

REPORT TO: DUNDEE CITY COUNCIL EDUCATION COMMITTEE

REPORT ON: FOLLOW UP TO THE INSPECTION OF THE EDUCATION FUNCTIONS OF DUNDEE CITY COUNCIL

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 527-2001

1.0 PURPOSE OF REPORT

1.1 This report brings to the attention of the Education Committee the proposals to follow-up on the comments and recommendations made by HM Inspectors in their report on the Education Functions of Dundee City Council published May 2001.

2.0 RECOMMENDATIONS

2.1 The Education Committee is recommended to:

- i) note the contents of the report;
- ii) approve the Action Plans prepared by the Education Department for submission to HM Inspectors,
and
- ii) require the Director of Education to publish an information leaflet on the inspection and its follow-up processes to staff and parents

3.0 FINANCIAL IMPLICATIONS

3.1 Costs of implementing the Action Plans and publication of an information leaflet are contained within current budgets.

4.0 LOCAL AGENDA 21 IMPLICATIONS

4.1 Nil

5.0 EQUAL OPPORTUNITIES IMPLICATIONS

5.1 Nil

6.0 REPORT

6.1 The Education Functions of Dundee City Council were inspected by a team including HM Inspectors of Education, Audit Scotland and an Associate Assessor from S Ayrshire Education Department. The

Inspection ran from December 2000 to February 2001 and included interviews with the Convener of Education, Councillors, Chief Executive, Director and Senior Managers, Head Teachers, Teachers, Support Staff, and Parents. Surveys of all School Boards and of Head Teachers were also conducted. Visits were made to 12 schools, to support services offsite provisions and to the Pupil Council. A report on the outcomes of the Inspection was published in May 2001 and was circulated to schools, School Boards and council political groups.

6.2 The Education Functions of Dundee City Council were evaluated by the inspection team against 11 Quality Indicators across 5 major areas covering the work of the Education Department;

- Strategic Management of the Service
- Consultation and Communication
- Operational Management
- Resource and Financial Management
- Performance Monitoring and Continuous Improvement

6.3 In evaluating these areas the Inspection found that performance was “very good” in two Quality Indicators and “good” in nine. No areas were found to be “fair” or “unsatisfactory”. This represents a very positive report for Dundee City Council and makes it the first education authority in Scotland to be judged “very good” in any Quality Indicators. This success reflects on the hard work and dedication of managers, teachers and support staff in all of the department’s schools and services and demonstrates the positive impact which Dundee City Council is making on the education of young people in Dundee. (A summary of the Quality Indicators is contained in Appendix 1).

In each of these five key areas the Report identified a number of strengths and, where appropriate, any areas for development.

6.3 **Strategic Management** - The Report found performance to be very good and identified as a key strength the authority’s commitment to its vision of *Valuing Learners, Valuing Learning*. The aims and objectives of the Department were well known and shared by staff and reflected well the Council’ corporate values. Leadership and management in the Education Department was good as was policy development. In particular the department’s commitment to self-evaluation and to raising pupil attainment were identified. HM Inspectors found that “*the Director was fully committed to the corporate policy of improvement through review and had taken the Department to a platform of self knowledge from which further improvements could flow*”.

6.4 **Consultation and Communication** - the Department’s commitment to developing and improving communications and consultation with parents and staff was recognised. Considerable progress was identified in this area over the last two years. Visits to schools by the Director and the work of the seconded Information Officer were particularly noted along with efforts to celebrate the success of schools through exhibitions, videos and news articles. This area remains one for further development. To take this area forward the Department is committed in its Development Plan to

developing a wide-ranging strategy on communications. This is expanded as part of the Action Plans for the follow-up to the Inspection.

6.5 **Operational Management** – Service Planning in the Department was singled out as very good. Planning processes at all levels from the Council's Corporate Plan through the Education Department Plan to individual School Development Plans were found to be well designed and effective with clear targets and success criteria. The deployment and effectiveness of centrally-employed staff was found to be good. The work of Education Services Managers and Advisers in taking forward quality assurance in schools was developing well and should be further developed. The impact of the Educational Development Service in staff development and quality assurance was significant and the service was identified as effective and providing good value.

