BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 29 April 2020 at 5.00pm via
Teams

AGENDA

1.	**WELCOME**		
2.	**APOLOGIES**		
3.	**DECLARATIONS OF INTEREST**		
4.	**MINUTE OF THE PREVIOUS MEETING** – 29 November 2019	Paper A for approval	
5.	**MATTERS ARISING**		
6.	**COVID 19 – IMPACTS FOR LEARNERS AND LEARNING, TEACHING & OUTCOMES**	Verbal update	GR/SH/ ST
7.	**STUDENTS ASSOCIATION REPORT**	Paper B for information	CM/AM
8.	**ENGINEERING CURRICULUM IMPROVEMENT PLANS**	Presentation	SS/ SMc
9.	**EDUCATION SCOTLAND PROGRESS VISIT REPORT**	Paper C for information	ST
10.	**2018/19 PERFORMANCE NATIONAL COMPARATOR REPORT**	Paper D for information	SH/ST
11.	**VP CURRICULUM & ATTAINMENT REPORT**	Paper E for noting	SH
12.	**STRATEGIC RISK REGISTER**	Paper F for approval	ST
13.	**LT&Q METRICS**	Paper G for noting	ST
14.	**DATE OF NEXT MEETING** – Wednesday 2 September 2020, 5.00pm, Y150 Gardyne campus		

Learning, Teaching and Quality Committee

Wednesday 29 April 2020

PAPER A

Minutes of the Previous Meeting – 29 November 2019

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee
Wednesday 13 November 2019

Draft Confirmed by Chair

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 13 November 2019 at 5.00pm in Room Y150, Gardyne Campus.

PRESENT:	M Williamson (Chair)	G Robertson
	B Carmichael	A McCusker
	G Ritchie	A Monks
	H Honeyman	S Stirling

IN ATTENDANCE: S Hewitt (Vice Principal) S Taylor (Vice Principal / Secretary to the Board)
Hilary Tasker (DYW Dundee & Angus Team Manager)
Chris Ditchburn (Head of Curriculum & Quality)
Kirsty Crouch (Lecturer)
Tracey D'All (PA to the Principal & BOM Chair)

1. WELCOME

M Williamson welcomed Committee members and asked them to introduce themselves to Chris Ditchburn, Kirsty Crouch & Hilary Tasker.

2. APOLOGIES

Apologies were noted from Neil Lowden, Cher Meldrum & Steven Mill

3. DECLARATIONS OF INTEREST

There were no declarations of interest.

4. ESRC RESEARCH PROJECT – INFORMED CONSENT

M Williamson confirmed that the ESRC project was still ongoing and acknowledged that Committee Members were aware of the project.

5. MINUTE OF PREVIOUS MEETING

The minute of the meeting held on 4 September 2019 was approved as an accurate record.

6. MATTERS ARISING

It was noted that these items were either on the Agenda for this meeting or were discussed at the Board Meeting in September 2019.

7. DEVELOPING SCOTLAND'S YOUNG WORKFORCE UPDATE

H Tasker noted that she had been in post since February 2019 and said that during this time there had been 2 rounds of recruitment for her team, with a full complement of staff now in place.

H Tasker stated that while the DYW project had a commitment to run until March 2021, the Scottish Government where committed to the strategy going forward and hoped there would be continuing funding support for the DYW Regional Groups beyond then.

H Tasker noted the good work with schools, industry and small businesses including increasing the "business base" that they work with as influencing partnerships. This included Team involvement in a number of careers event with the focus on gender balance for example in the Care, Land-based, and Digital sectors.

It was noted that DYW now have partnerships with all Dundee & Angus Schools, and regularly attend Networking Events, Business Events and have partner working on Foundation Apprenticeships.

H Tasker said that some schools were very proactive in their DYW activities, whilst others still need additional help. Work to develop toolkit to assist with work experience planning in the schools was noted.

H Tasker stated that she had been in contact with Craig Strachan (Head of Curriculum & Quality for Access & Supported Education at D & A College) seeking assistance in how to support better engagement and opportunities for young people furthest away from employment.

H Honeyman asked about 'Scotland's Biggest Parent Evening' noted in H Tasker's update. H Tasker confirmed that this would take place on 30 January 2020 and was a national event bringing together parent and pupils looking at careers. It is hoped that the Dundee event would also include events in the International Women's Centre and the Al-Maktoum College.

Discussion took place around the DYW's work on National Performance Indicators (PIs) – engagement in schools, number of apprenticeships, as well as the Regional PIs. It was noted that most of the targets set for DYW came from the national PI reporting requirements but that work was progressing to further develop qualitative measures and to create case studies that outlined the impact of the activities being supported.

M Williamson thanked H Tasker for her update and coming along to this meeting and wished the DYW Team and their new Chair best wishes.

8. **CURRICULUM REPORT – ZOO ANIMAL BEHAVIOUR & WELFARE**

M Williamson welcomed C Ditchburn and K Crouch to the meeting to deliver their presentation on the Zoo Animal Behaviour & Welfare course (copy appendix 1).

C Ditchburn noted his hopes for the development of a 1 year full-time programme that would have various options available including content to fulfil the Educational Activities requirement of the zoo's licence.

G Ritchie praised the Team on this activity / project based programme. S Hewitt echoed this noting that the Zoo Animal Behaviour Course ticks ever box in respect of modern integrated learning and that the recent launch event had blown everyone away.

M Williamson congratulated the Team and wishes them well in the upcoming SQA Star Awards where they have be shortlisted in the Innovation category.

9.   STUDENTS' ASSOCIATION REPORT

A Monks provided a summary of the report to the Committee highlighting that all Class and Lead Reps were now in place with 7 training sessions completed and a mop-up session planned for 18 November 2019.

A Monks noted that this had included implementation of new Service Design methodologies, undertaken by Sarah Rennie, to increase participation of class representatives through interactive workshop training, including both NUS Scotland and Sparqs guidelines. This had ensured that the students attending were active participants in the creation of a strong and effective students' association and the promotion of the student voice of the College.
A Monks showed the Committee examples of some of the design elements produced by the students.

A Monks summarised the responsibilities undertaken by each of member of the Students' Association Executive with her looking after Equality & Diversity; C Meldrum looking after the Training for Class & Lead Representative; and Colin Ogilvie looking after Learning & Teaching. Feedback received from recent events had informed updates for next session's Student Induction for example sign-posting toilet facilities for various student groups e.g. disabled, transgender etc. badging these facilities as "Accessible" rather than "disabled".

A Monks noted that (in discussion with students from across the College), the Students' Association endeavoured to ensure that students had a place to come, relax and do activities they enjoy. In collaboration with the students, the SA had started multiple clubs and societies across all campuses. Students run many of the clubs and societies themselves, and the SA had created the new role of Club Ambassador. This role would 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 would gain hours towards their D&A Attributes as a result of their volunteering hours.

As part of the Charity work undertaken by the Students' Association A Monks highlighted the recent Charity Walk that raised £800 for Maggie's Dundee and Besties.

A Monks confirmed that various events have been planned including dates for the popular Pizza with the Principals as well as Cake with the Chair which will also include visits to the Forfar Outreach Centre where she plans to undertake a drop-in once a month just to have a regular presence at the centre.

A Monks noted that Sarah Rennie, Cher Meldrum and Celeste Robinson attended Dundee Pride 2019 at Slessor Gardens to represent the College and noted that 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. The group had taken away some ideas for a more successful D & A College presence at Pride 2020.

A Monk told the Committee about a very interesting project involving Support Education & ESOL students were they will produce a College Diversity map' which will involve making an art piece with students, from recycled materials showing where we are all from across the world. The ideas would be to develop language skills through conversations about where individual students come from or where their families are from.

M Williamson thanked A Monk and the Students' Association for a great report noting that there were very exciting things happening driving the group forward.

10. 2018/19 OUTCOME AGREEMENT EVALUATION REPORT

S Taylor outlined changes to the arrangements for reporting for colleges in Scotland, with the Scottish Funding Council (SFC) re-introducing an outcome agreement self-evaluation report for October 2019.

S Taylor highlighted some of the key points from his report, including:

- 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.

- Significant increases in senior phase, apprenticeship and care experienced learner numbers are noted.

- 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.

- 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.

A discussion on the report and overall outcomes was held, with areas of improvement and areas where outcomes had declined discussed in some detail (see item 11). The overall progress and achievement relative to the national outcomes was welcomed.

11. 2018/19 PERFORMANCE INDICTOR REPORT

S Taylor gave a brief introduction to the paper prepared for the Committee highlighting that the PIs for full-time provision were down while the part-time was up.

A McCusker noted disappointment that full-time student performance had declined, and noted concern that the decline in attainment in a few areas was marked. This was discussed in detail and it was noted that overall retention levels had improved, but with an increase in partial, rather than full success. The reasons underpinning this were discussed in detail, and arrangements for Executive Review meetings with those teams where attainment had dipped below national average were outlined. In conjunction with discussions under item 14 it was agreed that details of the outcomes and actions from these reviews would be presented at the next meeting. **S Hewitt to progress.**

Outcomes within Engineering were highlighted as a particular concern, given previous discussions in respect of this area. G Ritchie noted that through the restructure there were a number of changes to the staffing of the Engineering Team who have some new ideas and fantastic opportunity with the Tay Cities Deal. It is G Ritchie's hope that he fully expects an increase in the PIs for the department.

