



## BOARD OF MANAGEMENT

### LEARNING, TEACHING AND QUALITY COMMITTEE

Wednesday 29 August 2018 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
  - 5.1 Student Satisfaction - Service Design Event Verbal Update ST
6. APPOINTMENT OF VICE CHAIR MW
7. CURRICULUM REPORT – G2G WELLBEING PROJECT SR
8. SCOTTISH GOVERNMENT RETENTION PROJECT - YEAR 2 Paper B for information ST
9. CURRICULUM REVIEW UPDATE Paper C for discussion SH
10. SQA HIGHERS/NATIONAL 5 EXAM RESULTS Paper D for information SH
11. VP CURRICULUM & ATTAINMENT REPORT Paper E for noting SH
12. LT&Q METRICS Paper F for information ST
13. STUDENTS ASSOCIATION REPORT Verbal update ST/DH
14. DEVELOPING SCOTLAND'S YOUNG WORKFORCE Verbal update GR
15. DATE OF NEXT MEETING - Wednesday 14 November 2018



**Learning, Teaching and Quality Committee**

**Wednesday 29 August 2018**

**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  
9 May 2018 at 5.00pm in Room Y150, Gardyne Campus.

**PRESENT:**

M Williamson (Chair)	G Robertson
A O'Neill	A McCusker
G Ritchie	J Richardson
L Addison	R Walker

**IN ATTENDANCE:**

S Hewitt (Vice Principal)	
C Blake (Vice Principal)	C Lynagh (Business Intelligence Officer)
S Taylor (Vice Principal/Secretary to the Board)	

### **1. WELCOME**

M Williamson welcomed Committee members.

### **2. APOLOGIES**

Apologies were received from S Mill, S Watt and J Gregory.

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

There were no declarations of interest.

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

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

### **5. MATTERS ARISING**

#### **(i) Learner Progression Analysis**

S Taylor noted previous discussions and stated that examples given by teams where learners returned at the same (or lower) SCQF level tended to highlight that learners would fall into one of three groups:

- those that were struggling to progress as a result of maturity/other issues and for whom a further year of study was a benefit;
- those who were changing subject area (including those that moved between NC/HN and VQ qualifications) that necessitated repetition; or
- those that were struggling to progress academically within a subject (often where they struggled with a mandatory course subject) and would change route so that they could progress in the future.

The analysis was noted with interest.

## **(ii) Survey Analysis – Supported Education**

S Taylor noted that there did not appear to be any specific or single factor underpinning the reduced learner satisfaction in Supported Education in the November survey. It was noted that other feedback for the area was positive and that the results from the March survey were back to previous levels.

## **(iii) Improvement Action Plans**

S Hewitt summarised progress in respect of the improvement plans for Highers and in Social Science and Engineering.

It was noted that the work of the Highers forum was progressing well and that decisions had been made to remove a number of Highers from the portfolio. Additional revision sessions had been organised and changes made to delivery approaches in some subjects.

In Social Science work had been undertaken to improve withdrawal (down from 17% to 9%). Changes in delivery approaches were also in place and the team had implemented a timetabled quality slot each week. Work had also progressed to improve the focus on articulation and progression for learners.

There had also been a focus in Engineering on retention and attainment, alongside learner satisfaction. It was noted that survey results had improved and that there was a strong focus on reducing partial success through the extensive use of assessment “bootcamps”. Improvements had also been made in respect of the link with Essential Skills as this was an area where student attainment had been an issue.

A McCusker noted the positive progress being made and asked if the Highers removed from the portfolio would impact on schools. S Hewitt noted that they would not as these were subject – such as History – that schools delivered themselves.

M Williamson asked if previous results had impacted negatively on recruitment for Higher Psychology. It was noted that they had not and that interest had increased with the offer of daytime class options.

Positive retention in the January fast-track social science programme was noted. L Addison noted that there had been good work undertaken to enhance diagnostic testing arrangements within the social science team. This was welcomed.

All other matters arising were covered within the agenda.

## **6. CURRICULUM REPORT – BUSINESS INTELLIGENCE DEVELOPMENTS**

M Williamson welcomed C Lynagh to the meeting.

C Lynagh and S Hewitt delivered a presentation outlining the range of data dashboards that had been developed to inform and support quality analysis and decision making.

S Hewitt summarised a range of examples of how these dashboards were being used to better target activities or interventions in areas such as student recruitment and retention.

Following the presentation, A McCusker noted that the work was very impressive. G Roberson asked about the accuracy of the underpinning data. S Hewitt outlined the work to create the single enterprise data layer and it was noted that the visibility of the dashboards was helping to iron out any data irregularities at a much earlier stage.

M Williamson noted that the work looked excellent and hoped that this would inform and evidence a range of the Good to Great developments.

## 7. STUDENT SURVEY REPORTS

S Taylor introduced the survey reports arising from the:

- March 2018 Learning and Teaching Survey;
- February 2018 Scottish Funding Council (SFC) Course Leaver Destination Survey; and
- SFC Student Satisfaction Survey.

In each case it was noted that the completion rates and overall outcomes were strongly positive and very similar to previous years. The use of the survey data through a range of dashboards at course level, and the embedding of this analysis through the quality Stop and Review process was discussed.

Each survey was discussed in turn and it was noted overall that – whilst results were strongly positive –the Good to Great strategy should increase satisfaction on a sustained basis. This was recognised.

In respect of the Course Lavers survey it was noted that a higher proportion of FE leavers were unemployed. S Hewitt stated that this tended to reflect the lower qualification level.

It was noted that the College was not able to publish the data from the SFC student satisfaction survey as this would be published by SFC later in the year. The high scores within the survey were noted. A McCusker noted that whilst the survey results were good, it was noted that the high response rate meant that the numbers recording dissatisfied results were also quite significant.

Options to improve overall survey results were discussed and it was agreed that a service design approach would be used to review aspects with lower satisfaction and identify potential actions. **S Hewitt/S Taylor to progress.**

M Williamson noted that 17% of students had scored poorly in respect of the College treating everyone fairly and asked if this was a concern around equalities. L Addison noted that feedback tended to highlight that this was around issues of attendance and support where students felt that the level of support given to poor attenders was not fair. It was noted that it was felt that this underpinned the scoring rather than reference to any particular protected characteristic. This explanation was welcomed.

## 8. REVISED QUALITY ARRANGEMENTS GUIDANCE

S Taylor summarised the revised guidance issued in relation to the joint SFC Outcome Agreement Evaluation, and Education Scotland quality report and enhancement plan.

It was noted that the revised guidance applied to 2017/18 and that it was anticipated that further revisions would be made in 2018/19.

S Taylor stated that the revised guidance made more reference to the Outcome Agreement evaluation, including the national measurement plan.

Concerns raised nationally with regard to the arrangements, including the timeline which required completion in advance of performance indicator data for the year under review, being available, was noted.

## **9. LT&Q METRICS**

S Taylor summarised the metrics paper produced and highlighted that this included the performance indicator data published by SFC in February 2018.

The most recent projections in respect of the 2017/18 credit target were noted and it was highlighted that the College was likely to exceed its target.

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

The VP Curriculum and attainment report was noted. A McCusker noted that there was a lot going on and asked how work was progressing in the Service Design Academy.

S Hewitt summarised activities, including course provision that had started that week. It was confirmed that materials for the full PDA qualification were around 90% developed.

Progress in developing and fulfilling the pledge to offer a place to all school leavers was discussed. It was noted that this was a challenge, and additional arrangements were being developed within curriculum areas of high demand.

College input into school engagement plans were noted and it was confirmed that this tended to be at Head of Learning/Course Leader level.

## **11. DEVELOPING THE YOUNG WORKFORCE**

G Ritchie noted progress being made by the Developing the Young Workforce (DYW) group, including an increase in school partnerships (to 43) and work progressing with 116 employers to offer a range of work experience and related activities.

The launch of the Apprenticeship Ambassador scheme was noted.

M Williamson asked about numbers for foundation apprenticeships. G Ritchie stated that these had increased, but that generating interest remained a challenge.

J Richardson stated that work was required to capitalise on the economic developments arising through the waterfront and encouraged the College and DYW group to focus on clear promotion around these developments. G Ritchie outlined work taking place in the hospitality and the need to focus these on a long-term basis was recognised.

The potential timing of outcomes on Tay City Deal bids was discussed.

## **12. STUDENT ASSOCIATION REPORT**

In the absence of J Gregory, R Walker provided an update on Students' Association activities as follows.

\*Task undertaken by Joshua Gregory since the previous meeting, unfortunately due to matter unforeseen I was unable to get an update from Josh\*

Tasks undertaken this year by Reece Walker:

- ICT Support Group – this idea was formally given to me by a student volunteer for the Dundee & Angus College Students' Association, and many ideas arisen from this. The ICT Support Group runs on both Mondays (1200-1400) and Wednesdays (1000-1400) and is based out of the Students' Association Office in Arbroath.

