



BOARD OF MANAGEMENT

LEARNING, TEACHING AND QUALITY COMMITTEE

Wednesday 14 November 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
 - 5.2 Highers Improvement Plans Verbal Update SH
6. CURRICULUM REPORT – EMPLOYER & STRATEGIC PARTNERSHIPS Presentation SH, GMc
7. 2017/18 PERFORMANCE INDICATOR REPORT Paper B for information ST
8. 2017/18 SFC NATIONAL STUDENT SATISFACTION SURVEY Paper C for discussion ST
9. EDUCATION SCOTLAND ANNUAL QUALITY REPORT & ENHANCEMENT PLAN Paper D for information ST
10. VP CURRICULUM & ATTAINMENT REPORT Paper E for noting SH
11. LT&Q METRICS Paper F for information ST
12. STUDENTS ASSOCIATION REPORT Verbal update DH/ST
13. DEVELOPING SCOTLAND'S YOUNG WORKFORCE Paper G for discussion GR
14. DATE OF NEXT MEETING - Wednesday 13 February 2019



Learning, Teaching and Quality Committee

Wednesday 14 November 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
29 August 2018 at 5.00pm in Room Y150, Gardyne Campus.

PRESENT:

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

IN ATTENDANCE:

S Hewitt (Vice Principal)	
C Blake (Vice Principal)	S Ramminger (Wellbeing Project Lead)
S Taylor (Vice Principal/Secretary to the Board)	

1. WELCOME

M Williamson welcomed Committee members and welcomed Diane Humphries to her first meeting as Student Board Member. M Williamson welcomed Sarah Ramminger to the meeting.

M Williamson stated that she wanted to highlight the sad loss of Josh Gregory over the summer and to mark the contribution that he had made as Student President.

2. APOLOGIES

There were no apologies.

3. DECLARATIONS OF INTEREST

There were no declarations of interest.

4. MINUTE OF PREVIOUS MEETING

The minute of the meeting held on 9 May 2018 was approved as an accurate record.

5. MATTERS ARISING

(i) Student satisfaction – Service Design Event

S Taylor noted previous discussions and summarised plans to use a range of service design inputs to identify steps to improve student satisfaction. Developments were noted with interest and further details would be provided at a future date. **S Taylor to progress.**

6. APPOINTMENT OF COMMITTEE VICE CHAIR

Following a nomination received, A O'Neill was appointed to the new role of Vice Chair of the Learning, Teaching and Quality Committee.

7. CURRICULUM REPORT – WELLBEING PROJECT

M Williamson welcomed S Ramminger to the meeting.

S Ramminger summarised the planned activities and outcomes under the Good to Great Wellbeing project, highlighting that this project covered both student and staff wellbeing. It was noted that S Ramminger was working alongside J Cooper from the People team, who was focusing on the staff side of the work.

S Ramminger showed the wellbeing video prepared for the all staff welcome back event at the start of session and noted that interest and engagement in the project following this event had been very strong.

S Ramminger stated that her key focus was around the creation of a learner wellbeing toolkit that would be used by staff, Group Tutors and learners themselves to support and develop improved wellbeing. It was noted that this would include developing awareness of support and approaches on a more consistent basis across the College. This would include staff CPD so that staff could better support others and develop awareness and wellbeing through 'marginal gains' in all parts of the College.

S Ramminger stated that work had progressed to create student volunteer wellbeing officer roles and highlighted plans to develop themes such as 'cook well – eat well', 'keep in touch' and 'Refresh' events with input from different curriculum areas.

S Mill welcomed the update and asked if there were different approaches between staff and students. S Ramminger noted that there would, but that there would also be a number of resources and events that would be the same for everyone.

S Watt asked if there was a risk that the project could drive up demand for student support services that it would be difficult to meet. S Ramminger noted that this was possible, but that project approaches would also look at better adoption of preventative strategies and also develop group approaches to support more efficient delivery of services and support.

A McCusker asked how support would work when student left the College. S Ramminger stated that there was a strong focus on developing resilience and on supporting students to understand the triggers that impact on their wellbeing and how they can manage these better through approaches such as WRAP (Wellness Recovery Action Planning) training. The role of the Students' Association and Learner Engagement Team were discussed and it was noted that students and these teams were very actively involved in project development and delivery.

S Ramminger advised that clear project outcomes had been identified, including student feedback against the initial baseline developed in May 2018. It was noted that outcomes included both qualitative feedback and quantitative measures in terms of use of the toolkit and engagement in events/activities. S Ramminger stated that the end goal for this work was to improve wellbeing so that it impacted positively on retention and attainment.

The role of the student volunteers was discussed and S Ramminger summarised how these volunteers would be trained and supported to work with students and staff to deliver wellbeing inputs and activities for their peers as a part of their own learning.

The difference in student feedback on wellbeing between campuses was discussed and it was noted that Gardyne appeared to be significantly different from the other campuses. S Ramminger noted that the project work would look at, and seek to address, this.

M Williamson stated that the project and approach presented was very positive and noted that she was looking forward to hearing how this was progressing over the coming months.

Link to video is available [here](#). NB this will need you to be logged into your College account.

8. SCOTTISH GOVERNMENT RETENTION PROJECT

S Taylor summarised the paper presented outlining work undertaken during year 1 of the project and developments planned for year 2.

It was noted that the focus of the project nationally had been changed, with a number of residential development sessions planned over the year, themed around key factors impacting on student retention.

S Taylor highlighted that within the College, and nationally, it had been very difficult to link project activities with changes in levels of retention. It was noted that this was part of the decision nationally to narrow the focus of the project and look at more concentrated inputs.

The update was welcomed.

9. CURRICULUM REVIEW UPDATE

S Hewitt summarised the update paper presented, highlighting developments made at the halfway point in respect of the review of curriculum for session 2018/19 and session 2019/20.

S Hewitt stated that the focus on using solid data sources to underpin future planning and decision making had really helped to identify opportunities and to inform outcomes that may not otherwise have arisen. It was noted that this included significant strategic decisions around some elements of activity, including a 30% increase in schools provision for 2018/19.

S Hewitt stated that there were bigger changes planned for full-time provision in 2019/20, with full new Higher Nationals planned alongside other developments and changes to on-going courses.

S Hewitt noted that work was progressing to align marketing activity with these changes to develop awareness and understanding of the type of job opportunities within the regional economy that these new courses would equip students for.

S Hewitt stated that the curriculum review had been progressed along with a significant number of other changes, including service design developments, but was pleased to note that this had not impacted negatively on results, with an anticipated increase in student success and retention. This early indication of an improvement in retention and attainment was welcomed.

S Hewitt noted that this included substantive increases within some of the curriculum areas that had been discussed at previous meetings, including Engineering, Social Science and Science. These improvements were welcomed and approaches and changes underpinning these discussed.

10. SQA HIGHERS/NATIONAL 5 RESULTS

S Hewitt summarised the results for the range of SQA Higher and National 5 exams. He noted that he was aware that these outcomes were not as good as anticipated and stated that decisions had already been made to pull a number of Highers as a result.

This included removing Higher Accounting and Higher Care in 2018/19 and further, more substantial, changes for session 2019/20.

A number of factors impacting on the results were discussed, including preparation for exams and some staffing issues. S Hewitt stated that specific work was required to address the decline in results in Psychology given the significant role that this played in school link provision.

S Hewitt stated that not all of the results were negative, with some good outcomes and improvements in some subjects, including Chemistry, Maths and English.

G Ritchie stated that changes over the years had reduced the dependence on students getting Highers as the key entry route into university and stated that the College had to look at the various routes and success of these in determining future curriculum. S Taylor noted that this was underpinned by some good data on success and progression that would help to guide decision making.

