

## Board of Management Learning and Teaching Committee

**Date: 13th December 2016**

**Time: 2pm**

**Room: 1074b**

AGENDA			Presented by
1	Welcome and Apologies		DH
2	Declaration of Interest		DH
3	Review of the Learning & Teaching Committee Remit	(attached)	DH
4	Discussion Paper on SG Priorities – Work Placement/Work Experience Standards	(attached)	JW
5	Minute of Meeting of 11 <sup>th</sup> October 2016	(attached)	DH
6	Matters Arising		DH
7	Student Association Update	(verbal)	SH
8	Curriculum Development Plan 2017-18	(attached)	AW
9	Gender Imbalance Action Plan	(attached)	AW
10	Discussion Paper on SG Priorities - Early Education and Childcare	(attached)	JH
11	Key Performance Indicators Update	(attached)	CT
12	Quality Audit Reports/ Surveys		
	12.1 Complaints Handling Statistics	(attached)	CT
	12.2 How did we do?	(attached)	CT
13	Any Other Business		
14	Date and Time of Next Meeting - Tuesday 14 March 2017 at 2pm		

## Board of Management Learning and Teaching Committee

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**Minute of meeting of the Learning and Teaching Committee of the Board of Management held at the Dumfries Campus on Tuesday 13 December 2016 from 2.00 pm in Room 1074b.**

<b>Members present:</b>	Delia Holland (Chair)	Carol Turnbull (Principal)
	John Henderson	Kenny Henry
	Barry Graham	Ian White
	Emma Curtis	

<b>Faculty representatives:</b>	Jim Maginess	David Denholm
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<b>In attendance:</b>	Andy Wright, Vice Principal, Learning and Skills
	Brian Johnstone, Chair of the Board of Management
	Kay Bird, Secretary to the Board and Minute Taker

<b>Item 4 and 10 only</b>	June Holland, Head of Faculty
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<b>Item 4 and 10 only</b>	Janet Weir, Head of Faculty
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### **1 Welcome and Apologies for Absence**

The Chair welcomed members to the meeting and in particular welcomed Emma Curtis to her first L&T Committee Meeting and the Chair of the Board of Management. Apologies for absence were intimated on behalf of Scott Hardie, Peter Woods and Jannette Brown.

The Secretary to the Board confirmed the meeting was quorate with enough members present for decisions to be made.

### **2 Declaration of interest**

Members agreed to indicate declarations of interest as appropriate throughout the meeting.

### **3 Review of the Learning & Teaching Committee Remit**

The Chair spoke to the report which had been issued. The Chair advised there was a need, due to the changes implemented by regionalisation, to ensure the governance structure within the College is fit for purpose and thus a need to review the remit of the L&T Committee which she had undertaken. The Chair had asked all members of L&T to put forward suggestions and to address three questions raised which were noted in her report, together with recommendations. The Chair had had a meeting with Barry Graham and she thanked Barry for all his support and input. It was agreed that the Committee had an important role to play, should be retained and the remit refined. It was further agreed the whole Committee should take ownership of the report and approve the changes to be made. The Members discussed the report.

Barry Graham commented it was healthy to review the remit and the Committee is essential in supporting students in the College and he supported the contents of the paper. Barry asked if there was a similar publication within the College Sector to 'How Good is Our School', which provides a framework. The Vice Principal, Learning and Teaching confirmed there will be a

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publication released in the near future called 'How Good is Our College' and it was agreed this would give focus to the remit.

Kenny Henry confirmed his agreement to the report and emphasised it was essential there was a forum for staff and the board to interact and see what each other were doing.

The Vice Principal, Learning and Teaching advised it was important for the Committee to decide what it wanted to take to the Board, ie. more discussion papers, presentations, mentors, the signing off of the curriculum plan and it would be advantageous to obtain staff members and student members views on the plan.

John Henderson commented Committee members' interaction with staff and students was essential. In his opinion the Committee was one of the most important committees and he was in agreement with the report. He commented that staff and students are more comfortable to exchange ideas and make suggestions in the L&T Committee environment than at the Board Meetings. He thought extending the number of members could be a problem as Board Members are already heavily committed.

David Denholm also queried increasing the number of members. He felt staff and member interaction should not be limited to just Faculty Heads but to all members of staff. He felt it was one of the most important committees and should not be absorbed into the Board.

Ian White agreed with the report and endorsed the importance of the Committee. He would like to see more Board Members attending but recognises this could be difficult.

Jim Maginess commented he agreed with the report and recommendations.

The Chair commented that since reorganisation it was more difficult to split strategic and operational matters. The Principal suggested some of the wording should be changed. The starting point is that the Committee is responsible for the monitoring of the quality of the learner experience and from here the Committee can look at what it should be focussing on. The Committee should have more operational information presented to it and the can identify strategic issues which need to go to the Board. The Principal commented that the two key strategic documents for the L&T Committee to focus on are, (1) How Good is Our College, and (2) Education Scotland's New Quality Framework. It was agreed that the Committee should focus on key strategic issues which need to go to the Board for discussion.

It was agreed that four meetings per academic year was not necessary and three meetings would suffice, following the pattern – Sept/Oct meeting to cover key reports; Jan/Feb meeting to cover updates and national trends and the May/June meeting to cover what is coming up in the College.

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In the 2016-17 meeting schedule the L&T Committee meetings had been scheduled after the Board Meetings with the result that information going to the Board was out of date. The Chair, the Principal, the Vice Principal of Learning and Teaching and the Board Secretary will look at changing this for the next academic year.

The Chair would like to ensure that in future there is an opportunity for members of the Committee to input into the meeting agendas.

The Chair commented that in the past Student Association documentation came to the L&T Committee however the current procedure appears to be a written report goes directly to the Board and only a verbal report comes to L&T. The Principal confirmed this sits with the Quality Department at present. The Chair of the Board of Management commented that in his opinion Student Association documentation should go straight to the Board.

The Chair of the Board of Management thanked the Chair of L&T for her well drafted and comprehensive report and could not disagree with anything. The key element of learning, teaching and employability have been covered. He thought it would be a good idea to increase the number of Board Members on the Committee.

The Members discussed whether Employer Engagement should be removed from the L&T Committee and transferred to the Board.

Barry Graham suggested a small working group be set up, to meet as a one-off to further this matter.

**Action:** It was agreed that a small working group consisting of the Chair of L&T, the Chair of the Board of Management, the Principal and the President of the Student Association set up to work on the suggestions and draft a new remit. The Chair to discuss suitable dates.

Emma Curtis left the meeting.

#### **4 Discussion Paper on SG Priorities – Work Placement/Work Experience Standards**

Janet Weir spoke to the report and the SFC Guidance on Work Placement Standards for Colleges which had been issued. Janet Weir reported she had attended an event on this, the outcome being there was a lot of good practice in the Sector which the College is implementing. The focus was on all learners who were studying in a college and should have a work placement or other work experience linked directly to their course, appropriate in nature, duration and location and tailored to their individual needs. The College recognised this was key and would be reviewed however a lot of the College learners were receiving appropriate work experience. The Members discussed the report. It was recognised that the College should not be competing with schools but

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working in partnership with schools. The College does have work placement personnel for some of the areas however it had been recognised that the College should have a standard and needs to ensure there are high quality work placements for all of the College's learners. Janet Weir commented that the College also provided working environments within the College. Jim Maginess suggested 'Work Engagement' might be a broader term to use than work placement or work experience.

The Principal advised that Appendix 1 of the Guidance was the heart of this and highlighted clearly what was expected. The Chair suggested it was very important that the employers understand what the learner are trying to achieve and she enquired about the interaction of the College with employers on work placements. The Vice Principal, Learning and Teaching offered employer engagement time to all teaching staff and this was being developed further. The Chair recognised this was a challenging area for the College given the rural environment, lack of employers and transport difficulties in Dumfries & Galloway.

Members noted the report.

### **(10) Discussion Paper on SG Priorities – Early Education and Childcare**

It was agreed this item would be moved up the Agenda.

June Holland spoke to the report which had been issued. The Scottish Government was expanding the provision for free early learning and childcare. This expansion of provision had no negative impact on the College and was very positive for engagement. June Holland advised the College was in the process of being approved for residential childcare. The College offered courses through CTS and the College was already meeting what is required. There would be a push to have people qualified and a review on delivery to include more on-line delivery. Flexibility on delivery is key and the College is ready and able to deliver this.

The Members discussed and noted the report. The Vice Principal, Learning & Teaching advised that a meeting had taken place with Gillian Brysdon, Head of Education to discuss this issue. The Principal commented that the College needs to maximise on recruitment and strengthen its partnership with CTS.

The Chair thanked June Holland and Janet Weir for their discussions and June Holland and Janet Weir left the meeting.

### **5 Minute of Previous Meeting**

The Minute of the Learning and Teaching Committee held on 11<sup>th</sup> October 2016 was approved, subject to the removal of Barry Graham from the Members Present as he was noted under

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Apologies for Absence, and Aileen Crawford should read Elaine Crawford where it appears in the action point of item 6.

**Action:** Board Secretary to amend Minute.

### **6 Matters Arising**

The Principal suggested that as noted in item 6 of the last Minute Elaine Crawford should be invited to the L&T Meetings.

**Action:** The Board Secretary will ensure that an invitation is extended to Elaine Crawford for the next L&T Meeting.

### **7 Student Association Update**

As Scott Hardie was unable to attend the meeting the Chair confirmed that Scott had given a very comprehensive report at last week's Board Meeting. The Chair of the Board of Management congratulated Scott on organising the South West Trophy event bringing Stranraer and Dumfries campuses together. Stranraer campus was the winner!

**Action:** The Board Secretary will email to all members of the L&T Committee Scott Hardie's report presented at the Board Meeting on 6<sup>th</sup> December 2016.

### **8 Curriculum Development Plan 2017-18**

The Vice Principal, Learning and Teaching spoke to the report which had been issued. The purpose of the report was to advise and receive feedback from the L&T Committee on the new course proposals for learners for 2017-18, as well as provide information on programmes to remove. Areas such as gender imbalance, credits and STEM related programmes have been considered. The Members discussed the report.

Barry Graham commented that the College was undertaking a great deal of good work with a wide range of options and schools should be pleased. The Chair commented it was important for the Committee to have an overview of the work between the schools and the College and this would be put on the Agenda for a future meeting, and would involve Barry Graham and John McGill. Ian White expressed concerns regarding removal of courses and implications on staff jobs. The Vice Principal, Learning and Teaching advised that no final decisions were being made at this meeting. The Chair of the Board of Management stressed the importance of articulation routes and the meeting with Heriot Watt and Napier Universities which had been undertaken.

**Action:** Board Secretary to note for future Agenda the item on overview of work between schools and the College.

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### **9 Gender Imbalance Action Plan**

The Vice Principal, Learning & Skills spoke to the report which had been issued and advised the College's action plan builds on the recent SFC Corporate publication addressing the gender imbalance issue at course level. By 2030 no college subject would have a gender imbalance of greater than 75% of one gender. The College supported this view and is working on making this action plan live. There are certain courses where this would be very challenging and initially course places will be set aside in certain courses to accommodate the minority gender. Educating parents and employers to embrace gender imbalances in certain careers is essential for this action plan to succeed.

The Members discussed and noted the report.

### **10 Discussion Paper on SG Priorities – Early Education and Childcare**

It was agreed for this item to be moved up the Agenda, see page 4 of this Minute.

