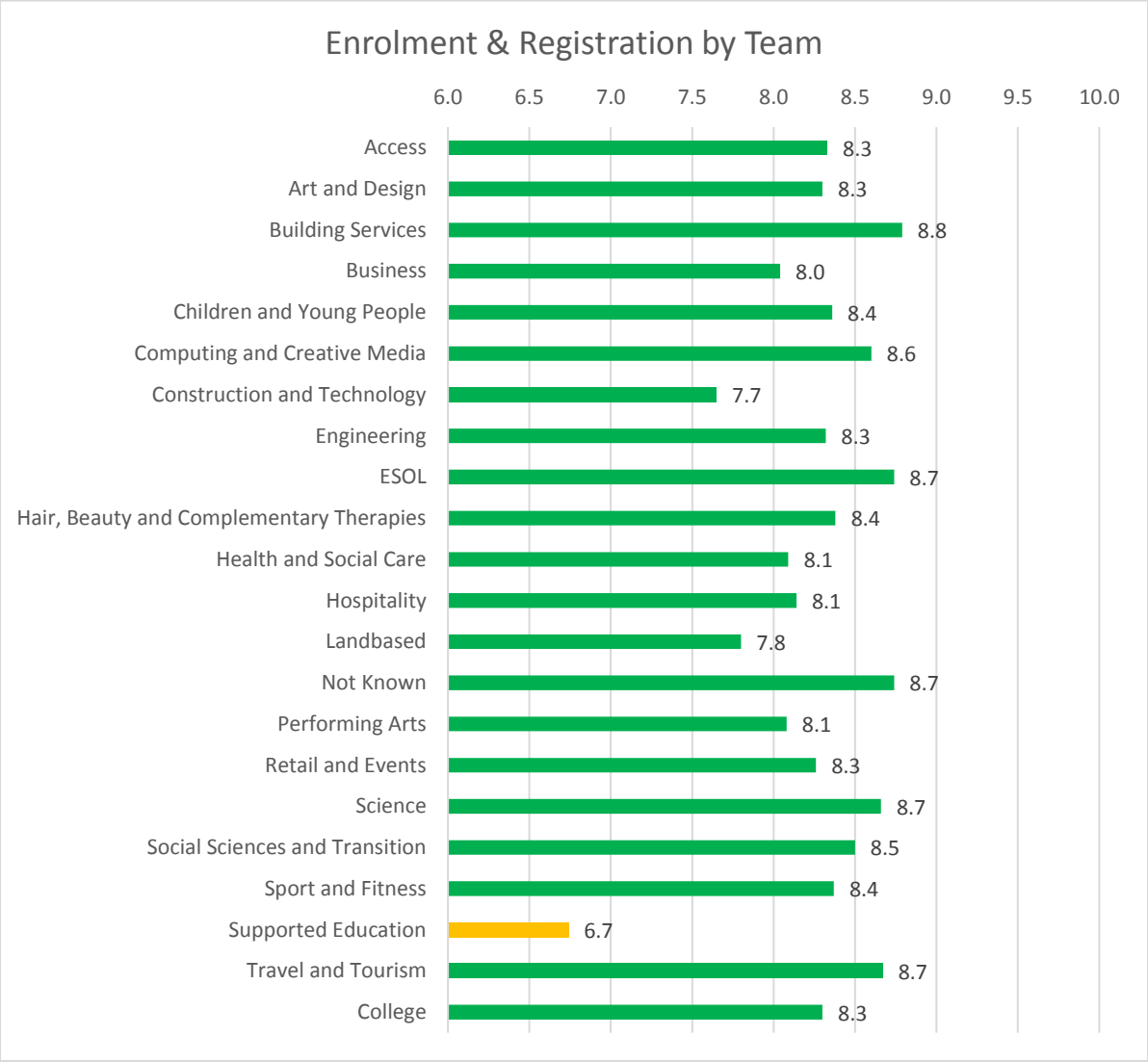


1	2	3	4	5	6	7	8	9	10	Total
84	27	53	90	168	143	222	358	279	542	1966
4.3%	1.4%	2.7%	4.6%	8.5%	7.3%	11.3%	18.2%	14.2%	27.6%	100.0%

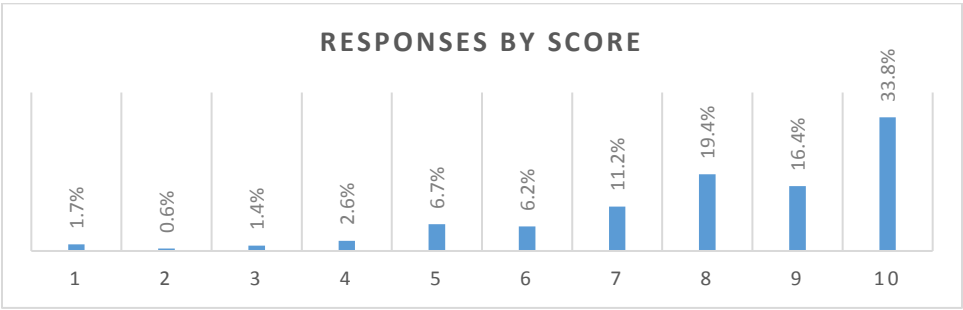


Enrolment/Registration. Arrangements for completing your online registration and uploading a photograph for your student card should be:

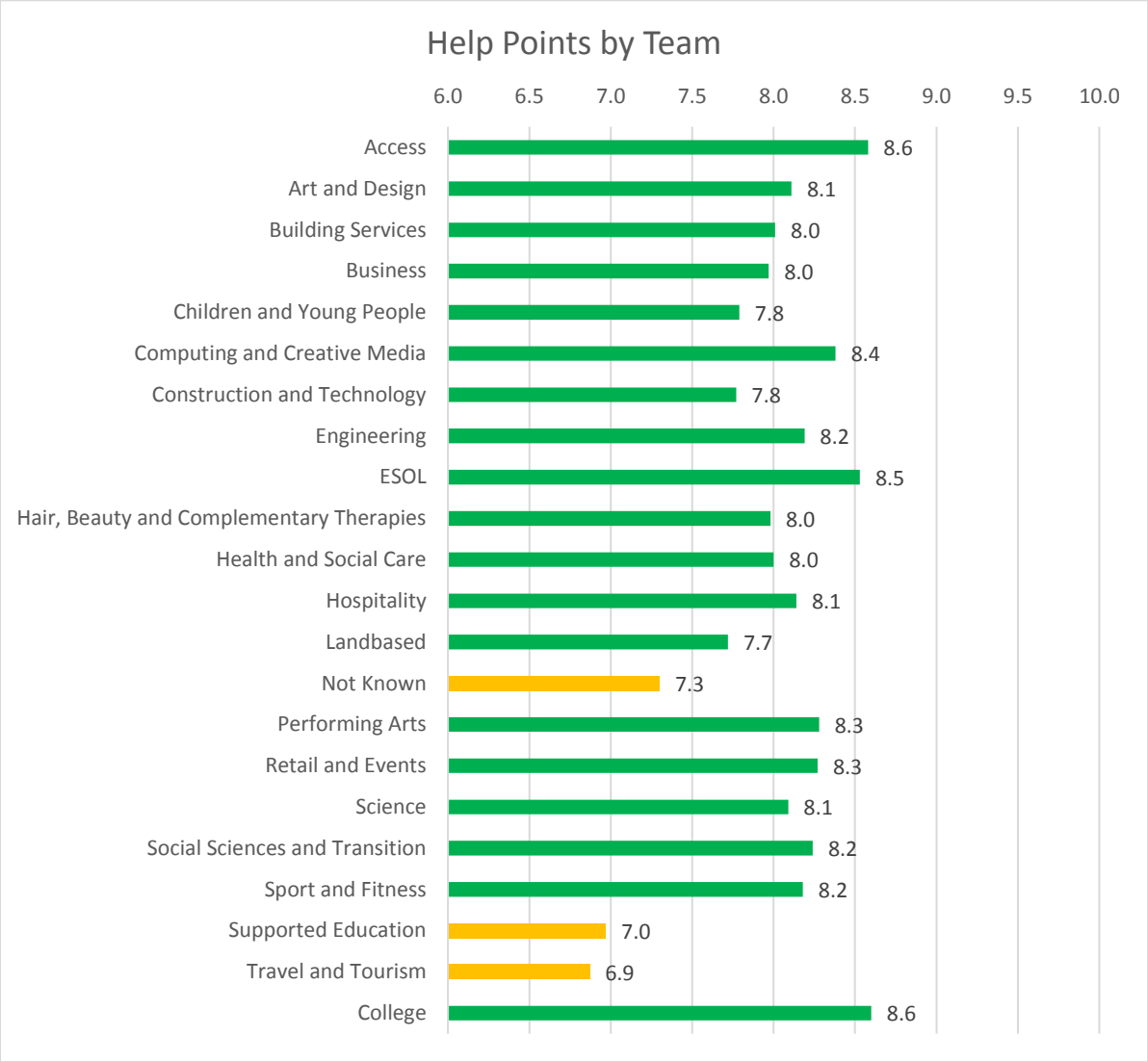
•Clearly explained to you• Quick and easy to complete. How well did we do this?



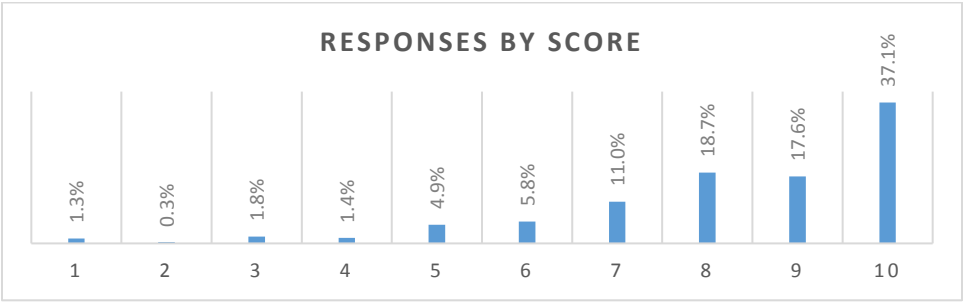
1	2	3	4	5	6	7	8	9	10	Total
60	21	49	91	238	219	395	684	578	1191	3526
1.7%	0.6%	1.4%	2.6%	6.7%	6.2%	11.2%	19.4%	16.4%	33.8%	100.0%



Help Points. Our Help Points are to there to provide frontline support and guidance in relation to college admissions, student funding and support available. Having used the Help Point, can you rate the service you received?

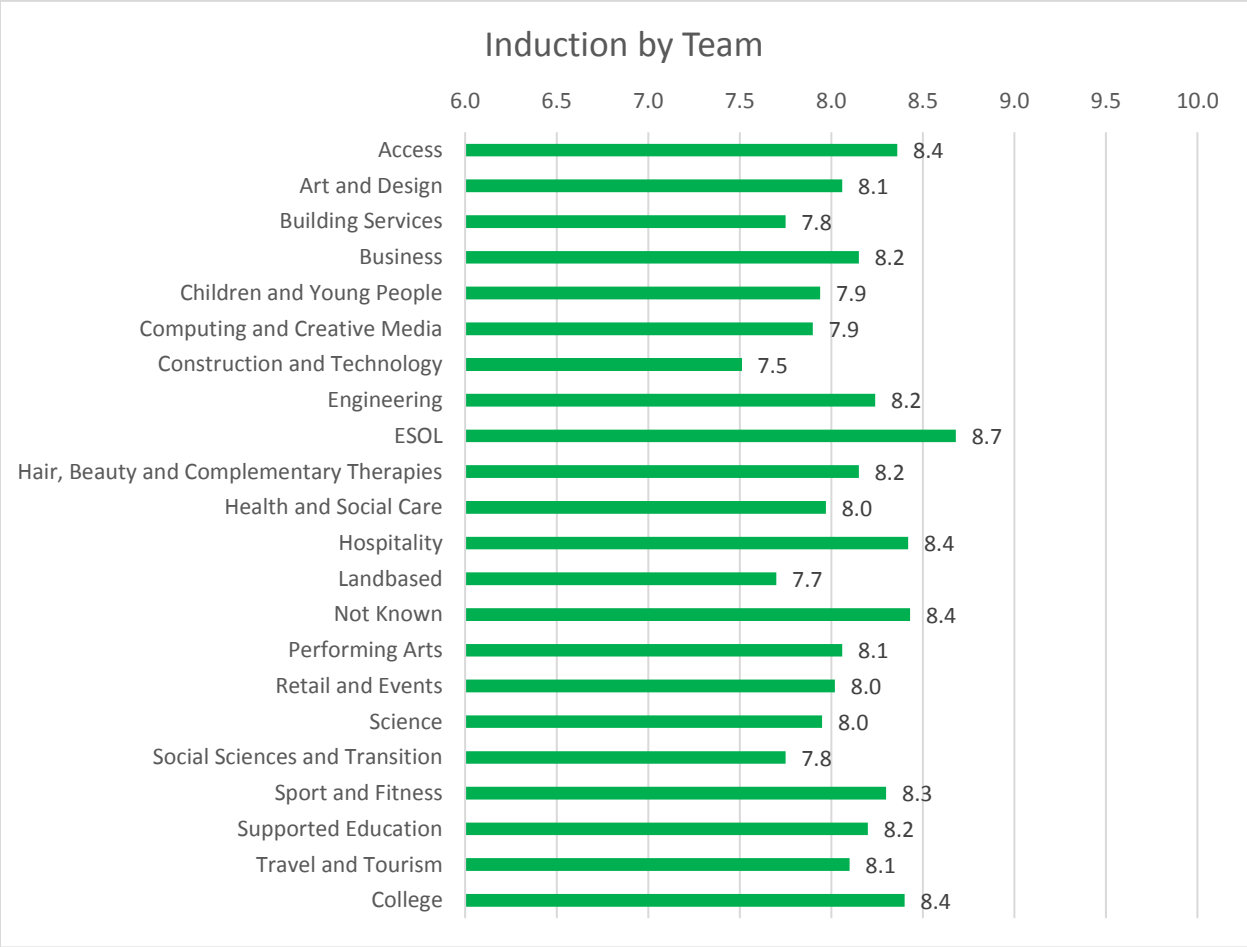


1	2	3	4	5	6	7	8	9	10	Total
27	7	37	29	100	118	224	381	360	758	2041
1.3%	0.3%	1.8%	1.4%	4.9%	5.8%	11.0%	18.7%	17.6%	37.1%	100.0%

