

# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee



Wednesday 2 November 2022 at 5.00pm  
Microsoft Teams

---

### AGENDA

1. WELCOME
2. APOLOGIES
3. DECLARATIONS OF INTEREST
4. MINUTE OF THE PREVIOUS MEETING – 14 September 2022 Paper A for approval MW
5. MATTERS ARISING Paper B for noting MW
  - **Highers Improvement Plan** Paper C for information JR
6. CURRICULUM REPORT – COST OF LIVING CRISIS Presentation ST, JC
7. STUDENTS ASSOCIATION REPORT Verbal update AM
8. 2021/22 PERFORMANCE REPORTS Paper D for information ST/JG
  - **2022 Performance Indicators**
9. VP CURRICULUM & ATTAINMENT REPORT Paper E for noting JG
10. STRATEGIC RISK REGISTER Paper F for approval ST
11. LT&Q METRICS Paper G for noting ST
12. DATE OF NEXT MEETING – Wednesday 8 February 2023, 5pm, via MS Teams



**Learning, Teaching and Quality Committee**

**Wednesday 2 November 2022**

**PAPER A**

**MINUTE OF THE PREVIOUS MEETING –**

**Wednesday 14 September 2022**

# BOARD OF MANAGEMENT



## Learning, Teaching and Quality Committee Wednesday 14 September 2022

---

### *Draft Confirmed by Chair*

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 14 September 2022 5.00pm in the Boardroom, Gardyne Campus and MS Teams.

**PRESENT  
(In person)**

M Williamson (Chair)  
S Hewitt  
N Lowden  
S Middleton  
A Monks  
L O'Donnell  
L Strukanova

**PRESENT  
(Virtual)**

B Carmichael  
K Ditcham  
H Honeyman

**IN ATTENDANCE:  
(In person)**

J Grace (Vice Principal Curriculum and Attainment)  
J Roscoe (Director of Curriculum and Attainment)  
M Sanderson (Executive Secretary)

**IN ATTENDANCE:  
(Virtual)**

S Toms (Director of Curriculum and Attainment)

### 1. WELCOME

M Williamson welcomed Committee members, new Board Chair, L O'Donnell, and Student Vice President L Strukanova to their first meeting. K Ditcham joined at 5.30pm.

### 2. APOLOGIES

Apologies were received from D Fordyce, S Stirling, J Carnegie, S Taylor

### 3. DECLARATIONS OF INTEREST

There were no declarations of interest.

### 4. MINUTE OF PREVIOUS MEETING

The minute of the meeting held on Wednesday 27 April 2022 was approved as an accurate record.

### 5. MATTERS ARISING

There were no matters arising.

## 6. CURRICULUM REPORT – D&A STUDENT EXPERIENCE STRATEGY

J Grace presented the Curriculum Report on D&A Student Experience Strategy. J Grace reported on approaches taken to develop the strategy, provided an overview of the Community Experience and Learning Experience components within the Student Experience Strategy and the actions taken to date to embed the strategy into college operations.

A copy of the presentation can be found [here](#).

M Williamson noted it was an excellent presentation to the Committee.

H Honeyman asked how successful the all-staff day was and how the themes would be maintained throughout the year. J Roscoe confirmed it had been well received, with staff including the implementation of key messages at Stop and Reflect self-evaluation sessions. J Roscoe noted the value of the building a learning community is featuring strongly Stop and Reflect sessions and staff are taking on board Simon's message.

A Monks noted a positive impact within the first week of term, from both students and staff.

N Lowden noted as positive the use of scripted language and conversations, especially with learning being back onsite. S Hewitt confirmed that the College is re-building from a strong foundation as a successful College.

H Honeyman asked about opportunities for teams to share practice across departments. J Roscoe gave examples of 2 communities of practice – Senior Phase and work-based learning. S Toms noted Esports project is a good example of collaboration between different departments.

L O'Donnell noted the importance of developing reflective practitioners and the benefit to staff as teaching professionals.

