# Pedagogy Matters: Episode 30 Transcript

Hello, and welcome to the latest episode

of the Pedagogy Matters podcast.

The purpose of this podcast is to bring to the force

and key talks of conversation in relation to learning

and teaching, to discuss breakdown aspects of practice,

and provide snippets, advice

and guidance as to how

to integrate these into our daily practice.

Today, I'm delighted to be joined by a number of colleagues.

Um, so I've got Val from SQA.

So Val, good afternoon. How are you?

Hi. Good afternoon, Johnny.

Uh, I'm joined by two wonderful colleagues from South

Lhi College, from Jane and Mary.

So Jane Mary, how are you? Two?

Yeah, good. Thank you. Thanks.

Excellent. And I think what will be useful is just

to introduce, uh,

listeners very briefly to each of your roles.

Val, I'll come to you first and then we'll kinda go

around the other, uh, the others there. Val,

I thank you. Yeah,

I'm head of Next Generation Qualifications

and Standards in SQA.

Um, uh, that's a head of service role

and basically that means the next Gen HN project

sits within my remit.

Fantastic. Thanks Van.

We'll pick a lot of that as we go through the conversation.

Uh, Jane, I'll come to you next.

Okay. Um, I have been involved

with Next Gen from the beginning.

So we are a pilot center, Southland, one

of the pilot centers, and I have been involved, um,

over the, the first pilot year

and obviously this year as well.

Fantastic. And just for clarification, uh, Jane, in terms

of your role, Mary, if you don't mind,

Uh, Mary, I, sorry.

I'm Mary and I am working

with Jane on the next gen childhood practice project.

We worked on it just the two of us last year,

but we've expanded this year

and there's now four of our team working on this,

and we've tried to develop the units

and deliver these units,

and we're hoping we've been successful.

No pressure. I'm sure we'll find out there.

But no, that, that, thank you. That's really interesting.

And just for, just for clarification, Jane

and Murray, uh, you're in

the childcare area, is that correct? Correct,

Yes. Yeah. Thank you.

Fantastic. So today I'm just gonna talk about next gen

and kind of what actually means in practice.

That's the purpose of this. Uh, so Val, I'm gonna kind

of point this towards you initially.

So to the untrained IPI don't know, what is next gen?

What is it and how is it different? Previous qualification?

Okay. So you might have to keep me on track here.

Um, Johnny, 'cause

although that's, um, one relatively short question,

it is quite a big answer.

Um, in short Next Gen is our SQE PRO project

or the process that we are applying, um, within SQE

to update our higher national vocational qualifications,

we decided to start with our higher national certificates

and higher national diplomas.

And we've taken a service design approach to our work.

Um, in short, that just means

that we're focusing on meeting the needs

of learners and centers.

And our work has a very strong emphasis on continuous

improvement and collaboration.

And that word collaboration I'm sure is gonna come out, uh,

up time and time again throughout our conversation today.

Um, we collaborate at all stages

of qualification development, um,

and pilot delivery, um, to make sure that we've got

that continual feedback loop.

And it's that feedback that is driving the enhancement

of our next gen product.

Um, so that's what next gen is.

You also asked, um, what's different,

and I'm gonna start with a similarity if you don't mind.

So, um, our HN Next Gen qualifications, um, just

as our original HM, qualifications are, are designed

to support learners progression either into employment

or, um, assist them with articulation to further study,

um, in a higher education institution

or as a qualification in their own right.

So, um, straightaway there's no change there.

We're still focused on employment, higher education,

and disqualification in their own right.

And all learners who have achieved a NextGen HNC exit

with 120 SEQF credit points.

In terms of what's different, I do have a list. Okay.

So I don't want to miss anything out.

We, um, started with our design principles.

And those design principles are those, um, flexible fences.

They're the touch points, um, the key aspects, um,

that we are trying to adhere to, to make sure

that the product we produce at the end are genuinely a next

gen qualification.

So we are focused on larger

and fewer units of learning,

very much focused on encouraging integrated learning, um,

and assessment approaches.

Um, we know one of the criticisms, um, that we do face, um,

with our HM, qualifications, um, relates to assessment load.

