# **logo_colourBOARD OF MANAGEMENT**

**Learning, Teaching and Quality Committee**

Wednesday 13 November 2024 at 5.00pm **Room K-TO-624, Kingsway Campus** (MS Teams option available)

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 13 November 2024 at 5.00pm in Room K-TO-624 Kingsway campus and via Microsoft Teams.

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| **PRESENT:** | Neil Lowden | Derek Smith |
|  | Laurie O’Donnell | Simon Hewitt |
|  | Helen Honeyman | Kara Ramsay |
|  | Stephen Oakley |  |
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| **IN ATTENDANCE:** | Steve Taylor (Vice Principal / Secretary to the Board) |
|  | Jane Roscoe, Steph Toms & Lee Lappin (Directors of Curriculum & Partnerships) |
|  | Leann Crichton (Director of Student Experience) |
|  | Penny Muir (Board Administrator) |
|  | Zoe Hargraves (Head of Curriculum & Quality) |
|  | Craig Denham (Curriculum & Quality Leader) |

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|  | **WELCOME**  N Lowden welcomed everyone to the Learning, Teaching and Quality Committee meeting, including Zoe Hargraves (Head of Curriculum & Quality) and Craig Denham (Curriculum & Quality Leader) |
|  | **APOLOGIES**  Apologies received from Sally Middleton, Kelly McIntosh, Adele Lawrence, Julie Grace, Margo Williamson and Donna Fordyce. |
|  | **DECLARATIONS OF INTEREST & CONNECTION**  There are no declarations of interest or connection. |
|  | **MINUTE OF THE PREVIOUS MEETING**  The minute of the meeting held on Wednesday 28 August 2024 was approved as an accurate record. |
|  | **MATTERS ARISING**  The matters arising are now closed. |
|  | **CURRICULUM REPORT – SHARING GOOD PRACTICE IN LEARNING & TEACHING**  L Lappin introduced Z Hargreaves and C Denham and outlined the showcase approach developed for curriculum teams.  L Lappin noted the benefits of sharing knowledge across departments, highlighting new approaches and developments. A schedule for these knowledge-sharing spotlights has been established, with sessions planned throughout the year.  C Denham presented on Animals, Land & Environment, emphasising his role as Curriculum Quality Leader in Animal Care. C Denham focused on developing commercial growth through a diverse range of external and internal courses, including first aid and forklift training. Both staff and students have been actively involved in these initiatives. The Animal Care team has been approved as a delivery centre for veterinary skills training, offering qualifications such as patient care assistant and first aid for cats and dogs, which are expected to gain traction as new legislation emerges. Future planning includes additional first aid courses for progression, animal medicine advisor and veterinary assistant roles.  C Denham highlighted the potential benefits of establishing a closer connection with vet practices in Dundee, expressing interest and collaborating with internal marketing teams to promote the programme. C Denham noted that live animals are being incorporated into delivery through the aviary unit to enrich educational context.  C Denham highlighted the efforts to improve student retention and minimise absences include identifying unaccepted offers promptly to fill spaces and implementing an Absence Action Plan to monitor and support students with low attendance. Weekly tracking and follow-ups aim to provide accountability and support and had resulted in improved student withdrawal numbers. Notably, last year’s withdrawals from Introductory Animal Care have dropped to zero this year due to these proactive measures.  C Denham also noted a nurturing approach in practical classes through wellbeing sessions and smaller animal care activities, offering volunteering opportunities. The NC Animal Course at Camperdown Zoo aims to enhance accessibility and bring valuable experiences back to the College. The joinery and engineering students also collaborate on projects to design and create better habitats for the animals.  L Lappin emphasised the importance of changing mindsets, fostering collaboration, and pursuing new partnerships, while S Oakley welcomed the creativity and effective collaboration in teaching practices C Denham had highlighted.  C Denham highlighted the new, emerging, creative approaches, such as making paper-mâché models of animals to support awareness of anatomy and integrating new learning technologies. One specific example involved a Level 4 student who, through a tailored action plan, achieved 100% attendance and engagement. This reflects the department's supportive culture, highlighted through positive feedback from students and student services.  Z Hargraves, Head of Curriculum & Quality, presented on Art and Design, stressing cross-departmental collaboration and community partnerships. She noted illustration students have worked with sports students to install artwork, while photography students have collaborated on initiatives with the V&A, DCA, and local community projects. Partnerships within the industry ensure curriculum relevance, with clients setting briefs and providing feedback to prepare students for their future careers.  