12. STUDENT FEEDBACK

College Leavers (Post Course) Success
S Taylor noted that the Committee had previously seen this document which now had the national comparative data highlighting the College was slightly down on FE but up on HE.

S Taylor highlighted the great work undertaken by the Help Point and other staff getting in touch with students using various methods to complete the Post Course Success data which was really challenging. The group discussed the HMRC data sharing and noted that this was not yet available nationally.

M Williamson thanked S Taylor for the report and asked that he express the very positive feedback from the Committee to the staff involved in gathering the data for the survey. **S Taylor to progress.**

College SFC Student Satisfaction Survey
S Taylor noted that the survey showed that feedback from students was that the College was in a very strong position, with very positive responses for the College.

A McCusker stated that this was a fantastic outcome and told a very positive story about the College. The positive feedback for the Students' Association within the survey was noted.

13.   **VP CURRICULUM AND ATTAINMENT REPORT**

S Hewitt provided an overall summary of the report and highlighted that posts within the restructure had been filled and that the focus had shifted towards developing those post holders and ensuring that there was a clear understanding of responsibilities over the course of semester 1 and beyond.

S Hewitt noted that the new College website will be launch on 10 December 2019 to coincide with the publication of the College Prospectus 2020/21 and the Christmas Reception at Gardyne Campus.

S Hewitt noted the recent review of the Modern Apprenticeship in Electrical Installation by Education Scotland, supported by SDS. 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.

S Hewitt highlighted the exciting partnership working that was being undertaken in College that include: ENABLE Scotland; Dundee science Centre; Robert Gordon University (RGU). The College has also secured University of West London (UWL) as the university of choice to validate the BA Dance Degree, noting that there may also be an opportunity to continue discussions around a possible BA Acting with UWL.

The update was welcomed.

14.   **STRATEGIC RISK REGISTER**

S Taylor noted that 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.

S Taylor highlighted the draft Strategic Risk Register summarising the report noting no change to the Risks allocated to the Learning, Teaching & Quality Committee.

The potential impact of the drop in student performance on Risk 1.1 was discussed in detail and it was confirmed that no change to this would be suggested, but that the actions arising from the series of Executive Review meetings in mitigating this risk were very important.

A correction to Risk 2.1 was noted. The Committee approved the allocated areas of the Strategic Risk Register for progression to the next Audit and Risk Committee.

15. LEARNING & TEACHING METRICS

S Taylor noted that the paper outlined the usual range of standard LT&Q metrics/statistical data which are presented to Committee on a rolling quarterly and annual basis.

Changes in overall Credit generation between different modes of attendance were queried, and S Taylor noted that a number of short full time programmes had been moved to become full-time programmes as a result of feedback from students.

S Hewitt noted that some schools activity had also changed in terms of the mode of attendance.

16. DATE OF NEXT MEETING

The next Learning, Teaching and Quality Committee meeting will take place on Wednesday 12 February 2020 at 5.00pm, Room Y150, Gardyne Campus.

Action Point Summary

Action	Responsibility	Date
Outcome of Executive Reviews to be reported to LT&Q Committee to inform Risks	S Hewitt	12 February 2020
Thanks to be passed on to staff involved in data gathering for the Post Course Success report.	S Taylor	30 November 2019

Learning, Teaching and Quality Committee

Wednesday 29 April 2020

PAPER B

Student's Association Report

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1. **Class Representatives**

   As we adjust to this new way of working from home and a new way of communicating with our Class Representatives, we are continuing to send out messages from both the College and our Students' Association Team. The Class Representatives have continued to connect and engage throughout our new way of working and are involving their classes by passing on messages were required or signposting their peers to the appropriate information where required.

   We have continued with our Class Representative of the month incentive and this month's winner is Crianne Smith, our class representative for her continued engagement throughout the lockdown. Crianne has been very active in responding to all Class Representative emails and passing them on to her class, she has also been involved in the creation of the College video on "Students in Lockdown" to highlight what life is really like for our students during this time. Crianne has also been very active in our "Lockdown Lounge" joining in with the different events, supporting other students and making others smile! For all these reason we believe she is a very worthy winner of this months award.

2. **Lead Representatives**

   As with the Class Representatives we are adjusting to new ways of working and communicating with our Lead Representatives and Student Congress. Working in collaboration with the ICT Team we have established a Student Congress Teams page, which has allowed for us to continue to work and engage with our students. The Lead Representatives have continued to involve and engage throughout this time and are continuing on in their roles remotely to ensure the wellbeing and voice of our students are still being heard.

   Our Lead Representative for this month is Neil Martin, Neil is our Lead Representative for the Sports Department and has been actively involved with the Students' Association since the beginning of this academic year. Neil has promoted and encouraged sport and wellbeing throughout his time with the Students' Association and has continued this throughout our new way of working from home. He has been instrumental in the creation of video tutorials for exercise and an advocate for promoting mindfullness and positive mental health on our new social page on Facebook. Neil has also offered to be a moderator in our Chat Chains and speak to students who are finding the isolation and lack of social connections difficult during this time.

3. **Student Led Staff Awards**

The Students' Association are continuing this year with the popular Student Led Staff Awards and It has come to that time of year again when there is time to stop and reflect and we get to celebrate all the amazing staff who have played a part in our students College Journey throughout this year. Sometimes we are so focused on the work that we need to complete that we forget to stop and take a second to remember how we got here!

We are asking our students to think back over their year with us and think about those members of staff who have played a key role in supporting them to get where they are today. We have asked the students to let us hear their Good News Stories and nominate staff for an award in our Student Led Staff Awards 2020. They can nominate more than one member of staff across all the different categories; however, we can only accept one per category. Our Academic and Support Staff winners are compulsory categories (the same as previous years) and will require one nomination and explanation for each. There are further categories that are optional, we added them to ensure that we celebrate all areas and departments from across our College, they are an added element of fun and celebration that our staff love to hear.

There are nine new categories, from Feedback Ninja Award to Heart of the College Award. The Student Led Staff Awards were launched as a live feed on the College Facebook page on Friday 10th April 2020 at 4pm and there has been 50 students take part in the nominations so far. We will continue to advertise and promote the staff awards until close on 15th May 2020 at 4pm.

We will continue to advertise the awards on all of our social media, as well as sending out a text message to all students via the ICT Team who have kindly assisted the SA in sending out the message and link on Wednesday 22nd April 2020. We are looking forward to getting as many nominations and votes from the students as we can and are hopeful that we will gain as many if not more numbers of students nominating staff as in previous years. As of Tuesday 21st April, we have had 84 nominations across all the categories from students wishing to celebrate and thank the staff from across the College.

4. DASA Lockdown Lounge
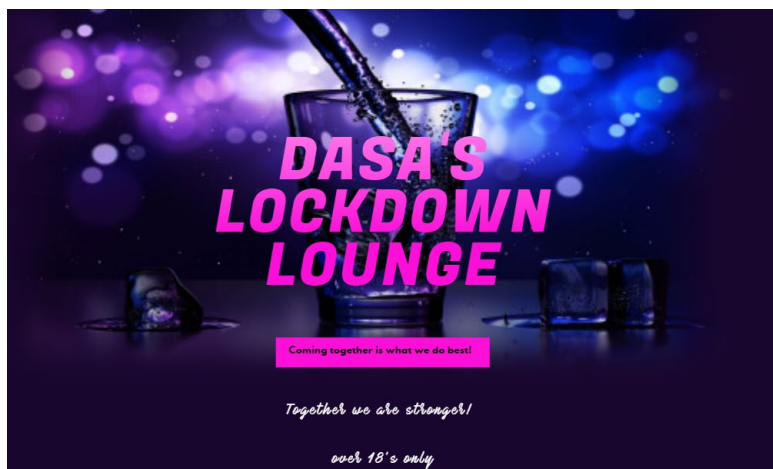
The Students' Association decided to continue with our community feel across the College and continue our feeling of family throughout this new way of living and working during isolation and lockdown. Throughout our first week, it became very clear that our students were feeling alone, isolated and removed from the community and friends they had built whilst being physically at College. We therefore decided to launch our online community on Saturday night (28th March 2020), DASA's Lockdown Lounge. Our Lockdown Lounge is an over 18's pub lounge style closed community group on Facebook which allows all current students who are over the age of 18 years to join together to socialise, relax, unwind and have FUN!

Within a couple of hours we had 56 students join and they have been interacting with the posts frequently and passing on suggestions of activities for everyone to take part in. This community has been vital to those who are in lockdown by themselves, those who are seeking grown up company as they are alone at home with kids and those who just wish to escape living and working alongside their new lockdown colleagues! This has established a strong community of individuals who have come together to help each other through laughter and support. Since the launch of the group the numbers of students interacting and joining the page has grown to well over 170 students. Although we have had a couple of sneaky staff requests.

The page has had lots of interaction with live singing, games, puzzles and quizzes to beat the boredom and provide our students with interactive posts and social activities. At the moment we are working on the logistics of an online pub quiz and bingo night. In addition, we are utilising our contacts and inviting in guests for our Friday night lives to sing etc to provide our pub lounge entertainment.

5. **D&A Attributes**

As with every year the Students' Association have engaged with the College Attributes system by offering volunteering and engagement opportunities for the students who interact and contribute towards the successful operation of the Students' Association. These students can gain badges from taking on the role of Class and Lead Representatives or through engaging with any activity involving the Students' Association.

