



## **BOARD OF MANAGEMENT**

### **LEARNING, TEACHING AND QUALITY COMMITTEE**

Wednesday 1 May 2019 at **5.00pm**  
Y150, Gardyne Campus

#### **AGENDA**

- 1. WELCOME**
- 2. APOLOGIES**
- 3. DECLARATIONS OF INTEREST**
- 4. ESRC RESEARCH PROJECT – INFORMED CONSENT** Paper A for information
- 5. MINUTE OF THE PREVIOUS MEETING** Paper B for approval
- 6. MATTERS ARISING**
  - 6.1 Recognition for PI Performance
- 7. CURRICULUM REPORT – SCOTTISH GOVERNMENT RETENTION PROJECT, YEAR 2** Presentation S Laing
- 8. STUDENTS ASSOCIATION REPORT** Verbal update DH/ST
- 9. PART-TIME COURSE PERFORMANCE** Paper C for information SH
- 10. DEVELOPING SCOTLAND'S YOUNG WORKFORCE** Paper D for information GR
- 11. STUDENT SURVEYS**
  - 11.1 Learning and Teaching Survey March 2019 Paper E for discussion ST
  - 11.2 Post Course Success Survey Paper F for discussion ST
- 12. VP CURRICULUM & ATTAINMENT REPORT** Paper G for noting SH
- 13. LT&Q METRICS** Paper H for information ST
- 14. DATE OF NEXT MEETING** - Wednesday 28 August 2019



**Learning, Teaching and Quality Committee**

**Wednesday 1 May 2019**

**PAPER A**

**ESRC Research Project – Informed Consent**

## Processes and practices of governing in FE colleges in the UK

### Note to Board of Management to ensure ongoing informed consent

Dundee and Angus College is one of a select number of colleges participating in a four nations study of the processes and practices of governing in FE colleges. Funded by the Economic and Social Research Council (ESRC), this project is led by a team of highly regarded and experienced investigators from the Universities of Stirling, Birmingham and Cardiff (further details available on the project website <https://fe-governing.stir.ac.uk/>).

The main focus of the study is to observe and video meetings of the College Board of Management held between January and December 2019. In addition, a select number of committee meetings may be observed, but not recorded. Observational studies of governing bodies, whether in the public or the corporate sphere, are rare so by agreeing to have your board meetings videoed you are supporting leading-edge research in this area.

In order to be funded, the research has been through a highly rigorous process of review by the ESRC. It has also been closely assessed and approved by research ethics committees at the three universities. Working to the highest ethical standards, the researchers will ensure that confidentiality is maintained, that sensitive information is not shared, and that individuals are not identifiable (unless they have explicitly agreed otherwise) in any communications, presentations or publications. Furthermore, all data will be deleted within a year of the project ending.

All participants in the meetings that are videoed and/or observed are required to complete a participant consent form to confirm that they understand the nature of the research and are aware of their right to withdraw (and have any contributions disregarded) at any time without consequence. They are also encouraged to speak to a member of the research team should they have any questions or concerns. The contacts for Scotland are Dr Helen Young, Research Fellow (01786 467748, [h.l.young@stir.ac.uk](mailto:h.l.young@stir.ac.uk)) and Professor Cate Watson, Principal Investigator (01786 467626 [cate.watson@stir.ac.uk](mailto:cate.watson@stir.ac.uk)).





**Learning, Teaching and Quality Committee**

**Wednesday 1 May 2019**

**PAPER B**

**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 13 February 2019 at 5.00pm in Room Y150, Gardyne Campus.

|                       |  |                          |
|-----------------------|--|--------------------------|
| <b>PRESENT:</b>       | M Williamson (Chair)                               | G Robertson              |
|                       | A O'Neill  | A McCusker               |
|                       | G Ritchie  | N Lowden                 |
| <b>IN ATTENDANCE:</b> | S Hewitt (Vice Principal)                          | C Blake (Vice Principal) |
|                       | S Taylor (Vice Principal / Secretary to the Board) |                          |
|                       | J Grace (Director of Curriculum and Attainment)    |                          |
|                       | A Vettraino (Academic Partnerships Manager)        |                          |
|                       | M Sanderson (Executive Secretary)                  |                          |

### **1. WELCOME**

M Williamson welcomed Committee members including new Board Member N Lowden who attended his first committee meeting. M Williamson also welcomed A Vettraino and J Grace.

### **2. APOLOGIES**

Apologies were received from S Watt, S Mill, C Clinkscale and D Humphries.

### **3. DECLARATIONS OF INTEREST**

There were no declarations of interest.

### **4. MINUTE OF PREVIOUS MEETING**

The minute of the meeting held on 14 November 2018 was approved as an accurate record.

### **5. MATTERS ARISING**

#### **5.1 Education Scotland Report**

G Ritchie noted that the Education Scotland report hadn't yet been published.

#### **5.2 DYW Update**

G Ritchie noted that the update to the Committee from the DYW team had been postponed as A Vettraino was now in new role of Academic Partnership Manager and the new DYW Manager had only in her role a few weeks. J Grace confirmed that Hilary Tasker had been appointed to this role and the Committee have asked if she could provide an update on DYW at the September meeting. **G Ritchie to progress.**

## 6. CURRICULUM REPORT – LEARNER PATHWAYS

M Williamson welcomed A Vettraino and J Grace to the meeting and highlighted her interest in ensuring that effective and streamlined learner journeys were in place to support progression and avoid duplication or repetition of levels.

J Grace outlined the approach taken by the College to create clear learner pathways and how these were making a difference to our students (see enclosed slides).

J Grace summarised key Government strategies, including:

- 15-24 Learner Journey Review
- Developing the Young Workforce
- National Improvement Framework
- Commission on Widening Access
- STEM Strategy

J Grace stated that the ultimate aim of learner pathway developments was to create the right courses and opportunities for students.

J Grace noted that the partnership between Schools and the College was very strong and developing and summarised the key areas of work progressing.

J Grace explained to the Committee that there has been an increase in pupils coming through Senior Phase programmes, with improved opportunities for learners to progress on to the next course / programme in their field of study.

J Grace stated that the College had introduced a School Leaver pledge, offering a course place to all school leavers. The College expected to receive c.2000 applications for courses by 30 April 2019.

J Grace summarised the wide range of partnerships and articulation links that the College has in place with a range of universities. M Williamson asked how many courses have partnerships with universities for continuing to progress onto a degree course. S Hewitt confirmed that all courses now have this identified as a pathway, with work developing to create specific articulation routes with guaranteed access in years 2 and 3. The developments of joint degree programmes (such as accounting with Abertay) were discussed.

J Grace stated that there will be more employer engagement in Senior phase programmes. This will benefit students by gaining workplace experience. Hopeful of more internships / Apprenticeships in each department. J Grace explained that Sector Development Leads will play a key role in supporting employer engagement / partnerships once appointed.

Examples of progression pathway literature were shared with the Committee.

J Grace introduced A Vettraino (Academic Partnership Manager) to the meeting. A Vettraino outlined the membership and role of the new Academic Partnership Team. This consists of A Vettraino (Academic Partnership Manager), Grant Walker (Foundation Apprenticeship Lead) and Julie McDonald (School and Community Co-ordinator). It was noted that the team had only been in place since January, but that work was progressing to further develop links and activities with schools and universities.

A Vettraino explained that there had been an increase in activity around Foundation Apprenticeship, with the team attending parent's evenings, careers events etc.

Around 1500 promotional Foundation Apprenticeships flyers have been distributed since the middle of January.

A Vettraino noted that there were well established School and Foundation Apprenticeship relationships already in place but these need to continue to grow. A Vettraino and G Walker will continue to work with schools and SDS to promote Foundation Apprenticeships to school pupils.

A Vettraino stated that Social Media will play a big factor in their new job roles, with the team establishing Foundation Apprenticeship social media channels.

A McCusker noted that there is a huge amount of work going on and asked if the team have found any barriers in the system. J Grace responded and said that at a strategic level no, but at an operational level yes. It was noted that the Team were still building up trust with schools and local authorities as many are unsure what programmes the College can offer. J Grace noted that the team will be delivering to a teaching staff in-service day at Dundee City Council in April.

A McCusker asked what the target was for school pupils undertaking a Senior phase programme. S Hewitt responded and explained that there was a specific target within the ROA as a proportion of credits and that the College currently had around 500 – 600 school pupils participating in Senior Phase programmes. S Hewitt noted this has increased by 32% from last year.

A McCusker asked if the information around Foundation Apprenticeships is getting through to parents, not just pupil's. J Grace stated that the College and SDS are working together to ensure that the information around Foundation Apprenticeships is being sent home to parents. J Grace explained that SDS and local authorities are working together to comply with GDPR and hope to start sending more focused information home to parents.

A McCusker asked if the College had responded to the recent letter from Mr Swinney MSP urging a collective effort in the expansion of FAs throughout Scotland. J Grace and G Ritchie confirmed there has been a response and a meeting is being arranged with SDS, DYW and local authorities to discuss improved ways of working to deliver on the increased targets.

M Williamson asked if the Committee should send a collative response to the letter. G Ritchie agreed this is a good idea and will draft something. **G Ritchie to progress.**

A McCusker praised the team for their work and support in sending out promotional materials.

## **7. 2017 / 18 NATIONAL PERFORMANCE INDICATOR (PI) REPORT**

S Taylor summarised the report and stated that it could not be published as the College was not allowed to publish direct PI comparisons with other colleges.

S Taylor stated that the Performance Indicators were very strong for full time FE and HE and also for younger learners and for those from the most deprived postcode areas. S Taylor noted that these PI's were the best in the Sector by a considerable margin.

S Taylor noted that there is a lot of work being done around full-time retention and attainment rates. However, it was noted that there were a couple of curriculum areas where learner outcomes were not as strong and noted that part-time provision was not as strong as full-time.

Reasons for this were discussed and M Williamson asked how Higher courses were recorded. S Hewitt confirmed that most Highers were recorded as part-time FE.

A McCusker congratulated the team on the recent PI Figures and praised the team for achieving an additional 350 successful full-time learners from last year. A McCusker noted this was a huge achievement as it has impacted on 350 people's lives from last year. G Ritchie stated that other colleges have been asking how Dundee and Angus have managed to achieve exceptionally good figures on an on-going basis.

A McCusker asked how this will be celebrated in the College. G Ritchie acknowledged that an event should take place to praise all members of staff and thank them for their hard work. This would be arranged and confirmed with Board members. J Grace suggested that an event is held on each campus for all teaching staff to attend with the Board Chair and Executive Team. **G Ritchie to progress.**

Arrangements to review part-time outcomes were discussed and M Williamson asked for a summary of actions to be brought to the next meeting. S Hewitt noted that this work had already started and stated that he will do an analysis on part time PI's and present at the next meeting. **S Hewitt to progress.**

## **8. DEVELOPING SCOTLAND'S YOUNG WORKFORCE**

G Ritchie provided a verbal update on the DYW team, confirming that there was still two years' worth of funding for the team and that a new strategic plan would be discussed for endorsement at the next full DYW Board meeting in March 2019.

G Ritchie noted that national targets for DYW activity were still under discussion and noted that any changes or developments to these would be reflected within the DYW Board strategic plan.

G Ritchie stated that there are no issues with funding and the team are waiting on their allocated budget for next year.

## **9. 2018 LEARNER SURVEY REPORT**

S Taylor summarised the Learner Survey Report.

S Taylor noted that the overall response rate and student satisfaction questions remained very good. However, it was clear that overall student satisfaction had 'flat lined' at around 82% for a number of years.

S Taylor stated that there has been a huge amount of work going on to improve services and activities based on survey outcomes and feedback, but that these don't seem to be impacting on the overall survey results.

G Robertson asked if students should be asked different questions in the survey, rather than them getting the same questions each time and hopefully this would bring out the most important elements to students. S Taylor confirmed that the Student's Association carried out a Service Design session last week for that reason.

Feedback from this session was discussed.

S Hewitt noted that some of the responses to the survey questions have a poor percentage rate but are things that can be easily fixed (i.e. more small spaces to sit and lunch and break times). A McCusker asked if this would improve the overall satisfaction rates or if they would still stay the same.

M Williamson noted that the Group Tutor feedback needed to improve in some teams.

S Hewitt noted that Construction and Landbased were two areas with the lowest percentage rates where students gave feedback about their inductions. S Taylor confirmed that there were questions asked to teams at Stop and Review Meetings around the specific survey results in their areas.

S Taylor noted that students continue to complain about the price of the canteens but felt that prices were reasonable compared to external outlets.

G Robertson asked if the College could identify the problem with canteens amongst students to see what the issues are. It was noted that extensive work on this had been undertaken.

G Ritchie stated that a review of Canteen services was being carried out with Henderson Loggie as it has been an issue for a period of time.

N Lowden asked the question why percentages for additional support are so low in Landbased compared to other areas and questioned if students are receiving support when required. S Taylor noted that details in each area were discussed at Stop and Review meetings and that actions for issues of this type would be progressed at team level.

A McCusker noted that she was concerned that four areas had low percentage rates overall, and noted that this was impacting on the overall satisfaction level. S Hewitt noted that work was always taken forward where there were trends emerging and noted that this was progressing.

S Taylor noted that work would continue with the Students' Association to further refine the feedback received and to seek to better identify the areas that were of greatest value in terms of prioritising and focusing actions arising from the survey.

## **10. VP CURRICULUM AND ATTAINMENT REPORT**

The VP Curriculum and Attainment report was noted. S Hewitt highlighted that January recruitment had exceeded the target.

S Hewitt provided an update on the new website, noting that there had been a number of technical delays, but providing assurance that there wasn't a rush to complete work as full time recruitment was open for August and applications were being submitted. It was planned that the new website would launch and be live at the end of March 2019.

S Hewitt noted that credits were on target. G Ritchie explained that the College had been offered (and would take) an additional 1500 credits. These would be prioritised for school link activities and to support individuals impacted by recent closure announcements at Michelin and McGill's. It was noted that this activity would not be fully funded but it was anticipated that it would be funded at c.75% of the full rate.

M Williamson asked if the College would adapt quickly to Michelin and McGills needs. G Ritchie and S Hewitt noted that this work was already underway.

S Hewitt explained that there was a team of staff participating in a Rapid Improvement Event for the Curriculum Planning Process.

S Hewitt noted that there had been a huge success for the LOCHER project and the team were in London at the House of Lords where they won the Lord Cullen Trophy for a ground-breaking safety film after winning the first prize in the Innovation section of the Safety Group Awards. S Hewitt noted that a celebration event was being arranged for all staff and students involved.

M Williamson queried what the Choices Programme was. S Hewitt explained that the Choices programme was a full time programme where students from different areas and studying different subject through the Open University came together as one full-time class group.

G Robertson asked if the SDA Business Plan should come to the next LTQC. This was discussed and it was noted that the business plan would more likely go to the Finance and Property Committee, depending upon the overall value of the proposed activity.

#### **11. LT&Q Metrics**

S Taylor summarised the metrics paper produced.

S Hewitt stated that he had looked at the most recent applications update and stated that there had been over 600 more applications submitted for August than at the same point last year.

#### **12. STUDENTS ASSOCIATION REPORT**

S Taylor provided a verbal update to the committee in D Humphries absence.

S Taylor noted that Class reps were discussed at the last Student Advisory Board Meeting and there has been an increase in the number of reps in place and trained.

The Students Association had launched "Feedback Friday's" to give focused feedback on specific matters raised by students. This had proved popular and had provided good feedback on specific topics.

S Taylor stated that talks had been taking place around the structure of the Students' Association, with any changes to be progressed through the Student Congress prior to going to the Board.

A McCusker noted that this had been a difficult year for the Student's Association.

M Williamson suggested that the Students Association report should be further up the Agenda to allow them to leave the meeting early if needed. **S Taylor to progress.**

#### **13. DATE OF NEXT MEETING**

The next Learning, Teaching and Quality Committee meeting will take place on Wednesday 1 May 2019 at 5.00pm, Room Y150, Gardyne Campus.

| <b><u>Action Point Summary</u></b>   |                       |                |
|--|-----------------------|----------------|
| <b>Action</b>  | <b>Responsibility</b> | <b>Date</b>    |
| Invite H Tasker to give an update on DYW group activity.   | G Ritchie             | September 2019 |
| Collective response to be sent to Scottish Government from College and school partners in respect of Foundation Apprenticeship plans | G Ritchie             | 19 March 2019  |
| Events to be organised to recognise staff efforts in achieving excellent learner outcomes  | G Ritchie             | 1 May 2019     |
| Part-time activity outcomes to be reviewed and key actions identified. Report to next meeting.                                       | S Hewitt              | 1 May 2019     |
| SA report to feature earlier in agenda.  | S Taylor              | 1 May 2019     |



**Learning, Teaching and Quality Committee**

**Wednesday 1 May 2019**

**PAPER C**

**Part – Time Course Performance**



## LEARNING, TEACHING AND QUALITY COMMITTEE APRIL 2019 PART-TIME COURSE PERFORMANCE & ACTION PLAN

### 1. Introduction

For both full time Further Education (FE) and Higher Education (HE), Dundee & Angus College out performed all other Colleges in Scotland for the 2017/18 academic year. Whilst this is a fantastic achievement and one to be extremely proud of, unfortunately the College continues to see lower performance in both part time FE and HE for the same period. This falls below the high standards that D&A have set and improving this has been an area of high priority for the Executive and Senior Academic Leadership Team throughout the 2018/19 academic year.

### 2. Analysis

It was felt that a detailed analysis by team and course was needed and, upon investigation, the concerns centred around a small number of teams, with a high number of enrolments, but low levels of attainment.

For FE these teams were:

| Team                    | Enrolments | Success |
|-------------------------|------------|---------|
| Social Sciences         | 227        | 39.6%   |
| Essential Skills        | 311        | 58.2%   |
| Children & Young People | 228        | 72.8%   |
| Hair & Beauty           | 201        | 75.1%   |
| Engineering             | 311        | 76.2%   |

For HE these teams were:

| Team                       | Enrolments | Success |
|----------------------------|------------|---------|
| Health & Social Care       | 83         | 59.0%   |
| Business                   | 266        | 73.3%   |
| Computing & Creative Media | 25         | 68.0%   |
| Children & Young People    | 72         | 77.8%   |

Out with the above list of departments, a number of other teams also experienced lower levels of attainment, however the enrolments within these teams were relatively small in comparison.

Following the department analysis, it was important to identify the programmes causing the most concern, again focusing on those courses with higher enrolments.

For FE these included:

| Course & Team   | Enrolments | Success |
|---|------------|---------|
| HIGHER PSYCHOLOGY – Social Sciences                                   | 175        | 34.9%   |
| NATIONAL 5 MATHEMATICS – Essential Skills                             | 78         | 46.2%   |
| VTCT LEVEL 1 EXTENDED AWARD IN HAIR AND BEAUTY SKILLS – Hair & Beauty | 42         | 57.1%   |
| ACCESS TO NURSING – Health & Social Care                              | 40         | 60.0%   |
| SCHOOL LINK EARLY EDUCATION AND CHILDCARE - Children & Young People   | 46         | 67.0%   |

For HE these included:

| Course & Team  | Enrolments | Success |
|--|------------|---------|
| HNC SOCIAL SERVICES – Health & Social Care               | 19         | 5.3%    |
| HNC ADMINISTRATION AND INFORMATION TECHNOLOGY - Business | 21         | 47.6%   |
| HNC ENGINEERING PRACTICE - Engineering                   | 19         | 57.9%   |
| INFILL - BUSINESS - ADVANCED – Business                  | 17         | 58.8%   |
| CIH LEVEL 4 CERTIFICATE IN HOUSING – Business            | 56         | 73.9%   |

### 3. Themes

As further analysis and discussions progressed on these programmes a range of high level themes materialised, those were:

#### a. Portfolio Delivery Issues

Carrying on from previous discussions at Learning, Teaching and Quality Committee, it is widely recognised that the performance issues with the National Qualifications (Highers & National 5) have a significant impact on our overall outcomes. Given the change in National Qualifications and the shift away from a unitised approach to final exam, detailed conversations regarding the Colleges role in providing these qualifications have been ongoing as part of the Curriculum Review.