During this time, we operate on a walk in bases in which students can come and ask questions regarding ICT, this is mainly operated by myself although Learning Technologies are always on standby to help.

- ICT Support Group (Marketing) – We have been working with Zoe Bing from the Marketing Department to promote the ICT Support Group on the ‘Good Practises Blog’, for those of you that would like to view this it can be seen on the top banner on the Staff Portal, in this we have a quote from one of our students and a picture of me helping him to log onto the Wi-Fi through his phone.
- ICT Support (Working with Other Departments) – We have been working other departments such as Learning Technologies, ELearning and ICT, more ideas are still coming from these ideas and have been advertised by Student Services, Learning Engagement and advertised to the Computing & Creative Media Department.
- MyLearning – Before the Easter break it was brought to my attention during my one on one, as a student, with Head of Learning for Social Sciences & Transition, Jane Roscoe, that students don’t get to see their ‘In Class Attendance’, this is what all departments use when taking into consideration if a student can progress to the next level of their course and only their lecturers can access it for them. I then decided after discussing this with Sarah to contact Dave Pacione who is a Systems Support Developer at the college, who informed me that this would be taken into consideration when updating the system for next year.

#### Tasks undertaken by Sarah Rennie (Students’ Association Development Officer)

- More engagement with the Outreach Centre – Pizza with the Principle’s, Next year officers will be going to the outreach centres at least once per month.
- Elections – This year’s results from the Students’ Association Executive Team Election came to a close at the end of last month, this election saw an increase in votes by students. Joshua Gregory was re-elected as Students’ Association President, Diane Humphries was elected Vice President in Arbroath, Conar McPherson was re-elected as Vice President in Gardyne and Kirsty McMonagle was elected Vice President of the Kingsway Campus. This will also see Josh being reappointed to the Board of Management and the 2nd seat being taken by Diane Humphries, whose replacing myself.
- Refresh (Gardyne) – Conar’s stuff, Drug awareness, Sarah Thom (Student Services), Mental Health Awareness Stall (Social Sciences), Health & Wellbeing from Sport Union, Distress colouring in station (150), hydration station (water awareness), super food stall; (Health & Social Care), Anyone for tea (drop in for tea and chatting (Anyone 4 Tea))
- Stop & Review – On the 29th of March 2018, the Students’ Association held its Stop & Review in which both Class Reps and Lead Reps attended, this was held on the Gardyne Campus from 9 am to 16 pm.
- Motivate Me – Helping LE with mock interviews across the social, health and care in Gardyne and Arbroath. Practical experience for interviews.
- Attributes – Sarah has been for the past few weeks completing the D & A Attributes for those who have taken part in volunteering with the Students’ Association this includes; Lead Reps, Class Reps, Student volunteers a Campaign Officers

#### Tasks undertaken by Conar McPherson (Vice President, Gardyne Campus)

- Refresh (Stop smoking campaign/Crack open a Cold One) – Promoted at refresh and seemed to be quite popular with students.
- Stop & Review – Conar attended the second half of Stop & Review.

- Students' Association Election – He was also re-elected as Students' Association Vice President (Gardyne).
- Easter break – Conar had been developing his stop smoking campaign, these include;
  - 'Know your puff'
  - 'Filter it Out'
  - Blood Sat Diary
  - Demographic Pharmacy List
  - Tar Jar THP
  - Poison Box THP
- Most recently – He has been gathering votes for the Staff Awards, plus he has been seeing the Crack Open a Cold One stabilise and students are actually admitting to wanting to stop smoking.

The update was welcomed.

### 13. DATE OF NEXT MEETING

The next Learning, Teaching and Quality Committee meeting will take place on Wednesday 29 August 2018 at 5.00pm in Room Y150, Gardyne Campus.

### Action Point Summary

<b>Action</b>	<b>Responsibility</b>	<b>Date</b>
Service Design Activity to be used to identify potential developments arising for areas with low scores within the student surveys.	S Hewitt/S Taylor	October 2018





# Data & Business Intelligence (BI)

9<sup>th</sup> May 2018

Certain projects managed by Dundee and Angus College are supported by European funding.



## Today...

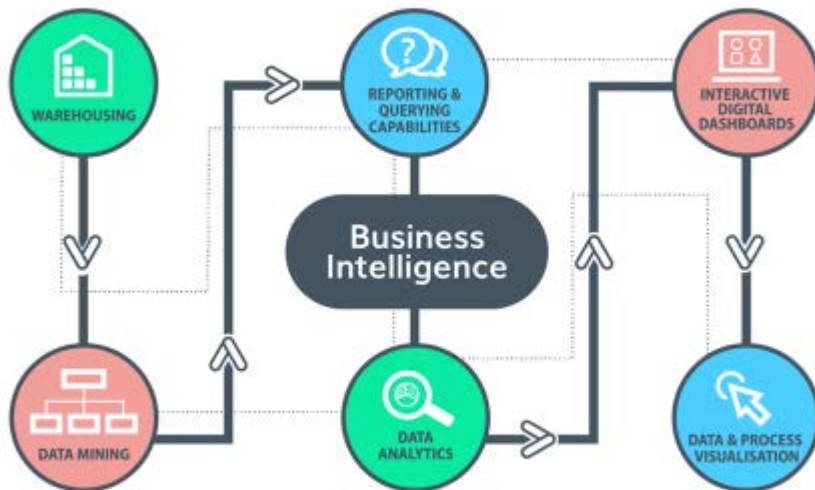
- Process
- Business Challenges
  - Recruitment
  - Retention
  - Attainment
- Next Steps



Data & Business Intelligence



# BI Process...



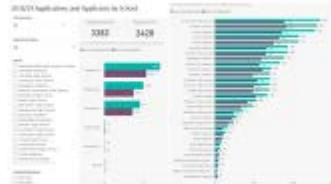
Data & Business Intelligence



## Business Challenge 1...

- **Recruitment**

- Where are our applications coming from/going to?
- When are our peak periods?
- How does it compare to previous years?
- Are we on track (vs target)?
- How can we work closer with schools?



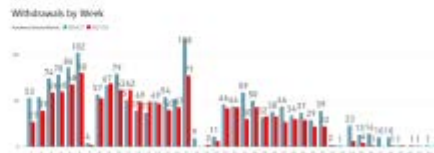
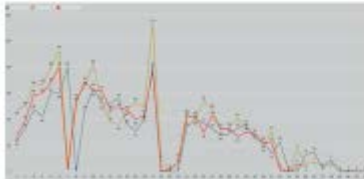
Data & Business Intelligence



# Business Challenge 2...

- **Retention**

- What is our current withdrawal rate?
- Which teams/courses need the most support?
- What are the key weeks?
- How do we compare to previous years?
- How do we see the whole portfolio in one place?



# Other dashboards...

- Leaver Destinations
- Learner Surveys
- Credits



# Next Steps...

- Increase awareness and usage
- Data as a predictor
- Data underpinning strategy





**Learning, Teaching and Quality Committee**

**Wednesday 29 August 2018**

**PAPER B**

**Scottish Government Retention Project – Year 2**



## LEARNING, TEACHING AND QUALITY COMMITTEE AUGUST 2018

### SCOTTISH GOVERNMENT IMPROVEMENT PROJECT – RETENTION & ATTAINMENT YEAR 2

#### 1. Introduction

The following paper summarises D&A College engagement with year 1 of the Scottish Government Improvement Project and outlines changes being made in respect of College engagement with year 2 of this project.

#### 2. Year 1 Activities

The College has engaged actively with project activities and approaches throughout year 1. This work has focused on the 10 full-time substantive FE course areas with the lowest levels of learner retention over a three year period (2014 – 2017). These course areas are as follows.

- Access to Life Sciences (SWAP)
- Advanced Certificate in Health & Social Care at SCQF Level 6
- Certificate in Accounting
- Certificate in Care at SCQF Level 4
- Certificate in Child, Health and Social Care at SCQF Level 5
- Certificate in Highers
- Certificate in Interactive Media and Development
- Introduction to Construction
- Moving on to Social Studies
- NC Social Sciences (Level 5)

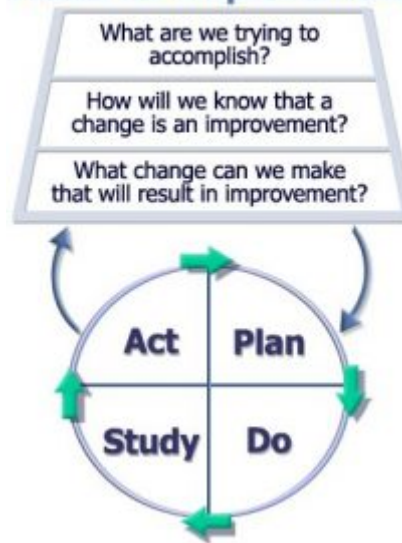
The overall objective of engagement within the project was agreed as follows:

***To improve learner retention and attainment for the 10 poorest performing College programmes\*, bringing these up to a minimum of the College average by completion of the project.***

***This to be achieved through the development of bespoke inputs identified in each case relative to analysis and understanding of the key issues impacting on retention and attainment in each programme.***

Through engagement with the project a range of individual inputs, activities or changes to course delivery/design were undertaken across the 10 course areas using the Improvement methodology based on: Plan. Do. Study and Act using each change as a 'test'. Work was undertaken with Course Leaders and others to develop awareness and support use of this methodology.