We are currently working on the final numbers of students who have undertaken these roles and calculating their contribution towards the College and the Students' Association, the numbers below are not finalised but are a rough guide to where we are standing at the moment and may change slightly.

1 badge – 470 Students

Bronze (3 badges) - 12 Students

Silver (6 badges) - 5 Students

Gold (9 badges or more) - 6 Students

Approximate number of hours contributed by students in total: 5810 hours

6. **Students' Association Newsletters**

NEWSLETTER

01 EDITION 1st April 2020

COVID-19
We are missing our student so much! We hope you are all staying safe and keeping yourself busy. Please keep in touch via our social media and email. Links below for further advice.

https://dundeeandangus.ac.uk/
https://mylearning.dundeeandangus.ac.uk/
https://www.nhsinform.scot/coronavirus

REPS OF THE MONTH

We presented the prizes and certificates to our Class Rep and Lead Rep of the month.

Both for their outstanding work with the Students' Association and always being the first to put themselves forward to help with anything we do. Keep up the amazing work guys. You should be very proud!

Class Rep of the month went to Levi Hunt from the Health and Social Care department.
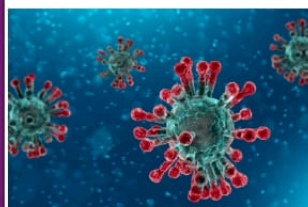
Lead Rep of the month went to Liam Mcghie from Social Science department.

Made with PosterMyWall.com

VIRTUAL STUDENTS' ASSOCIATION

Even though we can't be there for you face to face we have taken the fun online! Our Facebook and Twitter will be full of DASA support and ideas to get you through this unusual time. We have a dedicated 'Lockdown Lounge' group on Facebook for our over 18 students that is our new social office. Also watch for our weekly challenges like # FORTFRIDAY which proved to be a giggle, with even the Prinipal and Vice-Principal getting involved.

#moresuccessfulstudents

HND Retail Managment student Megan Auld has got a part time job as a key worker as well as continuing her studies during the lockdown!

Congratulations to Rohan Brown for winning the Cross Campus Joinery Competition! Good luck in the Skillbuild Region heats.

Two of the latest Healthcare Academy students have gained employment on the Nurse Bank. They will become Healthcare Assistants on the wards of Ninewells to help in these difficult times. Well done Cindy Kenny and Lynnette Kettles!

As part of our communication and engagement with the student body the Students' Association decided to produce a newsletter that would provide our students and staff with up-to-date information and celebrate student success. This initiative was part of our Team Day Meeting prior to the closure of the College, however due to the circumstance and distancing measures in place the Students' Association decided to bring this forward. Amy Monks, our Vice President for Arbroath Campus has taken on the lead for this project and is collecting good news stories and student success stories to share with everyone, from both students and staff from across the College.

At this time, we think that it is important that we continue to share positive stories with our student body to encourage and motivate them through this difficult time.   Amy will be producing the newsletter going forward with support from the whole of the SA team to provide up-to-date information for students, as well as any good news stories that have been shared. Amy will be producing a newsletter every two weeks and publishing them on the student portal, social media, as well as sharing them with our Class and Lead Representatives systems. We are further sharing the Newsletters with staff across the

College to ensure that they all have the information about the Students' Association and how we can help their students during this difficult time.

7. Community Links

STAFF AWARDS

VOTING IS NOW OPEN FOR THIS YEARS STAFF AWARDS!

Show your appriciation to the teaching and support...

COVID-19

Another 3 weeks of lockdown have been announced and we hope you continue to keep safe at home. We understand you will be concered about your studies and urge you to keep in touch with your lecturers for specific information about your course. Please keep in touch via our social media and email. Links below for further advice.

https://dundeeandangus.ac.uk/
https://mylearning.dundeeandangus.ac.uk/
https://www.nhsinform.scot/coronavirus

DASA ONLINE

COMMUNITY SPIRIT -
We have set up a campaign to spread some joy and support to vulnerable people and key workers in our communities. We ask that you write letters/emails and draw pictures, photograph them and send them to our dedicated email address. If you have kids get them involved and get creative. Email to dasacommunity@gmail.com

KEY WORKERS ARE AMAZING!

LOCKDOWN LOUNGE -
Our over 18's Student only Lockdown Lounge now has over 170 members and is full of banter, fun and live entertainment. Last weeks 'Thank Funk it's Friday' had five amazing live music acts including students and special guests. Search 'DASA'S Lockdown Lounge' on Facebook to join.

#moresuccessfulstudents .....and staff!

Lead Rep Neil Martin, plus other students and staff from the Sports & Fitness department created an exercise video to help promote physical and mental health during lockdown. Uniting the College community though being active.

Ex Hospitality Department student Daniel Cashley and his team at Cabriey's resturaunt in Forfar have raised over £500 after a robbery at the premises. They have used all the funds to supply 150 meals to local vulnerable people so far.

D&A College staff members joined forces with Monifieth High School to create 130 laser cut visors for NHS staff. The first batch were greatfully recieved by Roxburgh House. Huge thank you to all involved.

As part of the Students' Association desire to give back to our local communities, we decided to spread some joy though engaging our student body, their families to those most vulnerable in our community. We wanted to reach out to the residential and care homes in our community and our amazing key workers to show our love, support and gratitude through writing letters, drawing pictures and messages of gratitude.   We have set up an independent email address to collect and collate all the different messages and pictures so that we can bulk send them via to care/residential homes etc etc. We have had a good response to this request and are starting to receive messages and pictures. A good number of our students have involved their children and made beautiful pictures to send to our care/residential homes to share the love and spread some joy.

8. Chat Chain

As a result of the number of students requesting video chats or phone calls as they are feeling isolated or lonely during this difficult time the Students' Association are in the

planning stages of a student chat chain. This would be a way of students staying in touch with each other and would involve 5 students joining in a group to have a place to go to chat with others. If every student had contact with this small number of others, this could help them through these difficult times.

Some students have their families at home and are therefore interact with others, however, some students are alone or alone with their children, or they are in households were relationships have broken down. We want to make sure that as many students have contact with others as much as possible. Although some of our students have contact with other individuals within their household, they rely on their social interactions at College for their wellbeing and may be struggling, especially if contact with others is what keeps them well.

We endeavor to create a chat chain where one of our Lead Representatives, Class Representatives or students from PVG checked courses would take on the role of moderator of the group. Each group would consist of five members including the moderator as a way of keeping in touch with others. These small groups will become mini support networks were social interaction and communication through peer support will promote our College Community and build positive relationships with individuals who may not have otherwise come into contact with one another. There will also be an added element to allow individuals to report any concerning behaviors directly to the SA Team who are in direct contact with Student Services.

9. **Support Networks**

Teams/Facebook Video Calls:

As the majority of the Students' Association work is face-to-face with our students across the College, it has become very clear that our students are missing the interactions with the SA Team whilst they are at home. A lot of the time our social activities at the College involve just having a cuppy and a chat, as well as our Simply Social and Breakfast Clubs, where students from across the College can come and speak in an informal environment. The SA Team have spent time on video calls, often late into the night, with students for a mix of reasons. Often those who are feeling isolated, lonely or a little bit lost throughout this time. These are often just a cuppy and a chat to catch up on how they are doing and feeling. This is often the only form of human or adult contact that they have as part of their day and has proved to be a positive and welcome addition to their day.

Supporting Students:

The Students' Association have received several emails from students with concerns about a number of issues, from coursework and qualifications to feeling isolated and concerned for their wellbeing. As a team we are replying to these students and signposting them to further information or referring them to Student Services where required. Working in collaboration with Gail Graham, we have been able to answer questions regarding gaining qualifications and assessments, as well as the arrangements in place for thier assessment of courses and qualifications. This has been a vital collaboration to allow us to answer frontline questions and quell the fears of some students at their first point of contact.

Some students, however, have required further support, as a result these students have been directed to Student Services through the Students' Association Team. Our officers and Students' Association Development Officer have been contacting Student Services on behalf of students who require further support and following up with them at a later stage to ensure their continued wellbeing.

DASA Lockdown Lounge:

Full information on the DASA Lockdown Lounge activities and events are described at the beginning of this paper, however, the lounge has further attributed to being a support network with our students who have joined. With the launch of the Lockdown Lounge, our virtual pub lounge, we have also had students posting how they are feeling and other students and staff in the Students' Association providing a listening ear or a catch up and coffee over Microsoft Teams, the love, care and overwhelming urge to help support each other has clearly shone through and built this community over the past couple of weeks. Having a platform to comment and contribute towards has provided a support network, where everyone in the community have come together to provide encouragement and support when needed.

Mindfulness and Motivation through sport/exercise:
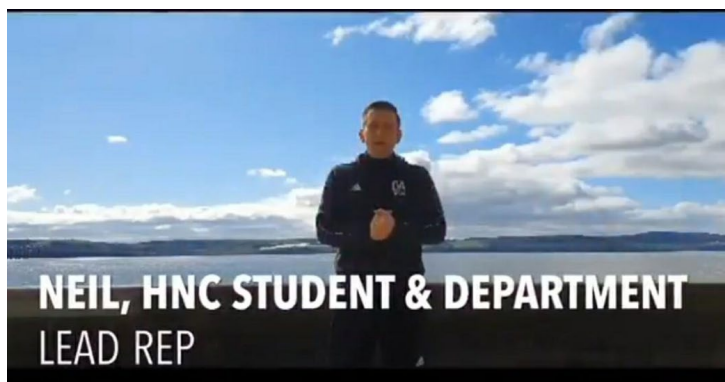
Our Lead Representative for Sport, Neil Martin, has been adding in motivational posts and encouragement on mindfulness in the Lockdown Lounge for all our students who are part of the group. He has also shared exercise tips, the links to mental health and exercise, as well as highlighting what he has been doing to keep active. He has also shared any of the Sports Departments videos to

encourage our group to get active. He will continue to provide support for our group through his posts and has offered to be a part of the Chat Chain to help students in isolation.

