

# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee



Wednesday 13 November 2019 at 5.00pm  
Room Y150, Gardyne Campus

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### 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 – 4 September 2019 Paper B for approval
6. MATTERS ARISING
7. DEVELOPING SCOTLAND'S YOUNG WORKFORCE UPDATE Paper C for discussion HR
8. CURRICULUM REPORT – ZOO ANIMAL BEHAVIOUR & WELFARE Presentation CD/KC
9. STUDENTS ASSOCIATION REPORT Paper D for information CM/AM
10. 2018/19 OUTCOME AGREEMENT EVALUATION REPORT Paper E for information ST
11. 2018/19 PERFORMANCE INDICATOR REPORT Paper F for information SH/ST
12. STUDENT FEDBACK ST
  - College Leavers (Post Course) Success Paper G for information
  - SFC Student Satisfaction Survey Paper H for information
13. VP CURRICULUM & ATTAINMENT REPORT Paper I for noting SH
14. STRATEGIC RISK REGISTER Paper J for approval ST
15. LT&Q METRICS Paper K for noting ST
16. DATE OF NEXT MEETING - Wednesday 12 February 2020



**Learning, Teaching and Quality Committee**

**Wednesday 13 November 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](mailto:h.l.young@stir.ac.uk)) and Professor Cate Watson, Principal Investigator (01786 467626 [cate.watson@stir.ac.uk](mailto:cate.watson@stir.ac.uk)).



UNIVERSITY OF  
BIRMINGHAM



**Learning, Teaching and Quality Committee**

**Wednesday 13 November 2019**

**PAPER B**

**Minute of the Previous Meeting – 4 September 2019**

# BOARD OF MANAGEMENT



## Learning, Teaching and Quality Committee Wednesday 4 September 2019

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Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 4 September 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
C Meldrum	A Monks

**IN ATTENDANCE:** S Hewitt (Vice Principal)      S Taylor (Vice Principal / Secretary to the Board)  
J Carnegie (Vice Principal)      K Baxter (Learner Engagement Manager)  
J McEvoy (Employability Skills Tutor)  
M Sanderson (Executive Secretary)

### 1. WELCOME

M Williamson welcomed Committee members including new Student Board Members C Meldrum and A Monks who were attending their first Committee meeting. M Williamson also welcomed K Baxter and J McEvoy.

### 2. APOLOGIES

No apologies were received.

### 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 21 May 2019 was approved as an accurate record.

### 6. MATTERS ARISING

#### 6.1 DYW Report

G Ritchie noted that H Roberts (Developing Young Workforce Manager) was on annual leave and unable to attend to give a report on Developing the Young Workforce. H Roberts will be invited to the Committee meeting in November to give an update.

## **7. COMMITTEE VICE CHAIR**

M Williamson noted that N Lowden had been nominated as the Vice Chair of the Learning, Teaching and Quality Committee. This appointment was confirmed and N Lowden welcomed as Vice Chair.

## **8. CURRICULUM REPORT – CHILD POVERTY FUND**

M Williamson welcomed K Baxter and J McEvoy to the meeting to present on work carried out through the Child Poverty fund.

J McEvoy and K Baxter presented a video of the project to the Committee.

J McEvoy highlighted the success of the Child Poverty Project, funded by the Scottish Government, explaining that the project was split into two key sets of activity; Project Team A and Project Team B. Team A are the Employability team who deliver focused employability support to the students in College and Team B are the Outreach team, led by K Baxter who go out into the community to engage with potential students and encourage them to come to College.

J McEvoy noted that the initial programmes had achieved a 73% retention rate and provided an overall summary of outcomes, including 71% of students moving on to Further Education courses, 14% of student in employment, 10% of students are claiming benefits but still engaging with the College and 5% were not engaging. It was noted that the team were constantly keeping in contact with Students. J McEvoy highlighted that the students on this programme were predominantly school refusers who were not previously engaged in any learning but had managed to sustain 14 weeks at College on the programme.

J McEvoy noted that behaviour change was the fundamental key to the success of the programme as staff were there to encourage students to understand that they could do things for themselves, rather than have staff complete these on their behalf. J McEvoy highlighted that the next course for the project is 'Find your Future in Digital' as many students don't have the digital skills that are required to gain employment or progress into further education in an area of growing opportunity.

G Ritchie asked where the students are recruited from. J McEvoy stated that students were recruited from SDS, through the outreach work, via the criminal justice system. It was noted that many were trapped in a cycle of poverty and referred to the College for courses, but not yet in a position to attend.

M Williamson noted from the video presentation, that the majority of students on the Who Cares programme were female between the ages of 16-19. J McEvoy noted that there were more females on this particular course however, the Find your Future course had a majority of male students. It was noted that the funding was specifically for the younger age group.

G Ritchie asked if it was manageable for more students to be enrolled on provision like this. J McEvoy stated that there was a significant gap in provision locally and nationally of this type, for both young and older age groups.

It was noted that most of the work undertaken through the project would not be eligible for normal College funding. J McEvoy stated that there was, however, a significant need for this type of provision and noted that the breadth of College provision made this a much richer opportunity for young people and much more likely to be successful.

Arrangements for the on-going mentoring and support of course participants was discussed.

J McEvoy noted that it was a College wide team effort to deliver this project successfully and highlighted in particular the support of administration teams, who are on hand to help process with bursary payments for students, mostly at the last minute.

S Hewitt gave credit to the team involved and noted that much of the success was down to their approach in delivering the programmes that had helped with retention and students enjoying the courses.

N Lowden asked what type of employment the 14% of students achieved. J McEvoy noted that it was mostly apprenticeships and care sector work that students were achieving and that it was great to see students gaining the confidence to find work or volunteer out in the community. J McEvoy highlighted that the programme was not specifically designed to get students into work, so this was a fantastic achievement.

A McCusker asked if there were groups of students not being targeted and missing from the programme. K Baxter explained that there were a range of groups not involved in the programme and noted her outreach teams work with a range of groups in the community that were not yet ready or willing to consider attending College. These groups included groups that met in community centres and drop in activity and young mum's groups.

K Baxter gave an overview of the work carried out by her team, Project B, outlining the work the team carried out over the summer with a group of mums who were unemployed and outwith education. The team met with the young mums over a 14-week period and had them in College to complete short cookery and first aid programmes and courses of particular interest to them. Following this, the team met with the young mums for lunch in College with their children and organised external activities for them to take part in.

K Baxter noted that the feedback from taking the College out into the community in this way had been amazing and the capacity within the College to carry out these summer courses, along with the funding available had made a huge difference.

H Honeyman asked if younger children between 14-16 year old were being targeted or was this programme just for 16-19 year olds. S Hewitt explained that Future Talent courses within school's targeted school aged children. S Taylor noted that the funding was for the 16 – 19 group and noted that there were around 300 lone parents in the Dundee and Angus area that weren't engaged in education, training or work.

M Williamson asked where the funding for the project comes from. S Taylor noted that the funding is from the Scottish Government for 3 years, with the College now moving into the second year of this.

G Ritchie noted this was an intensive programme and calls on many College resources to meet the demands, however the payback on investment was huge, especially where young people could break the 'cycle of poverty' and move into good jobs and future careers.

M Williamson noted that it could be a wider community project and added that local authorities could work together to help to meet the demands. G Ritchie added that the College were in a good position with the resources on hand to make the programmes successful.

A McCusker noted that the team are doing a fantastic job. J Carnegie noted that the end of year ceremony was outstanding and it was very powerful to see the impact the project was having on many students that would not otherwise have had an opportunity.

The Committee thanked J McEvoy and K Baxter for their input.

## 9. STUDENTS' ASSOCIATION REPORT

C Meldrum provided a summary of the report to the Committee and noted the changes that had been made to the Students' Association, including representatives at each campus and a project focus area for each:

- Cher Meldrum – Overall Student Representation (Class and Lead Representatives)
- Amy Monks (Arbroath Campus) – Equality and Diversity
- Colin Ogilvie (Gardyne Campus) – Learning and Teaching
- Jessie Skivington (Kingsway Campus) – Health and wellbeing

C Meldrum noted that she was working closely with B Grace and the Estates team to promote the RESPECT Campaign and get the message out to all students.

C Meldrum highlighted the increased engagement with students with record numbers voting in elections and staff awards.

C Meldrum noted that the all staff welcome back event in August allowed the Students' Association to give a positive impact to staff and allowed Cher and the team to introduce themselves, and engage with both academic and support staff.

C Meldrum and A Monks noted that the Students' Association would be focusing on two charities for the year and had nominated Maggie's Dundee and Besty, with various charity events being organised and both charities receiving an equal split of the money raised.

H Honeyman noted that a lot of work had gone into Healthy Body, Healthy mind, and asked if there was anything being done to help students with financial guidance, as this is one of the major factors around mental health. S Taylor noted that Student Services organised a range of inputs and support for students in understanding with money and provide advice with growing issues such as gambling. J Carnegie added that there was a national innovative being piloted in certain Colleges and Universities around financial advice.

B Carmichael stated that he has been meeting with the Students' Association and ICT to arrange for a separate page on the portal for all staff to see the work that goes on and keep them up to date with the various charity and other events.

M Williamson stated that the growth within the Students' Association had been tremendous and paid credit to the team and S Rennie, for providing a detailed report for the Committee. G Robertson added the report was excellent for the Committee to read.

## 10. DEVELOPING SCOTLAND'S YOUNG WORKFORCE

G Ritchie noted that H Roberts would provide an update at the November Committee meeting. **G Ritchie to action.**

## 11. STRATEGIC RISK REGISTER & RISK DELEGATION TO BOARD COMMITTEES

S Taylor outlined and summarised the report to the Committee. S Taylor noted that there were a small number of risks around Learning, Teaching and Quality within the Strategic Risk Register and asked the Committee if they were happy to accept oversight of these risks within their remit. S Taylor also asked if the Committee were comfortable that the regular information and reports that they received were sufficient to allow Committee members to assess College performance in respect of these risks. M Williamson noted that the reports that come to the Committee in terms of Learning, Teaching and Quality were of high quality and served the Committee well.



H Honeyman asked if there should be scenario planning around the risks. S Taylor noted that the Executive team are working on business continuity scenario planning at an event with Zurich, to look at possible major incidents. It was noted that this in turn might inform risk management needs.

S Taylor suggested that this was an item that could be raised at the full Board of Management rather than individual Committees, to avoid mixed approaches between different Committees. This was agreed, **S Taylor to progress.**

G Robertson noted that the purpose of the planned changes was to support more meaningful engagement with risks and risk management, and stated that scenario planning could be a good way to make sure this is covered.

A McCusker asked if the results from the Zurich scenario planning session would be reported to the Audit and Risk Committee. J Carnegie noted that the results would be used to update the Business Continuity plan, with that then going to the Audit and Risk Committee as appropriate.

M Williamson confirmed that the Committee was happy to accept responsibility for the three risks aligned to its remit and engage in a broader discussion at Board regarding which risks would benefit from further exploration through scenario planning.

## **12. SQA HIGHERS / NATIONAL 5 EXAM RESULTS & ACTIONS**

S Hewitt summarised the report and explained that some Higher courses such as History, Modern Studies, Geography and Accounting, had been removed from the portfolio and there had been a 30% drop in student numbers, but not in provision as alternative options had been found to replace these Highers and the changes had had an overall better impact on attainment.

S Hewitt noted that, like the previous year, there had been an unacceptably low pass rate for Higher Psychology. S Hewitt summarised discussions with Angus Council in respect of this, and noted the good work that had been undertaken (in partnership with the Council) to amend recruitment arrangements and offer a range of more appropriate learning options to engage with psychology as a subject.

M Williamson noted that the College could also increase work with local authorities to bring school pupils to College with a focus on other pathways to employment, such as Foundation Apprenticeships.

B Carmichael asked if there was information on the dashboards to compare figures with previous years. S Hewitt confirmed that there was.

S Mill asked if the data for results would appear nationally. S Taylor confirmed that the data for school pupils sitting exams through the College would also be reflected within the schools insight system.

The report, and actions being taken to improve the offer and attainment, was welcomed.

## **13. VP CURRICULUM AND ATTAINMENT REPORT**

S Hewitt provided an overall summary of the report and noted that the restructure had had a significant impact amongst staff, but that good partnership work was developing.

S Hewitt noted that it was still early in the Academic year to provide clear recruitment data, but noted that this was on target with numbers slightly lower than the previous year (but that the overall credit target was also lower).

S Hewitt stated there were some concerns around part-time recruitment. Outreach centres had also seen a decline and discussions were taking place to improve provision and promote the offer available in Outreach.

A McCusker asked if there were particular subjects within part-time recruitment that had declined. S Hewitt noted that it was across the board, including popular courses within Care. It was noted that a full review of this was planned.

S Hewitt noted that the College had achieved its 2018/19 credit target, including the 1,500 additional credits. This was welcomed.

M Williamson noted that she was pleased to see engagement with University of Dundee, University of Abertay and Robert Gordon University with articulation agreements.

The report was noted.

#### **14. LT&Q Metrics**

S Taylor summarised the report, stating that some of the figures were now out of date as they related to 2017/18 but the 2018/19 information was not yet available.

S Taylor noted that the figures within the Articulation section had been updated and advised that these would be included in the minute (see below)

A McCusker noted that more credits could become available to the College. S Hewitt added that the College would plan around this as far as possible. J Carnegie noted that the College had advised SFC over the summer that additional credits would be welcomed.

#### **15. DATE OF NEXT MEETING**

The next Learning, Teaching and Quality Committee meeting will take place on Wednesday 13 November 2019 at 5.00pm, Room Y150, Gardyne Campus.

<b><u>Action Point Summary</u></b>		
<b>Action</b>	<b>Responsibility</b>	<b>Date</b>
Consideration of Risk Scenario Planning to be raised with the full Board of Management	S Taylor	24 September 2019
Risk to feature as a standing item on future agendas	S Taylor	13 November 2019
Invite H Roberts to give an update on DYW group activity.	G Ritchie	13 November 2019

	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	717
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	250	292	292	357
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	<b>40.3%</b>	<b>45%</b>	<b>45%</b>	<b>49.8%</b>



**Learning, Teaching and Quality Committee**

**Wednesday 13 November 2019**

**PAPER C**

**Developing Scotland's Young Workforce Update**

# BOARD OF MANAGEMENT

## Learning, Teaching & Quality Committee

Wednesday 13 November 2019



### DYW Dundee and Angus Update

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*Paper for discussion*

Area	Update
<b>Communications and events</b>	<ul style="list-style-type: none"><li>• A campaign in The Courier raised awareness of DYW in the business community. This has included advertising (including online) and native content on the website. Raising a wider awareness of DYW and engaging with more businesses is a priority area for us at the moment.</li><li>• The DYW Recognition Event took place on 20 June. This was attended by over 100 people and celebrated the excellent DYW work that businesses and schools have undertaken over the past year. The winner's stories formed the basis of our social media content over the summer.</li><li>• At the recognition event we launched our new film which has been used in our social media and featured in the native content piece on the Courier website in September.</li><li>• We two Meaningful Work Experience workshops for businesses in August, showing them how to host good, structured placements.</li><li>• A joint networking event was held with Dundee &amp; Angus Chamber of Commerce in September to raise awareness of DYW amongst DACC members. We have also attended and spoken at other networking events and continue to look for opportunities like this.</li><li>• There was a teacher CLPL event in September in partnership with Abertay Uni and D&amp;A College to look at scientific careers in food and drink.</li><li>• We helped the College's Science Department with a careers conference in October.</li><li>• 'Finding Your Future' is a careers event we are organising in December looking at breaking down gender barriers. We are proposing to run 2 sessions – in Dundee and Angus.</li></ul>

<b>MarketPlace/ Founders4Schools</b>	<ul style="list-style-type: none"> <li>• Marketplace and Founders4Schools are online portals where education can interact with industry. In Marketplace, businesses can make an ‘offer’ to host an event or run a classroom project, for example. Local business leaders can sign up for Founders4Schools and schools can invite them to participate in careers events and talks. We continue to promote the use of both of these platforms and have an increasing number of offers on Marketplace.</li> </ul>
<b>College engagement</b>	<ul style="list-style-type: none"> <li>• The team has been assisting in finding placements for Foundation Apprenticeship students where the course leader had difficulties in placing all their students. As more FA students come on board we will have to spend more time on this.</li> <li>• Hilary has been asked to be on a new land based steering group to look at curriculum development around agri/horti which also has private sector representation.</li> </ul>
<b>Schools engagement</b>	<p>Activity was quiet over the summer holidays however there have still been good opportunities for engagement:</p> <ul style="list-style-type: none"> <li>• An employers marketplace at Braeview</li> <li>• A languages event at Arbroath Academy</li> <li>• A project with Specsavers and Morgan Academy (which is now being carried out at Craigie too)</li> <li>• A languages event at Monifieth High</li> </ul> <p>We are also building up new relationships between schools and businesses including:</p> <ul style="list-style-type: none"> <li>• St Johns &amp; Scottish Water</li> <li>• Arbroath Academy &amp; Montrose Museum</li> <li>• Craigie &amp; Algo</li> <li>• Arbroath High &amp; Journeycall</li> <li>• College &amp; Strathmore Estates</li> <li>• Morgan &amp; Cash For Kids</li> <li>• Brechin &amp; Angus 3D Solutions</li> </ul> <p>We helped Dawnfresh organise a competition with local primary schools which ran during Seafood Week in October.</p> <p>There are also a good number of partnerships which are being maintained.</p> <p>The fortnightly bulletin we started sending out to schools before the summer holidays has proved to be a successful means of communicating opportunities to our DYW contacts.</p>