6.6 **Resource and Financial Management** – In Resource Management the support for Education from the Council particularly in the development of ICT was a key strength. The effective programme of Best Value Reviews was also seen as positive. Financial Management was also found to be good with strengths in financial planning and monitoring and a sound scheme of Devolved School Management. Areas for development included improved information to schools on property issues and more effective support for administrative staff in schools.

6.7 **Performance Monitoring and Continuous Improvement** – Work in this area was judged as good. The Department was seen as committed to self-evaluation and to a cycle of continuous improvement. The Council's commitment to EFQM has provided the Department with a useful evaluation process which was linked to the other elements of its Quality Improvement Strategy. The Council was complimented on the wide range of well-supported initiatives to raise pupil achievement. These are now having an impact on attainment particularly in 5-14 in primary schools. The Council's commitment to promoting the effective use of ICT as part of its strategy for regenerating the city was noted. This has supported a very effective programme to equip schools and provide high quality staff training.

7.0 CONCLUSIONS

7.1 The report clearly identifies the challenges which Dundee City Council has faced and continues to face in tackling a declining population and the effects of social and economic disadvantage. The report identifies significant progress by the Council in tackling these issues in Education, in making effective use of resources and significantly raising attainment particularly in primary schools. The Education Department is seen as well placed to continue to support and challenge schools and to develop strategies to effect improvement.

7.2 The report has been an invaluable opportunity for the Education Department to review and evaluate its progress after five years and to have that review subjected to external scrutiny against national standards.

The report identifies a number of key strengths of Dundee City Council's education provision. It also helpfully identifies areas for further development. (A summary of key strengths and main points for action is contained at Appendix 2).

7.3 The follow-up to the inspection is based on the authority's very effective process for following up school inspections. The main points for action (see Appendix 2) identify areas for continued development by the Department. Many of these are already in hand as part of the Departments Development Plan. For each Action Point a detailed Action Plan has been drawn up with detailed Tasks and Staff Responsibilities (see Appendix 3). The Education Department will work with schools, staff and parents to take forward these Action Points. HM Inspectors will return in approximately 2 years to review progress on each of the Action Points. The Education Department is confident that all key Action Points will be addressed by that time.

9.0 CONSULTATION

9.1 The Director of Finance and the Director of Support Services have been consulted in the preparation of this report.

10.0 BACKGROUND PAPERS

10.1 No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

Anne Wilson
Director of Education

..... Date

Inspection of the Education Functions of Local Authorities – Dundee City Council

Report by HM Inspectors of Education – May 2001 (P47)

Quality Indicators

We judged the following to be *very good*

- Vision, values and aims
- Service Planning

We judged the following to be *good*

- Effectiveness of leadership and management
- Policy development
- Mechanisms for communication
- Mechanisms for consultation
- Deployment and effectiveness of centrally-employed staff
- Resource management
- Financial management
- Measuring, monitoring and evaluating performance
- Continuous improvement in performance

We judged the following to be *fair*

- No aspects were found to be in this category.

We judged the following to be *unsatisfactory*

- No aspects were found to be in this category

Inspection of the Education Functions of Local Authorities – Dundee City Council Report by HM Inspectors of Education – May 2001 (pp36-39)

Key strengths

- The authority's overall vision, values and aims and the ways in which it has attempted to communicate these to schools and the general public.
- The very effective planning processes which support clear linkage among the Council's aims, the Education Department's priorities and school development plans.
- The success of a number of key initiatives aimed at improving attainment and attendance.
- The effectiveness of the Educational Development Service in providing well-focused support to schools in the context of staff development and school improvement in general.
- The impact of self-evaluation undertaken at senior levels which has contributed to recent significant improvements in communication and working practices.
- An emerging integrated quality improvement strategy which has the confidence of schools.

Main points for action

Around two years after the publication of this report HM Inspectors will re-visit the authority to assess progress in meeting these recommendations. The local authority has been asked to prepare and make public an action plan, within eight weeks of the publication of this report, indicating how it will address the following main points for action in the report.