### **11 Key Performance Indicators Update**

The Principal spoke to the report which had been issued. She advised that to make this information more meaningful to Board Members EMT had revisited College KPIs and short life working groups have been set up to address action points following the Education Scotland Review. The Principal reported retention was very good however the College is still to finalise the early student retention figures. The Principal confirmed that leavers' destination data would be released next week and would be presented at the next Board Meeting. The College's 2015-16 statistics were given however the sector figures were not being released until January 2017 so it would be difficult to give the Committee, at present, a full picture until all the information were to hand.

The Principal advised that feedback from the retention working groups would be reported to the Board via the L&T Committee which would discuss and make recommendation to the Board. The Chair, who sits on two of these working groups, acknowledged that staff are doing all they can to improve the retention figures.

The Members noted the report.

### **12 Quality Audit Reports/Surveys**

#### **12.1 Complaints Handling Statistics**

The Principal spoke to the report which had been issued. The Principal advised there had been an increase in complaints but this was because of work the College had undertaken with staff who were recording more effectively. It was not because the number of actual complaints had

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increased. The Chair commented positively on the small number of complaints. The Chair to the Board of Management asked the Principal why this matter came to the L&T Committee and the Principal advised that as there were student representatives present at this Committee it was the most appropriate forum.

Members discussed and noted the report.

### **12.2 How Did We Do?**

The Principal spoke to the report which had been issued. The purpose of the report was to report on the findings of the questionnaire learners had completed to find out the learners' induction experiences. The Principal confirmed this is part of the continuous improvements and the overall responses were positive. The Principal advised the responses were forwarded to the relevant manager and if appropriate would enter into the complaints process. The Quality Team follow up on action points. Members discussed the report and Barry Graham commented it was positive.

Members noted the report.

### **13 Any other Business**

The Chair asked the Principal if the name of the report writer could be included at the end of each report for ease of reference, which she agreed to.

**Action:** EMT will ensure the name of the report writer is included at the end of each report.

The Chair wished all members a very Happy Christmas.

### **14 Date and time of the Next Meeting**

It was agreed that the next meeting of the Learning and Teaching Committee should take place prior to the Board Meeting in March 2017 and would take the slot allocated for the F&GP Committee meeting and will therefore take place on Tuesday 28<sup>th</sup> February 2017 at 2pm.



## Learning and Teaching Committee

### TERMS OF REFERENCE REVIEW – DECEMBER 2016

#### 1. BACKGROUND

- 1.1 The Student Experience is central to the vision, mission and operations of Dumfries and Galloway College. Learning and Teaching is therefore of strategic importance and requires a robust framework to support its effective management and implementation.
- 1.2 The responsibility for high level review of this aspect of the college's operations has traditionally been delegated to the Learning and Teaching Committee, which provides a robust monitoring of the strategic objectives in relation to learning and teaching and student engagement, including
  - Enrolment trends
  - Retention and Achievement targets
  - Progression
  - Destinations
  - Growth and Strategy targets
  - Internal and External Stakeholder partnerships
  - Academic Self Evaluation and Quality Assessment
- 1.3 Over the past two years a number of factors have influenced the traditional role of the committee, including
  - Regionalisation and changes in governance nationally, where the Regional Chair is appointed by the Government and has particular responsibility for monitoring national and regional educational trends and developing external partnerships. This has led to challenges in 'information flow' to and from the committee Chair and members of the committee and some duplication in effort within the college structure, contributing to a lack of focus and understanding of the precise terms of reference of the Learning and Teaching Committee
  - Internal restructuring of the Executive Management Team, where responsibility for Learning and Teaching sits with the VP Learning and Skills and who is responsible for supporting the Learning and Teaching Committee, and Quality (including statistical reports) with the VP Corporate Services and Governance, whose reports go directly to the Regional Board. In addition, some reports from the Principal which were traditionally presented to the Learning and Teaching Committee for discussion and recommendation to the Board now go directly to the Board via the Regional Chair
  - The abolition of the Board Links Scheme, which linked each Board member with an academic operational department within the college, means that non-executive Board members rely on presentations on areas of operational activity to inform their strategic decision-making, and traditionally these presentations have been made to the Learning and Teaching Committee, and therefore are not seen by many Board members.

**As a result of the above, and a desire to ensure that every Board member, not just members of the Learning and Teaching Committee, have access to as much information regarding the learning and teaching activity within the college as possible, the Regional Chair asked that a review be undertaken of the Terms of Reference of the Learning and Teaching Committee for discussion by the Regional Board.**

- 1.4 In preparing this paper, each member of the Learning and Teaching Committee were asked to comment on three questions, either in writing or in discussion with the Chair of the Learning and Teaching Committee.

Q1 If you believe that the Land T Committee has an important part to play, does the current remit reflect what we are trying to achieve, or should it be more focussed in order to provide robust strategic scrutiny of the learning, teaching and quality performance of the college?

Q2 How can we ensure that all Board Members are kept informed about the discussions we have and the work we do?

Q3 How can we ensure that we as committee members are kept informed about all the areas covered by the remit, present or future, when the Chair of the committee is non-executive and not party to discussions at national level?

All respondents were in agreement that the committee had an important role to play in the monitoring of the learning and teaching experience across the college, and believed that the committee offered an opportunity for in-depth discussion with a broader range of both academic staff and students than was possible at Regional Board meetings.

The following recommendations are made as a result of the responses received, desk research undertaken on how other colleges across Scotland monitor their learning and teaching activities and discussions with both committee members and others within the college sector.

## **2. Recommendations**

It is recommended that:

- 2.1 The Learning and Teaching Committee, which serves the key function of robust monitoring and evaluation of the learning, teaching and quality experience at the college and is a model adopted by the majority of colleges across Scotland, should remain as an integral part of the governance structure of the college, with delegated responsibility from the Regional Board.
- 2.2 The Terms of Reference of the committee should be revised to provide a more focussed approach on learning and teaching to ensure this robust monitoring of the student experience and learner journey is undertaken. A recommended revised version of the Terms of Reference is given in Appendix 1, together with a copy of the current Remit. Section 2 of the existing Committee Remit in relation to external partnerships has been removed and it is recommended that this role be undertaken by the Regional Chair reporting to the Regional Board as part of the external stakeholder agenda.

- 2.3 Membership of the Committee should be increased to 7 Regional Board Members, to include the Principal, academic staff member, student association president and four non-executive Board Members.
- 2.4 In attendance at the meetings would be the VP Learning and Skills, the VP Corporate Affairs and Governance and a representative from each of the four faculties, which could be the Heads of Faculty.
- 2.5 Clarification is required on the procedure for preparation of the Meeting Agenda and papers and for committee members to submit items for inclusion in the agenda.
- 2.6 All Regional Board members would be welcome to attend the committee meetings.
- 2.7 The Chair and non-Executive members of the committee should be elected by the Board during the review of the committee structure planned for Spring 2017.
- 2.8 An effective information flow procedure should be developed by the VP Learning and Skills to ensure that the committee chair is kept informed of national, regional and college initiatives concerning areas within the committee's remit. This should involve regular briefings by the Regional Chair, the Principal and the VP Corporate Affairs and Governance.
- 2.9 There should be a review of the timetabling of committee meetings to enable a timely written report by the committee chair to the Regional Board on committee discussions and recommendations (Standing Agenda Item) and a process for timely dissemination of committee minutes both to committee members and to members of the Regional Board.

**Members of the Committee are asked to discuss and agree the recommendations and revised remit for presentation to the Regional Board.**

Delia Holland  
Chair, Learning and Teaching Committee  
Dec 2016

## Appendix 1

**DUMFRIES AND GALLOWAY COLLEGE****LEARNING AND TEACHING COMMITTEE****(PROPOSED)TERMS OF REFERENCE****1. Membership**

There will be a minimum of 7 Regional Board Members, to include the Principal, the Academic Staff Board Member and the Student Association President. Other Board Members may be co-opted as appropriate.

In Attendance

The Vice Principal – Learning and Skills

Heads of Faculties – or their representatives

**Quorum:** Meeting shall be quorate if four members of the committee are present

**2. Remit**

The Committee has overall responsibility for monitoring the direction and performance of learning and teaching and the quality of the learners experience at the College as follows:

- 2.1 To discuss and monitor issues relating to the development of the College's Academic Programme and wider curriculum.
- 2.2 To monitor and review progress on the College's strategic education objectives
- 2.3 To monitor and approve the annual Learning and Teaching Strategy for recommendation to the Regional Board.
- 2.4 To monitor and discuss the College's academic performance through its performance indicators relating to academic performance, student retention and attainment, ensuring appropriate procedures are in place to address any areas of concern.
- 2.5 To discuss and approve the College's annual Self Evaluation and Development Plans for recommendation to the Regional Board.
- 2.6 To discuss and approve the annual Quality Report and Self Evaluation Report for recommendation to the Regional Board.
- 2.7 To monitor the Quality Assurance Strategy, ensuring appropriate mechanisms are in place for the effective oversight of the learning and teaching experience in the college and partnerships with other appropriate sector quality agencies.
- 2.8 To monitor and approve College arrangements for Student Representation, Self-Evaluation, Student Association Development Plan and Student Association funding for recommendation to the Regional Board.
- 2.9 To monitor Student Satisfaction
- 2.10 To monitor college complaints and compliments

**3. Meetings**

The Committee will meet four times a year or more frequently as necessary

**4. Reporting**

All members of the Regional Board will receive a copy of the minutes of each meeting and the Chair of the Committee will present a written report at the following Regional Board Meeting

## Learning and Teaching Committee

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### 1 Purpose of the Report

The purpose of this paper is to give members of the Learning and Teaching Committee an opportunity to discuss the recent SFC Guidance on Work Placement Standards for Colleges (attached)

### 2 Background

This new guidance has been developed to provide direction and highlight best practice in the college sector with regards to work placements and/or experience. It sets out the expectation that all college students will benefit from high quality work placements or other workplace experience in line with the Scottish Government's Developing the Young Workforce strategy.

Head of Faculty, Janet Weir is leading a cross college short life working group on learner engagement which includes work placement. Some discussions have already taken place on how to address the key issues contained within the guidance.

The full report can also be found.

[www.sfc.ac.uk/communications/Guidance/2016/SFCGD202016.aspx](http://www.sfc.ac.uk/communications/Guidance/2016/SFCGD202016.aspx).

### 3 The Report

Members are invited to discuss the contents of the report, in particular the following key issues.

- General view on the guidance
- The key challenge to the college in delivering on the guidance
- Reporting and monitoring on progress arrangements

Andy Wright  
Vice Principal (Learning & Skills)  
December 2016

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**Minute of meeting of the Learning and Teaching Committee of the Board of Management held at the Dumfries Campus on Tuesday 11 October 2016 from 2.00 pm in Room 1074b.**

**Members present:** Delia Holland (Chair) Carol Turnbull (Principal)  
Barry Graham Kenny Henry  
John Henderson Ian White  
Scott Hardie

**Faculty representatives:** Jim Maginess David Denholm  
Peter Woods

**In attendance:** Andy Wright, Vice Principal Learning and Skills  
Jannette Brown, Vice Principal Corporate Services & Governance  
Danni Rafferty, Student Association Vice President – Dumfries  
Kay Bird, Secretary to the Board and Minute Taker

**Item 3 only** Mandy Wallace - Learning and Teaching Mentor  
Susan Bunyan – Learning and Teaching Mentor

### **1 Welcome and Apologies for Absence**

The Chair welcomed all to the meeting, in particular Scott Hardie and Danni Rafferty to their first L&T Meeting. Apologies for absence were intimated on behalf of Barry Graham and Emma Curtis.