So we are trying

to significantly reduce the assessment load, both

for learners and staff.

We've introduced a new approach to grading.

We've moved away from the single graded unit, um,

to whole qualification grading.

Um, we've embedded opportunities to develop meta skills.

Um, meta skills, um, are something that you'll see referred

to in a variety of different ways.

Sometimes 21st century skills.

Um, but our meta skills, um, perhaps are softer skills

are embedded in the qualification.

Similarly, we embed the opportunity to develop knowledge

and understanding of learning for sustainability

and the UN sustainability goals.

Um, we are embracing digital technology.

We are appropriate, um,

we have implemented a new process

for our external quality assurance, again, based on

that stakeholder feedback.

And last but not least, both the HNC

and the HND are now standalone qualifications

h worth 120 SEQF credit points, um, at level seven

and level eight respectively.

So quite a lot in there, but that is a brief synopsis of

what is different for Next Gen.

Oh, fantastic. Thanks. That's really interesting.

Kinda really wide ranging overview.

And obviously the, the purpose of the conversation as we go

through is to kinda unpick them

and actually look at what that means in practice,

especially when our practitioners come in.

Um, so last little bit from, um, next gen for me.

Can you tell us a bit about how it started, kinda why,

what the motors were, but also

how long the project has been going for now?

Okay. So if you dig back into the next Gen archives,

um, there was activity way back in April, 2018

where there was a proposal, um, to undertake, um,

activity similar to our current next gen project.

Um, there was quite an extensive consultation period.

Um, I'm sure many people listening

to this podcast will remember, um, that work

and that carried on until March, 2019.

Um, we no sooner initiated NextGen HN

as an official project and then Covid struck.

So, um, there was a slight, I wouldn't say

that nobody was paying any attention to NextGen.

We absolutely were, but we recognized

that other activities had to take priority.

Um, the, um, next gen team

and the next gen project in its current format, um,

really started to gather pace in the tail end of 2020.

And the next gen core team, the next gen project as we know,

know it now, um, has been active, um, really since the end

of 2020, beginning of 2021.

So that's a bit about the, the history, um, in terms of,

um, what's happened in that time.

Um, and what the output have been has been, um,

is really since that 2021 date,

we have now developed 20 qualifications

covering 13 different subject areas.

And those qualifications are being delivered

in our pilot centers.

We've got more developments in the pipeline too,

but we'll probably come back

to them later in the conversation.

Great. Thanks. That's really interesting.

Like, say it, it's so qualification

to, it's really quite new.

It's been going on for a while in terms of planning,

preparation, but it's really quite new

and I think that's why another conversation with Jane

and Mary particular comes in

and can really helps bring that to life.

Yeah. So it's a nice little segue there.

Um, so Jane, Mary,

how long have you two been involved in in NextGen

and kinda how have you filming so far?

Well, you we're doing this

or we're, how do we look at the,

what we were gonna be asked today?

And I thought, when was that?

All I remember now is NextGen, to be honest,

because I've done it for so long.

So to check back my emails and I had to go back to the boss

and actually it was the 31st of August, 2021

that we put our tender in.

And I'll never forget, my boss at the time she pulled,

I've been lecturing for 17 years and she pulled in

and she said, how you feeling about HNC?

I went, I could steal. I've had enough, you know,

I need a new job, Linda.

You know, and I was just having a, I I I kind of rant

that do, and she said, oh, we've got this opportunity

for NextGen, do you want to go for it?

And she explained it and

that's kind of where it went back then.

I actually, the emails from the tender to go to quality

and things, and obviously we were selected,

so that was amazing.

So I have been really involved personally since, like, then

I've been to all the meetings.

I've, I've been, I'm on the QDT for it.

Um, so we do the QD T'S quality development team,

the MDs unsure what that is,

but, um, yeah, so that, that's due. And,

And then once we knew that we were successful

as being a pilot, I was drafted in, which was roundabout,

I can't trace my emails back as well as Jane,

but May, June, 2022.

And Jane and I were hit for developing next June

for South Lanre College.