	<p>Some schools are being very proactive in their DYW approach such as Arbroath Academy where we have helped them in almost every area of the curriculum. Some still need additional help and we are developing a toolkit to assist with planning in the schools.</p>
<b>Apprenticeship Ambassadors</b>	<ul style="list-style-type: none"> <li>• We have a group of apprenticeship ambassadors that help us promote apprenticeships to businesses and in schools</li> <li>• Presentation skills training for our apprenticeship ambassadors took place on in September.</li> <li>• We are seeking new ambassadors and ensuring that the current cohort are happy to continue.</li> <li>• We are seeking to add in more Graduate Apprentices.</li> <li>• We are looking at running more activities for the ambassadors, such as team building days.</li> </ul>
<b>Business engagement</b>	<ul style="list-style-type: none"> <li>• We have been building up collaborative relationships and seeing where overlaps are with other agencies including Business Gateway, Angus Council Economic Development, Barnardos, Skills for Growth team at SDS. We/SDS arranged a multi-agency meeting in Sept to discuss how to avoid duplication of effort.</li> <li>• We have made a sponsorship contribution to Team Spirit, a project run by University of Dundee School of Nursing which will cover many local schools.</li> <li>• Hilary represents DYW on the Tay Cities Skills Advisory Board. Through the Skills and Employability Programme DYW has voting rights – Hilary will have to confer with Fife &amp; Perth &amp; Kinross DYW leads as we only have one vote between us.</li> <li>• The team are seeing increased business engagement as a priority and are meeting with new business as much as time resources will allow.</li> </ul>
<b>Future Planning</b>	<ul style="list-style-type: none"> <li>• Contacting school curriculum network groups with the offer to talk at them and/or host them within relevant businesses.</li> <li>• The gender balance event is a focus for us as it will involve many pupils.</li> <li>• Land-based careers event in Angus (Feb)</li> <li>• Creative Teach Meet (Feb)</li> <li>• Digitay (Feb)</li> <li>• Scotland's Biggest Parent's evening (Jan)</li> <li>• Apprenticeship week (Mar)</li> <li>• Primary Engineer training day (Feb)</li> <li>• Developing a toolkit for schools to help them plan and track their DYW activity.</li> </ul>

<p><b>Team and operations</b></p>	<ul style="list-style-type: none"> <li>• Lynn Cunningham started with the team on 24 June and is settling in well, focusing on Digital, Creative, Retail and Leisure sectors.</li> <li>• Marthe Handling started with the team on 16 Sept focusing on STEM, Construction and Land based sectors.</li> <li>• Stephen Barlow of Interplex stepped down as Chair in October. Laura Rhoney of Journeycall has been appointed as our new Chair.</li> <li>• Lottie Reardon, our Modern Apprentice, was a finalist in the Apprentice of the year category at the Courier Business Awards.</li> </ul>
<p><b>Successes</b></p>	<ul style="list-style-type: none"> <li>• Having closer relationships with schools because they have a named contact within the team.</li> <li>• Increased awareness of DYW in the business community.</li> <li>• The Apprenticeship Ambassador scheme being the only regional scheme of this type in Scotland.</li> <li>• Arbroath Academy having business relationships across most curricular areas (many of these relationships facilitated by the team) – working with other schools to reach the same level of engagement.</li> </ul>
<p><b>Challenges</b></p>	<ul style="list-style-type: none"> <li>• It takes a long time to build up a relationship between a schools and a business – often many weeks and a number of meetings before any activity is finalised.</li> <li>• Unrealistic expectations from businesses and schools – they don't understand how the other operates.</li> <li>• Partnership activity being cancelled by another partner.</li> </ul>

**Author:** Hillary Roberts, DYW Manager  
**Executive Sponsor:** Grant Ritchie, Principal





**Learning, Teaching and Quality Committee**

**Wednesday 13 November 2019**

**PAPER D**

**Students Association Report**

# Students' Association

## Learner Representative Update

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### 1. Class 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. One of the main ways we do this is through the class representative system.

The Class Representative training has been considerably revamped due to previous year's feedback from students who have attended the training, as well as returning students who are continuing in their role as class representative for their individual classes this year. The feedback obtained last year from the class representative exit survey highlighted that the training was too repetitive, dull boring and not interactive enough, students who attended said that they enjoyed meeting other class representatives but found the material to be dated. The implementation of new Service Design methodology to increase participation of class representatives through interactive workshop training, which include both NUS Scotland and Sparqs guidelines, to ensure that they are active participants in the creation of a strong and effective students' association and the promotion of the student voice of the college. To date we have carried out 7 sessions of class representative training across the three main campuses, which have been well attended and received from the students attending. Comments such as *"team building was amazing"*, *"Good fun, got everyone talking"*, and *"Very interactive, I had a great 2 hours with you all"* were part of the feedback that we received from the attending students. Furthermore, due to the interactive nature of the workshop training we have gained insights into issues in the college and will be working to ensure that we work collaboratively with the students and the college to address these issues.

Further feedback from the exit survey highlighted understanding and time constraints from students in both the ESOL and Supported Education Department, therefore additional class representative training has been adopted for these departments and will commence in the next few weeks in collaboration with the group tutors of these groups of students. Additional mop up sessions for other class representative will be carried out in the following weeks to allow all students to actively engage in their role.

At the end of each month Student President will be holding drop in meetings for all of the class representatives to ensure that they are fully represented and have an opportunity to voice both concerns and areas of good practice from across the college.

### 2. Lead Representatives

As above, due to the exit survey for the Lead Representatives the decision to revamp the training using the Service Design methodology mentioned in the class representative training. The feedback collected confirmed that the training was not in depth enough and could be more relevant to the role of a Lead Representatives.

Lead Representative training and first Student Congress session was held at the beginning of this month, this session was interactive and included a visit from Jackie Beresford and Billy Grace to ascertain support and engagement from our Lead Representatives. The session went extremely well, with interaction from all attending, including discussion on areas of concern surrounding each of the three main campuses. Issues to be addressed will be highlighted throughout working in collaboration with departments across the College as and when required.

The lead representatives are engaged to have a much bigger presence in the Students' Association and across the College this year. Including having the offices open during lunch breaks and any spare time outwith their timetabled hours. The Lead Representatives will further be involved in the charity work across this year, as well as supporting the clubs on each campus and attending Student Congress at the end of each month.

### **3. Clubs & Societies**

In discussion with students from across the College, The Students' Association endeavoured to ensure that our students would have a place to come, relax and do activities they enjoy. In collaboration with the students, we have started multiple clubs and societies across all campuses. Students run many of the clubs and societies themselves, therefore we have created the role of Club Ambassador. This role will involve students taking control of running of the club, the setting up, tidying away, recording the numbers and encouraging more students to be involved. Each of the Club Ambassadors will be gaining hours towards their College Attributes as a result of their volunteering hours.

## **Gardyne**

### **Monday**

- Breakfast club 8.30am – 10am (8 students on average)
- Walk a mile in my shoes 12pm – 1pm (6 students on average)

### **Tuesday**

- Breakfast (8 students on average)

### **Wednesday**

- Glee club with Supported Education department 2.30pm – 3.30pm (10 students on average)

### **Thursday**

- Dungeons and Dragons 1pm – 2pm (10 students on average)

### **Friday**

- Breakfast club 8.30am – 10am (15 students on average)
- Simply social 12pm – 2pm (12 students on average)

## **Arbroath**

### **Monday**

- Daily Mile 9am
- Simply Social 12pm – 1pm (13 students on average)

### **Tuesday**

- LGBTQ+ drop in 11.30am – 1.30pm (starting 12<sup>th</sup> November 2019)
- Games Club 11.45am - 12.45pm (11 students on average)

### **Wednesday**

- Breakfast Club 8.45am – 10.30am (8 students on average)
- Table top games 1pm – 2pm (5 students on average)

### **Friday**

- Breakfast club 8.45am – 10.30am (15 students on average)

## **Kingsway**

### **Tuesday**

- Breakfast club 8.30am – 9.30am (10 students on average)
- Simply social 1pm – 2pm (5 students on average)

### **Wednesday**

- Breakfast club 8.30am – 9.30am (12 students on average)

#### **4. Pizza with the Principals**

As with the popularity of Pizza with the Principals in previous years, students have requested that it continue this year. As a result, the following dates have been added to the diary of the Students' Association:

Thursday 7<sup>th</sup> November – Kingsway Campus

Wednesday 20<sup>th</sup> November – Forfar Outreach Centre

Thursday 28<sup>th</sup> November – Gardyne Campus

Thursday 12<sup>th</sup> December – Arbroath Campus

This year we have decided to capture the feedback, questions asked and student comments on a "Graffiti Wall" and "Vox Pops" to ensure that the student voice is captured.

## 5. **Cake with the Chair**

Previous success with this project has resulted in its return this year; dates for Cake with the Chair will be announced for before Christmas this year, after New Year and after Easter Break. These dates are to be confirmed.

As with previous years, the format for this project to engage the Chair of the Board of Management and other Board Members with the Student Body will continue with small numbers of students engaging in discussions on all aspects of the student experience.

## 6. **Charity**

The Students' Association completed their first challenge towards raising money for their chosen charities this year, Maggie's Dundee and Besty's by undertaking the Cross Campus Walk on 30<sup>th</sup> September 2019. The Team left the Arbroath Campus alongside Craig Nicoll (Sports Union) and two volunteer students, as well as Leo and Arlo (Criag's Dogs) at 12noon. Please see appendix 1 for route and photos of the walk. The Team have raised in excess of £800 towards the chosen charities and are looking forward to collaborating with more students and staff across this academic year to raise more money.

Further activities this year will included Christmas Jumper Day (13<sup>th</sup> December) in collaboration with the People Team to include both staff and students from across the College.

## 7. **Elected Officer Projects**

### Cher Meldrum – Student Representation (Class & Lead Representatives)

Please see sections 1 and 2 of the report.

### Amy Monks – Equality & Diversity

*“These past few weeks I have dealt with day-to-day student enquiries in the Arbroath office and around campus. I have also started first aid duties for the campus having completed my 3 day First at Work training. A few other things I have been or are currently involved with are:*

*-organising and helping students run multiple morning and lunchtime clubs. These clubs include involvement and leadership from supported education and ESOL students.*

*-class rep training at Arbroath classes.*

*-talks with multiple classes about the SA and our role within the college, what class reps are, encouraging students to gain D&A attributes.*

*-Equality and Diversity project with Steve Taylor, this includes helping to initiate a social media campaign for the college as a whole, individual departments, SA, class reps and hopefully LE and local schools(still to reach out to these). This project will also include me going to local schools to discuss equality and diversity in certain industries/college courses, including how we can make young people aware that all courses fully accessible regardless of gender, race, religion etc.*

- helping maintain an active presence on our social media pages.
- keeping the student portal updated with relevant activities from the SA.
- cross campus sponsored walk.
- I organised for all SA offices to paint a canvas, which were displayed at Arbroath's Relay for life in aid of Cancer Research, they were greatly appreciated by the organisers.
- Organised a crisp packet collection bin in the Esk POD to take them to a local school who are collecting them to raise money for an Air Ambulance charity. The packets/wrappers will be recycled instead of going in the general waste.
- currently planning project 'College Diversity map' which will involve making an art piece with students, from recycled materials showing where we are all from across the world.

*I look forward to the rest of my year as VP and the other opportunities it gives me and other students."*

#### Colin Ogilvie – Learning & Teaching

Learning & Teaching Project – See appendix 2

##### ***"Debating Society.***

*After having a meeting with Gail Thoms to discuss a debating society, we have started to put a plan in place for a debating society to be set-up and run by students'. We are yet to confirm a room, but this will be sorted out as soon as possible.*

*This club will require a committee to be set-up, Gail is looking into the Governance at the moment. There is a lot of interest on this being set-up, with the possibility of taking part in competitions with other Colleges/Universities.*

*Dundee University Debating Society are willing to train students' in all aspects of debating, this will give members great experience in research skills, thinking critically and quickly, presentation skills and confidence building.*

*Met with students in Y256 to discuss what is expected from them in Debating. I used a topic from the University of Dundee Debating Society to have a discussion with the students. The students engaged well and all took part in the discussion.*

##### ***Dungeons and Dragons/Chess/Board Games***

*Place: Y204 Gardyne*

*Time: 13.00 until 14.00*

*This room will be set-up for playing a mixture of games and RPGs. This will be run by students after the initial set-up. If this becomes popular it could possibly lead to a change of location depending upon space.*

*At the same time D&D will be running, we will also have a chess set in the room for students to play. There will also be a selection of board games to play, these can be supplied or brought in by students.*

*There is already interest in this club, including from lecturers. There is also a possibility of visiting other players in social settings.*

### **Simply Social**

*A social club where students can have a chat with other students from different courses and meet new friends. We supply free tea, coffee and juice and this is open to all students. We are averaging between 8 and 12 students per session.*

*This is a good opportunity for students to feel a part of the community at college and this inclusivity is what we are working on this academic year.”*

## **8. Outreach Links**

In continued pursuit to engage with the Outreach Centres, Amy Monks and Cher Meldrum will hold Students' Association sessions each month with the students and staff from the Outreach Centres. Sarah Rennie will set this up with Maria Ritchie (Outreach Centre Administrator) to ensure full collaboration and engagement.

## **9. Dundee Pride**

Sarah Rennie, Cher Meldrum and Celeste Robinson attended Dundee Pride 2019 at Slessor Gardens on Saturday to represent the College. It was one of the most fantastic days interacting with everyone and talking about the College; we had a huge amount of engagement with people and businesses across both Dundee and Angus.

Before the event, we had an event-planning meeting with Marketing, Learner Engagement, Student Services and Students' Association to discuss a plan of action for the day including appropriate items and decorations for the D&A stand. These items included “rainbow” coloured items which would be fitting for the day and is a pivotal part of the Pride Scene, it all sounded very exciting. When arriving at the event and unpacking boxes we had nothing “rainbow” except for two packets of condoms and it looked extremely corporate (mostly prospectuses), as well as having very little of giveaway items (in fact we ran out in a couple of hours). Other local businesses had their stands decked out in rainbow colours and had several items to pass out and engage with people attending the event. Both universities were also there representing their students and showing “Pride”.

Going forward with this event for the future we would suggest that we are engaging on a greater scale with the day.

- Brighter “rainbow” coloured banners, flags and other decorations for the stand.
- Students and staff taking part in the march around the city with a banner from the College in support of Pride

- Multi-coloured t-shirts for the staff to wear at the stand and during the march
- Instead of the usual pens and pencils can we have “D&A have PRIDE in our Students” colourful pens and pencils.
- We had bubbles in pink containers to give out but only a few boxes, these were popular and everyone was talking about them. If we could have a greater number that would be fantastic.
- We also had “Pride” condoms (2 packets), which again were so popular, however there were not enough for the day and we had run out within a couple of hours.
- College bags were also a hit and everyone was wearing them around the event, advertising the College to everyone at the event. Again if there could be more of these that would be advantageous.
- Rainbow lanyards and badges to give out
- Advertise that we hold a Charter Mark with LGBT Youth Scotland
- Fun and interactive games to bring people in

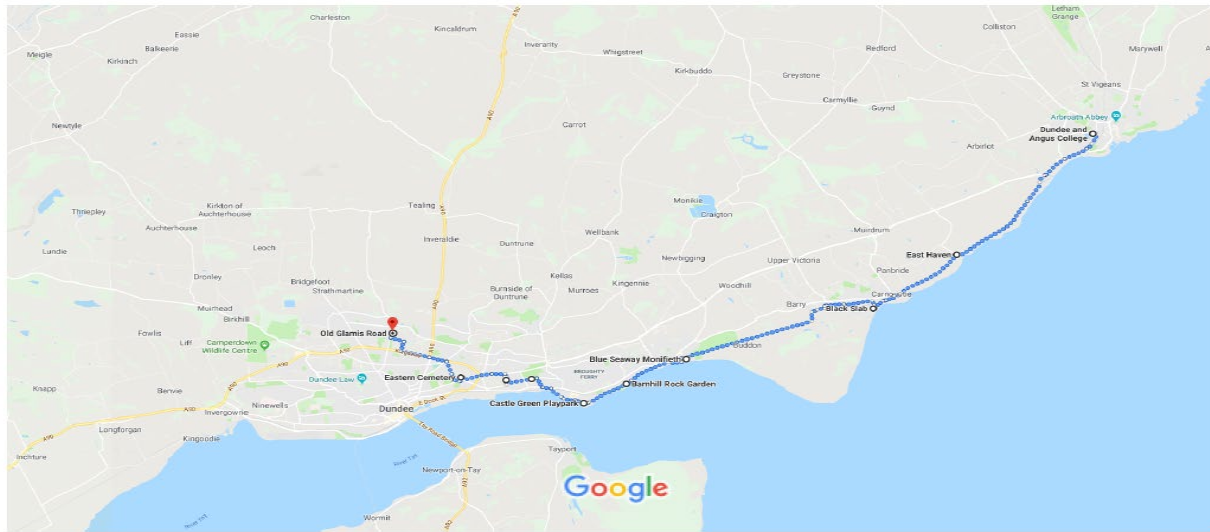
As we are progressing, I think that Pride Dundee will be a big marker on the College calendar and that it will require more planning and further input from departments across the College to make it a huge success.

