



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