The Secretary to the Board confirmed the meeting was quorate with enough members present for decisions to be made.

### **2 Declaration of interest**

Members agreed to indicate declarations of interest as appropriate throughout the meeting.

### **3 Presentation – Learning and Teaching Mentors**

Mandy Wallace, Susan Bunyan and Peter Woods gave a very interesting and informative presentation on the role of the Learning and Teaching Mentors. This area was highlighted as an example of excellence in the recent Education Scotland Review. The mentors work with staff to achieve best practice which has now been welcomed universally by staff. They work with staff on different teaching approaches, use of new technology, supported programmes, core skills and encouraging evaluation of lessons to ascertain what has worked for learners. It was confirmed that some of the biggest improvements have been working with new staff and their induction. New staff have up to 10 hours development training within the first six weeks and the mentors provide regular informal catch-up sessions with new staff. The College runs core themed courses and workshops of between 15-20 minutes for all staff.

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The Learning and Teaching Mentors are continually looking to move forward and improve the system. There is now a Mentor at the Stranraer Campus every week and the L&T Tab on the Adminet is being rebranded and in the future there will be videos for best practice.

The Chair gave her thanks for an excellent presentation and asked that a copy of the presentation be made available for all members.

Mandy Wallace and Susan Bunyan leaving the meeting.

#### **4 Minute of Previous Meeting**

The Minute of the Learning and Teaching Committee held on 31<sup>st</sup> May 2016 was approved.

#### **5 Matters Arising**

##### **5.1 Additional Committee Members – Update**

This was discussed under point 11 – Any Other Business.

##### **5.2 Student Association Partnership Agreement**

The Vice Principal, Corporate Services & Governance advised that the Student Association Partnership Agreement would come to a future L&T Committee Meeting, when Scott Hardie's executive is in place.

**Action:** The Student Association Partnership Agreement to be put on the Agenda for a future L&T Meeting.

#### **6 Student Association Update**

Scott Hardie provided a verbal report. He advised there had been a Student Engagement meeting with the Funding Council and school reps going into schools are a priority as well as developing pathway workshops in some schools. Wallace Hall Academy had offered assistance in this area. Scott Hardie will provide further updates to the Committee at future meetings. Scott Hardie advised he has been very proactive in talking to classes about the Class Reps role and wanting this to be a more positive experience. The Vice Principal, Learning and Skills advised school pathways is very important and for students to be involved into going into schools rather than staff. This will be piloted at Wallace Hall Academy. The Vice Principal, Corporate Services & Governance advised that we should consider inviting Aileen Crawford, who is the Student Liaison Officer, to attend at future L&T Committee Meetings.

Scott Hardie spoke of the South West Trophy and the promotion for participation between Dumfries and Stranraer Campuses, in various sports. In the future this could be open to the schools. There is an article on the College's Adminet.

The Members discussed involvement of supported programmes and the role of the Class Reps.

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The Chair thanked Scott Hardie for all the good work he was undertaking.

**Action:** The Chair and Vice Principal of Learning and Teaching to discuss inviting Aileen Crawford to the next L&T Meeting in December.

### **7 2015-16 Annual Report on Institution-Led Quality Review**

The Vice Principal, Corporate Services and Governance spoke to the report which had been issued. She advised this had been an annual report required by the Funding Council to be produced by Colleges. Since 2015-16 this report is no-longer required by the Funding Council however it is the College's intention to produce this annual report which will not be required to be signed off by the Board. The report highlights the College's good practices over the year and provides a lot of key information. The Members discussed areas of the report and the Chair highlighted the four working groups set up to address the weaknesses highlighted in the Education Scotland Review. The Vice Principal, Corporate Services and Governance confirmed that the findings of the working groups will be collated by the Vice Principal, Learning and Skills and a report will be prepared to go to the Board. The Chair queried why the report would not come to the L&T Committee in the first instance and was advised the report would go to EMT to initiate changes and some aspects would be reported to the L&T Committee and/or the Board; as not all areas under the review are under the remit of the L&T Committee.

The Members discussed the poor retention rates around the new Hospitality programmes, which the Principal confirmed were disappointing given the recent investment in this area. The Principal gave assurances to the Members that EMT are working very hard to review this area and delivery of the courses to improve the retention rates.

John Henderson highlighted an error on page 11 of the report under point 4.4 – Internal Audit – 'substantial assurance' where it appears on line three should read 'reasonable assurance'.

**Action:** The Vice Principal, Corporate Services and Governance will amend the report at 4.4 accordingly and it will go to the Board as a 'For Information' document.

The Members noted the report.

### **8 Vice Principal, Learning & Skills Update**

The Vice Principal, Learning & Skills spoke to the report which had been issued. The purpose of the report was to update Members on a range of curriculum matters. The Members discussed the report and in particular the retention and attainment issues and the Vice Principal of Learning & Skills reinforced the importance of the new working groups and advised that feedback from these



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working groups is already being used. The Principal commented that the transition from school to college needs work and the orientation days may need to be improved to help the learners.

The Members noted the report.

### **9 Key Performance Indicators Update**

The Vice Principal, Corporate Services & Governance spoke to the report which had been issued. The report provided the Committee with information so it can monitor academic performance. The report reflects on the previous academic session and gives some early indicators of the 2016-17 session. It was confirmed that sector figures have been included in the report, as previously requested by the L&T Committee. The figures also include full achievement rather than partial achievement. More information will be available and brought to the L& T Committee Meeting in January 2017. The Vice Principal, Corporate Services & Governance advised that it will be a challenge for the College to meet the SFC's target to further increase the success rate for full-time further education students to 69% by 2016-17.

The Members discussed and noted the report.

### **10 Quality Audit Reports/Surveys**

#### **10.1 SFC Students Satisfaction Engagement Survey 2015-16**

The Vice Principal, Corporate Services and Governance spoke to the report which had been issued. The report provided a summary of the outcomes of the Student Satisfaction Survey. The number of students participating was 203 and it is hoped that in this session there will be better participation with the help of the Student Association and Class Reps. The timing of the survey is not ideal as it clashes with Easter, study time and the exam period.

Members discussed and noted the report.

#### **10.2 Complaints Statistics July 2016**

The Vice Principal, Corporate Services and Governance spoke to the report which had been issued and advised it was the duty of the L&T Committee to monitor the number and themes of complaints. She advised of the three stages of report handling. The figure for 2014-15 had been included for comparison. There had been an increase in the number of complaints however 14 complaints regarding courses was the same complaint about one course. The College would like to promote a self-evaluation process and for the class reps to have a role in recognising complaints. The Chair commented it was reassuring there were no particular problems.

Members noted the report.

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### **11 Any other Business**

The Chair advised the L& T Committee was not a compulsory Committee although recognised as having an important role in monitoring the learner experience. There had been major changes due to regionalisation and more emphasis on the Code of Good Governance and the remit of the Committee had not been reviewed for some time. The Chair of the Board of Management had asked for the remit to be reviewed and a report presented to the Board in December. The Chair asked Members to consider the role of the Committee and its refocus. The Chair had prepared a couple of questions for the Committee to consider. John Henderson commented there was insufficient lay-members on the Committee and the Chair advised she had been saying for some time that there should be more Board Members on the Committee and this should be considered as part of the review.

**Action:** It was agreed the Secretary to the Board would send Members a copy of the Remit of the L&T Committee and the Chair's questions and Members comments should be directed back to the Secretary to the Board for collation.

### **12 Date and time of the Next Meeting**

The next meeting of the Learning and Teaching Committee will take place on Tuesday 13<sup>th</sup> December 2016 at 2pm.

## Learning & Teaching Committee

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### Curriculum Development Plan 2017/18

#### 1 Purpose of the report

The purpose of this report is to advise the Learning & Teaching Committee of the new course proposals for learners for the curriculum plan for 2017/18. This also includes programmes to remove, rest or redesign for the future portfolio.

#### 2 The Report

Dumfries and Galloway College is moving into an exciting stage of its development, building on successes of the past and driving forward our aspiration to be an “outstanding” college. We aim to deliver the highest quality learning for our students to make a positive contribution to the local and national economies and to utilise the expertise of our staff to deliver continuous improvement. “Vision 20/20” sets out our vision. Inspiring our people, business and communities to be successful. Our mission is “One college, one team where: - Learners come first, the changing needs of the economy are met, innovation, collaboration, and creativity are core to what we do.

Following on from Head of Faculty and Curriculum Leaders meetings a full planning day was carried out to explore new course proposals in line with national and local need using a variety of information. Including self-evaluation reviews, data related to retention and attainment, trends in terms of numbers and demand, employer feedback from curriculum areas, a variety of publications including DYW Scotland’s Youth Employment Strategy, SDS Regional Skills Assessment, Woods summary report, Dumfries and Galloway Outcome Agreement, Vision 20/20 and Dumfries and Galloway Skills Assessment.

The four Heads of Faculty presented evidence of Curriculum Planning which had taken place with Curriculum Leaders using the above information for supporting Faculty plans. The Heads of Faculty with Vice Principal Learning and Skills, then discussed these further across all curriculum areas to produce this outline plan for 2017/18. This Plan is in line with both the college Mission Aims and College Strategic Outcomes for the region including

1. We will provide opportunities to access and progress through education and training at all levels
2. We will deliver education and training that is a route to employment and career development and is aligned to local and national economic need.
3. We will be first choice for recruitment, training and development of the workforce.
4. We will enable communities to grow and develop through local education and training
5. We will support more business to start up and grow and diversify.
6. We will enable people to build their independence and confidence in a supportive environment

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This Curriculum development plan will also support Dumfries and Galloway Colleges' submission to the Scottish Funding Council in terms of its Outcome Agreement in four of its key aims and objectives.

- **High quality and efficient learning** - to ensure learner journeys are as short, efficient and effective as possible and that learners experience the highest quality of learning and teaching to achieve successful outcomes.
- **Access for people from the widest range of backgrounds** - to improve access to further and higher education for people from the widest possible range of backgrounds.
- **Right learning in the right place** – to secure coherent provision of further and higher education in Scotland
- **A developed workforce** – To ensure students are qualified and prepared for work and to improve and adapt the skills of the regions workforce.

### Some Key Challenges

The college faces challenges, through its curriculum delivery to support some key objectives over the next few years, including addressing gender imbalance issues at the college, ensuring college students benefit from high quality work placements or other work experiences, and progressing with Science Technology Engineering and Maths (STEM) programme to support learners across the region.

The college now has work placement coordinators for three of the four Faculties. Learners at the college should experience the world of work in order to develop their skills for employment. This will remain a challenge as schools also require a range of work experience or work placement opportunities for their learners. The college will aim to build on work experiences further by, creating simulated environments, holding enterprising activities, ensure learners are involved in volunteering or social enterprise activities, employer presentations, practice interviews, personal skills analysis, career events, part time work, presentations to peers and advisors, engagement with employers and involvement in competitions as well as developing more formal work experience opportunities in the curriculum.