**Authors:**

Cher Meldrum, Student Association President

Sarah Rennie, Students' Association Development Officer







## Learning and Teaching Strategy

### What Makes Excellent Learning?

Colin Ogilvie Vice President Students' Association, Sarah Rennie Students' Association Development Officer

Introduction: As part of our drive to ensure we have the best learning & teaching experience for all students at the College, we wanted to find out from the students what makes them love learning at Dundee & Angus College. We do not believe a multi question survey is the best way to get large amounts of information from multiple students. Instead we are looking at asking the students two questions with an incentive for the students to take part.

The main way of collecting information will be from a google form, comprising of two questions which are:

- What do you love about learning at D&A College?
- Do you think there can be any improvements in the way classes are taught at college?

We also plan to create voxpops of students talking about what they love about learning at D&A.

The majority of students prefer shorter surveys that can be filled in quickly so we have utilised upon this and made the survey short. The questions asked should give us a good understanding of what is working well within the classroom environment.

We will also take an active role in asking students the two questions during breaks and lunchtime, or directing them to the survey online.

We would like to give the students an incentive by offering a prize to one random student that will be picked by an independent party. The prize could be an iPad or android equivalent tablet, a budget will be required for this. We are also looking at giving up to 10 students a range of cash prizes from £5 to £20, total cost = £200

We would also require a budget for resources for gathering data (students participate when sweets are involved), T-shirts with the love learning logo printed on them.

Resources include: Devices for gathering data, pens, sweets. The budget for these items will be £200

The data will be collected and analysed, once this stage has been completed we will collate the evidence to be used to help shape the new learning and teaching strategy. We will have a good understanding of what students love about learning at college and if there are any improvements that can be made, the results will show this.

Budget breakdown: £400 for Tablet.

£200 for cash prizes.

£200 for resources.

Total Budget: £800



**Learning, Teaching and Quality Committee**

**Wednesday 13 November 2019**

**PAPER E**

**2018/19 Outcome Agreement Evaluation Report**



## DUNDEE AND ANGUS COLLEGE REGIONAL OUTCOME AGREEMENT 2018/2019 SELF-EVALUATION REPORT

### 1 Introduction

As an integral part of the quality arrangements for colleges in Scotland, the Scottish Funding Council and Education Scotland have integrated reporting and improvement planning in respect of outcome agreements and the quality of learning, teaching, services and outcomes for learners, within a single reporting framework.

With the introduction of a biennial reporting timeframe for the full Evaluation Report and Action Plan arrangements, this self-evaluation report summarises interim progress in respect of the College's [2018/19 Outcome Agreement](#) and the key impacts of this for learners.

This evaluation outlines progress made relative to the targets of the 2018/19 Outcome Agreement and notes particularly those areas where progress has either not been achieved fully, or where outcomes have been particularly notable/achieved at a high level.

### 2 Progress Against Targets

The Scottish Funding Council has identified a series of national performance measures that underpin the activities and outcomes of each college. These targets, and related outcomes are detailed within an annual Measurement Plan developed as an integral part of the Outcome Agreement process. Progress in respect of these targets is summarised below, and a copy of the full measurement plan is included as **appendix A**.

In addition to these national measures, this evaluation report also outlines progress made in respect of the actions arising from the [2018 Evaluation Report and Action Plan](#) validated by Education Scotland.

From this information, the following high level points are noted in respect of key College and regional outcomes.

- Overall student activity in 2018/19 was in excess of the original planned credit target as a result of the inclusion of an additional 1,500 Credits accepted partway through the year. This included delivery of ESF funded activity.
- The proportion of activity delivered to learners from the 10% most deprived postcode areas increased from 17.4% to 18.2%.
- Significant increases in senior phase, apprenticeship and care experienced learner numbers are noted.

- Comparison of student performance indicators with 2017/18 national figures shows that overall student performance (Successful Outcome) remains significantly above national average, however there has been a reduction in overall student successful outcomes in 2018/19.
- Articulation arrangements and opportunities have been extended, with an increase in the number of learners progressing into university with advanced standing.
- Learner progression into employment/further study remains strong, with over 94% of all full-time learners (FE and HE) reporting a positive destination (employment or further study) 3-6 months after completion of their course.
- Significant improvement has been made in the financial position of the College, with this on track to meet the objectives of the 5-year financial strategy.
- The College's carbon reduction targets have been exceeded, with a reduction of 21.7% in carbon usage since 2016, and an over 50% reduction since 2009.

### **3 Evaluation of 2018/2019 Outcomes**

The following evaluation of outcomes achieved during academic year 2018/2019 reflects the four key steps underpinning successful learner journeys: Recruitment; Retention; Attainment; and Progression.

#### **3.1 Recruitment**

Whilst challenging, learner recruitment at D&A College for session 2018/19 was strong and positive. Clear impacts are evident in respect of the increasing desire from our local authority school partners to retain school pupils through to S6, whilst the development of contextualised admissions as a part of the widening access agenda for our local universities is also impacting adversely on HE application numbers. Despite these factors resulting in a drop of c1,000 applicants, the College remains significantly oversubscribed with 2.42 applicants for each full-time place.

The College exceeded its initial credit activity target of 107,807 by a significant margin, and benefitted from the provision of an additional 1,500 credits of activity in-year. The increased credit target of 109,307 was achieved and overall full-time numbers were comparable at 6,217.

Underpinning these figures has been a significant range of activity undertaken through the College's Good to Great strategy, particularly in respect of recruitment and 'onboarding' approaches and outcomes.

In terms of recruitment processes, the development of a more holistic approach to recruitment has seen an 18% drop in the number of applicants that do not receive an offer to study. Early intervention by our Student Services team to provide applicants with support at interviews, and by all relevant staff being involved in the recruitment sessions, has assisted applicants be better prepared for College and understand the administration processes necessary to becoming a student.

Through 2018/2019 a new onboarding process was piloted for full-time learners. This online service has pulled together all the tasks such as registration, funding, photo, student card, timetable and induction into one user focused friendly system. Feedback on this approach has been very positive, resulting in 87% of full-time learners having completed all parts of their registration and student funding requirements prior to starting on their course. The impact of this activity has also been seen in learner retention.

Through work undertaken in early spring 2018, a new School Engagement Plan was adopted to support the planning and expansion of senior phase provision with schools in Angus, Dundee and the Mearns region of Aberdeenshire. This work has been very successful, with a significant increase noted in senior phase and other schools activity (up by c22% overall). This increase is reflected across all elements of schools activity, including expanding the range of Foundation Apprenticeships available and increasing FA recruitment. Engagement with SHEP schools continues to be strong, with numbers engaged exceeding target.

Key activities underpinning the increase in senior phase outcomes include the creation of our new Academic Partnership Team (to strengthen strategic approaches and operational links with individual schools) and the further development and use of our innovative on-line schools portal to give school teachers real-time information on school pupil progress.

During 2018/19 our Academic partnerships team have developed and promoted clear learning pathways for young people that provide established progression routes from our eleven Foundation Apprenticeship programmes through to Higher National Qualifications into guaranteed degree articulation routes.

Recruitment and outcomes across the full range of protected characteristics continues to be strongly positive, with significant increases in the volume of activity for learners with a declared disability, those from identified BME ethnicities and those that are care experienced.

Within this activity, the proportion of learners from the most deprived postcode areas has increased to 18.2%.

Care experienced learner numbers have also risen significantly, with a 230% increase (to account for 6.1% of all activity) between 2017/18 and 2018/19. This increase reflects the extensive support and development work undertaken through our WeCare@D&A group, and the adoption of our Care Experienced Pledge – guaranteeing a course place to all care leaver and care experienced young people within the D&A region.

Work has progressed under our Gender Action Plan to reduce gender segregation within the curriculum and to provide positive opportunities for non-traditional participation within subject areas. Sustaining change through this work continues to be challenging, with learner recruitment closely matching application rates across all subject areas, and reflecting subject choice decisions made by school pupils in S2. To influence this, the College has expanded activities and engagement with younger school pupils to promote alternate careers and study opportunities.

Developments in respect of the gender split across those academic areas with gender segregation of >75% is as follows.

Team	Gender Baseline July 2017	Female Enrolments 2018-2019	Change
Curriculum Areas >75% male enrolments			
Building Services	0.4%	23.1%	<b>+22.7%</b>
Engineering	4.8%	5.5%	<b>+0.7%</b>
Construction and Technology	5.4%	16.6%	<b>+11.2%</b>
Computing and Creative Media	12.6%	14.0%	<b>+1.4%</b>

Team	Gender Baseline July 2017	Male Enrolments 2018-2019	Change
Curriculum Areas >75% female enrolments			
Retail and Events	24.1%	22.7%	-1.4%
Health and Social Care	9.1%	12.9%	+3.8%
Hair, Beauty and Complementary Therapies	3.5%	7.1%	+3.6%

Integral to our gender action plan activities is the College's Future Talent initiative and the extensive support this provides to young people considering career and study options. During 2018/19 almost 1,400 young people were engaged in Future Talent sessions supported by regional labour market data and career quiz activities to promote a focus on regional employment opportunities and 'careers not courses' when applying to College.

Successful recruitment is built around the strength and 'fit' of the College curriculum. Following on from the College's extensive curriculum review, a number of new course options and approaches were introduced for session 2018/19 as summarised below.

#### 2018/19

- HNC Marketing Communications/Digital Marketing (FT)
- OU Choice Programme (FT)
- Gateway to Construction (FT)
- PDA Leadership & Change (PT)
- PDA Operational Leadership & Management (PT)
- PDA Workplace Coaching (PT)
- PDA Building Information Modelling (PT)
- Hybrid & Electric Vehicle Maintenance (PT)
- Essential Care Assistant Training (PT)
- Nutrition Management (PT)
- PDA Dementia Awareness (PT)

In each case this new provision has been created through extensive engagement with local employers and build upon clear labour market data. These links support the clear skills alignment of the College curriculum with regional economic need, with this work supported further by the creation of active Stakeholder Advisory Boards for each curriculum team.

Overall recruitment through 2018/19 has been strong, with achievement of College objectives and outcomes clearly evident. Developments started during 2018/19 will continue to progress and evolve during 2019/20 to ensure that overall and individual strands of recruitment continue to align with the key priorities of the College, SFC and region.

### 3.2 Retention

Learner retention, and related measures of learner attendance, has been a major focus of D&A College over a number of years, supported by annual 'Here to Help' retention campaigns and activities to reduce withdrawal rates. This work underpins our high levels of learner success and has been supported by the full range of activities and developments summarised within the recruitment section above.



During 2018/19 the College was an active participant within the Scottish Government Retention Project, and supported a member of our Quality Team to be trained in the Quality Improvement methodology underpinning this initiative. Learning from this work is being used to support focused improvements in practice and retention in areas of the curriculum where this has been persistently below College aspirations.

Significant developments through the Good to Great strategy have been focused on improving learner retention. These have included the creation of an innovative campus Help Point service to create 'one stop shops' for learner queries, information and frontline support. The Help Point developments have supported a wide range of activities to enhance retention, including simplifying and speeding up student funding support, and enabling more proactive contact with learners that are absent to encourage their return to College. The Help Point service will work in partnership with curriculum, learner resource and student support teams to create bespoke learning and support plans that will help learners that have missed elements of their programme to feel confident and reintegrate back into their course.

The creation, analysis and utilisation of real-time learner data underpins much of the activity that supports our high levels of learner retention. Through the creation of a series of easy to use interactive data dashboards, staff can see information on learner attendance and retention down to individual course group level, informing evaluation and analysis, and supporting proactive planning to avoid withdrawal peaks, and anticipate (and react to) points where learner motivation or engagement may wane.

Of particular concern during academic year 2018/19 was an increase in learners withdrawing from their programmes at a later stage in the session. This was evident during the period of disruption as a result of academic staff industrial action, with a 10% increase in withdrawal rates noted during this period compared with 2017/18.

Despite the evident challenges, retention outcomes for 2018/19 show an overall improvement of +1% on the previous year (overall 'further withdrawals' down from 14.8% to 13.8%, with early withdrawal also improved by a similar margin) with this improvement achieved from an already sector leading position. Particular improvements within this have been made for part-time learners.

Extensive work underpinning our Access and Inclusion Strategy underpins the high levels of learner retention that D&A College achieves. This work covers all elements of recruitment, retention, attainment and progression for the increasing numbers of learners with additional support needs.

In addition to specialist provision for a number of learner groups, our Student Services Team provides extensive and highly specialist support in respect of the growing mental health challenges of our learners and the hugely complex interplay around the social, financial, relationship, wellbeing, substance dependency and other needs that are evident within our learners and communities. This support spans all stages of the learner journey, with this often beginning in school/community settings and extending throughout the College learning journey and into further study, employment or other positive destinations. It is difficult to underestimate the complexity, extent and value of this work in supporting learners to join, stay and succeed in their learning.

During 2018/19 the College was successful in attracting Scottish Government funding of £667,764 over three years to tackle issues underpinning the endemic child poverty of many of our communities. This proven has proven to be highly successful, attracting c130 additional young people into College between February – July 2019 and creating almost 200 community 'touchpoints' to support young people in our communities.

Overall levels of learner retention remain high, but further work is also required to support learners and staff in those curriculum subjects where retention levels are below overall College aspirations. Continued 'here to help' activities, and focused use of access and inclusion funding, through 2019/20 will continue to support this work.

### 3.3 Attainment

Dundee and Angus College has delivered high levels of learner attainment in each year since the merger of 2013. This consistent success has been achieved through the effective recruitment and retention activities and approaches (as summarised above), and through a clear focus on the development and delivery of high quality, innovative and engaging learning and teaching.

Despite this high level positive trend, overall outcomes for some learner groups have declined from 2017/18 to 2018/19 resulting in these falling below overall College aspirations for successful outcomes that are 75% or above across all measures.

Given that it is built up from the individual learning journeys of each of our learners, it is recognised that levels of attainment will always fluctuate from year to year. As a result, the College looks at these within a band of 3% (+- 1.5%) from year to year. Shifts outwith this band that require detailed analysis and action are noted. Successful outcome levels over the past 3 years are summarised below.

Mode	Day One Successful Outcome				
	16/17	17/18	18/19	Year to Year	3 Year Trend
All Modes	74.4%	76.5%	75.9%	-0.6%	+1.5%
Full Time – All	71.7%	74.9%	70.8%	-4.1%	-0.9%
Full Time – FE	70.8%	75.4%	70.2%	-5.2%	-0.6%
Full Time – HE	73.2%	76.2%	71.7%	-4.5%	-1.5%
Part Time – All	77.4%	79.0%	80.8%	+1.8%	+3.4%
Part Time – FE	78.4%	78.4%	80.9%	+2.5%	+2.5%
Part Time – HE*	71.1%	76.9%	80.7%	+3.8%	+9.6%

\* NB the range of activity underpinning this measure has changed

A number of factors have impacted on this in-year. Particularly evident has been the marked increase in partial success (those learners completing their course and achieving units but not attaining the full qualification). Work is underway to review this at individual team and course level, but key factors impacting on this include.

The effect of industrial action on resulting during the crucial final few weeks of the academic year. This impacted significantly on the visibility of individual learner progress during this period, reducing opportunities for more focused support for those with assessment outcomes to be completed to move them from partial to full success.

The impact of major restructuring activities - during 2018/19 the College undertook a very significant restructure of promoted academic roles. With around 200 interviews undertaken during the March – June 2019 period it is possible that this has temporarily shifted emphasis and focus away from the analysis of individual learner progress.

Further review of the range of factors impacting on individual course groups will be progressed through review of course performance indicators as a part of the first cycle of Quality Stop & Review meetings in session 2019/20.

The College has operated a clear 'traffic light' system for all courses for a number of years, with specific individual action plans required for all individual course areas where learner success is below the national average.

Where levels of learner retention or attainment are below national average across a whole team then a detailed Executive Review process is enacted. This results in the creation of clear improvement plans that are monitored closely, with the clear expectation that any course provision that does not meet national average standards is withdrawn from the College portfolio.

Despite the year to year reductions, overall 3-year attainment trends are positive and it is anticipated that the publication of national performance data in January 2020 will confirm that Dundee & Angus College continues to deliver learner outcomes that are at, or close to, the best within the college sector.