10. **Students' Association Elections 2020**

The annual Students' Association elections for 2020 have been postponed due to the closure of the College as a result of the COVID-19 pandemic. Sarah Rennie and Steven Taylor will meet at the end of April to discuss going forward with the new academic term and the Elected Officer Posts. Further information to follow in due course.

Authors:

Cher Meldrum, Student Association President

Sarah Rennie, Students' Association Development Officer

DASA Students' Association — Dundee and Angus College

STAFF AWARDS

VOTING IS NOW OPEN FOR THIS YEARS STAFF AWARDS!

Show your appriciation to the teaching and support staff who have played a key role in giving you a valuable college experience. There are different catatgories so please read the descriptions and think about who is most deserving and explain why.
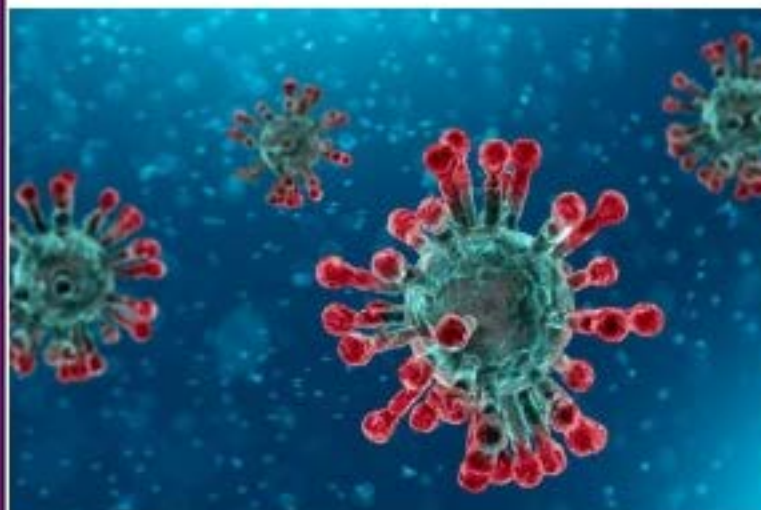
Student Led STAFF AWARDS 2020

The link to vote is on the D&A College Student Portal and on our social media. Voting closes at 4pm on the 15th May. Principal Grant Ritchie will host a virtual awards ceremony on the 5th of June. Happy voting!

Author - Amy Monks

COVID-19

Another 3 weeks of lockdown have been announced and we hope you continue to keep safe at home. We understand you will be concered about your studies and urge you to keep in touch with your lecturers for specific information about your course. Please keep in touch via our social media and email. Links below for futher advice.

https://dundeeandangus.ac.uk/
https://mylearning.dundeeandangus.ac.uk/
https://www.nhsinform.scot/coronavirus

DASA ONLINE

COMMUNITY SPIRIT -
We have set up a campaign to spread some joy and support to vulnerable people and key workers in our communities. We ask that you write letters/emails and draw pictures, photograph them and send them to our dedicated email address. If you have kids get them involved and get creative. Email to dasacommunity@gmail.com

KEY WORKERS ARE AMAZING!

DASA'S LOCKDOWN LOUNGE

LOCKDOWN LOUNGE -
Our over 18's Student only Lockdown Lounge now has over 170 members and is full of banter, fun and live entertainment. Last weeks 'Thank Funk it's Friday' had five amazing live music acts including students and special guests. Search 'DASA'S Lockdown Lounge' on Facebook to join.

moresuccessfulstudents .....and staff!

Lead Rep Neil Martin, plus other students and staff from the Sports & Fitness department created an exercise video to help promote physical and mental health during lockdown. Uniting the College community though being active.

Ex Hospitality Department student Daniel Cashley and his team at Cashley's restuarant in Forfar have raised over £500 after a robbery at the premises. They have used all the funds to supply 150 meals to local vulnerable people so far.

D&A College staff members joined forces with Monifieth High School to create 130 laser cut visors for NHS staff. The first batch were greatfully recieved by Roxburgh House. Huge thank you to all involved.

Learning, Teaching and Quality Committee

Wednesday 29 April 2020

PAPER C

Education Scotland Progress Visit Report

![Education Scotland — Foghlam Alba]

College Progress Visit Report

Dundee and Angus College

January 2020

for Scotland's learners with Scotland's educators
do luchd-ionnsachaidh na h-Alba le luchd-foghlaim Alba

College Principal	Grant Ritchie
Progress Visit Date	29 January 2020
College Nominee	Steve Taylor
Managing Inspector	Karen Corbett
College HMI	Peter Connelly
SFC Outcome Agreement Manager	Fiona Burns/Alison Meldrum
Outcome of Progress Visit	Satisfactory progress

Background and context

The college and its context

Over the period since publication of the last Evaluation Report and Enhancement Plan (EREP) significant changes have taken place across the college.

A major budget saving exercise has resulted in the removal of around £1m of recurrent expenditure from the 2018/19 annual budget. This was achieved in partnership with staff and without reducing overall levels of activity. An extensive re-organisation has resulted in new management structures and staff roles across all elements of the curriculum and some support areas. An Academic Partnerships Team has been established to oversee key academic arrangements with schools and universities, and developments such as the growth in Foundation Apprenticeship provision.

Key developments include strengthening employer engagement and commercial activities, and the establishment of a Service Design Academy to support the development of service design practice and training within and outwith the college. The 'Good to Great' transformation strategy has been revised and refreshed to produce a new, More Successful Students' strategy. The new strategy is focused on supporting student success through a range of approaches. These include further improving retention and attainment, and raising the prominence of students' development of essential and metaskills, and career management skills (CMS). A Help Point team and associated services have been created to ease access to support services for learners. Work on a 10-year Kingsway development project is being progressed. This includes some initial short-term work to refresh facilities within the Kingsway Tower followed by plans to create a new build STEM centre on the Kingsway site.

The current Principal is due to retire from his role in July 2020. Recruitment is currently underway to appoint his replacement.

Purpose of the progress visit

In 2018, all colleges produced an Evaluative Report and Enhancement Plan (EREP) which were endorsed by Education Scotland and the Scottish Funding Council (SFC). During Progress Visits (PV) colleges demonstrate how well they are delivering on the targets and milestones identified in their Enhancement Plans (EP). They allow colleges opportunities to outline any changes to their circumstances resulting in revisions to their original objectives. Progress Visits provide reassurance to key stakeholders on the effectiveness of improvement actions undertaken by individual colleges. Whilst undertaking PVs, HM Inspectors of Education take account of the context and individual nature of each college.

Overall judgement regarding progress

At the end of the PV, HM Inspectors of Education, Associate Assessors and Student Team Members review the evidence gathered during their discussions with college managers, staff, learners and stakeholders. They assess the progress that colleges have made against their EPs, taking account of any changes to local circumstances. Based on this evidence, the team will form a view as to whether the college has made satisfactory progress against its EP or has not made satisfactory progress against its EP. This outcome is contained within this report with accompanying commentary to support the findings.

The endorsed EREP for Dundee and Angus College can be found at:
https://education.gov.scot/media/hqmhx0rh/dundeeanguscollegeer201718.pdf

Findings from the progress visit

Outcomes and impact

Areas of positive progress

- Learner retention and attainment rates continue to be above the national average for both full-time further education (FE) and higher education (HE) programmes.

- The reasons for the decline in retention and attainment in 2018/19 have been explored fully by college staff. Managers have drawn productively on the findings to establish a range of interventions to support learners to complete their college programme successfully. These include adjustments to curriculum planning; increased vigilance in identifying and responding to learner support needs; and an increased cross-college focus on learner progress and outcomes.

- The college proactively and effectively promotes its provision and services to learners who have protected characteristics. This has led to a 230% increase in the number of care experienced learners and a 50% increase in the number of learners in this cohort successfully completing their programme. In 2018-19, the attainment rate for this group of learners was 68%, which is 10% above the national average.

- Progress in implementing the college's gender equality action plan is securing improvements in the gender balance across some programme areas, particularly in the number of females undertaking programmes in building services, and construction and technology courses.

- The college's strengthened strategic focus on establishing positive and productive relationships with secondary schools has led to a 27% increase in the number of school leavers progressing to FT college programmes.

- The college has incorporated the Career Education Standard (CES) within curriculum provision and cross-college opportunities including Future Talent and the D&A Attributes programme. This is raising learner and staff awareness of the importance of developing CMS skills within programme areas.

Areas of further progress and actions required

- Managers and staff should continue to implement actions and procedures to improve retention and attainment rates on programmes where they have declined from the previous high levels.

Delivery of learning and services to support learning

Areas of positive progress

- The college's increased strategic focus on meeting the needs of industry is helping to ensure that all vocational programmes take good account of the current and projected needs of employers and provide clear pathways to further study.

- Staff and managers are making very effective use of My Evaluation processes to identify and resolve issues which may impact negatively on learner performance. There are many examples of staff taking swift action to remedy concerns at an early stage and sharing the outcome of their actions across the college. Staff value the immediacy of My Evaluation and Stop and Review quality arrangements, to make real-time improvements to provision and services.