It was agreed that plans and developments with regards to Highers provision be brought back to a future meeting. **S Hewitt to progress.**

11. VP CURRICULUM AND ATTAINMENT REPORT

The VP Curriculum and attainment report was noted. S Hewitt highlighted that the most up to date recruitment figures put full-time numbers at 4,532 compared with 4,686 at the same point last year.

Service Design Academy developments were discussed and it was noted that validation of the Professional Development Group award was being progressed now that the units making up the award had all been approved. S Hewitt confirmed that the main focus for this PDA would be commercial, rather than credit funded.

Developments in respect of senior phase schools provision was discussed, including some of the challenges in developing and supporting engagement with the full range of schools within the D&A region.

S Hewitt noted that engagement with the Digital Strategy self-assessment tool was continuing to grow, with around 400 staff now completed and further work planned.

Good to Great project developments were noted and C Blake highlighted that a revised project budget would be brought to the Finance and Property Committee meeting.

12. LT&Q METRICS

S Taylor summarised the metrics paper produced and highlighted that this included information on the anticipated credit out-turn in excess of the 2017/18 target.

13. STUDENTS' ASSOCIATION REPORT

D Humphries noted that projects and events for the Students' Association were just kicking off and that a full report would be provided at the next meeting.

S Taylor stated that the SA Advisory Board and Student Congress had decided not to replace the role of Student President for 2018/19 in line with the SA Constitution. Work would be picked up by the remaining Officers, and plans had been developed to provide a greater role for the Lead Representatives group.

It was noted that the Vice President for Kingsway had not attended work over the summer and that a vote of no confidence was likely.

A McCusker noted that the new Students Association and Sports Union website had been launched and was a very positive development. **The website can be accessed [here](#).**

14. DEVELOPING THE YOUNG WORKFORCE

G Ritchie noted progress being made by the Developing the Young Workforce (DYW) group, but advised that a new Chair for the group had yet to be appointed.

Work was progressing with schools, employers and the College, including plans for a major apprenticeships promotion event in Angus in autumn 2018.

G Ritchie noted that a set of new national targets for DYW activities and outcomes had been announced and would be brought to the Committee at the next meeting. **G Ritchie to progress.**

15. DATE OF NEXT MEETING

The next Learning, Teaching and Quality Committee meeting will take place on Wednesday 14 November 2018 at 5.00pm in Room Y150, Gardyne Campus.

Action Point Summary

Action	Responsibility	Date
Service Design Activity to be used to identify potential developments arising for areas with low scores within the student surveys.	S Hewitt/ S Taylor	14 November 2018
Update on plans for future Highers curriculum	S Hewitt	14 November 2018
National DYW Targets to be discussed	G Ritchie	14 November 2018

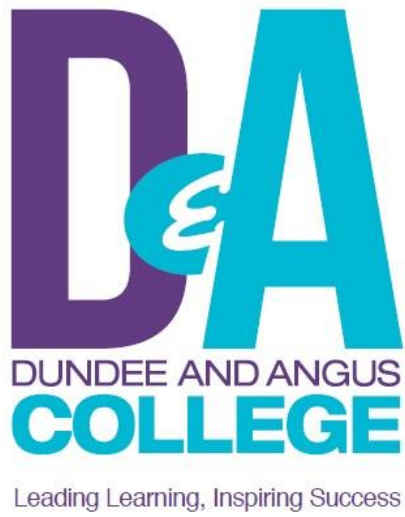


Learning, Teaching and Quality Committee

Wednesday 14 November 2018

PAPER B

2017 / 18 Performance Indicator Report



Performance Indicators Summary Report 2017/18

November 2018

Business Intelligence

Table of Contents

Introduction	3
About the Data	3
Dundee & Angus College Total PIs	4
Chart of College Total PIs	4
Table of College Total PIs and Commentary	4
Performance Indicators by Level and Mode of Study	5
Chart of Successful Completion Percentage by Level and Mode v 2016/17	5
Chart of Performance Indicators by Level and Mode	5
Achievement of Aspirational Targets for “Completed Successful” outcome	6
Table of Departmental percentage of courses by “Completed Successful” outcome	6
Chart of total percentage of Courses by “Completed Successful” outcome	6
Chart of number of Courses by Department by “Completed Successful” outcome	7
Performance Indicators by College Department/Campus	8
Chart of Performance Indicators by College Sector and Department	8
Chart of Successful Completion Rate by Department v 2016/17	9
Table of Performance Indicators by Sector, Department and Team.....	9

Introduction

This reports details Dundee and Angus College Performance Indicators for Academic Year 2017/18 by whole College, Department, Level of Study and Mode of Study with a comparison against PIs for 2016/17 by Level and Mode of Study.

Performance Indicators by Department have been “traffic lighted” to indicate areas of high performance and areas which may require attention, using Red, Amber and Green on the following basis:

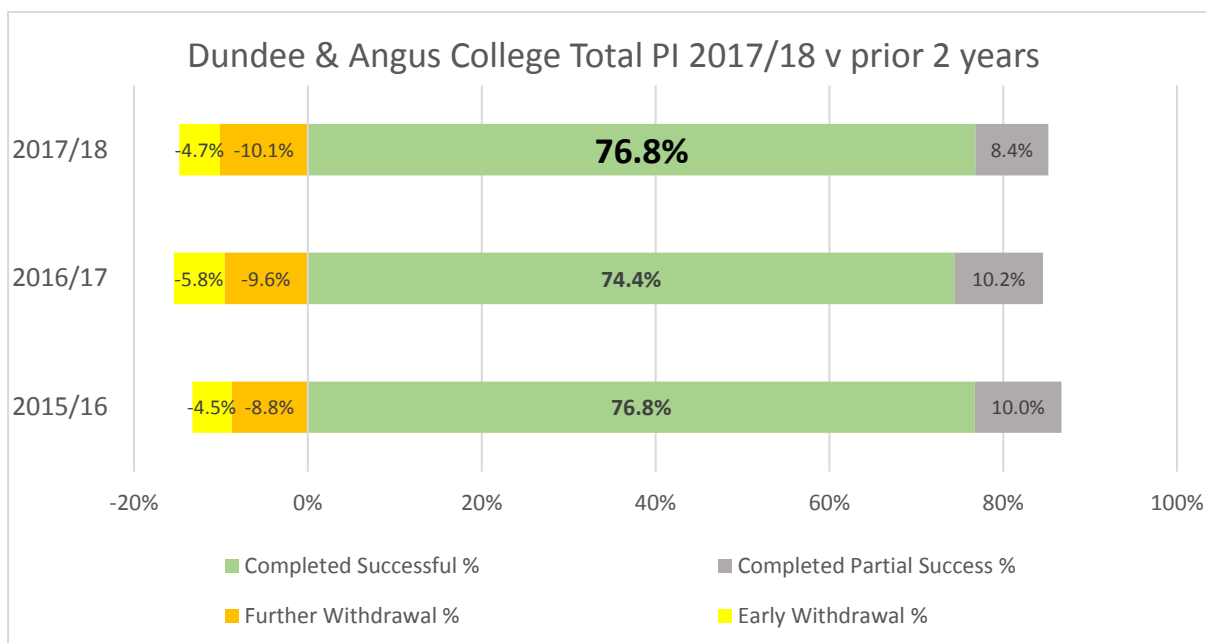
Performance Indicator “Day One” Student Outcome Measure	GREEN %	AMBER %	RED %
Early Withdrawal (withdrawal rate for first 25% of course)	0 to 10	11 to 25	>25
Further Withdrawal (withdrawal rate for whole course)	0 to 15	16 to 25	>25
Completed Partial Success			
Completed Successful	100 to 75	74 to 66	<66

About the Data

All of the data contributing to this report has been obtained from the SFC’s FES data portal and represents the results data produced and uploaded by the College.

It does not include courses where there is no assessment undertaken or where the course does not lead to a Recognised Qualification. All Performance Indicators contributing to Department and College Performance Indicators therefore relate to courses only leading to a Recognised Qualification.