- The authority should continue to work pro-actively with head teachers and staff to improve attainment across all schools. In the secondary sector specifically, the authority should target support on lower-performing schools and subject areas across schools with a view to achieving outcome-related improvements.
- Senior management should follow through on its review of arrangements for the education of pupils with social, behavioural and emotional difficulties. Resulting actions should include arrangements to ensure that staff in mainstream and special schools are supported and trained to deal with such pupils in inclusive ways. In addition, off-site centres should be brought within mainstream arrangements for quality assurance and staff development.
- The authority should ensure that communication and consultation with the wider parent body is extended. Building on recent improvements, senior managers should take steps to ensure that the results of consultation exercises are well communicated to stakeholders, along with the reasons for decisions made.

- In its resource and financial management, the authority should clarify and improve processes, as indicated in this report. Specifically, it should clarify for schools the financial aspects of property maintenance and ensure appropriate staff development for administrative staff. It should also continue to monitor school accommodation issues and occupancy levels and take appropriate action to achieve Best Value in this context.
- As part of the focus on improvement in attainment and other indicators, the authority should draw together its self-evaluation and review strands at authority and school level. It should ensure that its developing strategies for performance monitoring provide schools with more specific benchmarking data, which should play a central role in analysis and evaluation of school performance.



**Inspection of the Education Functions of Local Authorities
Dundee City Council**

Follow-up to the Inspection Process

Action Plans

August 2001

**EDUCATION DEPARTMENT
HMIE Follow-Up
2001-2002**

PROJECT OUTLINE

Project

Follow-up to HM Inspection of Education Functions of Dundee City Council

Person Responsible Anne Wilson

| Targets | | Success Criteria | Lead Officer |
|----------------|--|---|------------------------------------|
| 1 | Improving Attainment | Attainment at 5-14, S Grade and NQ meets City targets | Glen Taylor/ Anne Wilson |
| 2 | Provision for children with social, emotional and behavioural difficulties | Revised provision for <ul style="list-style-type: none"> • pupil placement, • staff training • quality assurance receive positive evaluations from majority of stakeholders (50%+) | Jim Collins |
| 3 | Communication and Consultation with the wider parent body | Evaluation of communication and consultation strategy achieves positive response from majority of stakeholders (50%+) | Marion Lawrence |
| 4 | Resources and Financial Management | <ul style="list-style-type: none"> • Complete PPP Feasibility Study • Implement outcomes of Property Maintenance Review • Complete reviews of Central Purchasing and DSM | Sandy Weston/ Gillian Ross Pond |
| 5 | Performance Monitoring and Continuous Improvement | <ul style="list-style-type: none"> • Develop and implement Benchmarking Strategy • Publish IPA Manual and Quality Improvement Strategy | Glen Taylor/ Anne Wilson |

Progress Checks

| Target | Plan Agreed | Progress Check | | Target Completed | | Carried Fwd Date |
|---------------|--------------------|-----------------------|------------------|-------------------------|------------------|-------------------------|
| | Date | Planned | Completed | Planned | Completed | |
| 1 | 27/7/01 | 19/12/01 | | May 2002 | | |
| 2 | 10/7/01 | 19/12/01 | | Oct 2002 | | |
| 3 | 1/8/01 | 21/3/02 | | Jun 2002 | | |
| 4 | 26/7/01 | 18/6/02 | | Aug 2002 | | |
| 5 | 30/7/01 | 21/3/02 | | Jun 2002 | | |

Progress checks to take place during SMT Review and Planning Days

**EDUCATION DEPARTMENT
HMIE Follow-Up
2001-2002**

ACTION PLAN

Development Project HMI FOLLOW - UP

Target 1 Improving Attainment

Person Responsible Glen Taylor / Anne Wilson

| Tasks | Staff Involved and Responsibilities | Proposed Timescale | Resource Implications | Progress Checks (with dates) |
|--|--|---------------------------|--|-------------------------------------|
| <p>1. Appointment of School Co-ordinator Raising Achievement</p> <p>Permanent post in each secondary school at AHT level.</p> | Sandy Weston | Oct 2001 | Within existing resources | ----- |
| <p>2. Identification of priority areas for raising attainment</p> <p>External analysis of SQA data to be carried out by S Jardine for each school</p> <p>Using attainment data and benchmark information;</p> <p>a. identify on a whole city basis key curriculum areas / subject areas for targeted support</p> <p>b. amend City improvement targets as appropriate</p> <p>c. identify lower achieving schools / departments for targeted Improvement Strategies</p> | SMT EDS | Nov 2001 | Development Budget Support from EOs for evaluation and analysis | Sept 2001 |