A small number of Highers have been removed for the current academic with more planned for removal in 2019/20, this will have a positive impact on performance. These qualifications will be replaced with well recognised and certified National Progression Awards (NPAs) and Professional Development Awards (PDAs) to ensure we do not limit choice and pathways for learners looking to progress to our College provision and/or University.

A further analysis was also carried out on when these qualifications are delivered vs their attainment rate and it was clear that Evening/Distance provision has a significantly lower attainment rate, and higher dropout rate, than those delivered throughout the day. A deeper analysis also showed that those learners on Fee Waiver attained less than any other learners on Evening/Distance courses.

b. Course Set Up

Through deeper investigation, it became apparent that a small number of programmes had been set up in such a way that could potentially limit the opportunity for achievement. For example, HNC Social Services had been set up as a roll on/off programme in which learners could start at any point in the year. However, the success measure for that programme was 'Successful Completion of 70% of the units' meaning that if a learner chose to start in April, and the academic year ended in May, it is highly unlikely they will achieve that success measure.

c. Infill Process

Another example is the College's approach to Infill students. At present if a learner comes to D&A to complete a programme that they have started in another College, we mark their success measure as them completing the group award in which they are completing their remaining units. However, other Colleges approach infill slightly differently and set their success criteria as the completion of the individual units. Hence, if the learner doesn't obtain all of the units needed, there is still potential of success.

d. Learning & Teaching

Finally, through investigations into the programmes and a look at the feedback coming through the learner survey where available, it was clear that some learning and teaching approaches need refreshed within certain programmes. For example, a number of learners commented on the delivery of the School Link Early Education & Childcare programme, stating that the course was more theoretical and less practical. Following discussions with the Children & Young People team it became apparent that they were 'front loading' the theory elements to ensure the underpinning knowledge was understood, however this was portraying the wrong impression of the course as a whole and led to learners leaving early.

#### 4. Action Plan

A number of high level short and long term actions, based on the overarching themes, were agreed as part of the analysis:

| Theme         | Action  | Timeframe   |
|---------------|---|---|
| Portfolio     | <ol style="list-style-type: none"><li>1. On-going review of part time curriculum and replacement of National Qualifications</li><li>2. Further Analysis on the Colleges approach to Fee Waiver and what programmes are eligible</li><li>3. Full review of Evening/Distance portfolio to ensure it meets the needs of the region</li></ol> | <ul style="list-style-type: none"><li>• December 2019</li><li>• July 2019</li><li>• December 2019</li></ul> |
| Course Set Up | <ol style="list-style-type: none"><li>1. Detailed review of each part time programme and success measure for 18/19 programmes &amp; amendments made</li><li>2. Detailed review of each part time programme and success measure &amp; amendments made for 19/20 and beyond</li></ol>   | <ul style="list-style-type: none"><li>• April 2019</li><li>• July 2019</li></ul>                            |

|                                |   |  |
|--------------------------------|---|--|
|                                | 3. Awareness raising session to be arranged with new Heads of Curriculum & Quality to ensure they understand the course modes/success measures & overall set up procedure   | • October 2019                           |
| <b>Infill</b>                  | 1. Identify all current infill learners and review their success measure<br>2. Produce new guidance on how to approach the enrolment etc. of infill learners going forward  | • April 2019<br>• January 2020           |
| <b>Learning &amp; Teaching</b> | 1. Detailed review of learner survey to establish themes and areas for development<br>2. Work closely with the People Team to ensure all CPD needs are identified<br>3. Specific L&T focused actions plans to be produced from the lower performing Departments/Courses | • May 2019<br>• June 2019<br>• Sept 2019 |

## 5. 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](mailto:s.hewitt@dundeeandangus.ac.uk)



**Learning, Teaching and Quality Committee**

**Wednesday 1 May 2019**

**PAPER D**

**Developing Scotland's Young Workforce**

## **DYW Dundee and Angus – update for D&A College Board April 2019**

### **Education-Employer Engagement**

We currently have 37 strategic partnerships between employers and schools across Dundee and Angus. These are 'influencing' partnerships where they have committed to working together over at least one academic year, conducting multiple or repeat activities.

In the period Jan-Mar 2019, we facilitated work inspiration activity for over 348 young people, helped expose 350 young people to experiences with businesses through Founders4School (mostly primary pupils), and contributed to 1,048 meaningful work placements.

### **Projects**

Examples of activity:

Careers in Healthcare Event - DYW D&A hosted this event in partnership with the University of Dundee and NHS Tayside to give S3-S5 pupils the chance to experience a variety of careers in health care. This was held at Dundee Science Centre, giving scope for lots of hands-on activity. Careers covered included nursing, radiography, blood sciences, surgery, medical physics, estates etc, across 12 different 'stations'. General careers advice was also available alongside information about apprenticeships and alternative career pathways. 150 pupils from across Dundee and Angus attended the event, including BME pupils. The feedback was extremely positive:

98% enjoyed the day

87% were interested in a career in healthcare

99% now knew more about careers in health care.

Incredible Immunology Event - This was a 1 day event for 156 S1 pupils at Arbroath High School with hands-on activities designed to engage school pupils & teachers about the fascinating world of immunology led by researchers and students from the University of Dundee Schools of Life Sciences. The event introduced them to some of the skills & techniques used in research. This was followed by a parents evening 2 days later to highlight research/science as a positive career path for their children.

Scotland's Biggest Parent's Evening Live Stream - As part of Scottish Apprenticeship Week, DYW D&A hosted an event as part of Scotland's Biggest Parent's Evening. Held in Arbroath, parents and their children were invited to come along to this session where there were a number of presentations covering the apprenticeship family, and case studies from local businesses Interplex and Caledonia Housing. A panel of our Apprenticeship Ambassadors were present to answer questions on their experiences. This session was live streamed on YouTube and is still available to view – to date it has been viewed 151 times. We received very positive feedback, especially about the Apprenticeship Ambassadors and how they presented themselves.

Meaningful Work Experience Seminar – 23 employers from across the area were invited to this facilitated session to get tips as to how to get the most out of a work placement. This was useful both for employers already involved in work placements and for those who are considering it. It covered topics such as how to set up your experience, health and safety considerations, how to develop the young person's soft skills, how to structure the placement, and the business benefits. The demand for this event was so high that we will be running it again twice in the coming months.

### **Communications and Operations**

DYW D&A Manager Angela Vettraino left in December to take up a permanent post within D&A College. She was replaced in February 2019 by Hilary Roberts (was Tasker).

The second DYW Recognition Event will take place on 20<sup>th</sup> June. This will showcase and celebrate DYW work across the region through a series of awards. The nomination process for this is now open.

Over the summer the team plan to carry out an awareness raising campaign to businesses about DYW and how they can get involved. This will include targets to increase participation by businesses on Marketplace and Founders4Schools.

### **Forward Planning**

The national KPIs for 2019/20 have now been agreed. These are:

#### **KPI 1 – Increase engagement between employers and young people in your region.**

The measurements of this KPI are:

- (a) the total number of young people engaged with employers, facilitated by the Group during the reporting period
  - (i) of which are attending ASN schools or unit within a school
  - (ii) of which are STEM engagements
  - (iii) by gender split

The data source for this KPI will be primary data recorded by the Regional Groups.

#### **KPI 2 – Develop of all levels of Education/Employer Partnerships in your region.**

The measurements of this KPI are:

- (a) the total number of current 'Engagement' level partnerships facilitated by the Group
  - (i) of which are with ASN schools or unit within a school
- (b) the total number of current 'Collaboration' level partnerships facilitated by the Group
  - (i) of which are with ASN schools or unit within a school
- (c) the total number of current 'Influencing' level partnerships facilitated by the Group
  - (i) of which are with ASN schools or unit within a school

The data source for this KPI will be primary data recorded by the Regional Groups.

#### **KPI 3 – Support the awareness, development and expansion of the apprenticeship family in your region.**

The measurements of this KPI are:

- (a) Increased promotion of the apprenticeship family among employers in your region.
- (b) the total number of employers engaged in apprenticeships in your region
  - (i) of which have recruited an MA
  - (ii) of which have recruited a GA
  - (iii) of which have recruited an FA
- (c) the total number of employers interested in the apprenticeship family and have been referred onto Skills Development Scotland by the Regional Group
  - (i) of which expressed interest in MA's
  - (ii) of which expressed interest in GA's

(iii) of which expressed interest in FA's

The data source for KPI (a) will be qualitative information provided by the Regional Group.

The data source for KPI (b) will be secondary data provided to the SG Executive Team by Skills Development Scotland.

The data source for KPI (c) will be primary data recorded by the Regional Group.

**KPI 4 - Reduce the number of young people not engaged in a meaningful work experience placement by the end of S5.**

The measurement of this KPI is:

(a) the total number of pupils in your region who have not completed a meaningful work experience placement at the end of S5.

(i) of which attend an ASN school or unit within a school

(ii) by gender split

The data source for this KPI will be *[discussions still on going with Education Scotland on how to gather this data]*.

While the role of the Groups in this process will vary significantly across the regions all Groups have an impact on helping to ensure young people can access meaningful work experience placements. The particular role of each Group will be reflected in the baseline and discussion around ambitions in 2019/20.

Fairer Scotland Action Plan makes a commitment that SG will significantly increase the numbers of young people getting industry experience while still at school to help them kick-start a successful career in their chosen field.

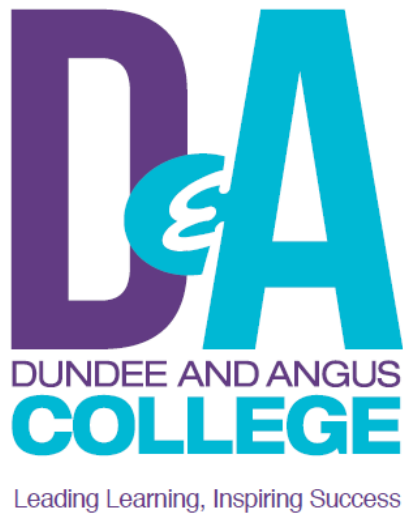


**Learning, Teaching and Quality Committee**

**Wednesday 1 May 2019**

**PAPER E**

**Learning and Teaching Survey March 2019**



# Learning and Teaching Survey 2019

## Summary Report

April 2019

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## Introduction

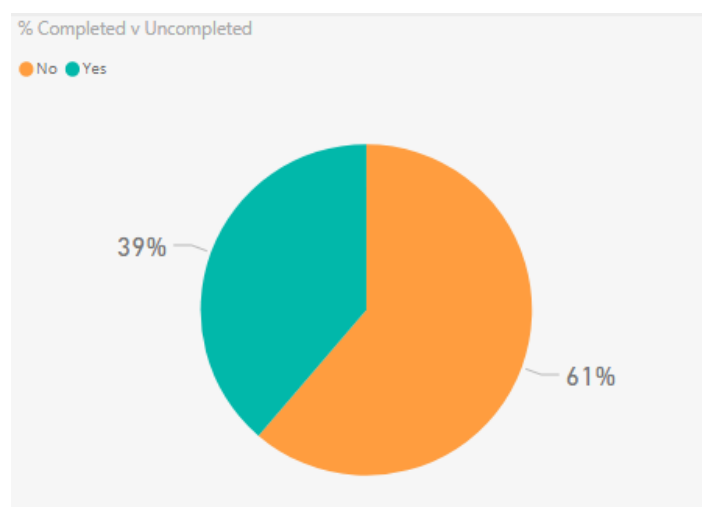
The March 2019 Dundee and Angus College Learning and Teaching Survey was compiled by the Quality Team to ascertain levels of student satisfaction with their experience of Learning and Teaching. The survey was open for 3 weeks from 11 March to 29 March and was made accessible to learners via a link on MyD&A and was hosted on SurveyMonkey. Academic teams 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 any commentary in each of the following areas:

- **Classes - interesting, informative, enjoyable and varied**
- **Classes - well planned, organised and punctual**
- **Teaching and support staff – approachable, showing interest and providing feedback and support**
- **Wellbeing**
- **Signposting to Extra Learning Support**
- **Working independently**
- **Working in groups**
- **Opportunities to provide feedback on the course**
- **Learning materials**
- **Equipment and materials**
- **Learning and teaching approaches**
- **Organisation and preparation for assessment**
- **Core Skills**
- **Essential Skills and Social Responsibility**
- **Environmental Awareness and Sustainability**
- **Encouraging and supporting progression to further study/employment**
- **Classrooms, workshops and learning and teaching areas**
- **Learning Hubs and libraries**
- **Learner Engagement Team and Sports Union**
- **One thing the College could do better to improve learning and teaching**

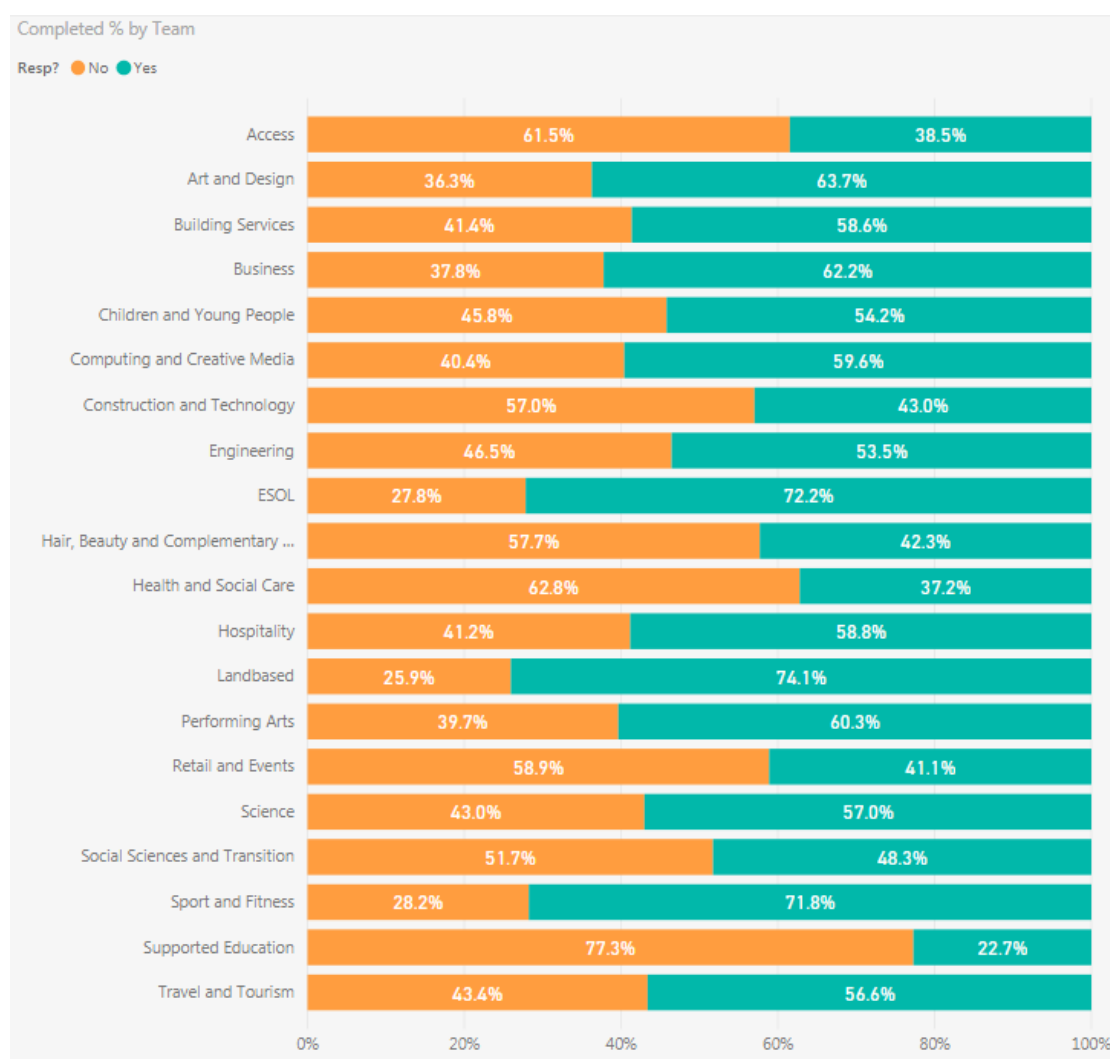
The results have been allocated the same coding method as PIs. i.e. Results scoring an average of over 7.5 out of 10 are coded Green, 6.6 out of ten to 7.4 out of ten Amber and below 6.6 out of ten are Red. This relates to the average score per question.

## Survey Participation

Overall participation in the survey has been good with 3,092 responses in total (3,335 in 2018) or 39% of the total eligible current student population. 2,741 out of 4,583 full time students responded, representing 56% of eligible full time enrolments (60% in 2018).