It should be noted that there may be instances where rounded percentages add up to greater than 100%, this is due to the rounding of decimal points in the underlying data.



Comparisons between Dundee and Angus PIs 2017/18 v 2016/17 and 2015/16 along with National PIs for 2016/17 (2017/18 not yet available) are detailed in the following table:

Performance Indicator	2017/18	2016/17	2015/16	% Variance v 2016/17	National 2016/17
Completed Successful	76.8%	74.4%	76.8%	3.2%	73.3%
Completed Partial Success	8.4%	10.2%	10.0%	-17.6%	11.8%
POSITIVE OUTCOME	85.2%	84.6%	85.8%	0.7%	85.1%
Further Withdrawal	10.1%	9.6%	8.8%	5.2%	10.0%
Early Withdrawal	4.7%	5.8%	4.5%	-19.0%	4.9%

The overall Completed Successful rate has increased from 2016/17 by 2.4 percentage points to 76.8% (same as 2015/16) and should remain higher than the National College Average of around 70% (figures due in January 2019), with a total Positive Student Outcome of 85.2%. This has increased from 84.6% due to an equivalent reduction in the total rate of Withdrawal from 15.4% to 14.8%.

Also notable is the reduction in the percentage of students completing with partial success from 10.2% in 2016/17 to 8.4%, further contributing to the improvement in the Successful Completion rate.

There was a decrease in the percentage of students withdrawing before funding qualifying dates from their courses in 2017/18 (down from 5.8% to 4.7%) and a slight increase in further withdrawal from 9.6% of enrolled students to 10.1% in 2017/18.

The chart below displays comparison of Successful Completion rates by level and mode of study for 2016/17 against 2015/16.

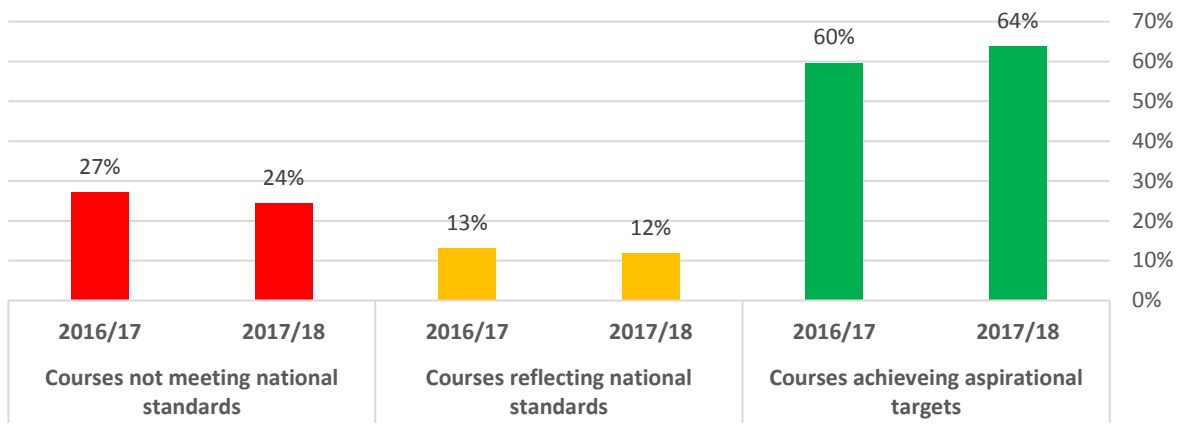
There was an increase, across all modes and levels, in the percentage of students successfully completing their studies in 2017/18 compared to 2016/17, with the exception of Part Time FE only, which saw a negligible decrease (0.1%).



The table below shows, by team, the percentage of streams that meet the College's own aspirational targets and exceed national standards, the percentage which reflect national standards and the percentage which fall below national standards. This is measured where classes' Completed Successful % is greater than 75% (green), between 66% and 75% (amber) or below 66% (red). This final threshold is based on the sector average in 2016/17 and is updated annually:

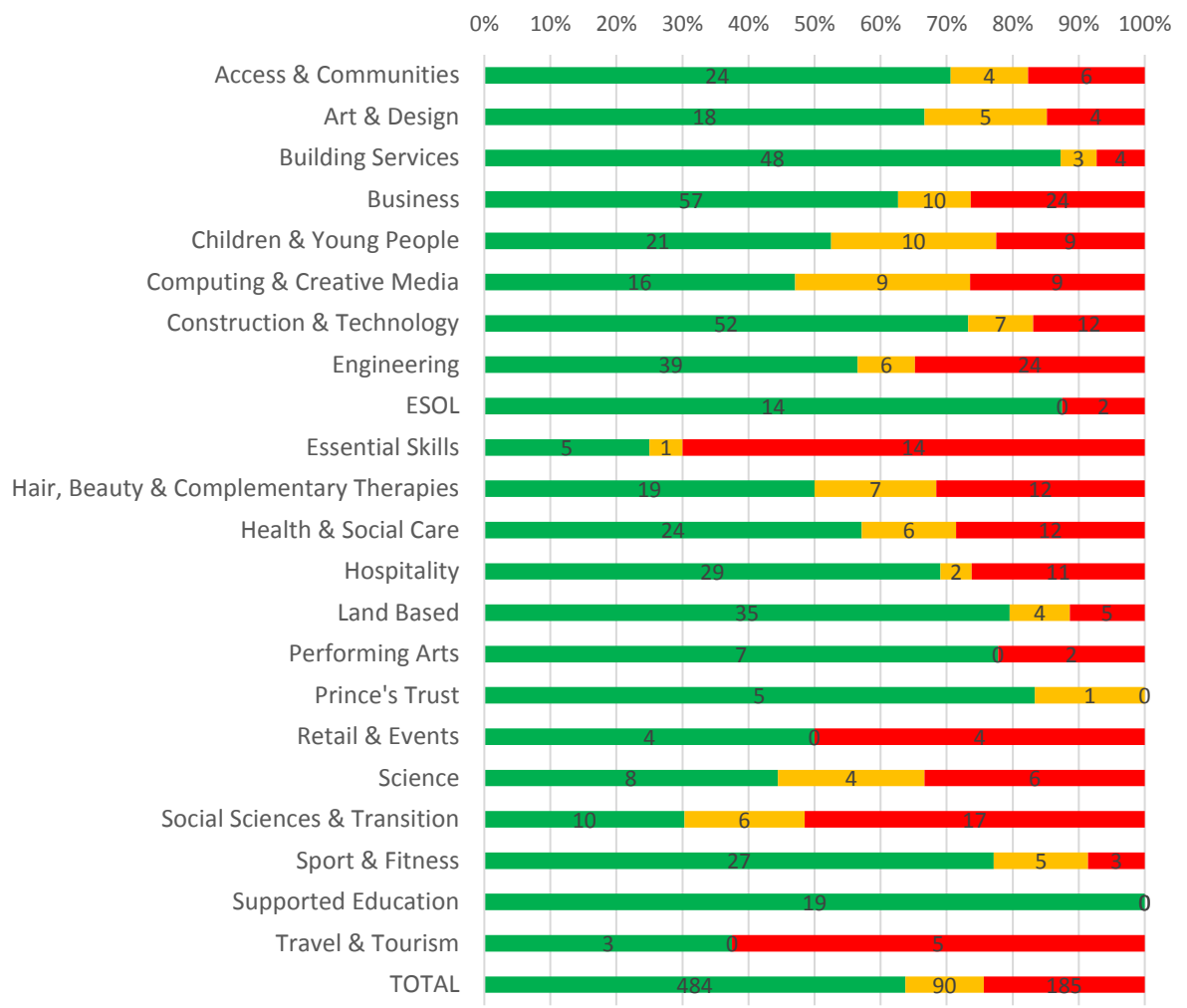
Team	Classes achieving aspirational targets		Classes reflecting national standards		Classes not meeting national standards	
	2017/18	2016/17	2017/18	2016/17	2017/18	2016/17
Access & Communities	24	24	4	1	6	6
Art & Design	18	15	5	8	4	4
Building Services	48	52	3	3	4	4
Business	57	45	10	16	24	24
Children & Young People	21	12	10	6	9	13
Computing & Creative Media	16	17	9	6	9	13
Construction & Technology	52	47	7	8	12	16
Engineering	39	38	6	10	24	30
ESOL	14	21	0	1	2	2
Essential Skills	5	7	1	2	14	14
Hair, Beauty & Complementary Therapies	19	16	7	9	12	15
Health & Social Care	24	24	6	8	12	11
Hospitality	29	55	2	6	11	7
Land Based	35	34	4	5	5	7
Performing Arts	7	6	0	2	2	2
Prince's Trust	5	2	1	1	0	3
Retail & Events	4	2	0	2	4	6
Science	8	8	4	3	6	9
Social Sciences & Transition	10	6	6	3	17	23
Sport & Fitness	27	21	5	3	3	5
Supported Education	19	18	0	0	0	0
Travel & Tourism	3	2	0	3	5	2
TOTAL	484	470	90	103	185	214