Within the above figures, attainment levels for learners from the 10% most deprived postcode areas show a similar year to year decline, (full-time FE down by 7.2% to 67% and full-time HE down by 1.3% to 68.7%). This is the first time in recent years that there has been any substantive negative difference in outcomes for our learners from these areas and, whilst in both cases it is anticipated that attainment levels will remain above Scottish average, further focus will be put into improving these figures during 2019/20.

Outcomes for senior phase school pupils remain strong, with successful completion rates for our over 2,000 part-time FE senior phase learners increasing from 72.4% to 79.2%.

In addition to the significant increase in recruitment of learners that are care leavers or care experienced, learner attainment for this group has also increased (up by 10.4% to 68.4% for all full-time CE learners) and is in excess of the target set for this group. This shift is particularly welcome given the well documented challenges faced by those leaving the care system, and represents outcomes that exceed the national average for **all** learners in Scotland.

Delivering year on year high levels of learner outcome is a challenge that requires all areas of College activity, and all teams/services, to work together seamlessly to support our learners. This requires significant work, and on-going attention, but is also the absolute core element of College activity.

The drop in learner attainment outlined above is disappointing for the College and whilst overall outcomes are likely to remain sector leading, the College is not complacent in respect of the need to build on and continuously improve learner success. This work will continue to develop during session 2019/20 with the aim of exceeding our high level aspirations for learner attainment.

### **3.4 Progression**

Post course progression and success remains strong, with 94.12% of full-time College learners achieving a positive destination (employment or further study) three to six months after completing their course. When considered alongside the high levels of learner attainment outlined above, this represents significantly positive outcomes for D&A learners when compared with national averages.

Underpinning these outcomes is a strategy to ensure that all D&A learners develop the skills required to succeed in learning, life and work. To support this, all curriculum teams have active stakeholder advisory boards comprised of industry and sector experts. These boards contribute knowledge and expertise to support curriculum developments and career management skills in respect of course content, specialist knowledge and delivery approaches.

Our extensive engagement with employers adds additional opportunities to the learning experience, supporting our quality improvement strategy to expand the use of project based interdisciplinary learning and enhancing the real life work experience elements of our courses.

During 2018/19 the College won the SQA Partnerships Star Award for our work in developing the Digital Mile, creating close links with creative media sector to meet local skills needs and enhance learning. This work has supported the employer branding of learning spaces within our digital mile, bringing internationally known employers directly into the classroom.

The proportion of full-time learners with work experience as part of their learning increased during 2018/19, almost doubling to 26.5%.

Our [D&A Attributes programme](#) has continued to expand and develop, offering learners at all levels the opportunity to be recognised for a range of 12 employer developed attributes. Over 600 full-time learners a year achieve at least one attribute, adding additional value to their CV and UCAS statements and developing new skills and experience that impacts directly on their successful progression into further study or employment. In October 2018 the D&A Attributes programme itself was recognised as the 'best of the best' winning the overall judges award at the College Development Network annual awards.

As outlined in the recruitment section above, the College has created a new Academic Partnerships Team. This team has a clear remit to develop partnerships and activities with our school and higher education partners. Since its creation in early 2019 the team has undertaken a review of current articulation agreements with our university partners, monitoring uptake, success and challenges and supporting the refreshing and updating of these agreements on a planned basis.

Whilst this work is in its early stages (and will progress over a number of years), the proportion of D&A learners articulating to university in session 2018/19 with advanced standing remaining consistent at 49.8% and in line with the outcome agreement target set for this measure.

In addition to the significant increase in Foundation Apprenticeship numbers, the College continues to maximise the contract places available for Modern Apprenticeships. Numbers increased during 2018/19 to a total of 318 new starts (59% above target) despite on-going challenges within the engineering and energy sectors and the impact of high profile closures such as Michelin PLC and McGills construction.

This increase has been achieved through the creation of new apprenticeship opportunities within the science sector, increased employer engagement and through the continued growth of the Angus Shared Apprenticeship Scheme (ASAP) in partnership with Angus Council and local construction employers. This scheme provides opportunities for apprentices within the rural economy of angus by supporting smaller employers to 'share' and apprentice that they would not otherwise be able to employ or train. ASAP numbers have increased steadily to c50 at any point in time.

The engagement of learners in their learning, and within the life and work of the College remains as a core aspect of College activity. During 2018/19 extensive work was undertaken with learners through our [Service Design Academy](#) and Good to Great enhancement strategy to review how our learners engage with the College and to improve the way in which College systems operate. Learner satisfaction remains strongly positive, with D&A College consistently recording the highest levels of learner satisfaction for any regional college. During 2018/19 overall satisfaction was 95.7%, increased marginally (0.3%) on the previous year.

#### **4 Conclusions**

Following from the above evaluation and analysis, it is felt that strong progress has been made by D&A College in relation to the development and achievement of appropriate and effective outcomes. This strength is reflected across the four stages of the learner journey detailed above and is also evident in respect of the institutional outcomes of D&A College in terms of governance, leadership, financial performance and carbon reduction. A full outline of College performance in respect of the range of national outcome measures is included as appendix A.

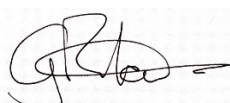
Whilst appendix A, and this evaluation report, confirm the significantly positive outcomes across the majority of the national outcome measures, it is also recognised that there remain many areas for improvement, and areas where year to year outcomes have declined. Specific actions in respect of these areas will be built into the College's enhancement plans for 2019/20 and 2020/21. It is anticipated that these will be considered and reviewed through the Scottish Funding Council/Education Scotland annual Progress Visit scheduled for January 2020.

Dundee and Angus College is justifiably proud of the sector leading outcomes detailed throughout this report, and looks forward to further developing and enhancing these for the benefit of our learners, communities, and region in the future.

#### **5 Approval**

Report approved by Principal.

Signed



Date 30 October 2019

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Grant Ritchie

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Notes and comments
	Actual				Ambition				
X Will be removed from OA prior to publication									
<b>1(a) The volume of Credits delivered</b>									
The volume of Credits delivered (core)	103,246	103,231	109,360	109,345					
info. Core Credits target (region)	103,232	103,232		103,521					
info. % towards core Credits target (region)	100.0%	100.0%	0.0%	105.6%	100.0%	100.0%	100.0%		
The volume of Credits delivered (ESF)	5,104	5,272		5,824					
The volume of Credits delivered (core + ESF)	108,350	108,503	109,360	109,345					
<b>1(b) Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas</b>									
X Volume of Credits delivered to learners in the most deprived 10% postcode areas	17,214	17,559	18,993	19,912					
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	16.7%	17.0%	17.4%	18.2%	19.0%	19.5%	19.5%		
<b>1(c) The volume and proportion of Credits relating to learners from different protected characteristic groups and care experienced students</b>									
<b>Gender -</b>									
X Volume of Credits delivered to Male learners	52,146	51,614	51,732	51,193					
Proportion of Credits delivered to Male learners	50.5%	50.0%	47.3%	46.8%	49.9%	49.9%	49.9%		
X Volume of Credits delivered to Female learners	55,975	56,661	56,840	57,530					
Proportion of Credits delivered to Female learners	54.2%	54.9%	52.0%	52.6%	49.9%	49.9%	49.9%		
X Volume of Credits delivered to Other learners	229	228	788	622					
Proportion of Credits delivered to Other learners	0.2%	0.2%	0.7%	0.6%	0.2%	0.2%	0.2%		
<b>Ethnicity -</b>									
X Volume of Credits delivered to BME learners	3,713	4,558	5,500	5,740					
Proportion of Credits delivered to BME learners	3.6%	4.4%	5.0%	5.2%	4.0%	4.0%	4.0%		
<b>Disability -</b>									
X Volume of Credits delivered to students with a known disability	16,275	13,084	13,478	25,116					
Proportion of Credits delivered to students with a known disability	15.8%	12.7%	12.3%	23.0%	18.0%	18.0%	18.0%		
<b>Age -</b>									
X Volume of Credits delivered to learners aged under 16	4,185	4,201	5,091	6,628					
Proportion of Credits delivered to learners aged under 16	4.1%	4.1%	4.7%	6.1%	5.0%	5.0%	5.0%		
X Volume of Credits delivered to learners aged 16-19	52,198	52,030	50,935	49,314					
Proportion of Credits delivered to learners aged 16-19	50.6%	50.4%	46.6%	45.1%	45.0%	45.0%	45.0%		
X Volume of Credits delivered to learners aged 20-24	23,477	22,036	21,721	21,689					
Proportion of Credits delivered to learners aged 20-24	22.7%	21.3%	19.9%	19.8%	20.0%	20.0%	20.0%		
X Volume of Credits delivered to learners age 25 and over	28,489	30,236	31,613	31,714					
Proportion of Credits delivered to learners age 25 and over	27.6%	29.3%	28.9%	29.0%	30.0%	30.0%	30.0%		
<b>Care Experienced -</b>									
X Volume of Credits delivered to care experienced students	2,364	2,725	3,068	6,719					
Proportion of Credits delivered to care experienced students	2.3%	2.6%	2.8%	6.1%	4.0%	4.0%	4.0%		
<b>2(a) The number of senior phase age pupils studying vocational qualifications delivered by colleges</b>	206	333	366	548					
<b>2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges</b>									
X Total volume of Credits delivered (including FA Credits)	108,350	108,503	109,360	109,345					
X Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	1,795	2,001	2,542	4,212					
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	1.7%	1.8%	2.3%	3.9%	4.0%	4.0%	4.0%		
<b>2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision</b>									
X Total volume of Credits delivered (including FA Credits)	108,350	108,503	109,360	109,345					
X The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	11,655	9,068	10,697	10,689					
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	10.8%	8.4%	9.8%	9.8%	5.0%	5.0%	5.0%		
<b>2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. secondary schools with consistently low rates of progression to higher education)</b>									
X Volume of Credits delivered at HE level	31,048	30,624	30,006	30,805					
X Volume of Credits delivered at HE level to learners from SHEP schools	0	2,645	2,569	3,037					
Proportion of Credits delivered at HE level to learners from SHEP schools	0.0%	8.6%	8.6%	9.9%	10.9%	10.9%	10.9%		
<b>3. Volume and proportion of Credits delivered to learners enrolled on STEM courses</b>									
X Volume of Credits delivered to learners enrolled on STEM courses	22,686	20,558	24,326	23,668					
Proportion of Credits delivered to learners enrolled on STEM courses	22.0%	19.9%	22.2%	21.6%	25.1%	25.0%	25.0%		
<b>4(a) Proportion of enrolled students successfully achieving a recognised qualification</b>									
X The number of FT FE enrolled students achieving a recognised qualification	2,340	2,359	2,511	2,276					
X The total number of FT FE enrolled students	3,208	3,332	3,329	3,242					
The percentage of FT FE enrolled students achieving a recognised qualification	72.9%	70.8%	75.4%	70.2%	75.0%	76.0%	76.0%		
X The number of PT FE enrolled students achieving a recognised qualification	3,457	3,260	2,902	3,813					
X The total number of PT FE enrolled students	4,360	4,156	3,705	4,715					
The percentage of PT FE enrolled students achieving a recognised qualification	79.3%	78.4%	78.3%	80.9%	84.0%	84.0%	84.0%		
X The number of FT HE enrolled students achieving a recognised qualification	1,502	1,507	1,511	1,412					
X The total number of FT HE enrolled students	1,960	2,060	1,982	1,969					
The percentage of FT HE enrolled students achieving a recognised qualification	76.6%	73.2%	76.2%	71.7%	79.0%	79.0%	79.0%		
X The number of PT HE enrolled students achieving a recognised qualification	713	465	560	623					
X The total number of PT HE enrolled students	890	654	728	772					
The percentage of PT HE enrolled students achieving a recognised qualification	80.1%	71.1%	76.9%	80.7%	84.0%	84.0%	84.0%		
<b>4(b) Proportion of enrolled MD10 students successfully achieving a recognised qualification</b>									
X The number of MD10 FT FE enrolled students achieving a recognised qualification	432	448	532	448					
X The total number of MD10 FT FE enrolled students	598	640	717	669					
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	72.2%	70.0%	74.2%	67.0%	74.0%	74.0%	74.0%		

Please return the data as an Excel document

X	The number of MD10 PT FE enrolled students achieving a recognised qualification	475	481	362	530			
X	The total number of MD10 PT FE enrolled students	614	620	467	666			
	The percentage of MD10 PT FE enrolled students achieving a recognised qualification	77.4%	77.6%	77.5%	79.6%	85.1%	85.1%	85.1%
X	The number of MD10 FT HE enrolled students achieving a recognised qualification	151	147	182	178			
X	The total number of MD10 FT HE enrolled students	210	228	260	259			
	The percentage of MD10 FT HE enrolled students achieving a recognised qualification	71.9%	64.5%	70.0%	68.7%	75.0%	75.0%	75.0%
X	The number of MD10 PT HE enrolled students achieving a recognised qualification	53	31	45	25			
X	The total number of MD10 PT HE enrolled students	67	40	56	37			
	The percentage of MD10 PT HE enrolled students achieving a recognised qualification	79.1%	77.5%	80.4%	67.6%	72.0%	72.0%	72.0%
<b>4(c) Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges</b>								
X	The number of Senior Phase FT FE enrolled students achieving a recognised qualification	7	18	51	191			
X	The total number of Senior Phase FT FE enrolled students	14	22	69	287			
	The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification	50.0%	81.8%	73.9%	66.60%	96.0%	96.0%	96.0%
X	The number of Senior Phase PT FE enrolled students achieving a recognised qualification	63	178	202	1,601			
X	The total number of Senior Phase PT FE enrolled students	74	263	279	2,021			
	The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification	85.1%	67.7%	72.4%	79.20%	80.0%	80.0%	80.0%
X	The number of Senior Phase FT HE enrolled students achieving a recognised qualification	71	23	1	40			
X	The total number of Senior Phase FT HE enrolled students	86	32	2	60			
	The percentage of Senior Phase FT HE enrolled students achieving a recognised qualification	82.6%	71.9%	50.0%	66.70%	75.0%	75.0%	75.0%
X	The number of Senior Phase PT HE enrolled students achieving a recognised qualification	15	14	11	17			
X	The total number of Senior Phase PT HE enrolled students	23	15	15	24			
	The percentage of Senior Phase PT HE enrolled students achieving a recognised qualification	65.2%	93.3%	73.3%	70.80%	74.3%	74.3%	74.3%
<b>4(d) Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification</b>								
X	The number of CE FT FE enrolled students achieving a recognised qualification	71	59	80	178			
X	The total number of CE FT FE enrolled students	102	122	140	258			
	The percentage of CE FT FE enrolled students achieving a recognised qualification	69.6%	48.4%	57.1%	69.0%	64.7%	70.0%	70.0%
X	The number of CE FT HE enrolled students achieving a recognised qualification	19	17	15	36			
X	The total number of CE FT HE enrolled students	24	26	24	55			
	The percentage of CE FT HE enrolled students achieving a recognised qualification	79.2%	65.4%	62.5%	65.5%	70.0%	73.3%	73.3%
<b>4(e) Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification</b>								
X	The number of FT FE enrolled students aged 16-19 achieving a recognised qualification	1,183	1,183	1,237	1,088			
X	The total number of FT FE enrolled students aged 16-19	1,676	1,730	1,697	1,646			
	The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	70.6%	68.4%	72.9%	66.1%	72.0%	74.0%	74.0%
<b>5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)</b>								
					318	200	200	200
<b>6. The number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study</b>								
X	Total number of full-time learners	5,209	5,442	5,363	5,211	5,400	5,400	5,400
X	Number of full-time learners with substantial 'work placement experience' as part of their programme of study	776	243	741	1,383			
	Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	14.9%	4.5%	13.8%	26.5%	0.0%	0.0%	0.0%
<b>7. The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing</b>								
X	The total number of learners who have achieved HNC or HND qualifications progressing to degree level courses	513	562	538				
X	The number of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	266	294	274				
	The proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	51.9%	52.3%	50.9%	49.8%	60.0%	60.0%	60.0%
<b>8. The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying</b>								
X	The total number of full-time FE college qualifiers (confirmed destinations)	1,891	2,100		2,297			
X	The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	1,808	1,973		2,130			
	The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	95.6%	94.0%	0.0%	92.7%	96.0%	97.0%	97.0%
X	The total number of full-time HE college qualifiers (confirmed destinations)	850	1,045		1,174			
X	The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	791	1,000		1,137			
	The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	93.1%	95.7%	0.0%	96.8%	95.0%	95.0%	95.0%
<b>9. The percentage of students overall, satisfied with their college experience (SSES survey)</b>								
					95.3%	95.6%	95.7%	97.0%
<b>10. Gross carbon footprint (tonnes CO2e)</b>								
		3,786.0	3,267.7		2,964.0	2,700.0	2,700.0	2,700.0







## **Learning, Teaching and Quality Committee**

**Wednesday 13 November 2019**

### **PAPER F**

#### **2018/19 Performance Indicator Report**

Information in this report is intended to provide Board members with reassurance that actions and activities are being progressed and addressed that support the mitigation of a range of risks identified within the Strategic Risk Register namely;

3.1 – Failure to reach aspirational standards in learning, teaching and service delivery



# Performance Indicators Summary Report 2018/19

October 2019

Business Intelligence

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## Introduction

This reports details Dundee and Angus College Performance Indicators for Academic Year 2018/19 by whole College, Department, Level of Study and Mode of Study with a comparison against PIs for 2017/18 by Level and Mode of Study.