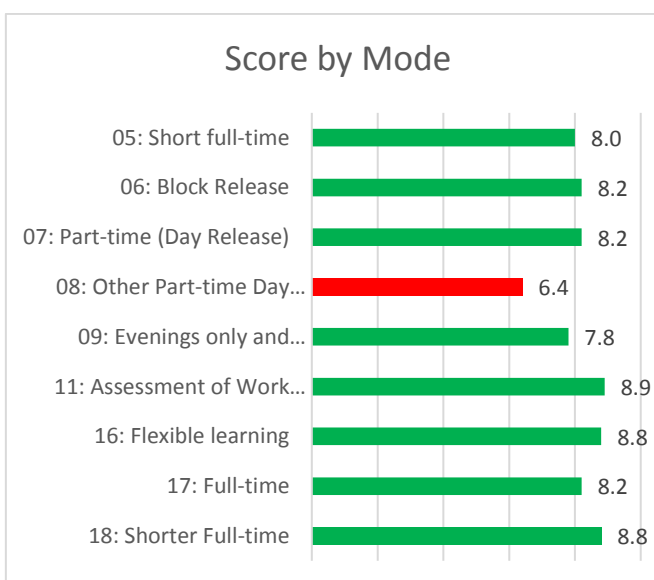
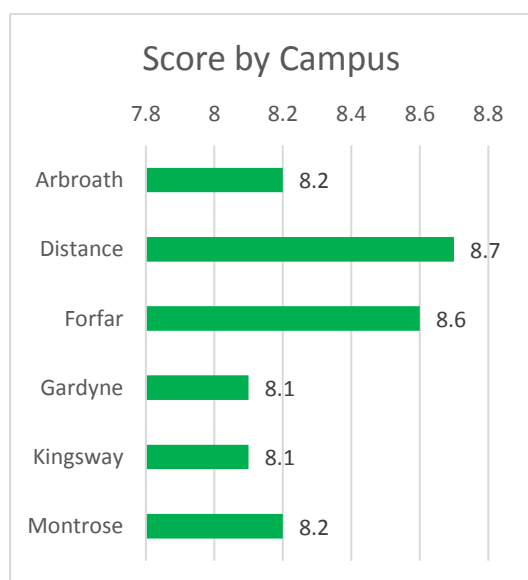
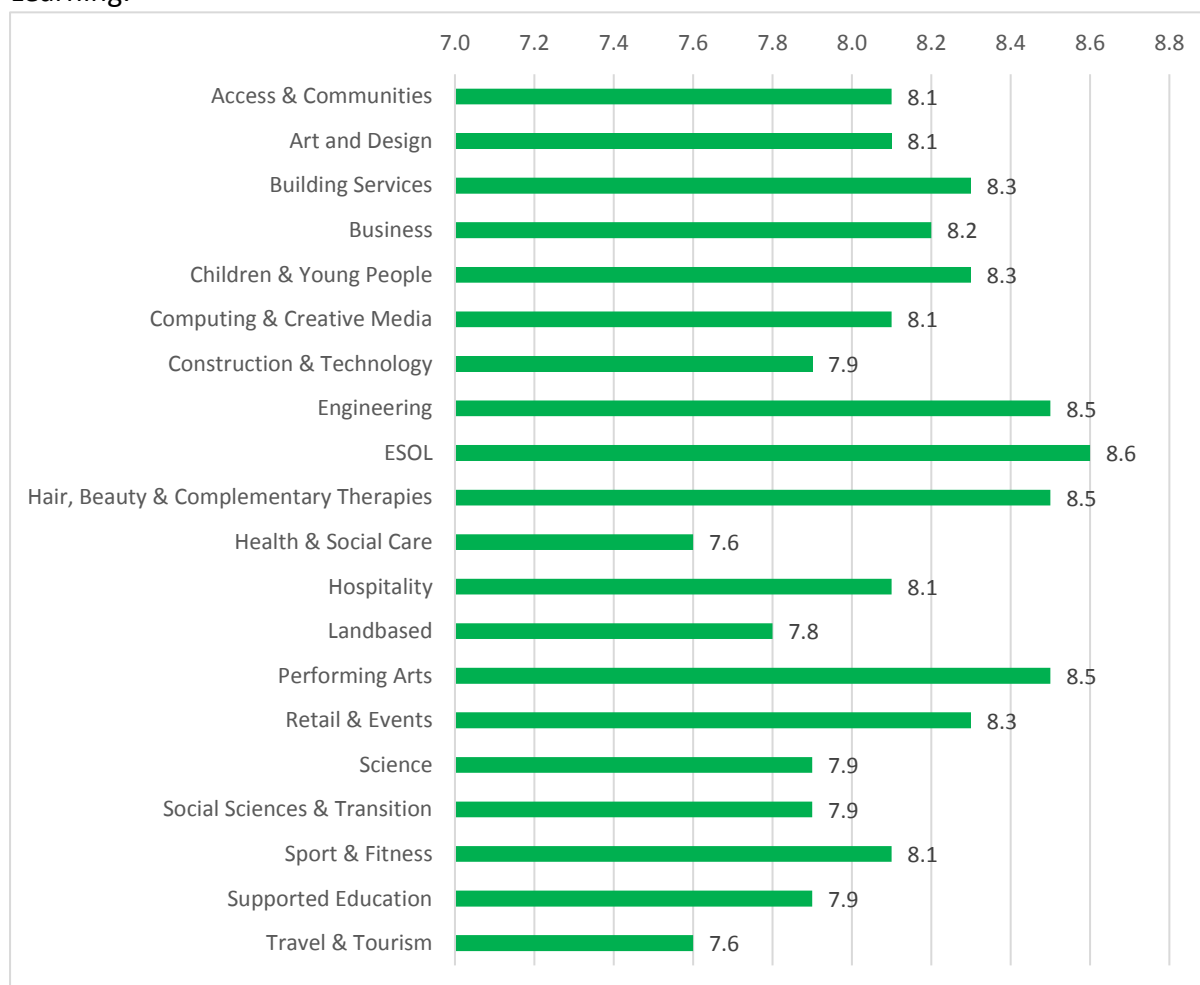
The response rate varies across academic teams with the highest response rate from the **Landbased** team at **74%** (of all enrolments regardless of mode).



## Overall Results

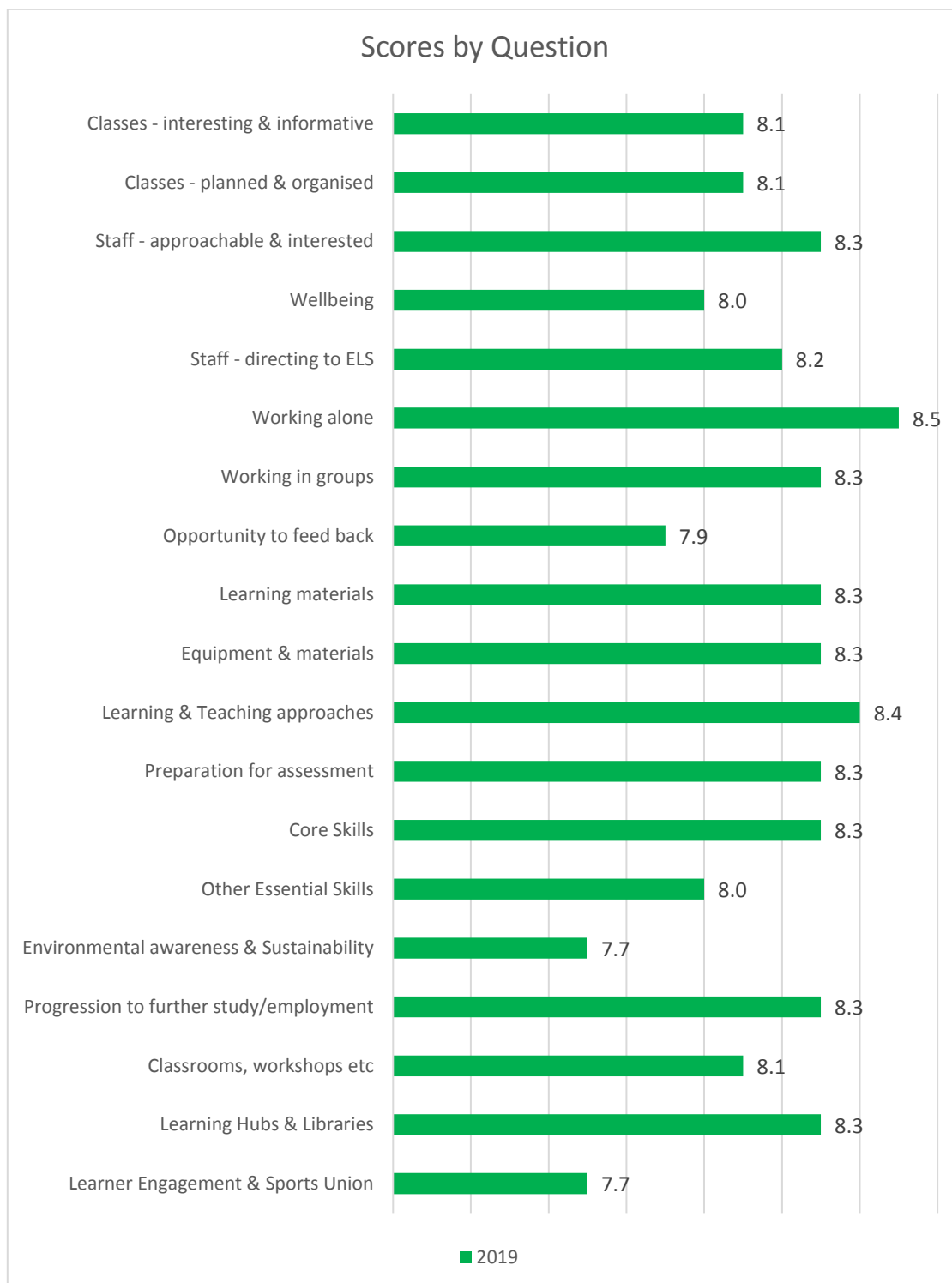
**The result across all Departments and all questions was an overall satisfaction rating of 8.2 out of a possible 10, compared to 8.0 in 2018, and 8.1 in 2017.**

The charts below display the overall satisfaction rating by Team, Campus and Mode of Learning:



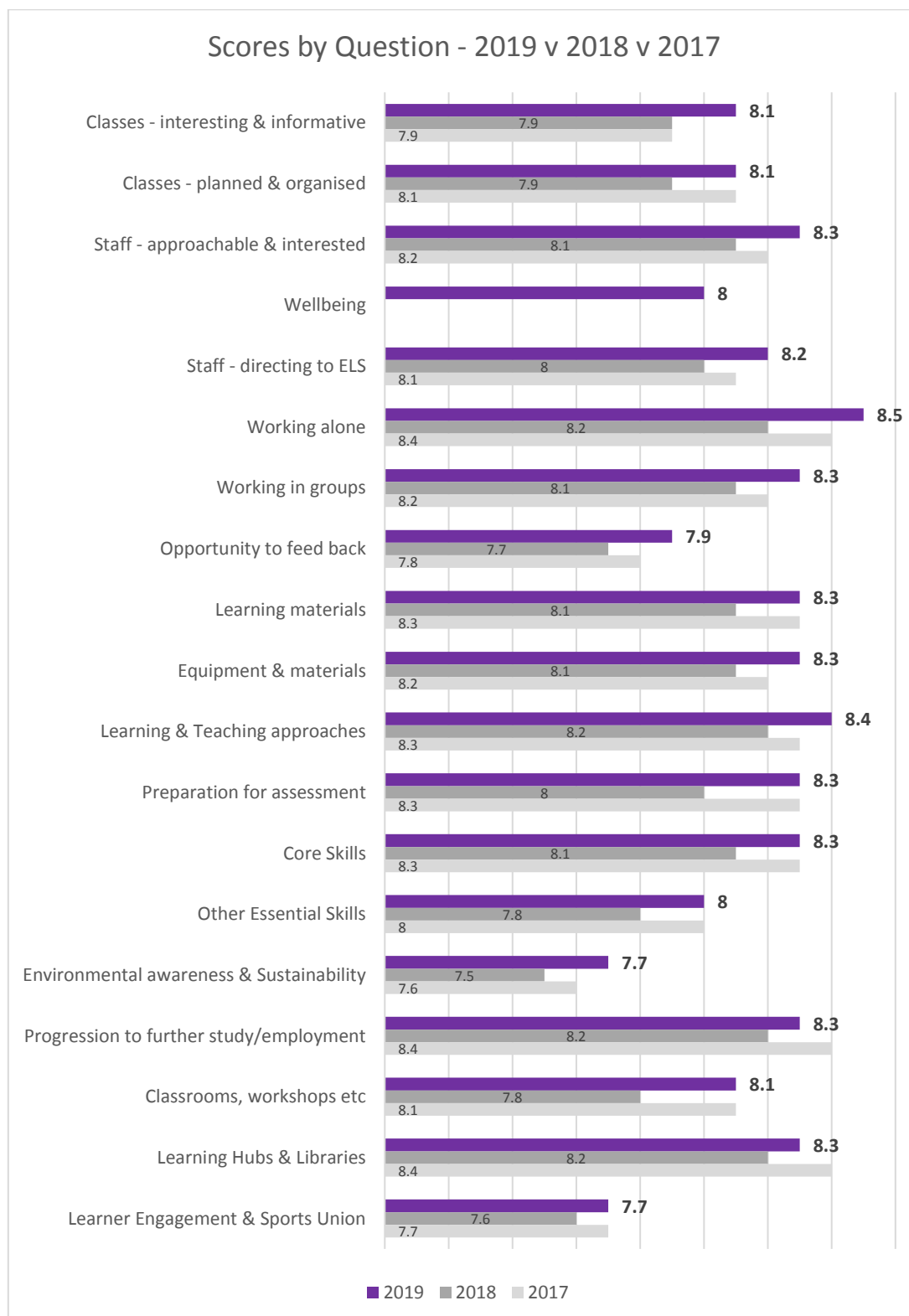
## Results by Question

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, 2018 and 2019 Learning and Teaching Surveys (where the same question was asked in all years).

The 2019 overall satisfaction rating across all questions has increased to 8.2 from 8.0 in 2018 (8.1 in 2017 and 8.0 in 2016).

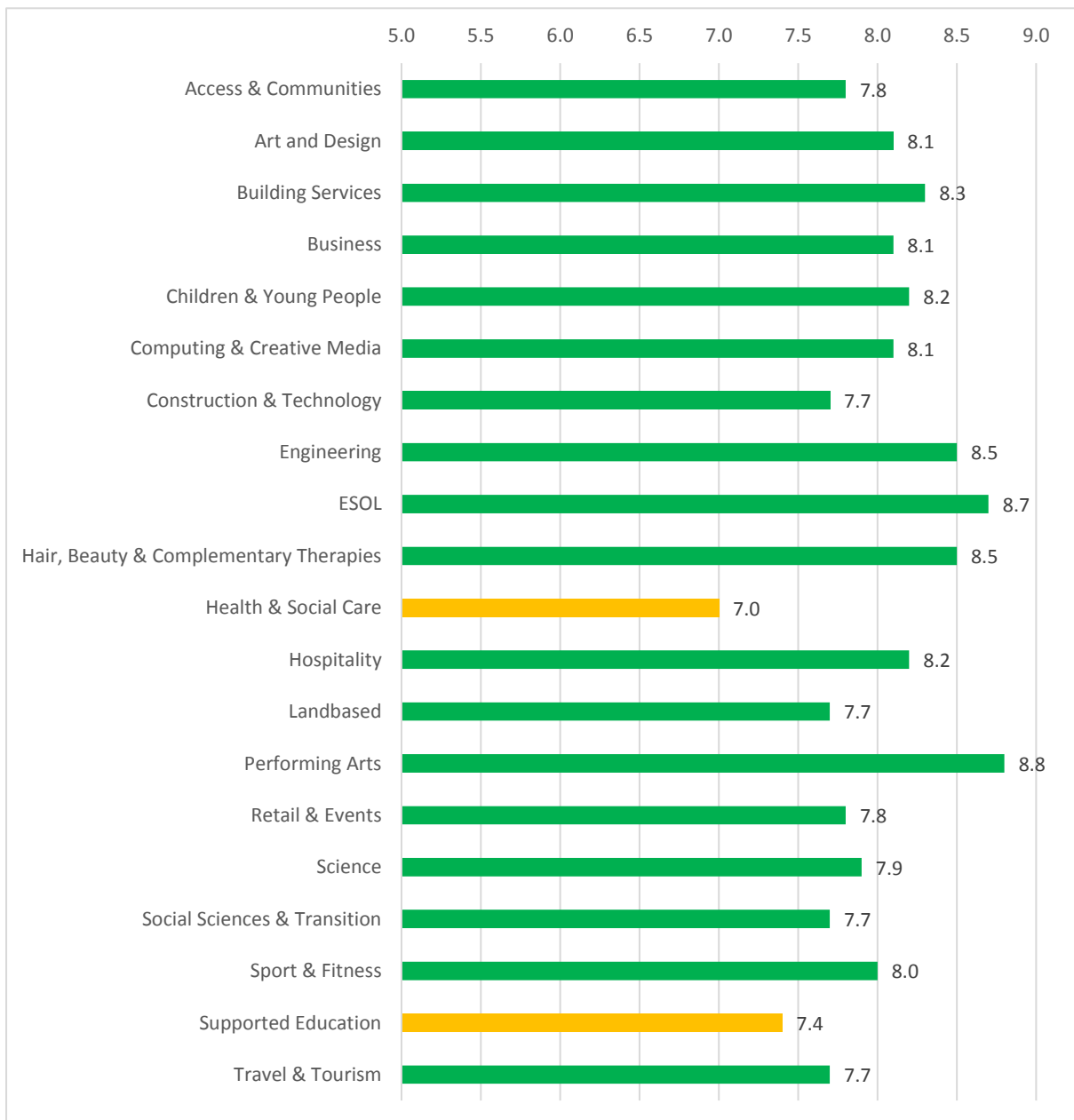


## Results by Question and Department

Q1. The CLASSES you attend should be

- interesting
- informative
- enjoyable
- varied

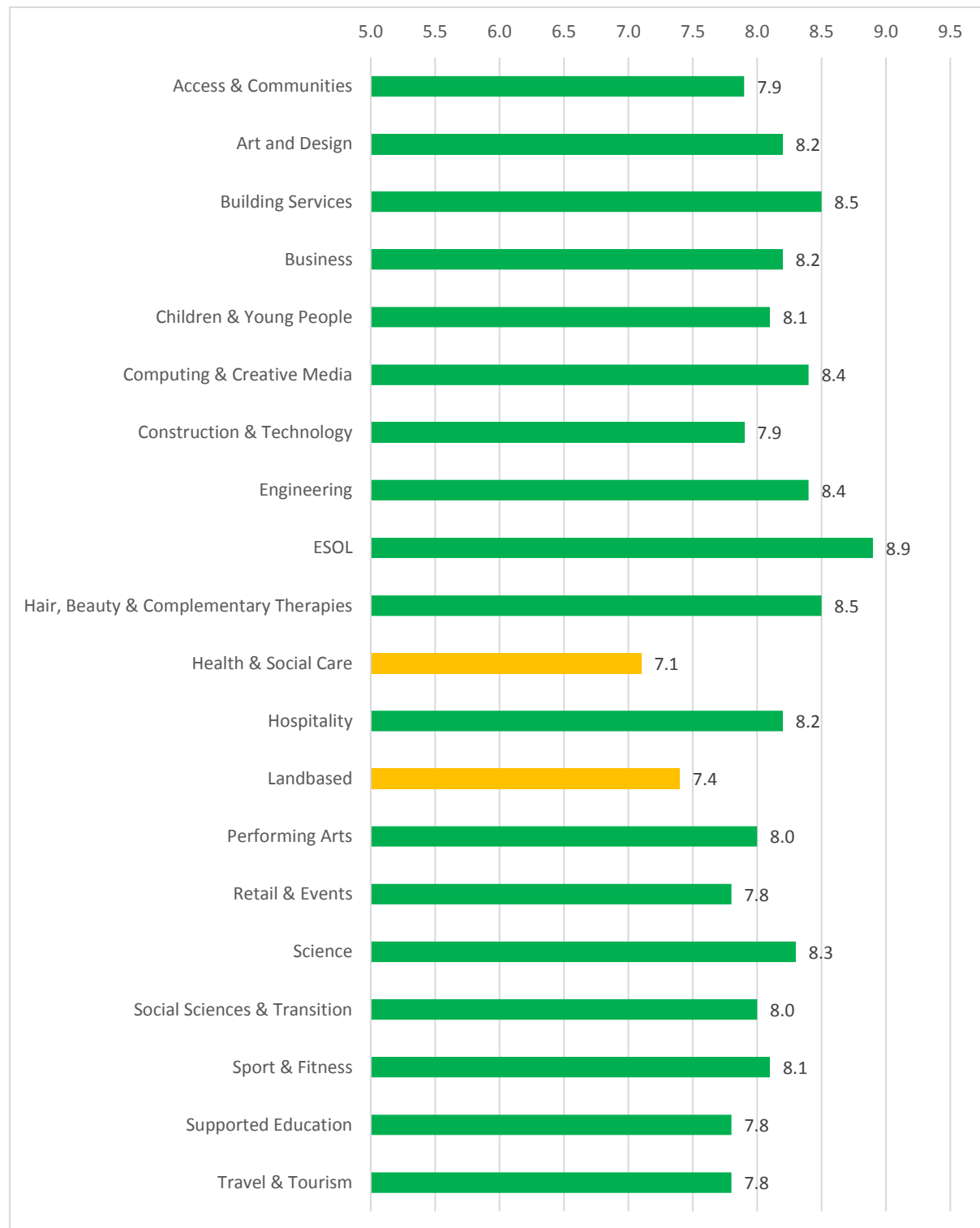
How well do we do this?