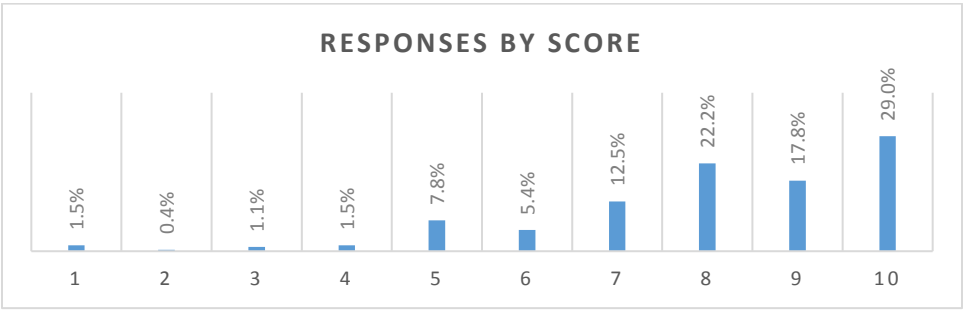


Induction. Induction is more than one day – it's about us helping you to settle into life at College Induction activities may include: Access to the Induction Microsite; taking part in a campus tour; attending a Learner Services induction to College; meeting staff and classmates; receiving information about your course. Your induction should:

• Be well organised• Help you understand the content of your course• Help you to know about the range of services available to you• Help you to know your way around the College. How well did we do this?

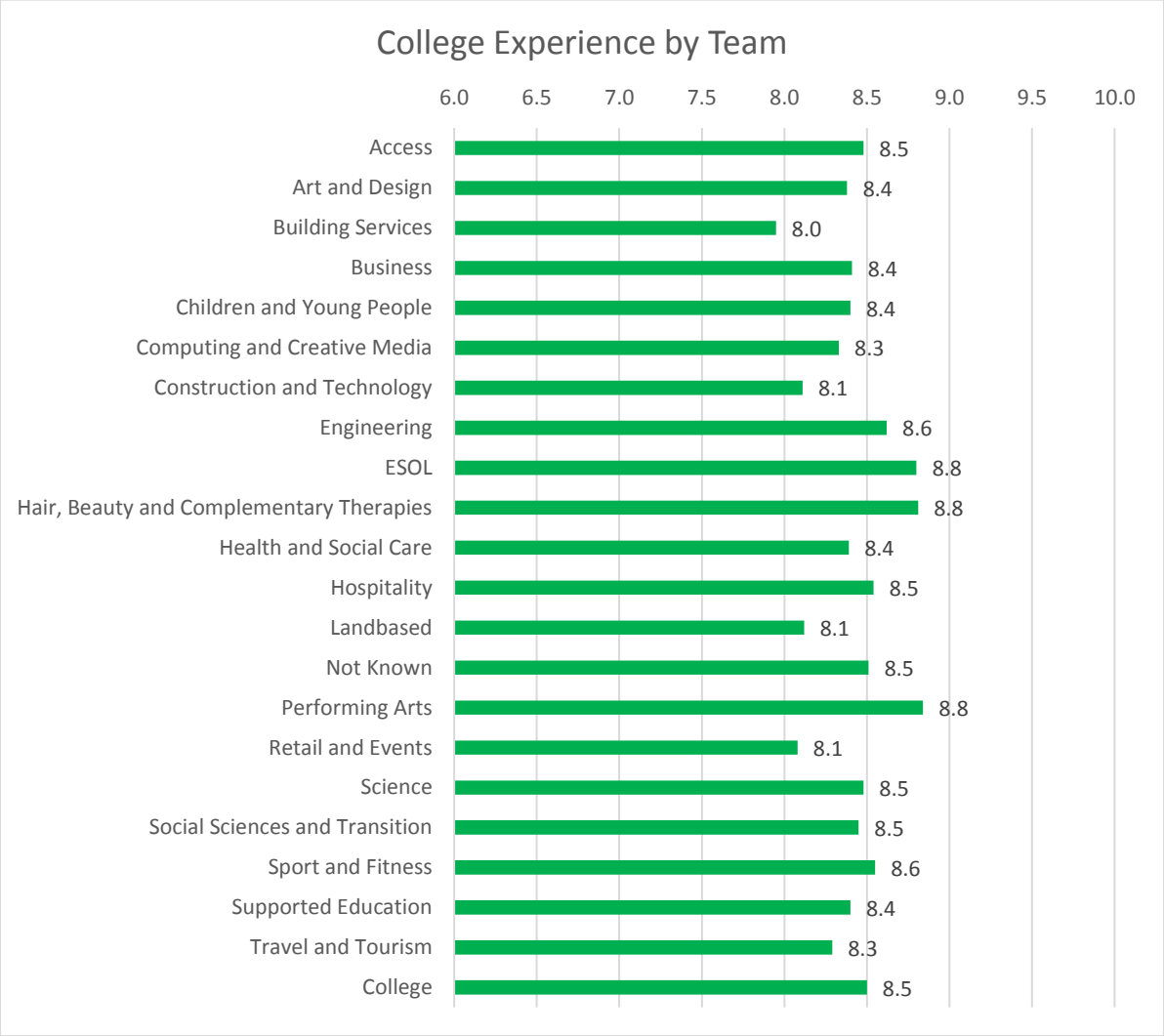


1	2	3	4	5	6	7	8	9	10	Total
53	14	37	52	271	187	437	775	622	1012	3654
1.5%	0.4%	1.1%	1.5%	7.8%	5.4%	12.5%	22.2%	17.8%	29.0%	104.7%

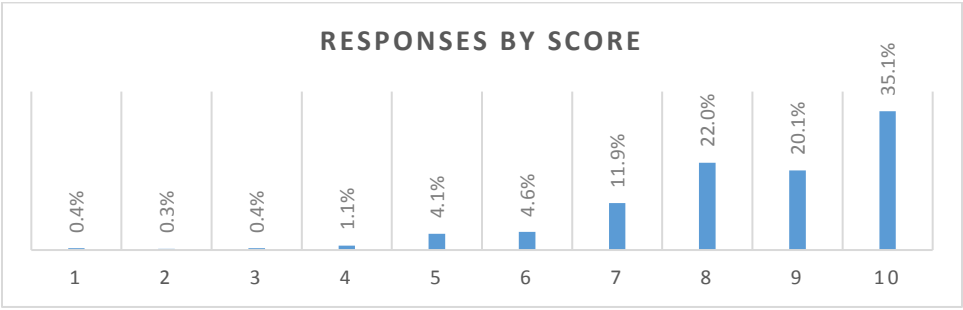


Feeling welcomed, valued and supported. By this stage of your College experience we should have helped you to feel:

- Happy in college surroundings• Valued and respected as an individual• Supported in understanding and working towards your objectives. How well are we doing this?



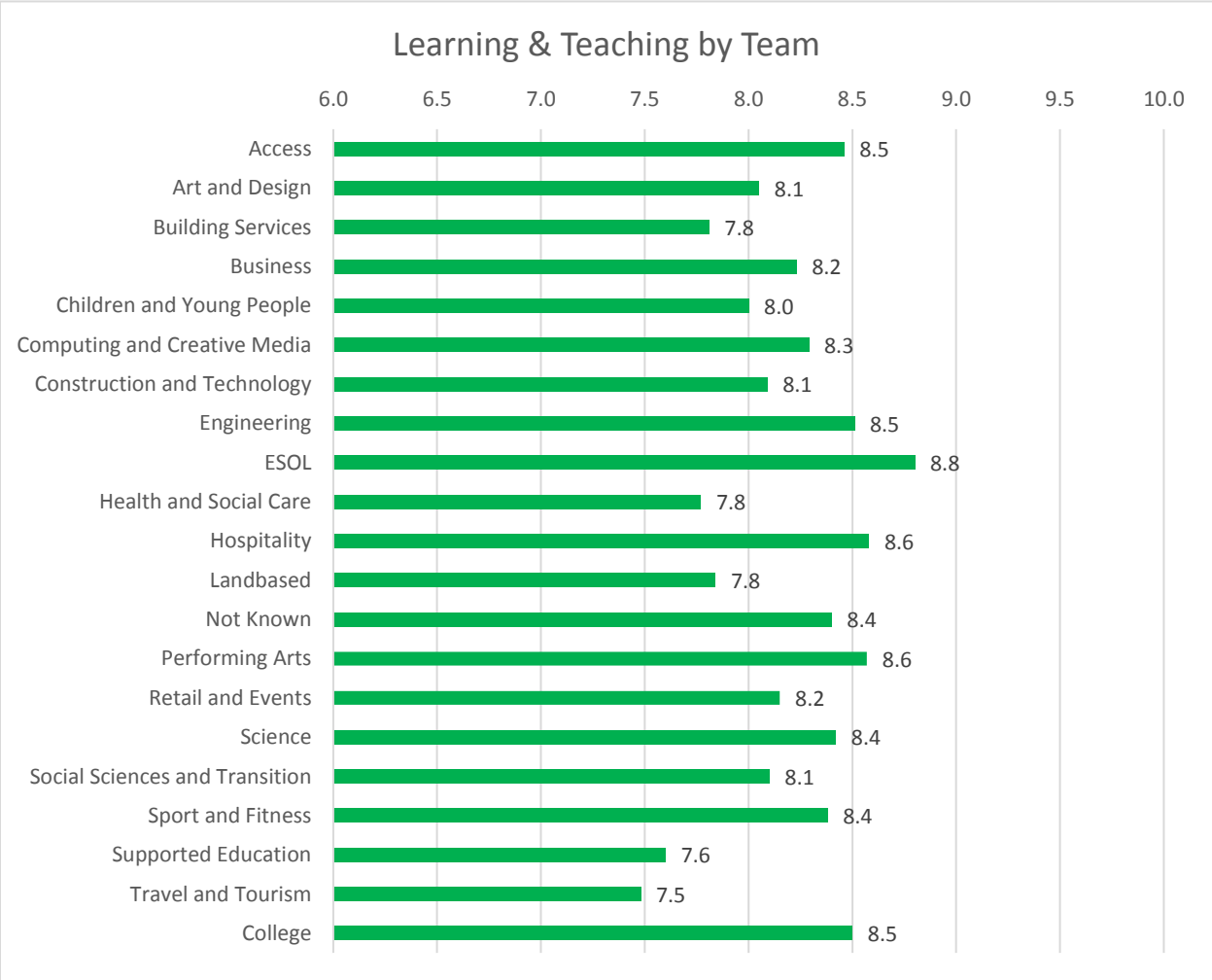
1	2	3	4	5	6	7	8	9	10	Total
15	10	15	40	143	159	415	769	700	1224	3490
0.4%	0.3%	0.4%	1.1%	4.1%	4.6%	11.9%	22.0%	20.1%	35.1%	100.0%



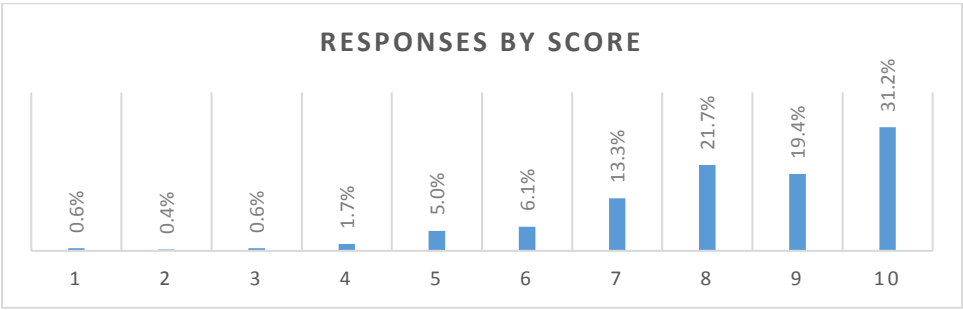
Learning & Teaching. Your classes, and experience of learning and teaching should be:

- Planned, well organised and relevant
- Varied, interesting and engaging

How well are we doing this?