**EDUCATION DEPARTMENT
HMIE Follow-Up
2001-2002**

ACTION PLAN

| Tasks | Staff Involved and Responsibilities | Proposed Timescale | Resource Implications | Progress Checks (with dates) |
|--|---|----------------------------|--|---|
| <p>3. Development of Improvement Strategies</p> <p>a. As part of School Review process agree with schools Improvement Strategies with target outcomes for identified schools / curriculum area / depts.</p> <p>b. Work with schools to develop appropriate staff development to support agreed improvement strategies</p> | <p>ESMs EDS</p> <p>Glen Taylor EDS</p> | <p>Oct 2001 – May 2002</p> | <p>Briefing for HTs</p> <p>Adviser time</p> | <p>As per Management Diary / QIS Timeline</p> |

**EDUCATION DEPARTMENT
HMIE Follow-Up
2001-2002**

ACTION PLAN

Development Project HMI FOLLOW-UP

Target 2 Provision for children with social, emotional and behavioural difficulties

Person Responsible Jim Collins

| Tasks | Staff Involved and Responsibilities | Proposed Timescale | Resource Implications | Progress Checks (with dates) |
|---|--|--|--|--|
| <p>1. Adoption of revised policy document</p> <p>Complete consultation with all interested parties, seek approval of Education Committee and issue finalised document.</p> | <p>Jim Collins, Heads of Service, Head Teachers, Trade Unions, Staff Representatives</p> | <p>September/Oct 2001</p> | <p>Nil</p> | <p>n/a</p> |
| <p>2. Provision of training opportunities</p> <p>Design and offer training opportunities for school SMTs and whole school staff, newly-appointed SfL staff, and specialist SfL staff who can then develop with school staff strategies of positive intervention.</p> | <p>Sandy Peterson (external trainer), Education Officer, Adviser (SfL)</p> | <p>June 2001 to the end of session 2001-02, then ongoing</p> | <p>External Consultant Supply cover for training events Time for in-school discussions</p> | <p>September 2001 January 2002</p> |

**EDUCATION DEPARTMENT
HMIE Follow-Up
2001-2002**

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| Tasks | Staff Involved and Responsibilities | Proposed Timescale | Resource Implications | Progress Checks (with dates) |
|---|--|--------------------------------|--|---|
| <p>3. Establishment of onsite support</p> <p>a. Allocate appropriate and agreed levels of teaching and support staff to schools.</p> <p>b. Identify, through the Stages of Assessment & Intervention, appropriate pupils.</p> <p>c. Design alternative individual programmes to maintain pupils in mainstream.</p> | <p>Jim Collins and Head Teachers</p> <p>Head Teachers and School Liaison Teams</p> <p>Sandy Peterson, Education Officer, Head Teachers</p> | <p>August to December 2001</p> | <p>Funding through Excellence Funds</p> <p>Nil</p> <p>Education materials Development time</p> | <p>September 2001</p> <p>October 2001</p> <p>October 2001</p> |
| <p>4. Revision of offsite support</p> <p>a. Review and revise programmes in Castlepark, Balerno and Connect 5 to ensure appropriate re-integration.</p> <p>b. Identify the transitional needs of pupils currently educated offsite.</p> | <p>Steph Faichney, Greg Tocher, Home School and Behaviour Support Services staff</p> <p>As above, plus Head Teachers of 'host' schools</p> | <p>August to December 2001</p> | <p>Educational materials Development time</p> | <p>October 2001</p> <p>October 2001</p> |

