BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 4 September 2019 at 5.00pm
Room Y150, Gardyne Campus

AGENDA

1. **WELCOME**

2. **APOLOGIES**

3. **DECLARATIONS OF INTEREST**

4. **ESRC RESEARCH PROJECT – INFORMED CONSENT**   Paper A for information

5. **MINUTE OF THE PREVIOUS MEETING** – 1 May 2019   Paper B for approval

6. **MATTERS ARISING**

7. **COMMITTEE VICE CHAIR**
   Nomination Received for N Lowden   Verbal update   MW

8. **CURRICULUM REPORT – CHILD POVERTY FUND**   Presentation   KB/DG

9. **STUDENTS ASSOCIATION REPORT**   Paper C for information   CM

10. **DEVELOPING SCOTLAND'S YOUNG WORKFORCE**   Verbal Update   GR

11. **STRATEGIC RISK REGISTER & RISK DELEGATION TO BOARD COMMITTEES**   Paper D for approval   ST

12. **SQA HIGHERS/NATIONAL 5 EXAM RESULTS & ACTIONS**   Paper E for information   SH

13. **VP CURRICULUM & ATTAINMENT REPORT**   Paper F for information   SH

14. **LT&Q METRICS**   Paper G for information   ST

15. **DATE OF NEXT MEETING** – Wednesday 13 November 2019, 5.00pm, Y150 Gardyne Campus

Learning, Teaching and Quality Committee

Wednesday 4 September 2019

PAPER A

ESRC Research Project – Informed Consent

Processes and practices of governing in FE colleges in the UK

Note to Board of Management to ensure ongoing informed consent

Dundee and Angus College is one of a select number of colleges participating in a four nations study of the processes and practices of governing in FE colleges. Funded by the Economic and Social Research Council (ESRC), this project is led by a team of highly regarded and experienced investigators from the Universities of Stirling, Birmingham and Cardiff (further details available on the project website https://fe-governing.stir.ac.uk/).

The main focus of the study is to observe and video meetings of the College Board of Management held between January and December 2019. In addition, a select number of committee meetings may be observed, but not recorded. Observational studies of governing bodies, whether in the public or the corporate sphere, are rare so by agreeing to have your board meetings videoed you are supporting leading-edge research in this area.

In order to be funded, the research has been through a highly rigorous process of review by the ESRC. It has also been closely assessed and approved by research ethics committees at the three universities. Working to the highest ethical standards, the researchers will ensure that confidentiality is maintained, that sensitive information is not shared, and that individuals are not identifiable (unless they have explicitly agreed otherwise) in any communications, presentations or publications. Furthermore, all data will be deleted within a year of the project ending.

All participants in the meetings that are videoed and/or observed are required to complete a participant consent form to confirm that they understand the nature of the research and are aware of their right to withdraw (and have any contributions disregarded) at any time without consequence. They are also encouraged to speak to a member of the research team should they have any questions or concerns. The contacts for Scotland are Dr Helen Young, Research Fellow (01786 467748, h.l.young@stir.ac.uk) and Professor Cate Watson, Principal Investigator (01786 467626 cate.watson@stir.ac.uk).

Learning, Teaching and Quality Committee

Wednesday 4 September 2019

PAPER B

Minute of the Previous Meeting – 1 May 2019

BOARD OF MANAGEMENT
LEARNING, TEACHING AND QUALITY COMMITTEE MEETING

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 1 May 2019 at 5.00pm in Room Y150, Gardyne Campus.

PRESENT:	M Williamson (Chair)	G Robertson
	B Carmichael	A McCusker
	G Ritchie	N Lowden
	H Honeyman	S Mill
	D Humphries	

IN ATTENDANCE: S Hewitt (Vice Principal)   S Taylor (Vice Principal / Secretary to the Board)
S Laing (Quality Liaison Officer)   K Morton (Student Services Officer)
S Gregory (Course Leader - Social Sciences and Transition)
M Sanderson (Executive Secretary)

1. **WELCOME**

M Williamson welcomed Committee members including new Board Member B Carmichael who attended his first Committee meeting. M Williamson also welcomed S Laing, K Morton and S Gregory.

2. **APOLOGIES**

Apologies were received from C Clinkscale and S Watt.

3. **DECLARATIONS OF INTEREST**

There were no declarations of interest.

4. **ESRC RESEARCH PROJECT – INFORMED CONSENT**

Board Members and those in attendance at meetings have completed the ESRC Consent Forms.

Filming for the ESRC Project will be limited to BOM Meeting with the videos being used for the purpose of research then destroyed. The videos will not be made public**.**

5. **MINUTE OF PREVIOUS MEETING**

The minute of the meeting held on 13 February 2019 was approved as an accurate record.

6. **MATTERS ARISING**

6.1 Recognition for PI Performance

Instead of events being organised for all staff, G Ritchie noted Executive decided to give all staff free tea / coffee and soft drinks for a full week as a thank you for their achievements.

G Ritchie noted that there was a positive reaction from this with staff emailing their thanks.

6.2 Collective Response to Scottish Government – Foundation Apprenticeship Plans

G Ritchie noted that he wrote to J Swinney regarding the Foundation Apprenticeship plans and is awaiting response.

7. **CURRICULUM REPORT – SCOTTISH GOVERNMENT RETENTION PROJECT, YEAR 2**

M Williamson welcomed S Laing, S Gregory and K Morton to the meeting and highlighted her interest in the Retention Project and the work being carried out by the project group.

S Laing outlined the approach taken by the College to create a Retention project and how this was making a difference to the student group involved.

S Laing showed the Committee the project video that the group have made to explain the Retention Project and summarised key points including:

- Before the project, withdrawal rates were steadily rising
- 75% of withdrawals were due to financial problems
- Financial sessions have been set up within the project to help students
- Retention and attainment have improved since project has been established
- Withdrawals have decreased from 20%+ to 8%

S Gregory noted that the partnership between Academic and Support teams was very strong and teams are extremely positive about the project, which is helping students to be retained and to successfully complete their courses.

S Gregory noted that Student Services are now within classrooms and are there to offer students first hand advice, without them having to go into the advice centres and ask. K Morton noted that students can receive one to one meetings in the classroom, if they are struggling.

S Laing explained that the project group are using Microsoft teams as a method of communication and this has been received very well with teams as it is an informal instant chat service rather than emailing.

M Williamson noted from the video it is a fantastic project. A McCusker also noted it is a fantastic achievement and asked if the financial reasons for withdrawal would be the same in other college's. S Laing noted that that not all colleges are working with the same approach or groups, so it was difficult to say.

A McCusker asked how the group are prepared for rolling out the approaches developed if there is a huge demand for the project. S Laing noted that the PDSA Cycle and Attainment Tracker will help with the project going forward.

K Morton added that not all classes will be under the project, only those classes at risk.

H Honeyman asked if the video could show personal stories from students who have used the benefits of the project to help them in their course. S Laing noted this is something the group was looking at.

N Lowden stated that this is an exceptional piece of work and asked how the group review PDSA. S Laing explained this is reviewed weekly.

A McCusker asked how the group were planning to keep communicating between Academic and Support teams. S Laing noted they will continue to use Microsoft teams to communicate as this has proven to be effective.

H Honeyman questioned the implications of Data Protection with using Microsoft Teams and asked if Students data would be secure using this. S Laing noted that personally identifiable data is shared beyond the direct team involved. S Hewitt noted that Microsoft Teams is all contained within the College's secure networks.

M Williamson noted that the video mentioned that the group have established a two-part interview process when interviewing students and asked what this meant. S Gregory explained that students could be applying for courses that they didn't know about and weren't interested in. The two-part process means that the first part will be diagnostic tests based on the subject area to demonstrate to students what the course entails before they come back for an interview. If they are interested, they will be invited back for an interview two weeks later. This had improved withdrawals.

M Williamson asked what the next stages for the project are. S Laing noted that the group are planning to use a quality improvement process to review the project and make further improvements.

M Williamson noted that the staff involved in the project are very committed and enthusiastic and were a credit to the College.

8.   **STUDENTS ASSOCIATION REPORT**

D Humphries provided a summary of the report to the committee.

D Humphries noted that S Rennie and C Nicoll are working on the submission for the Healthy Body, Healthy Mind awards and are working towards gaining five stars this year. The work is being carried out as part of both NUS Scotland and Scottish Student Sport award (which gained four stars last year).

D Humphries noted that a Student Mental Health Agreement had been signed between the College, Student Association and Sports Union. The agreement is a pledge to ensure that mental health and wellbeing are at the forefront of everything the team do and will be highlighted as part of the College ROA.

Student Executive Elections are underway. There are 3 presidential candidates and 7 Vice Presidential candidates running in this year's elections. Last year there were a total of 240 votes in the election period and so far this year they have already exceeded that amount of votes.

D Humphries noted that a new role for the Vice Presidents in 2019/20 had been developed, with each focussing on certain aspects of the wider College. Each VP will be given roles such as Health & Wellbeing officer, where they will attend these key College committee meetings and work on a project to carry out throughout their term in office in conjunction with these committees. Each of the VP's will also be given a mentor from each of the committees to aid their new roles and to gain the most from their term in office.

D Humphries provided an update on the Strategic Plan review. The Student's Association will carry out a review of the Strategic Plan for the next Advisory Board Meeting to ensure that they are continually evaluating and reviewing their progress in line with the plan.

M Williamson noted that there had been great success evident during the year.
M Williamson also noted that there is good engagement with the Student Elections this year.

A McCusker noted this year has the highest number of votes in the Elections.

S Hewitt noted it is a good approach with the new Vice President roles and looks forward to working with the Vice President for Learning and Teaching.