College - % of Courses Achieving "Completed Successful" target



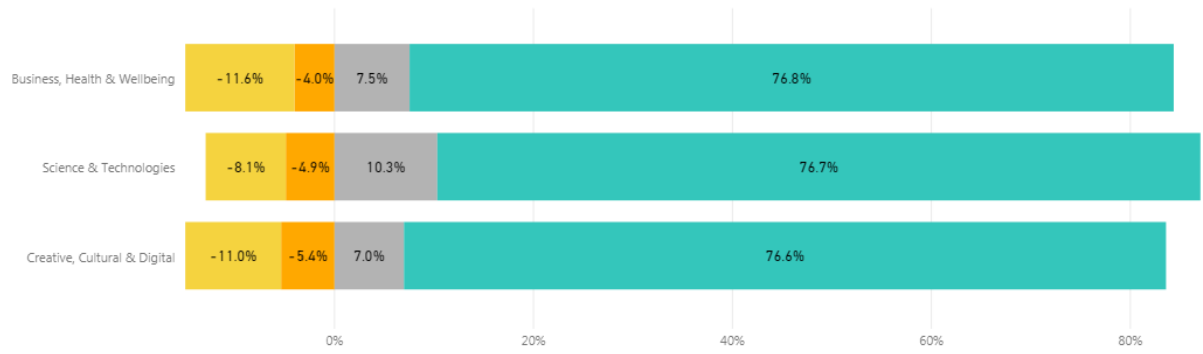
The Chart below is a visual representation of the table above, by percentage, by department:

Courses by Department achieving Successful Completion Target

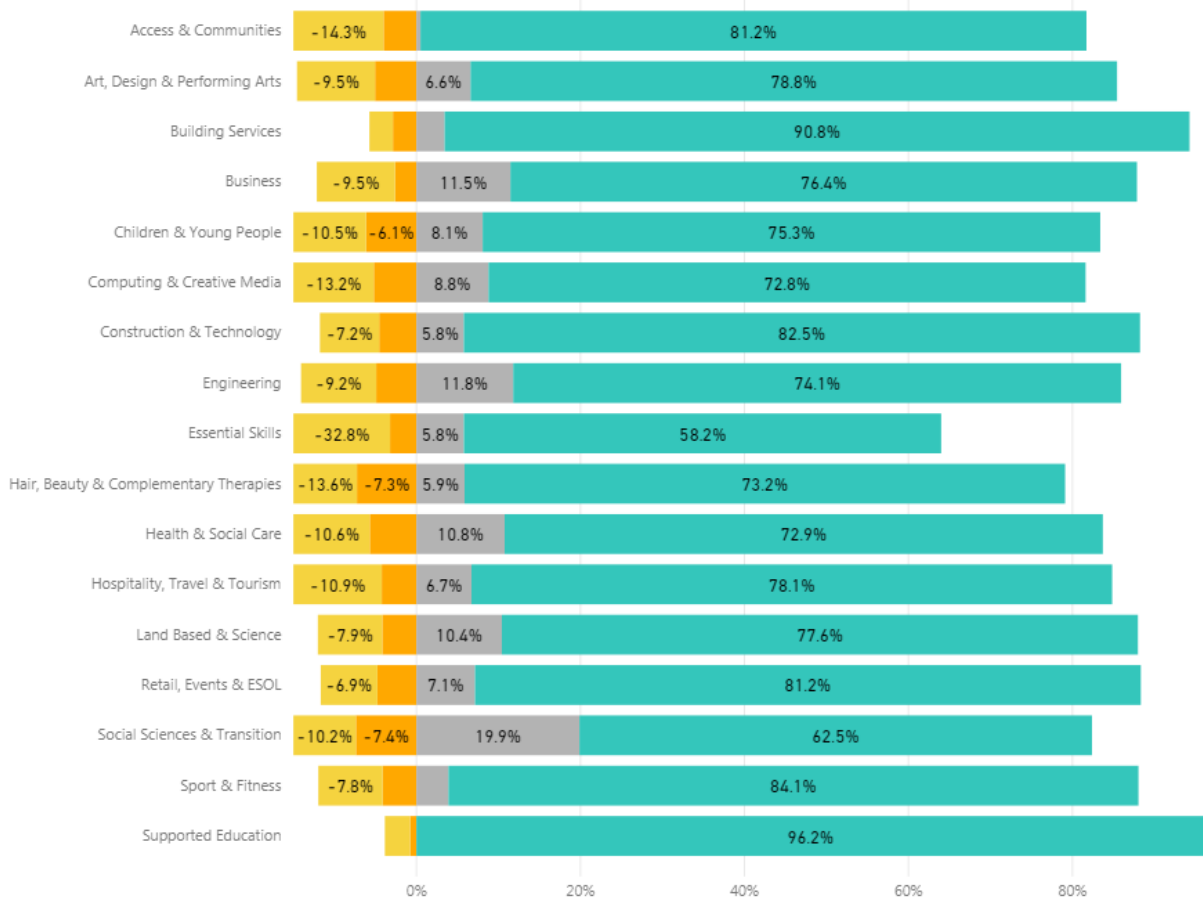


The charts below display Day One Student Outcomes by College Sector & Department:

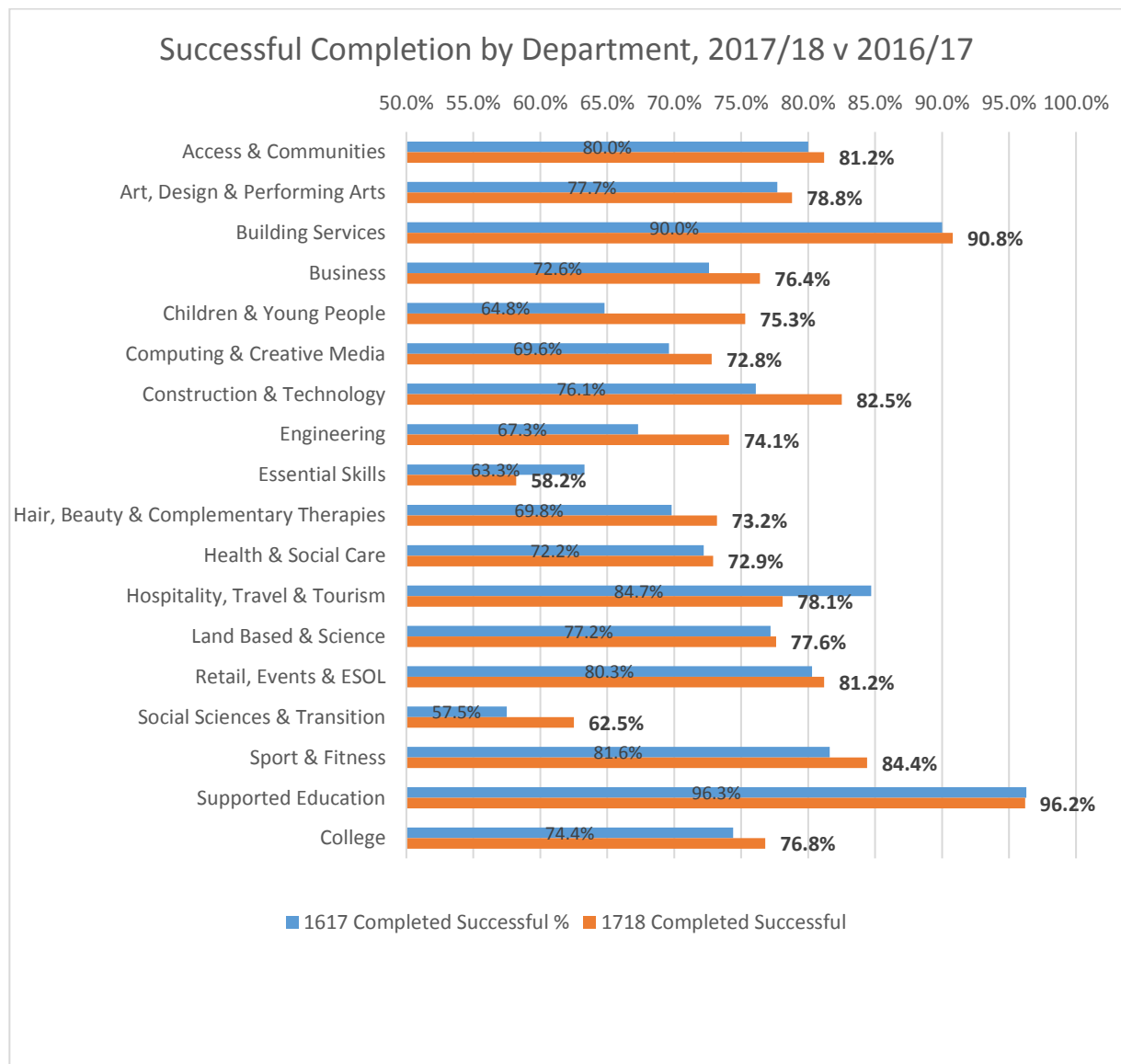
Total PI by Sector 2017/18



Total PI by Department 2017/18



The chart below shows the Successful Completion Rate by Department for 2017/18 v 2016/17 and the tables list the PI numbers including student numbers per category, by Sector and Team for 2017/18. Improvement was observed across all teams except three.



Sector	Enrols	Successful Completion	Successful Completion %	Completed Partial Success	Completed Partial Success %	Further Withdrawal	Further Withdrawal %	Early Withdrawal	Early Withdrawal %
Business, Health & Wellbeing	3696	2839	76.8%	279	7.5%	429	11.6%	149	4.0%
Creative, Cultural & Digital	2535	1942	76.6%	177	7.0%	280	11.0%	136	5.4%
Science & Technologies	3474	2665	76.7%	359	10.3%	280	8.1%	170	4.9%
Grand Total	9744	7484	76.8%	816	8.4%	989	10.1%	455	4.7%

Team	Enrols	Successful Completion	Successful Completion %	Completed Partial Success	Completed Partial Success %	Further Withdrawal	Further Withdrawal %	Early Withdrawal	Early Withdrawal %
Access & Communities	327	264	80.7%	2	0.6%	47	14.4%	14	4.3%
Art & Design	382	297	77.7%	23	6.0%	39	10.2%	23	6.0%
Building Services	349	317	90.8%	12	3.4%	10	2.9%	10	2.9%
Business	1038	793	76.4%	119	11.5%	99	9.5%	27	2.6%
Children & Young People	668	503	75.3%	54	8.1%	70	10.5%	41	6.1%
Computing & Creative Media	500	364	72.8%	44	8.8%	66	13.2%	26	5.2%
Construction & Technology	969	799	82.5%	56	5.8%	70	7.2%	44	4.5%
Engineering	796	590	74.1%	94	11.8%	73	9.2%	39	4.9%
ESOL	295	262	88.8%	6	2.0%	12	4.1%	15	5.1%
Essential Skills	311	181	58.2%	18	5.8%	102	32.8%	10	3.2%
Hair, Beauty & Comp Ther's	579	424	73.2%	34	5.9%	79	13.6%	42	7.3%
Health & Social Care	632	461	72.9%	68	10.8%	67	10.6%	36	5.7%
Hospitality	416	339	81.5%	16	3.8%	45	10.8%	16	3.8%
Land based	447	360	80.5%	40	8.9%	26	5.8%	21	4.7%
Performing Arts	133	109	82.0%	11	8.3%	10	7.5%	3	2.3%
Prince's Trust	72	60	83.3%	0	0.0%	10	13.9%	2	2.8%
Retail & Events	125	79	63.2%	24	19.2%	17	13.6%	5	4.0%
Science	177	124	70.1%	25	14.1%	23	13.0%	5	2.8%
Social Sciences & Transition	664	415	62.5%	132	19.9%	68	10.2%	49	7.4%
Sport & Fitness	460	387	84.1%	18	3.9%	36	7.8%	19	4.1%
Supported Education	260	250	96.2%	0	0.0%	8	3.1%	2	0.8%
Travel and Tourism	105	68	64.8%	19	18.1%	12	11.4%	6	5.7%
Grand Total	9744	7484	76.8%	816	8.4%	989	10.1%	455	4.7%



Learning, Teaching and Quality Committee

Wednesday 14 November 2018

PAPER C

2017 / 18 SFC National Student Satisfaction Survey

EMBARGOED



Learning, Teaching and Quality Committee

Wednesday 14 November 2018

PAPER D

**Education Scotland Annual Quality Report and
Enhancement Plan
(EMBARGOED)**



Learning, Teaching and Quality Committee

Wednesday 14 November 2018

PAPER E

VP Curriculum and Attainment Report



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

1. Introduction

As of 7TH November 2018, the following paper summarises key projects and recent activities currently being progressed by the Curriculum Directorate.

2. 18/19 Recruitment Update

Following the 25% cut-off date for early retention we are now in a clearer position on overall College recruitment. Whilst we have seen a decrease in full time (mode 17) recruitment, we have seen an increase in short full time (mode 05) numbers which has taken our overall full time figures to a similar position to where we were at this same stage last year. This reflects some of the strategic decisions made from the Curriculum Review and overall shifts in our course portfolio.

Part time numbers continue to be a priority focus with recruitment similar to last year but showing a slight increase in part time day (mode 07). Aligned to strategic objectives, senior phase provision has increased by 30%. January recruitment is also underway and we have seen a 20% increase in the number of applications to the same point last year (438 vs 352). Again, this reflects shifts in the portfolio as a result of the curriculum review. A full breakdown is provided within the LT&Q Metrics agenda item (Agenda Item 11).

3. Senior Academic Leadership Team (SALT) Priorities

Following a series of strategic planning sessions with both the Senior Academic Leadership Team and the wider Academic Leadership Team, we have identified 7 key priorities for the 2018/19 academic year. These include **Raising Attainment, Curriculum Review, Sustainability, Improve Retention, Enhance Partnerships, Leadership Culture** and **Simply Processes**. An overview of these can be seen in **Appendix 1**.

4. Service Design Academy (SDA)

The SDA continues to gather momentum with the full PDA now approved and validated. Recruitment for courses and bootcamps is progressing steadily and we have seen an increase in the number of enquiries received regarding capacity building and upskilling of staff, as well as bespoke consultancy opportunities. As requested at a previous Board of Management meeting, a short life working group has been established and has had an initial meeting to look at the future of the SDA and how we can capitalise on its current potential.