Student trips and exhibitions, such as visits to the V&A, have positively impacted retention and provided valuable learning experiences. Guidance tutors serve as the first point of contact for student support, reinforced by successful drop-in sessions and group chats.  Z Hargraves highlighted professional development through staff collaboration and skill-sharing workshops, such as screen printing and noted that the Cashmere experience at Lunan Bay Farm had provides students with firsthand insights into production processes, enriching student projects and learning opportunities.  S Hewitt commended the passion and impact evident in these initiatives, whilst H Honeyman echoed this sentiment, highlighting their broad potential to influence and inspire.  N Lowden thanked C Denham and Z Hargraves for their presentation and hard work. |
|  | **STUDENTS’ ASSOCIATION REPORT**  K Ramsay presented the Student’s Association report.  She noted the completion of class representative recruitment with a total of 250 class reps, 154 of whom have completed training through 15 sessions. However, there are currently only nine department reps registered, and efforts are ongoing to fill the remaining spots.  Thrive is promoting the collection of winter clothing and plans to gather donations for Christmas boxes while ensuring the food larder is stocked up in preparation for the upcoming Christmas break. K Ramsay stated the Thrive shop at Kingsway has been relocated and will soon reopen.  K Ramsay noted that active inductions have been conducted in two parts, consisting of interactive class sessions and engagement activities focused on learning. There are currently 60 active classes, and outreach efforts have reached 18 departments, with over 1,700 students gaining insights into the services and support available at the College.  As part of the D&A Decade challenges, D&A staff participated in a unique experience known as Freaky Friday, where they stepped into the roles of students for a day. This simulation allowed staff members to adopt student personas, fully engaging with the daily challenges and routines faced by students.  S Oakley highlighted the large student intake, while N Lowden commended the team's efforts, noting a 4.72 out of 5-star student feedback rating based on 671 responses, and extended his congratulations.  S Hewitt enquired about the breakfast clubs and whether participation has remained consistent, to which K Ramsay explained that they continue to be popular, particularly among ESOL students at Gardyne. N Lowden asked about tracking numbers and S Taylor noted that approximately 10,000 students were utilising the service each year.  L O'Donnell emphasised the importance of student support in providing a comprehensive experience that enables students to thrive.  N Lowden thanked K Ramsay for her report. |
|  | **2023/24 PERFORMANCE INDICATOR REPORT**  S Taylor presented the report, highlighting final figures have been submitted to the Scottish Funding Council, with detailed data to be released next calendar year.  S Taylor stated there was a significant improvement in student outcomes, with overall student outcomes up 5% from the previous year. While outcomes during the COVID years varied, results are now back in line with pre-COVID levels. Improvements were noted across full-time and part-time, Further Education (FE) and Higher Education (HE) categories, with a notable increase in part-time HE, covering 418 learners, marking a positive return to expected levels for the College.  The report also indicated that a greater portion of College courses achieved higher outcomes, demonstrating the effectiveness of student engagement and involvement efforts.  Areas performing below the national average, as highlighted in the Successful Outcome Action Report (SOAR), have been reviewed by Directors and discussed at "Stop and Reflect" sessions. It was noted that while performance varied, some areas require more significant targeted support and input.  J Roscoe highlighted that 170 courses met aspirational targets in 2022/23, with an increase anticipated this year. The importance of ownership, retention, and recruitment was stressed, with teams focusing on improvement through the SOAR report’s specific action plans.  H Honeyman noted concern over performance in Building Services, with 14 courses not meeting national average and over 50% of building courses falling short. L Lappin explained that additional student interviews are being conducted to ensure the right course fit and a cultural shift is underway, including performance plans, standardisation approaches, and longer student inductions to help students adapt to their courses. Support measures, including DASA involvement, have been implemented. L Lappin confirmed that arrangements were being monitored to ensure that sustained improvement in outcomes was evident.  S Hewitt commended the results, highlighting the two years of financial savings and structural changes. He acknowledged the significant contributions of Directors in achieving these outcomes and noted the evident positive impact of the restructure.  N Lowden welcomed the positive data, reflecting improvement in student outcomes and opportunities at a time that the College was also addressing funding challenges.  The Committee praised the report. |