9.   **PART–TIME COURSE PERFORMANCE**

S Hewitt summarised the paper outlining student retention and attainment for part-time provision.

S Hewitt noted that Part-time courses have caused slight concern over the last few years compared with full-time provision and noted that a significant amount of research had gone into the report.

S Hewitt noted that Higher Programmes have been analysed as curriculum teams were finding students were failing the main exam but still going on to do other programmes within the College.

S Hewitt also noted that that evening and distance learning provisions attainment was low and review had found that students who don't pay for these courses are not progressing or attaining compared to those who do pay.

S Hewitt noted that a small number of programmes had been set up in ways that limited the opportunity for achievement. For example, HNC Social Services had been set up as a roll on / off programme in which learners could start at any point in the year. The success measure for this programme was, however, a successful completion of 70% of the course units which isn't feasible for someone starting part-way through the year.

G Robertson asked if they were changing entry requirements for student's. S Hewitt confirmed that this wasn't the case and would be changing in house coding systems.

S Hewitt noted that assessment 'boot camps' were working well for full-time courses and would be adopted where appropriate for part-time courses as well.

G Robertson noted that there was good feedback from Distance Learners in the student survey. S Hewitt explained this was likely from student's who have to self-fund the courses and those using fee waiver tended not to complete the survey as they were more likely to have withdrawn by this stage.

M Williamson asked if there are other opportunities for students doing part-time courses whilst in employment. S Hewitt noted that they are working on a new Commercial Portfolio and this will be more condensed than previous years.

G Ritchie noted that success rates for part-time programmes are higher at some other colleges due having more employed part-time students funded as part of their career progression. This was less prevalent in the Dundee and Angus region.

10.   **DEVELOPING SCOTLAND'S YOUNG WORKFORCE**

G Ritchie outlined the report to the Committee.

G Ritchie noted that A McCusker and G Ritchie had met with S Barlow (DYW Chair) to discuss DYW and how to take this forward in the next year. S Barlow confirmed the main focus was employer input for the next couple of years. G Ritchie noted it was an extremely positive meeting.

M Williamson asked if the Chamber were involved in these plans. G Ritchie confirmed they are and there will be partnership agreements with employers.

H Tasker to be invited to give an update on DYW progress to the September Committee meeting. **G Ritchie to action.**

11.   **STUDENT SURVEYS**

   11.1   **LEARNING AND TEACHING SURVEY MARCH 2019**

   S Taylor summarised the report and noted that figures were consistently high and had improved, but had not changed dramatically year-on-year.

   S Taylor noted that each curriculum team can view their results and analyse them down to individual stream level, using data dashboards. This supported reflection on the survey feedback and action planning at course level.

   A McCusker asked if all students can complete the survey, or just full – time students. S Hewitt confirmed that all students are asked to complete, including School Pupils, but that the main focus was on full-time.

   M Williamson noted a huge improvement in results within Engineering. G Ritchie noted there has been a huge improvement as a result of a sustained focus in this area in the last couple of years.

   11.2   **POST COURSE SUCCESS SURVEY**

   S Taylor summarised the survey results.

   S Taylor noted that this survey tracked destinations of full-time students six to nine months after completing their course. However not all students will complete as some contact details may have changed since leaving the College.

   A McCusker noted she has learnt from Cake with the Chair sessions, that students are applying for different courses each year instead of progressing in the one area and asked how long they can stay at College. S Taylor noted that data on this had been analysed, with this occurring in some cases but generally being limited. It was noted that funding was generally available for a maximum of 3 years.

   N Lowden noted he is astounded at the positive numbers in the survey and noted this was a fantastic achievement.

   S Hewitt noted there was a report released from the SFC on Articulation. The College are looking at new articulation agreements with a range of different universities in Scotland. The complexities of working with different institutions was noted, and the central role to be played in this by the academic partnerships team was welcomed.

12.   **VP CURRICULUM & ATTAINMENT REPORT**

   The VP Curriculum and Attainment report was noted. S Hewitt highlighted that lots of activity is going on within Good to Great.

   S Hewitt provided an update on the academic restructure, highlighting that c.200 interviews will have been completed by 10 May.

G Ritchie noted this is the biggest Restructure since merger and with industrial action taking place at the same time, it was proving challenging. G Ritchie noted by summer the recruitment will be finalised going forward into next term.

S Hewitt noted that student recruitment is going well. Number have exceeded last year already. A slight decline in numbers at Angus in particular areas was noted.

A McCusker asked if there was confidence in reaching the additional credits target. S Hewitt noted he is, with around 1600 school pupils already registered to attend in June. Additional courses have been identified with a commercial Digital Skills course also being launched. S Hewitt noted that this was being supported for employees from Michelin.

S Hewitt noted that the Service Design Academy had developed plans to deliver provision in London through an agent.

13. **LT&Q METRICS**

S Taylor summarised the Metrics report.

S Taylor noted the revised 2018/19 credit target (109,307) was on target to be achieved.

14. **AOCB**

M Williamson noted that A O'Neill had been the Vice-Chair of the Committee and asked if there was any interest in this role to confirm this with S Taylor in advance of the next meeting.

15. **DATE OF NEXT MEETING**

Note change of Date

The next Learning, Teaching and Quality Committee meeting will take place on Wednesday 4 September 2019 at 5.00pm, Room Y150, Gardyne Campus.

Action Point Summary		
Action	**Responsibility**	**Date**
Invite H Tasker to give an update on DYW group activity.	G Ritchie	4 September 2019

Learning, Teaching and Quality Committee

Wednesday 4 September 2019

PAPER C

Students Association Report

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee
Wednesday 4 September 2019

Students' Association
Learner Representative Update

Paper for discussion / approval

1. **Student Association**
   The Students' Association had a very unsettled start to the academic year (20108/19) due to staffing issues through a number of different concerns, however, over the course of the year we have built our numbers and increased the visibility and participation rates. This year we are delighted to have a new team:

   > **Students' Association President – Cher Meldrum**
   >
   > **Vice President Arbroath – Amy Monks**
   >
   > **Vice President Gardyne – Colin Ogilvie**
   >
   > **Students' Association Assistant Kingsway – Jessie Skivington**

   Throughout the academic year, 2018/19 the Students' Association has confidently progressed on its journey towards a strong and positive relationship with the College, where the Students' Association works alongside the College in partnership. The Students' Association is very much on the way to being regarded as an integral part of the College's governance, quality development, and decision making processes. The Students' Association has representatives at all levels of the College decision making groups, boards and committees across the College., such as the Board of Management, Learning & Teaching Group, Wellbeing Group and Equality & Diversity Group as examples. The development of partnership working relationships between the Students' Association, senior management, board members, teaching and support staff has provided the Students' Association with the platform to engage, consult and collaborate on matters of common interest across the College therefore helping to shape the life and work of the College.

   One of the major aspects of the Students' Association has been to promote and engage students in all aspects of wellbeing to ensure their best possible student experience at college. The Students' Association and Sports Union have increased their collaboration over the year to ensure that the voice and representation of the students of our college are fully represented. During the

2018/19 academic year we have jointly submitted a Healthy Body, Healthy Mind submission highlighting all of the work that we have carried out over the year with regards to physical activity, mental health, wellbeing and smoking cessation. The Students' Association endeavours to make strong and effective partnership links with outside agencies, other institutions, associations and unions to positively promote best practice and create support networks to the benefit of the Students' Association and the College as a whole.

This paper will address aspects of positive practice and growth, as well as challenges that we face with the new academic year going forward.

2. **Class & Lead Representatives**
A vital part of the Students' Association role is to develop, encourage and promote the voice of the students in all aspects of their college experience. Students are engaging with the associations democratic governance structures and are becoming more and more confident and able to bring their issues and concerns to the Students' Association enabling the association to function effectively. The increase in visibility and interaction with the Students' Association has resulted in enthusiastic, motivated students to take up leadership roles at all levels of the association, from President to Lead Representatives which has allowed the association to develop and deliver services and activities more effectively.

Although the Students' Association has significantly improved in terms of representation and governance, self-evaluation, discussions and networking with other institutions has highlighted that we have areas which can be further improved. The class and lead representatives which form the governing body of the Students' Association have emphasised the role of class representative is not currently being utilised to the best of its ability. Moving forward with the new academic term providing allocated time within 'Guidance and Support' classes to allow class representatives to actively provide our students with a voice and provide quality feedback to services provided would be beneficial to both the association and the College as a whole.

Allocated time to disseminate information to the students with regards to all aspects of their college life through a 'bulletin' of information will ensure that everyone has the opportunity to engage and participate in the wider college environment. In order to implement an effective class representative structure, we require the support from the academic staff across the college to ensure that each of the class representatives are provided with the opportunity to relay information to their class as well as actively engage with the processes of their department.

Allowing the class representatives to actively engage with the processes of their department will ensure that each of the departments across the college are working in partnership with their students to inform decisions during 'Stop & Review' processes as well as the delivery of the courses themselves. Involving students in the departmental processes ensures that the College is working positively with the quality framework HGIOC to evaluate and report on their performance.

3.   Student Representation Campaigns

3.1 Buses:

At the beginning of the academic year Stagecoach terminated the Forfar to Arbroath route for operational times for students. Students were therefore stranded due to overcrowded buses at earlier or later services, this also effects local community members who are commuting to their places of employment. The issue was raised by concerned students who attended the Arbroath Campus as it was effecting their attendance and causing them to be repeatedly late for the start of class, which in turn caused them to miss vital learning and teaching.

