# logo_colourBOARD OF MANAGEMENT

**Learning, Teaching and Quality Committee**

**Wednesday 24 April 2024**

***Draft***

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 24 April 2024 at 5.00pm in Room A625 Kingsway campus and via Microsoft Teams.

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| **PRESENT:** | N Lowden | D Smith |
|  | L O’Donnell | K McIntosh |
|  | H Honeyman | A Lawrence |
|  | S Oakley | C Ogilvie |
|  | S Middleton |  |

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| **IN ATTENDANCE:** | S Taylor (Vice Principal / Secretary to the Board) |
|  | J Grace (Vice Principal Curriculum & Partnerships) |
|  | J Roscoe & S Toms & L Lappin (Directors of Curriculum and Partnerships) |
|  | L Crichton (Director of Student Experience) |
|  | P Muir (Board Administrator) |
|  | N Weston-Gokalp (Head of Curriculum & Quality, ELTT) |
|  | A Smith & P Yorston (Curriculum and Quality Leaders, ELTT) |

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|  | **WELCOME**  N Lowden welcomed Committee members, A Lawrence, S Ogilvie and K McIntosh to their first Learning, Teaching & Quality Committee Meeting. |
|  | **APOLOGIES**  Apologies were received from M Williamson, S Hewitt, and D Fordyce. |
|  | **DECLARATIONS OF INTEREST & CONNECTION**  There were no declarations of interest or connection. |
|  | **MINUTE OF THE PREVIOUS MEETING**  The minute of the meeting held on Wednesday 1 February 2024 was approved as an accurate record. |
|  | **MATTERS ARISING**  S Taylor noted that the change in survey reporting would be enacted from the next survey report. |
|  | **CURRICULUM REPORT – SUPPORTING ESOL LEARNERS AS A COLLEGE OF SANCTUARY**  N Weston-Gokalp presented her comprehensive curriculum report, which focused on supporting over 250 refugees and asylum seekers across 16 departments in the College, with a primary emphasis on English for Speakers of Other Languages (ESOL). Nicola summarised the challenges and barriers encountered by asylum seekers, particularly in terms of remaining in education, and highlighted the significance of incorporating real-life experiences into educational frameworks whilst recognising the significant trauma that many of their learners had suffered.  N Weston-Gokalp emphasised the important role of the College as a place for individuals to embark on a journey of personal transformation out of their previous circumstances. The College was noted for offering a diverse range of resources, including routine, structure, human contact, and a profound sense of belonging. This culture and approach played a crucial role in empowering individuals to reshape their lives positively.  N Weston-Gokalp outlined how the team and staff had developed the curriculum and approaches they offer to accommodate both part-time and full-time students, alongside a collaborative partnership with Dundee City Council. Additionally, the College has conducted supported application sessions to assist individuals lacking the necessary facilities for application procedures.  N Weston-Gokalp highlighted the significant diversity within the student demographic, spanning an age range from 16 to 74 years and covering many different nationalities, religions and cultures. This broad spectrum underscores the inclusive nature of the courses and services offered.  N Weston-Gokalp noted that the College fosters a safe environment where individuals can express themselves, feel valued, and build confidence in language acquisition and personal development. The classes within the College are inclusive, welcoming learners of all backgrounds and statuses, providing necessary resources such as books and materials that were a barrier to education for many due to their lack of funds and funding entitlements. Emphasis is placed on interactive communication and equipping learners with the language proficiency and practical skills required for engagement beyond the classroom setting.  ESOL staff were commended for their dedication in creating a positive learning environment, with a commitment to reviewing and adapting learning materials to suit the needs of students. Furthermore, group tutors were praised for fostering strong relationships with learners, contributing to a supportive and inclusive educational community.  N Weston-Gokalp highlighted the College's focus on awareness and support for vulnerable students who have experienced trauma, with aspirations for the College to be recognised as a "College of Sanctuary." This designation acknowledges and celebrates the College's commitment to supporting refugees and asylum seekers, while fostering a culture of inclusivity and welcome.  An application for this recognition was submitted in December 2023 and was under review, with an assessment scheduled for 20 May 2024 by the sanctuary panel, which will include focus group meetings with students and staff. It was noted that the College could potentially be the first in Scotland to be recognised as a college of sanctuary.  During the meeting, S Oakley raised a query regarding the referral process for students in need of additional support and inquired about their support network. N Weston-Gokalp responded by affirming that students could be referred for the usual College support and noted that there was also significant engagement with social worker specialists and third sector bodies supporting refugees.  K McIntosh asked about challenges, particularly concerning young individuals who are not transitioning from school to college and asked what could be done to assist these individuals to engage and be supported to attend college. N Weston-Gokalp noted that this could be an issue, noting that some young people could slip through support networks. Discussion around what could be possible to support this jointly between the College and Angus Council were noted.  L O'Donnell commended the presentation, describing it as inspirational, and sought clarification on the availability of funding. J Grace clarified that the funding is facilitated through the normal credit funding route and that supporting this would remain a priority for both the College and the community. She emphasised the shared responsibility with local authorities and stressed the importance of ongoing discussions to address demand through community planned partnerships.  N Lowden expressed the gratitude of the Committee for the informative presentation.Top of Form |