This initial meeting focused on the aspirations for the future and how we could make the SDA a **'global centre of excellence for service design'** in the next 3 years. A more detailed business plan, including priorities and resources, will be provided early 2019.

5. Partnerships

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

a. Schools Engagement Plan (SEP)

Strong progress continues with building deeper and more meaningful strategic links with both Dundee and Angus Schools. Led by D&A, a first draft of the SEP has been created and has been contributed to by key educational partners in both the Dundee and Angus local authorities. The SEP focuses on 4 key areas of improvement (*see appendix 2*) with a number of recommendations made under each, these improvements are:

- Commitment
- Collaboration
- Communication
- Engagement

To support the growth of school/college partnerships, and to help deliver the SEP, we have recently advertised for a new **Academic Partnerships Manager** which we hope will build on the strong work already carried out as well as implement the recommendations made within the 4 areas for improvement highlighted above.

Throughout recent discussions, a strong emphasis has also been placed on the growth of Foundation Apprentices and D&A has also committed to recruiting a **Foundation Apprenticeship Lead**, to work alongside the Academic Partnerships Manager, to raise awareness of the Foundation Apprenticeship product and benefits.

b. Skills Development Scotland (SDS)

We continue to work closely with SDS through a variety of different ways. Building on last year's success, SDS continue to be on site a day a week on each campus supporting the work the College is doing around improving retention, as well as supporting the growth of the Future Talent initiative. On a more strategic level, we now have refreshed partnership agreements in place with both SDS Dundee and SDS Angus and we recently presented to 40 SDS Careers Advisors on the College offer, the focus and direction of the future and how we are prioritising career management skills. A similar event is scheduled for Angus SDS in November 2018.

c. Fujitsu

Through the awareness raised by the work undertaken on our Digital Strategy, we have been invited to apply to be a site for the Fujitsu Ambassador Programme. This sees a room on our Gardyne Campus become a demonstrator site for Fujitsu products to both customers and potential customers on the East of Scotland.

As part of the programme, Fujitsu decorate and furnish an allocated room and turn it into a 'classroom of the future'. They also provide examples of their products and software solutions for staff, students and the wider Dundee and Angus Community to make use of. All of this is at

no cost to the college and, given that they have selected us to be part of their programme, it should be seen as a complement to the great work we are doing around Digital Upskilling. There are only 2 other sites in Scotland.

d. Future Skills College (FSC)

The FSC, a collaboration between the Northwood Trust, D&A College and both Angus and Dundee Councils, is now into its second year of operation and has shown expansion into new areas of curriculum. A meeting was held recently to take a longer term view of the FSC, its place in the educational landscape and ultimately how the model can become more sustainable moving forward. A number of different options were proposed and some further discussions with a wider group of stakeholders will take place early in 2019.

6. D&A Digital Strategy

With just under 600 staff and 470+ students completing the Digital Self-Assessment by the end of September, we are now in a period of analysing the data and formulating the next steps and appropriate actions.

Overall figures show that both the staff and student baseline comes out at a high practised, which is where we had hoped the results might be.

The Digital Strategy Group met in October to discuss initial key findings from the results and a series of pilots have been set up in departments which are showing challenges with areas such as communication and collaboration.

We continue to target those staff and areas that have not completed the survey.

7. College Website

Work continues with our provider, Innovation Digital, on delivering the new College website and the final stages of development are almost complete. Unfortunately, given changes to the original specification, the launch is now delayed for 3 weeks, however, this gives our marketing team more time to produce rich and meaningful content. The site will now go live in January for 2019/20 applications opening.

8. Awards, Awards and more Awards

October - December is traditionally the key awards season, and this year has been no different.

I am delighted to say that D&A won big at the annual College Development Network Awards on 25 October, picking up the winners trophies in the Digital Learning (Memory Media Project) and Essential Skills (D&A Attributes) categories and picking up commended places in Colleague of the Year (Steve Swinley), Employer Connections (Future Skills College) and Sustainability (Food Waste project) categories.



To cap it all off, D&A also picked up the first ever College of the Year award for the best of the best submission for our D&A Attributes programme.

Our sustainability work has also been recognised, with the College winning a Scottish Resources Award for our innovative Food Waste project. This was closely followed by the College (in partnership with Angus Council) winning a COSLA award for our Angus Shared Apprenticeship Scheme.

The College is shortlisted for three SQA Star Awards (held on Friday 9 November 2018)

- Chris Ditchburn, Course Leader in Animal Care has been shortlisted in the SQA Champion category for the work he has undertaken in developing and redesigning SQA qualifications.
- Our Future Skills College development has been shortlisted in the Partnership category, and to spice the evening up a bit, the Computing team are also shortlisted in the same category for their 'Digital Mile' developments with local companies.

We have also been shortlisted for three Scottish Public Service Awards which will be announced at the Scottish Parliament on 5 December 2018:

- The Campbell Christie Award for Public Sector Reform - the whole College for our Good to Great transformation project.
- The Commercial Partnerships Award - Computing and Creative Media for their Digital Mile developments.
- The Rising Star Award - Sarah Rennie, Students' Association Development Officer.

All of this is amazing recognition for the hard work, dedication, and innovation of staff from all parts of the College.

9. Education Scotland Engagement

In addition to the work progressed on the Evaluative report and Enhancement plan, the College also asked Education Scotland to undertake a series of observations of learning and teaching alongside meetings with academic teams and staff over the three days 31 Oct – 1 Nov 2018. Thirty observations were completed in total and feedback from this engagement was strongly positive. The key high level evaluation points were as follows:

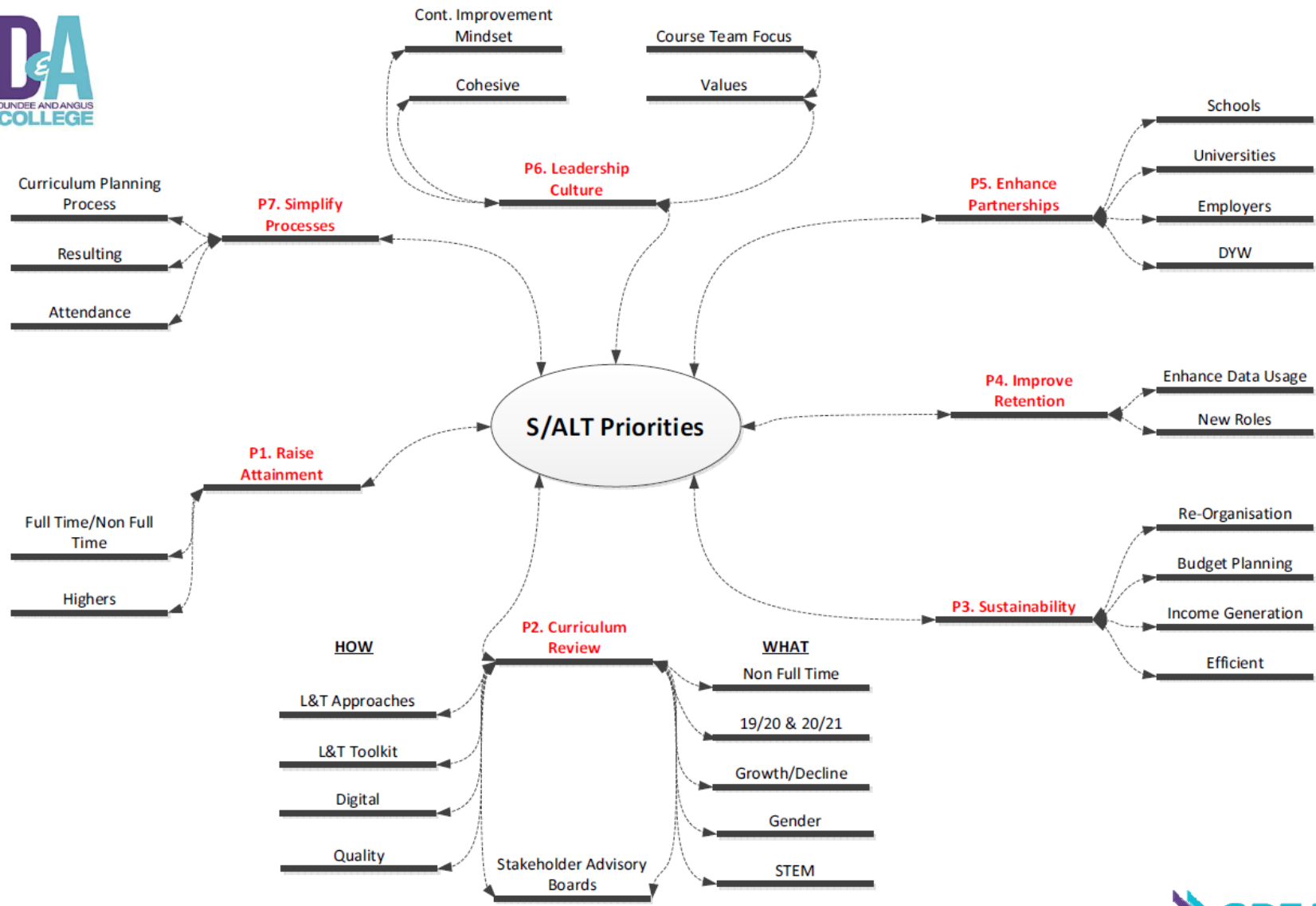
- Overall there was a very strong culture of improvement, with everyone feeling that they had a role and stake in the success of learners. The care for learners shown by all staff was palpable.
- Staff were passionate and showed a clear enthusiasm about the College, their subjects and also about learning.
- There was a clear culture where staff had a collective idea of what their role was and what the role of the College was in meeting the needs of our learners and the local economy.
- They saw nothing of concern at all during their visit, but did feel that some of the learning they saw was 'traditional', and in some areas different approaches to learning and teaching could be further explored.