Class Representatives from the Arbroath Campus raised the concerns with the Students' Association as well as the Stagecoach themselves. The bus company blamed their decision to take away the service was the result of *"a cut in subsidies paid to them",* suggesting that prior to merger in 2013 Angus College would *"subsidise the bus operator to put on the service for its students".* The reasoning for withdrawing these subsidies for one service morning and one in the evening was to allow our students more flexibility through the introduction of travel passes for throughout term time. The introduction of the travel passes allowed students to travel the route on times that it suited them and therefore offering them more flexibility around timetabling and employment commitments. The bus company is therefore remunerated per passenger and per trip instead of one lump subsidy payment.

The Students' Association, students, college and local government worked in a collaborative partnership to address the situation and issues facing our students to come to an agreement to benefit those students effected. Consultation meetings were held with all representatives and the bus company to resolve the issue on several occasions with very little to no positive outcome from the bus company themselves. A social media campaign created by one of our students was launched alongside the collaborative consultative meetings to campaign for a change for our students and the local community. An additional bus service was reinstated to ensure that not only our students could travel stress free from Forfar to Arbroath, but members of the local community also benefitted as a result.

This is the second time that students campaigning and working together in partnership with the college has provided a positive outcome for the students at our Arbroath Campus. The previous year the reduction in service from the village of Edzell had impacted our students who attended the college, forcing them to leave for college at 5am each morning, as well as having to make two stop changes in order to reach the Arbroath Campus. This partnership saw

the service reinstated and a direct bus route installed to the benefit of our students.

3.2 Two-Part Course:
December 2018 class representatives of the introductory courses for a number of departments raised an issue surrounding two-part courses. (courses that had been split from one full time course to two 16 week course). The following course were affected:

- Steps to Hospitality
- Introduction to Hairdressing (Arbroath)
- Introduction to Hairdressing (Kingsway)
- Access to Animal Care (Arbroath)
- Certificate in Child, Health & Social Care at SCQF Level 4 (Arbroath)
- Certificate in Child, Health & Social Care at SCQF Level 4 (Gardyne)

The implications for the students involved were lack of funding throughout the Christmas break, reapplying for their courses and funding in January, which in return effects their ability to claim council tax reductions and other benefits as they are not classed as "full-time" students.

Working in partnership with the Senior Leadership Team (SLT) the issue was raised in order to come to some solution for the students concerned. The SLT meeting resulted in Part One of the course being extended to 17 weeks to ensure that the students were being supported throughout the Christmas break, the college SLT agreed to £25,000 in extra support funding to be provided to the students concerned. The SLT further agreed to contact the local councils, Dundee City Council and Angus Council to enquire into further arrangements that could be put into place with regards to council tax relief as a result of the two part courses. The Students' Association, SLT and other members of the College community worked in partnership to address the issues with the Chief Executive of the Councils to gain answers or solutions for our students. The response from the council was less than positive with regards to the legislation and governance of benefits such as Universal Credits.

As a result of discussions, impact on students and going forward the SLT in partnership with the Students' Association have moved forward with the two-part courses and have made the decision to ensure that all of these courses should be returned to full time courses to ensure the benefit to the students on these courses over a period of time.

3.3 Graduation:

In June 2019, several complaints and enquiries came through from across the Hair, Beauty and Complimentary Therapies VTCT Level 3 students who had been informed that they did not qualify to attend graduation this year, despite previous years being able to do so. Due to a change in the qualification to the VTCT Level 3, the resulting SCQF level had dropped from a level 7 to a level 6 and therefore did not include the students concerned in the graduation list. Our students had not been informed of the change and therefore were looking forward to graduation as their peers had previously, the concerns were initially raised by the class representative and then further students from across the department. The original outset of the decision was to improve conditions for the students who attended these courses, however, the unintended consequences as a result of the decision was unforeseen and addressed swiftly by the college executive.

The Students' Association worked in partnership with the students, Quality Manager, College Executive and other members of the college community to answer the concerns of our students who had raised their concerns. The result was the reinstatement of graduation for the students of this department who had achieved their VTCT Level 3 in their area of study.

4. Successes in 2018-19

The Students' Association has had a number of successes this year and look forward to further building a positive profile across the college throughout the coming academic year.

4.1. #feedbackfriday

The introduction of #FEEDBACKFRIDAY has further promoted the voice of the students by providing timely and accurate quantitative and qualitative information from our learners and has positively impacted and promoted quality enhancement throughout the College. Consultation and collaboration with the Student Body has increased at the College through the Students' Association since the implementation of the Strategic Plan, decisions and directions are discussed with the Student Body as well as Service Design workshops carried out in order to gain the student perspectives. Students have been able to contribute their thoughts and opinions on everything from the funding application process to the impact of the effectiveness of the implementation of the Clean Air Policy.

4.2. Staff Awards

This year the Students' Association was delighted to work alongside the Events Committee to run the Student Led Staff Awards. As with last year the Students' Association ran the whole process from advertising the awards to collecting the nominations then deciding on the winners. We

decided to continue with having the same categories as last year, with three academic staff winners and three support staff winners.

Hearing the amazing words from our students during these nominations was so moving, and makes you realise that the staff at Dundee & Angus College care so much about our students. Some of our students' have gone from considering dropping out of College, to moving on to studying on at a higher level, all because of the emotional and academic support from one staff member – it's so important to recognise that one person can have such an immensely life-changing impact on a student's life.

A record-breaking 833 students put forward staff nominations with a huge range of moving tributes, beating last year's nominations of 326, we were blown away by the response from our students. From preventing students dropping out of College, to outstanding teaching, or simply brightening up a students' day, the nominations have highlighted the immense number of staff who have shown that they play such an important role in students' lives at Dundee & Angus College.

Going forward this academic year we are aiming to put all of the information collected from our students to good use and pick out key themes in positive practice in both academic and support staff. In addition, we are reviewing the awards categories that we have utilised these past two years through working with our students to ensure that we are picking out key attributes of staff that our students hold as positive practice towards their college experience.

4.3. Increased Engagement

- o Staff Awards:
    - 2017 – 64 nominations
    - 2018 – 326 nominations
    - 2019 – 833 nominations
- o Class Representatives:
    - 2017 – 143 reps
    - 2018 – 311 reps
- o Lead Representatives:
    - 2017 – 8
    - 2018 – 18
- o Attributes:
    - 2018 – 73 students
    - 2019 – 315 students
- o Voting in elections:
    - 2018 – 244 votes
    - 2019 – 397 votes

4.4. Healthy Body, Healthy Mind Award

The 2018-19 academic year saw 21 institutions from across Scotland take part in the HBHM awards. To recap, the HBHM awards are a partnership initiative between NUS Scotland and Scottish Student Sport, funded by

the Scottish Government, which focus on the link between sports, physical activity, smoking prevention and mental health. With a newly revised criteria, all 21 Universities and Colleges worked hard to put in some of the "best work" the panel "have seen to date".

Out of the 21 Universities and Colleges that took part, Dundee & Angus College aimed to gain top spot with 5 stars this year, however, we fell just short of the full five stars and gained a respectable 4 stars along with Fife, College, University of Dundee, University of Stirling, University of West of Scotland and West Lothian College. City of Glasgow College were the only institution to gain 5 stars again this year. (Please see table of awards below) Although slightly disappointed that we fell just short of the five stars this year we were delighted to continue to be in the top scoring college and universities in Scotland. The feedback that we received from the awarding panel suggested that there were several areas of 5 Star practice within our awards submission.

Working towards 1 Star:
• Glasgow Kelvin College

1 Star:

• Borders College
• Glasgow Caledonian University
• New College Lanarkshire
• North East Scotland College
• Scotland's Rural College
• West College Scotland

2 Stars:

• Dumfries and Galloway College
• Edinburgh College
• Edinburgh Napier University
• Queen Margaret University

3 Stars:

• Glasgow Clyde College
• South Lanarkshire College
• University of the Highlands and Islands

4 Stars:

• Dundee and Angus College
• Fife College
• University of Dundee
• University of Stirling
• University of the West of Scotland
• West Lothian College

5 Stars:

• City of Glasgow College

5. **Charity Focus**

This year the Students' Association elected officers have decided to work towards working with students, staff and the local community through

raising awareness and money for two very worthwhile local charities, Maggie's Dundee and Besty Charity.

Maggie's provides free practical, emotional and social support to people with cancer and their family and friends, following the ideas about cancer care originally laid out by Maggie Keswick Jencks. Built in the grounds of NHS cancer hospitals, Maggie's Centres are places with professional staff on hand to offer the support people need.

Our Centres are places to find practical advice about benefits and eating well; places where qualified experts provide emotional support; places to meet other people; places where you can simply sit quietly with a cup of tea. Maggie Keswick Jencks lived with advanced cancer for two years. During that time, she used her knowledge and experience to create a blueprint for a new type of care. Maggie's Centres are built around her belief that people should not "lose the joy of living in the fear of dying".

Besty's charity was officially registered as a charity in January 2019 by Tracey Burke's husband Greg Burke, only months after his wife lost her three-year fight with cervical cancer. Locals had raised £100,000 in just six weeks to fly Tracey to Germany for specialist private treatment – but at the age of 30 her fight came to an end. Inspired by Tracey's battle against cancer and his late mum Margaret's fundraising efforts – which earned her an MBE – Greg wanted to start giving back to the community which supported him in his darkest hour. The charity aims to give back to those in need across both Dundee and Angus, they are a relatively new charity and we are looking forward to working alongside them this year to increase awareness and funds. The elected officers were inspired after meeting Greg and wanted to ensure that they gave back to the local communities and those in need across the local areas of Dundee & Angus College.

The elected officers will be working across the academic year to engage and work alongside these charities to provide opportunities for students to gain D&A Attributes, experiences and give back to the local community through a number of events such as, charity nights, sponsored walks, bubble football tournament and much more! Each of these events and activities will have a wellbeing focus and raise awareness across the college and local community. We hope that both staff and students across the College will come together to make a huge and positive impact on these very worthwhile charities.