## Model for Improvement



This methodology was adopted on a common basis across all 5 colleges engaged in the project.

In addition to the individual course based 'tests', the College has also had a key strategic focus on retention. This has included work with all teams on retention and attainment (including reducing levels of partial success) and whole College approaches such as the 'absence amnesty'. In addition to this, the 'Engage me' work of the Learner Engagement team for session 2017/18 was focused on these 10 course areas.

Overall outcomes in respect of retention and attainment are still to be finalised, but initial information highlights that overall withdrawal rates across the 10 course areas has improved from 28.3% in 16/17 to 22.8% in 17/18, with early withdrawals reducing from 12% to 9.7%. The whole College withdrawal rate for full-time FE students in 2016/17 was 20.2%, with early withdrawal sitting at 8.5%.

Within this, however, some course areas have improved significantly whilst others have worsened, NC Social Science level 5 21% increased to 31% whilst Access to Life Sciences (SWAP) has reduced from 40% to 17.4%.

Final figures in respect of the 10 course areas will be confirmed following completion of FES data in October 2018.

### 3. Year 2 Activities

Following discussion and feedback at an event in May 2018 the Scottish Government have amended the project approach and arrangements for year 2. Part of this has arisen as a result of the difficulty in identifying links and impact between individual tests and overall retention (see appendix 1)

For year 2, the Scottish Government plans to focus activities on a series of residential development/reporting sessions spread across the year. These sessions will be used to support development for small group(s) of staff (6 in total). This will include teaching and support staff, a quality representative and a student.

Through these sessions, staff will be trained in the improvement methodology, will work with colleagues from other colleges and will plan a range of tests that they wish to undertake.

Tests will be completed during the time between the residential sessions and feedback developed and shared at a future residential.

The key focus for the College through this project has been amended to reflect these changes, with NC Social Science level 5 becoming the key course area within the project scope. This narrower focus will allow work to progress on a more controlled basis in a course area where retention remains a significant concern.

The project team for 2018/19 will consist of the following:

Quality Liaison Officer: Susan Laing  
Course Leader: Susan Gregory  
Group Tutor: Beth Till  
Learner Engagement Manager: Katie Baxter  
Student Services Officer: June Roger  
Student Representative: Reece Walker

The first residential session is scheduled for September 2018 and work will progress thereafter.

Alongside this work, the colleges involved are creating a series of short 'how to' guides based around successful tests undertaken during year 1.

In addition to all of the above work, Susan Laing, Quality Liaison Officer has been successful in gaining a place to join Cohort 17 of the ScIL Programme (Scottish Improvement Leadership). This programme is based on the approaches and methodology that underpins the retention project and the Scottish government approach to this.

#### **4. 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).



## **APPENDIX 1**

### **IMPROVEMENT WORK IN THE CONTEXT OF SCOTLAND'S COLLEGES**

#### **Phase 1 of the College Improvement Project: Aim and Context**

1. The aim of the project is to use improvement science methods to learn what works to improve retention and attainment for students on selected FE courses and specific cohorts of learners in 5 colleges<sup>1</sup> with the intention of spreading the learning throughout the sector. The work of the project aligns with new college quality arrangements *How Good is Our College?* and the achievement of key outcome agreement measures.
2. Currently around 25% of students who enrol on full-time FE courses for recognised qualifications fail to complete the course and around 9% fail to complete successfully<sup>2</sup>. Though there are regional variations to this picture, this trend has continued with only minor national improvement since data started to be published in AY 2008-09.
3. Across the sector, almost half of learners on full-time college programmes are aged 15-18 years. The success rates for this group are amongst the lowest. While the project will look at all learners, it will be important to make an improvement for this group of learners.

#### **Improvement Approach**

4. The project is using improvement science techniques to deliver results. All improvement happens locally but these techniques are being used to deliver change nationally in an increasing number of other public services including education.
5. The methods used are based on the model for improvement<sup>3</sup>. QI Involves designing and redesigning systems to meet users' needs by testing and implementing ideas from evidence based strategies, front line services staff and users.

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<sup>1</sup> Dundee and Angus College, Edinburgh College, Inverness College UHI, New College Lanarkshire and West College Scotland.

<sup>2</sup> There are very low withdrawal rates for courses of under 10 hours.

<sup>3</sup> Langley G.L. Nolan K.M. Nolan T.W. Norman C.L. Provost L.P (2009) *The Improvement Guide: A Practical Approach to Enhancing Organizational Performance* (2nd Edition). Jossey Bass, San Francisco.

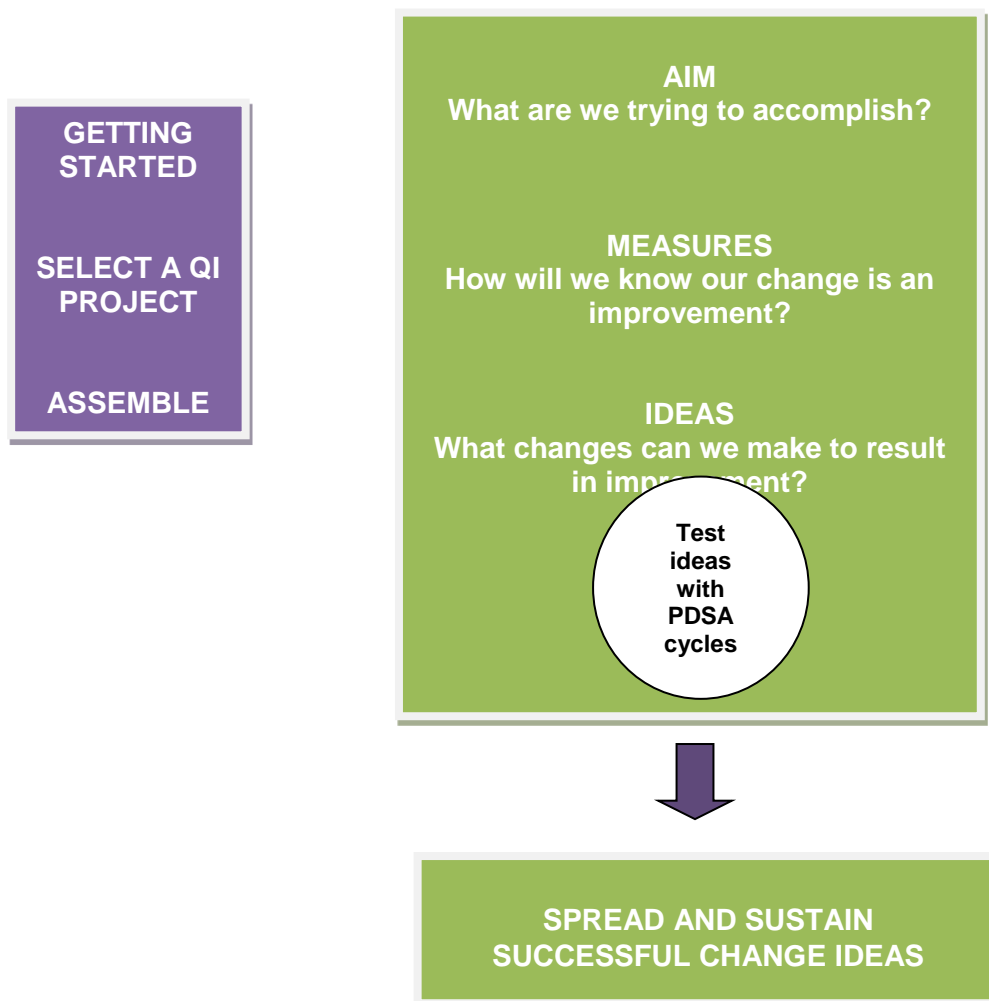
## 6. Key features of QI:

- Focus on systems, not individuals
- Ideas/changes come from users and front line staff. The intervention is designed iteratively through testing ideas and changes.
- Frequent on-going measurement (quantitative and qualitative) and data driven decision making.
- Continuous improvement is never finished.