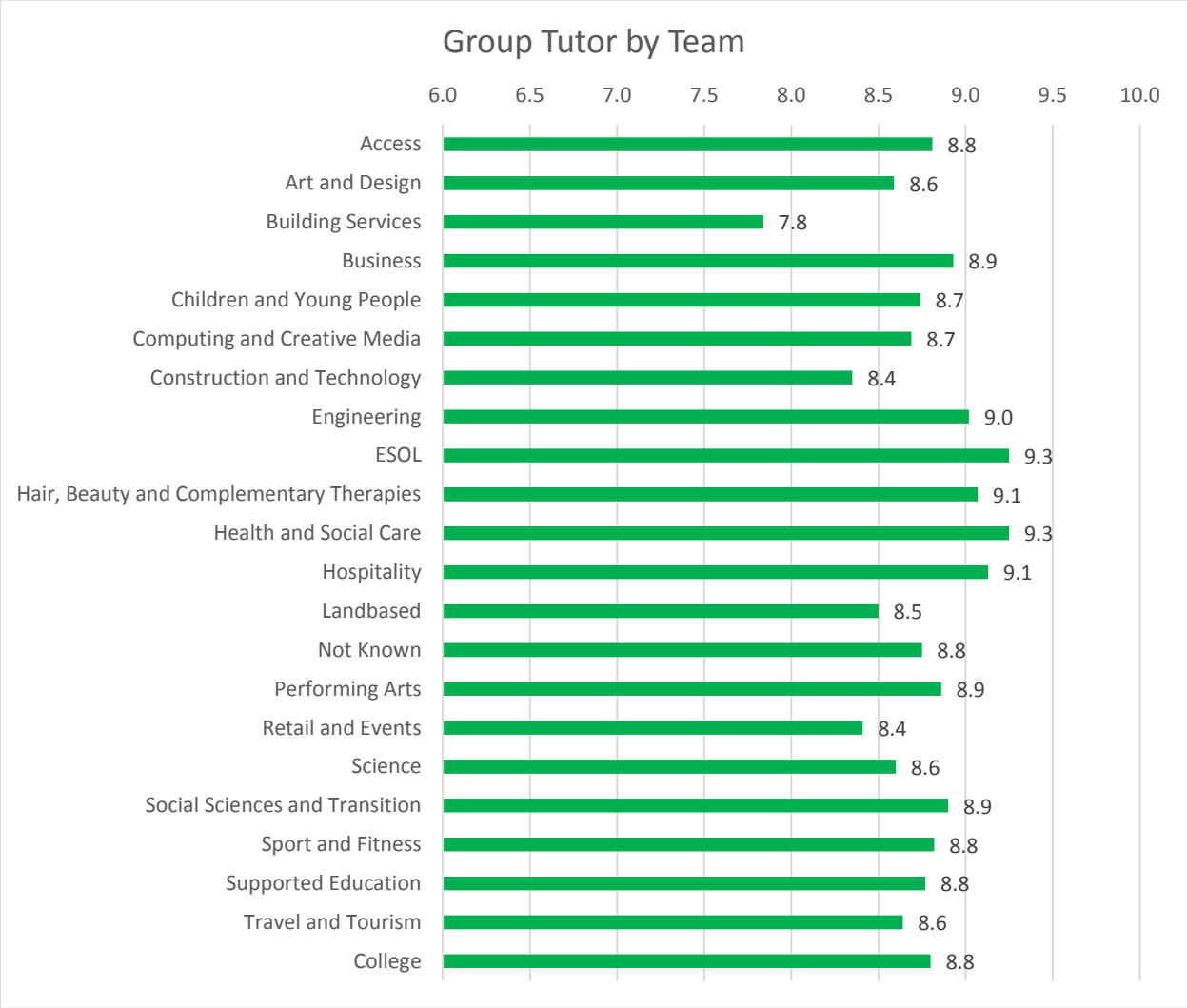


1	2	3	4	5	6	7	8	9	10	Total
22	13	22	60	177	214	466	761	680	1096	3511
0.6%	0.4%	0.6%	1.7%	5.0%	6.1%	13.3%	21.7%	19.4%	31.2%	100.0%

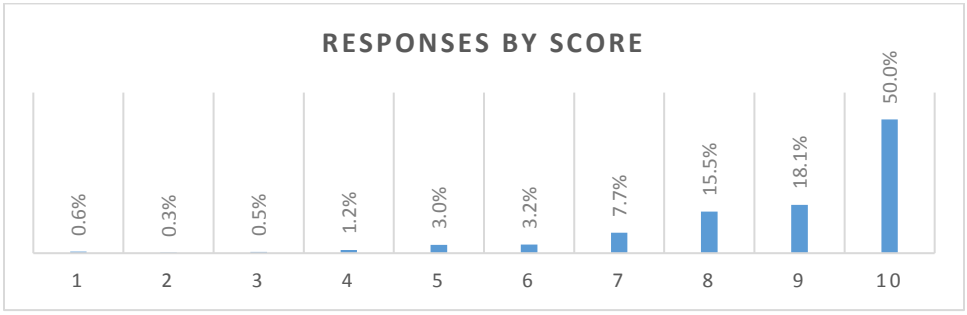


Group Tutor. Respondents were asked initially if they have a Group Tutor. Only those who responded positively (3586) were asked: Your Group Tutor should:

• Be getting to know you as an individual • Be communicating important information to you • Be a link for you to access other services within the College. How well are we doing this?

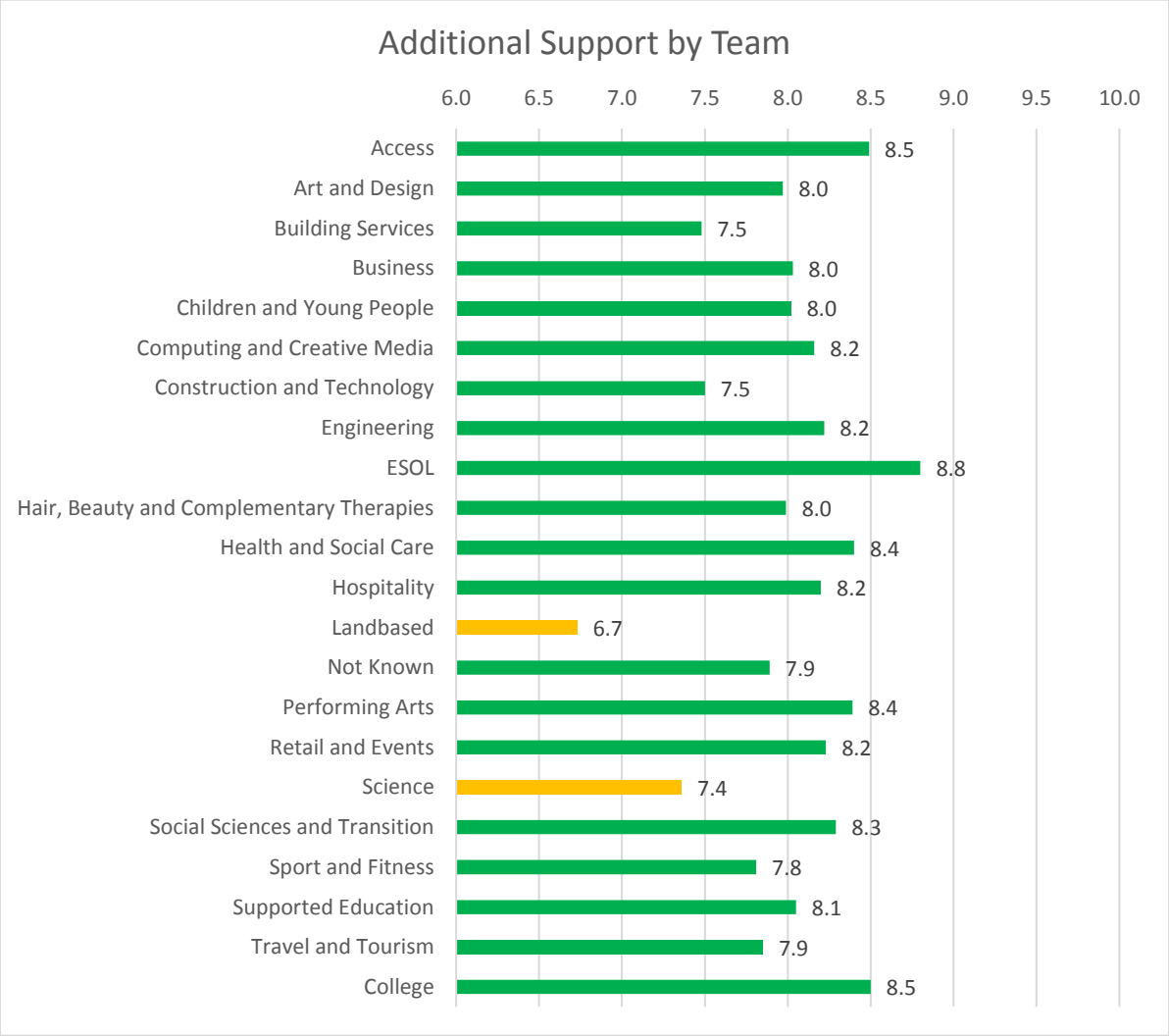


1	2	3	4	5	6	7	8	9	10	Total
18	9	15	38	98	104	248	499	582	1610	3221
0.6%	0.3%	0.5%	1.2%	3.0%	3.2%	7.7%	15.5%	18.1%	50.0%	100.0%

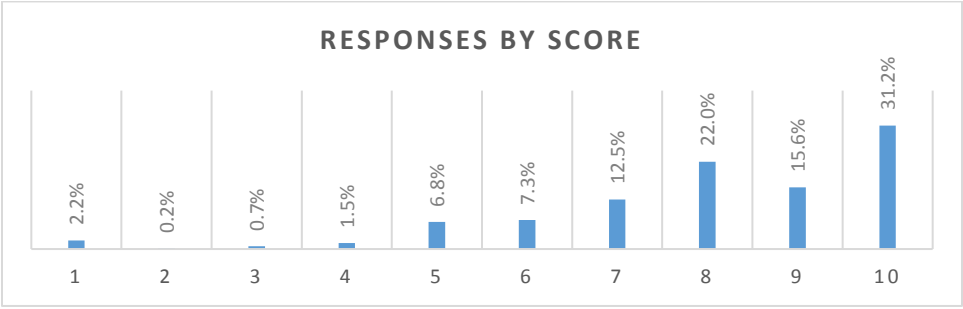


Additional Support. Additional support (scribe, in-class support, assistive technology, additional time etc.) is available and provided where you need assistance. Additional support for learning should be discussed and agreed early in the course. This should be:

• Well planned • Suitable for your needs • Agreed with you. How well did we do this?

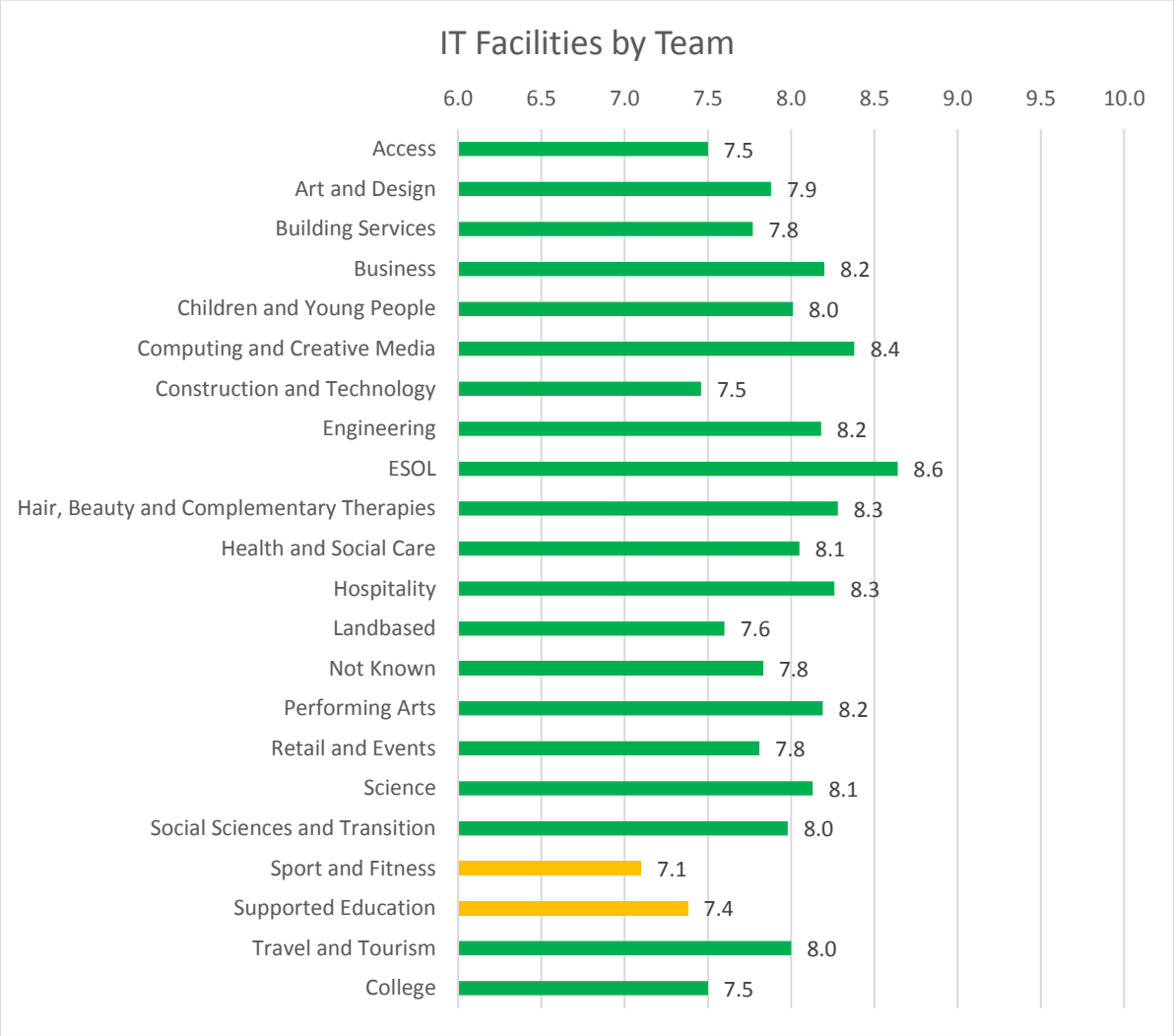


1	2	3	4	5	6	7	8	9	10	Total
33	3	11	23	104	112	190	336	237	475	1524
2.2%	0.2%	0.7%	1.5%	6.8%	7.3%	12.5%	22.0%	15.6%	31.2%	100.0%