- Teaching staff are drawing productively on Reflecting on the Learning Experience (ROLE) learning and teaching observation processes to reflect on the impact of their learning and teaching approaches. Some curriculum areas are making good use of OneFile to improve their teaching practice and administration of coursework.

- Curriculum areas have established strong links with industry sectors and employers. Staff work closely with industry representatives to develop teaching and assessment procedures which reflect current work practices. Teaching departments are making effective use of their links with employers to provide learners with access to relevant and enriching work-based experiences.

- The college's realistic and flexible attendance policy takes good account of the high proportion of learners who have caring responsibilities. Learners who can't attend college classes due to caring commitments are enabled to access learning on-line to keep up with class activities. Learners value these arrangements and the significant improvement to the functionality of My Learning to support off-campus learning.

- Learners are provided with good opportunities to shape and enhance their own learning. They reported that teaching staff listen to their views on learning activities and respond flexibly to alter teaching approaches to meet their individual and class needs.

- The college has invested in providing learners with access to services which enhance and support learning. The Digital Mile is providing learners with access to inspiring and future-based digital learning opportunities. Help-points situated in all campuses are providing learners with quick and easy access to the full range of support services.

- The college has focused on extending the range of questioning techniques used by teaching staff to enhance learning and teaching. This has been well-received by teaching departments and staff are participating in a wide range of activities, including on-line training and activities to share effective use of technologies in learning and teaching. Show me boards are being used extensively by staff to gather learner responses. There are many examples of teaching staff using digital media creatively and productively to engage learners.

- Teaching staff are using diverse assessment techniques positively to reduce anxiety and burdening of assessment for learners. At the start of programmes, staff introduce and explain the range and types of assessments used within programme areas. Within classes, individual learners are provided with a choice of assessment modes. Learners value being able to select methods of assessment which suit their individual needs and preferences, and in particular their ability to utilise their own digital resources.

Areas of further progress and actions required

- None identified

Leadership and quality culture

Areas of positive progress

- The college has reshaped arrangements for engaging strategically with schools and employers. These arrangements are predicated on building positive and productive relationships and involving key stakeholders more fully in reflection and planning processes.

- The college is working collaboratively with secondary schools and SDS careers advisors to present and explain the range of career pathways to young people, teachers and parents/carers. A wide range of approaches, including delivering sessions to primary schools; engaging with secondary school pupils in S2, and delivering an extensive schedule of Talent Taster programmes for young people in S3, is being successful in raising awareness of the vocational opportunities available to young people. This is highly effective practice

- As part of the restructure, staff have been appointed to develop and galvanise links with industry and employers. This is resulting in increased partnership working with employers, including NHS Tayside and Michelin, to fill skills gaps and support employees to update their skills.

- My Evaluation is now fully functional and provides a comprehensive system for engaging all staff in evaluating and enhancing the quality of provision and services. It is being used well by individual staff, teams and departments to reflect openly on performance and to share experiences, challenges and actions for improvement with others. Content has been adapted to incorporate the GTCS standards. Teaching staff are making good use of My Evaluation to report on what has worked well and what has been less successful in learning, teaching and assessment. These approaches have increased openness and collaboration across staff teams in supporting improvement.

- Arrangements for evaluating learning and teaching are used productively and creatively by staff to reflect on the effectiveness of approaches and to share and extend effective practice. Teaching staff value the flexible and supportive facilities available to them through ROLE and engage enthusiastically in mentor and peer activities which support development of practice and sharing of ideas.

- CPD arrangements are supporting staff well to engage in activities which further enhance professional practice and facilitate industry updating. These arrangements are working well and are valued by staff. Work shadowing opportunities are provided for potential teaching staff, who are considering transitioning from employment in industry to teaching in the college.

- Arrangements to redevelop the Kingsway campus are being pursued. This includes some initial short-term work to refresh facilities within the Kingsway Tower followed by plans to create a new-build STEM centre on the Kingsway site.

- The college is proactive in designing and delivering programmes which widen access to learning for adults who have become disengaged from learning. Staff work collaboratively with partners in local communities to help individuals and groups become familiar with the range and types of learning options available to them. The Find Your Future project, targeted at young people and lone parents living in deprived areas, is highly effective in engaging adults who would not have considered a college programme. Students on this programme spoke very positively of the impact of their programme on their current and future aspirations. This is highly effective practice.

- Management capacity within the college has been significantly restructured to meet anticipated future challenges. The college's D&A Vision sets out the college's ambition of a culture where all leaders are skilled, accountable, and good at working collaboratively for the benefit for students. This is reinforced through the D&A Way, which conveys the behaviours and aptitudes expected of leaders.

- The college applies a service design approach extensively and effectively to drive forward improvement. For example, staff and students applied the service design model to carry out a comprehensive review of the Students' Association (SA). The review has resulted in a range of improvements including more effective communication and collaboration arrangements between the student body and college management, and clearer roles and responsibilities of SA office bearers and lead representatives. This is highly effective practice

Areas of further progress and actions required

- None identified

What happens next?

The progress visit report will be shared with SFC, the college Board (and in multi-college regions, the Regional Strategic Body). The outcomes of the PV will inform a refreshed Evaluative Report and Enhancement Plan (2020-23) due to be submitted by all colleges in October 2020.

Karen Corbett
HM Inspector

Learning, Teaching and Quality Committee

Wednesday 29 April 2020

PAPER D

2018/19 Performance National Comparator Report

PAPER EMBARGOED

Learning, Teaching and Quality Committee

Wednesday 29 April 2020

PAPER E

VP Curriculum and Attainment Report

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee Wednesday 29 April 2020

VP Curriculum & Attainment Report

Paper for noting

1. Introduction

Whilst dealing with the impact of both the cyber-attack and COVID-19 has occupied a significant amount of time and energy, the Curriculum Directorate have tried, where possible, to ensure 'Business as Usual' in regards to the planning and implementation of a range of projects which will benefit our learners. As of 22nd April 2020, the following paper summarises key projects and recent activities currently being progressed.

2. Business Continuity – COVID 19

As Committee members would expect, there has been significant input required across all areas of the College to support the Business Continuity activities in response to the COVID 19 pandemic. Much of this work has been summarised for the Chairs Committee as part of a COVID 19 Recovery Planning report.

Key elements relating to Learners, Learning and Teaching and Quality include the following.

Learners & Outcomes

Dealing with the current cohort of learners who have seen their College experience disrupted by the virus and the subsequent move to online/remote learning is the most immediate issue we face.

The College did a good job in moving to online/remote delivery and we know that many learners continue to access College systems, keep in touch with their tutors, and manage to continue with their studies. We also know that, for a variety of reasons, some learners find it difficult to remain engaged.

Digital issues, unsuitability of home environment for study and a whole host of other environmental factors inhibit the ability of some to continue learning. Some learners are on programmes where the evidence base of practical skills is difficult to develop or assess remotely. Many require additional support and their conditions may be impacted by lock down and the lack of social interaction.

Arrangements have been agreed with SQA for almost all groups of learners and the focus for College staff for the next few weeks will be to ensure that outcomes are progressed for learners that reflect accurately the quality of the work they have submitted and the potential of the learner to achieve. This will be a complex process and staff have been issued with detailed guidance and CPD support in making these 'holistic' assessment decisions.

The implications for the College moving forward are many. For learners continuing in College and progressing to more advanced study, we are in control of the decision making process and can adjust and adapt the learner experience accordingly. For learners moving on to university, we will utilise our articulation arrangements and support progression for learners. Where formal articulation does not exist, we will inform and assist universities in their decision making.

For learners who have failed to complete programmes for whatever reason, including some of those that were part of a January start course that had barely begun, or were required to complete skills tests, we will defer outcomes and support them to come back into College as soon as practicable (most likely after the summer recess) to complete their programmes. This will require a change of policy from SAAS and SFC potentially to provide funding for these learners. So far agencies have demonstrated considerable flexibility in their approach in light of the current conditions, and we will continue to work closely with them to inform and advocate outcomes that meet the needs of our students.

Potential Risks: Many learners failing programmes, poor PI's, lack of student funding, poor student motivation.

Mitigation: Flexible learning and holistic assessment arrangements, non-publishing of PI's, deferring finish dates into next academic session, negotiating student funding and progression solutions.

Key Tasks	Owner	Timescale
Influencing with SFC re: national PI data	Principal	July 2020
Discussions with student funding organisations	Principal	July 2020
Identify and support students with additional needs	Course Tutors/ Student support staff	Ongoing
Assessment guidelines and CPD	Quality Manager/HoSs	April 2020
Resulting	Academic staff, Administration, Quality	July 2020
Discussions with Universities	Academic Partnerships team/HCQs/CQLs	May 2020
Revised timetable plans for 2020/2021	SALT	May 2020

Further information on remote delivery activities is included below.

Credit Target 2019/20

Our original credit target for this current academic year stands at 108,068. We have already reported to SFC that because of the impact of Covid-19 we will not achieve the target. The drop in the significant end of year schools and other activities that are a normal feature of College work will now be impossible to deliver.

Some part time activity and other credit bearing projects planned for the summer term will also not be able to go ahead. The shortfall is likely to be around 4,500 credits.

Risk: SFC have already indicated that colleges will not face clawback this year which reduces reputational risk with SFC and our exposure to financial penalty. Given SFC assurances, no additional risk is anticipated.