The College faces a key challenge in addressing Gender imbalance for some of its areas and will continue during 17/18 to implement and support key targets related to its gender action plan. Milestone 1 being to increase the minority gender share by 5% by 2021, this will include working with key partners across the region, developing a pipeline model which addresses these areas from primary through to the Senior Phase, raising aspirations and awareness, whilst promoting applications to certain areas and setting targets for programmes. Key areas include:-

**Males into:** - Childcare, Care, Hair and Beauty courses

**Females into:** - Construction, Engineering, Computing and Motor Vehicle Courses

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The college will aim for full STEM approval during the 17/18 academic year. The college will do this by providing a range of programmes which are STEM related and identify how these fit into STEM approval alongside its own diverse Engineering provision. Further discussions will take place to support and develop a HND programme in Electrical Engineering leading to direct Articulation with Strathclyde University and its Engineering Academy. Schools and SRUC will be included as key partners to support the submission and STEM approval.

### 3 Plan Summary 17/18 Credits

College Target 17/18	30,067
Planned Activity 17/18	31,232
Surplus Target	1165

Planned Activity Breakdown.

Full time	23.858 (less retention 90%)
CTS and Additional School	4308
Part Time	3066

<b>Grand Total</b>	<b>31,232</b>
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### 4.0 New Courses Proposed

#### HND Computer Science:

Target Number: 15                      225 Credits

#### **Rationale for the New Full Time Course**

#### **Strategic Aims 1, 2, and 6**

The college introduced to its full time curriculum plan in 2016/17 a new HNC in Computing Science in line with the National drivers for the digital/computing area. The course recruited positively with 21 full time learners and one learner from schools as part of their Senior Phase pathway. The HNC will continue to form part of the school offer on an infill basis for Senior Phase pathways along with the HND. This HND will support all the initial discussions surrounding the HNC proposal to support local and national needs.

An articulation agreement is now in place for the HND programme for direct entry onto the second year of Glasgow Caledonian University for their BSc in Computing following success on the HND Computer Science course.

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The course in terms of delivery can have shared delivery for three modules with the HND in Computing Technical Support for 2017/18.

### Implications

#### Resources

The course would use existing resources within the college in terms of access to rooms with computers. Timetabling is possible within existing rooms to accommodate this proposal. There is no immediate software or hardware needs in order to deliver this programme successfully.

To deliver this programme would require an additional 367 hrs, but because of adjustments made to the schools programme will only require 259 hrs or 0.3 fte.

In addition development time would be required this session of 270 hours, but this is available for adjustments saved within other Faculties for 16/17.

### HNC Care and Administration:-

Target Number: 16                      Credits 192

#### **Rationale for the New Full time Course.**

#### **Strategic Aims 1, 2, 3, 6**

This course has been proposed in terms of Local and National drivers. It will provide the first pathway for learners direct onto the 2<sup>nd</sup> Year of a Nursing degree through UWS and other Universities. It also provides direct entry into employment across Scotland as Senior Health Care Support Workers in a Hospital setting. The HNC in Care and Administration has been a development across the sector supported by College Development Network and a range of colleges do offer this provision. This would be a new pathway in Nursing for Dumfries and Galloway. Care/Health is a strategic issue for the region and this would support skills in this sector for the region.

The Head of Faculty is currently in discussion with UWS for direct entry onto the 2<sup>nd</sup> year degree programme for Nursing on the Crichton Campus. However if this should prove difficult there are a range of other Universities who offer this pathway to colleges.

### Implications

#### Resources

The course is classroom based and would use existing college resources in terms of access to rooms. There may be development opportunities with UWS in accessing their facilities in

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terms of partnership arrangements. There have been no immediate proposals in terms of resources required to deliver this programme

New staff would need to be appointed to deliver this proposal or backfill existing staff to deliver the programme - this would include 12 hours delivery per week or an additional 0.5 FTE, along with additional work placement coordinator hrs of 6 hrs per week.

In addition development time would be required this session immediately of 216 hours but again can be achieved through savings from other Faculties for 16/17 year.

### 4.1 Course to remove

#### National Progression Award in Brickwork

**Rationale:** Currently 4 FT Learners 64 Credits

Performance Indicators Trend report

• 15/16	7 Learners	Retention 43%	Attainment 29%
• 15/14	8	50%	25%
• 14/13	10	70%	50%
• 12/13	10	20%	10%

The programme has suffered from declining numbers over a period of years. It is delivered in combination with other NPA groups in Construction or CITB programmes in Brickwork. Additional resources were made available to the course to support failing PIs in 2015/16 with no impact on PIs for both retention and attainment. It is proposed for the brickwork area to focus delivery on the current CITB apprenticeship delivery for 1<sup>st</sup> and 2<sup>nd</sup> years. These have high PIs and can be delivered successfully together. However an additional 125 hrs will be required for supporting joint Apprenticeship delivery.

Numbers for apprentice programmes will again be reviewed for 2018/19 which may lead to the removal of Brickwork from the construction portfolio depending on future numbers. The need nationally and locally has declined for Brickwork. Discussions around new construction developments across Dumfries and Galloway have had little impact on this skill and although there is a slight increase this year in apprentice numbers, this has not been significant. In recent years the decline of wet trades has been recognised locally which also included plastering skills - no longer part of the college portfolio.

### Implications

Currently the 2017/18 curriculum plan has 442 hrs for delivery to Brickwork students for CITB learners, however there is a reduction in schools programmes for delivery of brickwork and

## Learning & Teaching Committee

General Construction programmes which has an impact of 300hrs reduction for this programme or 0.3 FTE

### **Course to Change Delivery of Mechanical Engineering National Certificate**

Rationale: Currently 6 Learners and 2 MAs 96 Credits

Performance Indicator Trend Report

- 15/16 7 Learners Retention 57 % Attainment 57%

This programme was recently introduced to support SCQF Level 6 in engineering. However demand has been poor and progression from SCQF Level 5 programmes are poor with PIs over a five year period of 68% retention and 58% for attainment. The qualification will remain but be offered on a day release basis as part of the new Engineering Foundation Pathways with schools and local employers. This will give access for MAs to achieve their frameworks over a two year period at the college, and then one year work based with employers.

This proposal has the potential to grow in terms of demand depending on the take up with schools for the foundation apprenticeship and will lead to a more sustainable method of delivery over a period of years and will still offer progression pathways for current level 5 learners.

However should some learners still require to follow a full time pathway this can still be achieved by infilling in with the Day Release School Foundation Apprenticeship programme and also infilling onto the SVQ level 2 Performing Engineering Operations delivered at the college. Giving the learners still an option of achieving the NC Engineering Qualification with the SVQ Level 2 PEO qualification in one year so learners will be employer ready.

### **Implications**

The current Mechanical Engineering programme has 816 planned hours of delivery (including PEO Level 2). To deliver the programme on a day release basis to schools and MAs will take 216 hours for 17/18. This would mean a reduction in staffing in the mechanical engineering area of 600 hours or 0.75 FTE. (18/19 will see an increase of a further 216 hrs to support the two year Foundation Apprenticeship course)

### **Construction Technician Certificate :- (Rested in the Portfolio until 18/19)**

Rationale: Currently 7 FT Learners and 4 DR 112 credits



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### Performance Indicators

• 15/16 7 learners	Retention 29%	Attainment 29%	
• 14/15 8 learners	50%	38%	(changed from NC)
• 13/14 12 learners	67%	58%	

This programme is a SCQF Level 6 programme in Construction; it is designed to allow access from NPA Level 5 Craft Learners in Construction. Take up in terms of progression from Level 5 is poor. Retention and attainment figures are consistently poor. The team changed to a new framework for 15/16 which did not have an impact in numbers or PIs. Four learners did leave for relevant employment. The recommendation is to rest this full time programme from the curriculum, concentrate resources on developing the sustainability Bronze award module and roll out the Design Engineer Construct programme across the region over the next three years. This will allow a technician pathway to be followed by schools during the senior phase leading onto the Level 6 programme and Level 7 programme for the senior phase. This will be offered to other full time learners and employers across the region for 18/19 as part of the Senior Phase Pathways

### Implications

This will not have an impact on staffing in the Construction Technician area which delivers this current programme in 391 hours. These hours will be replaced for delivery on the Sustainability Bronze Award and Design Engineer and Construct schools programme for 17/18. During current discussion with the schools they have offered to fund a 0.5 fte post to develop an SCQF Level 4 programme credit rated and approved by SQA for replacement of the DEC programme due to licensing costs and long term sustainability issues.

#### 4.2 School Provision for 17/18

##### Strategic Aims 1, 2, 3, 4, 6, 7

School programmes were discussed and by ensuring a minimum number of 12 learners per programme, increasing staffing for delivery hrs by only 48 hrs overall, an increase in credits could be achieved of 387. Schools will be informed of the programmes in partnership with the new schools pathway coordinator. These courses have been discussed in partnership and agreed in principle for 17/18.

### New

Two new pathways would be introduced on a day release basis for S5 Learners in the Senior Phase. These two new pathways will be supported through additional funding bids to SDS for

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additional staffing in terms of development time and coordination with the schools to support the success of these courses (Around 100k over 2 years) Normal delivery methods would be one full day per week at the college for 17/18 and two days per week for 18/19. These pathways are required both to support regional developments and national skills requirements. After the two year SDS support money, these programmes will then be established as normal college programmes and will be part of the general curriculum plan. Future pathways for 18/19 will be Food and Drink, Business/ Administration and Construction again supported for the first two years by bids to SDS for their development and roll out across the region.

Along with these programmes, infill options will be offered for some HNC programmes, and the HNC in Electrical Engineering will continue to be delivered. Senior Phase choice will include:-

- Foundation Apprenticeship in Engineering
- Foundation Apprenticeship in Care
- HNC Business (Infill)
- HNC Computing Science (Infill)
- HND Computing Science (Infill)
- HNC Electrical Engineering

Target numbers will be set for all courses and if demand exceeds supply this will then take us down a selection criteria approach for these areas. New courses to be introduced for 2017/18 alongside the foundation apprenticeship and Senior Pathways, meet local and national needs. These can lead onto college programmes at a variety of SCQF levels including:-

- NPA in Food Manufacturing
- Level 6 Vendor Qualification in Computing
- Design Engineer and Construct Programme
- NPA in Digital Design and Animation

However the college will continue to support similar areas for delivery from 16/17 in:-

- Construction
- Digital Gaming replace with Vendor Qualification in Computing
- SFW Early Education/Childcare
- Psychology
- Motor Vehicle
- Hospitality

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However should the demand grow for the schools some of the programmes above could be offered on a full cost basis. Based on this year's delivery, this could support an additional 355 credits an additional 128 learners with 792 additional staffing hrs, costing the schools £41,000.

The alternative schools programmes will have an impact on brickwork staffing previously discussed but also on Motor Vehicle of 216 hrs over the academic year.

Example of a Senior Phase Pathway

### **Computing**

S5 Learner completes HNC Computing Science with reduced number of school Highers

S6 Learner completes HND Computing Science with reduced Highers/Advanced Highers (30 Credits)

Direct Entry onto Level 9, 3<sup>RD</sup> Year BSC Computing Science with UWS

### **4.3 Part time**

#### **Strategic Aims 1, 2, 3, 5, 6, 7**

One new part time course was proposed for a PDA Level 8 in Children and Young People's Health and Wellbeing as part of the Faculty of Education Health and Social Studies. This will be fully transformed for delivery. This will feed directly onto the proposed PDA in Childhood practice at SCQF Level 9 to be rolled out across the region for 18/19 as part of up skilling in the Care Sector for Dumfries and Galloway.