## Q2. The classes you attend should

- be well planned
- be organised
- start on time

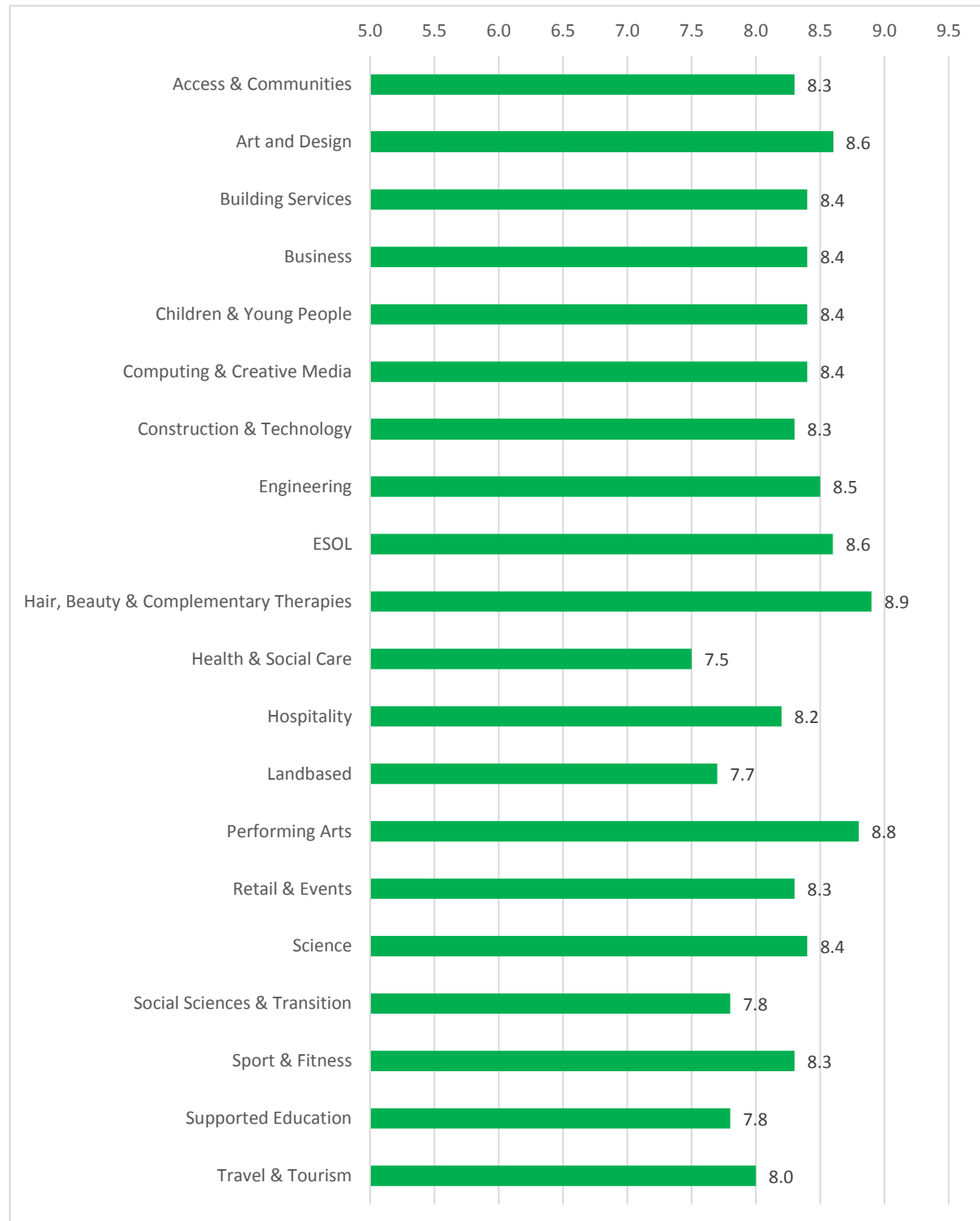
How well do we do this?



Q3. Teaching and support staff should be approachable, show an interest in you and provide you with regular feedback on your learning by

- checking regularly on what you have learned
- giving you feedback on how you are doing
- provide you with support and guidance on other issues or problems you may be facing

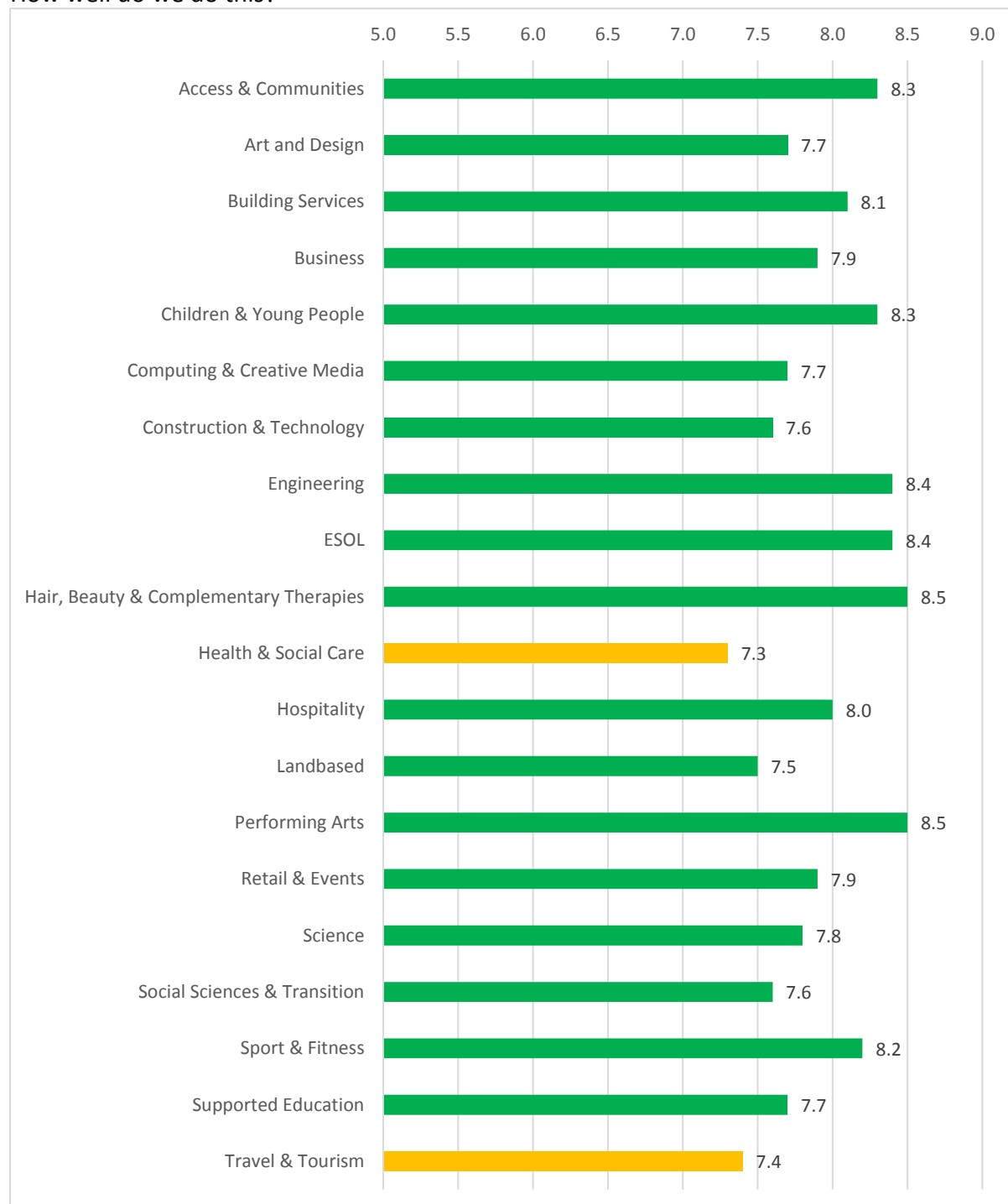
How well do we do this?



Q4. Throughout your time at College you should have had opportunities, encouragement, advice and support to help you with WELLBEING. This could include information, events and raising awareness of

- how wellbeing can influence your learning
- support for your wellbeing
- opportunities to take part in activities that support your wellbeing
- access to support if needed through Student Services, the Students' Association, wellbeing days or other events

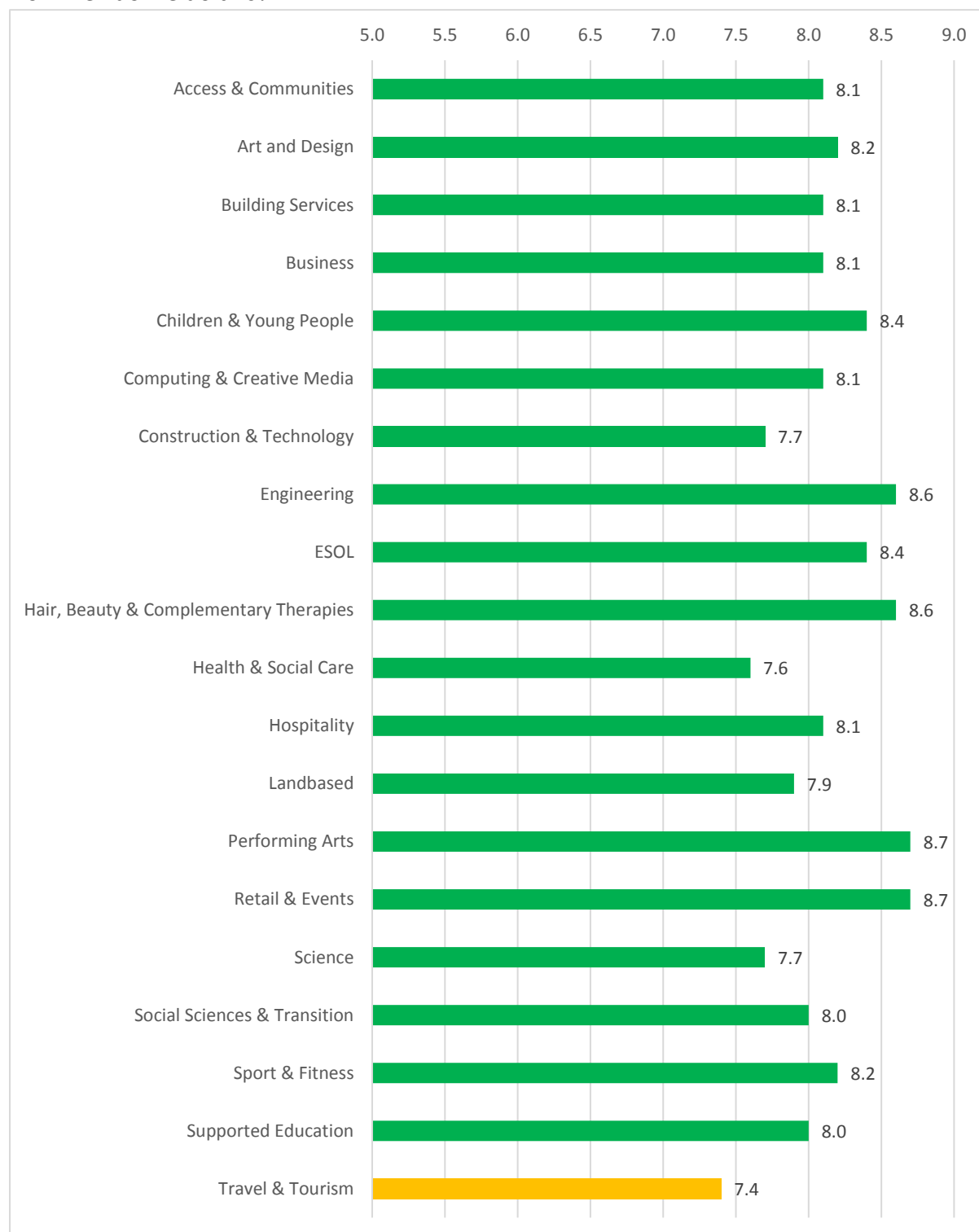
How well do we do this?



Q5. Teaching staff should be able to direct you towards EXTRA LEARNING SUPPORT if you are having difficulties with your course, to enable you to get

- one to one support
- any special resources
- student development support

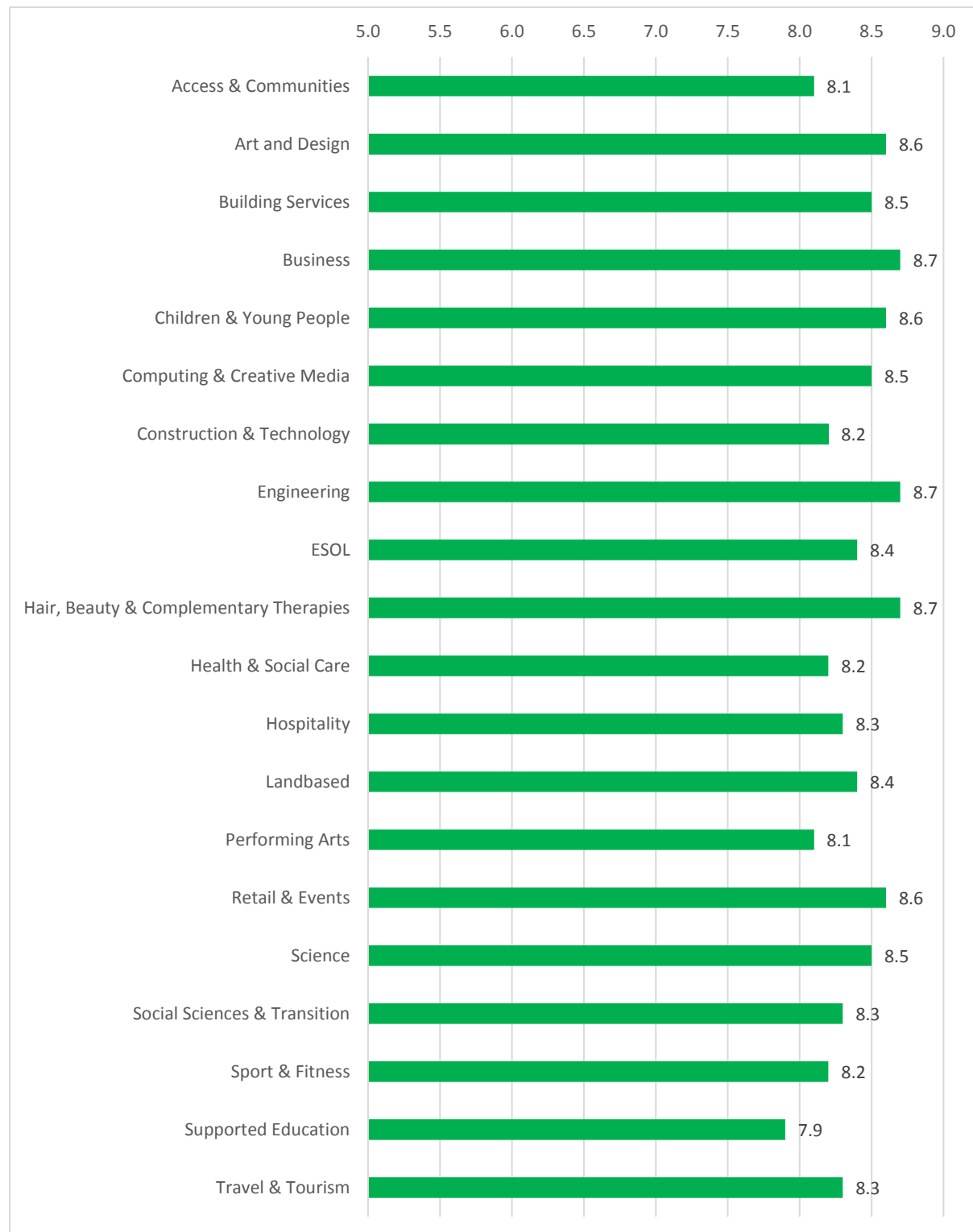
How well do we do this?



Q6. As a learner you should be encouraged to WORK BY YOURSELF in or out of your classes, by

- doing tasks like searching for information and answering questions on your own
- practicing practical skills on your own

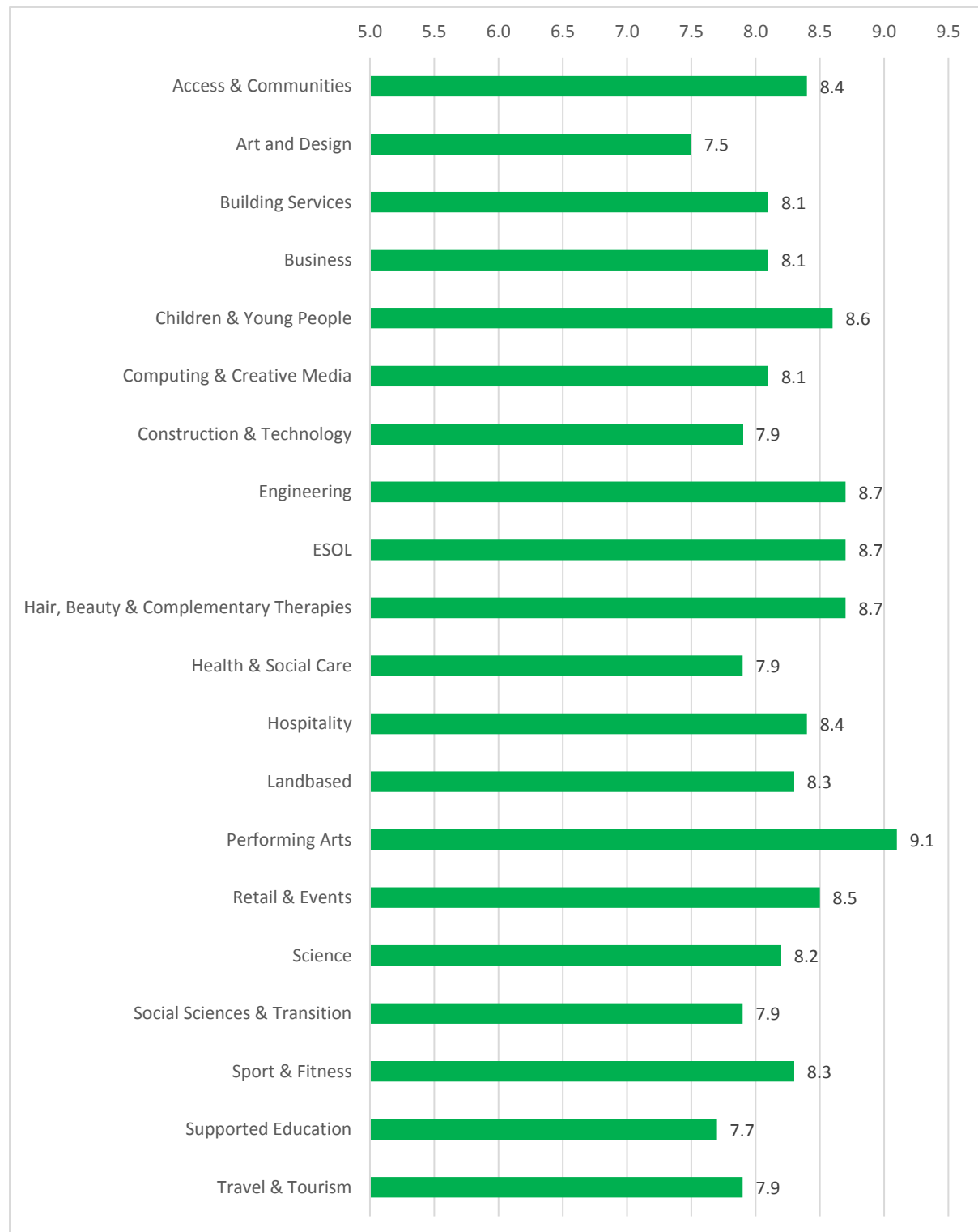
How well do we do this?