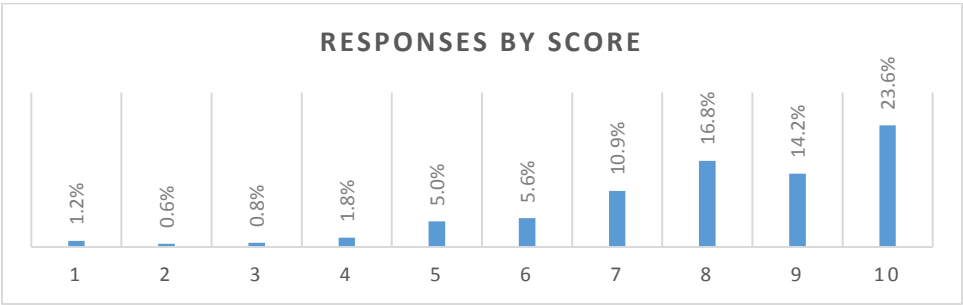


IT Facilities. The IT facilities provided for your studies should be suitable for the requirements of your course:

• IT equipment and software should be up to date • There should be enough computers for each class • IT systems should be well maintained and work well. How well are we doing this?

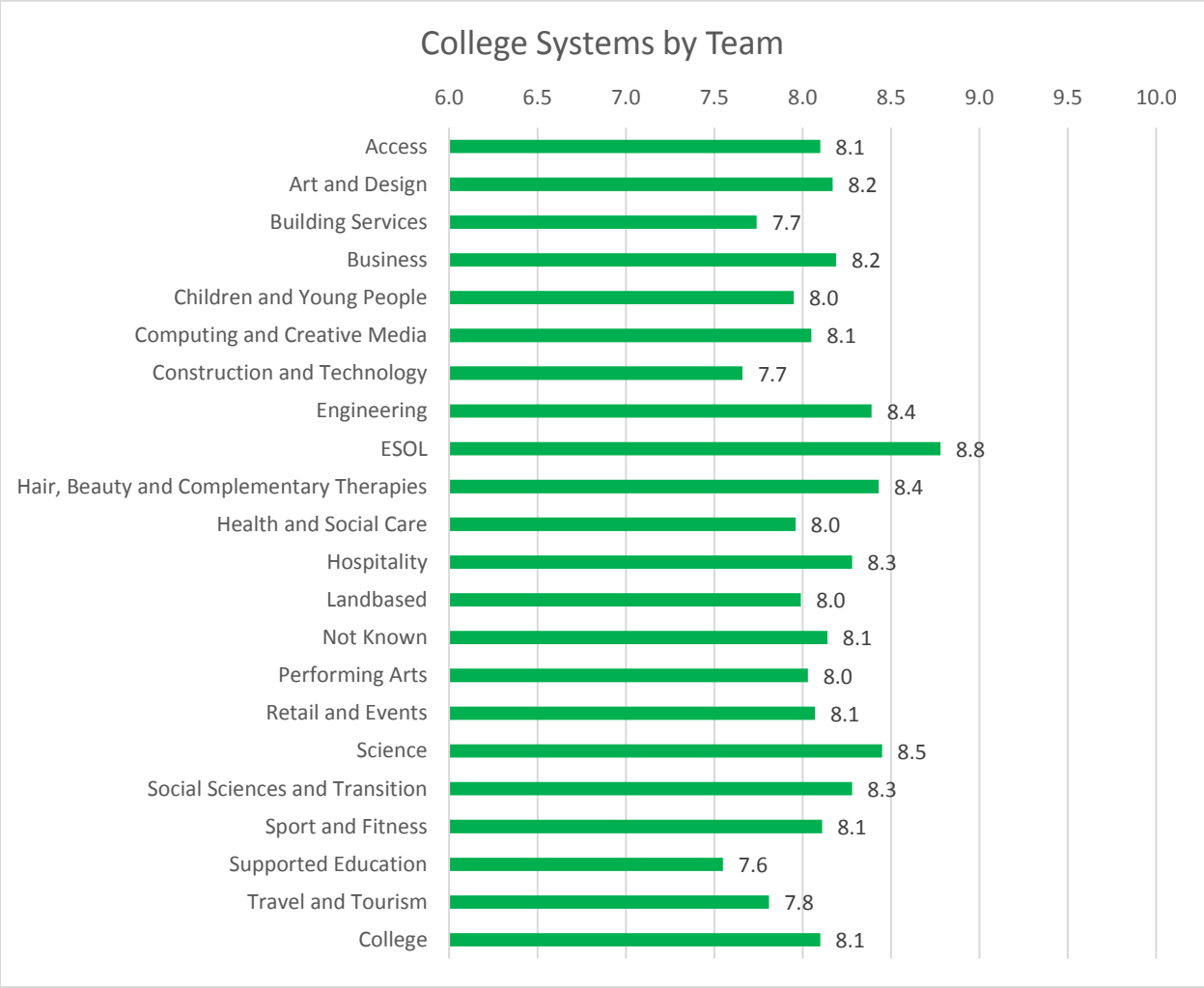


1	2	3	4	5	6	7	8	9	10	Total
53	27	35	78	215	242	471	723	615	1019	4316
1.2%	0.6%	0.8%	1.8%	5.0%	5.6%	10.9%	16.8%	14.2%	23.6%	100.0%

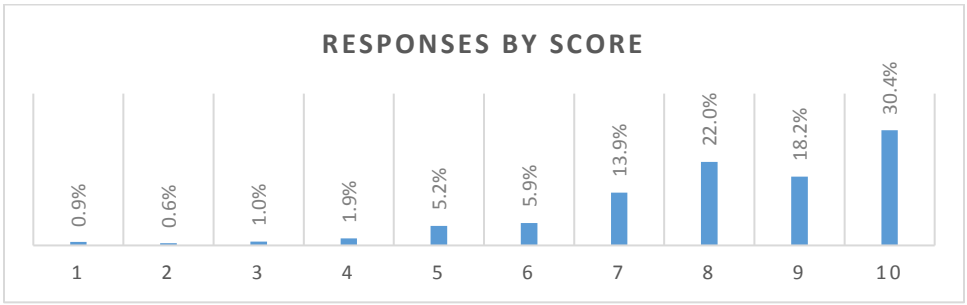


College Systems. College systems (e.g. MyD&A, MyLearning) should support your experience and learning in the College. Systems should:

• Be accessible at all times • Hold up to date information about you • Hold up to date information about your course • Be relevant and meet your needs. How well are these systems working for you?

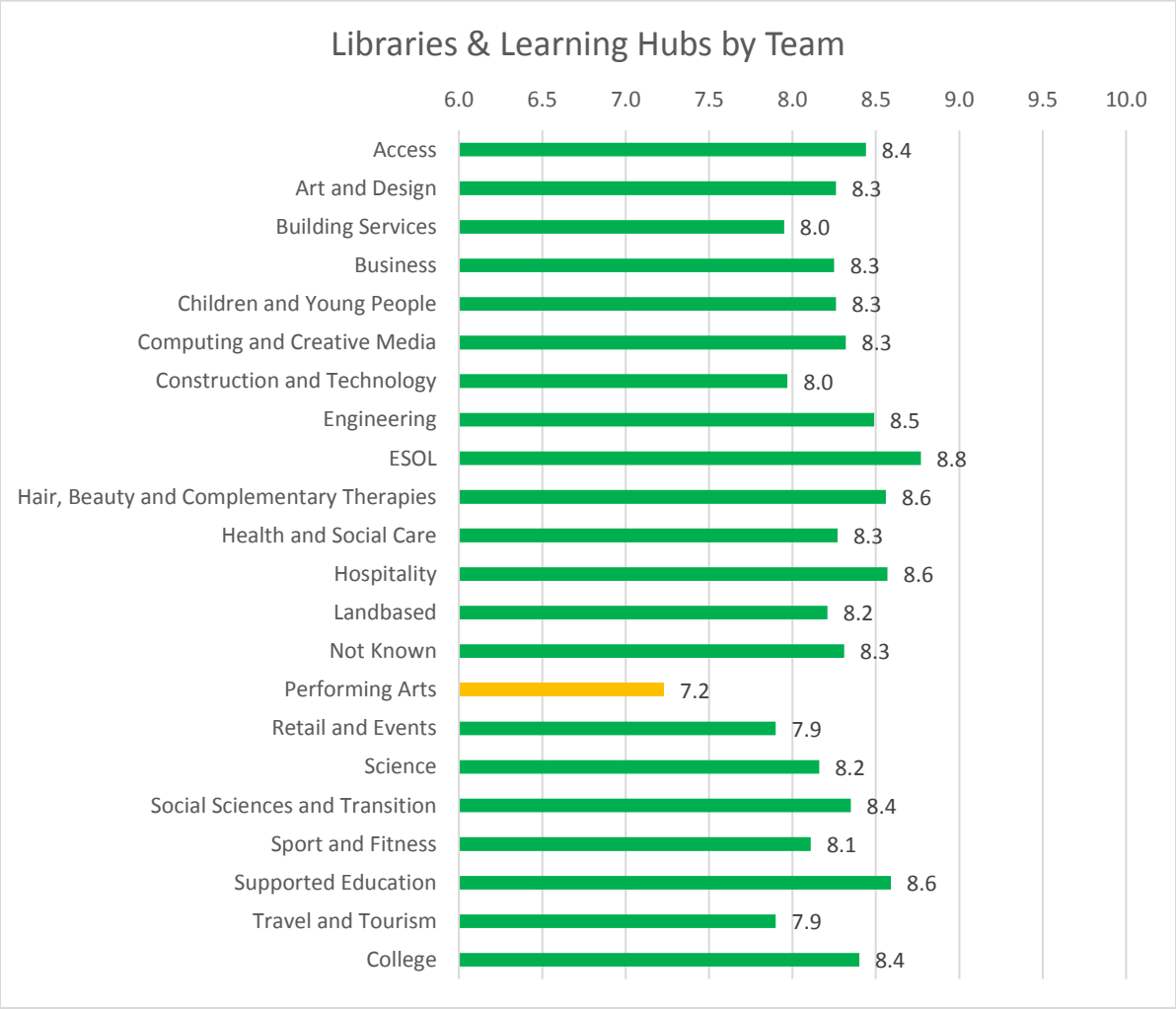


1	2	3	4	5	6	7	8	9	10	Total
31	22	34	66	180	206	486	767	633	1059	3484
0.9%	0.6%	1.0%	1.9%	5.2%	5.9%	13.9%	22.0%	18.2%	30.4%	100.0%

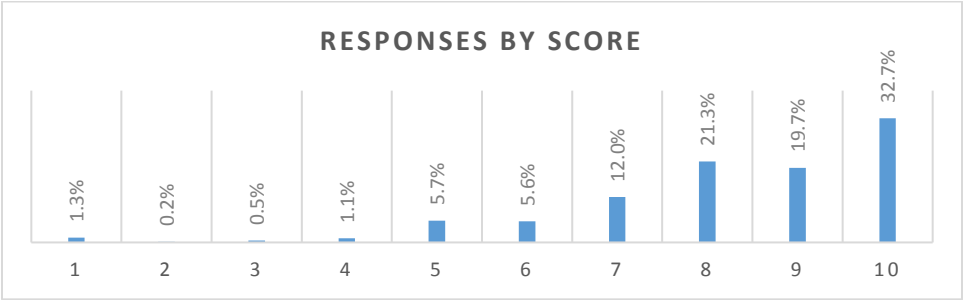


Libraries & Learning Hubs. Libraries and Learning Hubs should be comfortable and accessible and should:

• Allow you easy access to the information and materials you need for your studies • Allow you to study independently and to do additional research around your course • Have helpful staff • Be open when you need them. How well are we doing this?