## Model for Improvement: QI Road Map

7. The model for improvement is an evidence based framework for improvement which:

- keeps teams focussed on what they need to do
- ensures thoughtfulness about need and rigour; and
- uses a common language



**Aim** – what are we trying to accomplish? [An explicit statement of the desired outcome of your improvement project]

**Measures** – How will we know that the changes are making an improvement? [when doing an improvement project measurement is important – it shows achievement towards a desired goal]

**Ideas** – What changes can we make that will result in improvement? [identify and prioritise your change ideas].

**Test** – test on a small scale [PDSA for learning and improvement]

P – hypothesis – establish objectives and processes

D – test use – implement plan (collecting data)

S – check if it worked – assess collected and measured results

A – adopt, assure, adapt, abandon – apply changes based on results.

**Spread and sustain** [once successful changes have been identified, hard wire them into the process].

### **How do we know that a change is an improvement?**

8. We gather data to measure the processes we will be testing and to monitor progress towards improvement focused on outcomes, whilst keeping track of unintended impact on other parts of the system. The quality improvement approach will support colleges to bring about significant local improvements in practice, positively impacting upon retention and successful completion rates.

### **The improvement journey so far**

9. Five colleges have formed an improvement community for the initial phase of the project, covering AY17-18/18-19. During AY 18/19 work will be done to spread and scale improvement efforts based on the most promising tests of change from AY17/18 and successful new tests carried out in AY18/19.
10. After a year of trialling and testing, the project entered a consolidation period (April – June) during which time the project team reviewed emergent findings from tests across the 5 colleges. The project is developing in alignment with the findings of the 15-24 Learner Journey Review and ensuring it is focussed on supporting other existing commitments of the Developing Young Workforce Programme; Enterprise

and Skills Review; CoWA and the findings from the first year of *How Good is Our College?*

11. Feedback from the five improvement colleges involved in the project has been positive. At the same time there have been capacity and capability challenges and further targeted support is necessary to help the project develop further. Specifically, more work is needed to strengthen the link between testing, evidence and impact.
12. Scottish Ministers have made clear that as work progresses, the learning insights from phase one are extended across the sector and adapted to local contexts, to contribute to a nationally improving picture for FE retention and attainment.

#### **Planning for 18/19 – completing phase one**

13. We will build the evidence base. In AY 18/19, our focus will be on building, expanding and refining a more data driven and context-specific evidence base.
14. We will strengthen our network to create the conditions for expansion. Strong and productive connections have been made with key stakeholders (SFC, Education Scotland, Colleges Scotland, CDN and SPARQS) to ensure this project is firmly embedded within the wider policy landscape - and makes a practical response to wider policy issues, including the findings of the Learner Journey Review. The project has also engaged with Education Scotland to ensure alignment between thematic tests of change and the priorities identified in the first year technical report on the findings from the new college quality arrangements.
15. We will develop practice and capability in QI methodology. A series of learning events for the 5 participating colleges are planned over coming months. These will support colleges in the applied use of the QI methodology and build teaching capacity within the sector to support the spread of the methodology to colleagues.

#### **Expected Outcomes**

16. The coming year is needed to build a stronger evidence base and at the same time build capacity within college teams. In particular, this time is needed to consolidate the application of the QI methodology in order to conduct and build measurable tests of change in three thematic areas:
  - Services to support students
  - Engagement in college life

- Teaching and learning

17. Evidence from these and earlier tests will then form the basis for more systematic engagement with the wider sector and provide a baseline from which to focus, build and evidence sector level impact. As improvements are identified, tested and embedded in local contexts, learning will be shared to scale up and spread improvement to other sites.

18. Through the adoption and embedding of this approach to improvement we would want to see evidence of a fall in the percentage of students failing to successfully complete courses and/or progress to positive destinations and a decrease in the percentage of 15-18 year old students failing to successfully complete courses and/or achieve positive destinations. This is important if we are to achieve the Scottish Government's ambition of reducing inequality and ensuring our young people are better educated, more skilled and more successful, and able to contribute fully and confidently to society.



**Learning, Teaching and Quality Committee**

**Wednesday 29 August 2018**

**PAPER C**

**Curriculum Review Update**



## LEARNING, TEACHING AND QUALITY COMMITTEE AUGUST 2018

### CURRICULUM REVIEW PROGRESS UPDATE

#### 1.0 Overview

A key part of the Colleges' Good to Great strategy is the modernisation of the curriculum to meet the growing needs of the people and the economy of our region.

Our region is transforming, with significant investment and growth in key industries such as Hospitality, Tourism, Construction, Child and Health Care and Life Sciences, so we need to have a curriculum that is at the heart of this growth, but also plays a key part in tackling regional challenges such as low levels of GDP, high levels of unemployment and the growth in the under skilled work force.

The curriculum review started in September 2017 and has focused on both ***what we deliver*** and ***how we deliver it***. A year into the review, this update sets out key progress and milestones within each strand, as well as explaining the process and concepts behind its establishment.

#### 1.1 FAST Concept

A key concept in defining what we want from our curriculum, as well as benchmarking the progress made with the review, is the establishment of the ***FAST (Flexible, Accessible, Sustainable and Transferrable)*** curriculum. We want a curriculum that is:

Aim:	Outcomes:
<b>F</b> lexible	<ul style="list-style-type: none"> <li>Meets regional need and is responsive</li> <li>Includes multiple approaches to delivery</li> <li>Supports differing choices (<i>including awarding bodies</i>)</li> </ul>
<b>A</b> ccessible	<ul style="list-style-type: none"> <li>Planned with simplified and effective progression pathways</li> <li>Supports a 'College on Demand' through increased use of technology</li> <li>Retains a breadth but specialises at a higher level</li> </ul>
<b>S</b> ustainable	<ul style="list-style-type: none"> <li>Is engaging and innovative</li> <li>Industry focused and centred around Employability and Enterprise</li> <li>Efficient delivery and financially sustainable</li> </ul>
<b>T</b> ransferrable	<ul style="list-style-type: none"> <li>Focuses on both soft and technical skills</li> <li>Supports interdisciplinary concepts</li> <li>Improves Progression</li> <li>Supports attainment at level 6 and above</li> </ul>

## 1.2 The process

Before officially starting the review, we engaged key stakeholders with a background and understanding in Labour Market Intelligence (LMI). These included the STEM Foundation and Skills Development Scotland (SDS), both of which undertook and presented an in depth analysis of the growth, decline and opportunity areas within our region. This was delivered to all members of the senior and academic leadership teams and the data, information and input was invaluable, initiating exciting and innovative thinking by Directors and Heads of Department.

Following this, a new IIIR (Investigate, Identify, Implement, Review) methodology was established to help support the review process and ensured managers and course leaders were taking into consideration key internal and external factors when reviewing their portfolio. The IIIR process played two key actions, firstly, it set an expectation of the types of information teams should consider when starting their review and, secondly, it set an overall vision of the direction of travel for the curriculum within the College.

The curriculum planning cycle was changed to look at two years in advance instead of one; this would allow time for more robust planning, development and CPD. A clear timeline was established with an outline of the specific information required at each stage and key discussion points were also set with the Heads of Learning to explore their ideas, thinking and next steps.

## 2.0 What we deliver

This strand of the review looked mainly at our provision and assessed, based on LMI data and regional demand, what the regional needs are and where the gaps in our offer were. The use of LMI was also backed up by the establishment of Stakeholder Advisory Boards, in which teams discussed their findings and triangulated them in terms of gaps and needs with key stakeholders.

Strategically, we also wanted to focus much more on both part time, to meet the needs of the in-work market, and Schools Senior Phase delivery, with the latter increasing by nearly 30% in the upcoming 2018/19 academic year.

Following the first stage of the review, we have planned new provision in the following areas:

2018/19	2019/20
<ul style="list-style-type: none"><li>• HNC Marketing Communications/Digital Marketing (FT)</li><li>• OU Choice Programme (FT)</li><li>• Gateway to Construction (FT)</li><li>• PDA Leadership &amp; Change (PT)</li><li>• PDA Operational Leadership &amp; Management (PT)</li><li>• PDA Workplace Coaching (PT)</li><li>• PDA Building Information Modelling (PT)</li><li>• Hybrid &amp; Electric Vehicle Maintenance (PT)</li><li>• Essential Care Assistant Training (PT)</li><li>• Nutrition Management (PT)</li><li>• PDA Dementia Awareness (PT)</li></ul>	<ul style="list-style-type: none"><li>• HNC Data Analytics/Data Visualisation (FT &amp; PT)</li><li>• Business Intelligence (PT)</li><li>• HNC Career Information, Advice and Guidance (PT)</li><li>• HNC Supply Chain Management (FT &amp; PT)</li><li>• HNC Cyber Security (FT &amp; PT)</li><li>• HNC Food Science and Technology (FT)</li><li>• HND Applied Sports Science (FT)</li><li>• HNC Activity Tourism (FT)</li><li>• HNC Engineering Systems (with Robotics)</li><li>• Cremations &amp; Burials (Workbased)</li><li>• Certificate in Rugby Performance</li><li>• PDA Accommodation Management (PT)</li></ul>



The above lists highlight only new provision and there has also been significant amendments proposed to existing frameworks in a bid to modernise what we currently offer, ensuring there is a balance between the transferrable skills and the technical/subject specific skills.