Q7. You should also be encouraged to WORK IN GROUPS, in or out of your classes, by

- working together with your classmates on a task
- searching for information with others
- practicing practical skills in groups

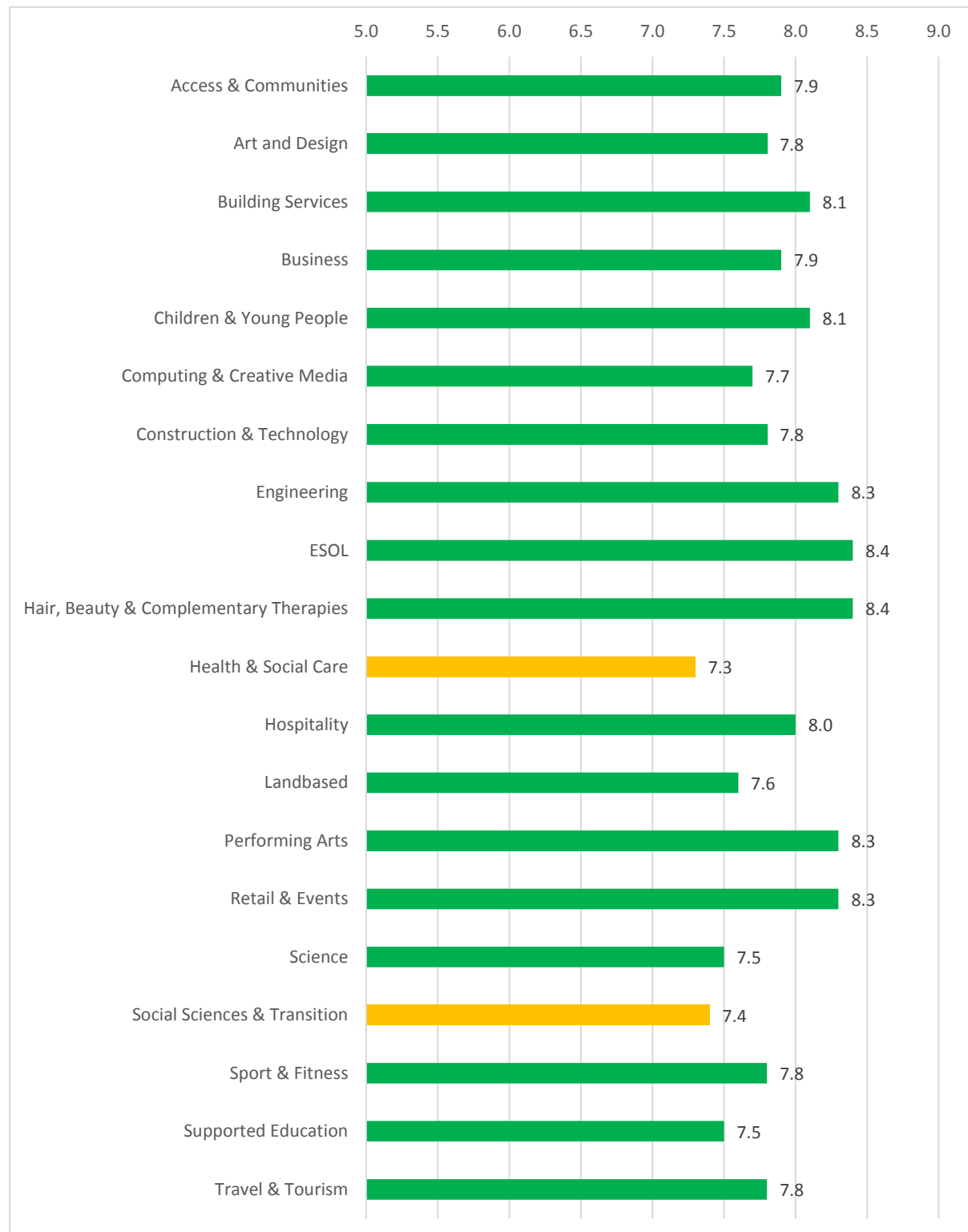
How well do we do this?



Q8. As a learner you should have plenty of opportunities to

- provide feedback on your course
- influence the way in which your course is planned/delivered

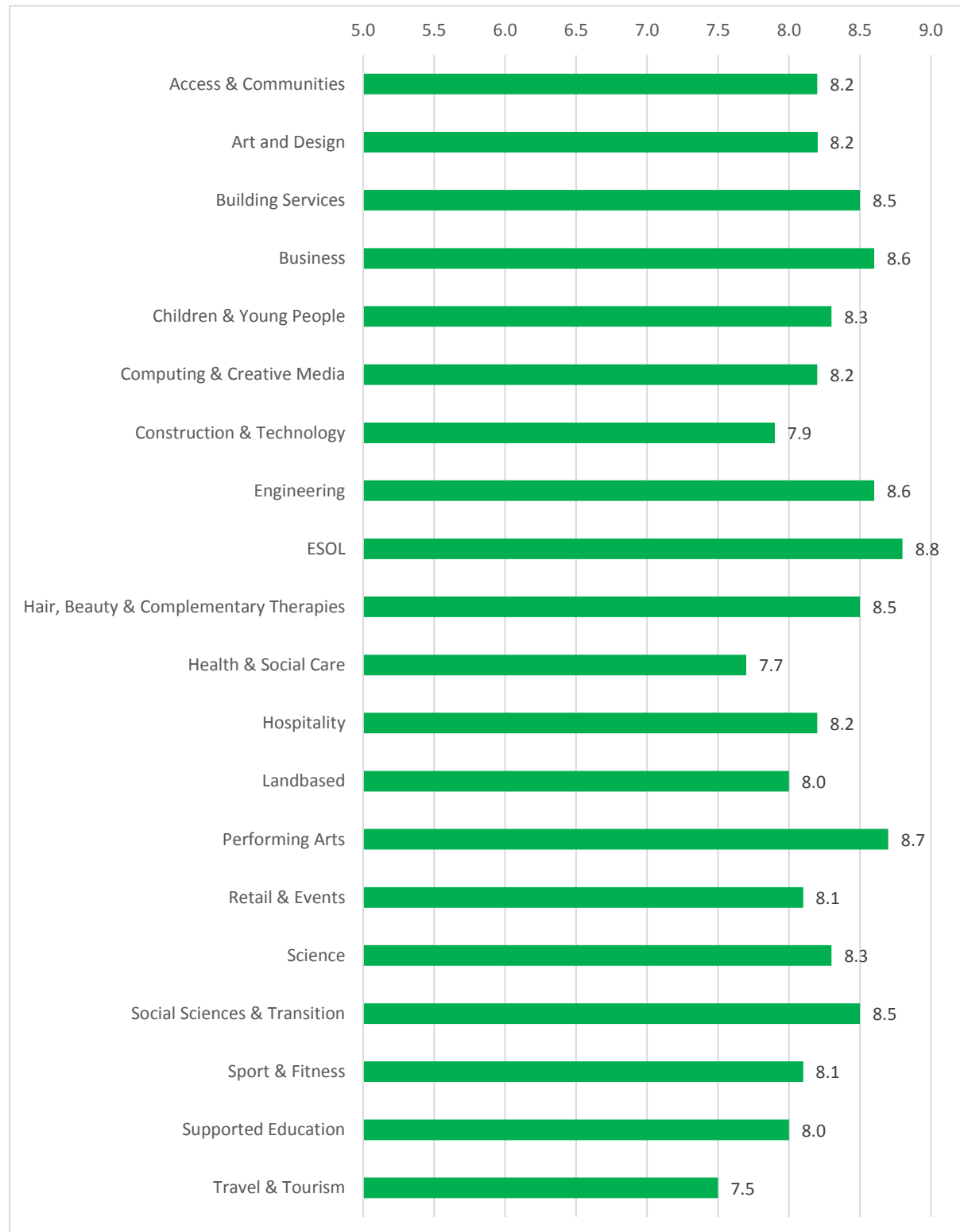
How well do we do this?



## Q9. LEARNING MATERIALS, online materials, written hand-outs etc, should be

- Clear and well produced
- up to date
- interactive and engaging
- adapted so they are suitable for your needs

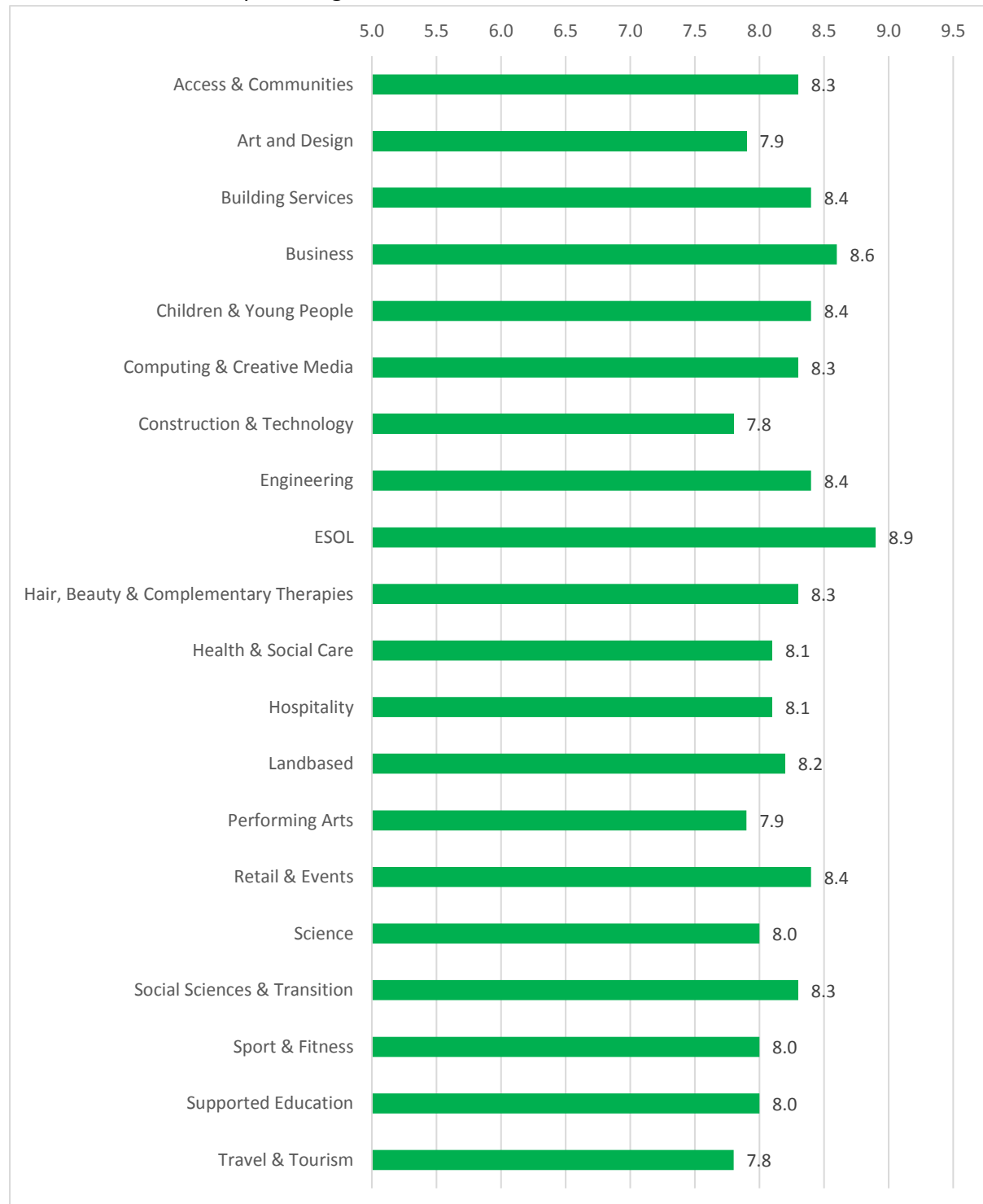
How well do we do this?



## Q10. The EQUIPMENT and MATERIALS that you need for learning should

- be easy to get
- be of good quality, safe and usable
- be available to all class members
- match those you would expect to use within the workplace

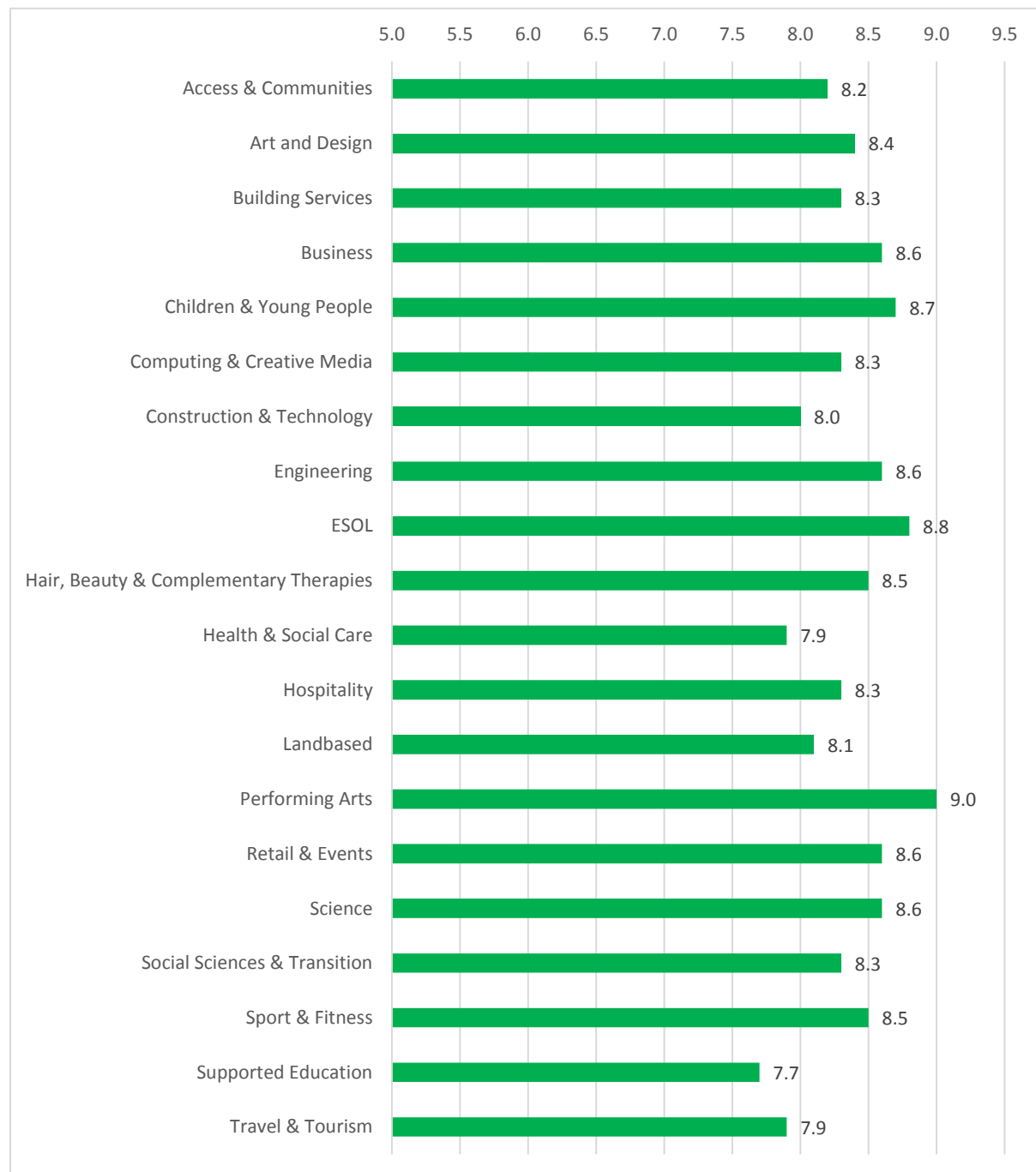
How well do we do in providing these?



Q11. Teaching staff should use a VARIETY OF LEARNING AND TEACHING APPROACHES such as

- class discussion
- group or project work
- lecturing
- practical demonstrations
- online materials on MyLearning
- online discussions/webinars
- work/assessment that covers more than one unit

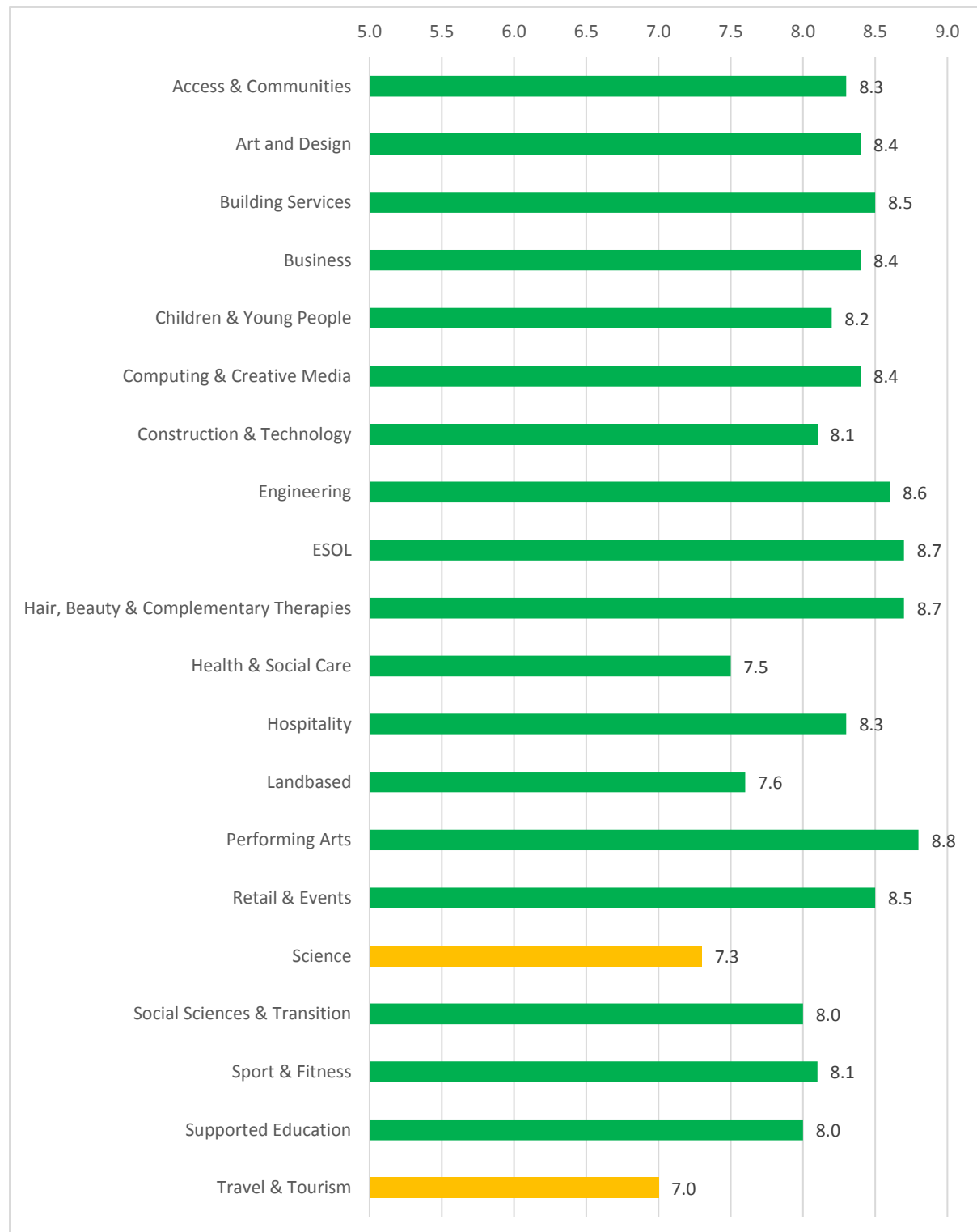
How well do we do this?