This will be reviewed further as arrangements for session 2020/21 are confirmed, although it is anticipated that SFC will offer continuing flexibility around reporting/targets

Recruitment for Session 2020/2021

We know already that applications for next session are down by c.1,500 to the same point last year, however we also know that we have made a similar number of offers of places as at the same point last year. We normally receive far more applications than we have places and will make every effort to meet overall recruitment targets.

We are likely to face considerable competition for learners at advanced level from universities struggling to attract international students and expecting to increase their recruitment of home based students.

We have plans to increase our promotions/advertising and related activities to attract more applications.

We may find that the impact of economic slowdown caused by the virus may lead to a number of later applications as people losing their jobs may look to retrain and develop new skills and career paths.

We are likely also to find, as in the previous point, that we have many more returning students coming back to complete their programmes.

As a result, we may see a scenario where we start the term with our returning learners and have a delayed start to new full time programmes, or a staggered start across departments determined by the volume of new, or returning learners. We are also anticipating demand for short full time and part time upskilling programmes in collaboration with the Scottish Government and SDS as the economic consequences and the increase in the numbers of people left unemployed by the crisis becomes clear.

It is easy to imagine a much more varied intake than normal with less dominance of full time programmes and a whole patchwork of full time, part time, extended programmes and specific employability and upskilling provision.

Risk: fewer full time learners, increased competition from universities, more complex recruitment / timetabling / planning requirements

Mitigation: increase recruitment drive, devise new series of short full time courses; upskilling and employability programmes; planning for different scenarios and flexible delivery requirements.

Key Tasks	Owner	Timescale
Extend recruitment deadlines as required	SALT, Marketing team	June 2020
Recruitment and promotional campaigns	SALT, Marketing team	May 2020
Programme design for returning students	SALT, HCQs/CQLs	June 2020
Scenario planning for start of new term	SALT, HCQs	May 2020
Design and promote Upskilling / Employability and other programmes	SALT, Marketing team	June 2020

3. Business Continuity – Cyber-Attack

As Committee members will be aware, the COVID 19 pandemic is the second major business continuity issue that has impacted on the College this year. The cyber-attack of 31 January also resulted to significant disruption to College activities and ways of working.

With hindsight it is ironic to note that the cyber-attack probably aided some of our response to the COVID 19 pandemic as it required all staff to reappraise ways of working and (in particular) to make the rapid move onto remote learning and new systems such as Office 365 and Teams.

This is not to underestimate the impact that this incident has had, with staff losing a significant range of information, materials and files.

A series of seven workstreams were established in the wake of the cyber-attack to support staff and a range of tasks required to address the issues raised by this loss. These workstreams have completed their tasks, although it is recognised that the recreation of materials and files will be an on-going task.

In terms of Learning, Teaching and Quality activities, significant work has been undertaken to replace teaching materials (with excellent support received from other colleges in Scotland) and to support learners that had lost assessment work. This latter area has been very useful in supporting the development of a template that has underpinned the COVID 19 'holistic assessment' approaches that D&A has played a significant role in developing with SQA.

A full report on the cyber-attack has been provided to the Chairs Committee and the key recommendations arising from this will be picked up through the Audit and Risk Committee.

It is important to highlight in respect of this that the cyber-attack did not result in any data breach, or attempt to 'steal' student or staff data.

4. Remote Delivery

The main priority over past weeks has been supporting staff and learners to transition to remote delivery. As is the D&A way, teams have embraced this and found new, creative and innovative ways to engage their learners. We have seen some really innovative uses of technology to keep our students engaged and inspired.

In areas such as Essential Skills we have seen the use of video tutorials and interactive support. In Sport and Fitness we have been delivering live fitness sessions, with students posting videos and photographs of their engagement and participation. Our Acting and Performance staff have been conducting online video auditions and the Dance students have been undertaking their movement classes via video. These are just a few examples of the many innovations happening within our teams to ensure our learners remain engaged and on track.

We are monitoring engagement closely through our overarching [Engagement Dashboard](#) and also through our [MyLearning Engagement Dashboard](#). This data helps us pinpoint specific, targeted support to teams in regards to CPD, training and support from our wider College departmemnts. It also helps us understand the engagement trends of our learners, right down to course level.

5. 20/21 & 21/22 Portfolio Planning

The COVID-19 crisis has been a catalyst for new thinking, particularly around different course provision and delivery. It is vital that we react quickly and capitalise on the momentum we have gained in delivering and supporting our learners remotely. Given that a significant amount of the College provision is currently being delivered remotely, we are looking at a range of options to add into the existing 2020/21 portfolio with a later launch date within the 20/21 academic year. This will help the College in a range of markets and will potentially safeguard against a decrease in full time recruitment.

Planning has also started for the 21/22 academic year, with updated guidance and support issued as part of the transition to our revised course planning process that was improved as part of the Good to Great project. The key drivers for the portfolio within this new process is a greater focus on industry need and labour market intelligence, a focus on metaskills and skills 4.0 and a greater

emphasis on employability. With exciting opportunities such the Michelin Scotland Innovation Parc, the Tay Cities deal and the development of the Creative Industries, it is important that the College have a portfolio that supports the growth of these opportunities.

6. D&A Digital

As part of our response to the cyber-attack, the College launched a free digital skills course to support people looking to strengthen their digital and online security skills to help them in their daily life within the digital world. The course, called **Discover Digital @ D&A**, has had over 100 sign ups with a number of other organisations also showing an interest in using it as part of their core CPD programmes. This course is supported by the Learning & Digital Resources team and covers the following:

- **Communicating** – including use of e-mail, messaging platforms and video communication tools
- **Problem Solving** – involving the use of the internet to find relevant information utilising digital tools and online services e.g. to help solving problems at work
- **Transacting** – setting up accounts online and managing transactions
- **Handling Information and Content** – developing the skills to critically evaluate available information as well as handling data securely e.g. via a cloud storage account
- **Being Safe and Legal Online** – gaining skills associated with staying secure, legal and confident online

7. EMSI Career Coach

As part of the College's Future Talent strategy, launched in 2017, we wanted to put more of an emphasis on 'Careers not Courses'. To help implement this approach, the College purchased the Career Coach tool from the economic modelling company, EMSI. This tool is used throughout 153 colleges within the UK, and thousands of other colleges and universities worldwide. We use it particularly to support school pupils and adult returners to better understand their skills and to inform what careers their skills would apply best to.

In February 2020 we were informed that we had been the top user in the UK for Career Coach in 2019, with over 15,000 unique visits and 49,000 career quizzes, double that of the majority of other Career Coach users. We have been invited to the present our story at their worldwide conference in California in October 2020 (assuming it goes ahead!).

8. HN Next Gen

The College continue to play a leading role in SQA's HN Next Gen project. The HN Next Gen project is charged with re-imagining and re-designing the future of HNC/D qualifications, with a view to making them much more industry focused and less assessment heavy. With Grant chairing the project group, work is progressing steadily in identifying a number of pilot areas. Recent events with COVID-19 has also made the project group think slightly differently in regards to opportunities and potential deliver models. Work will continue over the coming months with a view to pilots being in place for next academic year.

9. Edge Foundation Report

On the back of our Digital Strategy work, the [Edge Foundation](#) visited the College in September 2019 to undertake a case study on our work within Digital to help inform their national report on shaping the future of FE. This report, *'Our Plan for Further Education'*, was launched earlier this month and features the College's 'Digital Mile' and links with the tech industry. The full report can be [read here](#) with the College case study on page 29 and 30. Well done to the Computing & Creative Media and Learning & Digital Resources teams for their recognition.

10. Partnerships

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

a. Academic Partnerships: Schools

Whilst the Future Talent sessions and end of year senior phase engagement is unlikely to happen this year, work progresses in confirming the numbers for the 20/21 senior phase intake. Now that school column choices have been made, we are now reporting an overall increase from the 2019/20 academic year of pupils wanting to come to College.

In total 1786 pupils have applied to come to College as part of the school-college partnership, an increase of 258 from last year.   284 of the 1786 are for Foundation Apprenticeships and this continued growth in numbers shows the impact of the work undertaken to build better relationships with our local schools as well as the justification of the investment in a new Academic Partnerships team.

b. Academic Partnerships: Universities

The Academics Partnerships Team have also been working hard to enhance articulation options with both local and national universities. New articulation agreements with Napier, RGU, Aberdeen and the OU means better options and choices for our learners in the future. The team are prioritizing articulation agreements at advanced standing and have a number of meetings set up with our current partners to discuss these options.

Work to negotiate and agree the SFC Additional Funded Places for the academic year 2020/21 has also been undertaken with numbers and income secured with Dundee University, Abertay, RGU and Napier.

c. Michelin Scotland Innovation Parc (MSIP)

Despite lockdown, work progresses on planning the College's transition to MSIP. Discussions have been held on the use and make up of the potential space and what provision could be delivered there in a phased approach as of the 20/21 academic year. The College has also received £40k from SDS to help support this transition and some of this money will be used to install a fibre connection between MSIP, Kingsway and Arbroath. This work has gone through procurement and the contract awarded.

11. 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)

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

3.2 - failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.