And it's been brilliant. Yeah, sorry.

And it has, it is it, I'm, I'm not gonna lie.

We, we love it. I, I get really excited

to see if I speak really fast, do tell me to slow down

because I am so excited by the developments.

It's unbelievable. Um, I just, it's been challenging.

It's been a huge challenge.

Um, we are very lucky at college.

We've been given some time of this, we

Development Time this, so we have been very,

very lucky, um, to be able to, to use that.

Um, but I just think we needed it.

You know, we, we, we've been so stale for so, so long.

We needed that change.

Um, so yeah,

it's been great this year I would say's wee bit

harder, a bit more challenging,

Different challenges. I dunno

that it's harder, but there's different challenges

this year to what we had last

Year. Yeah. Because there's

more staff involved.

Mary and I work really closely together,

so we are on the phone, six in

the morning, seven in the morning.

'cause we're just love work, you know, and things.

But, um, but we are getting there.

It's just about us making it work for us.

And I think it'd be different no matter where you go maybe.

No, absolutely. And kind,

let's dig in that a little bit more.

So you said it's kinda, it, it's great, you know, you kind

of, your positivity's infectious, so why is it,

why is it good or why is it so much better

than how it was previous? Kinda what about it?

It's because it's just so different, right?

So basically what it's done is, instead of being

so prescriptive what you need to teach, it opens up

and allows you to teach what's relevant to you.

Childcare changes daily, right?

It doesn't, it, it, it's not, it doesn't, it's not static.

Whereas the old HNC it would say, teach this,

how many it would teach, when to teach it, blah, blah.

See now it's you, you actually teach

what you want and you make that work. Do you know,

I changed, I changed my career in 2009 from banking

and I came to college to do an NC and an HNC.

So I was doing my HNC in 2010 and

before NextGen we were still teaching the same materials

that were taught in 2010.

Now the world had changed since 2010,

but we were still training practitioners on the same basis

that I learned 12, 13 years ago.

Next gen moves with the times,

and I think that's really important that we have access.

We've just come off a meeting, um, that was all about ai.

Next gen is moving with the times.

The traditional HNC doesn't have the flexibility to allow us

to do that, but next gen does.

And it allows us to move with the times

and our students to see that it's current

and it's moving with what's required of them

at any given moment in time.

I also think what's really important is it's taken out all

the bump that we don't need.

I know that I shouldn't say that right?

But might as well just be honest, shouldn't Yeah. Mm-Hmm.

So what it's done is,

I keep saying this at every meeting we go to that allows

that depth of teaching.

So you're not just skimming over every single subject.

You're actually giving students that, that, that insight

and that that want to go and learn and do more.

And the depth of knowledge they're coming out with.

You see it in their written tasks.

You see it in their oral tasks,

you see it in their assessments.

You have to see it to believe it.

You, I know that sounds really, really strange, but you do,

but you also have to embrace it.

You know, you've got to want it.

And if you don't want it, it can be hard.

'cause people don't like change. I love change.

So for us, we have totally taken this on and,

but we've changed everything.

We've changed our teaching, we've changed our assessments

because we're using it.

You know, we've had this opportunity, let's take it and run.

And some of our colleagues look at us

as though we've got horns.

When we say we actually enjoy marking assessments now

because every assessment is different.

The students aren't regurgitating the same information.

They're doing a lot of the research themselves.

They're taking it in the direction

that they want to take it.

I have to be honest, the amount of learning

that we have done from reading assessments is enormous.

Um, because the students are totally engaged in

what they're doing and they're really delving into things

much deeper than they did before.

We call it, we call it provocations.

'cause obviously we're childcare rights though,

I'd say we kinda changed everything.

So what we do is we, we say something, we,

we give them snippets, but we give them that snippet

and then they go, Hmm, what's that?

And then they go and don't,

they say, Jane, did you know this?

And I go, yeah, I did.

But, you know, so it's about getting them,

you're actually basically, you're giving them we things

to let them go and, and, and do what they want to do.

And some students do more than others and that's fine.

They do it to the level they want. So it's, it's

So good. And in childcare,

we're talking all the time about children

learn through being active learners.