## Q12. Teaching staff should make sure that

- you are aware of what is required for you to pass assessments
- assessments are organised and spaced sensibly throughout the year
- assessment arrangements are discussed with you

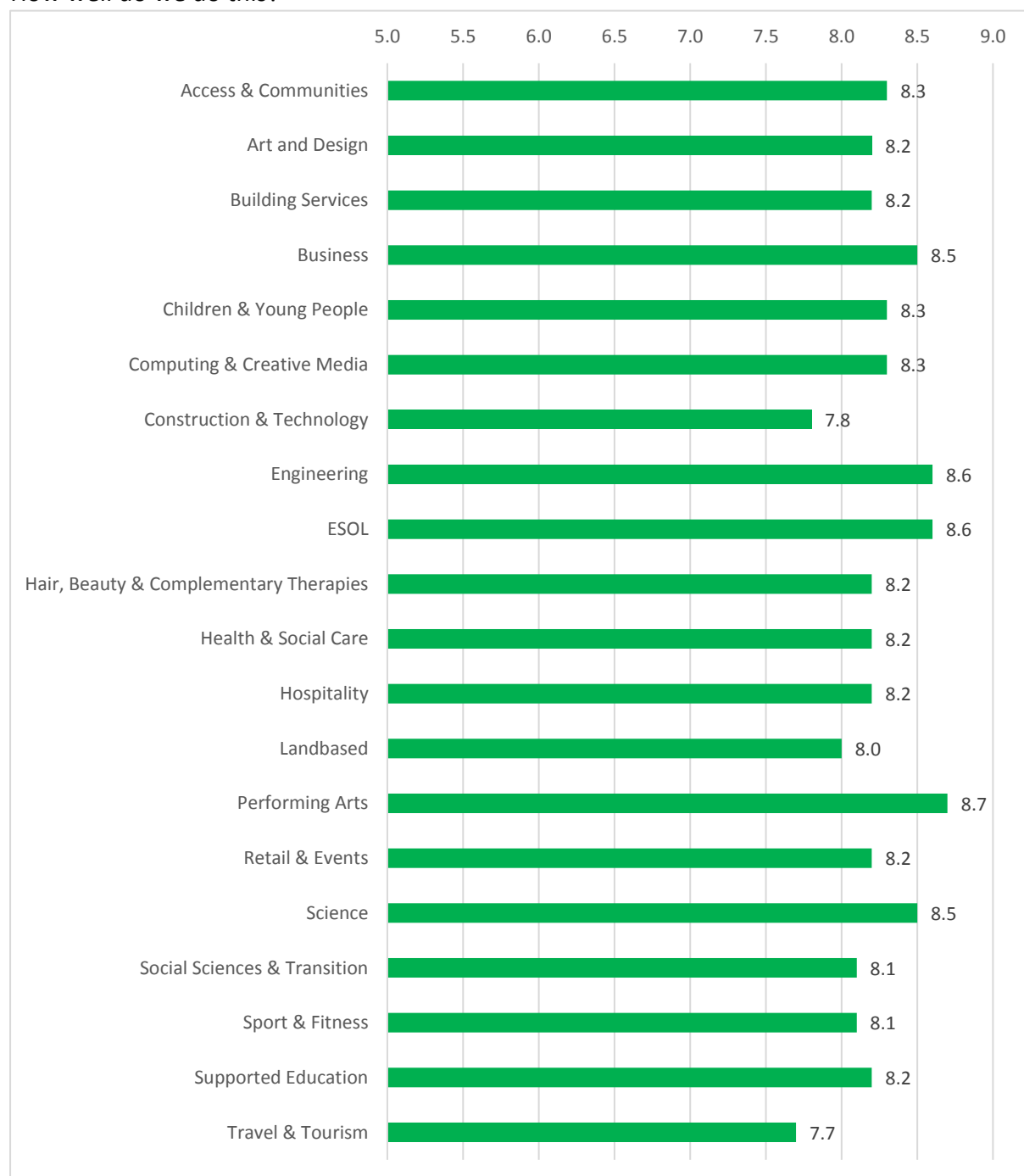
How well do we do this?



Q13. In addition to learning within your chosen subject area, your course should ensure that you are aware of and develop CORE SKILLS relevant to your subject area such as

- written and spoken English
- working with numbers
- working with other people
- IT skills
- problem solving skills
- presentation skills

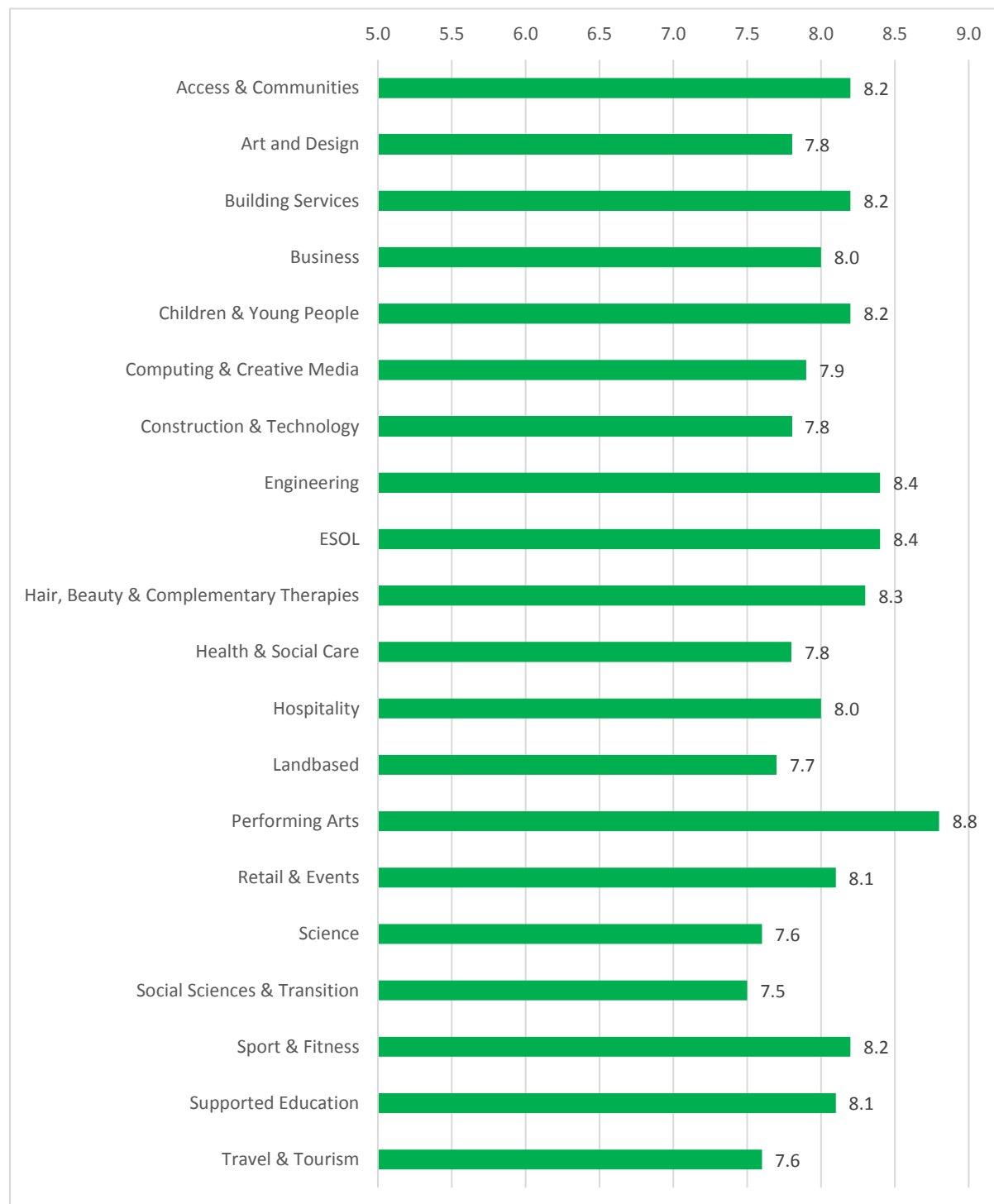
How well do we do this?



Q14. We also want to ensure that you are AWARE OF AND DEVELOP OTHER ESSENTIAL SKILLS and SOCIAL RESPONSIBILITY (and gain wider achievements), such as

- employment skills (e.g. timekeeping, understanding work requirements, work placement etc)
- citizenship skills (e.g. volunteering, fund raising, community projects etc)
- understanding others (e.g. events, visits, working with others etc)
- understanding how our actions benefit society

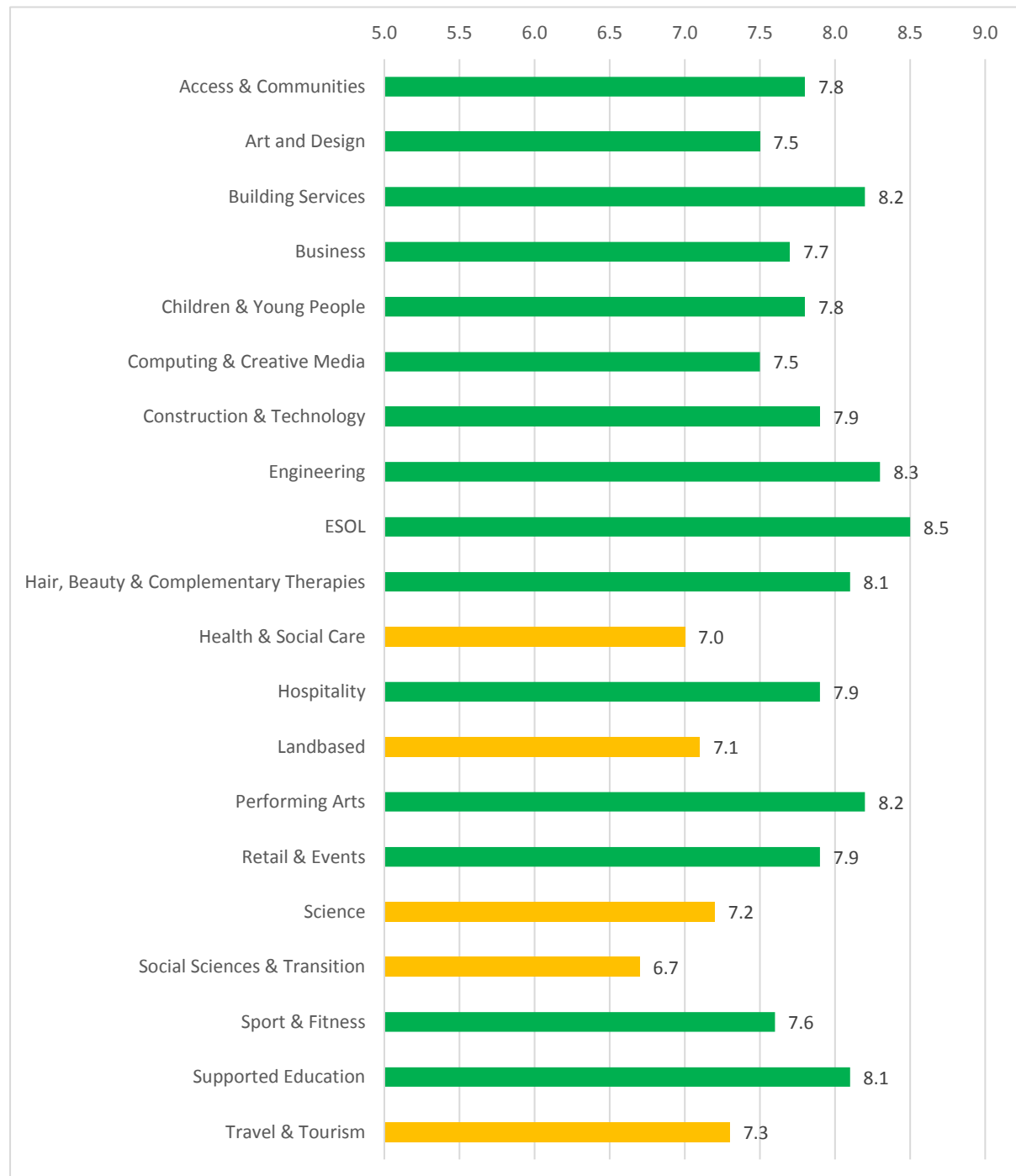
How well do we do this?



Q15. A key element of Social Responsibility is the promotion of environmental awareness and sustainability. WITHIN YOUR COURSE, we should:

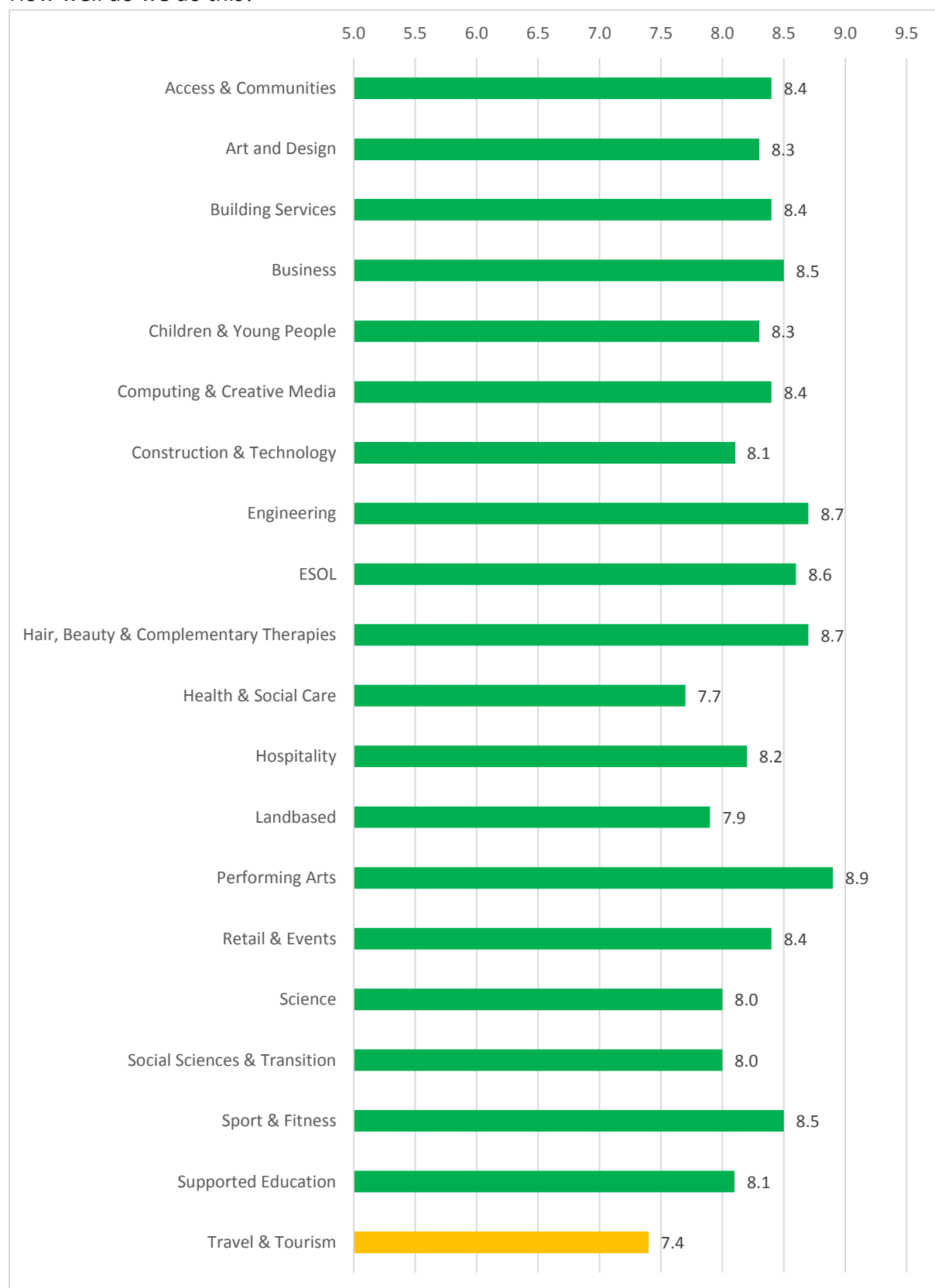
- Take opportunities to discuss what sustainability means
- Help you understand the relevance of sustainability within your subject area
- Take opportunities to reduce waste and recycle
- Promote awareness of energy efficiency
- Encourage you to make a positive contribution to sustainability in your everyday life

How well do we do this?



Q16. Throughout your time at College staff should advise, encourage and support you in your progression to further study and/or employment.

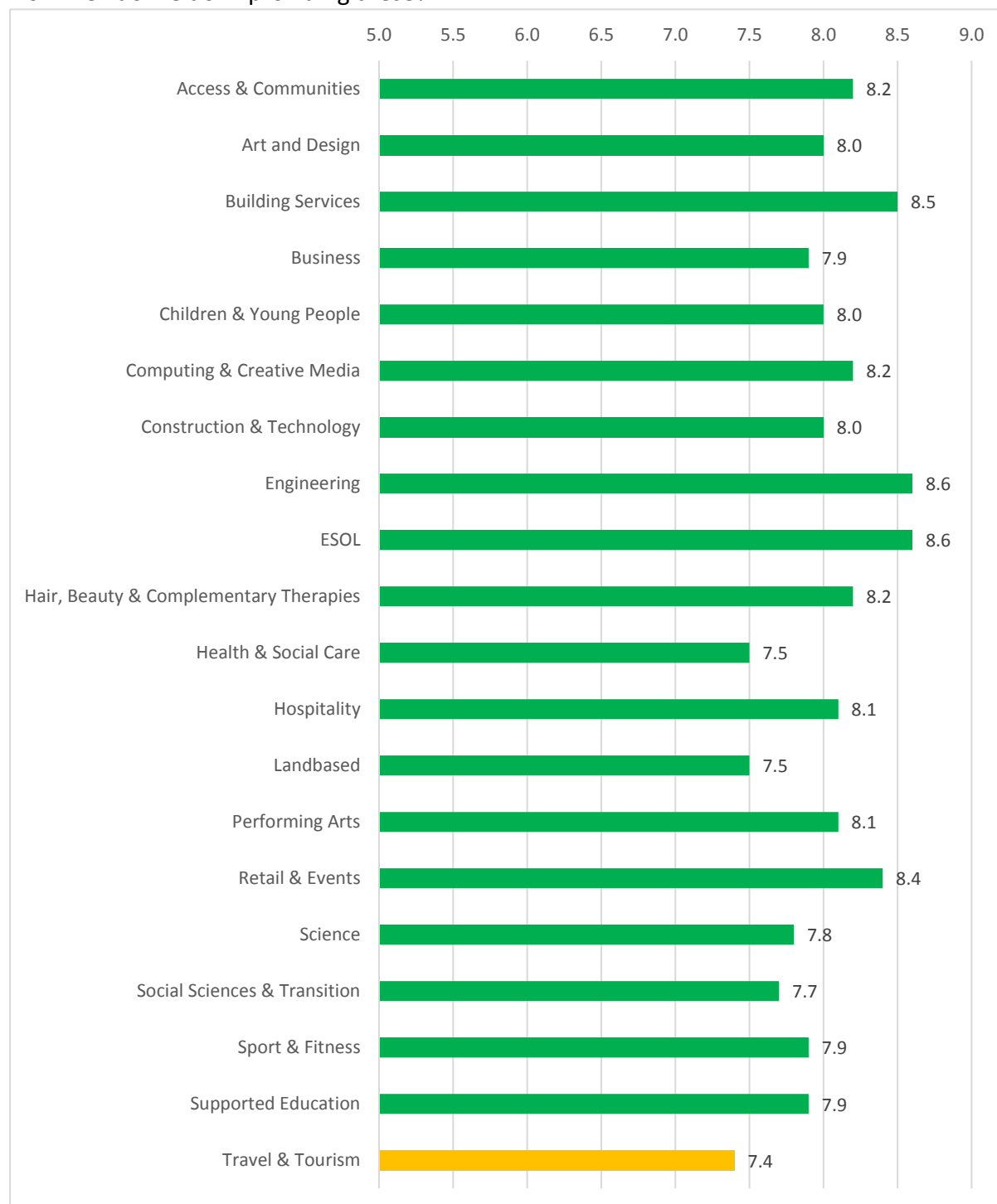
How well do we do this?