### **3.0 How we deliver**

Within the IIR process, we gave the Heads of Learning a series of challenge questions that made them review and interrogate the different learning and teaching approaches currently used within their teams. We also defined the need, given how the business world works in the 21<sup>st</sup> century, to be more project based and use more interdisciplinary approaches. Teams were encouraged to work closer with other teams within the College to broaden the learner experience. This has been demonstrated in the identification of new provision in Activity Tourism (Travel & Tourism with Sport), Data Analytics (Business and Computing), Food Science (Science and Hospitality) and HNC Engineering Systems with Robotics (Computing and Engineering).

To further support new delivery models, a new 'Gateway' course have been established which gives a much broader base at SCQF Level 4. This will aid progression opportunities and also focuses much more on the transferrable skills needed to gain employment. A new 'OU Choice' programme at SCQF Level 6 has also been established in partnership with the Open University (OU) to look at a hybrid model of college provision and independent OU delivery, the first of its kind in the UK.

Finally, alongside the work of the Digital Strategy, we have begun to digitise key areas of the curriculum within Science and Essential Skills, with a plan to digitise other areas of the curriculum, such as Childcare and Horticulture, throughout the 2018/19 academic year.

### **4.0 Efficiencies**

As well as modernising the portfolio, we also wanted to look at ways in which we can be more efficient in both how we plan and deliver our provision. In the 2017/18 academic year we reviewed how we were monitoring and applying credits to our portfolio, this review has led to us being smarter with how we are allocating credits within courses and applying the guidance overall.

This has meant that, although being 150+ full time learners down, we have been able to achieve our target easier than previous years. Given the strategic shift in balance between part time and full time, this will mean we can be more agile with our part time portfolio as we have confidence in maximising credits within the full time provision.

To further improve efficiencies, we have reviewed recruitment as part of the overall Good to Great strategy and the SALT group are ensuring numbers are maximised within classes to address the average class sizes highlighted in previous committee meetings. Distinctive progress has already been achieved in this area.

### **5.0 A Service Design Approach**

Throughout the review, teams have embraced the service design approach and methodology, with teams such as Horticulture and Hair and Beauty holding specific service design events with students and employers. A number of key ideas on both how the provision could be enhanced, as well as how it could be delivered, have come out of these events. More teams have scheduled in set service design events within the 18/19 session.

## 6.0 Strengthened Partnerships

What has been exciting to see, and a hidden highlight of the review, is the formulation and strengthening of key partnerships with students, businesses, local authorities and other academic institutions within our region.

Through the new Schools Engagement Plan, a part of the review into our schools portfolio, we are now working closer and more strategically with Angus Schools than before.

We have also strengthened relationships with SDS and now have them on site for a dedicated time per week supporting our Future Talent initiative.

Through the OU Choice course, we are working with them in ways that no other institution has done previously and, if successful, this programme could pave the way for a new model of delivery across the UK.

Our new stakeholder advisory boards are bringing us closer to industry than we have been in the past, with almost all teams running at least one meeting last year.

Finally, we have new links with Scottish Rugby Football Union (SRFU), mtc Media, Snap-on and Honda (Electric Vehicles).

## 7.0 Progress against Metrics

Below is summary of progress, where available, against G2G metric associated with learning & teaching:

Metric	Baseline (Beginning of G2G)	Completion Target	Mid-Point (17/18 end)
Increase Average Class Sizes	11	15	15.3
Broader based provision @ L4 -Reduction in number of Level 4 'silos'	103	53	86
% of Courses modernised	0	80%	TBC
Commercial Course income increase by 5%	£936k	£983k	TBC
Whole College Learner Retention	86%	90%	93%

## 8.0 Information

Further information in respect to the Curriculum Review is available for Board members by contacting Simon Hewitt, Vice Principal Curriculum & Attainment, [s.hewitt@dundeelandangus.ac.uk](mailto:s.hewitt@dundeelandangus.ac.uk)

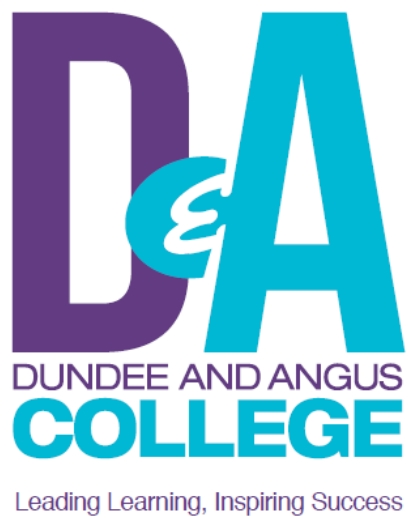


**Learning, Teaching and Quality Committee**

**Wednesday 29 August 2018**

**PAPER D**

**SQA Highers / National 5 Exam Results**



# SQA Exams Attainment Report 2018

7 August 2018

Business Intelligence

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Higher Charts & Key Points .....	4
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### Introduction

SQA Attainment Statistics relating to group awards administered by the SQA for academic session 2017/18 were made available on 2<sup>nd</sup> August 2018 and subject to embargo until 8am on 7<sup>th</sup> August. This report displays Dundee and Angus College Performance only.

Comparison with National data for College and School centre types will be available in the second week of September.

### About the Data

Only courses which have been run by Dundee and Angus College in 2017/18 are presented in this report and only these courses are compared to previous years' results (i.e. where a course has been run in prior years but not 2017/18, there is no comparison). All result and grade percentages are based not on enrolled students but those students who were examined for each course. All pass rates and grade rates are subject to forthcoming clerical checks and marking reviews. Overall comparison to National results is only based on those courses examined at the College.

## Summary

- Higher Awards pass rate: 63.4% v last year 71.5%
- Higher Grade A attainment: 14.6% v last year 14.4%
- Higher Grade B attainment: 21.3% v last year 28.9%
- National 5 pass rate: 84.1% v last year 87.1%
- National 5 Grade A Attainment: 40.5% v last year 40.8%
- National 5 Grade B Attainment: 23.0% v last year 24.4%

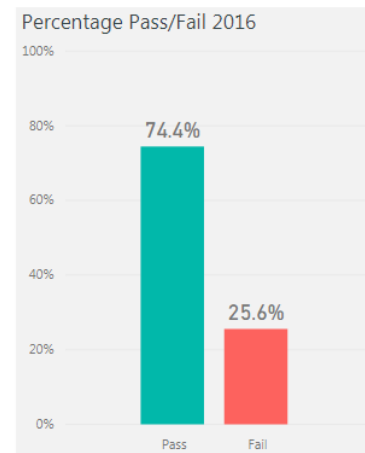
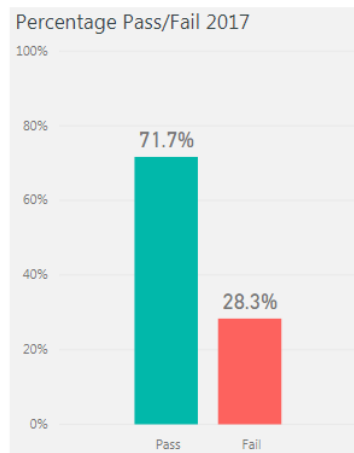
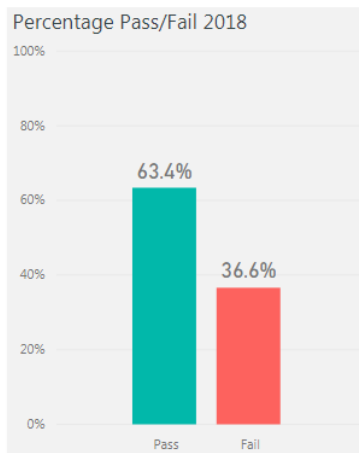
The tables below shows Higher and National 5 grades awarded, pass rates and a comparison of the 2018 pass rate v 2017:

Award	Subject	Examined	Pass A	Pass B	Pass C	Fail D	No Award	Pass	Fail/No Award	Pass % of examined	2017 Pass Rate	Pass Rate v 2017 % Variance
Higher	Accounting	11	1	2	2	1	5	5	6	45.5%	N/A	N/A
Higher	Care	101	2	9	25	27	38	36	65	35.6%	66.7%	-46.5%
Higher	Chemistry	11	3	4	3	1	0	10	1	90.9%	68.8%	32.2%
Higher	Childcare & Development	36	3	12	10	3	8	25	11	69.4%	70.7%	-1.8%
Higher	Dance	15	1	1	6	5	2	8	7	53.3%	86.7%	-38.5%
Higher	English	130	32	42	41	10	5	115	15	88.5%	88.9%	-0.5%
Higher	Geography	16	1	1	4	6	4	6	10	37.5%	61.5%	-39.1%
Higher	History	17	0	3	8	4	2	11	6	64.7%	56.3%	15.0%
Higher	Human Biology	16	4	4	4	4	0	12	4	75.0%	77.8%	-3.6%
Higher	Mathematics	17	6	4	5	1	1	15	2	88.2%	65.0%	35.7%
Higher	Modern Studies	9	4	1	1	3	0	6	3	66.7%	88.9%	-25.0%
Higher	Physics	5	1	1	2	1	0	4	1	80.0%	60.0%	33.3%
Higher	Psychology	178	21	27	44	55	31	92	86	51.7%	59.5%	-13.1%
Higher	Sociology	61	12	22	16	10	1	50	11	82.0%	77.8%	5.4%