As part of achieving the overall credit target for the college two more Princes Trust Teams will be run at the college for learners with disadvantaged backgrounds. This directly supporting several of the strategic outcomes for the college. One extra programme would be delivered at both Dumfries and Stranraer Campuses for 17/18 .However this would require one more additional staff Princes Trust team member appointed at Princes Trust grading.

### **Implications**

120 hours to fully transform the material

2 hrs per week to support on line delivery

1 FTE Princes Trust

### **5 Stranraer and Engineering Provision**

The academic leadership team discussed introducing engineering into the Stranraer Campus for 17/18. Whilst it was felt that this was the correct way to progress in terms of curriculum offer for both the region and Stranraer, it was also felt stronger relationships should be

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established with employers and particularly the schools Stranraer Academy and Douglas Ewart.

It was suggested that the building of a new facility be progressed in terms of supporting a new programme in the area for 18/19 .but curriculum development through the schools would be in developing the National 5 in Energy ,looking at rolling out the Foundation Pathway in Engineering for delivery in 18/19 to support the region skills in the sector .This would also give time to arrange transition to other college programmes at level 7 .The Foundation pathway could also run alongside a level 4/ 5 pathway to be delivered on the campus.

The team also highlighted construction of a new facility would offer the opportunity to involve employers, schools and the community .An example was given of both schools being in a competition to support the naming and branding of the engineering facility, like “Zest” for the hospitality area, and also showcasing the facility to employers, schools and community prior to its launch in 18/19. (Hence the recommendation to delay new engineering delivery until 18/19.)

### **6 Retention and Attainment**

The full- time programmes to be removed 17/18 are NPA in Brickwork, NC Mechanical Engineering and Construction Technician programmes ,all having poor PIs for FE full-time programmes at Level 5 and 6 . The removal of these programmes should have an impact on improving PIs at this level. Although being replaced by HE programmes overall these will support continued figures for retention across the college, this will also be further supported by introducing the two additional part time programmes with the Princes trust team programmes as the trend is for these courses to have high PIs in terms of retention and attainment.

The Heads of Faculty along with the working group have drilled down further into retention issues and have particularly highlighted young, males and females on gender imbalance courses, from deprived post codes zones who also have some additional support needs, to be at highest risk of withdrawal .Alongside this, another key strategic development is in the sharing of learner information from schools to college to support transition arrangements. Every school now had a guidance /transition worker who can engage directly through schools partnership links with the college.

Faculties will continue to develop their programmes particularly at SCQF Levels 4 and 5 and again work to identify at risk learners early during the academic year and prior to course actually starting, As well as this we need to ensure to continue employer involvement, guest speakers, early site visits, team building exercises as early learner activities

The Care area will redesign its entrance level programmes for both Childcare and Care areas in line with the Stranraer delivery model which has proved an excellent model to follow at this level with improved PIs.

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The new Retention, Attainment and Learning and Teaching strategic groups will also feed into the curriculum areas with new cross college suggestions to support these areas.

### **7 Credit Challenges for 17/18 CDP**

All course targets have been realistically reviewed for 17/18 delivery but despite this there will be programmes that underachieve and programmes with higher demand. Full time courses will have a learner target of 1657 compared to 1541 enrolments for 16/17, an additional 116 full time learners. This means each full time course would need to recruit just over 1 more learner for each full time course to achieve college target. The challenge to the executive team and the academic teams will be to monitor these numbers closely from December onwards and make strategic marketing decisions to support course with further marketing needs. The other challenge will remain to maximise demand needs in terms of numbers but also meeting regional and national skills needs.

A full review should take place by the end of March, which may well change the courses and staffing skills presented in this CPD plan for 17/18. Further resources may need to be given in terms of bringing learners in for taster sessions and orientation with the college during the summer period, with greater use of technology to check learners are still on track to attend their college programmes.

School will have chosen their options from the 17/18 plan included in the report by March which then should help to inform to full time provision demand for 17/18. A full review at the end of March of the 17/18 CDP will take place and any further changes to be proposed in terms of courses or staffing.

New arrangements will be worked through for keeping learners warm during recruitment time for programmes and include bringing in learners for taster sessions of the programmes they have applied for particularly related to new starts. Admissions will need to be in regular contact with learners to ensure they still plan to start on the agreed programmes.

A range of other courses will be agreed should there be a credit shortfall from the target as a supporting plan for full time pathways starting late, new part time provision with an emphasis on community planning and engagement plus a range of CTS additional provision to be delivered, this will be agreed and prepared by Feb 2017.

### **8 Recommendation**

It is recommended that the Learning & Teaching Committee discuss this plan and approve its contents in terms of Curriculum Development for 17/18. The plan will then need to be communicated to key partners throughout the region.

**Andy Wright**

Vice Principal Learning and Skills  
December 2016

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### Gender Imbalance Action Plan

#### 1 Context

This action plan builds on the recent SFC Corporate publication regarding addressing gender imbalance issues at course level. It is key to success that the College needs to work closely with its key partners to address gender imbalance issues across the region for Dumfries and Galloway, including Skills Development Scotland, Employability Partnerships, Universities, Schools, Parents and Employers for the plan to be a success. This plan will focus on tackling gender imbalances at all stages of the learner journey, and will aim to bring innovative ways for partners to support one another and work together.

The SFC Gender Action Plan set out their ambition that by 2030 no college subject will have a gender imbalance of greater than 75% of one gender. This vision remains unchanged and also supports the aspirations of Dumfries and Galloway College.

A joined up approach is required for this action plan across early years, education and employment partnerships, or the plan will not make sufficient progress. This plan gives opportunity for partners to consider how their roles and responsibilities as well as the college itself can consider policies, infrastructures, processes and activities to determine how we can tackle gender imbalance issues.

SFC commissioned research to underpin the Gender Action Plan, where it has suggested for colleges to follow five broad themes.

- Infrastructure
- Influencing the influencers
- Raising awareness and aspiration
- Encouraging applications
- Supporting Success

#### **Subjects of Focus and Milestones**

Subject areas for severe gender imbalance have been identified for Colleges. These subject areas include for Dumfries and Galloway College for Female under representation.

- Construction
- Engineering
- Computing
- Motor Vehicle

For male under representation include: -

- Child Care
- Care
- Hair and Beauty

### **Aims and Milestones**

#### **Aim 1**

By 2021, increase by 5%the minority gender share in each of the above areas, with a milestone target of 4.2% increase for 2019/2020.

#### **Aim 2**

By 2030, no subject has an extreme gender imbalance (75:25)

### **2 Recommendation**

The Committee is asked to note this report.

	Key Tasks		Comment	Action Required? Y/N	Nominated Lead	Date for Completion
<b><u>Strategic Aim 1</u></b>  <b>Enhance strategic oversight of tackling gender imbalances at a national, regional and institutional level</b>	1	Establish Gender governance group for the region with Key partners engaged with the college including Dumfries and Galloway Council, School representation for both primary and secondary phase, Skills development Scotland and the Employability partnership group (Could this be the new youth guarantee group)	<p>Establish as standard agenda item for Regional Youth Guarantee Partnership Group.</p> <p>Youth Guarantee report into Local Employability Partnership Group on progress related to gender imbalance issues and any issues that are preventing progress.</p> <p>Through LEP ensure there is a strategic update to Local Strategic Leadership Group</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>VP L&amp;S</p> <p>VP L&amp;S</p> <p>Principal</p>	<p>March 2017</p> <p>June 2017</p> <p>June 2017</p>
	2	Working with partners develops a sustainable regional pipeline model of support to address gender segregation for the area	<p>Local Authority, Employability Partnership reps, Youth Guarantee Group, College, School to</p> <p>Map key gender imbalance issues to employability pipeline and report into LEP</p>	Yes	VP L&S/Employability Partnership rep	Ongoing



	3	Gender action plan to highlight actions Dumfries and Galloway College is progressing in terms of the 5 broad themes, including Infrastructure, influencing the influencers, raising awareness and aspiration, encouraging applications, and supporting success.	During recruitment process consider gender issues to address internal levels of GI.	Yes	Discuss with HR Director	May 2017
	Consider GI Champions internally to influence the influencers.		Yes	VP L&S	June 2017	
	Discuss with student association Gender Imbalance reps and champions to act as role models.		Yes	VP L&S	July 2017	
	Each Faculty to continue to provide awareness sessions to secondary and primary learners at least 2 per year.		Yes	VP L&S	July 2017	
	College to Market and showcase success stories related to GI		Yes	Marketing	Ongoing	
	College to set targets to address GI target numbers for milestones through application process.		Yes	HOF	Feb 2017	
	4		Ensure action 3 is done in collaboration with regional partners including local authority, SDS, and considers the needs of the different groups identified for gender imbalance actions.	Local Authority, Employability Partnership, Youth Guarantee Group, College, School rep primary/secondary  Agree the GI action plan, and partners agree to collaborative approach through Youth Guarantee Group.	Yes	VP L&s

	5	Dumfries and Galloway College will outline numerical targets in all the subject areas in line with the key aim of the gender action plan targets for Scottish Government.	<p>Targets set in line with milestones and aspiration</p> <p>Targets for 2017/18 set.</p> <ul style="list-style-type: none"> <li>• Construction Females 8% to 12%</li> <li>• Engineering Females 3% to 7%</li> <li>• Motor Vehicle Females 2% to 6%</li> <li>• Computing Females 3% to 7%</li> <li>• Childcare Males 18% to 22%</li> <li>• Care Males 16% to 20%</li> <li>• Hair and Beauty Males 5% to 9%</li> </ul>	Yes	VP L&S	Annually to support the outcome agreement process
<b><u>Strategic Aim 2</u></b>  <b>To engage with schools to tackle gender imbalance earlier and to tackle gender stereotypes.</b>	1	The college with the schools will develop a joint engagement strategy. Covering advice, pathways and programmes. The key purpose will be to tackle gender under representation at the course programmes identified. This will be supported in partnership with skills development Scotland.	<p>College, Local Authority, Employability Partnership, Youth Guarantee Group, SDS, University Partners</p> <p>Joint engagement strategy to be developed with school leads and signed off by the Youth Guarantee Partnership Group with regular update on progress.</p>	Yes	VP L&S/Lynne Burgess D&G Employability Team Lead	August 2017
<b><u>Strategic Aim 3</u></b>  <b>To ensure equitable admissions by gender</b>	1	Dumfries and Galloway College will assess our current adult engagement models with a view to exploring the development of programmes over the age of 25. A key purpose and element of this work will be to tackle gender imbalance	<p>Each curriculum area to develop a programme of engagement via short /part time courses to engage over 25 learners to address gender imbalance issues,</p> <ul style="list-style-type: none"> <li>• EG Short Course for Barbering Techniques (Male only)</li> <li>• Introduction to Energy Saving Techniques (Female Only)</li> </ul>	Yes	VP L&S	April 2018