The feedback closely received reflects the College's own evaluation.

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

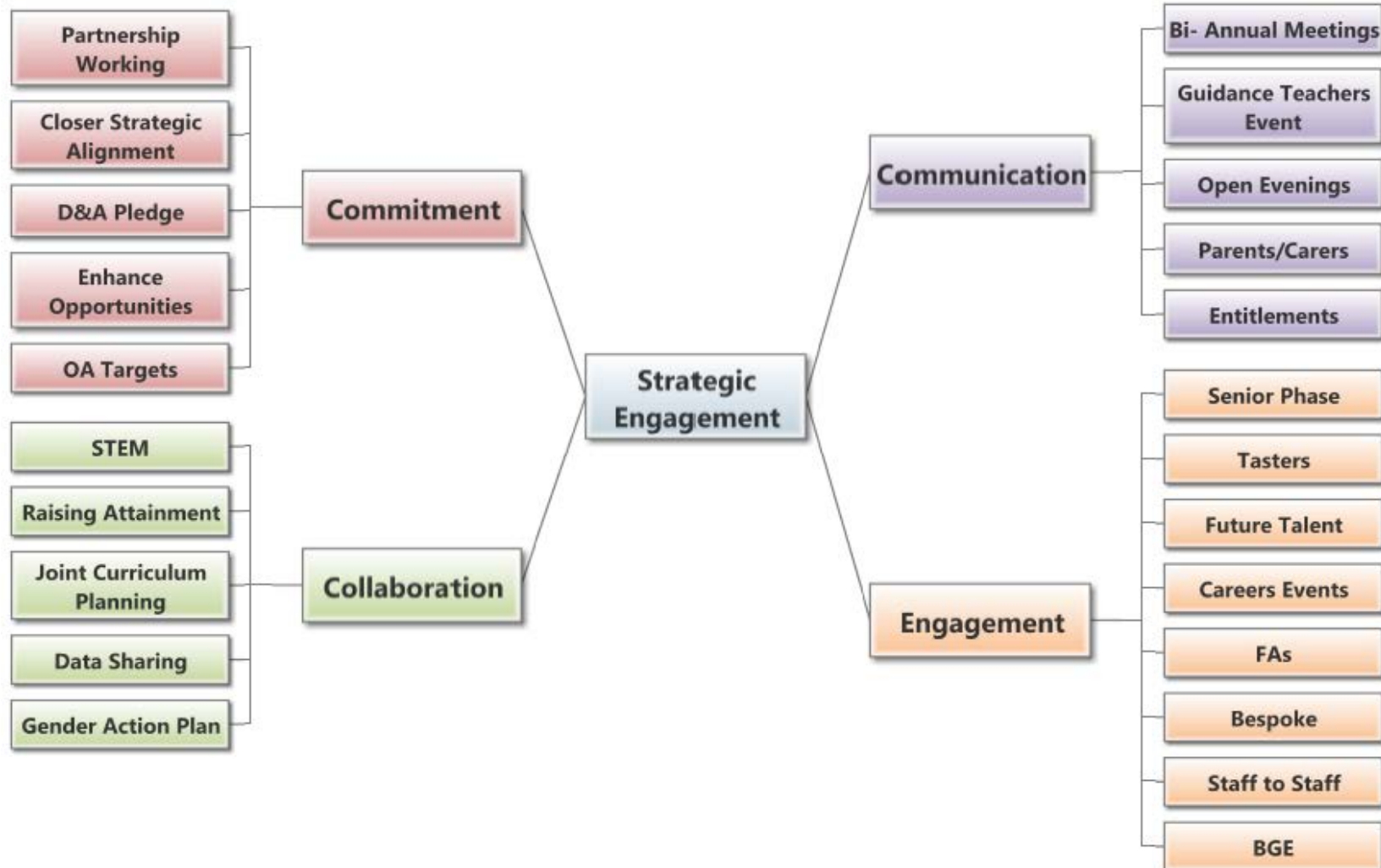
Appendix 1



Appendix 2



Dundee & Angus Schools Strategic Engagement Plan & Operational Activities Plan





Learning, Teaching and Quality Committee

Wednesday 14 November 2018

PAPER F

LT&Q Metrics



LEARNING, TEACHING AND QUALITY COMMITTEE NOVEMBER 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.

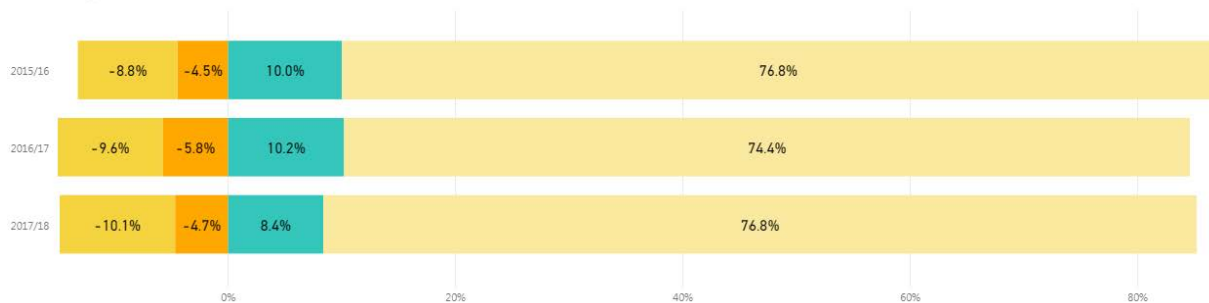
Some of the information is presented as an annual figure and will detail comparisons with previous years. This is of particular importance in identifying trends in Performance Indicators and other annual outcomes.