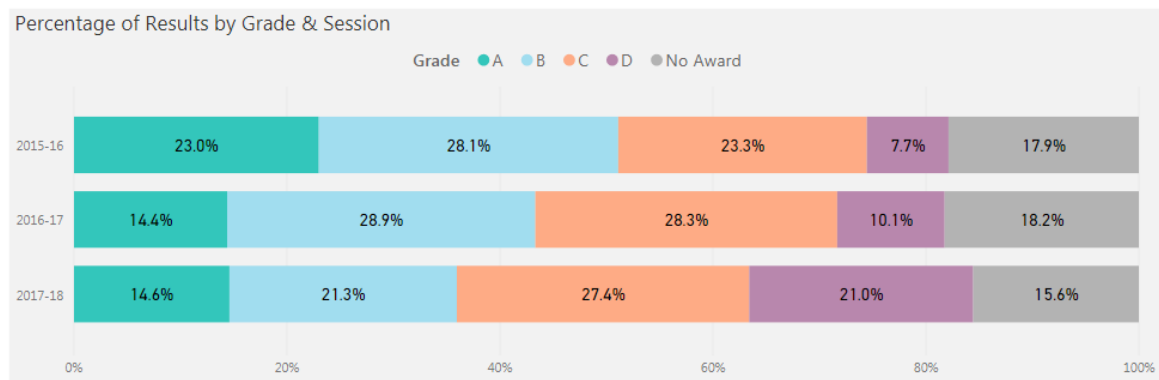
Nat 5	English	5	2	1	2	0	0	5	0	100.0%	87.5%	14.3%
Nat 5	Applications of Mathematics	53	22	16	10	4	1	48	5	90.6%	N/A	N/A
Nat 5	Mathematics	68	27	12	14	11	4	53	15	77.9%	83.8%	-6.9%

## Highers Charts & Key Points

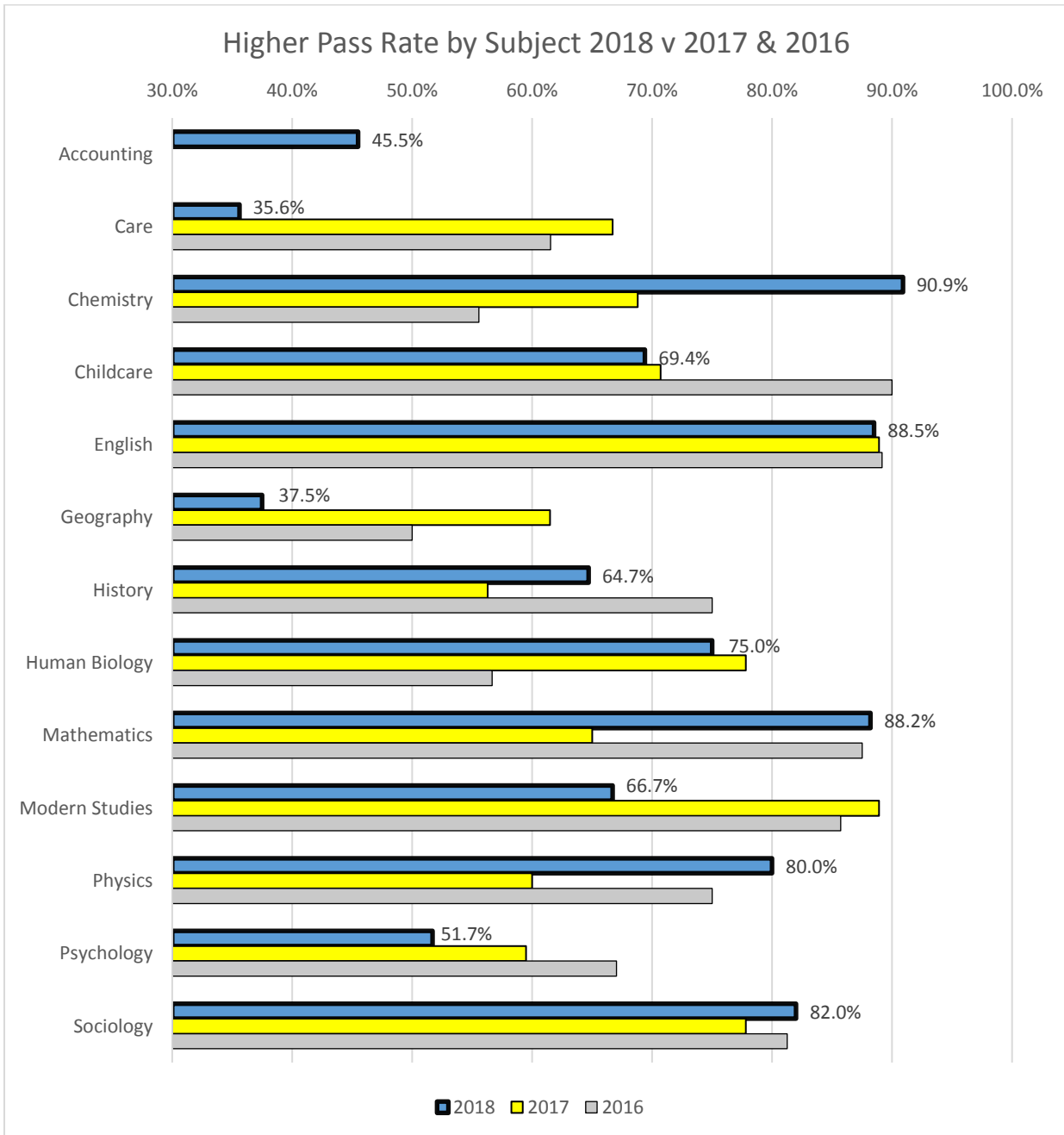
- The Higher Pass rate has decreased by 8.3 points from 71.7% in 2017 to 63.4% in 2018 and over two years has dropped by 11 points from 74.4% in 2016. The pass rate has dropped 15 points since 2015 (78.4%).



- Higher passes at Grade A have increased very marginally by 0.2 points from 14.4% to 14.6%, while Grade B attainment has dropped significantly from 28.9% in 2017 to 21.3%.
- The percentage of Grade D fails has increased significantly by 10 points from 10.1% in 2017 to 21.0%. The overall fail rate has also increased by 8.3 points from 25.6% in 2016 to 28.3% in 2017 and 36.6% in 2018.



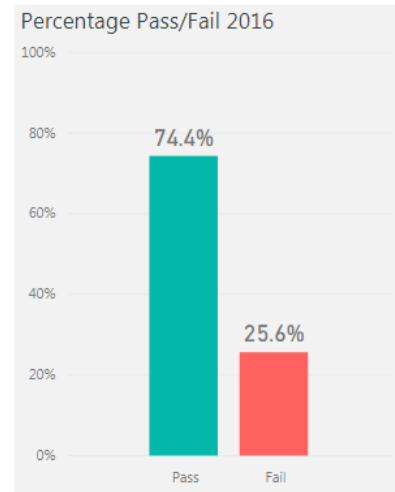
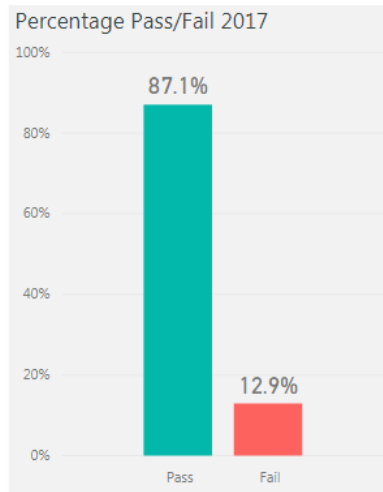
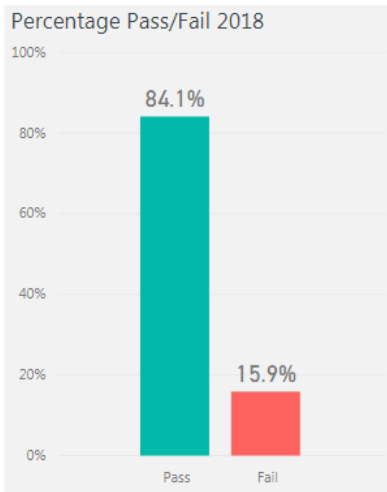
The chart below shows 2018 Higher Pass Rates (blue) v 2017 Higher Pass Rates (yellow) and 2016 (grey) where the same subject was examined in all years:



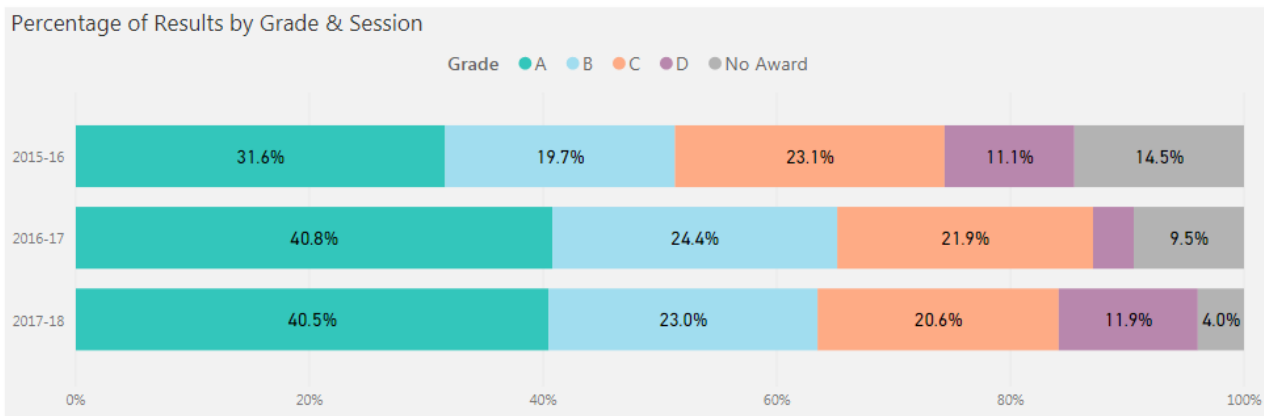


## National 5 Charts & Key Points

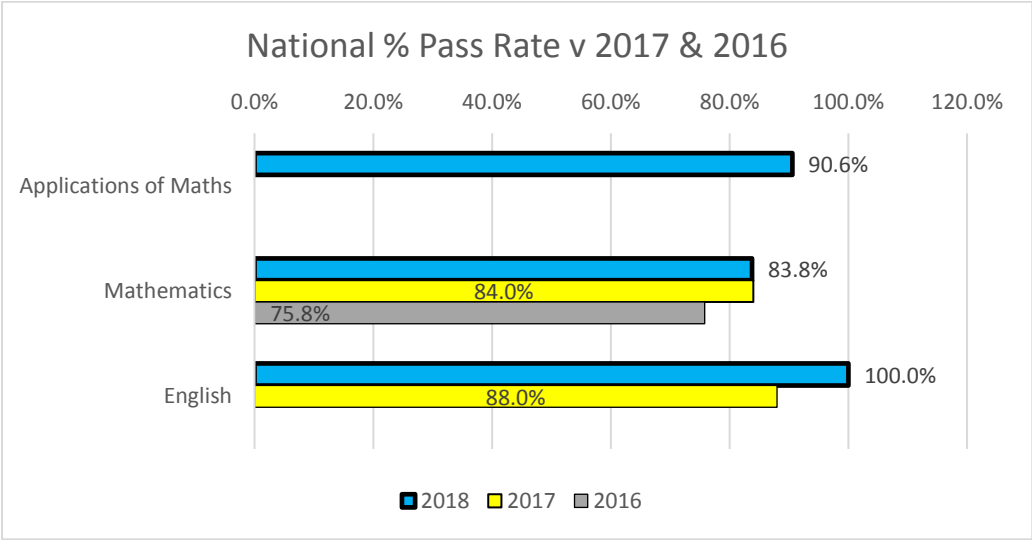
- The National 5 Pass rate has decreased slightly by 3 points from 87.1% in 2017 to 84.1% in 2018.



- National 5 passes at Grade A have remained consistent with 2017 at 40.5% while Grade B has dropped slightly from 24.4% to 23.0%.
- The percentage of “No Awards” has dropped again - from 14.5% in 2016 to 9.5% in 2017 and to just 4.0% in 2018.
- The percentage of Grade D awards has increased significantly from 3.5% in 2017 to 11.9% in 2018



The chart below shows 2018 National 5 Pass Rates (blue) v 2017 Higher Pass Rates (yellow) and 2015 (grey). Note that only National 5 Mathematics was examined in all three sessions, while English was only examined in 2017 and 2018. Applications of Mathematics was examined for the first time in 2018.





**Learning, Teaching and Quality Committee**

**Wednesday 29 August 2018**

**PAPER E**

**VP Curriculum and Attainment Report**



**LEARNING, TEACHING AND QUALITY COMMITTEE AUGUST 2018  
VICE PRINCIPAL CURRICULUM & ATTAINMENT REPORT**

**1. Introduction**

As of 22<sup>nd</sup> August 2018, the following paper summarises key projects and recent activities currently being progressed by the Curriculum Directorate.

**2. 17/18 Credits**

The current credit count for the 2017/18 academic year is now sitting at 109,857 against a target of 108,962. Given the challenges with full time recruitment at the beginning of the academic year, it is a fantastic achievement to be 895 credits over target with more activity still to be processed. This has been achieved by improved early retention and more robust planning and prediction mechanisms.

**3. 18/19 Recruitment Update**

Recruitment continues to be a key priority as the academic teams' return, with numbers largely on a par with the same stage last year. Given the ongoing challenges with full time recruitment, a number of actions were taken within the 18/19 planning cycle to help strengthen the portfolio and promote our offer better. These included increasing the Schools senior phase provision, increased Future Talent sessions, two Summer Signup events, a dedicated recruitment campaign funded by SWAP and a presence at Abertay's clearing event.

Overview:

	<b>All</b>	<b>All (21/08/17)</b>	<b>Mode 17 (Full Time)</b>	<b>Mode 17 (FT - 21/08/17)</b>
Applications	9531	10672	8347	9444
Unconditional	5850	5862	5221	5263
Conditional	177	157	98	118
Interviews Scheduled	347	482	294	297
Rejections	528	1314	482	1249
Waiting List	557	473	540	422
Registered	4338	4385	4028	4092
Pre-Registered	1141	1110	975	953

Part-Time:

	<b>All</b>	<b>All (21/08/17)</b>
Applications	777	947
Unconditional	427	475
Conditional	66	24

Interviews Scheduled	43	177
Rejections	32	38
Waiting List	2	15
Registered	168	235
Pre-Registered	121	98

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

Progress continues on developing the accredited Professional Development Award (PDA) through SQA, with all four units within the award now validated and ready to use for the 18/19 session. Work is ongoing to validate the overarching group award with this likely to be concluded by the end of September.

Following the near completion of this work, the SDA has now severed its formal partnership with Open Change, who have been instrumental in the establishment and promotion of the SDA. We thank Open Change for their support throughout the early stages and we will continue to work with them in promoting Service Design as a concept.

The SDA now moves into a new chapter with a continued focus on improvements internally through the G2G strategy, as well as a more commercial focus, as we look to capitalise on the good work undertaken through the establishment phase and the contacts made as part of this process. A more detailed update on progress will be given at the next board meeting on 25<sup>th</sup> September.

#### 5. Partnerships

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

##### a. Schools Engagement Plan (SEP)

Following a successful service design event held in May with Angus Heads and Depute Heads, work is progressing to finalise the new SEP. We are already seeing the benefit of these discussions, with 'quick wins' already established in the form of a key contacts list to aid communication, an update event for guidance staff, increased senior phase/Future Talent uptake, better joined up working with key staff and a shared understanding of each other's priorities.

##### b. Skills Development Scotland (SDS)

Following successful joint working with SDS Dundee in 2017/18, in which they were heavily involved in supporting the Future Talent initiative, we have now started discussions with SDS Angus who are also keen to work in a similar way in Arbroath. These conversations have been extremely positive and has led to a much closer working relationship and sharing of information/data. A new partnership agreement has been established with SDS Dundee highlighting the new ways of working, with the SDS Angus agreement being finalised for the start of session.

### **c. Open University (OU)**

As highlighted within the Curriculum Review update, the establishment of the OU Choice programme has led to a closer working partnership with the OU. The OU Choice programme is the first of its kind in the UK and both parties are excited to see how it progresses. Wider discussions have also taken place in regards to sharing information/data and offering their skills and expertise in online learning to help support the implementation of our Digital Strategy.