6. **Elected Officer Projects**

This year the elected officers in the Students' Association have agreed to work on separate projects for the duration of this academic year. Each of the Vice Presidents and the Association President have allocated themselves the following project areas:

Cher Meldrum – Student Representation (Class & Lead Representatives)
Amy Monks – Equality & Diversity

Colin Ogilvie – Learning & Teaching
Jessie Skivington – Health & Wellbeing

Each of the elected officers have been provided with a mentor to aid them with their project area and guide them throughout the year.

7. **Adventure Days**

For the academic term 2019/2020 we have furthered our partnership working with the Sports Union to increase participation and engagement with academic departments across the college through a new project to reward students through taking part in adventure days as a rewards. In order to increase buy in from each of the academic departments across the college and to increase engagement with the new academic structure we will be working with each of the departments in order to identify students to take part in wellbeing activity based adventure days as a reward for their hard work and dedication. We are very much looking forward to increasing our partnerships across the college and build positive working relationships will all staff and students.

Authors: Cher Meldrum, Student Association President

Sarah Rennie, Students' Association Development Officer

Learning, Teaching and Quality Committee

Wednesday 4 September 2019

PAPER D

Strategic Risk Register & Risk Delegation to Board Committees

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee
Wednesday 4 September 2019

Strategic Risk Register & Risk Delegation to Board Committees

Paper for discussion / approval

1. **Introduction**
   Following discussion at the Audit and Risk Committee and Board of Management in March, May and June 2019 it was agreed that the Strategic Risk Register be reviewed, and that consideration be given to the allocation of groups of risks for oversight to the relevant Board Committees. This paper summarises proposals for the Committee in respect of these changes.

2. **Allocation of Risks to Board Committees**
   The enclosed Strategic Risk Register highlights the proposed delegation of risk areas across the range of Board Committees.

   In identifying these delegated risks, it has been agreed that each Committee consider (and amend/update as appropriate) the key risk areas within their responsibility as a standing item at each future meeting.

   Proposed changes arising from this consideration will be brought back to the next appropriate meeting of the Audit & Risk Committee for final approval.

   In making these changes, it is important to reinforce that the overall responsibility for risk management will remain with the Board of Management, with delegated authority for the implementation and review of this to the Audit & Risk Committee. The further allocation of areas of risk oversight to Board Committees is intended to improve the awareness, oversight and consideration of risk, rather than amend the terms of the Board of Management scheme of delegation.

3. **Consideration of Risks to Board Committees**
   In making these changes, each Committee should consider how it is informed around the areas of key risk and assure itself that the regular reporting and information, updates and opportunities for scrutiny within the operation of the Committee are reasonable and sufficient in respect of this.

4. **Approvals**
   In respect of the above information approval for the following actions is sought.

- Approval by the Committee to accept oversight of the relevant risks as identified on the Strategic Risk Register.

- Adoption of Risk as a standard agenda item on future meetings.

5. Information

Further information in respect of Governance matters is available for Board members by contacting Steve Taylor, Vice Principal People & Performance, s.taylor@dundeeandangus.ac.uk.

Author: Steve Taylor
Executive Sponsor: Steve Taylor

STRATEGIC RISK REGISTER

2018 - 2019

As at May 2019

Post Holders						Score	Impact	Likelihood
	ELT	Executive Leadership Team		PRIN	Principal	1	Routine	Remote
	SLT	Senior Leadership Team		DirC&A	Directors of Curriculum & Attainment	2	Minor	Unlikely
	Board	Board of Management		HoICT	Head of ICT	3	Significant	Possible
	VPP&P	Vice Principal People & Performance		HoE	Head of Estates	4	Major	Probable
	VPCS	Vice Principal Corporate Services				5	Critical	Very Likely
	VPCA	Vice Principal Curriculum & Attainment						

Risk Number & Committee	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
	POTENTIAL CONTRIBUTING FACTORS				**TREATMENT**				**POST MITIGATION EVALUATION**	
1	**Strategic and Structural**									
1.1 **LT&Q**	Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)	4	4	16	• Robust strategic planning • Effective environmental scanning • Strong partnerships • Clear links between strategy and practice • Concerted demands for increased activity levels	4	1	4	• Robust monitoring via ROA • Clear performance metrics • Amendment of strategic direction/ plans • Rolling curriculum review	Board, ELT
1.2 **Board**	College may be disadvantaged by changes to either UK or Scottish Government policies	4	3	12	• Effective environmental scanning • Negotiation/influence at national level	4	2	8	• Review of changes and amendment of strategic direction/plans • Financial strategy sensitivities	ELT
1.3 **Board**	College disadvantaged by changes arising from UK leaving European Union	5	4	20	• Negotiation/influence at national level • Review of activities/ projects • Responsiveness to new opportunities	5	2	10	• Review of changes and amendment of strategic direction/plans/ curriculum • Financial strategy ESF sensitivity • Workforce planning	ELT

Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Green (1-8) = Minor Risk; Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk

Post Holders							Score	Impact	Likelihood
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Risk Number & Committee	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
	POTENTIAL CONTRIBUTING FACTORS				**TREATMENT**	**POST MITIGATION EVALUATION**				
2 Financial										
2.1 **F&P**	Change in SFC Funding Methodology and Allocation – Reduction in Funding	3	3	9	• Negotiation/influence at national level • Contingency plans for reduced funding	2	3	4	• Advance modelling of new funding methodologies and allocations • Monitoring impact of changes • Amendment of strategic or operational direction/plans • Financial strategy sensitivities	ELT
2.2 **F&P**	Failure to achieve institutional sustainability	5	4	20	• Protection of funding through dialogue with SFC • Robust annual budget-setting and multi-year financial strategic planning • Effective budgetary control • Where required, swift action to implement savings	4	3	12	• Monthly monitoring of budgets • Regular review of financial strategy and non-core income sensitivity • Detailed monitoring of savings programmes	ELT
2.3 **F&P**	National outcomes on salaries and conditions of service outstrip ability to pay	4	4	16	• Influence within Employers Association • Management of staffing expenditures	4	3	12	• Expenditure modelling • On-going discussions with staff • Financial strategy sensitivities	VPP&P, VPCS

Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Green (1-8) = Minor Risk; Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT				POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring				Responsibility
2 **Financial (cont)**													
2.4 **A&R**	Financial Fraud	4	3	12	• Strong financial controls: segregation of duties and review of transactions. • Review of impact of any changes in structure or duties • Whistleblowing arrangements	3	2	6	• Continuous review of financial controls • Internal Audit programme				VPCS
2.5 **F&P**	D&A Foundation refuses/withholds funding for key College priorities	5	3	15	• On-going dialogue with Foundation Trustees • Appropriate bid arrangements in place	3	2	6	• Monitor and advise Board of Management				VPCS

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Risk Number & Committee	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
	POTENTIAL CONTRIBUTING FACTORS				**TREATMENT**				**POST MITIGATION EVALUATION**	
3 **People and Performance**										
3.1 **LT&Q**	Failure to reach aspirational standards in learning, teaching and service delivery	4	3	12	• Clear quality arrangements and priority actions • Continuous self-evaluation and action planning • Rigorous CPD arrangements in place • Regular classroom observation and learner feedback arrangements	3	2	6	• Comprehensive monitoring of key PIs and student/staff feedback • Regular Stop and Review events • External review and validation findings	VPC&A, VPP&P, DirC&A
3.2 **LT&Q**	Failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.	4	3	12	• Robust strategic planning and monitoring • Effective environmental scanning • Strong partnerships • Clear links between strategy and practice • Concerted demands for increased activity levels	2	2	4	• Effective internal monitoring/review/verification arrangements • External review findings	SLT, VPP&P
3.3 **A&R**	Legal actions; serious accident; incident or civil/criminal breach	4	5	20	• Adherence to legislative and good practice requirements • Positive Union relations and staff communication • Effective management development programmes	3	2	6	• Monitoring and reporting in key areas – eg H&S, equalities, employee engagement • Continuous professional development • Internal audit programme • Staff surveys	ELT

Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Green (1-8) = Minor Risk; Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk

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		POTENTIAL CONTRIBUTING FACTORS				TREATMENT				POST MITIGATION EVALUATION				
Risk Number & Committee	Risks		Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring				Responsibility
3	People and Performance (cont.)													
3.4 Board	Reputational Risk – Loss of reputation with key stakeholders		4	3	12	• Marketing strategy • Reputation plan • Positive marketing approaches	4	2	8	• Stakeholder engagement • Social media monitoring arrangements				VPCS
3.5 HRD	National bargaining outcomes impact adversely on College operations, activity and flexibility		4	4	16	• Influence within Employers Association • Management of bargaining outcomes and implementation	4	3	12	• Positive union relations and staff communication • On-going discussions with staff • Innovation in approaches				VPP&P, VPC&A
3.6 HRD	Industrial Relations Problems (including industrial action)		4	5	20	• Adherence to legislative and good practice requirements • Positive Union relations and staff communication • Effective management development programmes • Industrial action continuity planning	4	3	12	• Regular union/management dialogue • Regular employee engagement monitoring • Open communication with staff • Industrial action continuity planning				VPP&P