## Q17. CLASSROOMS, WORKSHOPS AND OTHER LEARNING AND TEACHING AREAS should

- be suitable for your course
- be easy to get to for all learners
- be of suitable size
- have good lighting, heating and ventilation
- have good safety arrangements

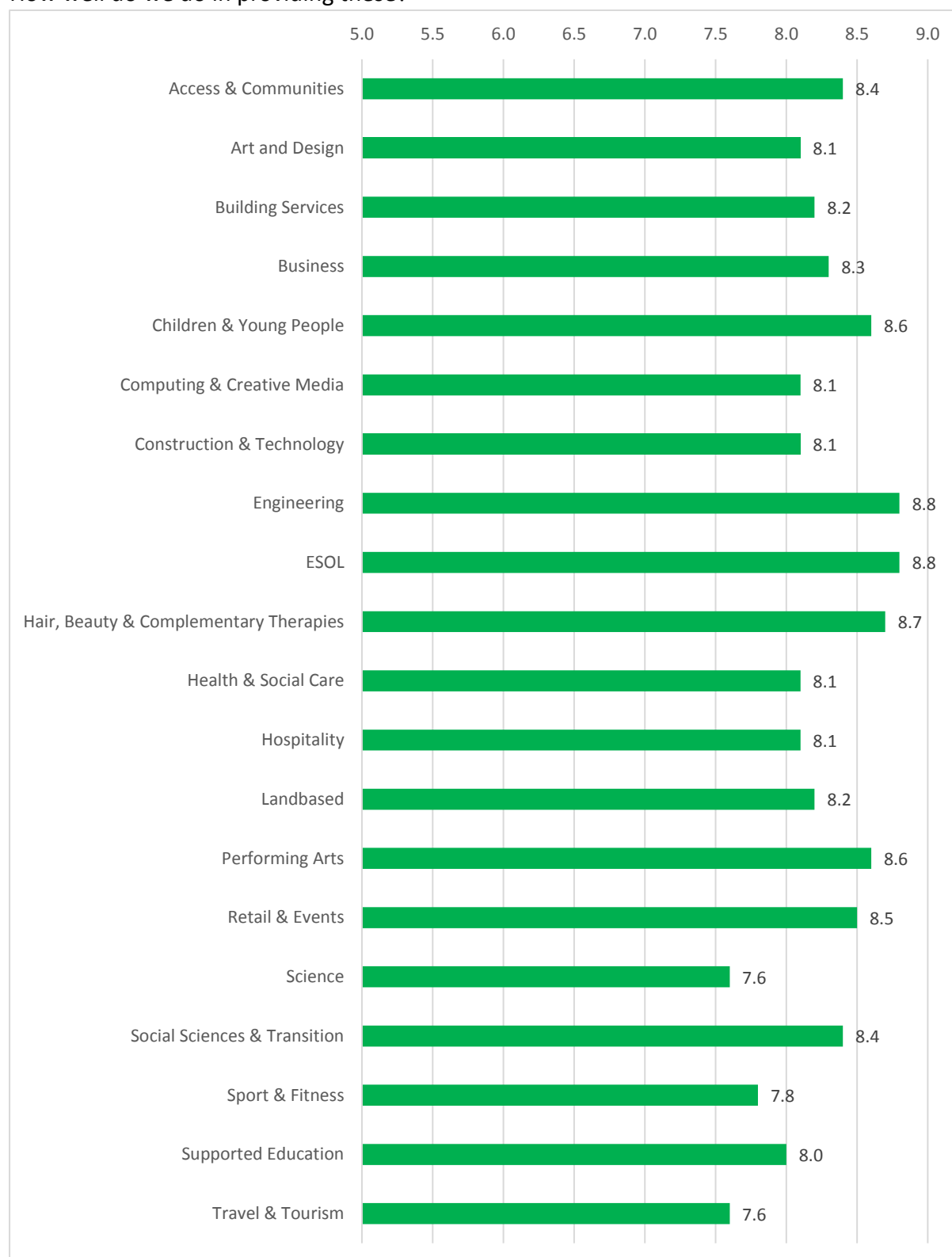
How well do we do in providing these?



Q18. LEARNING HUBS AND LIBRARIES are the areas available to support independent study using ICT equipment for class, group and individual work. They should

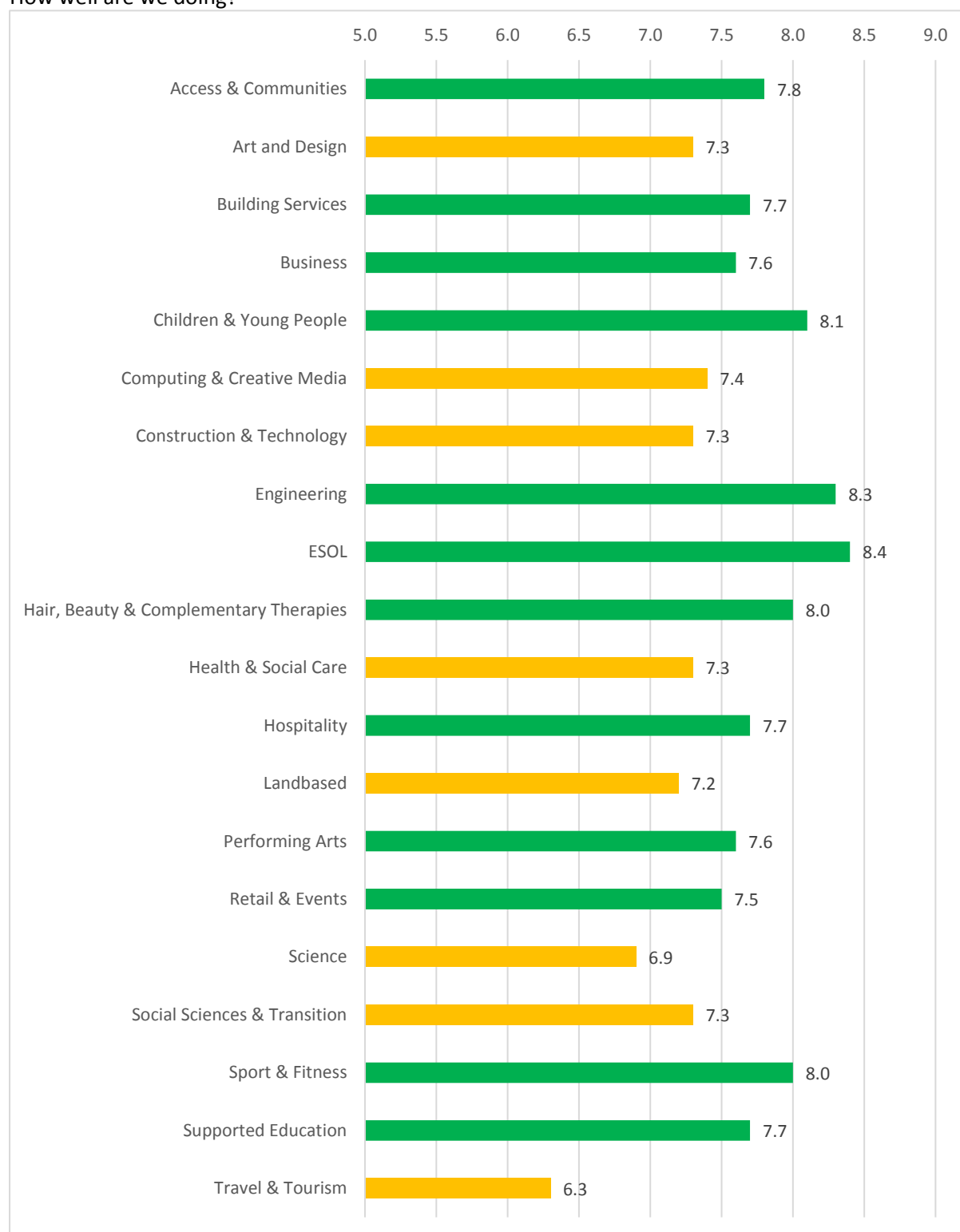
- provide access to the resources you need
- provide you with the support required to facilitate your learning

How well do we do in providing these?



Q19. The Learner Engagement Team and Sports Union work together to enrich your college experience, offering wider achievement opportunities and recognition through the 'Engage Me!' programme. We offer students many opportunities throughout their time at College, such as: ● RESPECT events/sessions ● Christmas fayres ● Volunteering ● Competitive and recreational sports ● Health and Wellbeing activities ● Motivate Me activity including speakers, team building, workshops and mock interviews.

How well are we doing?



1025 students responded to the final “**One thing we could do better**” question. These are free text responses which have been examined for key themes and are summarised in the table below. Over 200 of these respondents stated that there was nothing the College could do to make their experience better, expressing that, for example:

- Nothing that comes to my mind, keep up the work you do, because it was 2 fun and interesting years I had.
- In my opinion there's nothing to improve. I think the lecturers are doing a great job teaching us.
- If something works well, you won't have to change it. I think the system works very well!
- I can't think of anything as I've had a great experience so far.

| Theme  | 2018 | Change* |
|--|------|---------|
| Happy!   | 202  | ↓       |
| More variety in learning and teaching approaches                           | 108  | ↑       |
| Better organisation and planning   | 101  | ↑       |
| Improvements to ICT (availability, standard)                               | 65   | ↑       |
| More individual interaction/discussion/support                             | 65   | ↑       |
| Accommodation/heating related  | 63   | =       |
| Better equipment/materials   | 62   | ↑       |
| Improve standard of teaching   | 58   | ↑       |
| Concerns about consistent/fair treatment and classroom management          | 54   | =       |
| Better all-round communication   | 32   | =       |
| More study time in college (incl. additional study/revision)               | 31   | =       |
| Canteen-related  | 23   | ↓       |
| Better scheduling of, and preparation for assessments                      | 20   | ↓       |
| More challenging and interesting work                                      | 19   | ↓       |
| Timetable concerns (including breaks, scheduling of holidays)              | 14   | ↓       |
| Library related  | 14   | ↓       |
| Better feedback on classwork and assessment                                | 13   | ↓       |
| More industry visits, speakers, placement opportunities                    | 13   | =       |
| Transport/parking  | 12   | =       |
| Listen to and act on the views of students                                 | 12   | =       |
| Allow greater flexibility in approaches to study                           | 11   | ↓       |
| More clubs, sports, events, opportunities for wider involvement in College | 11   | ↓       |
| Fewer surveys!   | 3    | =       |
| Funding support and information  | 2    | ↓       |

\* ↑, ↓ and = indicates where this represents an increase, decrease or little change in similar comments from the 2017/18 Learning and Teaching Survey.



**Learning, Teaching and Quality Committee**

**Wednesday 1 May 2019**

**PAPER F**

**Post Course Success Survey**



# Course Leaver Destination Survey 2017/18 (Draft)

April 2019

Business Intelligence

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### Introduction

This reports details destinations of 2017/18 FT course completers from D&A College.

It is a SFC requirement that this data is gathered annually and may provide some insight into the success of courses and students in terms of their destination after course completion.

Further information at Department and Course level is available on request by contacting Colin Lynagh.

### About the Data

It is an SFC requirement for the college to gather and report data relating to FT Course completers from the previous session in February of each year. A list of relevant students is supplied by SFC, with a small amount of the destination information pre-populated with either FES, SAAS or SDS data. **This reports raw data which may change as a result of adjustments made by SFC at a later date. Their final 2017/18 destination reporting will not be completed until December 2019.** Further reporting will be made when the National data is published.

The remainder was obtained by the College by a combination of online and telephone survey.

In total, 3,863 students were eligible to be surveyed (2,532 FE students and 1,331 HE students). Of these, 87.1% of student destinations are known (3,363). This is up from 86.5% for 2017 leavers and 85% for 2016 leavers.

## Summary

The table and chart below show that destinations for 3,363 of 3,863 students are known (87.1%), with destinations unknown for 500 or 12.9%.

2,408 or 71.6% of students with a known destination have continued in Full-Time education (down from 73.2% in 2015/16) - with a further 19.8% (up from 18.2 in 2017 and 16.8% in 2016) in full time or part-time work or training.

Of known destinations, 3,185 students or **94.7% have achieved a Positive Destination (compared to 94.5% in 2016/17)**.

| Destination (where known)  | Count | %     |
|--|-------|-------|
| Studying full-time   | 2408  | 71.6% |
| Working full-time  | 472   | 14.0% |
| Working Part-time  | 194   | 5.8%  |
| Studying part-time   | 103   | 3.1%  |
| Unemployed and looking for work  | 100   | 3.0%  |
| Temporarily sick or unable to work/looking after home or family        | 45    | 1.3%  |
| Not employed but not looking for employment, further study or training | 24    | 0.7%  |
| Starting Job by 31st March   | 8     | 0.2%  |
| Taking time out in order to travel                                     | 5     | 0.2%  |
| Permanently unable to work/retired                                     | 4     | 0.1%  |

## FE/HE

The table below show destinations split by HE and FE leavers.

HE leavers were slightly less likely to continue in Full Time Study at 68.9% (down from 73.6%) compared to FE at 72.9% (73.0% in 2016/17).

The total rate of positive destinations for HE is 96.1% (up from 95.7% in 2016/17) compared to FE at 94% (same as 2016/17).

| Destination (where known)  | FE %  | HE %  |
|--|-------|-------|
| Studying full-time   | 72.9% | 68.9% |
| Working full-time  | 12.0% | 18.3% |
| Working Part-time  | 5.1%  | 7.1%  |
| Studying part-time   | 3.7%  | 1.8%  |
| Unemployed and looking for work  | 3.5%  | 2.0%  |
| Temporarily sick or unable to work/looking after home or family        | 1.5%  | 1.1%  |
| Not employed but not looking for employment, further study or training | 0.8%  | 0.6%  |
| Starting Job by 31st March   | 0.3%  | 0.1%  |
| Taking time out in order to travel                                     | 0.2%  | 0.1%  |
| Permanently unable to work/retired                                     | 0.1%  | 0.1%  |

### Table of Positive Destination as a Percentage of Known Destination by Team

The table below shows, by Academic Team: the number of 2017/18 students eligible for the Course Leaver Destination Survey; the number of students where the destination is unknown; the number of students with a known destination; the number of students with a positive known destination; the percentage of students with a known destination who have a positive destination.

| Team                          | CLDS Eligible | Destination Unknown | Destination Known | Positive Destination | Positive as % of Known Destination |
|-------------------------------|---------------|---------------------|-------------------|----------------------|------------------------------------|
| Access & Communities          | 56            | 6                   | 50                | 47                   | 94.0%                              |
| Art and Design                | 223           | 24                  | 199               | 189                  | 95.0%                              |
| Business                      | 448           | 43                  | 405               | 381                  | 94.1%                              |
| Children and Young People     | 297           | 30                  | 267               | 246                  | 92.1%                              |
| Computing & Creative Media    | 255           | 33                  | 222               | 215                  | 96.8%                              |
| Construction & Technology     | 225           | 44                  | 181               | 172                  | 95.0%                              |
| Engineering                   | 235           | 37                  | 198               | 186                  | 93.9%                              |
| ESOL                          | 245           | 29                  | 216               | 203                  | 94.0%                              |
| Hair, Beauty & Comp Therapies | 281           | 39                  | 242               | 219                  | 90.5%                              |
| Health and Social Care        | 267           | 31                  | 236               | 228                  | 96.6%                              |
| Hospitality                   | 174           | 23                  | 151               | 139                  | 92.1%                              |
| Land Based                    | 187           | 29                  | 158               | 149                  | 94.3%                              |
| Performing Arts               | 100           | 13                  | 87                | 86                   | 98.9%                              |
| Retail & Events               | 64            | 10                  | 54                | 52                   | 96.3%                              |
| Science                       | 90            | 14                  | 76                | 73                   | 96.1%                              |
| Social Sciences & Transition  | 317           | 40                  | 277               | 267                  | 96.4%                              |
| Sport & Fitness               | 196           | 34                  | 162               | 158                  | 97.5%                              |
| Supported Education           | 139           | 8                   | 131               | 126                  | 96.2%                              |
| Travel & Tourism              | 64            | 13                  | 51                | 49                   | 96.1%                              |
| <b>Grand Total</b>            | <b>3863</b>   | <b>500</b>          | <b>3363</b>       | <b>3185</b>          | <b>94.7%</b>                       |

### Category of Employment

666 students (17.3% of known destinations, compared to 18% of 2016/17 known destinations) are in full time or part time employment or training.

The table below shows the spread of these students by Industry of Employer.