|  | **NEW SECTOR QUALITY ARRANGEMENTS AND THE TERTIARY QUALITY ENHANCEMENT FRAMEWORK**  S Taylor reported on the new Tertiary Quality Framework.  He stated this framework applies to colleges and universities and introduces a new set of engagements. For colleges, this entails significant changes in terminology and processes.  S Taylor highlighted, the previous engagement model with Education Scotland has concluded, and colleges are now working with the Quality Assurance Agency Scotland (QAA) overseeing quality arrangements.  S Taylor noted that, despite the framework and oversight changes, the underpinning requirements and arrangements remain unchanged; focusing on high quality learning and teaching, as well as good support services and a culture of quality enhancement. S Taylor noted that there were six elements to the new framework, with two foundational elements being externality and data.  S Taylor highlighted the reports produced, and the engagements conducted will differ under this framework, although some elements are still pending finalisation. A key focus of the new approach is the annual Self-Evaluation Action Plan (SEAP) which was currently being written.  S Hewitt emphasised the opportunity to reinforce practices within the College. While the framework may appear different in structure and presentation, it aligns with ongoing practices already embedded in the institution.  S Taylor highlighted the importance of using this framework as a means to reassess and reset post-COVID. He noted the opportunity to build the self-evaluation process up, allowing for reflection and integration into the new quality arrangements at team level, rather than developing this on a top down basis. This process involves developing and refining (rather than replacing) current quality arrangements to better align with the TQEF framework.  N Lowden enquired whether an update would be presented to the Board of Management Meeting. S Taylor confirmed his willingness to provide an update if required, acknowledging the significance of the new framework. **S Taylor to progress.**  N Lowden thanked S Taylor for the report. |
|  | **CURRICULUM & PARTNERSHIPS REPORT**  J Roscoe presented this report for noting and provided an update on the Respect Campaign, emphasising the strength of the initiative and presenting impressive figures. J Roscoe also reiterated that, although the Scottish Funding Council’s new guidance on the calculation of Performance Indicators (PIs) excludes early withdrawals from published performance data, early withdrawal figures will still be recorded and utilised as part of the quality assurance and improvement process.  S Tom discussed the importance of sharing good practices and integrating them within the Curriculum Teams. While not all contributions from staff could be included, several outstanding examples were highlighted. These included the Essential Skills team’s efforts to enhance learning experiences, such as organising a theatre visit for students and linking it to their studies. Feedback from this initiative was highly positive.  S Tom also noted the October prize-giving ceremony, which was a high-profile event. The team worked diligently to develop the event, securing new sponsors this year. The positive feedback received from sponsors indicated ongoing support for students. The event had effectively promoted student success and strengthened business engagement.  N Lowden commended the recognition received at national awards, particularly under the four subheadings, and conveyed congratulations to those involved. |
|  | **STRATEGIC RISK REGISTER**  S Taylor stated that no changes have been proposed. |
|  | **LT&Q METRICS**  S Taylor presented the paper for noting and highlighted the results from the Scottish Funding Council’s Student Satisfaction Survey. The College’s performance was above the national average, ranking highest in Higher Education (HE) and third equal in Further Education (FE). Overall, the college was noted as the highest-performing institution in the student survey.  The Committee welcomed this feedback and N Lowden thanked S Taylor for the paper. |

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| **Action Point Summary** |  |  |
| **Action** | **Responsibility** | **Date** |
| Update on the Tertiary Quality Enhancement Framework to be provided to the full Board of Management | S Taylor | 13 Dec 2024 |