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Risk Number & Committee	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
	POTENTIAL CONTRIBUTING FACTORS				**TREATMENT**				**POST MITIGATION EVALUATION**	
3 **People and Performance (cont.)**										
3.7 **A&R**	Breach of data security / data protection	5	4	20	• Effective management of GDPR compliance • Mandatory staff CPD and awareness raising on data protection (relative to role)	4	2	8	• Active data protection monitoring and auditing • Effective information and data security policies in operation • Regular data security monitoring/testing • GDPR Action Plan • Staff CPD	VPC&A, HoICT, Data users
3.8 **HRD**	Failure to meet Prevent and related obligations	5	3	15	• Prevent training • Staff awareness and contingency planning • Engagement/practice sharing with local agencies	5	1	5	• Business Continuity Plan including scenario testing • Information sharing with local agencies	VPC&A, VPP&P
3.9 **HRD**	College arrangements do not minimise risk associated with Modern Slavery	4	3	12	• Clear and compliant procurement arrangements and procedures • Staff identity checking arrangements and use of PVG.	4	1	4	• Annual procurement monitoring/reporting • Regular employee engagement monitoring • Open communication with staff	VPC&A, VPP&P

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT				POST MITIGATION EVALUATION		
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
4	**Infrastructure**									
4.1 **A&R**	Disasters – eg Fire, MIS Failure, Failure of Emergency Procedures	5	4	20	• Sound systems of administration • Clear fire and disaster recovery arrangements • Staff CPD	5	1	5	• Business Continuity Plan including scenario testing	VPCS, VPP&P HoE, HoICT
4.2 **F&P**	Failure to achieve ambitions of ICT strategy; strategy and development is ineffective	4	4	12	• Planning, careful phasing of changes to processes and systems • Effective management of ICT arrangements • Clear investment plan	4	2	8	• Regular review/reporting on milestones, systems effectiveness etc • Regular CPD	VPC&A, HoICT
4.3 **A&R**	Breach of ICT/Cyber security	4	3	12	• Effective management of ICT arrangements • Active ICT/data security monitoring and cyber security policy	4	2	8	• Staff CPD on cyber security issues • Regular security monitoring/testing • Cyber resilience plan	VPC&A, HoICT
4.4 **A&R**	ICT infrastructure fails to support effective data security / data protection	5	3	15	• Effective infrastructure and systems design and implementation • Effective management of ICT arrangements and GDPR compliance	4	2	8	• Active data protection monitoring and auditing • Effective information and data security policies in operation • Regular data security monitoring/testing •	VPC&A, HoICT, Data users

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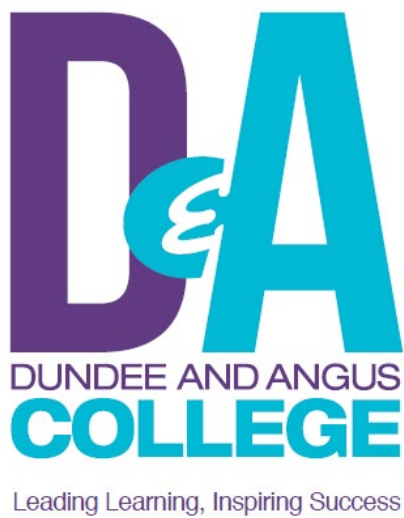
Learning, Teaching and Quality Committee

Wednesday 4 September 2019

PAPER E

SQA Highers / National 5 Exam Results & Actions

SQA Exams Attainment Report 2019

6 August 2019

Business Intelligence

Table of Contents

Introduction

SQA Attainment Statistics relating to group awards administered by the SQA for academic session 2018/19 were made available on 1st August 2019 and subject to embargo until 8am on 6th August. This report displays Dundee and Angus College Performance only.

Comparison with National data for College and School centre types will be available in the second week of September.

About the Data

Only courses which have been run by Dundee and Angus College in 2018/19 are presented in this report and only these courses are compared to previous years' results (i.e. where a course has been run in prior years but not 2018/19, there is no comparison). All result and grade percentages are based not on enrolled students but those students who were examined for each course. All pass rates and grade rates are subject to forthcoming clerical checks and marking reviews. Overall comparison to National results is only based on those courses examined at the College.

Summary

- Higher Awards pass rate: 65.4% v last year 63.4% (2019 National, 72.4%)
- Higher Grade A attainment: 16.0% v last year 14.6% (2019 National, 27.0%)
- Higher Grade B attainment: 23.1% v last year 21.3% (2019 National, 23.2%)
- National 5 pass rate: 63.7% v last year 84.1% (2019 National, 75.3%)
- National 5 Grade A Attainment: 23.3% v last year 40.5% (2019 National, 32.6%)
- National 5 Grade B Attainment: 25.3% v last year 23.0% (2019 National, 24.0%)

The tables below shows Higher and National 5 grades awarded, pass rates and a comparison of the 2019 pass rate v 2018 as well as the 2019 National pass rate:

Award	Subject	Examined	Pass A	Pass B	Pass C	Fail D	No Award	Pass	Fail/No Award	Pass % of examined	National Result pass rate	Pass v National % Variance	2018 Pass Rate	Pass Rate v 2018 % Variance (not points)
Higher	Care	54	7	12	9	17	9	28	26	51.9%	55.5%	-6.6%	35.6%	45.5%
Higher	Chemistry	21	8	6	4	2	1	18	3	85.7%	75.5%	13.5%	90.9%	-5.7%
Higher	English	92	18	32	31	9	2	81	11	88.0%	73.2%	20.3%	88.5%	-0.5%
Higher	Geography	10	1	0	6	2	1	7	3	70.0%	75.7%	-7.5%	37.5%	86.7%
Higher	History	11	0	2	3	4	2	5	6	45.5%	72.8%	-37.6%	64.7%	-29.8%
Higher	Human Biology	25	12	3	5	3	2	20	5	80.0%	69.4%	15.3%	75.0%	6.7%
Higher	Mathematics	16	4	8	3	0	1	15	1	93.8%	72.4%	29.5%	88.2%	6.3%
Higher	Modern Studies	8	0	1	5	2	0	6	2	75.0%	76.0%	-1.3%	66.7%	12.5%
Higher	Physics	7	1	3	2	1	0	6	1	85.7%	74.9%	14.4%	80.0%	7.1%
Higher	Psychology	137	10	17	36	34	40	63	74	46.0%	44.6%	3.1%	51.7%	-11.0%
Higher	Sociology	44	7	14	8	6	9	29	15	65.9%	59.1%	11.5%	82.0%	-19.6%

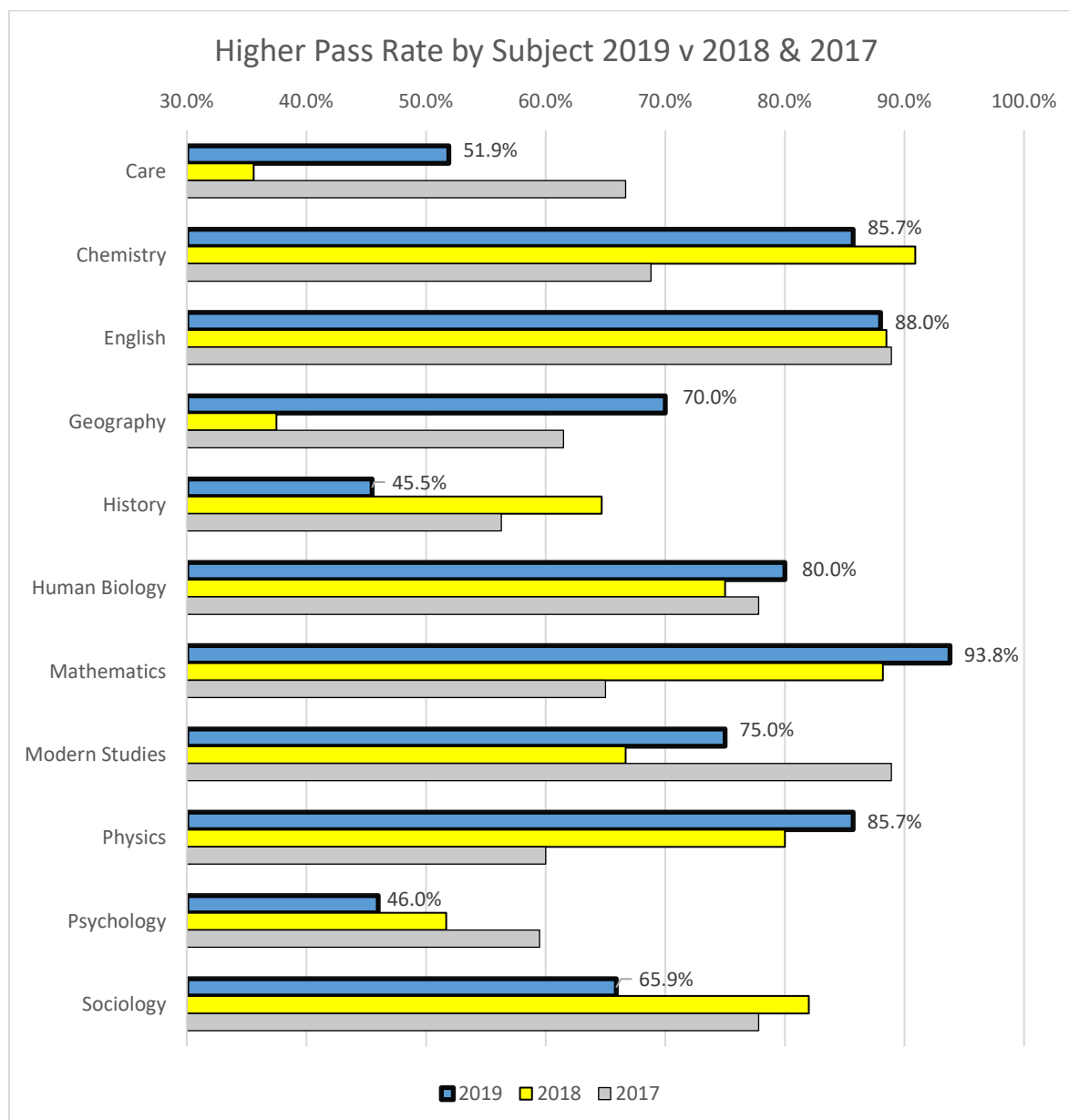| Award	Subject	Examined	Pass A	Pass B	Pass C	Fail D	No Award	Pass	Fail/No Award	Pass % of examined	National Result pass rate	Pass v National % Variance	2018 Pass Rate	Pass Rate v 2018 % Variance (not points)
Nat 5	English	7	3	4	0	0	0	7	0	100.0%	86.3%	15.9%	100.0%	0.0%
Nat 5	App's of Mathematics	37	8	11	9	7	2	28	9	75.7%	58.5%	29.4%	90.6%	-16.4%
Nat 5	Mathematics	57	18	17	9	8	5	44	13	77.2%	65.5%	17.9%	77.9%	-1.0%
Nat 5	Psychology	45	5	5	4	10	21	14	31	31.1%	58.0%	-46.4%	N/A	N/A