	2	Dumfries and Galloway College will explore how admissions data can inform progress towards achieving the outcomes and aims of this strategic plan. This information will enhance the information and advice offers through admissions to learners, parents, teachers and advisers about the educational opportunities at the college.	Curriculum plans to include data on gender imbalance issues related to college strategic plans.  Promote gender imbalance information and advice through a variety of mediums  Offer bespoke development sessions to Employability Guidance advisors in the schools	Yes  Yes  Yes	VP L&S  Marketing and Admissions  John Magill	July 2018  July 2018  Dec 2018
	3	Dumfries and Galloway College will seek to share good practice. This will include best practice examples, case studies, HEI collaboration as well as evidence on what works and barriers to progress.	Hold a regional conference to showcase case studies, collaborations and barriers.  Course teams celebrate success through self-evaluations with examples best practice  Each Faculty to share best practice and link into regional conference	Yes	VP L&S	July 2018

<b><u>Strategic Aim 4</u></b>  <b>To enhance support for those involved in student educational choice processes to enable them to impact on gender imbalances.</b>	1	Dumfries and Galloway College will seek to enhance CPD for college staff, including board members to tackle gender imbalances and gender inequalities.	<p>Heads of Faculty will ensure Staff Development reviews will seek to look at how individuals can help support, the gender action plan for individuals and the programme areas.</p> <p>Through the learning and teaching committee gender imbalance issues are raised at board level at discussed during their meetings to offer support, guidance and share best practice.</p>	<p>Yes</p> <p>Yes</p>	<p>Heads of Faculty</p> <p>VP L&amp;S/Chair of Learning and Teaching</p>	<p>Sept 17</p> <p>Dec 2018</p>
<b><u>Strategic Aim 5</u></b>  <b>To enhance student involvement to tackle gender imbalances.</b>	1	The College will involve the student association to consider how the institution can better involve its own learners to tackle gender imbalance issues and to hear their views on the actions and aims outlined in this plan.	See strategic aim 1 action 3	Yes	VP C&G	October 2017
	2	The College will work in partnership to convene/host a conference or event to engage students further with widening access, with a key theme being gender.	See strategic aim 3 action 3	Yes	VP L&S	November 2018

<b><u>Strategic Aim 6</u></b>  <b>To enhance retention and completion at a subject level where there is a gap by gender.</b>	1	The College will identify where there has been imbalance between male and female students within completion or retention by subject and will outline how these will be addressed.	This will form part of the colleges self-evaluation process on an annual basis with actions recorded around gender imbalance in terms of attainment or retention	Yes	VP L&S/HOFs	Annually through Outcome Agreement
	2	The college will arrange for expert speakers/employers on subject areas with high levels of gender imbalanced to promote industry engagement These subject areas have already been identified as part of this action plan, These will also address issues around curriculum design to improve gender imbalance issues.	Faculties to arrange for employers, guest speakers to become included in curriculum design, and acting role models for learners to address gender imbalance issues.	Yes	VP L&S	December 2018
<b><u>Strategic Aim 7</u></b>  <b>To evidence our progress in achieving the vision for 2030</b>	1	The college will provide an annual progress report on the achievements for 2017 and onwards including information on intake and their success, information on next year's expected recruitment, results from the subject based focus groups, school data on subject choice and progression.	The Faculties will report on gender imbalance issues and progress made as part of the annual quality self-evaluation process.	Yes	VP L&S	Annually through Self Evaluation
			The college will report on progress being made through its annual engagement self-evaluation report.	Yes	VP C&G	

## Learning and Teaching Committee

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### 1 Purpose of the Report

The purpose of this update is to give members of the Learning and Teaching Committee an opportunity to discuss the Scottish Government's expansion of the provision for free Early Learning and Childcare across Dumfries as a region and the potential impact on the college.

### 2 The Update

Scottish Government is expanding the provision for free Early Learning and Childcare to 1,140 hrs per year, an increase on the current provision of 600 hrs per year by 2020. This will mean a significant increase in the capacity of the current workforce as well as the up skilling of any additional workforce to provide this provision. The College will be required to increase its current activity levels to allow for the increase in provision and this will be achieved through a mixture of full-time, part time and flexible delivery with be required over the next 3 years.

From a national perspective, this equates to an estimated 11,000 new Practitioners, 2,300 Managers and 1100 support workers will have to be newly recruited. For the Dumfries and Galloway Local Authority this equates to 256 new Practitioners, 67 new Managers, and 25 new support staff.

The Vice Principal, Learning and Skills and Head of Faculty, June Holland have recently met with the Head of Education, Gillian Bryson to discuss this issue. A further catch up is being arranged with the Local Authority to look at the detail for the College and its implications.

### 3 New Update (23 November Scottish Funding Council)

Scottish Funding Council representatives recently met with Scottish Government for updates on the Childcare expansion. These updates include:

- A three-year funding plan to support a three-year workforce plan will not be implemented, instead it will be replaced with yearly funding which will mean a far more responsive approach from each region.
- Local Authorities will each have to submit their own workforce plans on how they will achieve these aims over the next three years, these plans are not to be submitted until mid-2017, therefore colleges should focus their delivery in 17/18 on reviewing ELC portfolios, improving retention, developing work placements and maintaining or slightly increasing provision.
- Colleges will need to work closely with the Local Authority as they will be a lead delivery partner
- Existing qualifications e.g. HNC /NCs will still be needed to support staff who intend to develop as Managers.

### 4 Recommendation

Members are invited to discuss the contents of the paper but also share their views on the following key issues.

- What do committee members feel will be the key challenges of this expansion, to the college moving forward?
- What are the views of the committee members in terms of opportunities to the college in taking this new development forward?
- Are there any other issues the committee members would like to note, for expansion of the workforce in Early Education and Childcare?

Andy Wright  
Vice Principal (Learning & Skills)  
December 2016



## **Expanding the Provision of Free Early Learning and Childcare in Scotland**

### **Paper 4.1**

#### **Summary:**

#### **Background**

The Scottish Government is expanding the provision of free Early Learning and Childcare (ELC) provision to 1,140 hours per year, from the current 600 hours, by 2020. Implementing the expansion will necessitate a substantial increase in the ELC workforce and requisite training. We are at a pivotal moment in shaping the policy decisions around the expansion and are currently consulting on the key issues. One of the key decisions for Ministers in the coming weeks will be around phasing in of the entitlement. Before we can advise Ministers on options for phasing in the entitlement and associated infrastructure and workforce, we need to ascertain the potential capacity to run additional ELC College courses in the run up to 2020.

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#### **Recommendation:**

The College Principals' Group is asked to:

- assist Scottish Government in understanding the challenges that this expansion of provision will present within the college sector
- provide Scottish Government with information on the potential capacity to run additional ELC courses in the coming academic years
- provide advice on phasing the increased provision.



## Expansion of Early Learning and Childcare – Working with Colleges Scotland

### Background

The Scottish Government (SG) has committed to increasing the provision of free Early Learning and Childcare (ELC) entitlement from 600 hours to 1,140 hours by 2020. This transformative programme will require new methods of delivery, investment in infrastructure, a substantial increase in the workforce and provision of related training opportunities. It is with this last point that we seek the assistance of Colleges Scotland and the College Principals' Group.

The First Minister recently launched the SG consultation document *A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland*. We are at a pivotal moment in developing the policy approach which will shape how our vision for the expansion is delivered.

The SG vision for the expansion, as set out in the consultation document, is for it to deliver high quality, flexible ELC which is affordable and accessible for all. There are many facets of the expansion which need careful consideration, such as funding models, delivery methods and embedding of Fair Work practices. There are however, two key elements to delivery of the expansion, without which the programme cannot succeed. Those are:

- the programme of infrastructure investment to ensure there is the physical space for the expansion, and
- recruitment and training of the additional workforce required.

The consultation is underway and we'd welcome input to that from the College Principals' Group and Colleges Scotland. Meanwhile, we continue to plan and prepare for the expansion. Scotland's Colleges will, of course, play a significant role in realising the expansion via provision of appropriate training and qualifications for the additional workforce.

In addition, the SG are developing a Skills Investment Plan (SIP) for the ELC sector and will be seeking Colleges Scotland's input to that shortly. The SIP will ascertain the current qualifications and skill set within the workforce as well as identifying opportunities to widen the skill set within the sector. It will also help us refine the make-up and number of additional workforce required for the expansion.

### Key Issues Moving Forward

One of the key policy decisions we need to progress immediately is whether (and how) the expanded provision is phased. The expansion will require substantial levels of investment in the workforce (and infrastructure), with the investment being phased over a 3-4 year period to ensure that the required capacity is in place by 2020. To assist with decisions on how to phase in the entitlement, we need to ascertain the potential capacity within Scotland's colleges to train the requisite additional workforce in the coming years. This will allow us to advise Ministers on what is possible with regard to phasing in the provision.

We have been working with colleagues at the Scottish Funding Council (SFC) to understand the current demand for ELC related courses. However, we require assistance from the College Principals' Group to

understand the potential capacity within Scotland's colleges to increase the number of places on ELC courses (beginning academic year 2017-18) to facilitate the planned expansion.

In addition to being able to progress policy decisions, a further driver for understanding the potential capacity for the coming academic years, is the imminent SG Spending Review. Ministers have committed to fully funding the expansion, and to secure the necessary funds the next step for the Spending Review is to understand the cost of running the additional ELC courses. This will allow us to advise Ministers on the capacity to increase training provision as well as the cost of doing so.

There is therefore an urgent imperative to understand the capacity [and cost] to run additional ELC courses for policy progression and Spending Review purposes. We do, though, require a realistic assessment of potential capacity to run additional ELC courses as soon as possible, and no later than the middle of November

### **Assistance Required**

Our ask is for the College Principals' Group and Colleges Scotland to:

- assist us in understanding the challenges that this expansion of provision will present within the college sector
- provide us with information on the potential capacity to run additional ELC courses in the coming academic years.
- provide advice on phasing the increased provision.

The information gained will ultimately help us prepare the SG's Letter of Guidance to the SFC early in 2017.

We are, of course, very happy to provide any further background or information in relation to this request, or indeed the wider expansion programme, and look forward to opportunity to discuss further at the meeting on 31<sup>st</sup> October.

Scottish Government  
Creating Positive Futures Team  
October 2016

## Appendix 1

WQG (03)(03)

### Workforce estimates for 1140 hours

#### Children & Families Analysis

#### Summary

The Children & Families Analysis team has developed a model for producing estimates of the potential additional workforce required to deliver the expansion to 1140 hours.

Estimates are produced based on assumptions regarding the number of:

- two, three and four year olds attending year round
- childminders used
- children with additional support needs
- wrap-around hours beyond the built-in flexibility; and
- new early learning and childcare settings available by 2020).

Details of the model design and the assumptions underpinning the estimates are provided in Annex A.

The estimates presented in this paper include a breakdown by local authority area, and reflect input from colleagues in the ADES Early Years network.

Table 1 gives a summary of FTE staff and staff headcount required in total and additionally to deliver the 1140 hours provision. This highlights that:

- Around around 23,000 FTE practitioners, 4,000 managers and 5,500 FTE support workers are estimated to be required in total to deliver 1140 hours. Of those, an estimated 11,000 FTE practitioners, 2,300 and 1,100 FTE support workers will have to be newly recruited.
- In terms of estimated additionally required (non-FTE) headcount this translates into around 14,400 practitioners, 2,300 managers and 1,400 support workers, based on hours worked currently.