We expect children, you know, we, we feed children,

there'll bee bit of information

and ask them to look at it themselves.

That's what we're doing with students.

Why are we teaching our students how we want children

to be taught if we're teaching

them a completely different way?

So actually we're just teach, we're practicing

what we preach we do really, I think

that's the best way to describe it.

No, I think that's really interesting.

Like I say, you kinda, your positivity is infectious.

And I was gonna pick a little bit more on the students

and how they found, which you kinda shared a lot there.

That kinda, this seems to be a lot more autonomy,

a lot more independence, a lot more development.

And I think it's difficult

because we always look through things that we enjoy

with the rose tin, the glasses compared to things

that news we didn't enjoy.

But how, let's kinda explore a little bit more on the impact

on students now compared to, say, five years ago.

What impact do you think you've,

you've touched upon a little bit there,

but what impact do you think it's had on them,

whether skills, independence,

confidence, or all of the above?

What do you think? Or what, what are

you seeing in the classroom?

We are seeing so much. It's really hard to pinpoint.

So, oh, can I tell you, kinda a typical day would be as

that we, we teach backwards, right?

So I kind of teach backwards.

So I don't use PowerPoints anymore.

I maybe I've got one for observations, I'm not gonna lie.

'cause that's really hard to teach without a PowerPoint.

Right? But yeah, but I really don't have PowerPoints.

We, we, we don't use them. We can have used provocations.

We use things to try

and get them intrigued into whatever we're doing.

And then from that, I'll then teach

how can I, whatever I've done.

So it's always active. It's very, very active.

Our lessons are always usually using childcare.

We use a lot of play. We use a lot of kind

of visiting speakers and things now.

And then we'll kind of, we'll use that

and meet the evidence requirements that we're needing to.

So what that does is for students, they're intrigued.

They want to do it.

They have confidence in what they're learning.

They have autonomy as you've said before.

I think we are placing a lot

of emphasis on meta skills at the moment.

We're trying to integrate

that in absolutely everything we do.

They're getting better. We're really good this week.

We're really good this week. Um, so I think the,

I've seen them develop a lot recently with leadership,

you know, and teamwork and confidence.

You had students start in August that

honestly they couldn't come into classroom

and see now they're standing up doing a presentation

or they're standing up talking about an activity

We just shouldn't Last year, who couldn't

have a conversation with you

unless she was standing beside the door so

that she could get away.

If her mental health, she had real issues.

Um, it, by the end of term, she was standing up

and she was delivering

presentations to the rest of the class.

Her confidence had grown so much

because she was, she didn't feel the pressure

to learn facts all the time. And we'd one student

That's quote, yeah.

She said, this is lovely.

Um, we like these classes

because they're not teaching us facts.

They're teaching us how to learn.

And we thought that was

brilliant because that's what we're doing.

We're not giving you all the facts that you need to know.

What we are doing is pointing you in the direction of how

to learn because it's not going

to finish in June the seventh when we finish.

No learning's a journey.

I hate that word, but it is, that's what it is. Mm-Hmm.

The learning is a journey.

And that's what NextGen gives us the opportunity

to do. Mm-Hmm.

I think that's really interesting. 'cause often when I

talk to colleagues, when I was teaching in particular,

I told colleagues outside education asked me

what I do when I say I prepare the future workforce.

And in fact, that's what we do.

But we don't realize that because often it's course, course,

course start finish.

But actually, you know, that's

how education should be framed.

And obviously the next gen allows that flexibility.

But what I would say is,

and this would be my, uh, unfounded opinion,

not all next gen will currently be delivered in this way.

It can be those flexibility, but it's not easy to do.

So I guess the next question for, for the two

of you in particular is you've,

you've learnt a lot over the last two years.

You've made some mistakes,

you've done some things which are great.

You probably do some things that you would never do again.

So to any new lecturer engagement within this process, any,

anybody picking up this program from scratch,

what advice do you give them?

Or, or what advice would you give them rather?

We said the very first thing that we said, both of us,

we didn't even know each other.

We both said embrace it. Yeah.

