



BOARD OF MANAGEMENT LEARNING, TEACHING AND QUALITY COMMITTEE MEETING

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 13 February 2019 at 5.00pm in Room Y150, Gardyne Campus.

PRESENT:

M Williamson (Chair)	G Robertson
A O'Neill	A McCusker
G Ritchie	N Lowden

IN ATTENDANCE:

S Hewitt (Vice Principal)	C Blake (Vice Principal)
S Taylor (Vice Principal / Secretary to the Board)	
J Grace (Director of Curriculum and Attainment)	
A Vettrains (Academic Partnerships Manager)	
M Sanderson (Executive Secretary)	

1. WELCOME

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

2. APOLOGIES

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

3. DECLARATIONS OF INTEREST

There were no declarations of interest.

4. MINUTE OF PREVIOUS MEETING

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

5. MATTERS ARISING

5.1 Education Scotland Report

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

5.2 DYW Update

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

6. CURRICULUM REPORT – LEARNER PATHWAYS

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

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

J Grace summarised key Government strategies, including:

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

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

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

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

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

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

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

Examples of progression pathway literature were shared with the Committee.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8. DEVELOPING SCOTLAND'S YOUNG WORKFORCE

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

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

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

9. 2018 LEARNER SURVEY REPORT

S Taylor summarised the Learner Survey Report.

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

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

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

Feedback from this session was discussed.

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

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

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

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

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

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

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

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

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

10. VP CURRICULUM AND ATTAINMENT REPORT

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

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

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

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

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

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

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

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

11. LT&Q Metrics

S Taylor summarised the metrics paper produced.

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

12. STUDENTS ASSOCIATION REPORT

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

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

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

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

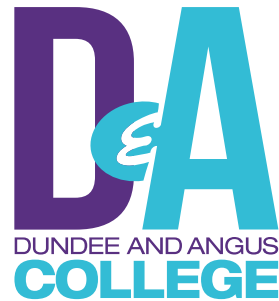
A McCusker noted that this had been a difficult year for the Student's Association.

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

13. DATE OF NEXT MEETING

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

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



Learner Pathways

13 February 2019

Julie Grace – Director of Curriculum and Attainment
Angela Vettrains – Academic Partnerships Manager

Context

Government Strategies and Initiatives

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

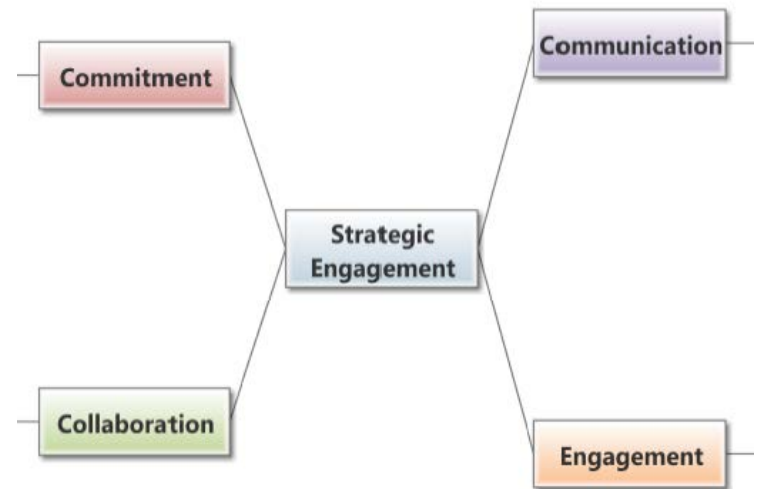
Dundee And Angus College Aim:

- To get the right students onto the right courses and into the right career for them



School/College Partnership

- Strategic Dialogue & Shared Understanding
- Joint Curriculum Planning
- Broad General Education (BGE)
- Senior Phase
- Continuous Professional Development (CPD)



Leading Learning, Inspiring Success

The D&A Pledge for all school leavers

Are you a school leaver? (S4 - S6)

D&A College believes in the importance of giving everyone the best possible opportunity to inform, plan, start and progress your career. We want to get you on the pathway to your dream job.