Performance Indicators by Department have been “traffic lighted” to indicate areas of high performance and areas which may require attention, using Red, Amber and Green on the following basis:

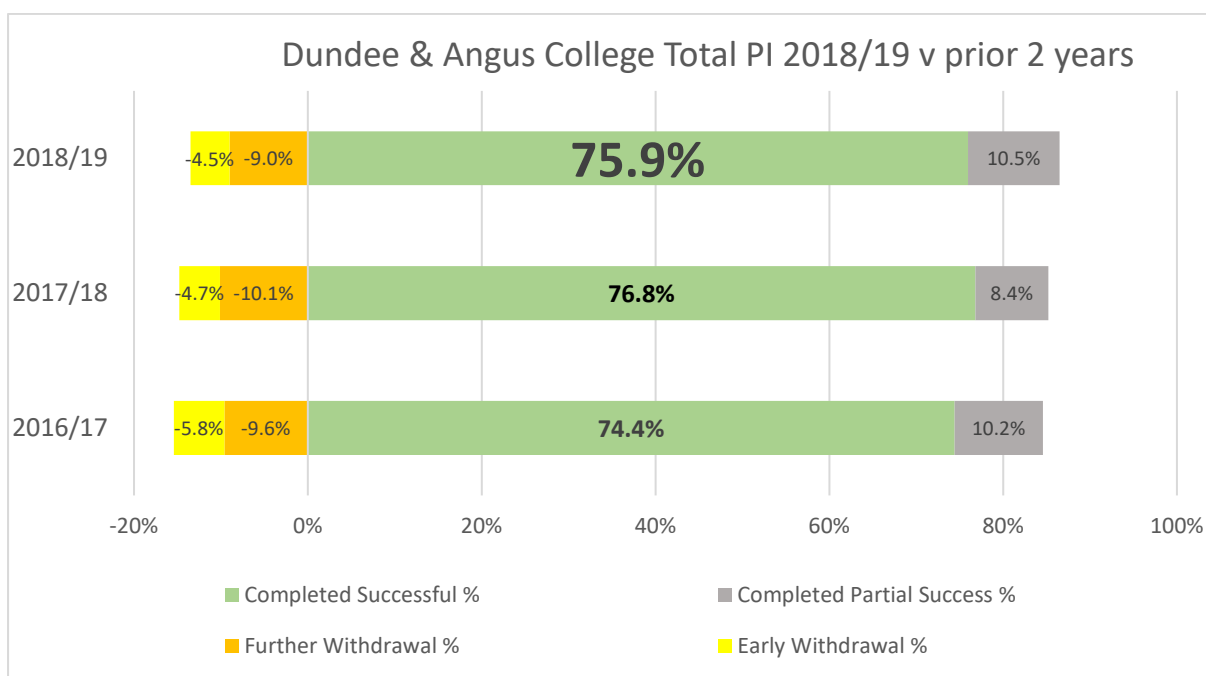
<b>Performance Indicator “Day One” Student Outcome Measure</b>	<b>GREEN %</b>	<b>AMBER %</b>	<b>RED %</b>
<b>Early Withdrawal</b> (withdrawal rate for first 25% of course)	0 to 10	11 to 25	>25
<b>Further Withdrawal</b> (withdrawal rate for whole course)	0 to 15	16 to 25	>25
<b>Completed Partial Success</b>			
<b>Completed Successful</b>	100 to 75	74 to 66	<66

## About the Data

All of the data contributing to this report has been obtained from the SFC’s FES data portal and represents the results data produced and uploaded by the College.

It does not include courses where there is no assessment undertaken or where the course does not lead to a Recognised Qualification. All Performance Indicators contributing to Department and College Performance Indicators therefore relate to courses only leading to a Recognised Qualification.

It should be noted that there may be instances where rounded percentages add up to greater than 100%, this is due to the rounding of decimal points in the underlying data.



Comparisons between Dundee and Angus PIs 2018/19 v 2017/18 and 2016/17 along with National PIs for 2017/18 (2018/19 not yet available) are detailed in the following table:

Performance Indicator	2018/19	2017/18	2016/17	Change v 2017/18	National 2017/18
Completed Successful	75.9%	76.8%	74.4%	-0.9%	74.0%
Completed Partial Success	10.5%	8.4%	10.2%	+2.1%	10.6%
<b>POSITIVE OUTCOME</b>	<b>86.4%</b>	<b>85.2%</b>	<b>84.6%</b>	<b>+0.8%</b>	<b>84.6%</b>
Further Withdrawal	9.0%	10.1%	9.6%	-1.1%	10.3%
Early Withdrawal	4.5%	4.7%	5.8%	-0.2%	5.1%

The overall Completed Successful rate has decreased from 2017/18 by 0.9 percentage points to 75.9% but should remain higher than the National average of around 74% (figures due in January 2020), with a total Positive Student Outcome of 86.4%. This has increased from 85.2% due to a reduction in the total rate of Withdrawal from 14.8% to 13.5%.

Also notable is the increase in the percentage of students completing with partial success from 8.4% in 2017/18 to 10.4%, impacting negatively on the Successful Completion rate.

There was a further decrease in the percentage of students withdrawing before funding qualifying dates from their courses in 2018/19 (down from 4.7% to 4.5%) and decrease in further withdrawal from 10.1% of enrolled students to 9.0% in 2018/19.

The chart below displays comparison of Successful Completion rates by level and mode of study for 2018/19 against 2017/18.

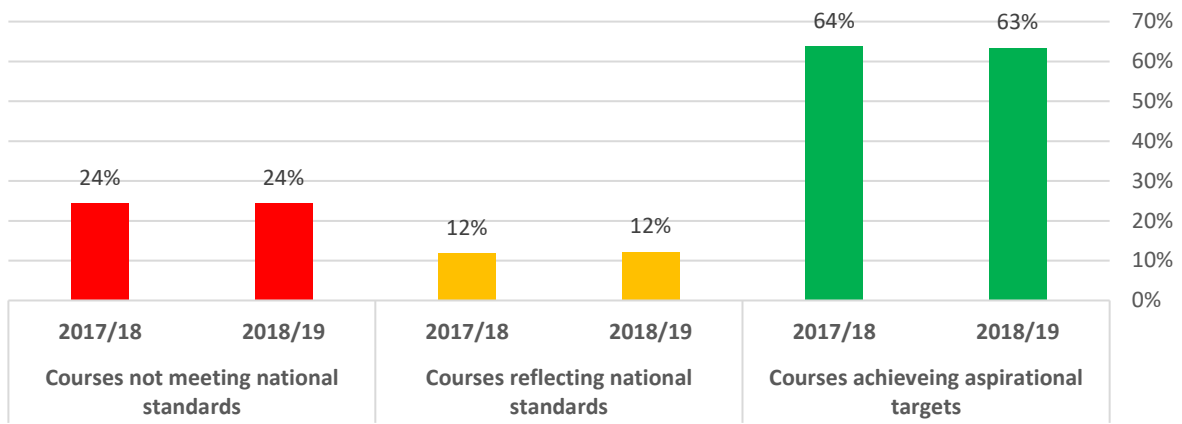
There was decrease in both FE and HE Full-Time Successful Completion rates. Both FE and HE Part-Time Successful completion rates improved.



The table below shows, by team, the percentage of streams that meet the College's own aspirational targets and exceed national standards, the percentage which reflect national standards and the percentage which fall below national standards. This is measured where classes' Completed Successful % is greater than 75% (green), between 66% and 75% (amber) or below 66% (red):

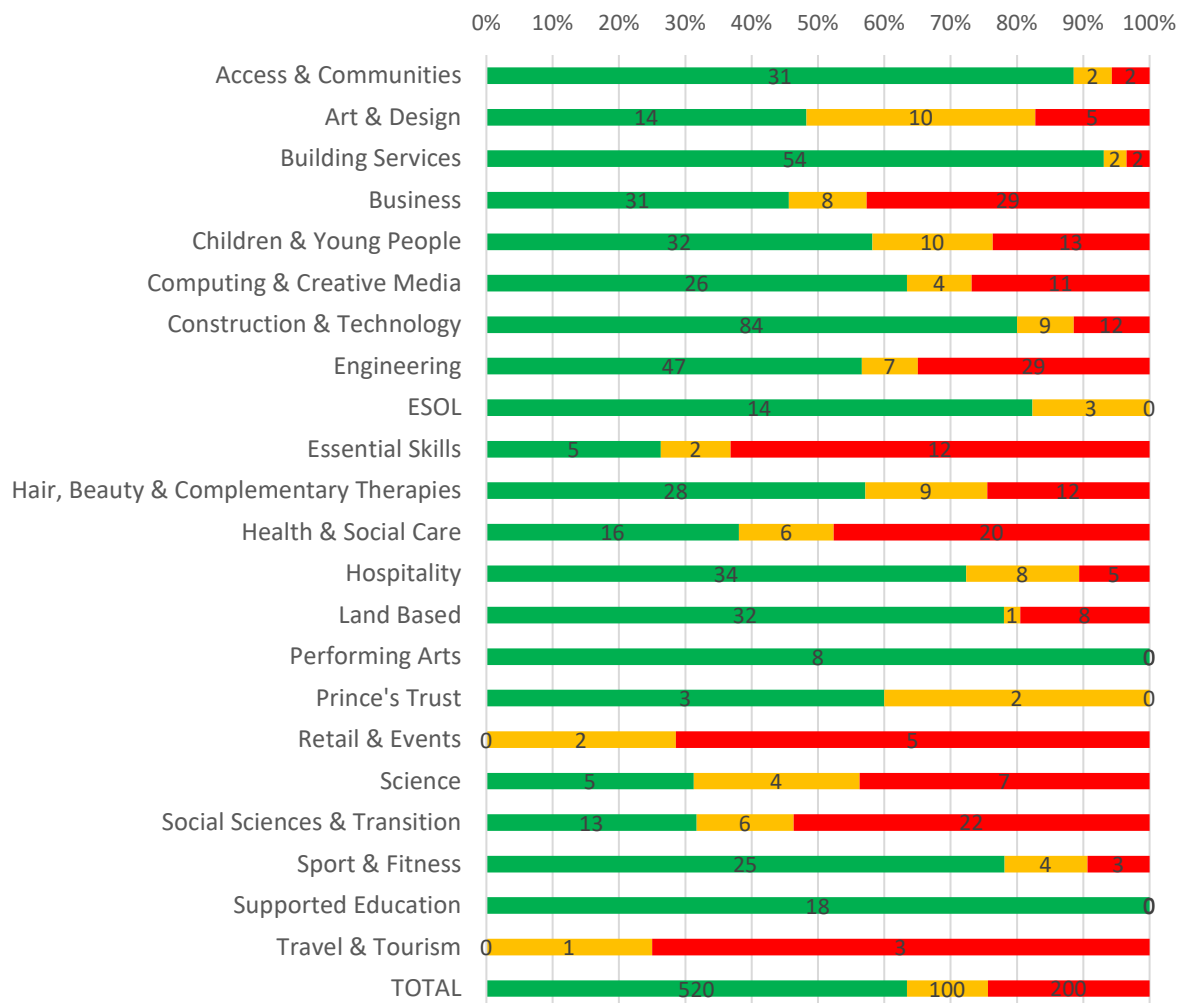
Team	Classes achieving aspirational targets		Classes reflecting national standards		Classes not meeting national standards	
	2018/19	2017/18	2018/19	2017/18	2018/19	2017/18
Access & Communities	31	24	2	4	2	6
Art & Design	14	18	10	5	5	4
Building Services	54	48	2	3	2	4
Business	31	57	8	10	29	24
Children & Young People	32	21	10	10	13	9
Computing & Creative Media	26	16	4	9	11	9
Construction & Technology	84	52	9	7	12	12
Engineering	47	39	7	6	29	24
ESOL	14	14	3	0	0	2
Essential Skills	5	5	2	1	12	14
Hair, Beauty & Complementary Therapies	28	19	9	7	12	12
Health & Social Care	16	24	6	6	20	12
Hospitality	34	29	8	2	5	11
Land Based	32	35	1	4	8	5
Performing Arts	8	7	0	0	0	2
Prince's Trust	3	5	2	1	0	0
Retail & Events	0	4	2	0	5	4
Science	5	8	4	4	7	6
Social Sciences & Transition	13	10	6	6	22	17
Sport & Fitness	25	27	4	5	3	3
Supported Education	18	19	0	0	0	0
Travel & Tourism	0	3	1	0	3	5
<b>TOTAL</b>	<b>522</b>	<b>484</b>	<b>101</b>	<b>90</b>	<b>200</b>	<b>185</b>

### College - % of Courses Achieving "Completed Successful" target



The Chart below is a visual representation of the table above, by percentage, by department:

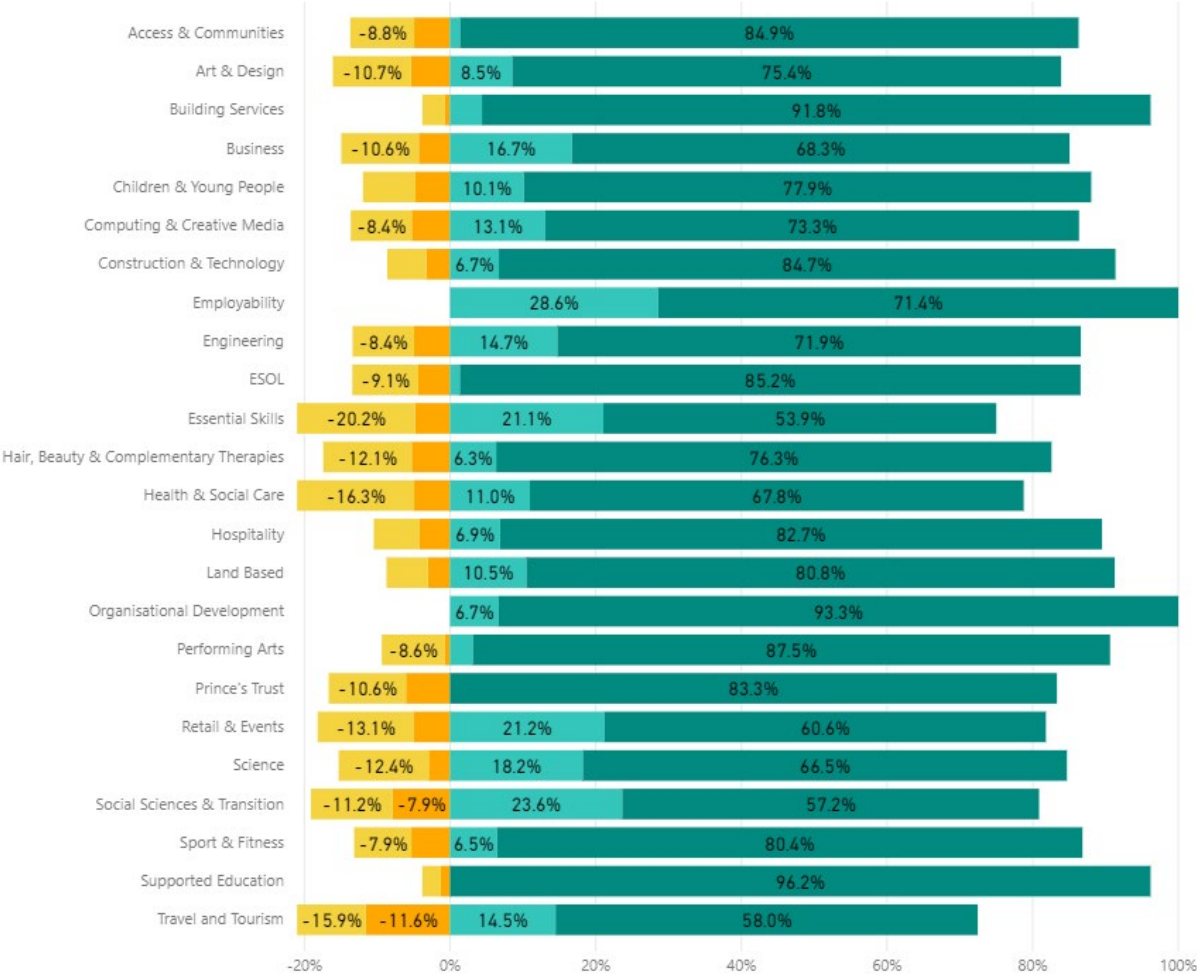
### Courses by Department achieving Successful Completion Target