And that honestly, that's the only thing.

There's people that won't want it.

That, you know, even their staff, they're

Not traditionalists. Yes. They're

scared. It's maybe something you don't know.

If you've been teaching a very long time

and you know, we've, you know, you still get staff to say,

what PowerPoint do you want for that?

And you think, well, that there's maybe five years ago,

we maybe need to change that.

But it's about using the opportunity.

So see, because it takes away all

that bump that you don't need.

You have time to do the fun things to make it link.

But see, when you do that,

you are enhancing the students' learning.

You're making it better for them.

So they're actually retaining the information.

So yes, you might be taking longer to go over a subject.

So for example, observations. I, I taught that last week.

We'll probably do that over three or four weeks right now.

You couldn't do that in the previous hn,

but you know what, see the four weeks,

you're getting less remediation and assessments

because the students know what they're talking about

because you are doing it in a different way.

So if we're, do so,

and I know it is, not everybody can do it the way we are

doing it and practically, but try

and use that opportunity to say that, well

how can I make this work?

Because what will happen is see

that effort you put in from the very, very beginning,

and as I say, we've been very lucky.

We've had time. I don't take any away from that.

But you're going to reap the rewards at the end

because you're not going to have,

I heard value earlier on about, you know, LL less than the,

the assessment workload, 110%.

You know, it's better for students.

And also then what happens is the students don't have

that pressure of assessments.

So they're enjoying college.

You, they, there's just so much good to it.

And you said that our enthusiasm was infectious,

but our enthusiasm is because our students are enthusiastic.

If our students weren't enthusiastic,

it would be really hard for us to be as positive.

Yeah. But we actually, we both teach on a Friday

and we teach next door to each other

and we go in on a Friday.

Looking forward to Friday. Yeah.

Because sometimes we don't know

what we're going to come across.

We don't know what's going to happen.

We've kind of planned something and a student can come in

and say something and we think,

all right, we need to change today.

We're going to talk about something completely different

just because perhaps they've had a

safeguarding issue in their placement.

So Right. That's a perfect opportunity.

We are going to talk about safeguarding.

You have to be really flexible with this.

And I think some colleagues might struggle with that.

But we would say to them, run with it.

Because the benefits are enormous

and the benefits are not just for the students.

The personal benefits that we've had have been, say,

been enthusiastic about our work

and we had lost that enthusiasm. Yeah.

But it's about me making it like,

I know it's in staff, it's about everything.

So whatever's current in your area.

'cause I know exchange is just not childcare.

We are very lucky 'cause education's our background.

And I, you know, I do understand that from the very,

from way back when I finished college at age 17, right.

So I do understand that. But it's about whatever's current

for you, you can actually make work, you can make it link,

you know, you just have to maybe open that out

because things are more open to interpretation.

It's not so strict.

No, I think that's really interesting.

And I'm gonna come back to you in a moment.

I'll go to about first all,

but just kind of ponder this is with that great flexibility

you have, it, it can be quite challenging for people

that may be used to rigidity in structure.

So any advice that you may have, like say pause on that,

I'll come back to you in, in a couple minutes

to think actually what principles maybe could drive that,

whether that be engagement with, with industry

or whether that be, can speak to other colleges.

Uh, but Val, so we've talked there about

there's loads going on.

We've jumped down additional resources.

So centers, we've, we've, we've talked about there is

it sort, it's new, it's new principles, new approaches.

What resources do you have to help new centers

that help new practitioners engaging with this?

Thank you. Um, this wasn't set up I promise,

but I am going to pick up on the meta skills

and, uh, use that as a good example.

So we know, you know, that Jane Mary,

they are experts in childcare.

Not only are they experts in c childcare,

childhood practice, they're experts, um,

in knowing their own employers, the destination

of their students and the local environment

that they are working in.

You know, so we are certainly not coming in

and prescribing

how childhood practice should be delivered in

South Lanre College.

You know, that, that's not our expertise. That's it.

Uh, as I say with Mary

and Jane, um, what we are very focused on, um,

is giving a lot of structured support for our centers

to explore their local delivery,

to explore their assessment, et cetera.