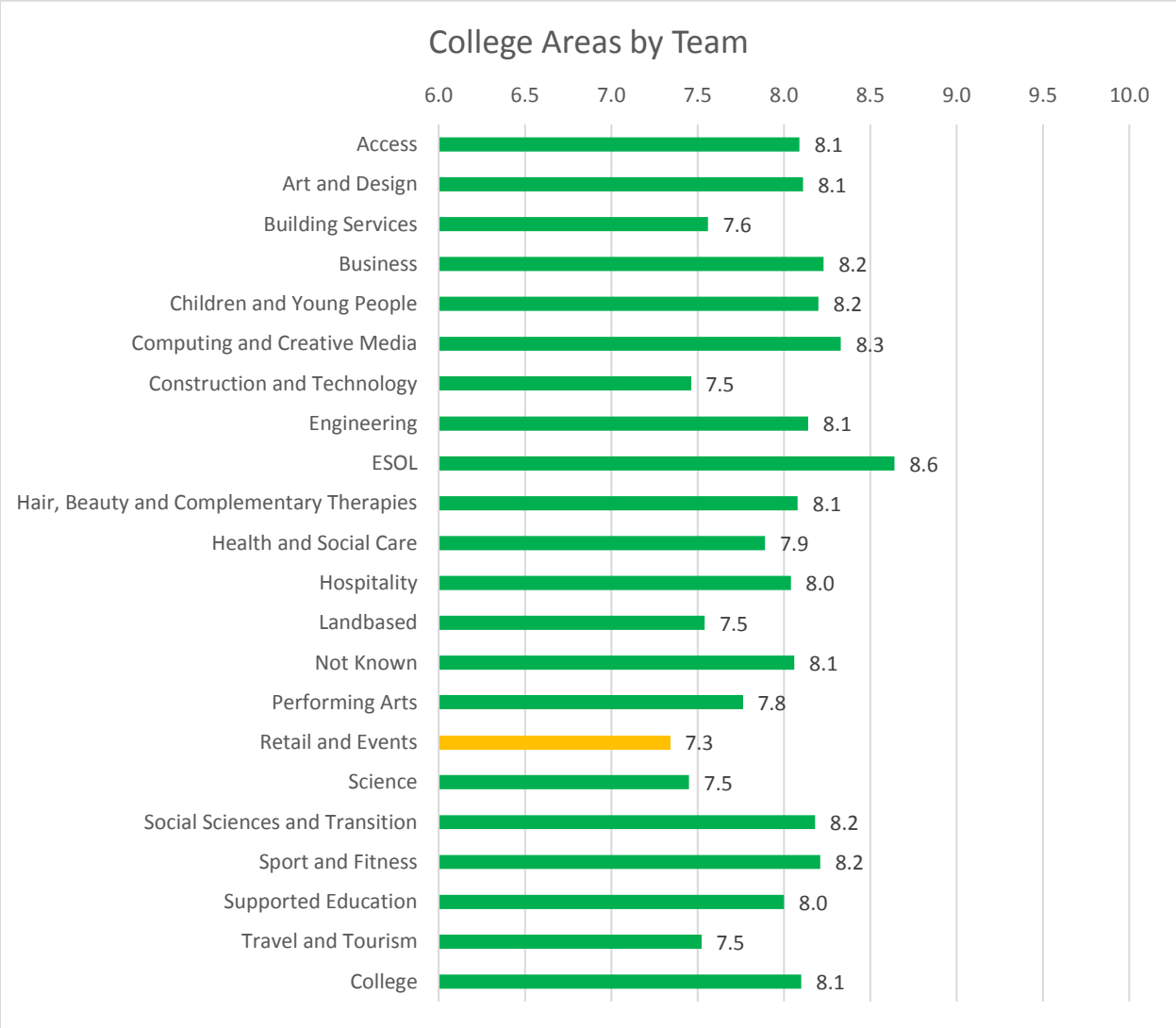


1	2	3	4	5	6	7	8	9	10	Total
44	7	17	37	198	193	413	735	679	1129	3452
1.3%	0.2%	0.5%	1.1%	5.7%	5.6%	12.0%	21.3%	19.7%	32.7%	100.0%

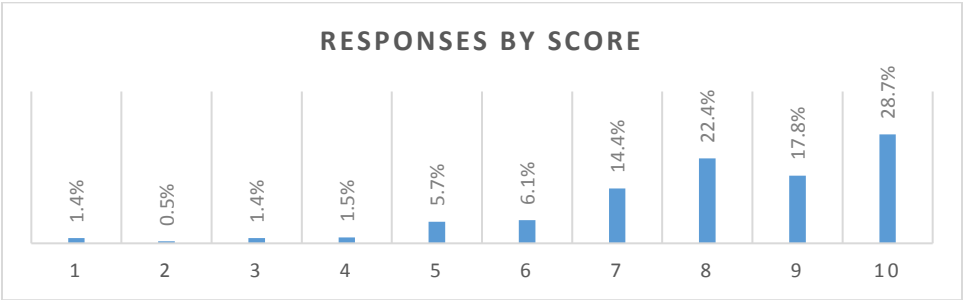


College Areas. The College environment (public area, classrooms, interview rooms, reception, corridors, toilets and college grounds) should be:

• Available • Accessible • Clean • Adequate for your needs. How well are we doing this?

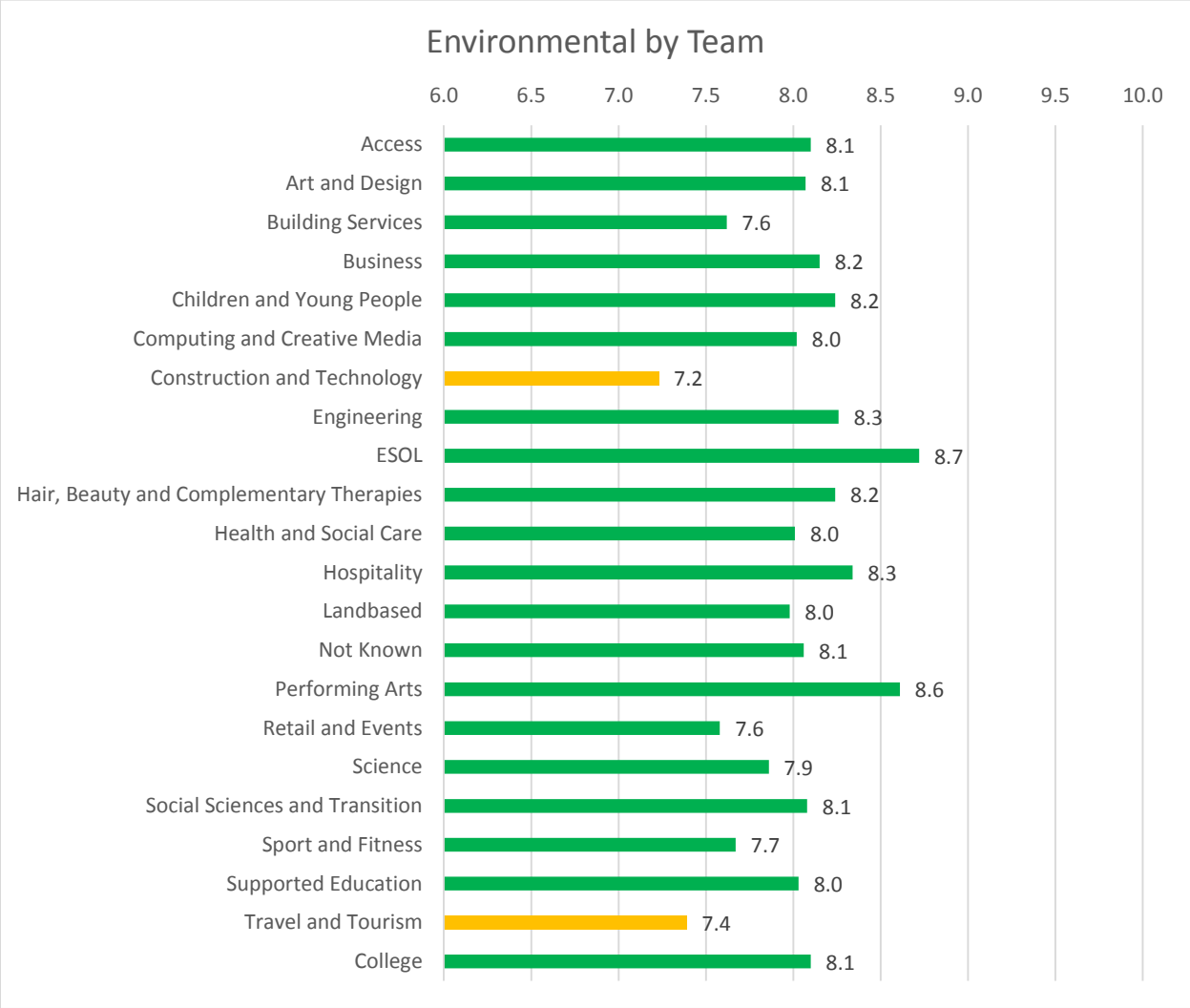


1	2	3	4	5	6	7	8	9	10	Total
48	19	48	53	198	213	501	777	619	996	3472
1.4%	0.5%	1.4%	1.5%	5.7%	6.1%	14.4%	22.4%	17.8%	28.7%	100.0%

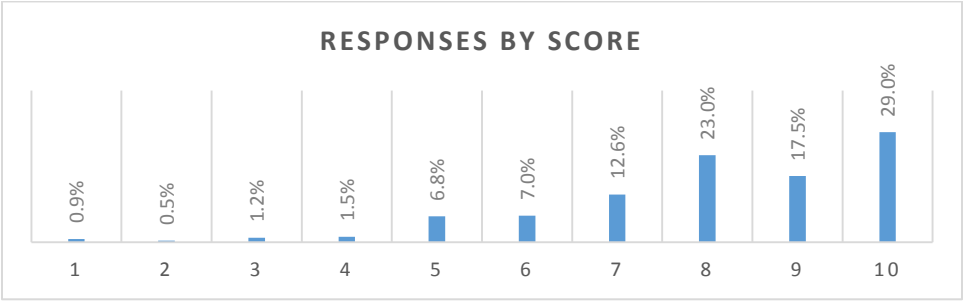


Enviromental. As part of the College RESPECT campaign, we promote information relating to the Clean Air Campus Policy, recycling, energy saving and other sustainability and environmental issues:

How well are we doing this?

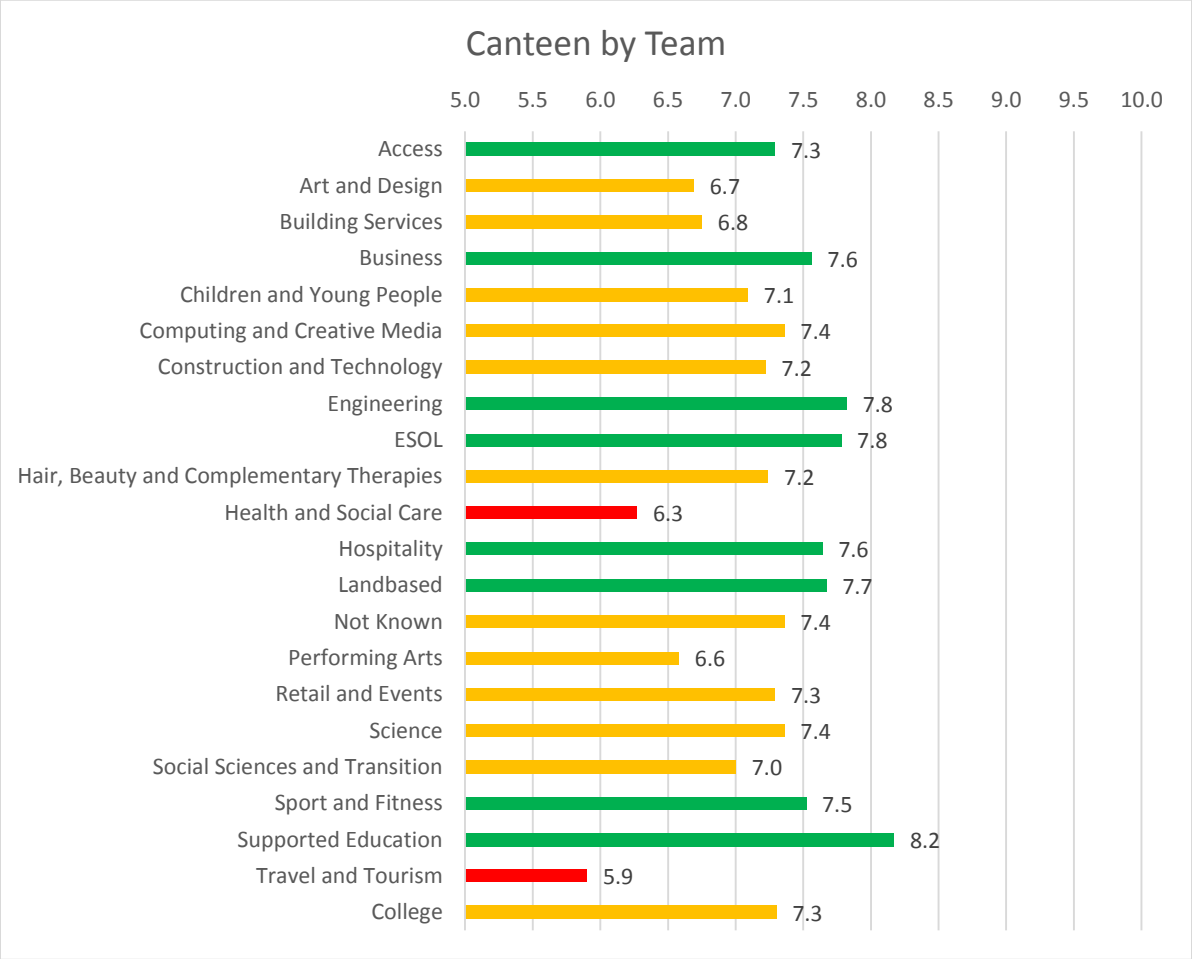


1	2	3	4	5	6	7	8	9	10	Total
32	16	41	51	237	244	437	798	606	1008	3470
0.9%	0.5%	1.2%	1.5%	6.8%	7.0%	12.6%	23.0%	17.5%	29.0%	100.0%