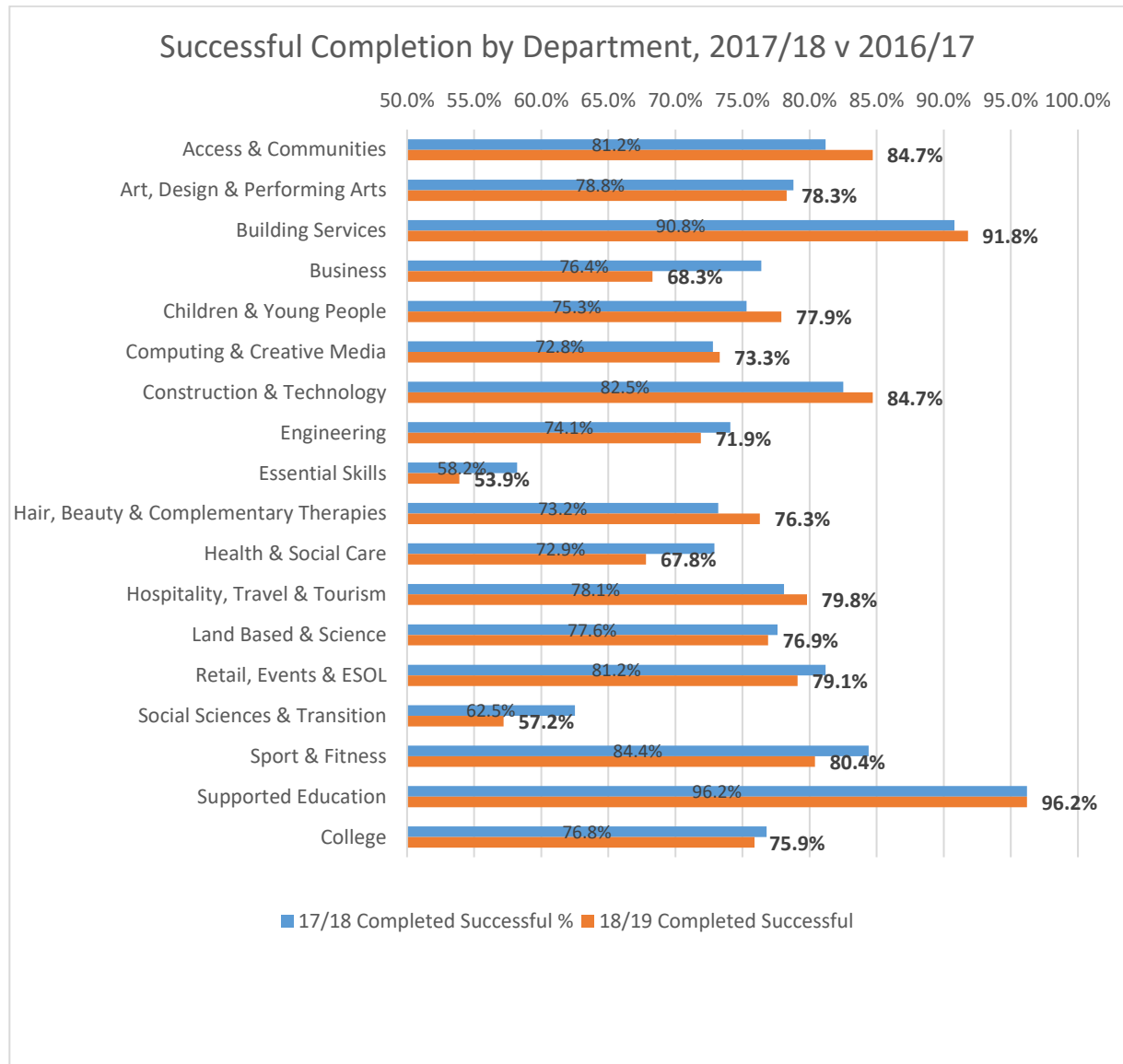


The charts below display Day One Student Outcomes by College Team:

2018/19 PI by Team



The chart below shows the Successful Completion Rate by Department for 2017/18 v 2016/17 and the tables list the PI numbers including student numbers per category, by Sector and Team for 2017/18. Improvement was observed across 7 teams, with 9 teams declining and one remaining the same.



Team	Enrols	Successful Completion	Successful Completion %	Completed Partial Success	Completed Partial Success %	Further Withdrawal	Further Withdrawal %	Early Withdrawal	Early Withdrawal %
Access & Communities	365	310	<b>84.9%</b>	5	1.4%	32	8.8%	18	4.9%
Art & Design	410	309	<b>75.4%</b>	35	8.5%	44	10.7%	22	5.4%
Building Services	525	482	<b>91.8%</b>	23	4.4%	16	3.0%	4	0.8%
Business	837	572	<b>68.3%</b>	140	16.7%	89	10.6%	36	4.3%
Children & Young People	928	723	<b>77.9%</b>	94	10.1%	67	7.2%	44	4.7%
Computing & Creative Media	550	403	<b>73.3%</b>	72	13.1%	46	8.4%	29	5.3%
Construction & Technology	1193	1010	<b>84.7%</b>	80	6.7%	64	5.4%	39	3.3%
Employability	14	10	<b>71.4%</b>	4	28.6%	0	0.0%	0	0.0%
Engineering	889	639	<b>71.9%</b>	131	14.7%	75	8.4%	44	4.9%
ESOL	298	254	<b>85.2%</b>	4	1.3%	27	9.1%	13	4.4%
Essential Skills	228	123	<b>53.9%</b>	48	21.1%	46	20.2%	11	4.8%
Hair, Beauty & Complementary	758	578	<b>76.3%</b>	48	6.3%	92	12.1%	40	5.3%
Health & Social Care	730	495	<b>67.8%</b>	80	11.0%	119	16.3%	36	4.9%
Hospitality	525	434	<b>82.7%</b>	36	6.9%	33	6.3%	22	4.2%
Land Based	458	370	<b>80.8%</b>	48	10.5%	26	5.7%	14	3.1%
Organisational Development	15	14	<b>93.3%</b>	1	6.7%	0	0.0%	0	0.0%
Performing Arts	128	112	<b>87.5%</b>	4	3.1%	11	8.6%	1	0.8%
Prince's Trust	66	55	<b>83.3%</b>	0	0.0%	7	10.6%	4	6.1%
Retail & Events	99	60	<b>60.6%</b>	21	21.2%	13	13.1%	5	5.1%
Science	170	113	<b>66.5%</b>	31	18.2%	21	12.4%	5	2.9%
Social Sciences & Transition	774	443	<b>57.2%</b>	183	23.6%	87	11.2%	61	7.9%
Sport & Fitness	433	348	<b>80.4%</b>	28	6.5%	34	7.9%	23	5.3%
Supported Education	236	227	<b>96.2%</b>	0	0.0%	6	2.5%	3	1.3%
Travel and Tourism	69	40	<b>58.0%</b>	10	14.5%	11	15.9%	8	11.6%
<b>Grand Total</b>	<b>10698</b>	<b>8124</b>	<b>75.9%</b>	<b>1126</b>	<b>10.5%</b>	<b>966</b>	<b>9.0%</b>	<b>482</b>	<b>4.5%</b>



## **Learning, Teaching and Quality Committee**

**Wednesday 13 November 2019**

### **PAPER G**

#### **College Leavers (Post Course) Success**

Information in this report is intended to provide Board members with reassurance that actions and activities are being progressed and addressed that support the mitigation of a range of risks identified within the Strategic Risk Register namely;

- 1.1 – Failure of College strategy to meet the needs of the D&A Region and/or national priorities (e.g. Employability, DYW, attainment, articulation)
- 3.1 – Failure to reach aspirational standards in learning, teaching and service delivery



# Course Leaver Destination Survey 2017/18

November 2019

Business Intelligence

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### Introduction

This reports details destinations of 2017/18 FT course completers from D&A College.

It is a SFC requirement that this data is gathered annually and may provide some insight into the success of courses and students in terms of their destination after course completion.

Further information at Department and Course level is available on request by contacting Colin Lynagh.

### About the Data

It is an SFC requirement for the college to gather and report data relating to FT Course completers from the previous session in February of each year. A list of relevant students is supplied by SFC, with a small amount of the destination information pre-populated with either FES, SAAS or SDS data.

The remainder was obtained by the College by a combination of online and telephone survey.

In total, 3,862 students were eligible to be surveyed (2,531 FE students and 1,331 HE students). Of these, 87.1% of student destinations are known (3,362). This is up from 86.5% for 2017 leavers.

## Summary

The table and chart below show that destinations for 3,362 of 3,862 students are known (87.1%), with destinations unknown for 500 or 12.9%.

2,416 or 71.9% of students with a known destination have continued in Full-Time education (down from 73.2% in 2016/17) - with a further 20.2% (up from 18.2%) in full time or part-time work or training. The rate of students classified as unemployed has risen to 3% for 2018 leavers from 2.7% in the previous year.

Of known destinations, 3174 students or **94.4% have achieved a Positive Destination (consistent with 94.5% in 2017/18) and the same as for the whole college sector in Scotland (94.4%).**

Destination Primary Class	Destination Detailed Class	Count	% of Confirmed	Destination group	% of Confirmed
STUDY	FT Study	2416	71.9%	POSITIVE	<b>94.4%</b>
	PT Study	81	2.4%		
WORK	FT Work	491	14.6%		
	PT Work	180	5.4%		
	Due to Start	6	0.2%		
UNAVAILABLE FOR WORK	Sick or Looking After Home	45	1.3%		
	Taking time out in order to travel	5	0.1%		
	Permanently unable to work/retired	4	0.1%		
	Not employed but not looking for work/study	24	0.7%		
UNEMPLOYED	Unemployed	110	3.3%	Unemployed	<b>3.3%</b>

The tables below show the Primary Classification on 2018/19 leavers by categories (FE/HE; SIMD20; Age; Gender).

### FE Leavers

Primary Classification					31st	Sick or Looking After Home	Taking time out in order to travel	Permanently unable to work/retired	Not employed but not looking for work/study	Unemployed
FT	PT	FT	PT	STUDY						
1,628	65	297	106	5	33	4	3	18	87	
72.5%	2.9%	13.2%	4.7%	0.2%	1.5%	0.2%	0.1%	0.8%	3.9%	
75.4%		18.2%			2.6%				3.9%	
93.5%					UNAVAILABLE FOR WORK				UNEMPLOYED	
POSITIVE					UNAVAILABLE FOR WORK				UNEMPLOYED	

93.5% of FE leavers reported a positive destination, compared with 94% in 2016/17 and lower than the national average of 95.1%. It is also 2.6 points lower than the HE leaver positive destination rate (below).

### HE Leavers

Primary Classification					31st	Sick or Looking After Home	Taking time out in order to travel	Permanently unable to work/retired	Not employed but not looking for work/study	Unemployed
FT	PT	FT	PT	STUDY						
788	16	194	74	1	12	1	1	6	23	
70.6%	1.4%	17.4%	6.6%	0.1%	1.1%	0.1%	0.1%	0.5%	2.1%	
72.0%		24.1%			1.8%				2.1%	
96.1%					UNAVAILABLE FOR WORK				UNEMPLOYED	
POSITIVE					UNAVAILABLE FOR WORK				UNEMPLOYED	

96.1% of HE leavers reported a positive destination, up from 95.7% in 2016/17 and marginally higher than the national average of 95.9%. It is also 2.6 points higher than the FE leaver positive destination rate (above)

### SIMD20

Primary Classification					31st	Sick or Looking After Home	Taking time out in order to travel	Permanently unable to work/retired	Not employed but not looking for work/study	Unemployed
FT	PT	FT	PT	STUDY						
809	30	122	54	3	16	1		7	31	
75.4%	2.8%	11.4%	5.0%	0.3%	1.5%	0.1%		0.7%	2.9%	
78.2%		16.7%			2.2%				2.9%	
94.9%					UNAVAILABLE FOR WORK				UNEMPLOYED	
POSITIVE					UNAVAILABLE FOR WORK				UNEMPLOYED	

Leavers from the 20% most deprived areas achieved a positive destination rate of 94.9%, slightly higher than the overall college average of 94.4% and consistent with the national average of 94.8%. (This statistic was not reported for 2016/17).



## Leavers Aged 16-24

Primary Classification					Sick or Looking After Home	Taking time out in order to travel	Permanently unable to work/retired	Not employed but not looking for work/study	Unemployed
FT	PT	FT	PT	31st					
STUDY		WORK			UNAVAILABLE FOR WORK				UNEMPLOYED
1,680	49	355	97	6	14	5	1	17	71
73.2%	2.1%	15.5%	4.2%	0.3%	0.6%	0.2%	0.0%	0.7%	3.1%
75.3%		20.0%			1.6%				3.1%
		95.3%							
POSITIVE					UNAVAILABLE FOR WORK				UNEMPLOYED

95.3% of leavers aged 16-24 reported a positive destination, up from 95.1% in 2016/17 and slightly lower than the national average of 95.9%. It is also 1.4 points higher than the age 25+ leaver positive destination rate (below)

## Leavers Aged 25+

Primary Classification					Sick or Looking After Home	Taking time out in order to travel	Permanently unable to work/retired	Not employed but not looking for work/study	Unemployed
FT	PT	FT	PT	31st					
STUDY		WORK			UNAVAILABLE FOR WORK				UNEMPLOYED
736	32	136	83		31		3	7	39
69.0%	3.0%	12.7%	7.8%		2.9%		0.3%	0.7%	3.7%
72.0%		20.5%			3.8%				3.7%
		92.5%							
POSITIVE					UNAVAILABLE FOR WORK				UNEMPLOYED

92.5% of leavers aged 25 and over reported a positive destination, down from 93.2% in 2016/17 and slightly lower than the national average of 93.9%. It is also 1.4 points lower than the age 16-24 leaver positive destination rate (above)

## Female Leavers

Primary Classification					Sick or Looking After Home	Taking time out in order to travel	Permanently unable to work/retired	Not employed but not looking for work/study	Unemployed
FT	PT	FT	PT	31st					
STUDY		WORK			UNAVAILABLE FOR WORK				UNEMPLOYED
1,396	54	252	131	4	38	3	4	17	64
71.1%	2.8%	12.8%	6.7%	0.2%	1.9%	0.2%	0.2%	0.9%	3.3%
73.9%		19.7%			3.2%				3.3%
		93.6%							
POSITIVE					UNAVAILABLE FOR WORK				UNEMPLOYED

93.6% of female leavers reported a positive destination, down from 94.1% in 2016/17 and below the national average of 95.2%. It is also 1.9 points lower than the male leaver positive destination rate (below)

## Male Leavers

Primary Classification					Sick or Looking After Home	Taking time out in order to travel	Permanently unable to work/retired	Not employed but not looking for work/study	Unemployed
FT	PT	FT	PT	31st					
STUDY		WORK			UNAVAILABLE FOR WORK				UNEMPLOYED
995	26	237	49	2	7	2		7	44
72.7%	1.9%	17.3%	3.6%	0.1%	0.5%	0.1%		0.5%	3.2%
74.6%		21.0%			1.2%				3.2%
95.6%									
POSITIVE					UNAVAILABLE FOR WORK				UNEMPLOYED

95.6% of male leavers reported a positive destination, up from 95.1% in 2016/17 and slightly higher than the national average of 95.5%. It is also 1.9 points higher than the female leaver positive destination rate (below)

## Other Gender or Gender not Specified Leavers

Primary Classification					Sick or Looking After Home	Taking time out in order to travel	Permanently unable to work/retired	Not employed but not looking for work/study	Unemployed
FT	PT	FT	PT	31st					
STUDY		WORK			UNAVAILABLE FOR WORK				UNEMPLOYED
25	1	2							2
83.3%	3.3%	6.7%							6.7%
86.7%		6.7%							6.7%
93.3%									
POSITIVE					UNAVAILABLE FOR WORK				UNEMPLOYED

Leavers who disclosed an “other” gender or where gender is not specified, reported a positive destination rate of 93.3%, which is lower than the rate for female leavers and male leavers. It is also lower than the national rate in these categories which is 94.7%. However the number of leavers in this category is so low, both within the college and nationally, that the results are not statistically significant.

## Table of Positive Destination as a Percentage of Known Destination by Subject Area

The table below shows, by HMIE Subject Area, the numbers and percentages of primary classification of destinations where the destination is known and the positive destination rate.