And again, there are so many ways in which we do that.

I'm not going to list all of them,

but the meta skills is a good example.

You know, we know that we've introduced meta skills

as a mandatory part of our next gen frameworks as

mandatory part of our qualifications.

Um, and that that is new for everybody.

You know, um, it is becoming increasingly well known,

but people are delivering that as part

of an HG qualification for the first time.

So, um, we have, um, meta skills experts in SQA

that are involved in research engagement,

that evaluation piece.

And they, um, in turn produce resources whether,

um, that is guides, links to materials that already exist.

You know, we are not the only people

working with meta skills.

Um, but we've also produced, um, a series

of SQA academy modules for practitioners so

that our college teams can be confident about their thinking

around meta skills

and, you know, spark ideas in them about how

that will work within their qualification.

And in response to our learner engagement feedback as well,

we've also developed a series of SQE academy modules

specifically for learners.

Now, they're not compulsory.

Um, every college can develop their own

resources if they want.

They're there to scaffold and to support.

Um, the feedback on that has been good.

We know that we've got an evaluation tool for learners,

and I mentioned that collaboration

and that iterative, um, process.

We know that that evaluation tool whilst useful,

could be refined.

So again, we're working on additional packages,

additional resources to improve that service

for next year's learners.

Um, we've taken a similar approach

for learning for sustainability.

Again, focusing on the aspects of the qualification

that we can't reasonably expect every lecturer in a college

in Scotland to be familiar with.

So again, have been focused on capturing resources

that already exist.

And again, there's lots, you know, so a gateway, um,

a hub if you like, for those resources.

And again, developing our own SQE academy modules

that can be accessed by practitioners

or by learners as well to support their use

for their own subject area.

Great. Thanks Val. So there's, there's loads of support.

We'll come back in a minute to kind

of where they can be found.

Um, so Jane, Mario, I'll come back to you now in terms of,

amongst all that support from, from Vallow,

which I'm sure you used and you said at the start there's

kind of the whole host of things you engage with.

Um, what are your thoughts? What are your advice? Okay.

Are any other aspects of, of what Val said

that you find particularly interesting?

Um, do you know, there's loads to unpick from that though.

What I would say is the,

the hel from que has been amazing, right?

Honestly, like I can email Emma

and she replies back to me in like three minutes, you know,

and that I, I can, um, a bit like that.

I need to reply like yesterday. And she's great.

She really does. And so is everybody.

I've logged myself outta systems to access things.

So it has been really good.

But we were laughing because the first year of doing this,

it was crazy, right?

Honestly. And one of her colleagues,

we weren't really closely with, uh, Glasgow.

Clyde, that's another pilot center with childcare.

And one of her colleagues there, she says, had

to write it down to get this right 'cause this is so true.

And she said, um, she always said,

we've been writing the pattern whilst knitting the jumper.

And I think, yeah, that's exactly

what it's felt like for the first year.

So val writing saying the amount

of resources now is much better.

Like, you know, we're giving it to fast this

and we're going, if only we had that last year if only,

but do you know what, we did it last year

and it was brilliant, so we did it,

but it's better this year.

Do you know what I mean? So it was better la it was good

last year, but we're getting better.

The meta skills resources v that's been a, that

to me has been, that's

Been a Godsend, that, that's been the best as long

as the profiler.

I love the profiler. It's quite interactive.

The students are using that

and they can go through the meta skills, um, framework of

what each meta skill is.

So it can be independent learning as well, which we try

to encourage from the onset and to keep going over it.

So yeah, I think it, it's been good,

but I think that was right.

It's not prescrip, you know, we do it.

And the one thing that Mary said when you were talking about

we don't tell you what to do.

We work so closely with Glasgow Clyde.

We do, we teach very, very differently. Very differently.

We assess differently.

And the how we teach, what we teach completely different.

But that doesn't mean one's better than the other.

Do you know what that means? It means we're doing our job.

Glasgow Clyde has a completely different setup to us.

We one campus, they've got three or four campuses

and their teach, their lecturers are based

in different campuses and they've only been

teaching next gen and one campus.