**EDUCATION DEPARTMENT
HMIE Follow-Up
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| Tasks | Staff Involved and Responsibilities | Proposed Timescale | Resource Implications | Progress Checks (with dates) |
|---|--|--|---|---|
| <p>5. Development of quality assurance strategies</p> <p>a. Establish procedures centrally and in schools to monitor and track the progress of individual pupils through the Stages of Assessment & Intervention.</p> <p>b. Set up mechanisms for the conduct of school reviews and Head of Service reviews in the offsite establishments.</p> <p>c. Promote the Education Department's staff development & review scheme in the offsite establishments.</p> <p>d. Draw on external expertise to evaluate the new policy and operational procedures.</p> | <p>Jim Collins, Education Officer, Admin Support Staff, Head Teachers</p> <p>Jim Collins, Education Officer, Heads of Service</p> <p>Jim Collins, Heads of Service</p> <p>Jim Collins, External Consultant, Education Officer, Head Teachers</p> | <p>September 2001</p> <p>October 2001</p> <p>October 2001 to June 2002</p> <p>October 2002</p> | <p>IT development time</p> <p>Nil</p> <p>Time to prepare and hold Review meetings</p> <p>External evaluator</p> | <p>n/a</p> <p>n/a</p> <p>October 2001 March 2002</p> <p>August 2002</p> |
| <p>6. Evaluation of Revised Procedures and Provision for SEBD Pupils</p> <p>Evaluation of revised procedures with key stakeholders.</p> | <p>Jim Collins EO EDS</p> | <p>Aug 2002</p> | | <p>-----</p> |

**EDUCATION DEPARTMENT
HMIE Follow-Up
2001-2002**

ACTION PLAN

Development Project HMI Follow-Up

Target 3 **Communication and Consultation with
the wider parent body**

Person Responsible Marion Lawrence

| Tasks | Staff Involved and Responsibilities | Proposed Timescale | Resource Implications | Progress Checks (with dates) |
|---|--|---------------------------|---|-------------------------------------|
| <p>1. Communication / Consultation Strategy</p> <p>Establish a Short Life Working Group to</p> <ul style="list-style-type: none"> a. progress this target in line with Objective 4 Project b.1 of the Departmental Development Plan b. liaise with QDT on "Consultation and Communication" | <p>Marion Lawrence, (membership of group to be decided)</p> | <p>March 2002</p> | <p>Possible supply cover for participants</p> | <p>January 2002</p> |
| <p>2. Parental survey</p> <ul style="list-style-type: none"> a. 100% sample to be issued Sept 2001 b. Results to be centrally collated Oct c. Outcomes discussed with stakeholders and recommendations included in next development plan | <p>Marion Lawrence Glen Taylor Niall Joss School staff</p> | <p>June 2002</p> | <p>Printing costs</p> | <p>March 2002</p> |
| <p>3. School Board / PTA Meetings</p> <p>Maintain and develop already established meetings with School Board and P.T.A. chairpersons</p> | <p>Anne Wilson</p> | <p>Ongoing</p> | <p>Nil</p> | <p>N/A</p> |

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| Tasks | Staff Involved and Responsibilities | Proposed Timescale | Resource Implications | Progress Checks (with dates) |
|--|--|---------------------------------|------------------------------|-------------------------------------|
| <p>4. Staff Communication / consultation</p> <p>a. Develop and extend consultation/feedback strategies to Head Teachers, teaching staff and support staff.</p> <p>b. Develop processes to ensure effective cascade of information eg Cold calling</p> | <p>Anne Wilson Marion Lawrence Glen Taylor Jim Collins</p> | <p>Ongoing from August 2001</p> | <p>Nil</p> | <p>August 2002</p> |
| <p>5. Evaluation of Communication / Consultation Strategy</p> <p>Evaluation with all stakeholders of revised procedures for communication / consultation</p> | <p>Marion Lawrence EFQM Team</p> | <p>June 2002</p> | <p>Staff time</p> | <p>-----</p> |

**EDUCATION DEPARTMENT
HMIE Follow-Up
2001-2002**

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| Tasks | Staff Involved and Responsibilities | Proposed Timescale | Resource Implications | Progress Checks (with dates) |
|--|---|--------------------------------------|-----------------------------------|-------------------------------------|
| <p>4. Review Central Purchasing Function</p> <ul style="list-style-type: none"> - Examine existing contracting arrangements - Issue revised guidance to establishments - Provide guidance/training on procurement arrangements in procedures | <p>Sandy Weston, Brian Rose, Representative Budget Holders, Representatives Finance Department</p> | <p>September 2001/March 2002</p> | | <p>Dec 2001</p> |
| <p>5. Present Budget/Expenditure Monitoring to SMT in written format</p> <p>Production of summary statement with narrative on reasons for main variances and notes on action being taken to address position.</p> | <p>Sandy Weston</p> | <p>Introduce from September 2001</p> | <p>No additional implications</p> | <p>Nov 2001</p> |
| <p>6. Review DSM Scheme</p> <p>Implementation of detailed action plan attached to Departmental Development Plan (See Obj 3 Tgt b2) including improved information to School Boards</p> | <p>Sandy Weston/Mark Mitchell/ Representatives of Head Teachers/ Trade Union/DSM Committees and School Boards</p> | <p>August 2001/March 2002</p> | | <p>Dec 2001</p> |