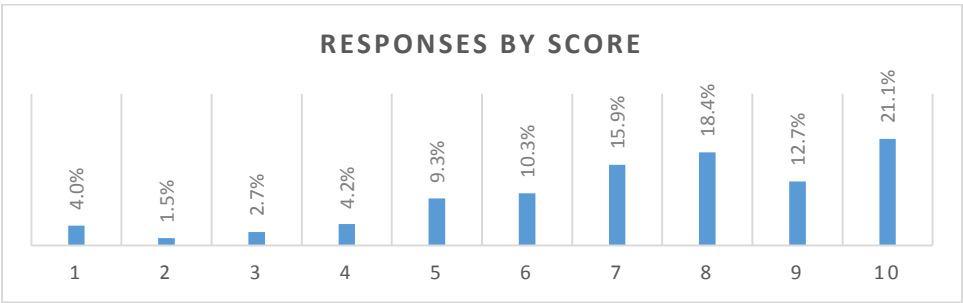


Canteen. Canteen and other refreshment areas within the College should be comfortable, clean, accessible and welcoming. You should not have to queue for too long and there should be:

• Hot food at reasonable prices • Reasonably priced snacks and drinks • Menu choices including healthy options • Enough seating. What do you think of the canteen and refreshment facilities provided for you?

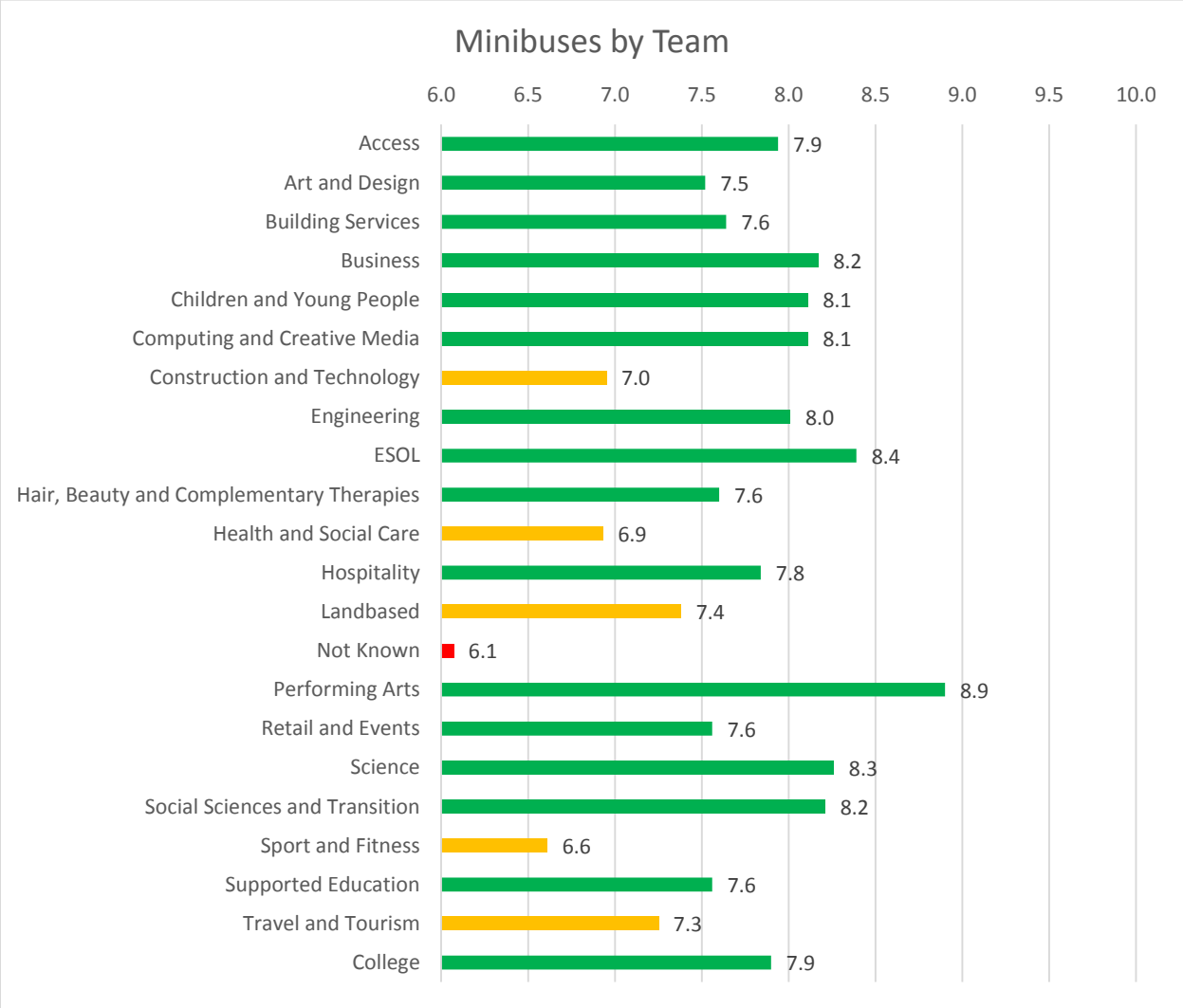


1	2	3	4	5	6	7	8	9	10	Total
136	50	92	145	321	355	548	633	436	725	3441
4.0%	1.5%	2.7%	4.2%	9.3%	10.3%	15.9%	18.4%	12.7%	21.1%	100.0%

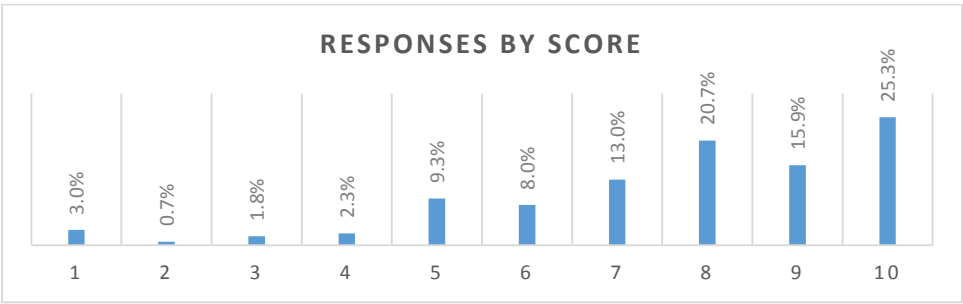


Minibus. College minibuses are used for class transport needs such as going on trips and visits. They should be:

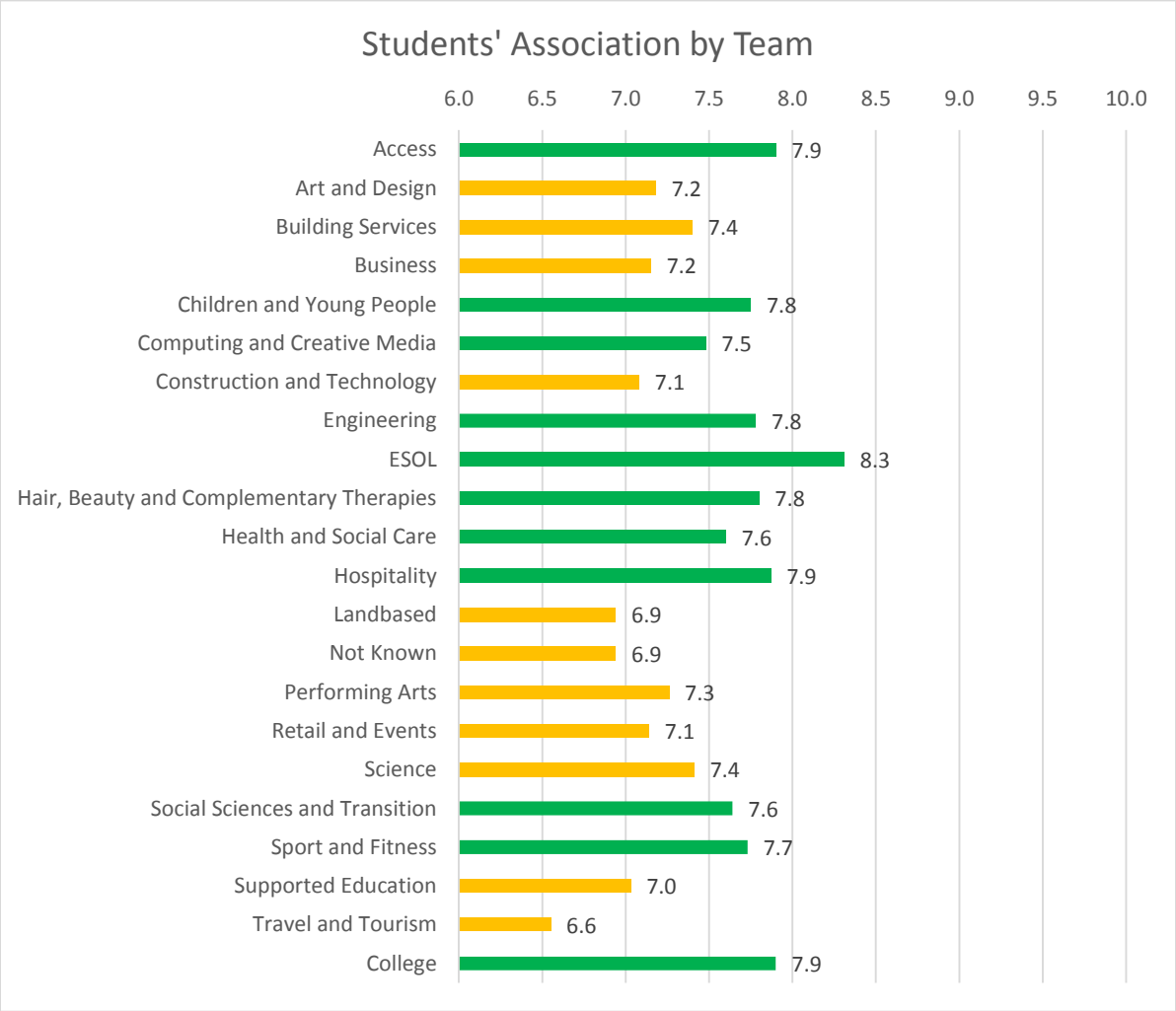
• Safe • Well Driven • Clean • Comfortable • Well suited to the journeys made. What do you think of the College minibuses?