Highers Charts & Key Points

- The Higher Pass rate has increased by 2 points from 63.4% in 2018 to 65.4% in 2019 but remains 6.3 points lower than the 2017 pass rate. The pass rate remains 9 points lower than 2016 (74.4%).
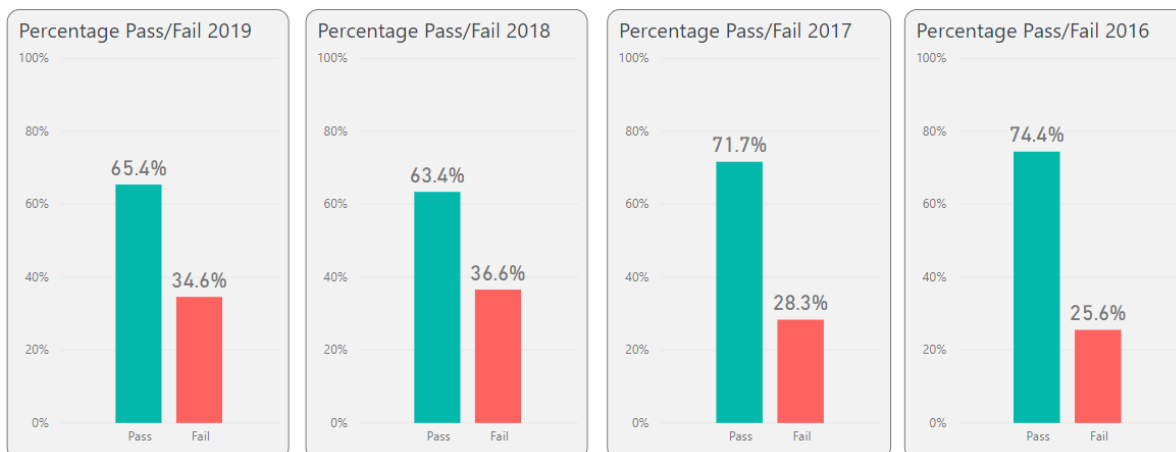
- Higher passes at Grade A have increased by 1.4 points from 14.6% to 16.0%, while Grade B increased from 21.3% in 2018 to 23.1%.

- The percentage of Grade D fails has decreased by 2.2 points from 21.0% in 2018 to 18.8%. The overall fail rate has also decreased by 2 points from 36.6% in 2018 to 34.6% in 2019.
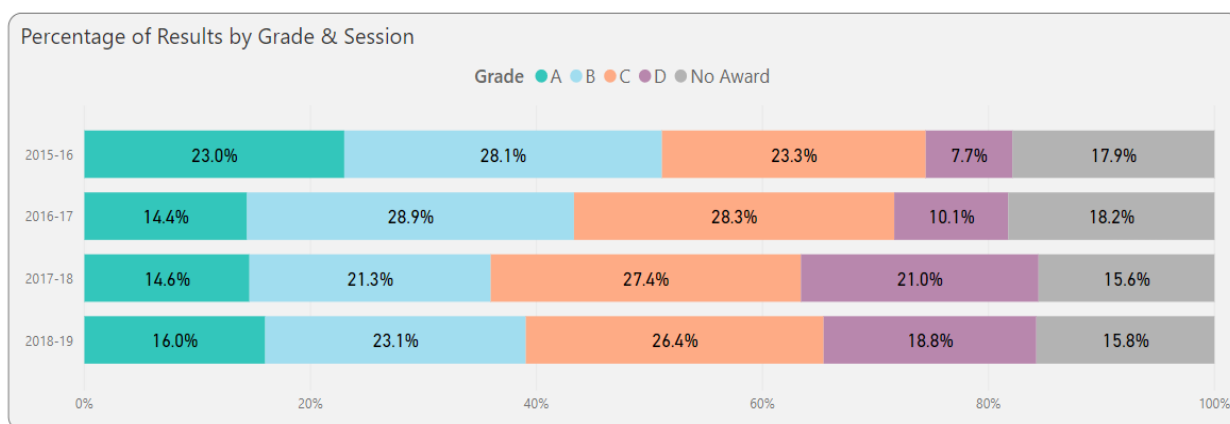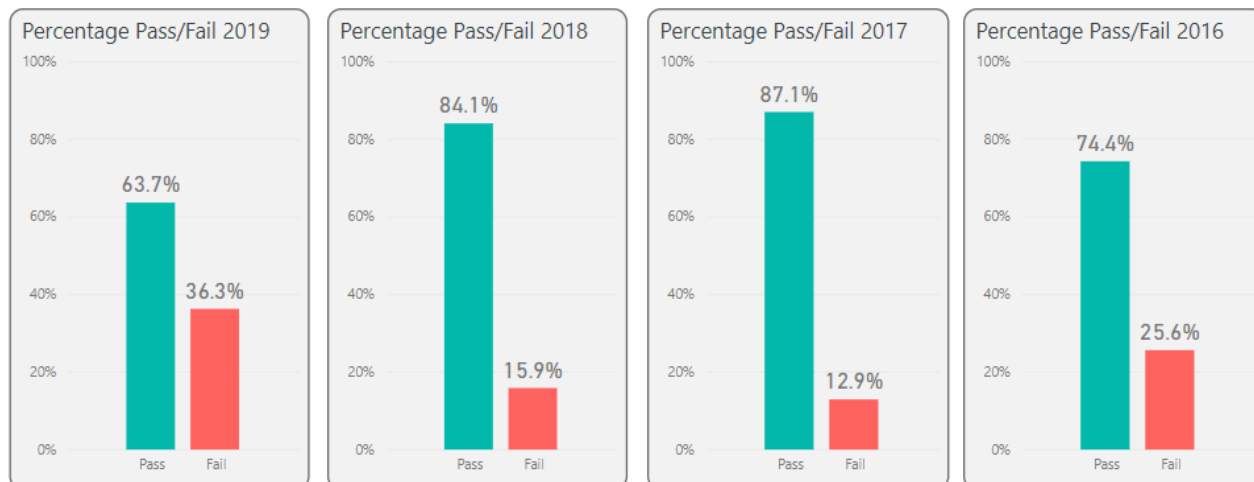
The chart below shows 2019 Higher Pass Rates (blue) v 2018 Higher Pass Rates (yellow) and 2017 (grey) where the same subject was examined in all years:

Higher Pass Rate by Subject 2019 v 2018 & 2017

| Subject	Value
Care	51.9%
Chemistry	85.7%
English	88.0%
Geography	70.0%
History	45.5%
Human Biology	80.0%
Mathematics	93.8%
Modern Studies	75.0%
Physics	85.7%
Psychology	46.0%
Sociology	65.9%

■ 2019   ■ 2018   ■ 2017
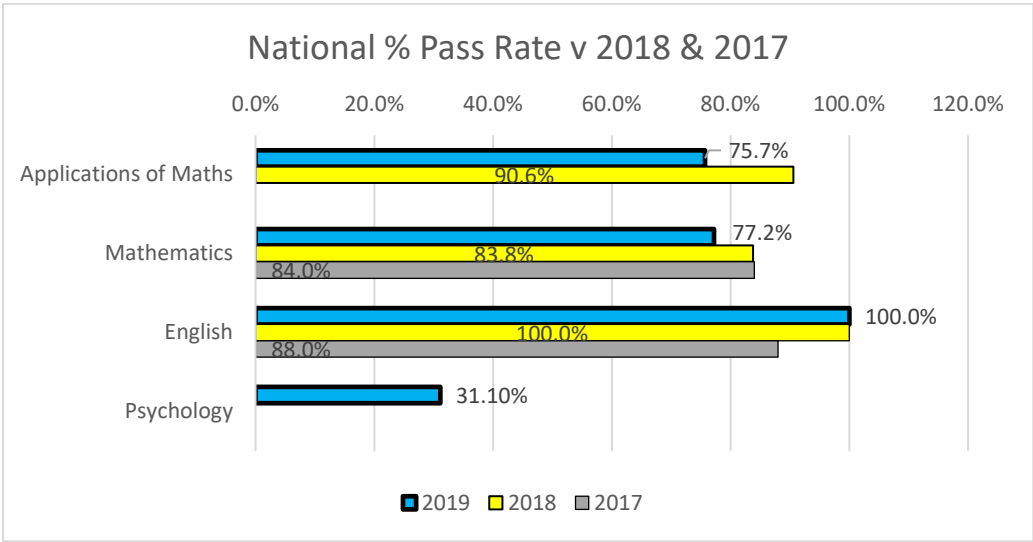
National 5 Charts & Key Points

- The National 5 Pass rate has decreased significantly by 20.4 points from 84.1% in 2018 to 63.7% in 2019. The addition of National 5 Psychology in 2019 and it's pass rate of 31.1% is the main factor behind this drop.