**EDUCATION DEPARTMENT
HMIE Follow-Up
2001-2002**

ACTION PLAN

Development Project HMI Follow-up

Target 5 Performance Monitoring and Continuous Improvement

Person Responsible Glen Taylor / Anne Wilson

| Tasks | Staff Involved and Responsibilities | Proposed Timescale | Resource Implications | Progress Checks (with dates) |
|---|--|--|----------------------------------|---|
| <p>1. Publication of benchmarking information</p> <p>a. Publish and disseminate benchmarking strategy for DCC. To include strategies for benchmarking at school, EA and national level.</p> <p>b. All schools and services to be provided with performance data for Dundee schools and for benchmark EAs</p> | <p>Glen Taylor Deirdre McVean</p> | <p>Oct 2001</p> <p>Sept 2001 and annually thereafter</p> | <p>EO / Adv development time</p> | <p>Monitor as part of School Review</p> |
| <p>2. Benchmarking Study</p> <p>a. Benchmark summary school performance data and HMI reports with schools of similar characteristics in Dundee and other EAs.</p> <p>b. Identify examples of good practice in raising attainment in Dundee and benchmark EAs</p> | <p>IPA (Improving Pupil Achievement) Groups Primary and Secondary, EDS</p> | <p>Aug 2001 – June 2002</p> | <p>Staff Tutor time</p> | <p>Feb 2002</p> |

**EDUCATION DEPARTMENT
HMIE Follow-Up
2001-2002**

ACTION PLAN

| Tasks | Staff Involved and Responsibilities | Proposed Timescale | Resource Implications | Progress Checks (with dates) |
|--|--|-----------------------------------|--|-------------------------------------|
| <p>3. Publication of Improving Pupil Achievement Manual</p> <p>To include key IPA strategies, policy on Effective Learning and Teaching and case study / exemplar material.</p> | <p>IPA Groups Primary and Secondary</p> | <p>Feb 2002</p> | <p>Staff Tutor secondment 3 months</p> | <p>Dec 2001</p> |
| <p>4. Quality Improvement Strategy</p> <p>Publish and disseminate the Department Quality Improvement Strategy including guidance on;</p> <ul style="list-style-type: none"> a. Key Quality Improvement processes. b. Timeline for Quality Improvement process c. Quality Improvement roles of ESMS and Advisers d. Quality Improvement roles and remits of key working groups | <p>Glen Taylor Deirdre McVean</p> | <p>Sept 2001</p> | | <p>Reviewed by HTs June 2001</p> |
| <p>5. FEP– Focused Evaluation Project</p> <ul style="list-style-type: none"> a. Pilot process of detailed evaluation of progress at school, department or curricular level by EDS. Initial pilot to review progress in Action Plan Schools. b. Develop a programme of FEP evaluations for Dundee. | <p>Glen Taylor EDS</p> | <p>Dec 2001 Feb 2002</p> | <p>Adviser time Adviser time Targeted research projects</p> | <p>Nov 2001 Dec 2001</p> |

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HMIE Follow-Up
2001-2002**

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| Tasks | Staff Involved and Responsibilities | Proposed Timescale | Resource Implications | Progress Checks (with dates) |
|---|--|-----------------------------|------------------------------|-------------------------------------|
| | | | | |
| <p>6. Development of Pre / Post HM Inspection Processes</p> <ul style="list-style-type: none"> a. Pilot of school / EA evaluation procedures and pre-inspection profiles b. Disseminate good practice in school self evaluation to all schools c. Collate and monitor EA pre-inspection reports / follow-up reports to ensure consistency across Dundee and with inspection reports | <p>Glen Taylor Deirdre McVean</p> | <p>Aug 2001 – June 2002</p> | | <p>April 2002</p> |