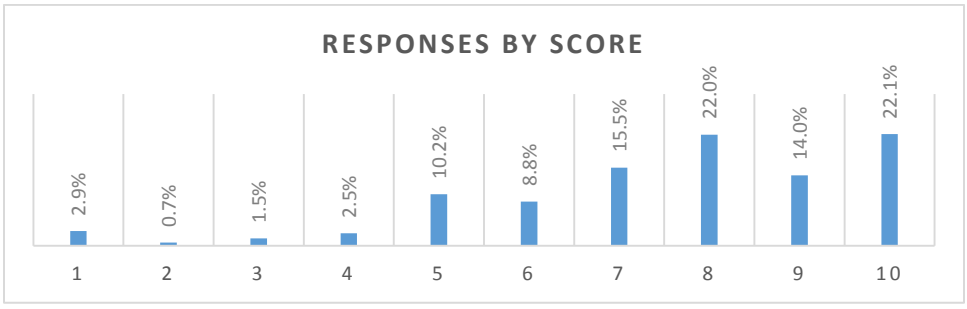
1	2	3	4	5	6	7	8	9	10	Total
35	8	21	27	107	92	150	239	183	292	1154
3.0%	0.7%	1.8%	2.3%	9.3%	8.0%	13.0%	20.7%	15.9%	25.3%	100.0%



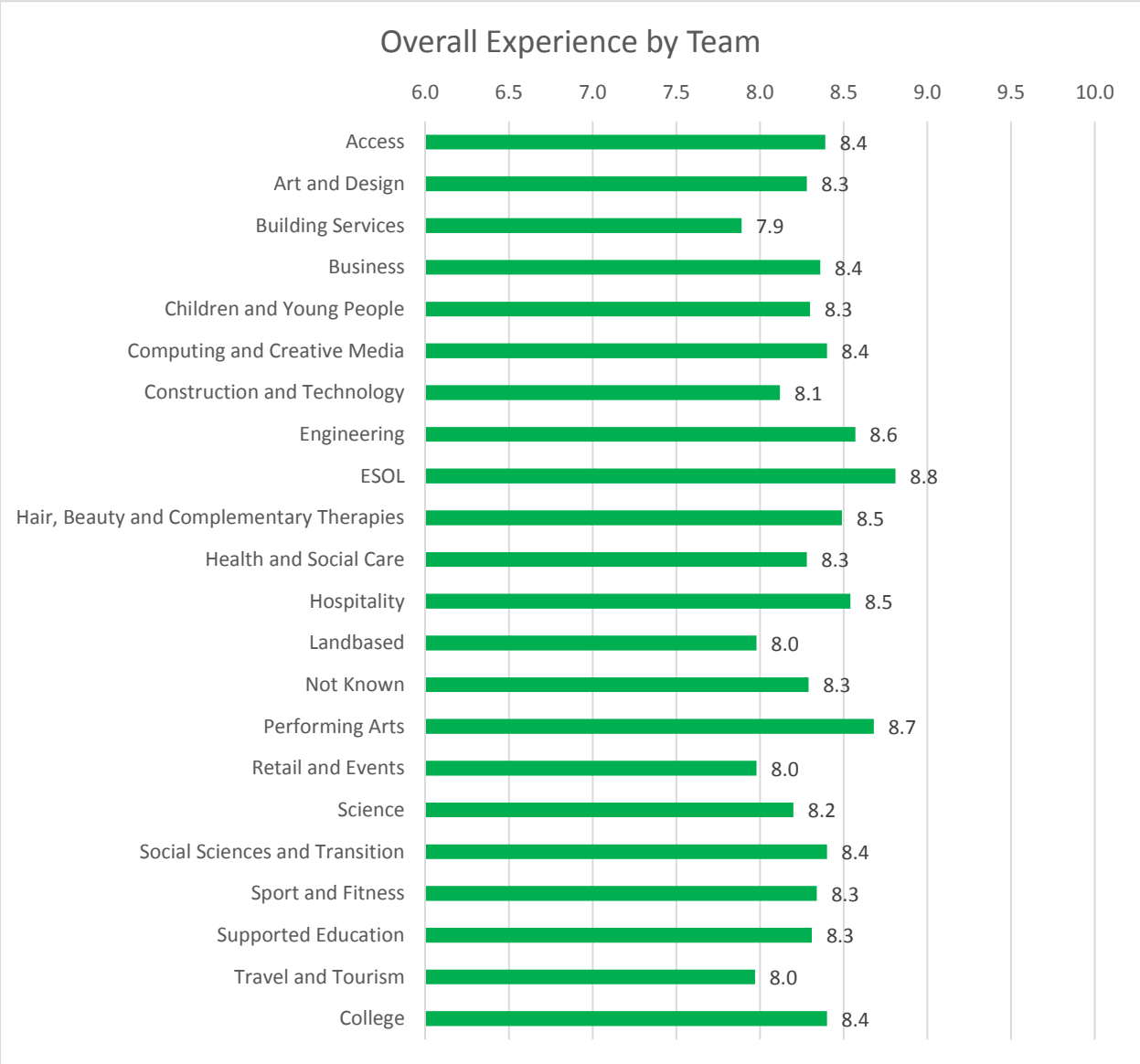
Students' Association. The Students' Association works to enhance your college experience by representing you and your views and by offering volunteering opportunities through the D&A Attributes programme in areas such as class/lead reps, campaigns, cross college working groups, clubs, societies and events. By now, you should be aware of the Students' Association and its activities. How are we doing so far?



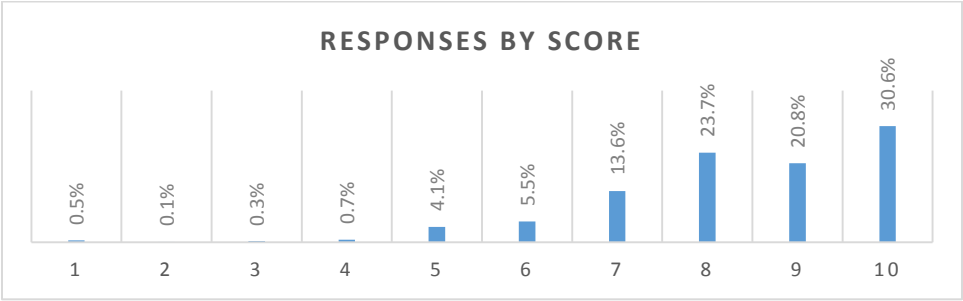
1	2	3	4	5	6	7	8	9	10	Total
99	23	51	85	346	298	526	748	475	752	3403
2.9%	0.7%	1.5%	2.5%	10.2%	8.8%	15.5%	22.0%	14.0%	22.1%	100.0%



Overall Experience. All things considered, how would you rate your overall experience at College to date?



1	2	3	4	5	6	7	8	9	10	Total
18	4	12	24	142	189	468	816	719	1057	3449
0.5%	0.1%	0.3%	0.7%	4.1%	5.5%	13.6%	23.7%	20.8%	30.6%	100.0%



One Thing Better. If we could do one thing to make your experience at College better what would that be?

'One thing we could do better' responses

263 students responded to the final "one thing we could do better" question, up from 200 in 2017. These are free text responses which have been examined for key themes and these are summarised in the table below. Overall the most common response to this question was that, in fact, students could not think of anything we could do better and many reported a very positive experience. Almost 40% of comments made were positive:

- Always very happy here
- College has undoubtedly improved since I was last here 3 years ago
- Enjoying college so far! Everyone is very helpful and kind
- Excellent level of teaching, approachable staff, engaging lessons
- This is my 3rd time in a college environment and D&A is doing it well

Among those who identified possible improvements, recurring themes are as follows:

Theme	Percentage of Comments
Student funding (Bursary & Travel)	8.5%
Parking (Kingsway)	7.9%
Bins/Rubbish	7.3%
Canteen - facilities, queues, quality	7.3%
Course organisation & timetabling	7.3%
Food prices - too high	7.3%
Heating/ventilation	5.1%
Communication between staff and students	4.5%
Personal issues impacting college experience	4.5%
Support needs not being met	4.0%
Teaching quality	4.0%
Class organisation	3.4%
IT facilities and performance	3.4%
Respect - staff & students	3.4%
Library - cost of printing, length of book loans	2.8%
Class size - too many students or too small classroom	2.3%
Evening facilities - lack of	2.3%
Drinking water supply	2.3%
Course content	1.7%
General admin & help points	1.1%
Assessment scheduling	1.1%
Classrooms, not appropriate	1.1%
Course description	1.1%
Absence procedure	0.6%
Course length	0.6%
Curriculum choice	0.6%
Environmental/sustainability	0.6%
Gritting	0.6%
Induction	0.6%
Opportunities outside college	0.6%
Smoking	0.6%
Student Association - class rep comms	0.6%
Travel	0.6%
Workload	0.6%

Agenda Item 10

Learning, Teaching and Quality Committee

Wednesday 13 February 2019

PAPER D

VP Curriculum and Attainment Report

LEARNING, TEACHING AND QUALITY COMMITTEE FEBRUARY 2019
VICE PRINCIPAL CURRICULUM & ATTAINMENT REPORT

1. Introduction

As of 5TH February 2019, the following paper summarises key projects and recent activities currently being progressed by the Curriculum Directorate.

2. January Recruitment Update

Following a review and rationalisation of the January portfolio, the current student enrolments sit at 436, against a pre-set target of 400. This is an increase of 47 students from 2017/18, with the overall number of individual streams offered reducing by 12 (150+ hours per week). This has led to gained efficiencies in the average class size and part time budgets.

3. College Website

Steady progress continues on the new website with a number of technical issues still being addressed with the provider, Innovation Digital. These issues have arisen due to inadequate scoping at the beginning of the project, however, we are confident that all technical requirements are now fully scoped and specified and the work is scheduled over the coming weeks.

Running alongside the work by Innovation Digital, the Marketing team continue to work on the content, in particular returning to academic and support teams to review the final content to be uploaded once we hit the official handover date. The revised launch date with now be the end of March, this will coincide with the launch of the part time portfolio for 2019/20.

4. Partnerships

Below is an update on the key partnership work undertaken since the last Learning, Teaching & Quality Committee:

a. Academic Partnerships Team Update

Following the successful appointments of both our new Academic Partnerships Manager (Angela Vettraino) and the Foundation Apprenticeship Lead (Grant Walker) the Academic Partnerships team is now complete. The team, including Julie Grace and I, met on the 16th January to plan out the short and long term objectives.

The planning session was immensely positive and the team have already started positive work within our local schools. Angela is working on a more detailed long term plan which will come to the next LTQ Committee.

b. Open University (OU)

Following a successful pilot this academic year of the 'OU Choice' programme, the first of its kind in the UK, we have now agreed with the OU to not only continue this next year but to grow it. A formal launch event is planned for April, co-ordinated via CDN, and will be open to colleagues across the sector given the interest shown in the model.

c. **Fujitsu**

Work on the new Fujitsu Innovation Lab commenced on 5th February which will see the current learning lab within the Gardyne Campus transformed into a demonstrator site for new Fujitsu products. Fujitsu have committed to providing all of the furniture, decor and equipment as well as training and career talks for staff and students over the coming months and years.

This partnership and new resource will help us to deliver the objectives of the Digital Strategy and, inadvertently, help us increase a digital presence in multiple campuses by using the existing equipment etc. from the current lab to create a new learning lab within the Arbroath Campus. A formal launch of the Fujitsu Innovation Lab will be arranged soon with Board members welcome to attend.

5. D&A Digital Strategy

Progress continues on the Digital Strategy with the following high level updates:

- 597 staff completed Digital Self-Assessment
- D&A Digital Skills online course now created
- Online Cyber Security course created
- 22% increase in the use of Turnitin
- 30+ units/courses digitised
- 3,336 hits on 'Take a minute' blog

A more detailed update is provided in ***Appendix 1***.

6. Credits

Following the recent FES submission on Friday 1st February, the current credit total is 102,259 against a target of 107,807. Recent projections show that the College should, again, comfortably meet the reduced credit target, including both the European Social Fund (ESF) and Early & Childcare (ELC) elements.

Continued refining of the process for projecting credits, as well as the ongoing work on cleansing the data underpinning the projections, gives more confidence in the potential of accepting additional credits should they become available.

7. Course Planning Rapid Improvement Event (RIE)

As part of the Good to Great project an area we wanted to review, streamline and ultimately improve was the Course Planning Process. At present this process is inefficient and involves multiple people, providing multiple pieces of information, potentially multiple times. To tackle this we have requested the assistance of an external company (St. Andrews Lean Consulting) to support us through a rapid improvement event in order to redefine and redesign a new Course Planning process, ensuring it meets the needs of all users and is as efficient as possible.

8. LOcHER Project Success

D&A College once again pick up a prestigious UK wide award, this time for Health & Safety down at the House of Lords, London. Members of both Curriculum & Support staff were presented with the Lord Cullen Trophy for a ground-breaking safety film after scooping first prize in the Innovation section of the Safety Groups UK Awards.

The film was produced by Princes Trust students and has been so successful it has had a lasting effect throughout the College sector. The film focusses on the dangers of Asbestos and was part of the LOcHER or Learning Occupational Health by Experiencing Risks project which the College piloted in Scotland to help raise risk awareness in a creative and interactive way.

9. Quality Inputs/Support

The College continues to be asked to share practice with others within the sector (and beyond) on the successful approaches adopted and the outcomes achieved, including the Good to great strategy. Recent inputs include the College Development Network Quality Managers conference where D&A provided inputs on both G2G and our work developing to embed the new Professional Standards for College Lecturers within our CPD planning and MyPotential arrangements.

10. Scottish Government Retention Project

Work with the Scottish Government retention project is progressing at pace, with the focus for year two narrowed down to one specific group (Certificate in Social Science level 5) with a range of approaches and inputs being used with this 'test' group.

Susan Laing, Quality Liaison Officer, has taken the lead for this work for the College and on the back of this and has also been seconded one day a week to the Scottish Government to support the other 4 colleges involved.

Susan is also undertaking improvement methodology training through the Scottish Government.

11. Information

Further information in respect of Curriculum matters is available for Board members by contacting Simon Hewitt, Vice Principal Curriculum & Attainment, s.hewitt@dundeeandangus.ac.uk

Appendix 1

Learning Teaching & Quality Update Report: Digital Strategy - Staff

Digital Capabilities Self-Assessment Results

Number completed by staff: 597

- Academic Staff: 361
- Support Staff: 236

Overall Level 58% = Competent

In general, the strengths of both Academic and Support staff were very similar. Notably, both sets differ from the areas for development in that hardware, the internet and word processing are classic 'basics' and less conceptual or subjective than the areas for development.