So their lecturers are coming there

to teach maybe in an unfamiliar room, things like that.

We've been very fortunate in the sense

that we are one campus.

We had one class last year, we've got two classes this year.

It's worked really well for us.

I can see how other colleges might have different challenges

than we've had, but I think

lecturers should all be well enough qualified

that they should be able to adapt to this.

And we need to recognize that as lecturers,

we have a responsibility to move with the times as well.

We cannot expect our teaching to stand still.

And I think next gen challenges you in that,

and you have to adapt to that challenge and accept it

and move on because the world changes.

So how can we expect

that our world doesn't change along with it?

Do you know, one of our students said last year

that I might be veering off,

but you can, I just, I think it's important, right?

So we do HND childhood practice as well,

and a few of our students last year said that were,

they didn't want a, well,

they were a bit unsure about going on HND.

And we were like, oh, why is that? You know, I should do.

She's like, because it's not next gen,

we call it next GenFi.

And she says, 'cause it's not next GenFi

because we teach so differently.

And their college experience was so good.

And do, you know, we think that did make an impact on our,

on our HN numbers, our HND numbers this year, um,

more went to uni last year.

Yeah. But it just shows you

because they like the depth, they like the autonomy,

they like how we do it.

You know, it, that's, that's why,

and I don't actually think you need loads of resources.

Yes, you need your meta skills

and you need your things that Val is saying,

but resource our resources,

because I don't want SQA telling me what to do.

I, I don't mean that in a bad way,

but SQA doesn't know my, my job, you know, they can know it.

And I want that freedom, I want that autonomy.

Val said at the beginning, we are experts

and I thought, you know, we're actually experts.

So give us that, you know, allow us, allow us

to use our expertise

and our knowledge to fulfill our role

that best it's our students.

And what we taught last year is different for this year

because our students are different.

They're in different placements.

So, no, that's okay.

Like I said, flexibility is aspect that keeps coming

through, that's embracing

that flexibility, making most of that.

But I mindful of time, I think.

Okay, final few questions now.

Um, but I think that's really, really interesting.

Like you, the, the bit there about, it's different last year

to this year because the students

that I think is at the heart of what next gen is

and should be and what kinda, how we maintain that

and how we, I'm,

when I say celebrate that difference mm-Hmm.

Because having thought that for my colleagues I work with,

they like that rigidity and set structure and this, that

and the other, you know, whereas actually this gives a lot

of flexibility like you see within those set

parameters, which is really interesting.

Uh, so Val, where are we at now as a project and then,

and how kind of, how does it look moving forward?

Okay, so, um, at the moment we have, um,

successfully delivered a number,

those 13 different subject areas, um,

for at least one year now.

Um, some in the second year of pilot delivery.

And the feedback that we have been getting from those

activities have absolutely informed our next steps.

You know, whether that's with materials development

or um, you know, yeah, any other aspect of next gen.

Um, we are now at the stage with our evaluation,

which has been quite extensive, that we are confident

that the design principles that are referred to

way back at the start

of this conversation quite some time ago now, um, are

the right things to be doing.

You know, and the, the meta skills for example,

because we keep mentioning them, you know,

absolutely should be a key part

of our next gen qualifications.

Um, because that is helping future proof our learners

learning their ability to learn.

So we have, um, prioritized a number of other qualifications

for next gen development

and they are just going into the development cycle just now.

Um, I can give you a wee quick rundown there

'cause I know people listening will be saying what are they?

What are they? Um,

the list will be appearing on our website very soon,

but we're looking at administration

and information technology,

the full built environment suite, creative industries,

art based practice, creative industries,

performance based practice, healthcare

and the maritime suite of qualifications.

So again, our national qualifications, you know, that have,

um, large uptake

and a really significant impact on the center.

Um, the prioritization has not just been numbers based.

There has been strong encouragement from many, um, quarters,

um, officially particularly in the healthcare practice area,

you know, to encourage, um, us to get

that qualification in the next gen space.

So, um, that's all great.

Um, we are replacing some parts of our IT system

and that is progressing well as well.