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

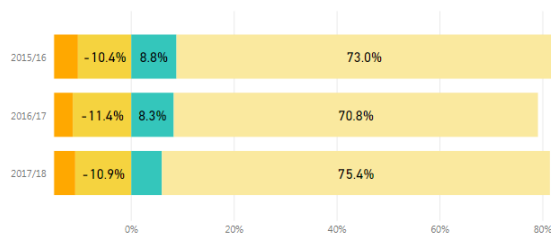
2. LT&Q Metrics

All data outlined below is up to date as at 6 November 2018.

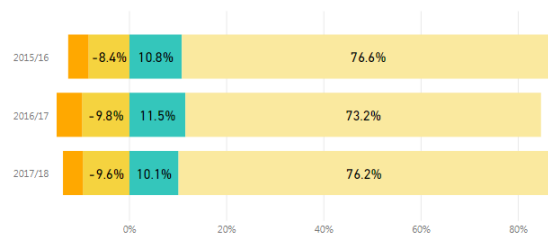
Total PI by Session



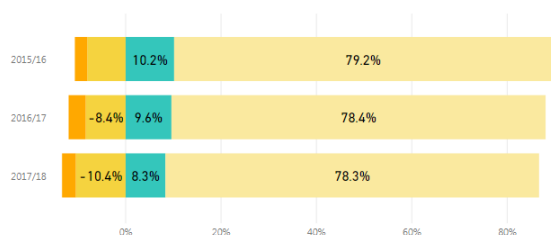
FE Full Time



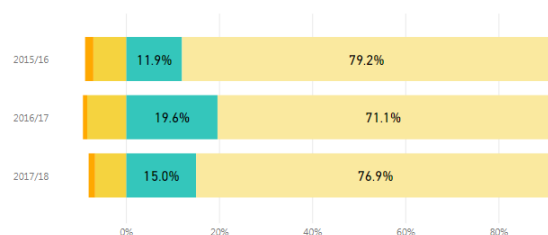
HE Full Time



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	83.5%	83.6%

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

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

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

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

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

Mode	Programmes	17/18 Actual	2018/19 Actual
17	Full-time	5388	5297
05-18	Short Full-time	159	228
6	Block Release	367	370
7	Part-time Day	141	154
8	Part-time Infill	98	95
9	Part-time Evening/Weekend	551	510
11	Work Based	343	391
12-16	Open, Flexible, Distance	353	339
TOTALs		7400	7384

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

Childcare – Target 3,082			
HNC	Current FT: 1770 (118 students)	Current PT: 168 (42 students)	
NC	Current FT: 1314 (73 students)		
Cert	Current FT: 918 (51 students)		
PDA		Current PT: 39 (13 students)	
			TOTAL = 4,209

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.



Learning, Teaching and Quality Committee

Wednesday 14 November 2018

PAPER G

Developing Scotland's Young Workforce

**Update for Learning and Teaching Committee, Dundee and Angus College Board – DYW
Dundee and Angus – KPIs update**

Nov 2018

Background

The Scottish Government issued new headline KPIs for the DYW regional groups for reporting year April 18- March 19.

Previously, each of the regional groups had different KPIs agreed with the Scottish Government. Work done by consultants commissioned by the Scottish Government to evaluate the regional groups found that the four groups included within the evaluation were reporting against a combined total of 30 unique KPIs, and a key recommendation was more streamlined and consistent KPIs.

Current headline KPIs 18/19

1. Increase the number of employers engaged with education to support young people with work preparation (career advice, work inspiration, work experience placements etc.)
2. Increase the number of strategic partnerships between employers and schools
3. Increase the number of employers offering apprenticeship opportunities (MAs, FAs, GLAs)
4. Increase young people's exposure to meaningful work based activity in education

Breakdown of the headline KPIs – draft version

In June 2018, breakdown and guidance notes for the headline KPIs were issued to the regional groups. This was draft only, and is still not confirmed as final version. However, this breakdown is what the groups are currently reporting against. There are some challenges in getting the data required as, for example, in relation to work experience this would be collected by the local authority, and due to implementing new systems, it hadn't been possible to collect this for the first reporting period.

At present there are no targets set from the Scottish Government against these KPIs.

1. Increase the numbers of employers engaged with education to support young people with work preparation
 - a. The number of employers taking part in Work Inspiration activity facilitated by the DYW Regional Group
 - b. The number of employers taking part in Marketplace Activity
 - c. The number of employers /business leaders taking part in Founders 4 Schools activity
 - d. The number of employers providing a work experience placement
 - e. Other
2. Increase the number of strategic partnerships between employers and school
 - a. Type 2
 - b. Type 3

N.B 'Type 2' and 'Type 3' refer to categories in Scottish Government draft guidance on defining employer – education partnerships. This was issued in July 2018 - a final version has not yet been issued.

3. Increase the numbers of employers offering apprenticeship opportunities (Modern Apprenticeships, Foundation Apprenticeships, Graduate Apprenticeships)
 - a. The number of employers the DYW Regional Group have received a commitment from to offer a new Modern Apprenticeship
 - b. The number of employers the DYW Regional Group have received a commitment from to offer a new Foundation Apprenticeship
 - c. The number of employers the DYW Regional Group have received a commitment from to offer a new Graduate Apprenticeship

4. Increase young people's exposure to meaningful work based activity in education
 - a. The number of young people taking part in work inspiration activity facilitated by the DYW Regional Group
 - b. The number of young people taking part in Marketplace Activity
 - c. The number of young people taking part in Founders 4 Schools activity
 - d. The number of young people taking part in a work placement facilitated by the DYW Regional Group
 - e. Other

Proposed regional KPIs

After some discussion, the DYW D&A regional group's board have agreed that additional regional KPIs should be created as a 'sub-set' of the national ones. These would be focussed on doing more targeted work in specific schools rather than adding additional KPI areas onto the national ones. In addition, the board proposed to set target numbers against the KPIs. DYW D&A manager is in discussion with local authorities around which schools to target, with the view the regional KPIs will be approved by the board at their next meeting in Dec.

DYW Regional Group - National KPI Tracker

1. Increase the number of employers engaged with education to support young people with work preparation							
	<u>The number of employers taking part in Work Inspiration activity facilitated by the DYW Regional Group*</u>	<u>The number of employers taking part in Marketplace Activity</u>	<u>The number of employers/business leaders taking part in Founders 4 Schools activity</u>	<u>The number of employers providing a work experience placement</u>	<u>Other</u>	<u>Total</u>	<u>Notes</u>
Period 1	40	10	4	Data not available		54	
Period 2						0	

*activity that is not on Marketplace or Founders 4 Schools

2. Increase the number of strategic partnerships between employers and schools				
	<u>Type 2</u>	<u>Type 3</u>	<u>Total</u>	<u>Notes</u>
Period 1	27	17	44	
Period 2			0	

3. Increase the number of employers offering apprenticeship opportunities (Modern Apprenticeships, Foundation Apprenticeships, Graduate Level Apprenticeships)

	<u>The number of employers the DYW Regional Group have received a commitment from to offer a new* Modern Apprenticeship.</u>	<u>The number of employers the DYW Regional Group have received a commitment from to offer a new* Foundation Apprenticeships</u>	<u>The number of employers the DYW Regional Group have received a commitment from to offer a new* Graduate Level Apprenticeship</u>	<u>Total</u>	<u>Notes</u>
Period 1	3	2	1	6	
Period 2				0	

*new meaning a new apprenticeship,not employers agreeing to continue to participate.

4. Increase young people's exposure to meaningful work based activity in education

	<u>The number of young people taking part in work inspiration activity faciliated by the DYW Regional Group*</u>	<u>The number of young people taking part in Marketplace Activity</u>	<u>The number of young peoples taking part in Founders 4 Schools activity</u>	<u>The numer of young people taking part in a work placement faciliated by the DYW Regional Group</u>	<u>Other</u>	<u>Total</u>	<u>Notes</u>
Period 1	1001	290	225	Data not available		1516	
Period 2						0	

*activity that is not on Marketplace or Founders 4 Schools