HMIE SUBJECT GROUP	STUDY		WORK			POSITIVE	UNAVAILABLE FOR WORK				UNEMP
	FT Study	PT Study	FT Work	PT Work	Due to Start	POSITIVE	Sick or Home	Travel	Unable/retired	Not looking	Unemployed
ART & DESIGN	79.5%	1.8%	8.8%	4.1%	0.0%	94.2%	0.6%	0.6%	1.2%	1.2%	2.3%
BUSINESS	74.4%	0.9%	13.5%	5.7%	0.0%	94.5%	0.7%	0.2%	0.0%	0.4%	4.2%
CARE	76.5%	1.2%	11.9%	4.3%	0.9%	94.8%	1.7%	0.0%	0.0%	0.6%	2.9%
COMPUTING & ICT	87.3%	0.4%	7.2%	2.1%	0.0%	97.0%	0.4%	0.0%	0.0%	0.0%	2.5%
CONSTRUCTION	63.6%	0.7%	27.1%	1.4%	0.0%	92.9%	0.0%	0.0%	0.0%	0.7%	6.4%
EDUCATION	49.0%	2.6%	31.6%	8.4%	0.6%	92.3%	2.6%	0.6%	0.0%	1.9%	2.6%
ENGINEERING	53.7%	0.9%	34.2%	5.2%	0.0%	93.9%	0.9%	0.0%	0.0%	0.9%	4.3%
HAIR, BEAUTY...	47.9%	5.6%	19.7%	17.1%	0.4%	90.6%	3.4%	0.0%	0.0%	1.3%	4.7%
HOSPITALITY & TOURISM	63.6%	3.5%	18.0%	7.0%	0.4%	92.5%	1.8%	0.9%	0.0%	0.9%	3.9%
LAND-BASED	73.6%	3.8%	10.7%	5.0%	0.0%	93.1%	1.3%	0.0%	0.0%	0.6%	5.0%
LANGUAGES & ESOL	73.9%	6.6%	9.5%	3.8%	0.0%	93.8%	2.4%	0.0%	0.5%	0.0%	3.3%
MEDIA	77.8%	0.0%	3.7%	11.1%	0.0%	92.6%	3.7%	0.0%	0.0%	0.0%	3.7%
PERFORMING ARTS	88.1%	0.0%	6.0%	4.8%	0.0%	98.8%	0.0%	0.0%	0.0%	1.2%	0.0%
SCIENCE	89.0%	0.0%	4.9%	2.4%	0.0%	96.3%	0.0%	0.0%	0.0%	0.0%	3.7%
SOCIAL SUBJECTS	87.8%	2.4%	4.9%	0.7%	0.0%	95.8%	2.1%	0.0%	0.0%	0.3%	1.7%
SPECIAL PROGRAMMES	84.9%	6.7%	3.4%	0.8%	0.0%	95.8%	0.8%	0.0%	0.8%	1.7%	0.8%
SPORT & LEISURE	66.7%	3.0%	19.4%	8.0%	0.0%	97.0%	0.5%	0.0%	0.0%	1.0%	1.5%
<b>TOTAL</b>	<b>71.9%</b>	<b>2.4%</b>	<b>14.6%</b>	<b>5.4%</b>	<b>0.2%</b>	<b>94.4%</b>	<b>1.3%</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.7%</b>	<b>3.3%</b>

### Category of Employment

677 students (20.2% of known destinations, compared to 18% of 2016/17 known destinations) are in full time or part time employment or training.

The table below shows the spread of these students by Industry of Employer.

The largest categories where the Industry of Employer is known are Accommodation & Food, Human Health and Social Work activities and retail.

Industry of Employer	Number	%
Unknown	119	17.58%
I: Accommodation and food service	98	14.48%
Q: Human health and social work	97	14.33%
G: Wholesale and retail trade	96	14.18%
S: Other service activities	50	7.39%
O: Public administration and defence	47	6.94%
F: Construction	45	6.65%
C: Manufacturing	19	2.81%
M: Professional, scientific and tech	19	2.81%
R: Arts, entertainment and recreation	18	2.66%
N: Administrative and support services	15	2.22%
J: Information and communication	12	1.77%
A: Agriculture, forestry and fishing	11	1.62%
K: Financial and insurance activities	9	1.33%
H: Transport and storage	8	1.18%
P: Education (e.g. includes schools,	8	1.18%
L: Real estate activities	3	0.44%
B: Mining and quarrying	2	0.30%
D: Electricity, gas, steam and air con	1	0.15%

## Destination of Further Study

In total, 2,497 students (74.3% of known destinations, down from 76.3% in 2016/17) have continued in Full Time Education (1,693 from FE and 804 from HE). The study destinations of these students (where known) are shown below, for HE and FE students.

Of all FE and HE students continuing in Full Time study, 1,854 or 74.2% remained at D&A (up from 73.3% in 2016/17), and in total 91% remained in Dundee (89% in 2016/17) - (D&A, University of Dundee and University of Abertay).

Among HE leavers 38.3% remained at D&A (38.4% in 15/16) with a further 42% going on to University of Dundee or Abertay (39% in 16/17).

Among FE leavers 91.4% remain at D&A (90.4% in 15/16), with a further 4.3% going to Abertay or Dundee (3.6% in 16/17).

Destination of Study from HE	Number	%
Dundee and Angus College	308	38.31%
Abertay Dundee, University of	218	27.11%
Dundee, The University of	121	15.05%
Robert Gordon University, The	44	5.47%
Edinburgh Napier University	19	2.36%
Aberdeen, The University of	15	1.87%
Heriot-Watt University	14	1.74%
St Andrews, The University of	10	1.24%
Stirling, The University of	10	1.24%
Glasgow Caledonian University	6	0.75%
Queen Margaret University	5	0.62%
Perth College (UHI)	5	0.62%
He Establishment Outwith Scotland	3	0.37%
other UK Institution	3	0.37%
Fife College	2	0.25%
Scotland's Rural College (SRUC)	2	0.25%
Glasgow, The University of	2	0.25%
Strathclyde, The University of	2	0.25%
University of the Highlands and Islands (UHI)	2	0.25%
Royal Conservatoire of Scotland, The	2	0.25%

Other Public Body in the UK	1	0.12%
Edinburgh College	1	0.12%
Portsmouth, The University of	1	0.12%
Glasgow Clyde College	1	0.12%
Glasgow School of Art	1	0.12%
Glasgow College, City of	1	0.12%
Open University, The	1	0.12%
Other non-UK Institution	1	0.12%
West of Scotland, The University of	1	0.12%
Non Scottish FE College	1	0.12%
North East Scotland College	1	0.12%

<b>Destination of Study from FE</b>	<b>Number</b>	<b>%</b>
Dundee and Angus College	1546	91.43%
Dundee, The University of	57	3.37%
Abertay Dundee, University of	15	0.89%
Robert Gordon University, The	11	0.65%
St Andrews, The University of	11	0.65%
(blank)	10	0.59%
Scotland's Rural College (SRUC)	5	0.30%
Edinburgh Napier University	4	0.24%
Fife College	4	0.24%
University of the Highlands and Islands (UHI)	3	0.18%
Aberdeen, The University of	3	0.18%
North East Scotland College	3	0.18%
Glasgow Kelvin College	2	0.12%
Stirling, The University of	2	0.12%
Glasgow College, City of	2	0.12%
Queen Margaret University	2	0.12%
Open University, The	1	0.06%
Other Public Body in the UK	1	0.06%
West of Scotland, The University of	1	0.06%

other UK Institution	1	0.06%
Edinburgh College	1	0.06%
Perth College (UHI)	1	0.06%
Other non-UK Institution	1	0.06%
Non Scottish FE College	1	0.06%
Glasgow, The University of	1	0.06%
Glamcandy Makeup Academy	1	0.06%
Glasgow Clyde College	1	0.06%



**Learning, Teaching and Quality Committee**

**Wednesday 13 November 2019**

**PAPER H**

**SFC Student Satisfaction Survey  
Embargoed - Not for publication**

Information in this report is intended to provide Board members with reassurance that actions and activities are being progressed and addressed that support the mitigation of a range of risks identified within the Strategic Risk Register namely;

3.1 – Failure to reach aspirational standards in learning, teaching and service delivery





**Learning, Teaching and Quality Committee**

**Wednesday 13 November 2019**

**PAPER I**

**VP Curriculum & Attainment Report**

# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee Wednesday 13 November 2019



### VP Curriculum & Attainment Report

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#### *Paper for noting*

#### **1. Introduction**

As of 6<sup>th</sup> November 2019, the following paper summarises key projects and recent activities currently being progressed by the Curriculum Directorate.

#### **2. Restructure Update**

All roles within the new academic structure, including the wider roles introduced to support the operations of the new structure, are now filled and the focus shifts towards developing those post holders and ensuring that there is a clear understanding of responsibilities over the course of semester 1 and beyond. Early indications and conversations show that the new Heads of Curriculum & Quality are working well with the wider support teams and a recent Leadership Development Forum has helped us identify areas of focus in regards to development and support. The College has developed a new College-wide CPD programme, as well as an early revision of the 'D&A Way' which is a proposed framework of how we want to communicate, collaborate and build on our strong culture in the future. A Curriculum & Quality Leader forum has also been planned for 20<sup>th</sup> November, which will focus on the beginnings of a new Learning, Teaching and Assessment Strategy.

#### **3. Outreach & Part Time Portfolio Review**

As reported in previous committee meetings, overall part time and outreach applications have been declining over the past three years. As part of the Senior Academic Leadership Team priorities for academic year 2019/20, a review of the part time/outreach portfolio has commenced and a recent survey of the Montrose community was undertaken to establish what gaps there are and how the College could support the economic growth of the area. A similar exercise will be undertaken throughout the wider Angus area and progress will be presented at subsequent meetings.

#### **4. College Website**

After a period of final testing and enhancements the new College website will go live on Tuesday 10<sup>th</sup> December. This will be in line with the launch of our new prospectus and the first stage promotion of the 20/21 course offer. We appreciate that there has been a significant delay to the original deadline, however we are now confident that we have a new website that reflects the aspirations of the College.

## **5. Modern Apprenticeship Review – Electrical Installation**

Education Scotland, supported by SDS, were on site on Monday 4<sup>th</sup> and Tuesday 5<sup>th</sup> November undertaking a review of our Modern Apprenticeship in Electrical Installation, SECTT, programme within our Building Services area. Feedback from the review was extremely positive with those leading it commenting on the quality of learning and teaching, the very positive relationship between students and staff, and the excellent levels of student success and progression.

## **6. Hosted College Visits**

Over the past few months the Executive Leadership Team have hosted a number of visits from other Colleges around the sector to cascade good practice in areas such as the Digital Strategy, our use of data, the School/College partnership, our Learning & Teaching approach and how we structure our academic year. We have now hosted almost every College in the sector over the past 12 months which clearly reflects the innovative and creative work that Dundee & Angus are doing.

## **7. Foundation Apprenticeship Collaboration Team (FACT) Meeting**

On the 1<sup>st</sup> November the College hosted the Scottish Government FACT meeting in which a team representing a number of departments within Scottish Government and SDS met with representatives from the College, the two local authorities, local employers and two of our recent Foundation Apprentices (FA) to discuss the progress of the qualification, the model of delivery and potential improvements for the future. The meeting was extremely positive and the FACT team were impressed with the progress made by the region in increasing the number of learners selecting the FA option. Special mention goes to the two FA students who contributed extremely well to the discussions and were open and honest regarding their experiences. One of those students in attendance, Eilidh Riach, has been shortlisted for Foundation Apprentice of the Year category at the Scottish Apprenticeship Awards on Thursday 7<sup>th</sup> November. This meeting also coincided with the news that we have been successful in the recent bidding process for the 20/22 Foundation Apprenticeship contract which sees the College potentially secure £1.3m assuming targets are met.

## **8. Partnerships**

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

### **a. *ENABLE Scotland***

ENABLE Scotland have been granted £35k from the STV Children's Appeal, for the purchase of capital IT equipment. This will be used to deliver both basic and enhanced digital skills training to disabled people in Dundee which, coupled with work experience support, will create employment opportunities for disabled people in Dundee's growing digital sector. It is proposed that, through partnership with Dundee & Angus College's already established strong digital offer, both organisations working in partnership could benefit significantly, leveraging greater value for ENABLE Scotland's beneficiaries and enhancing inclusion in Dundee & Angus College's digital offer at Gardyne Road.

**b. Dundee Science Centre**

Given the importance of STEM to the regional and national economy, the College's drive for a regional STEM Centre at the Kingsway Campus and the Biotech element of the Tay Cities deal, the College are in early discussions with Dundee Science Centre regarding the launch of a regional partnership and approach to raising awareness of the broad range of STEM skills and careers. The partnership will potentially see joint delivery and promotion/awareness raising targeted at primary and secondary school children.

**c. Robert Gordon University (RGU)**

As reported in the last update, the College have been in discussions with RGU regarding new additional funded places in the areas of Cyber Security, Business and Accounting. 30 students have selected this joint approach which sees them gain a guaranteed place on the relevant RGU degree programmes and also enhanced transitional support as part of the scheme. Whilst this partnership has clear academic benefits for our students and wider College, it will also bring extra income of c. £120k in tuition fees.

**d. SDS (Profiling Tool)**

Following the success of our partnership in rolling out and building capacity on My World of Work, SDS have asked us to be involved in a pilot which sees us continue to build capacity within the region on their new profiling tool for Secondary Schools. SDS now see us as a trusted partner and, given the strength of our Future Talent programme, are looking for new ways to help us support our students and staff both with their tools and software, as well as through the wider SDS offer.

**e. Discover Jobs Partnership – Modern Apprenticeship**

The College continues to play an active role in the Discover Jobs Partnership which aims to improve employability across the region. The College has played a major part in the planning and delivery of the recent Jobs Fair within the City as well as the scoping, planning and building of the new Discover Jobs Website. As part of the new partnership the College have secured part funding via SDS and Dundee City Council for a new Creative & Digital Modern Apprentice who will help support the content creation and maintenance of the new website.

**f. University of West London (UWL)**

On Thursday 7<sup>th</sup> November the College will go through the validation meeting for the BA Dance completion degree, validated by UWL. This is the culmination of months of hard work and planning by the Performing Arts team and will see the continuation of a completion degree in this subject area following the decision by Northumbria University to no longer offer this route.

**g. Fairness Commission**

In June 2017 a new Commission was established to look at poverty and inequality across the City of Dundee. The 'Dundee Fighting for Fairness' commission brought together 12 people with personal experience of poverty and inequality and 12 people with influence in our city, Community and Civic Commissioners to work together as

equals and make clear recommendations for change within the City under three important headings:

- People & Money
- Mental Health
- Stigma

The College recently hosted 3 sessions delivered by the Community Commissioners as well as representatives from Who Cares Scotland and Dundee City Councils Through Care and After Care team. Staff also got the opportunity to see the newly released film GRIT which was planned, filmed and produced by local care experienced young people and adults sharing their personal experiences and asking for our help to improve their experiences and outcomes. Over 80 staff attended the 3 sessions with further planned in the New Year.

**Author & Executive Sponsor:** Simon Hewitt



**Learning, Teaching and Quality Committee**

**Wednesday 13 November 2019**

**PAPER J**

**Strategic Risk Register**

# BOARD OF MANAGEMENT

## Learning, Teaching & Quality Committee

Wednesday 13 November 2019



### Strategic Risk Register Update

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#### *Paper for discussion / approval*

#### **1. Allocation of Risks to Board Committees**

Following discussion at the Audit and Risk Committee in May 2019, the Board of Management agreed at its meeting in September 2019 that key strategic risks be allocated to each Board Committee for regular review and consideration.

The Strategic Risk Register now highlights the allocation 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.

#### **2. Consideration of Risks to Board Committees**

In making these changes, each Committee has also been asked to 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.

#### **3. Review of Risks Allocated to the Committee within the Strategic Risk Register**

The Draft November 2019 Strategic Risk Register has been updated following input from the Board and various Committees.

No changes have, however, been made to this in respect of the risks allocated to the Learning, Teaching and Quality Committee.

#### **4. Approvals**

In respect of the above information approval is sought on the Strategic Risk Register as it relates to the operation of the Committee.