And just as soon as that's in place, we'll be able

to start moving, um, our pilot qualifications from

that official pilot phase, um, into a more business

as usual space.

Oh, that's great. Thanks Val.

And then for anyone that wants

to find out more, where do they go?

Obviously security's got a web website on a next gen aspect

to it, but where's the best place to?

Okay, so, um, the quickest

and easiest thing to do is just to Google

and I know other search engines are available, um, next Gen

hn, and the first, um, site that comes up should be our,

um, official next gen website.

Um, that website gives you access

to our SQE academy modules that we've been referring to

and has, um, landing pages

or tiles for meta skill support, learning

for sustainability support, et cetera.

And also gives all the detail about who's delivering

what in each phase.

Um, you can also subscribe to our next gen newsletter

and keep an eye on the website

for promotions about other events and activities.

Excellent, thanks. I said it's one stop shop where every,

every bit of information kinda is present,

but no, I think that that, that's fascinating and it,

and it shows, like I said, those words I've, I've taken,

which I'm gonna mention again is that flexibility

and kind of relevancy

and it gives lecturers that autonomy

to really develop a qualification

that actually makes our students and learners autonomous

and can say, prepares them to be

that future workforce, you know?

So I think it's gonna really, really interesting.

And in particular, um, Jane

and Mary, your perspective from Southbank was fantastic

because like I said, the the energy

and enthusiasm is, you know, is is at the heart of, of kind

of your conversation there

and it sounds like it's kind given the two of you kind

of new lease of life to actually enjoy

what you do because Yeah, absolutely.

Being a lecture work, working in education can be quite

monotonous at time or frustrating, you know, so I think

that's gonna really, really refreshing you.

So kind of, yeah, fantastic to hear that story

and kind look, look forward

to kinda seeing any future case studies and examples

and so on and so forth there.

And I guess my final point that I'll be sharing is

it shows the importance

of having a big believer in this both us lecture,

both in his current role of lecturers talking

to the lecturers from across the sector, not be, not

to steal their ideas, not to just copy other people,

but to really share your,

and kind of develop your perspective further to understand

how other people are

approaching the same problem and challenge.

And the analogy I use far too much from

current role is looking over the fence.

Either nick people's ideas and making their own

or think, oh actually I'm doing it right here

because being a lecturer can be quite lonely

and it can be quite isolating.

So I think that's really, really important.

So I know you're gonna come in there, Jim,

not sure got any final points from yourself? No, just,

Just to say as well though,

you're saying about kinda sharing practice,

but we, I share everything, right?

So ones in and just give an email. It's absolutely fine.

Um, I just make sure we Emma, that I'm allowed to share it

and um, I've checked everything right that I'm allowed

to share now, but we've had

so many colleges come and visit us.

Yeah. Because honestly just we don't mind, you know,

I would like, I would like to think that would

be for me, we could do the same.

So we've had loads of college come,

we get another one still trying to, we're trying to arrange

with timetables and we'll share things, you know,

I just say share it.

If you see something that you don't like, don't use it.

If you see something I might need to change, let me know.

I'm not precious. So I think that's it.

And that's what NextGen's allowed us to do though.

It's allowed us to work together when we need to

or when, when it, when it works for us.

Um, so yeah, no, I, I agree.

Just let's do it together

because what's the point of doing it?

Let's kinda look at what we need to do together

and let's share the workload as well

because actually it might help us.

Yeah. So definitely

We work on the principle. Nobody

has all the answers. Yeah.

You know, and it's exactly as you're saying, you know,

what is the worst that can happen

by sharing your experiences as you find out something new.

Mm-Hmm. You know, that's it.

Fantastic. Well I think that's a perfect kinda, um, point

to press pause and kind

of pause this conversation in for another day.

But no, thank you all very much for being really,

really interesting, really insightful, lots of, um,

that's a great snippet in terms

of information about NextGen more broadly,

but also how it's being lived and breathed.

I think that's the key that you are living

and breath this qualifications for your students

and that's why it's such a success.

So thank you all very much for your time.

Can I really appreciate it. Thank you.

Thank you. Cheers.