|  | **STUDENTS’ ASSOCIATION REPORT**  C Ogilvie and A Lawrence presented their report.  A Lawrence highlighted that the Department Representatives had established the Student Congress and have contributed to future planning and operational decisions for the Students' Association. The team structure had been reviewed and confirmed that they wished to continue with one President and three campus specific Vice Presidents, each assigned a specific project or role focus, such as Wellbeing or Events. A session on the Student Partnership Agreement is scheduled for May 2024 and the first draft of the SMHA has been sent for comments to Think Positive.    A Lawrence highlighted that the 2024 Election season has commenced with the Student’s Association Team actively engaging with students about the elections and disseminating information to both staff and students through the dedicated Election Hub on SharePoint and election walls at each of the offices. This was encouraging greater engagement with the election process  C Ogilvie summarised ongoing work and emphasised that DASA are successfully capturing a diverse and inclusive range of student voices. This includes conducting student representation sessions across different areas and collaborating with individual classes and departments to ensure broad engagement for full and part-time students. In addition to this, he highlighted the teams ongoing dedication to attending and facilitating various initiatives such as Breakfast Clubs, Feedback Friday, and Student Voice sessions.  A Lawrence and C Ogilvie noted the winner of the D&A tartan design competition was an Arbroath Art & Design student. The winning design was shared with the Committee.  K McIntosh noted her interest in feedback from senior phase pupils attending the College and stated that she was happy to facilitate time being allocated for senior pupils to provide feedback on their experience. This was welcomed and would be picked up separately. **J Grace to progress.**  Work to support improvements in behaviours in and around campus was noted and L O' Donnell raised the issue of litter picking and proposed a proactive approach from DASA focused on preventing littering. This was noted.  The broad range of LGBTQ+ events was discussed, alongside issues surrounding potential hate crime within the College community. S Taylor noted that whilst the College could never be complacent there were very few issues or complaints of this type raised.  N Lowden praised the report and thanked C Ogilvie and A Lawrence. |
|  | **CURRICULUM & PARTNERSHIPS REPORT**  J Grace presented the report for noting.  It was noted that recruitment for Session 2024-25 full-time courses is progressing satisfactorily. Presently, 4000 offers have been extended to candidates, while an additional 1700 applicants are in various stages of progression through the selection/interview process.  It was also noted that applications for part-time and commercial courses are scheduled to open for bookings from early May 2024.  J Grace highlighted the project to implement the new student management system (REMS) to be in place for 2024-25. This had necessitated a considerable amount of effort from the project team to ensure a seamless integration as possible for students. It was emphasised that early feedback received from both staff and applicants regarding the new system has been encouragingly positive, but that there was still significant work to be done.  J Grace highlighted that retention continues to present challenges, notably for those with erratic attendance patterns. However, efforts are being made to provide as much support as possible to support students through to the end of the semester. Significant efforts were also now focused on minimising partial success.  J Grace noted the refurbishment of the Animals, Land, and Environment area in Arbroath has been successfully completed. The refurbished spaces are more aligned with the types of workplaces typically found in the animal care industry. This enhancement is expected to provide students with a more realistic and practical learning environment, better preparing them for their future careers in the animal care sector.  S Oakley enquired about the status of the REMS implementation. J Grace provided an update on the ongoing progress of the system, informing the Committee that significant efforts are underway, with a core project team leading the implementation process. Additionally, staff members have been seconded into the project to ensure its success. Feedback from applicants has been positive, with many noting that the system is simpler to use and provides better support for students.  S Oakley asked about other potential changes or adaptations to the system and J Grace stated that other colleges are also adopting REMS system, with this group of colleges collaborating with the company to further develop and improve its capabilities. It was noted that the project was on track, with all applications successfully processed, and data migration for 2024-25 in progress.  N Lowden thanked J Grace for the report. |
|  | **STRATEGIC RISK REGISTER**  The strategic risk register was noted. Whilst some modifications were implemented, there were no immediate implications for the Learning, Teaching and Quality Committee and no alternations were suggested regarding the risks assigned to the Committee. |
|  | **LT&Q METRICS**  The range of LT&Q metrics were noted.  S Taylor highlighted that typically, a range of national data and an update on course leavers would be available for this meeting. However changes in publication dates by SFC meant that these would not be available until Autumn 2024.  H Honeyman asked about the increase in partial success data. J Grace noted that some of this was attributed to the impact of the COVID-19 adaptions to assessment and arrangements for deferrals. This skewed the 2020, 2021, and 2022 data, with the 2018/19 year providing the most appropriate comparison.  It was noted that there was a focused effort from teams on addressing partial success, with targeted input and significant work being undertaken. Further clarification was sought on the definition of partial success and S Taylor noted that this was where a student completed the whole course but did not achieve the full course outcome. This could be a student that was one unit short of completion, or significantly more and work was focused by teams on supporting those that were close to a successful outcome to help them to do what was required to ‘get over the line’.  N Lowden welcomed the update. |
|  | **DATE OF NEXT MEETING**  Wednesday 28 August 2024 at 5.00pm in room A625, Kingsway campus. |

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| **Action Point Summary** |  |  |
| **Action** | **Responsibility** | **Date** |
| Discussion and planning on arrangements to support senior phase pupils to engage in providing feedback on their College learning. | J Grace | 28 August 2024 |