Our pledge is that:

We will guarantee a place of study to all eligible school leavers in the Dundee & Angus region.

Our pledge promises that we will help every school pupil who applies to find a course at the right level, in the right area, to help you to achieve your potential.



Leading Learning, Inspiring Success

2018/19

**Over 2000
applications by
30 April 2018**

**1352
unconditional
offers made**

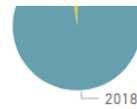


University Partnerships

Work in progress!!

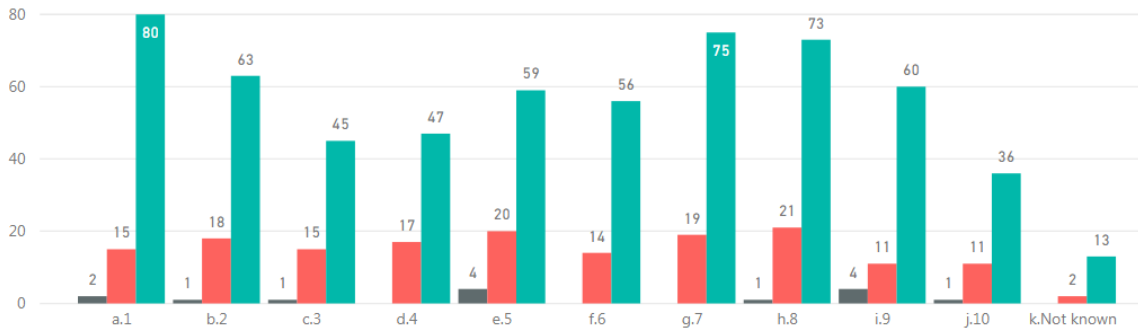
check back soon...

- 2018 - 77% (607/784) college applicants progressed to university

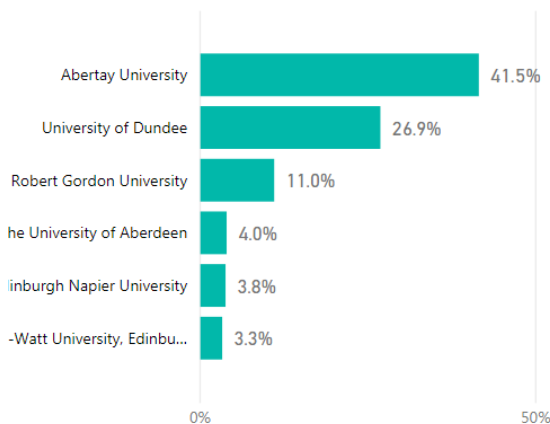


UCAS Outcome by SIMD Decile

UCAS Status ● Application Withdrawn ● Not placed ● Placed



Percentage of Placed Students by Destination Uni



Course Placed

Course Placed	Count of Student Enrol
Adult Nursing	48
Psychology	36
Accounting and Finance	33
Sport and Exercise	30
Art and Design (General Foundation)	23
Game Design and Production	21
Business Management	16
Computing	15
Criminology	14
Mechanical Engineering	14
Business and Human Resource Management	13
Total	607

Next Steps

- Use data
- Review existing articulation agreements
- Negotiate new agreements
- Joint curriculum planning

Employer Engagement

- Stakeholder Advisory Boards
- Flexible Workforce Development Fund
- Restructure to enhance employer engagement
- Range of interventions to support learner pathways into employment

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- PDA Childhood Practice
- SVQ 4 Social Services (Children and Young People)
- SVQ Level 4 Playwork

Progression Opportunities:
University of Dundee (Check additional entry requirements)

- MA (Hons) Education
- BAPD Childhood Practice
- BACS in Childhood Studies

Employment Opportunities:

- Manager of Day Care of Children Services (further qualifications required)

Progression Opportunities:
University of Dundee (Check additional entry requirements)

- MA (Hons) Education
- BACS in Childhood Studies
- BAPD Childhood Practice part time and accept SVQ3 for entry