- National 5 passes at Grade A have reduced significantly from 2018 (40.5%) to 23.3% while Grade B has increased slightly from 23.0% to 25.3%.

- The percentage of "No Awards" increased from 4% in 2018 to 19.2% in 2019

- The percentage of Grade D awards has also increased significantly from 11.9% in 2018 to 17.1% in 2019
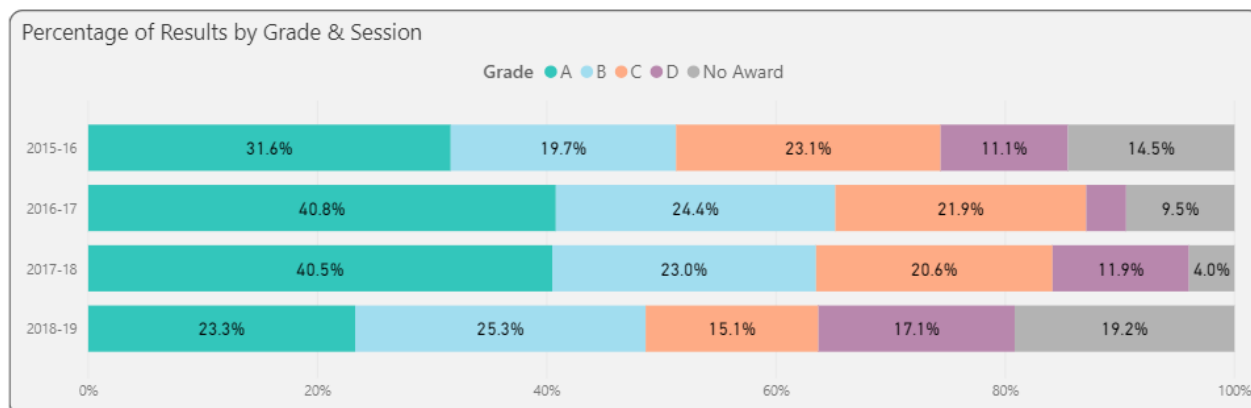
The chart below shows 2019 National 5 Pass Rates (blue) v 2018 Higher Pass Rates (yellow) and 2016 (grey). Note that only National 5 Mathematics and English were examined in all three sessions, while Applications of Mathematics was only examined in 2018 and 2019. National 5 Psychology was examined at the College for the first time in 2019.

National % Pass Rate v 2018 & 2017

Subject	2019	2018	2017
Applications of Maths	75.7%	90.6%	
Mathematics	77.2%	83.8%	84.0%
English	100.0%	100.0%	88.0%
Psychology	31.10%		

■2019 □2018 ■2017

National Qualifications Attainment 2018/19
Key Actions for 2019/20

The 2019 results for national qualifications delivered in the College were variable with only some areas showing improvements on 2018 results. The figures have been calculated on A-C pass grades and exclude D graded course awards and no awards.

Subject	Number examined	2019 National pass rate	2019 D&A pass rate	2018 D&A pass rate
Higher Care	54	51.6%	51.9%	35.6%

The Higher Care was revised in 2019 to include an external end exam (questions paper) in addition to an externally assessed project. The introduction of the end exam has had a positive impact on the results, and exam preparation classes were well received by the students. However further analysis of the component marks shows that the students do not achieve as well with the project component. The SQA specification allows for "reasonable assistance" to be given to students in preparation for the release of the project brief, however marking, reviewing drafts or providing model answers or feedback is not permitted. Further clarification on the term "reasonable assistance" is being sought from SQA via the Quality team as the approach is not consistent with other national qualifications.

Students who wish to progress directly into pre-nursing programmes at university require a minimum of 3 Highers, therefore the Higher Care will continue to be offered to the students who require it.

Subject	Number examined	2019 National pass rate	2019 D&A pass rate	2018 D&A pass rate
Higher Geography	10	55.9%	70%	37.5%
Higher History	11	59%	45%	64.7%
Higher Modern Studies	8	61%	93.8%	88.2%

The Highers in Geography, History and Modern Studies formed part of the full time Certificate in Highers programme which has been removed from the portfolio for academic session 2019/20 due to low achievement, unviable numbers in specific subjects and middling progression to university.

Subject	Number examined	2019 National pass rate	2019 D&A pass rate	2018 D&A pass rate
Higher Sociology	44	53.7%	65.9%	82.%
Higher Psychology	137	46%	46%	51.7%
National 5 Psychology	45	54.4%	31%	n/a

There has been a consistent level of demand from the schools in the Angus Council school/college partnership to offer national qualifications in Psychology and Sociology. An alternative approach is taken with schools in Dundee City school/college partnership to offer Professional Development Awards in Sociology and Psychology and a National Progression Award in Criminology.

Whilst achievement in Higher Psychology is in line with the national average, the pass rate falls below the aspirations for student achievement. The component marks show that the students achieved well in the project but less well in the end exam.

A school/college partnership meeting took place with Angus Council senior staff on 2 August to review the students' results. During this meeting it was identified through further analysis that there was a significant number of pupils who did not have the relevant entry qualifications ie subjects and/or level to prepare them for the course.

It was agreed that data on subject choice/achievements of the pupils choosing Higher or National 5 in session 2019-20 would be reviewed to ensure they have the relevant entry qualifications. It was also agreed that Angus Council and Dundee and Angus College would inform pupils and parents/carers that there are 2 pathways (Higher or NPA level 6, Nat 5 or NPA level 5) and that depending on progress on the course a decision would be taken on which qualification route would be best for the pupil. This approach would ensure that all pupils have an opportunity to gain a qualification at SCQF level 5 or 6. The proposed approached has been communicated by the Angus Council Service Leader to head teachers and views requested.

In preparation for this approach, an initial discussion took place with SQA regarding the creation of an NPA group award and a formal request will be placed with SQA to create an NPA option for both subjects.

Higher Sociology will not be offered as part of the school/college partnership in 2019-20 due to lack of demand (5 pupils @ 16 August).

Higher Sociology and Psychology evening classes have been removed from the portfolio and replaced with Professional Development Awards (PDAs) at SCQF level 7 in Sociology and Psychology.

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Executive Sponsor: Simon Hewitt, Vice Principal Curriculum & Attainment

Learning, Teaching and Quality Committee

Wednesday 4 September 2019

PAPER F

VP Curriculum & Attainment Report

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee
Wednesday 4 September 2019

VP Curriculum & Attainment Report
Paper for discussion / approval

1. Introduction

As of 28th August 2019, the following paper summarises key projects and recent activities currently being progressed by the Curriculum Directorate.

2. Restructure Update

Over the 2018/19 academic year the College embarked on a restructuring exercise that included both the promoted academic posts as well as the introduction of a number of new roles to help support the wider College objectives. The process is now largely complete, with only a small number of posts outstanding, with these interviews scheduled for September. Now that the structure is almost in place the attention shifts towards supporting those new and existing post holders, both from an operational point of view, as well as from a leadership developmental angle. Over the summer a robust CPD plan has been established which addresses the key skills, knowledge and understanding needed to take the College forward as well as the introduction of 'The D&A Way' which focuses on what it means to work at D&A and the culture, behaviour and actions that are expected. Further detailed plans will be presented at the Human Resource & Development Committee Meeting in September.

3. 19/20 Recruitment

At this stage of the year both recruitment and retention are the two main priorities. Full time (mode 17) recruitment continues to be steady, although we have seen a slight reduction in numbers compared to the same point last year:

	Aug-18	Aug-19
Total Applications	8843	8806
Pre-Registered/Registered (all)	5219	5187
Pre-Registered/Registered (HN)	1935	1834
Interviews Arranged (all)	79	181

In regards to part time recruitment, we have seen a more significant drop in the number of applications from previous years with about a 50% reduction in the number of pre-registered and registered learners compared to the same stage last year:

	Aug-18	Aug-19
Total Applications	594	397
Pre-Registered/Registered (all)	559	274
Interviews Arranged (all)	32	37

Work is ongoing to analyse the reasons why this has happened, as there has not been a dramatic shift in the portfolio, as well as to identify the immediate actions needed to increase overall part time numbers.

a. Outreach Centres

One of the areas that has contributed to the drop in part time recruitment has been the College Outreach Centres. Whilst there is still reasonable recruitment in Forfar, we have seen a significant decline in Montrose. As a College we are fully committed to delivering provision from our Outreach Centres and, over the course of the 2019/20 academic year, we will look at both the short and long term solutions to ensuring that we deliver curriculum that is fit for purpose for communities within these areas.

4. College Website

Steady progress continues to be made on the new College website with the site now complete and ready to be issued to all staff for testing. A number of enhancements to the homepage identified previously have now been completed by Innovation Digital and they have officially handed the site over to the College in June. Whilst we recognise that there has been a significant delay in the delivery of the new site, it is important that it delivers the message and experience that we initially planned for. The expected 'go-live' date will coincide with the confirmation of the 2020/21 portfolio and will be launched before we open for recruitment in January 2020.