Table 1: Estimated number of FTEs and headcount of total and additional workforce required

<b>FTEs</b>				
	<b>Practitioners</b>	<b>Managers</b>	<b>Support</b>	<b>Total</b>
<b>Number of FTE required</b>	<b>23,044</b>	<b>3,944</b>	<b>5,462</b>	<b>32,450</b>
Of those in LA settings	14,446	2,745	2,340	19,532
Number of current FTE	12,007	572	4,402	16,981
Of those in LA settings	7,450	572	1,886	9,908
<b>Additional FTE required</b>	<b>11,037</b>	<b>2,294</b>	<b>1,060</b>	<b>14,391</b>
Additional in LA settings	6,997	2,174	454	9,624

<b>Additional (non-FTE) headcount</b>				
	<b>Practitioners</b>	<b>Managers</b>	<b>Support</b>	<b>Total</b>
Number of heads required	30,063	3,944	7,214	41,220
Available heads in funded settings	15,661	1,650	5,814	23,125

<b>Additional heads</b>	<b>14,402</b>	<b>2,294</b>	<b>1,400</b>	<b>18,096</b>
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The above analysis can be repeated for each individual local authority to arrive at local authority breakdowns. Table 2 gives a summary of additional workforce FTE requirements by local authority.

Table 2: Estimated additional FTE workforce by local authority (all sectors)

	Practitioners	Managers	Support	Total
<b>Scotland</b>	<b>11,037</b>	<b>2,294</b>	<b>1,060</b>	<b>14,391</b>
Aberdeen City	371	81	68	519
Aberdeenshire	425	175	72	673
Angus	218	70	25	313
Argyll & Bute	140	88	14	242
City of Edinburgh	940	144	135	1,219
Clackmannanshire	99	15	2	116
Dumfries & Galloway	256	67	25	347
Dundee City	442	29	34	505
East Ayrshire	259	32	25	316
East Dunbartonshire	202	29	19	249
East Lothian	236	61	21	318
East Renfrewshire	240	7	36	283
Eilean Siar	25	34	0	59
Falkirk	415	73	20	508
Fife	977	177	52	1,205
Glasgow City	608	101	137	847
Highland	321	258	37	617
Inverclyde	221	7	17	245
Midlothian	275	58	26	359
Moray	158	44	21	223
North Ayrshire	399	79	13	491
North Lanarkshire	916	116	35	1,067
Orkney Islands	50	25	0	75
Perth & Kinross	209	90	27	326
Renfrewshire	498	30	35	563
Scottish Borders	229	105	14	348
Shetland Islands	53	39	5	97
South Ayrshire	190	54	12	257
South Lanarkshire	793	83	47	923
Stirling	183	31	15	228
West Dunbartonshire	268	4	31	303
West Lothian	420	87	40	547

### Next Steps

The figures presented in this paper are a first attempt at producing a detailed breakdown of the potential workforce requirements for delivering the expansion to 1140 hours. The figures will be further refined and updated as more detailed information on other aspects of the 1140 hours programme become available. For example, Scottish Futures Trust are working with local authorities over the summer to assess their current infrastructure capacity and to capture information on planned ELC infrastructure development over the coming years.

We will continue to share any future updates to the workforce estimates with the Workforce Quality Group.

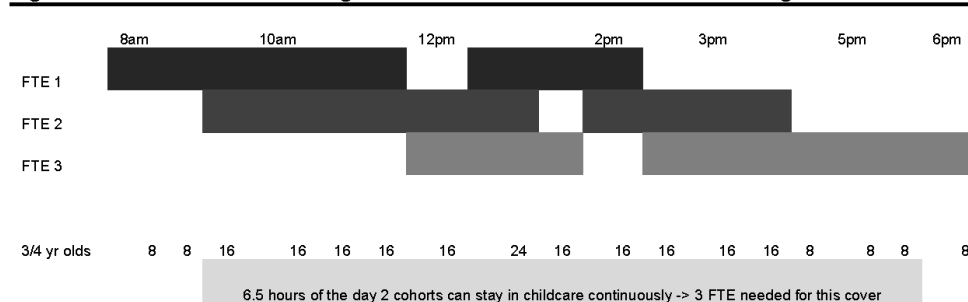
## Annex A – Overview of Workforce Model and Underlying Assumptions

### Basic model

#### *Practitioners*

It is assumed that in order to deliver 1140 hours over 38 weeks, 1.5 FTE practitioners are required to deliver childcare to 8 three/four year olds or 5 two year olds. This takes into account lunch breaks and preparation and assumes each FTE practitioner has 6 hours of contact time per day and works 35 hours/week. This setup also allows for some additional flexibility for each child at either the start or the end of the day. Figure 1 gives a staffing example with two cohorts comprising 8 three/four year olds each (or, alternatively 5 two year olds).

Figure 1: Visualisation of staffing model for 1140 hours in term-time setting



If children attend over the course of the whole year instead, their entitlement per day works out to around 4.5 hours on average. In this case, only 1 FTE is needed per cohort.

The total FTE practitioner requirement is the number of eligible children multiplied by the staff:child ratio and the number of FTE required per cohort of 8 children (5 in the case of 2 year olds) in the specific setting.

Children with additional support needs are accounted for at lower staff:child ratios. Two year olds with ASN are assumed to require, on average, ratios of 1:3, older children 1:5.

The number of existing childminders to be used will further affect how many additional practitioners will be required. However, childminders can operate only at ratios of 1:3 at most.

As a result of the exemplary staffing model above there will be around 4 hours of additional hours beyond the funded 1140 hours available. Any further wrap-around hour will require pro rata 1/8 additional FTE per cohort of 8 (or 5 in the case of 5 year olds).

Hence, the final number of required staff is affected by:

- the number of two, three and four year olds attending year round
- the number of childminders used
- the number of children with additional support needs
- the number of wrap-around hours beyond the built-in flexibility

### *Managers*

This set of workforce estimates have been produced based on 600 new settings being built to accommodate the ELC expansion. This would result in around 3,100 settings in total delivering funded ELC by the time the expansion is fully rolled out. As highlighted earlier this would SFT are leading on a piece of work over the summer, which will provide more detailed estimates of potential infrastructure developments across local authorities in the period to 2020.

Each of these settings is going to require at least one manager where settings are open term-time only, and two where the setting is open over the course of the whole year. Some practitioners may also take on managerial responsibilities.

### *Support workers (incl. ancillary & auxiliary workers)*

The number of ancillary and auxiliary workers is hard to pin down since many are contracted and the use of support workers differs by local authority. In the absence of more detailed information, the number of required support workers is arrived at by scaling up the existing number of support workers in proportion to the expected increase in settings.

### Assumptions

#### *Number of children*

In line with 2014-based population projections,<sup>1</sup> we assume that by 2020 there will be around 56,200 two year olds, 56,000 three year olds, 56,400 four year olds. While funded ELC is offered universally to three and four year olds, only 27% of two year olds (14,000) are expected to be eligible, in accordance with the current volume of eligible two year olds. Furthermore, we expect 7.5% (3,900) of five year olds to defer entry to primary school and remain in funded childcare.

The number of children with additional support needs is assumed to remain constant at today's level of 10,440 children Scotland-wide.

#### *Attendance*

We assume 100% uptake and account for no additional wrap-around hours beyond the built-in average of 4 hours during which additional ELC may be provided to one cohort.

Around 30% of two year olds and 45% of three, four and deferring five year olds are expected to attend over the whole year.

Furthermore, we assume around 200 childminders across Scotland will be involved with the provision of funded ELC in 2020. It is likely that childminders will play a role in delivery models that allow for split provision.

#### *Sector provision*

Local authorities expect that partner providers will play a larger role in delivering the funded entitlement post roll-out. The partner provider is assumed to increase to 40% (currently around 30% for over-twos and to 25% for two year olds (currently <20%). Note that the

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<sup>1</sup> <http://www.nrscotland.gov.uk/statistics-and-data/statistics/statistics-by-theme/population/population-projections/population-projections-scotland/2014-based>

partner provider share does not affect the overall workforce requirement. It does affect the distribution of new workers across sectors.

#### *Settings and managers*

There are currently around 2,500 settings delivering the funded entitlement.<sup>2</sup> As highlighted above the workforce estimates have been produced based using an assumption of 600 additional ELC settings. Each is going to require at least one manager, increasing to two where the setting is open year-round. The number of settings open year-round is assumed to correspond to the share of children attending year-round.

#### *Available staff*

SSSC provides detailed workforce headcount data for 2014, based on Care Inspectorate Annual Returns.<sup>3</sup> To arrive at an estimate of the full-time equivalent workforce, we assume full-time staff work 35 hours per week and divide this by the current average number of hours worked.

This indicates there are currently around 12,000 FTE practitioners working in settings that provide the funded entitlement.

Furthermore, there are 2,200 managers currently in post. However, where the setting is attached to a primary school and the settings switches from term-time only to year-round provision, the current managers is likely to be a head-teacher and not available over the whole year. This results in only 1,700 available managers.

The number of support workers in the SSSC is unlikely to reflect the actual number of auxiliary and ancillary workers currently involved with the delivery of funded ELC. As most settings out-source these functions to contractors, we only consider those support workers directly employed by respective settings. Currently, there are around 4,400 FTE support workers available.

#### Results

Using the above model and assumptions, it is estimated that around 23,000 FTE practitioners, 4,000 managers and 5,500 FTE support workers are required in total to deliver 1140 hours. Of those, an estimated 11,000 FTE practitioners, 2,300 and 1,100 FTE support workers will have to be newly recruited.

Assuming practitioners and support staff work 26.5 hours on average, this translates to an estimated additionally required (non-FTE) headcount of 14,400 practitioners, 2,300 managers and 1,400 support workers, based on current contracts. Where actual FTE data from local authorities are available, those were used instead.

With 200 childminders used, for example around 200 two year olds, 200 three year olds, 190 four year olds and 10 five year olds could take up their offer at childminders.

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<sup>2</sup> <http://www.gov.scot/Topics/Statistics/Browse/Children/Pubs-Pre-SchoolEducation/ELCAdditionalTables2015>

<sup>3</sup> <http://data.sssc.uk.com/local-level-data/105-2014-detailed-workforce-information>

## Learning and Teaching Committee

### Key Performance Indicator Report

#### 1 Introduction

The purpose of this paper is to provide the Learning and Teaching Committee with an update on the Colleges Key Performance Indicators (KPIs).

#### 2 The Report

One of the many duties of the Committee is to monitor academic performance, including student retention, progression and outcomes.

The committee should note that a number of short life working groups have been set up to address action points following the Education Scotland Review. One of the groups has been tasked with identifying strategies to improve retention and achievement. The Committee will be kept informed on progress should any recommendations from these groups be taken forward for implementation.

##### 2.1 Retention

There are two retention KPIs the Committee monitors:

- Early Student Retention – a measure of the number of students that meet the required retention date for Credit funding purposes (approx. 25% of the course duration) as a percentage of total enrolments; and
- Student Retention – a measure of the number of students who complete the course as a % of total enrolments.

Sector figures have now been included in the report, although the sector figures for 2015-16 will not be available until January 2017.

##### 2.1.1 Early Student Retention

The table below shows early student retention figures for session 2016-17 to date (28 November 2016), compared to final retention figures for the previous four sessions. At this stage in the session it is too soon to provide commentary on the 2016-17 figures.

	Full-time Further Education		Full-time Higher Education	
	Actual	Sector	Actual	Sector
2016-17	91	-	93	-
2015-16	88	Not available	95	Not available
2014-15	91	91.4	96	95.6
2013-14	92	92.3	94	95.5
2012-13	91	91.6	94	94.4



## Learning and Teaching Committee

### 2.1.2 Student Retention

The table below shows the student retention figures for session 2016-17 to date (28 November 2016), compared to final retention figures for the previous four sessions. At this stage in the session it is too soon to provide commentary on the 2016-17 figures.