Employment Opportunities:

- Day Care of Children Services (further qualifications required)
- Senior Early Years Educator/Practitioner

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- PDA Childhood Practice
- HND Childhood Practice
- Managing the Support of People with Autistic Spectrum Disorders

7

- HNC Childhood Practice
- PDA Supporting Individuals with Autistic Spectrum Disorders
- SVQ Level 3 Playwork
- SVQ 3 Social Services (Children and Young People)
- HNC Working with Communities

Progression Opportunities:
Abertay University

- BSc (Hons) Psychology – requires an A in graded unit
- BSc (Hons) Psychology and Counselling – requires A in graded unit

University of Dundee (Check additional entry requirements)

- MA (Hons) Education
- BA (Hons) Social Work
- BAPD Childhood Practice – part time and accept SVQ3 for entry
- BACS in Childhood Studies – part time and accept SVQ3 for entry

University of West of Scotland

- BA (Hons) Childhood Studies (needs Higher English) – entry to 2nd year

Employment Opportunities:

- Practitioner in Day Care of Children Services
- Early Years Educator
- Early Years Assistant
- Support for Learning Assistant
- Early Years Practitioner (Nursery Nurse)

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- NC Early Education and Childcare
- PDA Education Support Assistance
- Higher Child Care and Development
- National Progression Award in Social Services (Children and Young People)
- Future Skills College - Childcare
- Foundation Apprenticeship – Children and Young People
- SVQ 2 Social Services (Children and Young People)
- SVQ Level 2 Play Work

Employment Opportunities:

- Support Worker in Early Years Setting
- Assistant in an Early Years Setting
- Support for Learning Assistant
- Out of School Care Worker
- Play Worker
- Modern Apprenticeship in Childcare

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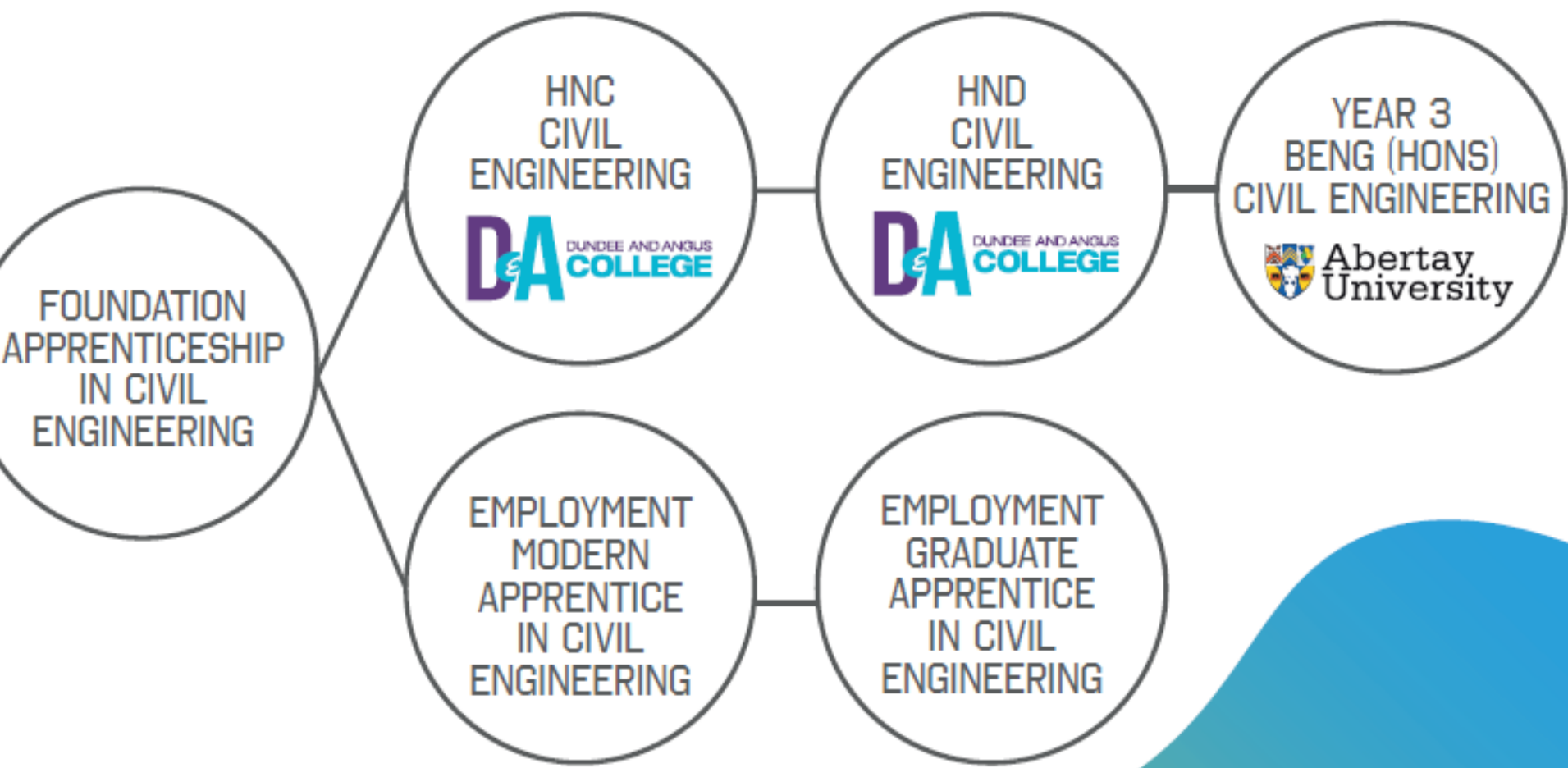
- Certificate in Child Health and Social Care
- Certificate in Early Education and Childcare
- NPA Play Work and Childcare
- Skills for Work: Early Years and Child Care National 5