5. Partnerships

Below is an update on the key partnership work undertaken since the last Learning, Teaching & Quality Committee:

a. **Academic Partnerships Team Update**

Following a successful end to the 2018/19 academic year in which the team supported growth in both senior phase numbers from **1033 to 1638** and Foundation Apprenticeship applications from **75 to 283**, the team have been planning for the 19/20 academic year and beyond. With their Operational Plan now in place they have prioritised strengthening the links with schools and enhancing information and guidance sessions, as well as increasing the number of articulation agreements with local universities and increasing the numbers of learners articulating with advanced standing. Further updates on progress will be provided throughout the year.

b. **SDS**

Following a number of discussions throughout the 18/19 academic year, SDS Arbroath have now moved into their new accommodation in the Calc Building on our Arbroath Campus. Having SDS on site gives us a number of new opportunities to work together and complement each others offer and support. Early benefits have already been seen with a number of potential SDS clients being signposted to the College provision.

c. **RGU Additional Funded Places**

Our relationship with Robert Gordon University (RGU) continues to grow with the potential of up to 50 new additional funded places (ADF) on offer for the 19/20 academic year in areas such as Computing, Nursing, Engineering and Business. This SFC funded scheme could see guaranteed places on the relevant RGU degree and could mean an additional £6,500 per learner for the College. We currently have ADFs with Dundee and Abertay Universities so securing places with RGU helps us grow the opportunities for our learners and strengthen relationships with a key partner. An information session will be held for the learners of these areas on 20th September.

d. **BA (Hons) Dance**

With our validation partnership with Northumbria University coming to an end in 2021, the Performing Arts team have identified a new validation partner in London College of Music, University of West London. Early conversations have been extremely positive and an initial planning meeting will be held on 8th November. This now means that D&A can continue to offer a completion degree in Dance, which has been extremely popular with our learners over the years.

Early discussions regarding a joint BA Acting degree between ourselves and Dundee University have also been positive and will further enhance the

portfolio of our Performing Arts team.

e. Edge Foundation

The Edge Foundation have recently been in touch and are keen to work with the College regarding conducting research in order to investigate how FE colleges are using education technology to equip students with the digital skills they will need in their future careers. The research seeks to understand how D&A are using education technology for teaching and learning. Being invited to take part in this research shows the reputation D&A are obtaining through its Digital Strategy and there still remains a significant amount of interest across the sector in both our Digital Strategy and how we use data led decision-making.

6. Information

Further information in respect of Curriculum matters is available for Board members by contacting Simon Hewitt, Vice Principal Curriculum & Attainment, s.hewitt@dundeeandangus.ac.uk

Learning, Teaching and Quality Committee

Wednesday 4 September 2019

PAPER G

LT&Q Metrics

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee
Wednesday 4 September 2019

LT&Q METRICS

Paper for discussion / approval

1. Introduction

The following paper outlines a range of standard LT&Q metrics/statistical data which are presented to Committee on a rolling quarterly and annual basis.

The template is designed to give Board members an easy to read picture of the College's core quality and related information. Sections in the paper can be expanded or amended as necessary, if at any stage Committee members felt that trends or outcomes warranted further consideration at Board level.
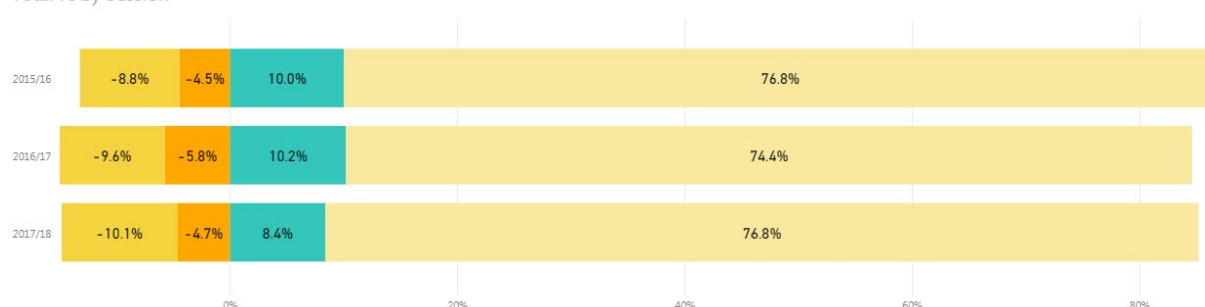
Some of the information is presented as an annual figure and will detail comparisons with previous years. This is of particular importance in identifying trends in Performance Indicators and other annual outcomes.

Other data will be presented on a quarterly basis and taken as a snapshot of the status at that point in time.
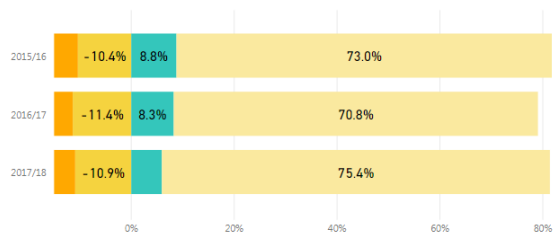
2. LT&Q Metrics

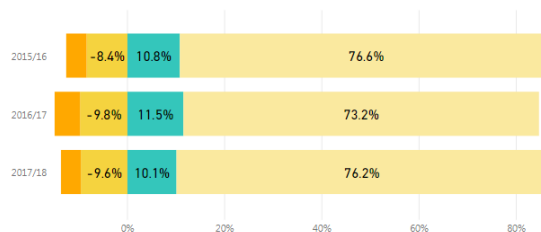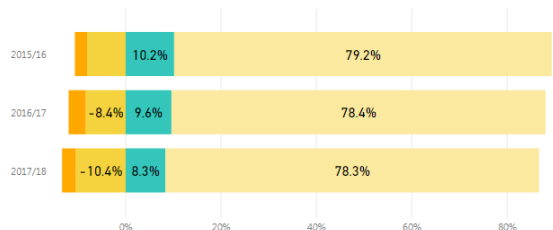**Recording of 2018/19 student outcomes is still in progress, PI's are not yet available.**
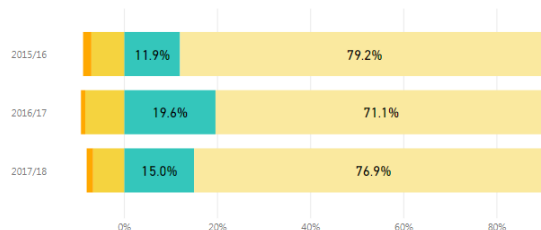
FE Full Time

2015/16	-10.4%	8.8%	73.0%
2016/17	-11.4%	8.3%	70.8%
2017/18	-10.9%		75.4%

HE Full Time

2015/16	-8.4%	10.8%	76.6%
2016/17	-9.8%	11.5%	73.2%
2017/18	-9.6%	10.1%	76.2%

FE Part Time

2015/16		10.2%	79.2%
2016/17	-8.4%	9.6%	78.4%
2017/18	-10.4%	8.3%	78.3%

HE Part Time

2015/16	11.9%	79.2%
2016/17	19.6%	71.1%
2017/18	15.0%	76.9%

	2016/17	ROA Target 2017/18	Outturn 2017/18
Proportion of Course Leavers recording a positive destination (study or employment) 6 to 9 months after completion of a College programme	96%	95%	95%

	2017/18	2018/19
Overall student satisfaction score arising from the November Learner Early Experience Survey	81%	81%
Overall student satisfaction score arising from the March Learning and Teaching Survey	80%	82%

	2016/17	2018/19
D&A student satisfaction score arising from the National SFC Learner Early Experience Survey	90.4%	88.5%
National SFC Learner Early Experience Survey Score	83.6%	TBC

	2017/18	ROA Target 2018/19	Outturn 2018/19
The volume of Credits delivered to learners as part of 'school-college' provision	10,697	4,851	TBC
The proportion of Credits delivered to learners as part of 'school-college' provision	9.8%	4.7%	TBC

	2015/16	2016/17	ROA Target 2017/18	Outturn 2017/18
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	620	650	650	tbc
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	250	292	292	tbc
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	**40.3%**	**45%**	**45%**	**tbc**

	2016/17	Outturn 2016/17	2017/18	Outturn 2017/18
SFC Core Credit Target SFC ESF Additional Credit Target	103,232 5,101	102,960 5,543	103,861 5,101	102,405 7,154
Total Credit Target	**108,333**	**108,503**	**108,962**	**109,559**
Percentage of target		100.1%		100.5%

	18/19 Applications	18/19 Applicants	Offers Made 2018/19
Full-Time Programmes	9,295	8,271	5,984
Part-Time Programmes	1,248	1,093	860

As at 28 Aug '19	19/20 Applications	19/20 Applicants	Offers Made 2019/20	Offers made Aug 2018
Full-Time Programmes	11,290	8,379	5,503	5,984
Part-Time Programmes	788	628	378	860

Mode	Programmes	Actual Credits as at 04/02/2019	Actual Credits as at 26/08/2019	Final 17/18 Credits	Credit Projection (Aug 2019)
17	Full Time	80,445	80,416	82,243	80,416
18 / 05	Short Full Time	6,589	7,202	6,106	7,202
06	Block Release	3,613	4,163	4,256	4,163
07	Part Time – Day	5,412	8,055	7,837	8,055
08	Part Time – Infill	1,013	3,007	1,674	3,457
09	Part Time – Evening / Weekend	2,131	2,447	2,869	2,447
11	Work Based	1,842	2,041	2,390	2,085
12-16	Open, Flexible, Distance	1,214	1,529	1,985	1,529
	TOTALS	102,259	108,860	109,360	109,354
2018/19 Credit Target				109,307	

Additionality	Credits
Allowance – 2%	2,156
Currently within claimed credits	2,014
Still available to be added	142
Current Claim % Allowance	93%

Childcare – Target 3,082			
HND	Current FT: 240 (16 students)		
HNC	Current FT: 1515 (101 students)	Current PT: 287 (60 students)	
NC	Current FT: 1296 (72 students)		
Cert	Current FT: 882 (49 students)		
PDA		Current PT: 62 (12 students)	
			TOTAL = 4,282

3. Information

Further information in respect of Learning, Teaching and Quality matters is available for Board members by contacting Steve Taylor, Vice Principal People & Performance, s.taylor@dundeeandangus.ac.uk.