Author & Executive Sponsor: Simon Hewitt,
Vice Principal Curriculum & Attainment

Learning, Teaching and Quality Committee

Wednesday 29 April 2020

PAPER F

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;

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

BOARD OF MANAGEMENT

Learning, Teaching & Quality

Committee Wednesday 29 April 2020

Strategic Risk Register Update

Paper for 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 April 2020 Strategic Risk Register is enclosed. It should be noted that no changes have, however, been made to this in respect of the risks allocated to the Learning, Teaching and Quality Committee.

Given the current COVID 19 pandemic, an additional temporary COVID 19 Strategic Risk Register has been developed to record the additional risk associated with identified areas of College operation at the current time. This Risk Register is also included and the following risk areas fall within the remit of the Learning, Teaching and Quality Committee, with revised scoring and additional elements in respect of mitigation and monitoring highlighted for each.

1.1 Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)

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

3.2 Failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.

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.

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

STRATEGIC RISK REGISTER

2019 - 2020

As at April 2020

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

Risk Number & Committee	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
	POTENTIAL CONTRIBUTING FACTORS				**TREATMENT**	**POST MITIGATION EVALUATION**				
1	**Strategic and Structural**									
1.1 **LT&Q**	Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)	4	4	16	• Robust strategic planning • Effective environmental scanning • Strong partnerships • Clear links between strategy and practice • Concerted demands for increased activity levels	4	1	4	• Robust monitoring via ROA • Clear performance metrics • Amendment of strategic direction/plans • Rolling curriculum review	Prin & Chair
1.2 **Board**	College may be disadvantaged by changes to either UK or Scottish Government policies	4	3	12	• Effective environmental scanning • Negotiation/influence at national level	4	2	8	• Review of changes and amendment of strategic direction/plans • Financial strategy sensitivities	Prin & Chair
1.3 **Board**	College disadvantaged by changes arising from UK leaving European Union	5	4	20	• Negotiation/influence at national level • Review of activities/ projects • Responsiveness to new opportunities	5	3	15	• Review of changes and amendment of strategic direction/plans/ curriculum • Financial strategy ESF sensitivity • Workforce planning • International strategy & planning	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

Post Holders							Score	Impact	Likelihood
	ELT	Executive Leadership Team		Prin	Principal				
	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		
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
1	**Strategic and Structural**									
1.4 Board	Difficulties or over commitment arising within large scale/national College led initiatives or projects impact negatively on: • Ability of the College to meet key regional strategies/objectives • Financial loss or unmanageable financial risk • Reputational loss	4	3	12	• Effective project/activity management in place • Clear governance structures • Project/initiative finances clearly incorporated within College financial strategy and plans • End of project and exit/contingency planning	3	2	6	• Regular project updates at Executive/Board level • Monitoring of project activities, plans and outcomes • Budget reporting and management	Principal, VPC&A

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Post Holders							Score	Impact	Likelihood
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	VPCS	Vice Principal Corporate Services		Chair	Chair of the Board of Management		5	Critical	Very Likely
	VPCA	Vice Principal Curriculum & Attainment							

Risk Number & Committee	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
	POTENTIAL CONTRIBUTING FACTORS				**TREATMENT**				**POST MITIGATION EVALUATION**	
2 Financial										
2.1 **F&P**	Change in SFC Funding Methodology and Allocation – Reduction in Funding	3	3	9	• Negotiation/influence at national level • Contingency plans for reduced funding	2	3	6	• Advance modelling of new funding methodologies and allocations • Monitoring impact of changes • Amendment of strategic or operational direction/plans • Financial strategy sensitivities	VPCS
2.2 **F&P**	Failure to achieve institutional sustainability	5	4	20	• Protection of funding through dialogue with SFC • Robust annual budget-setting and multi-year financial strategic planning • Effective budgetary control • Where required, swift action to implement savings	4	3	12	• Monthly monitoring of budgets • Regular review of financial strategy and non-core income sensitivity • Detailed monitoring of savings programmes	VPCS
2.3 **F&P**	National outcomes on salaries and conditions of service outstrip ability to pay	4	4	16	• Influence within Employers Association • Management of staffing expenditures	4	3	12	• Expenditure modelling • On-going discussions with staff • Financial strategy sensitivities • Workforce planning	VPP&P, VPCS

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

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

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Post Holders						Score	Impact	Likelihood
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT				POST MITIGATION EVALUATION		
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3 People and Performance (cont.)										
3.4 HR&D	Failure to meet the aspirational standards in respect of the health, safety, wellbeing and development of staff and students	3	4	12	• Clear and proactive approaches to managing and promoting health, safety and wellbeing • Continuous self-evaluation and action planning • Rigorous CPD arrangements in place • Regular staff and learner feedback arrangements	3	2	6	• Regular employee engagement monitoring • Open communication with staff • Comprehensive monitoring of key PIs and student/staff feedback • Regular union/management dialogue	VPP&P, VPCS
3.5 Board	Reputational Risk – Loss of reputation with key stakeholders	4	3	12	• Marketing strategy • Reputation plan • Positive marketing approaches	4	2	8	• Stakeholder engagement • Social media monitoring arrangements	VPC&A, DirC&A
3.6 HRD	National bargaining outcomes impact adversely on College operations, activity and flexibility	4	4	16	• Influence within Employers Association • Management of bargaining outcomes and implementation	4	3	12	• Positive union relations and staff communication • On-going discussions with staff • Innovation in approaches	VPP&P, VPC&A

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

Post Holders		ELT	Executive Leadership Team	Prin	Principal		Score	Impact	Likelihood
		SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment		1	Routine	Remote
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		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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
3 People and Performance (cont.)										
3.7 HRD	Industrial Relations Problems (including industrial action)	4	5	20	• Adherence to legislative and good practice requirements • Positive Union relations and staff communication • Effective management development programmes • Industrial action continuity planning	4	3	12	• Regular union/management dialogue • Regular employee engagement monitoring • Open communication with staff • Industrial action continuity planning	VPP&P
3.8 A&R	Breach of data security / data protection	5	4	20	• Effective management of GDPR compliance • Mandatory staff CPD and awareness raising on data protection (relative to role)	4	2	8	• Active data protection monitoring and auditing • Effective information and data security policies in operation • Regular data security monitoring/testing • GDPR Action Plan • Staff CPD	VPC&A, HoICT
3.9 HRD	Failure to meet Prevent and related obligations	5	3	15	• Prevent training • Staff awareness and contingency planning • Engagement/practice sharing with local agencies	5	1	5	• Business Continuity Plan including scenario testing • Information sharing with local agencies	VPC&A, VPP&P

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

Post Holders						Score	Impact	Likelihood
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Risk Number & Committee	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
	POTENTIAL CONTRIBUTING FACTORS				**TREATMENT**	**POST MITIGATION EVALUATION**				
3	**People and Performance (cont.)**									
3.10 HRD	College arrangements do not minimise risk associated with Modern Slavery	4	3	12	• Clear and compliant procurement arrangements and procedures • Staff identity checking arrangements and use of PVG.	4	1	4	• Annual procurement monitoring/reporting • Regular employee engagement monitoring • Open communication with staff	VPC&A, VPP&P
3.11 HRD	Difficulties with implementation of structural change leading to: • Loss of good, flexible and committed staff • Loss of critical staff during period of transition • ineffective post-restructure arrangements	4	3	15	• Effective planning and scheduling of change • Managed transitions/handovers • Implementation Plan • Contingency Planning • On-going focus on core business requirements	3	2	6	• Regular union/management dialogue • Monitoring of implementation plans • Performance measures/ reporting Open communication with staff	VPP&P VPC&A
3.12 Board	Unsuccessful or inappropriate recruitment to Principal role impacts negatively on College activities and /or outcomes	3	3	9	• Clear role requirement, expectations and specification • Effective recruitment and selection arrangements • Engagement of Board, Students, Staff and Stakeholders within the process	2	2	4	• Board and Board Chair reporting/oversight • Appropriate induction and development • Probationary arrangements • Performance measures	Board Chair

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

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

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

STRATEGIC RISK REGISTER
COVID 19 SPECIFIC MITIGATIONS

2019 - 2020

As at April 2020

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

Risk Number & Committee	Risks	Impact	Likelihood	Score	Additional COVID 19 Mitigation Actions	Impact	Likelihood	Score	Additional COVID 19 Monitoring	Lead Responsibility
		POTENTIAL CONTRIBUTING FACTORS			**TREATMENT**	**POST MITIGATION EVALUATION**				
1 **Strategic and Structural**										
1.1 **LT&Q**	Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)	4	4	16	• Regular strategic analysis and assessment of need for change • Strong engagement with government and key partners – influencing national priorities • Clear prioritisation of activities • Focus on core business	4	3	12	• Regular monitoring od recruitment, retention, and key strategic needs by SLT and reporting to Chairs • Amendment of strategic direction/ plans • Rolling curriculum, activity and priority review and implementation of new approaches/services where needed • Engagement with government and other partners	Prin & Chair
1.4 **Board**	Difficulties or over commitment arising within large scale/national College led initiatives or projects impact negatively on: • Ability of the College to meet key regional strategies/objectives • Financial loss or unmanageable financial risk • Reputational loss	4	3	12	• Clear prioritisation of activities • Effective project/activity management in place • Strong engagement with partners/funders • Clear governance structures • Project/initiative finances clearly understood and reviewed regularly • Project cessation, pausing or contingency planning in place	4	2	8	• Regular project updates at Executive/Board level • Monitoring of project activities, plans and outcomes • Budget reporting and management	Principal, VPC&A