#### **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](mailto:s.taylor@dundeeandangus.ac.uk).

**Author and Executive Sponsor:** Steve Taylor, Vice Principal People and Performance





# STRATEGIC RISK REGISTER

**2019 - 2020**

As at November 2019

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

Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION			Lead Responsibility		
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood		Score	Monitoring
<b>1</b>	<b>Strategic and Structural</b>									
<b>1.1</b> <b>LT&amp;Q</b>	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	<ul style="list-style-type: none"> <li>Robust strategic planning</li> <li>Effective environmental scanning</li> <li>Strong partnerships</li> <li>Clear links between strategy and practice</li> <li>Concerted demands for increased activity levels</li> </ul>	4	1	4	<ul style="list-style-type: none"> <li>Robust monitoring via ROA</li> <li>Clear performance metrics</li> <li>Amendment of strategic direction/plans</li> <li>Rolling curriculum review</li> </ul>	Prin & Chair
<b>1.2</b> <b>Board</b>	College may be disadvantaged by changes to either UK or Scottish Government policies	4	3	12	<ul style="list-style-type: none"> <li>Effective environmental scanning</li> <li>Negotiation/influence at national level</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Review of changes and amendment of strategic direction/plans</li> <li>Financial strategy sensitivities</li> </ul>	Prin & Chair
<b>1.3</b> <b>Board</b>	College disadvantaged by changes arising from UK leaving European Union	5	4	20	<ul style="list-style-type: none"> <li>Negotiation/influence at national level</li> <li>Review of activities/projects</li> <li>Responsiveness to new opportunities</li> </ul>	5	3	15	<ul style="list-style-type: none"> <li>Review of changes and amendment of strategic direction/plans/ curriculum</li> <li>Financial strategy ESF sensitivity</li> <li>Workforce planning</li> <li>International strategy &amp; planning</li> </ul>	Prin

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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<b>2</b>	<b>Financial</b>									

<b>2.1</b> <b>F&amp;P</b>	Change in SFC Funding Methodology and Allocation – Reduction in Funding	3	3	9	<ul style="list-style-type: none"> <li>Negotiation/influence at national level</li> <li>Contingency plans for reduced funding</li> </ul>	2	3	4	<ul style="list-style-type: none"> <li>Advance modelling of new funding methodologies and allocations</li> <li>Monitoring impact of changes</li> <li>Amendment of strategic or operational direction/plans</li> <li>Financial strategy sensitivities</li> </ul>	VPCS
<b>2.2</b> <b>F&amp;P</b>	Failure to achieve institutional sustainability	5	4	20	<ul style="list-style-type: none"> <li>Protection of funding through dialogue with SFC</li> <li>Robust annual budget-setting and multi-year financial strategic planning</li> <li>Effective budgetary control</li> <li>Where required, swift action to implement savings</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Monthly monitoring of budgets</li> <li>Regular review of financial strategy and non-core income sensitivity</li> <li>Detailed monitoring of savings programmes</li> </ul>	VPCS
<b>2.3</b> <b>F&amp;P</b>	National outcomes on salaries and conditions of service outstrip ability to pay	4	4	16	<ul style="list-style-type: none"> <li>Influence within Employers Association</li> <li>Management of staffing expenditures</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Expenditure modelling</li> <li>On-going discussions with staff</li> <li>Financial strategy sensitivities</li> <li>Workforce planning</li> </ul>	VPP&P, VPCS

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
<b>2</b>	<b>Financial (cont)</b>									

<b>2.4</b> <b>A&amp;R</b>	Financial Fraud	4	3	12	<ul style="list-style-type: none"> <li>Strong financial controls: segregation of duties and review of transactions.</li> <li>Review of impact of any changes in structure or duties</li> <li>Whistleblowing arrangements</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Continuous review of financial controls</li> <li>Internal Audit programme</li> </ul>	VPCS
<b>2.5</b> <b>F&amp;P</b>	D&A Foundation refuses/withholds funding for key College priorities	5	3	15	<ul style="list-style-type: none"> <li>On-going dialogue with Foundation Trustees</li> <li>Appropriate bid arrangements in place</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Monitor and advise Board of Management</li> </ul>	Prin & VPCS

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<b>3</b>	<b>People and Performance</b>									

<b>3.1</b> <b>LT&amp;Q</b>	Failure to reach aspirational standards in learning, teaching and service delivery	4	3	12	<ul style="list-style-type: none"> <li>Clear quality arrangements and priority actions</li> <li>Continuous self-evaluation and action planning</li> <li>Rigorous CPD arrangements in place</li> <li>Regular classroom observation and learner feedback arrangements</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Comprehensive monitoring of key PIs and student/staff feedback</li> <li>Regular Stop and Review events</li> <li>External review and validation findings</li> </ul>	VPC&A, VPP&P, DirC&A
<b>3.2</b> <b>LT&amp;Q</b>	Failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.	4	3	12	<ul style="list-style-type: none"> <li>Robust strategic planning and monitoring</li> <li>Effective environmental scanning</li> <li>Strong partnerships</li> <li>Clear links between strategy and practice</li> <li>Concerted demands for increased activity levels</li> </ul>	2	2	4	<ul style="list-style-type: none"> <li>Effective internal monitoring/review/verification arrangements</li> <li>External review findings</li> </ul>	VPP&P, VPC&A
<b>3.3</b> <b>A&amp;R</b>	Legal actions; serious accident; incident or civil/criminal breach	4	5	20	<ul style="list-style-type: none"> <li>Adherence to legislative and good practice requirements</li> <li>Positive Union relations and staff communication</li> <li>Effective management development programmes</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Monitoring and reporting in key areas – eg H&amp;S, equalities, employee engagement</li> <li>Continuous professional development</li> <li>Internal audit programme</li> <li>Staff surveys</li> </ul>	Prin, VPP&P, VPCS, HoE

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
<b>3</b>	<b>People and Performance (cont.)</b>									

<b>3.4</b> <b>HR&amp;D</b>	Failure to meet the aspirational standards in respect of the health, safety, wellbeing and development of staff and students	3	4	12	<ul style="list-style-type: none"> <li>Clear and proactive approaches to managing and promoting health, safety and wellbeing</li> <li>Continuous self-evaluation and action planning</li> <li>Rigorous CPD arrangements in place</li> <li>Regular staff and learner feedback arrangements</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Regular employee engagement monitoring</li> <li>Open communication with staff</li> <li>Comprehensive monitoring of key PIs and student/staff feedback</li> <li>Regular union/management dialogue</li> </ul>	VPP&P, VPCS
<b>3.5</b> <b>Board</b>	Reputational Risk – Loss of reputation with key stakeholders	4	3	12	<ul style="list-style-type: none"> <li>Marketing strategy</li> <li>Reputation plan</li> <li>Positive marketing approaches</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Stakeholder engagement</li> <li>Social media monitoring arrangements</li> </ul>	VPC&A, DirC&A
<b>3.6</b> <b>HRD</b>	National bargaining outcomes impact adversely on College operations, activity and flexibility	4	4	16	<ul style="list-style-type: none"> <li>Influence within Employers Association</li> <li>Management of bargaining outcomes and implementation</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Positive union relations and staff communication</li> <li>On-going discussions with staff</li> <li>Innovation in approaches</li> </ul>	VPP&P, VPC&A

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<b>3</b>	<b>People and Performance (cont.)</b>									

<b>3.7</b> <b>HRD</b>	Industrial Relations Problems (including industrial action)	4	5	20	<ul style="list-style-type: none"> <li>Adherence to legislative and good practice requirements</li> <li>Positive Union relations and staff communication</li> <li>Effective management development programmes</li> <li>Industrial action continuity planning</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Regular union/management dialogue</li> <li>Regular employee engagement monitoring</li> <li>Open communication with staff</li> <li>Industrial action continuity planning</li> </ul>	VPP&P
<b>3.8</b> <b>A&amp;R</b>	Breach of data security / data protection	5	4	20	<ul style="list-style-type: none"> <li>Effective management of GDPR compliance</li> <li>Mandatory staff CPD and awareness raising on data protection (relative to role)</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Active data protection monitoring and auditing</li> <li>Effective information and data security policies in operation</li> <li>Regular data security monitoring/testing</li> <li>GDPR Action Plan</li> <li>Staff CPD</li> </ul>	VPC&A, HoICT
<b>3.9</b> <b>HRD</b>	Failure to meet Prevent and related obligations	5	3	15	<ul style="list-style-type: none"> <li>Prevent training</li> <li>Staff awareness and contingency planning</li> <li>Engagement/practice sharing with local agencies</li> </ul>	5	1	5	<ul style="list-style-type: none"> <li>Business Continuity Plan including scenario testing</li> <li>Information sharing with local agencies</li> </ul>	VPC&A, VPP&P

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<b>3</b>	<b>People and Performance (cont.)</b>									
<b>3.10 HRD</b>	College arrangements do not minimise risk associated with Modern Slavery	4	3	12	<ul style="list-style-type: none"> <li>Clear and compliant procurement arrangements and procedures</li> <li>Staff identity checking arrangements and use of PVG.</li> </ul>	4	1	4	<ul style="list-style-type: none"> <li>Annual procurement monitoring/reporting</li> <li>Regular employee engagement monitoring</li> <li>Open communication with staff</li> </ul>	VPC&A, VPP&P

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<b>4</b>	<b>Infrastructure</b>									

<b>4.1</b> <b>A&amp;R</b>	Disasters – eg Fire, MIS Failure, Failure of Emergency Procedures	5	4	<b>20</b>	<ul style="list-style-type: none"> <li>Sound systems of administration</li> <li>Clear fire and disaster recovery arrangements</li> <li>Staff CPD</li> </ul>	5	1	<b>5</b>	<ul style="list-style-type: none"> <li>Business Continuity Plan including scenario testing</li> </ul>	Prin & VPCS
<b>4.2</b> <b>F&amp;P</b>	Failure to achieve ambitions of ICT strategy; strategy and development is ineffective	4	3	<b>12</b>	<ul style="list-style-type: none"> <li>Planning, careful phasing of changes to processes and systems</li> <li>Effective management of ICT arrangements</li> <li>Clear investment plan</li> </ul>	4	2	<b>8</b>	<ul style="list-style-type: none"> <li>Regular review/reporting on milestones, systems effectiveness etc</li> <li>Regular CPD</li> </ul>	VPC&A, HoICT
<b>4.3</b> <b>A&amp;R</b>	Breach of ICT/Cyber security	4	3	<b>12</b>	<ul style="list-style-type: none"> <li>Effective management of ICT arrangements</li> <li>Active ICT/data security monitoring and cyber security policy</li> </ul>	4	2	<b>8</b>	<ul style="list-style-type: none"> <li>Staff CPD on cyber security issues</li> <li>Regular security monitoring/testing</li> <li>Cyber resilience plan</li> </ul>	VPC&A, HoICT
<b>4.4</b> <b>A&amp;R</b>	ICT infrastructure fails to support effective data security / data protection	5	3	<b>15</b>	<ul style="list-style-type: none"> <li>Effective infrastructure and systems design and implementation</li> <li>Effective management of ICT arrangements and GDPR compliance</li> </ul>	4	2	<b>8</b>	<ul style="list-style-type: none"> <li>Active data protection monitoring and auditing</li> <li>Effective information and data security policies in operation</li> <li>Regular data security monitoring/testing</li> </ul>	VPC&A, HoICT

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**Learning, Teaching and Quality Committee**

**Wednesday 13 November 2019**

**PAPER K**

**LT&Q Metrics**

# BOARD OF MANAGEMENT



## Learning, Teaching and Quality Committee Wednesday 4 September 2019

### LT&Q METRICS

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#### *Paper for noting*

#### 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.

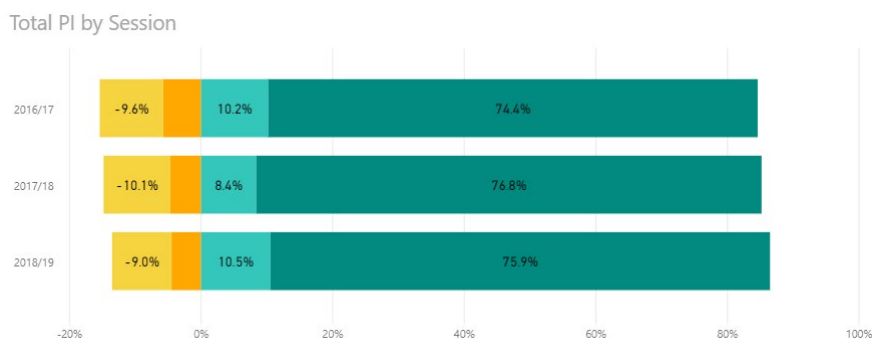
The template is designed to give Board members an easy to read picture of the College's core quality and related information. Sections in the paper can be expanded or amended as necessary, if at any stage Committee members felt that trends or outcomes warranted further consideration at Board level.

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.

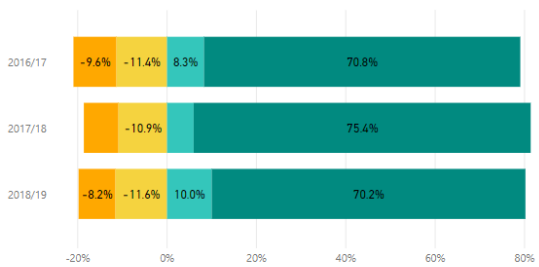
Other data will be presented on a quarterly basis and taken as a snapshot of the status at that point in time.

#### 2. LT&Q Metrics

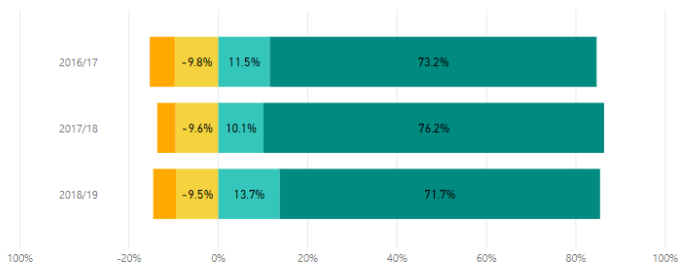
**All data outlined below is up to date as at 6 November 2019. PIs for 2018/19 are final.**



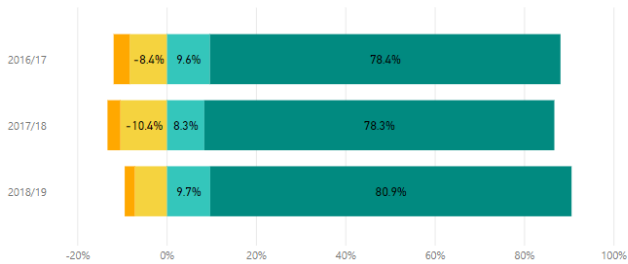
### FE Full Time



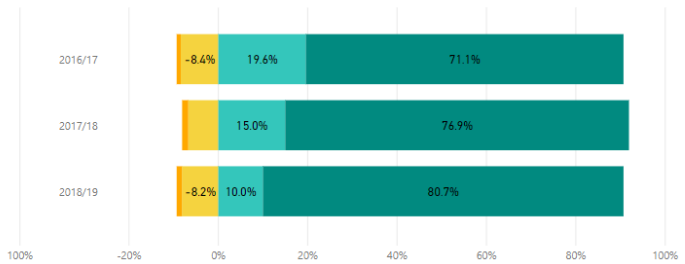
### HE Full Time



### FE Part Time



### HE Part Time



	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	95.6%	95%	94.4%

	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%

	2017/18	2018/19
D&A student satisfaction score arising from the National SFC Learner Early Experience Survey	90.4%	95.7%
National SFC Learner Early Experience Survey Score	83.6%	86.9%

	2017/18	ROA Target 2018/19	Outturn 2018/19
The volume of Credits delivered to learners as part of 'school-college' provision	5,840	6,600	10,689
The proportion of Credits delivered to learners as part of 'school-college' provision	5.4%	6%	9.8%

	2016/17	2017/18	ROA Target 2018/19	Outturn 2018/19
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	650	538	650	tbc
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	292	274	300	tbc
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	45%	51%	45%	tbc

	2016/17	Outturn 2017/18	ROA Target 2018/19	Outturn 2018/19
SFC Core Credit Target	102,960	102,405	103,314	103,521
SFC ESF Credit Target	5,543	7,154	4,494	5,824
SFC Additional Credits			1,500	
<b>Total Credit Target</b>	<b>108,333</b>	<b>108,503</b>	<b>109,308</b>	<b>109,345</b>
Percentage of target		100.1%		100.04%

	18/19 Applications	18/19 Applicants	Offers Made 2018/19
<b>Full-Time Programmes</b>	11,686	8,552	6,001
<b>Part-Time Programmes</b>	1,527	1,203	896

	19/20 Applications	19/20 Applicants	Offers Made 2019/20
Full-Time Programmes	11,249	8,358	5,443
Part-Time Programmes	977	782	549

### Session 2019/20 Credit Projections by Programme Modes of Study - Summary

**Credit Target – 107,735 (including 4,421 ESF)**

Mode	Programmes	Final 18/19 Credits
17	Full Time	79,923
18 / 05	Short Full Time	7,222
06	Block Release	4,147
07	Part Time – Day	8,678
08	Part Time – Infill	2,976
09	Part Time – Evening / Weekend	2,507
11	Work Based	2,113
12-16	Open, Flexible, Distance	1,779
	<b>TOTALS</b>	<b>109,345</b>

Actual Credits as at 04/11/2019	Credit Projection (October 2019)
81,193	81,780
1,656	6,670
3,157	4,100
1,332	2,420
4,572	8,150
881	1,600
793	1,680
577	1,400
94,161	107,800

Childcare – Target 2,852		
HNC	Current FT: 1245 (83 students)	Current PT: 106 ( 41 students)
		<b>TOTAL = 1,351</b>

### 3. Link to Strategic Risk Register

Information in this report is intended to provide Board members with reassurance that actions and activities are being progressed and addressed that support the mitigation of a range of risks identified within the Strategic Risk Register namely;

- 1.1 – Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)
- 2.2 – Failure to achieve institutional sustainability
- 3.1 – Failure to reach aspirational standards in learning, teaching and service delivery
- 3.3 – Legal actions; serious accident; incident or civil/criminal breach
- 3.4 – failure to meet aspirational standards in respect of the health, safety, wellbeing and development of staff and students
- 3.9 – failure to meet PREVENT and related obligations

### 4. 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](mailto:s.taylor@dundeeandangus.ac.uk).