	Full-time Further Education			Full-time Higher Education		
	Actual	Target	Sector	Actual	Target	Sector
2016-17	90	76	-	92	85	-
2015-16	70	75	Not available	83	82	Not available
2014-15	70	74	74.6	84	81	82.7
2013-14	74	74	77.3	82	81	84.2
2012-13	73	74	76.9	80	80	82.3

### 2.2 Leaver Destinations (Progression)

Student leaver destinations data is gathered on an annual basis as part of a national measure on destinations of successful full-time college leavers in Scotland. The leaver destination data is gathered 6 months after the previous session. College results for 2015-16 will be included in a future report. It is likely that the sector data will not be available until early next session.

### 2.3 Student Outcomes

The student outcome measures the % of successful students as a % of total enrolments. This measure is analysed at the end of each session. Sector figures have now been included in the table below. The sector figures for 2015-16 will be available in January 2017. Headline student outcomes for the past five sessions are as follows:

	Full-time Further Education			Full-time Higher Education		
	Actual %	Target %	Sector%	Actual %	Target %	Sector%
2015-16	61	70	Not available	71	76	Not available
2014-15	64	64	64.0	71	71	71.4
2013-14	64	65	65.9	71	72	71.3
2012-13	63	63	65.5	70	73	70.3
2011-12	61	61	63.5	70	61	68.9

It should be noted that the Scottish Funding Council has targeted colleges to further increase the success rate for full-time further education students to 69% by 2016-17.

### 3. Recommendation

The Committee is asked to discuss progress against targets.

## Learning and Teaching Committee

### Complaints Handling Statistics

#### 1 Introduction

The purpose of this paper is to provide the Learning and Teaching Committee with an update on the Complaint Handling Statistics.

#### 2 Background

One of the many duties of the Committee is to monitor the number and themes of complaints.

The College is required to comply with the Scottish Public Services Ombudsman (SPSO) complaints handling procedure and report annually on its performance in handling complaints. This analysis includes statistics showing the volume and type of complaint as well as key performance details. The SPSO model has 3 stages to report handling. These are:

- **Stage 1 – Frontline Resolution.** Frontline resolution aims to quickly resolve straightforward customer complaints that require little or no investigation. The main principle is to seek early resolution, resolving complaints at the earliest opportunity and as close to the point of service as possible. The College is required to acknowledge receipt of complaint within 3 working days and final decision within 5 working days
- **Stage 2 – Investigation.** Not all complaints are suitable for frontline resolution and not all complaints will be satisfactorily resolved at that stage. Complaints handled at the investigation stage are typically complex or require a detailed examination before we can state our position. These complaints may already have been considered at the frontline resolution stage, or they may have been identified from the start as needing immediate investigation. The College is required to conclude the investigation within 20 working days.
- **Stage 3 – Independent External Review.** Once the investigation stage has been completed, if the customer is still dissatisfied with the decision or the way the College dealt with the complaint, they can ask the SPSO to look at it.

#### 3 The Report

From 1<sup>st</sup> August 2016 the sector agreed the same set of categories to report on which will make benchmarking possible in future. The categories are:

Customer Care (Staff Conduct)	Customer Care (Student Conduct)
Applications, Admissions, Progression (Application, Admission, Interview, Enrolment, Induction)	Applications, Admissions, Progression (Progression, Articulation, Withdrawal)
Course Related (Environmental)	Course Related (Assessment, Exams and Certification)
Facilities (Other)	Facilities (Catering)
Services (Funding/Bursary)	

## Learning and Teaching Committee

Since the start of the session, as a way of improving college services, the quality team have been running workshops for staff, in particular, academic staff on how to recognise the difference between an enquiry and a complaint. As to be expected when raising awareness, the number of complaints raised during the first quarter of the year has increased on the same period last year.

The table below shows the number and nature of complaints received from 1<sup>st</sup> August 2016 to 31<sup>st</sup> October 2016, with information relating to the same period the previous session.

	Number of complaints closed within 5 working days	Number of complaints where an extension was agreed	Not upheld at Stage 1	Number of complaints considered Aug-Oct	Complaints same period 2015-16
<b>Stage 1</b>	<b>10</b>	<b>3</b>	<b>3</b>	<b>13</b>	<b>1</b>
Customer Care (Staff Conduct)		1		1	-
Customer Care (Student Conduct)	2		2	2	-
Applications, Admissions, Progression (Application, Admission, Interview, Enrolment, Induction)	1	-	-	1	-
Applications, Admissions, Progression (Progression, Articulation, Withdrawal)	-	1	-	1	-
Course Related (Environmental)	3	-		3	-
Course Related (Assessment, Exams and Certification)	2	-	1	2	1
Services (Funding/Bursary)	1	-	-	1	-
Facilities (Other)	1	-	-	1	-
Facilities (Catering)	-	1	-	1	-

	Number of complaints closed within 20 working days	Number of complaints where an extension was agreed	Not upheld at Stage 2	Number of complaints considered Aug-Oct	Complaints same period 2015-16
<b>Stage 2</b>	<b>6</b>	<b>-</b>	<b>-</b>	<b>6</b>	<b>9</b>
Customer Care (Student Conduct)	1	-	-	1	
Customer Care (Staff Conduct)	1	-	-	1	2
Applications, Admissions, Progression (Application, Admission, Interview, Enrolment, Induction)	-	-	-	-	1
Course related (Course Management)	4	-	-	4	3
Facilities (Other)	-	-	-		3

## Learning and Teaching Committee

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The College routinely monitors the volume of complaints, in particular, number of complaints in each category, which may indicate early intervention of a particular issue. However, at this stage in the academic year given the low number of complaints, spread over a range of categories it is too soon to draw any conclusions.

On an annual basis the Quality Manager reviews the nature and outcome of each complaint with a view to informing improvements in service, changes to procedures or publicity information, or identify a requirement for staff training.

#### **4. Recommendation**

The Committee is asked to note the report.

## Learning and Teaching Committee

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### ‘HOW DID WE DO?’ Report

#### 1 The Purpose of the Report

This report provides the results from the Learner ‘How Did We Do?’ survey carried out at the start of session 2016-2017. The purpose of the questionnaire is to find out what kind of induction experience learners had.

Information from the survey is used by curriculum and support teams to monitor and improve the Induction process. In order to benchmark against the results from the 2015-16 survey no amendments were made to the questions to be asked. This survey is another way in which the College seeks learner opinion in order to improve its services.

#### 2 The Report

On the 3<sup>rd</sup> October 2016, all full-time learners were advised that the online survey was available for completion, with a closing date set at the 14<sup>th</sup> October 2016. Due to a low response rate the closing date was extended to Friday 4<sup>th</sup> November. The total number of learners completing the survey this session increased by 60% on 2015-16 as follows:

Session 16-17	Session 15-16
630 learners (41% return)	372 learners (21% Return)
72 courses	73 courses

Learners were asked 8 questions covering various aspects of college services.

##### Question 1: Did you receive a Key Information Leaflet?

Answer	Session 16-17 (Total surveys Completed 630 )	Session 15-16 (Total surveys Completed 372)
Yes	73% (457)	73 % (272)
No	21% (131)	21% (77)
No Answer	1% (6)	1% (2)
Not completed this question*	5% (36)	5% (21)

##### Question 2: How beneficial was the Key Information Leaflet?

Answer	Session 16-17	Session 15-16
Very beneficial	32.82% (150)	52.20% (142)
Quite beneficial	58.86% (269)	46.32% (126)
Not relevant	8.10% (37)	1.47% (4)
Not completed this question	0.22% (1)	0

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### Questions 3 to 8

Session	Strongly Agree	Agree	Disagree	Strongly Disagree	Not completed this question
<b>3. My College experience so far has prepared me for my course of study.</b>					
Session 16-17	44.60% (281)	47.62% (300)	1.27% (8)	0.16% (1)	6.35% (40)
Session 15-16	43.01% (160)	49.73% (185)	1.34% (5)	0.81% (3)	5.65% (21)
<b>4. I feel that all points listed on the Induction Checklist have been fully covered.</b>					
Session 16-17	38.73% (244)	51.90% (327)	2.86% (18)	0% (0)	6.51% (41)
Session 15-16	42.74% (159)	49.73% (185)	1.34% (5)	0.4% (2)	5.65% (21)
<b>5. I know who to go to for help out with my Tutor</b>					
Session 16-17	47.30% (298)	41.11% (259)	4.44% (28)	0.79% (5)	6.35% (40)
Session 15-16	53.49% (199)	34.68% (129)	5.91% (22)	0.27% (1)	5.65% (21)
<b>6. I am aware of the opportunity of getting involved with the Student Association</b>					
Session 16-17	34.92% (220)	48.73% (307)	9.21% (58)	0.63% (4)	6.51% (41)
Session 15-16	43.55% (162)	44.35% (165)	5.38% (20)	1.08% (4)	5.65% (21)
<b>7. The importance of the class rep role was explained to me by my tutor.</b>					
Session 16-17	43.97% (277)	41.90% (264)	6.51% (41)	1.27% (8)	6.35% (40)
Session 15-16	47.85% (178)	41.67% (155)	3.76% (14)	1.08% (4)	5.65% (21)
<b>8. Overall, I am satisfied with my college experience to date</b>					
Session 16-17	50.16% (316)	40.95% (258)	2.06% (13)	0.32% (2)	6.51% (41)
Session 15-16	54.30% (202)	38.44% (143)	1.61% (6)	0% (0)	5.65% (21)

In addition, the Quality Manager met with learners on supported programmes, Keyskills (11 learners) and NC Skillstart-Access 3 (5 learners), for an informal session. Both groups advised that they were enjoying their course and received all the help they needed from staff and also knew they could ask at reception for help out with their class. During the conversation the learners talked about the fire alarm practice, their favourite classes and activities they are planning for Christmas.

Copies of all comments made by learners have been forwarded to relevant College Managers for discussion and relevant action, and if appropriate will be included in the College Complaint's Handling Procedure.

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### 3 Summary

On comparison to the responses from the survey issued in Session 15-16, although there was an increase in the number of learners completing the survey there were no marked increases or decreases for learner satisfaction rates.

Responses for 16-17 reflect the satisfaction rates of 15-16 and the majority of learners Strongly Agree or Agree with the statements on college services (Questions 3 to 8).

Overall, Learner comments indicate

- The majority of learners have had a positive experience so far and they feel well prepared for their course of study.
- The majority of learners strongly agreed that they were satisfied information received in connection with the induction process.
- The majority of learners strongly agreed that they were aware of who to approach for help out with their tutor.
- The majority of students were aware of the opportunity to be involved with the student association and tutors explained the importance of the class rep role.
- The majority of students were satisfied with their overall college experience.

However, there were a number of learners who identified areas for improvement:

- Arrangements for placements;
- No of devices allowed on wi-fi;
- pre-course information,
- additional equipment for workshops; and
- canteen services (increase range of gluten free options).

The quality team follow up on the actions identified from the survey to establish what has been taken forward. The next report will include a section on 'you said we did' where it will be highlighted how these comments and suggestions have changed our services, thus demonstrating to learners the importance of this survey as one of the ways they influence the college to drive forward improvements.

### 4. Recommendation

The Committee is asked to note the report.