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Post Holders							Score	Impact	Likelihood
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT				POST MITIGATION EVALUATION				Responsibility
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring				
2 Financial													
2.2 **F&P**	Failure to achieve institutional sustainability	5	4	20	• Protection of funding through dialogue with government, SFC and other funders • Robust and effective budgetary control • Where required, swift action to implement savings • Increased focus on cash position	4	4	16	• Monthly monitoring of budgets • Engagement with government and other partners • Detailed monitoring of savings programmes				VPCS
2.4 **A&R**	Financial Fraud	4	3	12	• Revised financial controls: segregation of duties and review of transactions. • Review of impact of changes in ways of working, authorisation arrangements • Whistleblowing arrangements	3	3	9	• Continuous review of financial controls and revised arrangements				VPCS

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Risk Number & Committee	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
	POTENTIAL CONTRIBUTING FACTORS				**TREATMENT**	**POST MITIGATION EVALUATION**				
3 **People and Performance**										
3.1 **LT&Q**	Failure to reach aspirational standards in learning, teaching and service delivery	4	3	12	• Clear input and engagement with revised quality arrangements and priority actions • Rigorous CPD arrangements in place to support new ways of working • Regular learner feedback and engagement arrangements	3	3	9	• Comprehensive monitoring of engagement of learners in learning (where possible) • Engagement with revised quality arrangements • Outcome monitoring	VPC&A, VPP&P, DirC&A
3.2 **LT&Q**	Failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.	4	3	12	• Engagement and communication strategy with compliance bodies • Clear input and engagement with revised quality arrangements and priority actions • Prioritisation of activities/outcomes	3	2	6	• Effective internal monitoring/review/verification arrangements • Engagement with revised quality arrangements • Outcome monitoring/recording	VPP&P, VPC&A

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Risk Number & Committee		Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
		POTENTIAL CONTRIBUTING FACTORS				**TREATMENT**				**POST MITIGATION EVALUATION**	
3	**People and Performance (cont.)**										
3.4 HR&D		Failure to meet the aspirational standards in respect of the health, safety, wellbeing and development of staff and students	3	4	12	• Clear and proactive approaches to supporting and promoting health, safety and wellbeing when WFH • Enhanced awareness of challenges/support needs • Extensive CPD arrangements in place – Home Working Hub • Regular staff and learner feedback arrangements	3	3	9	• Regular employee engagement monitoring • Open communication with staff • Monitoring of formal and informal feedback – student and staff feedback • Regular union/management dialogue	VPP&P, VPCS
3.5 Board		Reputational Risk – Loss of reputation with key stakeholders	4	3	12	• Marketing strategy • Reputation plan • Positive marketing approaches	4	3	12	• Positive marketing plan • Regular stakeholder engagement • Social media engagement and monitoring arrangements	Prin DirC&A

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Risk Number & Committee	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
	POTENTIAL CONTRIBUTING FACTORS				**TREATMENT**	**POST MITIGATION EVALUATION**				
3	**People and Performance (cont.)**									
3.7 **HRD**	Industrial Relations Problems (including industrial action)	4	5	20	• Adherence to legislative and good practice requirements • Positive Union relations and staff communication • Effective management engagement and support	4	3	12	• Regular union/management dialogue • Open communication with staff • Effective management engagement and support	VPP&P
3.8 **A&R**	Breach of data security / data protection	5	4	20	• Effective management of GDPR compliance • Additional awareness raising of WFH risks • Mandatory staff CPD and awareness raising on data protection (relative to role)	4	2	8	• Active data protection awareness raising • Effective information and data security policies in operation • Regular data security monitoring/testing • Staff CPD	VPC&A, HoICT

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Risk Number & Committee	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
	POTENTIAL CONTRIBUTING FACTORS				**TREATMENT**				**POST MITIGATION EVALUATION**	
4 **Infrastructure**										
4.3 **A&R**	Breach of ICT/Cyber security	4	3	12	• Effective management of ICT arrangements • Active ICT/data security monitoring and cyber security policy • Additional awareness raising of WFH risks and COVID related 'scams'	4	2	8	• Staff awareness raising/CPD on cyber security issues • Regular security monitoring/testing • Cyber resilience plan	VPC&A, HoICT

Learning, Teaching and Quality Committee

Wednesday 29 April 2020

PAPER G

LT&Q Metrics

LEARNING, TEACHING AND QUALITY COMMITTEE APRIL 2020
LT&Q METRICS

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.
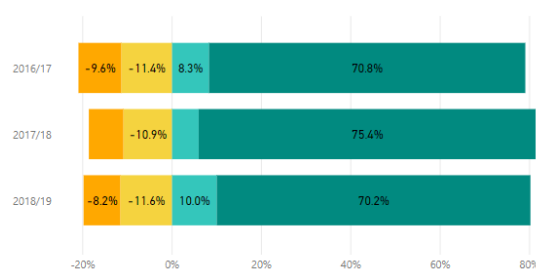
2. LT&Q Metrics

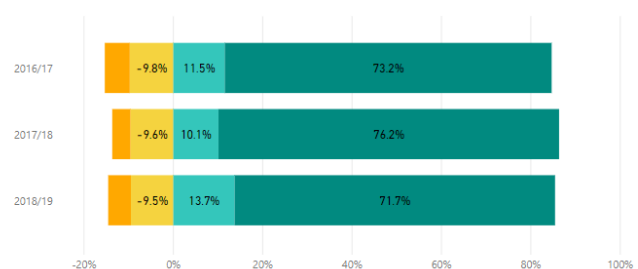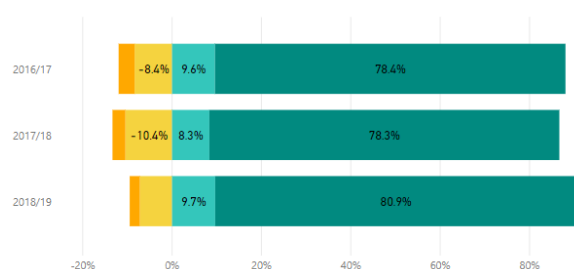**All data outlined below is up to date as at 21 April 2020. PIs for 2018/19 are final.**
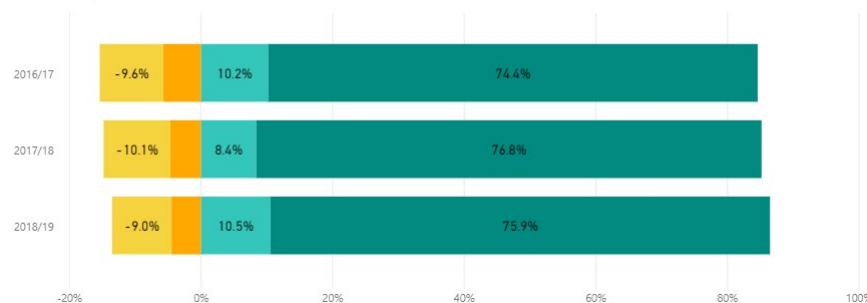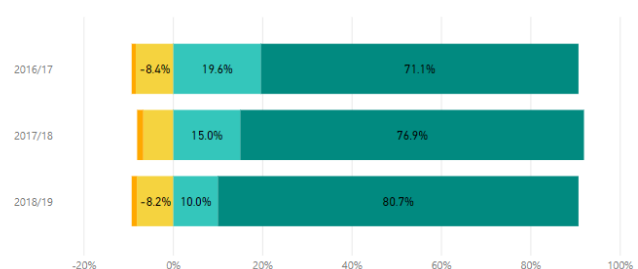
	2017/18	ROA Target 2018/19	Outturn 2018/19
Proportion of Course Leavers recording a positive destination (study or employment) 6 to 9 months after completion of a College programme (*tbc by SFC)	94.4%	95%	93.3%*

	2018/19	2019/20
Overall student satisfaction score arising from the November Learner Early Experience Survey	81%	83%
Overall student satisfaction score arising from the March Learning and Teaching Survey (* based on c. 10% of normal level of responses)	82%	82%*

	2018/19	2019/20
D&A student satisfaction score arising from the National SFC Learner Early Experience Survey (* based on c. 10% of normal level of responses. Collection cancelled so this result will not be published)	91.4%	88%*
National SFC Learner Early Experience Survey Score (2019/20 results will not be published, the SFC collection for 2019/20 has been cancelled)	86.9%	N/A

	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	325	tbc
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	**45%**	**51%**	**50%**	**tbc**

	2016/17	Outturn 2017/18	ROA Target 2018/19	Outturn 2018/19
SFC Core Credit Target SFC ESF Additional Credit Target	102,960 5,543	102,405 7,154	108,962	103,521 5,824
Total Credit Target	**108,333**	**108,503**	**108,962**	**109,345**
Percentage of target		100.1%		100.4%

	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

	20/21 Applications	20/21 Applicants	Offers Made 20/21
Full-Time Programmes	7,313	5,645	4,239
Part-Time Programmes	209	189	86

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

Credit Target – 108,068 (including 4,421 ESF and 333 additional credits)

Mode	Programmes	Final 18/19 Credits		Actual Credits as at 20/04/202020
17	Full Time	79,923		79,039
18 / 05	Short Full Time	7,222		5,553
06	Block Release	4,147		3,589
07	Part Time – Day	8,678		2,206
08	Part Time – Infill	2,976		6,676
09	Part Time – Evening / Weekend	2,507		1,538
11	Work Based	2,113		2,133
12-16	Open, Flexible, Distance	1,779		1,260
	TOTALS	109,345		101,994

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

3. Information

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