The majority of students where the Industry of Employer is known, are employed in either Other Service activities, Accommodation & Food Service, Retail or Human Health and Social Work activities

| Employer Industry  | Count | %     |
|--|-------|-------|
| Unknown  | 133   | 20.0% |
| S: Other service activities  | 121   | 18.2% |
| I: Accommodation and food service activities   | 77    | 11.6% |
| G: Wholesale and retail trade; repair of motor vehicles and motorcycles  | 65    | 9.8%  |
| Q: Human health and social work activities   | 63    | 9.5%  |
| P: Education   | 53    | 8.0%  |
| N: Administrative and support service activities   | 32    | 4.8%  |
| R: Arts, entertainment and recreation  | 21    | 3.2%  |
| F: Construction  | 18    | 2.7%  |
| C: Manufacturing   | 16    | 2.4%  |
| J: Information and communication   | 13    | 2.0%  |
| K: Financial and insurance activities  | 12    | 1.8%  |
| M: Professional, scientific and technical activities   | 11    | 1.7%  |
| A: Agriculture, forestry and fishing   | 10    | 1.5%  |
| H: Transport and storage   | 9     | 1.4%  |
| O: Public administration and defence; compulsory social security   | 5     | 0.8%  |
| L: Real estate activities  | 3     | 0.5%  |
| B: Mining and quarrying  | 2     | 0.3%  |
| T: Activities of households as employers; undifferentiated goods- and services- producing activities of households for own use | 2     | 0.3%  |

### Destination of Further Study

In total, 2,408 students (71.6% of known destinations, down from 73% in 2016/17) have continued in Full Time Education (1,645 from FE and 763 from HE). The study destinations of these students (where known) are shown below, for HE and FE students.

| Destination of Study from HE                     | Number | %     |
|--|--------|-------|
| Dundee & Angus College                           | 294    | 38.5% |
| Abertay University, Dundee                       | 200    | 26.2% |
| The University of Dundee                         | 113    | 14.8% |
| The Robert Gordon University                     | 42     | 5.5%  |
| Edinburgh Napier University                      | 18     | 2.4%  |
| Heriot-Watt University                           | 14     | 1.8%  |
| The University of Aberdeen                       | 12     | 1.6%  |
| St. Andrews University                           | 10     | 1.3%  |
| Stirling University                              | 9      | 1.2%  |
| Unknown  | 9      | 1.2%  |
| Glasgow Caledonian University                    | 6      | 0.8%  |
| Perth College (UHI)                              | 5      | 0.7%  |
| HE Establishment outwith Scotland                | 3      | 0.4%  |
| Other UK institution                             | 3      | 0.4%  |
| Queen Margaret University                        | 5      | 0.7%  |
| Fife College                                     | 2      | 0.3%  |
| Royal Conservatoire of Scotland (formerly RSAMD) | 2      | 0.3%  |
| Glasgow, The University of                       | 2      | 0.3%  |
| Scottish Rural College (SRUC)                    | 2      | 0.3%  |
| City of Glasgow College                          | 1      | 0.1%  |
| Edinburgh College                                | 1      | 0.1%  |
| Glasgow Clyde College                            | 1      | 0.1%  |
| Glasgow School of Art                            | 1      | 0.1%  |
| Non Scottish FE College                          | 1      | 0.1%  |
| North East Scotland College                      | 1      | 0.1%  |
| Other non-UK institution                         | 1      | 0.1%  |
| The Open University                              | 1      | 0.1%  |
| The University of Portsmouth                     | 1      | 0.1%  |
| University of Strathclyde                        | 1      | 0.1%  |
| University of the Highlands & Islands            | 1      | 0.1%  |
| University of the West of Scotland               | 1      | 0.1%  |

| Destination of Study from HE          | Number | %     |
|---------------------------------------|--------|-------|
| Dundee & Angus College                | 1494   | 90.8% |
| The University of Dundee              | 57     | 3.5%  |
| Unknown                               | 18     | 1.1%  |
| Abertay University, Dundee            | 15     | 0.9%  |
| The Robert Gordon University          | 11     | 0.7%  |
| St. Andrews University                | 11     | 0.7%  |
| Scottish Rural College (SRUC)         | 5      | 0.3%  |
| Fife College                          | 4      | 0.2%  |
| Edinburgh Napier University           | 4      | 0.2%  |
| North East Scotland College           | 3      | 0.2%  |
| University of the Highlands & Islands | 3      | 0.2%  |
| The University of Aberdeen            | 3      | 0.2%  |
| City of Glasgow College               | 2      | 0.1%  |
| Glasgow Kelvin College                | 2      | 0.1%  |
| Stirling University                   | 2      | 0.1%  |
| Other UK institution                  | 2      | 0.1%  |
| Queen Margaret University             | 2      | 0.1%  |
| Edinburgh College                     | 1      | 0.1%  |
| Glasgow Clyde College                 | 1      | 0.1%  |
| Glasgow, The University of            | 1      | 0.1%  |
| Non Scottish FE College               | 1      | 0.1%  |
| Other public body in the UK           | 1      | 0.1%  |
| Perth College                         | 1      | 0.1%  |
| University of the West of Scotland    | 1      | 0.1%  |

Of all FE and HE students continuing in Full Time study, 1,788 or 74.3% remained at D&A (up from 73.3% in 2016/17), and in total 90.2% remained in Dundee (89% in 2016/17) - (D&A, University of Dundee and University of Abertay).

Among HE leavers 38.5% remained at D&A (38.4% in 16/17) with a further 41% going on to University of Dundee or Abertay (39% in 16/17).

Among FE leavers 90.8% remain at D&A (90.4% in 16/17), with a further 4.4% going to Abertay or Dundee (3.6% in 16/17).



**Learning, Teaching and Quality Committee**

**Wednesday 1 May 2019**

**PAPER G**

**VP Curriculum and Attainment Report**



## **LEARNING, TEACHING AND QUALITY COMMITTEE APRIL 2019**

### **VICE PRINCIPAL CURRICULUM & ATTAINMENT REPORT**

#### **1. Introduction**

As of 24<sup>TH</sup> April 2019, the following paper summarises key projects and recent activities currently being progressed by the Curriculum Directorate.

#### **2. Restructure Update**

A significant amount of time this academic year has been spent planning and implementing the new academic restructure for promoted posts. With both the new Heads of Sector (x4) and Heads of Curriculum & Quality (x13) now appointed, we are now in the process of appointing the final tier post, the Curriculum & Quality Leaders (x43). Detailed planning is also well underway for the other new roles that will help deliver and support the curriculum in enhanced and different ways but also allowing the academic teams to have more of a focus on learning and teaching.

These roles include the Sector Development Leaders (x4) which will become the key link between industry and the curriculum, ensuring a real focus on commercial and income generation is prioritised. New Sector Co-ordinators (x4) will also ensure that critical business information needs are met which will alleviate pressure on both the Heads of Curriculum & Quality and the Curriculum & Quality Leaders.

Finally, a comprehensive plan of support and development will be planned for the next 18-24 months to ensure all of those in their new roles are equipped to take the college forward in both the immediate and long term future.

#### **3. 19/20 Recruitment**

We are now entering a crucial phase of recruitment with all teams, academic and support, working hard to ensure interviews are scheduled/held and offers are being converted. Below is a comparison to the same point last year which shows improvements on the number of overall applications, offers given and applications processed:

|                      | <b>Mode 05 &amp; 17<br/>As at 19/04/19</b> | <b>Mode 05 &amp; 17<br/>As at 13/04/18</b> |
|----------------------|--|--|
| Applications         | 7332                                       | 7033                                       |
| Unconditional Offers | 1038                                       | 857  |
| Conditional Offers   | 2828                                       | 2559                                       |
| Interviews Scheduled | 2258                                       | 2266                                       |
| Rejections           | 31   | 25   |
| Waiting List         | 70   | 96   |
| Awaiting Processing  | 484  | 758  |

#### **4. Service Design Academy (SDA)**

Following the formation of a dedicated sub group of the Board of Management, which looked at the future commercialisation of the SDA, a detailed business plan has now been produced which identifies the future direction, potential markets, overall financials and resources needed. This now gives the SDA a clear direction, with both short and long term targets identified, as well as a clear idea of staffing/resources required to ensure these targets are delivered. The SDA continues to receive enquiries from across Scotland and beyond, and discussions continue with an agent in London who will help source and convert potential new business there.

#### **5. College Website**

Steady progress continues to be made on the new College website with the site now almost complete. Significant parts of the website have recently been released to support managers for their thoughts and feedback on the information/visuals presented on the key support service functions. A number of enhancements to the homepage and the course pages have been identified through testing and that work has gone back to Innovation Digital to be completed. Whilst we recognise that there has been a significant delay in the delivery of the new site, it is important that it delivers the message and experience that we initially planned for. The expected 'go-live' date continues to be the end of May.

#### **6. Partnerships**

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

##### **a. Academic Partnerships Team Update**

Although only established in January, the new Academic Partnerships Team (APT) have made significant progress in delivering their core objectives of increasing senior phase and Foundation Apprenticeship numbers. The team have spent the last few months on the road, carrying out a vast number of assembly talks, parent's nights, information sessions and guidance teacher updates. This work has seen a significant improvement in senior phase numbers compared to last academic year, with applications increasing from **1033 to 1638** and Foundation Apprenticeship applications increasing from **75 to 283**.

This is testament to the hard work and dedication of the Academic Partnerships Team, as well as the wider academic/support teams right across the college and proves that taking a different approach to school/college links can not only build stronger, more meaningful partnerships, but also ensure that as many school pupils as possible get to experience what the college has to offer.

Now that this significant hurdle has been overcome a long term planning session was held with the team on 22<sup>nd</sup> April which focused mainly on the future direction of our University partnerships and articulation agreements.

#### **b. Elevator**

As part of the curriculum review it was identified that a full review of enterprise, entrepreneurship and employability was needed to ensure our learners were fully equipped with these skills as part of every course. With the College Enterprise Incubator space now established for a number of years it was also identified that this review should include this space and how it could operate going forward. Following a meeting with Andy Campbell from [Elevator Dundee](#), who offer dedicated programmes and support for aspiring entrepreneurs, Elevator will support us with this review and also look at potential ways of partnering going forward. This is a fantastic opportunity for the College to tap into expertise and existing resources and support for the benefit of our learners.

#### **c. Fujitsu Innovation Lab**

As reported in previous LTQ committees, the College has secured a long-term partnership with Fujitsu which has seen the creation of a new Innovation Lab at the Gardyne Campus. This lab has been designed, fitted and equipped by Fujitsu and it marks only the second lab of its kind in Scotland. A formal launch, and wider Digital themed event, will be held on **23<sup>rd</sup> May 2019** with Board members invited to attend.

#### **d. Dundee Mosque**

Following a number of recent discussions with representatives from the Dundee Mosque, a College information session has been scheduled for the afternoon of 26<sup>th</sup> April 2019 to discuss the range of courses and pathways available at College. The session will be held before Friday prayers and it is expected that 850+ of the congregation will be there to hear what the College can offer.

### **7. 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
- Generic Digital Skills online course created for wider regional promotion
- Online Cyber Security course created
- Dedicated OneNote and TEAMs CPD planned
- Digital Toolkit developed
- Further enhancements to MyLearning
- 36% increase in the use of Turnitin
- 35+ units/courses digitised
- 5,425 hits on 'Take a minute' blog

A visit to Microsoft's Scottish headquarters in Edinburgh has also been arranged for 22<sup>nd</sup> May to discuss the potential of Microsoft's input and wider support in the training and implementation of the next phases of the strategy.

## **8. Future Talent**

The Future Talent section of the current College website continues to be popular, receiving 12,463 hits since August 2018 (6,431 since January 2019) with 3,574 Career Quizzes being completed. The sites functionality is scheduled to be updated alongside the launch of the new website, providing our learners with a tablet/smartphone-friendly platform.

Learning and Digital Resources staff have delivered over 80 Career Management Skills (CMS) sessions this academic year within College. Feedback from the first Learner Survey has also prompted us to develop a suite of advanced level (SQCF Level 7+) CMS sessions, including a practical session that supports students to create an interactive online CV.

Following on from last year's highly successful Future Talent Vocational Skills Event, we have 11 schools and 1,622 pupils confirmed to participate in our cross-college taster events during May and June, a further increase in uptake from the 17/18 academic year. In addition, we have three S5 Induction Days organised, with St Paul's and Grove Academy, along with the Enthuse (STEM) event planned with Monifieth High School at the end of May.

Our 'STEM for Primary' online course is currently being piloted in two schools, with a plan to roll this out across the region for the start of academic year 2019/20. Staff have also visited a number of local schools to speak about careers in STEM subjects, with a particular focus on females in digital careers, which is part of the Digital Community part of the Digital Strategy.

## **9. D&A Attributes Update**

D&A Attributes continues to grow, with plans well underway to work closely with our external partners (25 partners attended our recent event) to offer our students additional external volunteering opportunities within their organisation.

The D&A Attributes Partner Event held on 23<sup>rd</sup> April was a great success, with 30 third sector organisations signing up to support our Attributes programme. Each organisation will offer volunteer placements where students can gain any number of Attributes and invaluable experiences, both in the work place and in our local communities.

In addition, the Attribute's Award Ceremony will now be incorporated into the main College Prize-Giving event, rewarding students with the recognition they deserve.

## **10. Course Planning Rapid Improvement Event (RIE) Update**

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.

An RIE event was held on the week commencing 11<sup>th</sup> February in which a new, more streamlined process was devised and subsequent work streams have been established to work on the separate instances of the implementation of the new process with a view to launching in August 2019.

#### **11. Additional Credits/Michelin Update**

Progress continues in the planning and delivery of the additional 1500 credits offered by SFC. As specified in their guidance, SFC wanted the College to focus these additional credits primarily on senior phase enhancement and supporting the staff of Michelin in upskilling and reskilling. A number of sessions have been held at the Michelin site and CPD has been requested in a range of areas including plumbing, electrical, motor vehicle, cyber security and childcare. There is also significant interest in an online Digital upskilling course with 130+ already registered and due to start on 29<sup>th</sup> April.

#### **12. Cyber Scotland Week**

As part of Cyber Scotland week 2019 the College has taken the opportunity to raise awareness on the dangers of Cyber Security with a range of activities and information sessions over the week commencing 22<sup>nd</sup> April. Blog posts were created daily and focused on different Cyber Security initiatives, each with an overarching goal of improving Cyber Security Awareness across the College. These blog posts included information on:

- Technical solutions being implemented to ensure there is a more secure experience within College ICT.
- Solutions currently being investigated with a view to implementing over the coming months.
- Training that will be offered to help staff improve their cyber awareness.

#### **13. Escape Rooms**

Finally, the College Executive formally opened the new Escape Rooms which were funded through the Good to Great project. Unfortunately, the Executive didn't escape in the dedicated hour timeslot but I put that down to us spending too much time admiring the fantastic work our students and staff have done in producing such a brilliant resource! Definitely something for the Board to experience.

#### **14. 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](mailto:s.hewitt@dundeeandangus.ac.uk)



**Learning, Teaching and Quality Committee**

**Wednesday 1 May 2019**

**PAPER H**

**LT&Q Metrics**

## LEARNING, TEACHING AND QUALITY COMMITTEE APRIL 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.

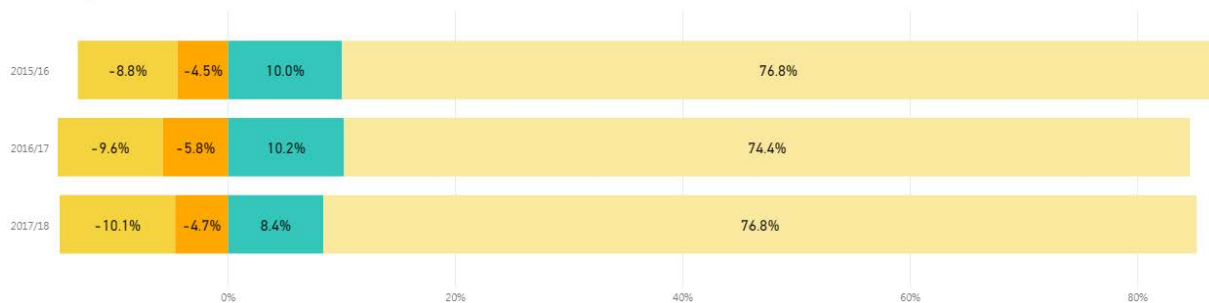
Some of the information is presented as an annual figure and will detail comparisons with previous years. This is of particular importance in identifying trends in Performance Indicators and other annual outcomes.

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

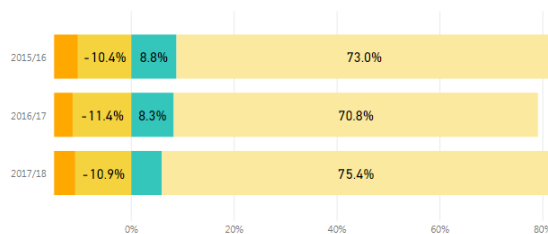
### 2. LT&Q Metrics

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

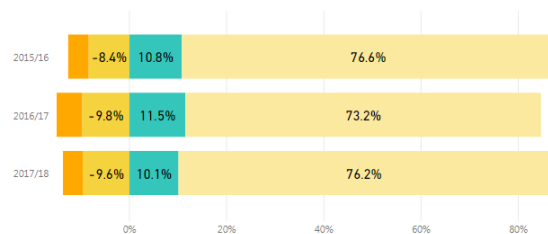
Total PI by Session



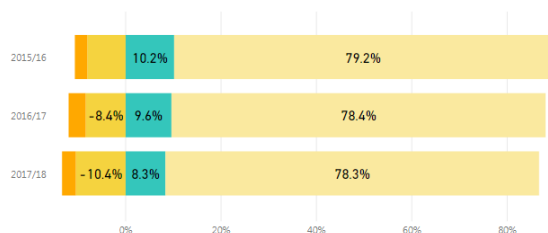
FE Full Time



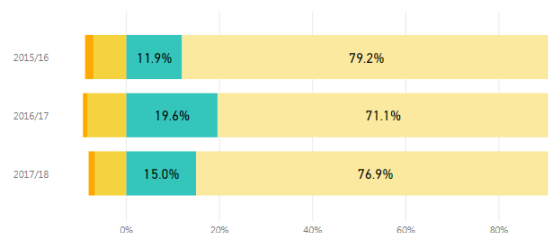
HE Full Time



FE Part Time



HE Part Time



|   | 2015/16 | ROA Target<br>2016/17 | Outturn<br>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%                |

|  | 2017/18 | 2018/19 |
|--|---------|---------|
| Overall student satisfaction score arising from the November Learner Early Experience Survey | 81%     | 81%     |
| Overall student satisfaction score arising from the March Learning and Teaching Survey       | 80%     | 82%     |

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

| Mode    | Programmes                    | Actual Credits<br>as at<br>25/03/2019 | Actual Credits<br>as at<br>26/03/2018 | Final<br>17/18 Credits | Credit<br>Projection<br>(April 2019) |
|---------|-------------------------------|---------------------------------------|---------------------------------------|------------------------|--------------------------------------|
| 17      | Full Time                     | 80,427                                | 82,310                                | 82,243                 | 80,373                               |
| 18 / 05 | Short Full Time               | 6,833                                 | 5,720                                 | 6,106                  | 7,303                                |
| 06      | Block Release                 | 3,775                                 | 4,060                                 | 4,256                  | 3,950                                |
| 07      | Part Time – Day               | 6,241                                 | 6,106                                 | 7,837                  | 8,875                                |
| 08      | Part Time – Infill            | 1,817                                 | 1,118                                 | 1,674                  | 1,817                                |
| 09      | Part Time – Evening / Weekend | 2,262                                 | 2,910                                 | 2,869                  | 2,550                                |
| 11      | Work Based                    | 1,852                                 | 2,144                                 | 2,390                  | 2,500                                |
| 12-16   | Open, Flexible, Distance      | 1,416                                 | 1,724                                 | 1,985                  | 2,000                                |
|         |                               |                                       |                                       |                        |                                      |
|         | <b>TOTALS</b>                 | <b>104,622</b>                        | <b>106,092</b>                        | <b>109,360</b>         | <b>109,368</b>                       |

Revised 2018/19 Credit Target = 109,307

| <b>Additionality</b>                    | <b>Credits</b> |
|---|----------------|
| <b>Allowance – 2%</b>                   | <b>2,156</b>   |
| <b>Currently within claimed credits</b> | <b>200</b>     |
| <b>Still available to be added</b>      | <b>1,956</b>   |
|   |                |
| <b>Current Claim % Allowance</b>        | <b>0.2%</b>    |

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

### 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](mailto:s.taylor@dundeeandangus.ac.uk).