Employment Opportunities:

- Early Years Support Assistant Apprenticeship
- Early Years Educator - Modern Apprentice

4

- Certificate in Child Health and Social Care (Part 1)
- Certificate in Child Health and Social Care (Part 2)
- Certificate in Care – Level 4
- Skills for Work: Early Years and Child Care National 4
- Preparation for a Career in Care



FOUNDATION
APPRENTICESHIP
IN CIVIL
ENGINEERING

HNC
CIVIL
ENGINEERING



HND
CIVIL
ENGINEERING



YEAR 3
BENG (HONS)
CIVIL ENGINEERING



Abertay
University

EMPLOYMENT
MODERN
APPRENTICE
IN CIVIL
ENGINEERING

EMPLOYMENT
GRADUATE
APPRENTICE
IN CIVIL
ENGINEERING

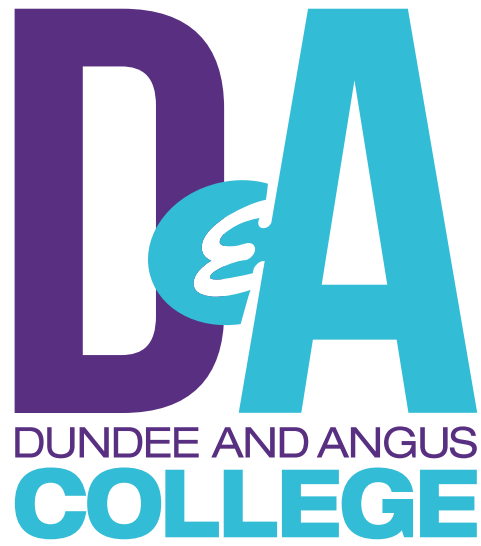


Academic Partnerships Team

Objectives

- To increase number of pupils participating in senior phase school-college partnership
 - To increase number of school leavers progressing to college FE and HE programmes
 - To increase number of students progressing to university
 - To increase number of students articulating (advanced standing) to university
-
- Angela Vettrains – Academics Partnerships Manager
 - Grant Walker – Foundation Apprenticeship Lead
 - Julie McDonald – Schools Co-ordinator





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