Academic Strengths	**Academic Areas for Development**	**Resources & Training Developed**
Using the Internet Using Microsoft Word Using different devices Using input tools - keyboards, mouse etc. Using output devices - printers etc.	Using eAssessment tools Using new approaches to work (OneNote etc.) Designing and creating online content Drafting communications Creating online CVs etc.	Getting the Best From eAssessment online course Curriculum 'Digital Days' OneNote, SWAY, Kahoot, Rise, Nearpod and Mentimeter sessions Rise Training Course D&A Digital Skills course Getting the Best From Learning & Digital Resources Online SOLAR guide CMS PowerApps, LDR course and sessions Digital Drop-in in Learning Lab and Fujitsu Innovation Space

Support Strengths	**Support Areas for Development**	**Resources & Training Developed**
Using the Internet Using Microsoft Word Using different devices Using input tools - keyboards, mouse etc.	Creating online content Using new approaches to work (OneNote etc.) Designing and creating materials Drafting communications	Support 'Digital Days' OneNote, SWAY, Kahoot, Rise, Nearpod and Mentimeter sessions Rise Training Course D&A Digital Skills course

	Understanding Copyright	Getting the Best From Learning & Digital Resources CMS PowerApps, LDR course and sessions Online Copyright course Digital Drop-in in Learning Lab and Fujitsu Innovation Space

Key areas of common overlap between **Support** and **Academic** areas for development from the self-assessment were identified in terms of targeting the biggest overlap areas, expected to have most impact:

- Designing and creating materials and / or content
- Drafting communications

Investment and Progress

Following the launch of the Digital Strategy and the roll out of the self-assessment, a range of progress has been made.

Online Learning

Based on the outcome of the self-assessment, early investment was made in a subscription to Lynda.com. Prior to the launch of the Digital Strategy, staff from a range of teams requested access to Lynda.com, therefore a pilot was launched in conjunction with the development of the Digital Strategy.

Following a positive and highly engaged pilot with a mix of Support and Academic teams, a subscription was purchased for 1 year. Lynda.com was deemed a sensible early investment given that:

- It provides 24/7 access to high quality materials
- The materials can be accessed anywhere with an internet connection
- The range of topics covered is extremely broad
- Within the content there is a wealth of digital and technical learning
- It promotes a personalised learning journey congruent with our Digital Strategy

For more information on Lynda.com's use and stats around this, please see the separate paper.

Leading from the Top

Following assessment of areas for development in terms of digital capability, this was cross-referenced with overall leadership development. A key element of the Digital Strategy is

effective digital skills at all levels of the organisation, with effective role modelling from the top.

In the spring of 2018, a mixed group of Support and Academic line managers (from Team Leaders to Heads of Department) took part in a pilot of Priority Management's *Working Sm@rt* training product which:

- Optimises technology for productivity and effective leadership
- Upskills leaders in use of common and College-wide technology
- Links closely to leadership behaviours and style, flowing with the College's Leadership Excellence Framework
- Changes behaviours to ensure consistent role-modelling of organised, tech-savvy leadership

The feedback from the pilot group was excellent, with other managers enquiring about the possibility of undertaking the training. As a result, an intro session took place on 1st Feb at the Leadership Development Forum event, outlining the training and benefits to senior leaders.

Three cohorts will be offered, comprising two full days of training with a coaching call in between. The three cohorts are expected to be complete by early in the 2019-20 session, with this training forming a key component of the academic restructure programme. Priority Management also offer ongoing support for attendees following completion of the course.

New Academic Structure

In addition to the Priority Management training, post holders in the new academic structure will have the opportunity to review their digital skills self-assessment and discuss a bespoke and individual training programme with Organisational Development and Learning and Digital Resources.

This is designed to ensure that academic digital skills are lead from the top, and the new academic Sectors benefit from strong digital leadership. Heads of Sector and Heads of Curriculum and Quality will be briefed on the team self-assessments, as well as the overall academic strengths and areas for development. Team level plans will be drawn up as a result.

Recurring Training Programme to Raise and Maintain the Baseline

New Staff

Digital training is embedded into **induction**, including utilising the Staff Portal for a range of information, supporting organisational information and digital literacy. This component of the induction is under ongoing review to align with the Digital Strategy.

As a key part of Academic digital skills development, Organisational Development are currently undertaking a review and refresh of **Teaching in Colleges Today** and the **PDA Teaching in Scotland's College**, optimising opportunities for digital development through the online resources, as well as showcasing digital content and materials good practice.

All Staff

A programme of standard sessions is being developed (based on feedback from the self-assessment) which will be available to all staff on an ongoing basis. A range of common digital skills and abilities will be covered in a more formal and monitored way, including:

- Accessing and understanding College systems
- Getting the best from Learning and Digital Resources
- Genee / Smartboard basics
- MyLearning (basics / intro and specific elements)
- eAssessment (basics / intro and specific elements)

Reinvesting in Lynda.com for a second year provides a wide range of independent learning opportunities to staff, including upskilling through utilising the materials themselves.

Integration and Infrastructure

A new Head of ICT has been appointed and commenced employment on 1st February. During recent months, a number of digital developments around infrastructure and staff experience have been discussed, which will be picked up with Andy Ross, new Head of ICT, as a matter of priority.

To facilitate the required links between ICT, staff and learner experience, Simon Hewitt will line manage the Head of ICT role to ensure congruence of ICT, Digital and Curriculum strategies.

Key elements that will be picked up with Andy in his new role are:

- Deployment of remote / virtual desktop
- Standard operating environment and MS Office access / set up
- Recommended systems portfolio
- Activity Based Working project, linking the work people do to the environment they work in and the technology required to execute it effectively

Future Plans

A range of longer term developments are planned, some of which require input from the new Head of ICT, others which require evaluation and feedback from earlier phases of the outlined actions.

Areas for Development Actions

In the areas for development identified from both academic and support staff, it is envisaged that key developments will sustainable develop the skills required in designing and creating materials and / or content and drafting communications:

- Development of internal communications guidance, including advice on which channel / system is most appropriate for communication
- Development of an in-house style guide for materials and communication, ensuring all staff have access to good practice guidelines which promote consistency
- Investigating the possibility of powering an online help wizard with basic artificial intelligence

Other Actions

- Review of existing digital skills development portfolio and development of identified sessions – ongoing action to ensure relevance and sustainability of CPD
- Overall development of Academic restructure CPD programme including digital skills

Agenda Item 11

Learning, Teaching and Quality Committee

Wednesday 13 February 2019

PAPER E

LT&Q Metrics

LEARNING, TEACHING AND QUALITY COMMITTEE FEBRUARY 2019
LT&Q METRICS

1. Introduction

The following paper outlines a range of standard LT&Q metrics/statistical data which are presented to Committee on a rolling quarterly and annual basis.

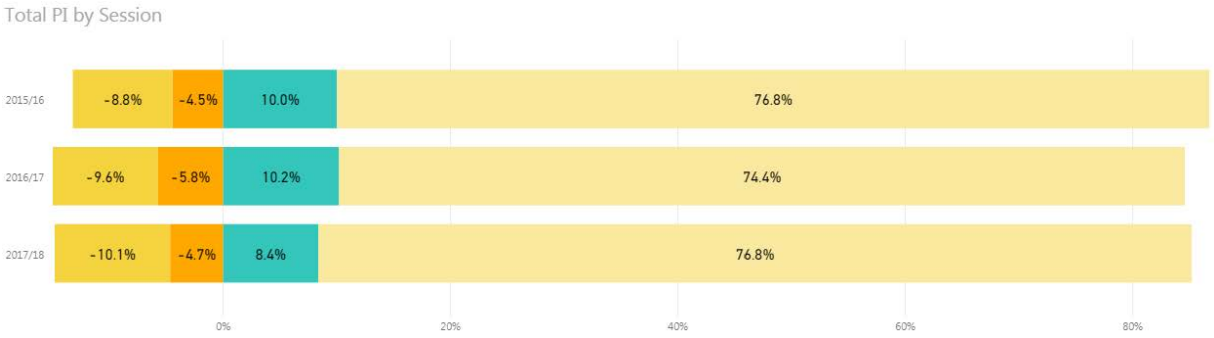
The template is designed to give Board members an easy to read picture of the College's core quality and related information. Sections in the paper can be expanded or amended as necessary, if at any stage Committee members felt that trends or outcomes warranted further consideration at Board level.

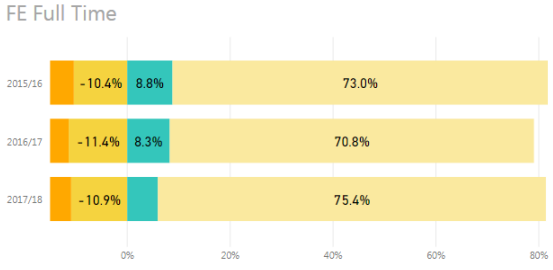
Some of the information is presented as an annual figure and will detail comparisons with previous years. This is of particular importance in identifying trends in Performance Indicators and other annual outcomes.

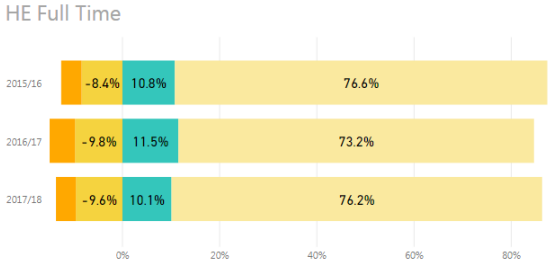
Other data will be presented on a quarterly basis and taken as a snapshot of the status at that point in time.

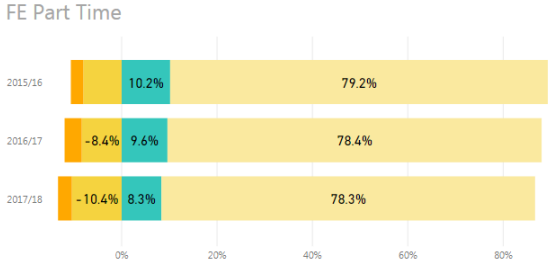
2. LT&Q Metrics

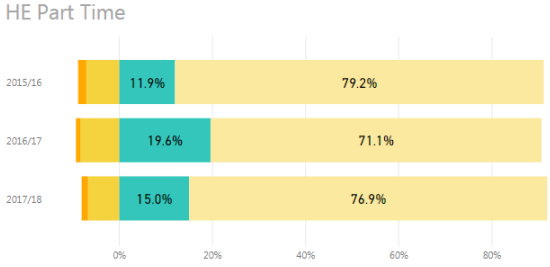
All data outlined below is up to date as at February 2019.











	2015/16	ROA Target 2016/17	Outturn 2016/17
Proportion of Course Leavers recording a positive destination (study or employment) 6 to 9 months after completion of a College programme	95.6%	95%	96%

	2016/17	2017/18
Overall student satisfaction score arising from the November Learner Early Experience Survey	80%	80%
Overall student satisfaction score arising from the March Learning and Teaching Survey	81%	80%

	2016/17	2017/18
D&A student satisfaction score arising from the National SFC Learner Early Experience Survey	90.6%	90.4%
National SFC Learner Early Experience Survey Score	83.5%	83.6%

	2016/17	ROA Target 2017/18	Outturn 2017/18
The volume of Credits delivered to learners as part of 'school-college' provision	5,348	6,600	5,840
The proportion of Credits delivered to learners as part of 'school-college' provision	4.9%	6%	5.4%

	2015/16	2016/17	ROA Target 2017/18	Outturn 2017/18
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	620	650	650	tbc
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	250	292	292	tbc
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	**40.3%**	**45%**	**45%**	**tbc**

	2016/17	Outturn 2016/17	2017/18	Outturn 2017/18
SFC Core Credit Target SFC ESF Additional Credit Target	103,232 5,101	102,960 5,543	103,861 5,101	102,405 7,154
Total Credit Target	**108,333**	**108,503**	**108,962**	**109,559**
Percentage of target		100.1%		100.5%

	18/19 Applications	18/19 Applicants	Offers Made 2018/19
Full-Time Programmes	9,295	8,271	5,984
Part-Time Programmes	1,248	1,093	860

	19/20 Applications	19/20 Applicants	Offers Made 2019/20	Offers made Feb 2018
Full-Time Programmes	3,118	2,606	683	322
Part-Time Programmes	6	6	0	1

Mode	Programmes	Actual Credits as at 04/02/2019	Actual Credits as at 02/02/2018	Final 17/18 Credits	Credit Projection (February 2019)
17	Full Time	80,445	82,088	82,243	80,445
18 / 05	Short Full Time	6,589	5,148	6,106	7,000
06	Block Release	3,613	3,849	4,256	4,200
07	Part Time – Day	5,412	5,330	7,837	7,900
08	Part Time – Infill	1,013	1,154	1,674	1,400
09	Part Time – Evening / Weekend	2,131	2,443	2,869	2,600
11	Work Based	1,842	1,970	2,390	2,500
12-16	Open, Flexible, Distance	1,214	1,600	1,985	2,000
	TOTALS	102,259	103,582	109,360	108,045
2018/19 Credit Target				107.807	

Additionality	Credits
Allowance – 2%	2,156
Currently within claimed credits	200
Still available to be added	1,956
Current Claim % Allowance	0.2%

Childcare – Target 3,082			
HND	Current FT: 240 (16 students)		
HNC	Current FT: 1515 (101 students)	Current PT: 255 (55 students)	
NC	Current FT: 1296 (72 students)		
Cert	Current FT: 882 (49 students)		
PDA		Current PT: 62 (12 students)	
			TOTAL = 4,250

3. Information

Further information in respect of Learning, Teaching and Quality matters is available for Board members by contacting Steve Taylor, Vice Principal People & Performance, s.taylor@dundeeandangus.ac.uk.