### **d. Scottish Rugby Football Union (SRFU)/Glasgow Warriors**

D&A have established a new partnership with the SRFU which will see the potential of a rugby performance centre set up on the east coast and operating out of the Gardyne Road Campus. The SRFU have supported this through investment into equipment at the facilities at Gardyne and the College recently hosted the Glasgow Warriors who made use of the pool, gym and pitches for their pre-season training.

## **6. D&A Digital Strategy**

The Digital Strategy continues to be a key strategic driver for how the College will operate in the future. Following its launch in May 400+ staff have now completed the Digital Self-Assessment, with all staff targeted to complete by the end of September. Post September, once we analyse where the overarching gaps are, more focused action plans will be produced and a range of CPD activities and events will be organised.

To support the Digital Strategy, the newly formed Learning & Digital Resources Team have looked at how they can better support staff and have focused their support on core themes including MyLearning, eAssessment and Digital approaches for improving learning and teaching.

## **7. College Website**

Strong progress continues with the planning, design and development of the new College website. Innovation Digital, the company contracted to build the site, have worked closely with key staff in the College to scope and plan the look, feel and operation, which will focus heavily on the 'Careers not Courses' concept. The website has a go live date of 27<sup>th</sup> November.

To support the new visual look and feel, a new Digital Content Assistant has been appointed and will provide a series of College and departmental videos, student case studies and photographs showcasing the great work going on within the College. This role is fixed term and is funded through Good to Great.

## **8. Future Talent Update**

Future Talent continues to make a huge impact both internally and externally. Below is a list of key headlines/updates:

- Future Talent course developed and launched on MyLearning in January. 1769 students signed up, with 986 active users.
- Overall Site Visits: 24,777
- Hits from all over Scotland and the UK, including Aberdeen (1390), Edinburgh (1343), London (381), Leeds (90), Birmingham (68), Manchester (56), Newcastle (43), Barnet (30) and Bristol (29).
- Career Quiz Visits: 8242
- 197 sessions and 102 one-to-ones delivered since November 2017 as part of the retention project
- All schools provided with statistics regarding the three main reasons their students failed to achieve a place at College. 96 bespoke sessions delivered to 13 schools to support the areas identified
- 65 sessions, plus 125 mock interviews to be delivered in schools
- Two whole of year info sessions to be delivered at Morgan
- Future Talent operational group meet every two months to review materials, activity and look at ways to improve the service
- 2100+ pupils signed up to undertake a 2 day Future Talent taster at the College through June (1000 last year)

## **9. Education Scotland Annual Quality Report and Enhancement Plan**

Arrangements under the joint Education Scotland/SFC quality framework have been updated for 2018, but follow a similar format to those introduced last year. The full Board will be asked to endorse the draft report at its September meeting, with this focussing on a reduced number of quality indicators.

The report will include the proposed grades in respect of the three key themes of: Leadership and Quality Culture; Delivery of Services to Support Learning; and Outcomes and Impact.

Following submission, the report, grades and resulting enhancement plan will go through the Education Scotland/SFC endorsement process, with these being published in early 2019.

## **10. 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 29 August 2018**

**PAPER F**

**LT&Q Metrics**





## LEARNING, TEACHING AND QUALITY COMMITTEE AUGUST 2018 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.

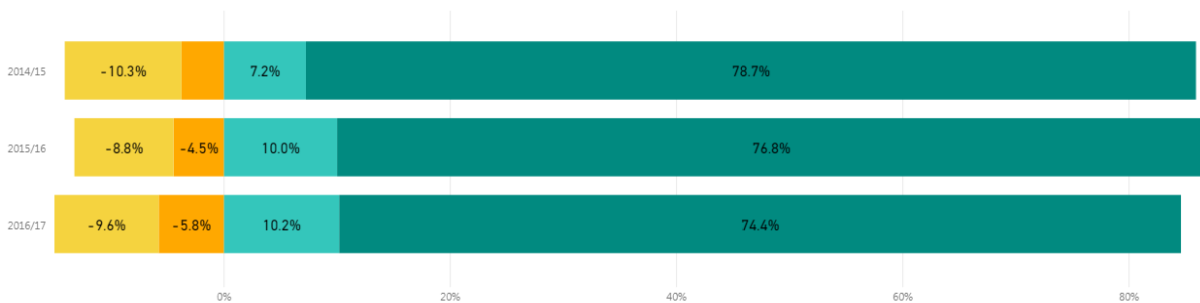
Some of the information is presented as an annual figure and will detail comparisons with previous years. This is of particular importance in identifying trends in Performance Indicators and other annual outcomes.

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

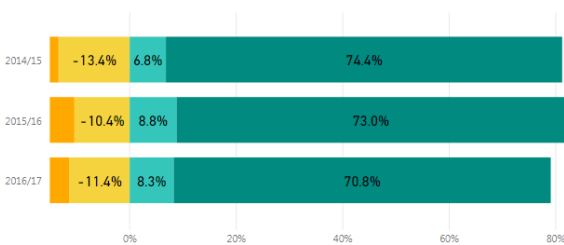
### 2. LT&Q Metrics

**All data outlined below is up to date as at 22 August 2018.**

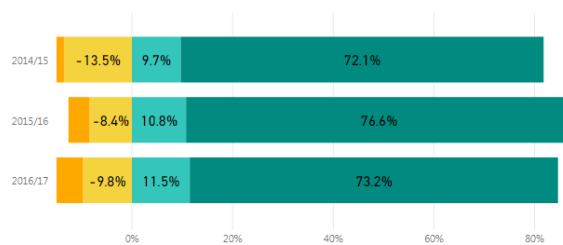
Total PI by Session



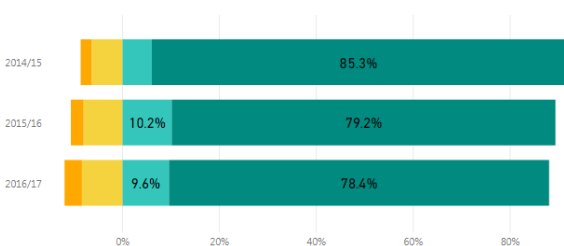
FE Full Time



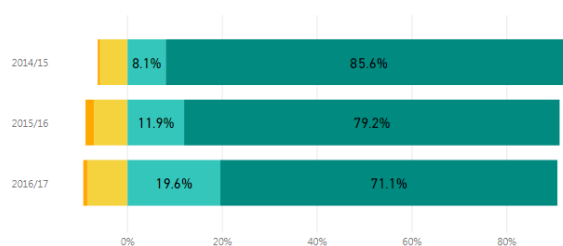
HE Full Time



FE Part Time



HE Part Time



	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	Not disclosable	Not disclosable

	2015/16	ROA Target 2016/17	Outturn 2016/17
The volume of Credits delivered to learners as part of 'school-college' provision	4,844	6,000	5,348
The proportion of Credits delivered to learners as part of 'school-college' provision	4.5%	5.5%	4.9%

	2014/15	2015/16	ROA Target 2016/17	Outturn 2016/17
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	601	620	630	650
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	255	250	270	292
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	<b>42.40%</b>	<b>40.30%</b>	<b>43%</b>	<b>45%</b>

	2015/16	Outturn 2015/16	2016/17	Outturn 2016/17
SFC Core Credit Target	103,232		103,232	102,960
SFC ESF Additional Credit Target	7,101		5,101	5,543
Total Credit Target	<b>110,333</b>	<b>108,282</b>	<b>108,333</b>	<b>108,503</b>
Percentage of target		98.1%		100.1%

	17/18 Applications	17/18 Applicants	Offers Made 2017/18	Offers made Aug 2016
<b>Full-Time Programmes</b>	11,921	8,757	5,502	5,487
<b>Part-Time Programmes</b>	990	834	454	--

	18/19 Applications	18/19 Applicants	Offers Made 2018/19	Offers made Aug 2017
<b>Full-Time Programmes</b>	9,695	7,998	5,537	5,502
<b>Part-Time Programmes</b>	956	745	513	454

Mode	Programmes	16/17 Actual	Projection April 18	Projection Aug 18
17	Full-time	81,387	82,310	82,377
05-18	Short Full-time	7,114	6,147	6,211
6	Block Release	3,877	4,294	4,348
7	Part-time Day	6,893	7,773	8,126
8	Part-time Infill	1,067	1,561	1,652
9	Part-time Evening/Weekend	3,406	3,011	3,110
11	Work Based	2,357	2,211	2,453
12-16	Open, Flexible, Distance	2,402	1,787	1,901
<b>TOTALs</b>		<b>108,503</b>	<b>109,095</b>	<b>110,178</b>

Additionality	Credits
Allowance – 2%	2,180
Currently within claimed credits	
Still available to be added	
Current Claim % Allowance	c.2%

Childcare – Target 2,126			
HNC	Current FT: 1545 (103 students)	Current PT: 48 (12 students)	
NC	Current FT: 1152 (64 students)		
PDA		Current PT: 79 (39 students)	
			<b>TOTAL = 2, 824</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).