M Williamson asked if Academic staff have the chance to observe other teaching methods and classes and whether it is built into the CPD programme. J Roscoe confirmed this is embedded into the CPD programme through teaching squares/triangles and will be COVID. B Carmichael confirmed the team will revisit the observation model and reflect on the Learning Experience.

M Williamson thanked the team for a detailed presentation.

## 7. STUDENTS' ASSOCIATION REPORT

A Monks presented the report [presentation](#) to the Committee.

A Monks summarised the update to the Committee and noted key projects they were working on, including updates from team activities held over summer, for example, supporting groups of students to give them tours of campuses and introduce them to staff.

A Monks noted the team took part in the Kiltwalk for Cash for Kids and raised £650.

A Monks highlighted the concern of food insecurity for students. The team introduced a breakfast club this week and without advertising, 250 students attended over the course of a week. A Monks noted that food larders have been emptied across campuses and the Students' Association have a small budget to fund the breakfast clubs. S Hewitt noted there should be a joined-up approach internally and with local partners to the cost-of-living crisis.  
**S Hewitt to progress.**

A Monks highlighted her recent attendance as a panel member at the College Development network (CDN) Poverty Symposium. S Hewitt praised A Monk's presentation at the event.

M Williamson thanked the team for their extensive report and noted the concern in the numbers of students (and staff) who have attended the breakfast clubs this week.

N Lowden asked how the breakfast clubs are being funded and how this will be sustained. A Monks confirmed this is being covered through the Student's Association budget but will present a challenge as the year progresses.

## **8. 2021/22 SQA NATIONAL 5 AND HIGHER 'EXAM' OUTCOMES**

J Roscoe summarised the report and highlighted a return to a normal exam diet after two years. J Roscoe advised that results had increased by 5.8 percentage points compared to 2019. J Roscoe advised that the results may improve further as 3 priority appeals have been submitted, resulting in one upgrade and 23 nonpriority appeals have been submitted awaiting outcome.

L O'Donnell noted that teams need to be careful referring to percentage changes in results, as this can vary significantly if small numbers are presented.

N Lowden asked what presentations looked like in 2019 compared to 2022. J Grace confirmed it was significantly less now since a Highers review was undertaken and a new National Progression Award qualification in Psychology was written by D&A College and delivered as part of the School-College Partnership with Angus Council.

M Williamson noted last year, there was a concern around Higher Care. J Roscoe noted the sole purpose of this course, is for students to gain entry into nursing courses with Universities requiring applicants to hold 3 Highers for entry.

M Williamson asked the team for a short paper at the next LTQC identifying the improvement plan for Higher Care. **J Roscoe to progress.**

The report was noted.

## **9. 2021/22 LEARNER SATISFACTION SURVEY**

J Grace summarised the survey and noted a good overall response from learners, considering College were still operating under COVID restrictions. J Grace highlighted a trend of increasing satisfaction rates rising from 80% in 2018 to the current 88% and provisional SFC results also showing increased satisfaction.

H Honeyman asked why the Performing Arts (PA) results were low. J Grace noted that the students were disadvantaged and unhappy at not being able to collaborate on performances and experience full on-campus learning due to COVID-19 restrictions. J Grace advised that the newly recruited Head of Curriculum and Quality is already making a positive impact. S Toms supported this statement having recently attended the team's Stop and Reflect session.

S Hewitt highlighted the PA team have excellent student outcomes despite the low scoring learner survey.

S Middleton stated that student satisfaction of 88% is an excellent achievement. N Lowden noted the need to celebrate the excellent results.

M Williamson noted for the positive survey results to be included in the minute.

## **10. VP CURRICULUM & ATTAINMENT REPORT**

J Grace summarised the report advising that the decline in recruitment mirrors the sector as a whole. J Grace confirmed the focus is on student retention and highlighted the Stay@D&A campaign including use of the QR codes to enable students to access support. J Grace noted the range of positive curriculum developments, partnerships and contracts reflect the scale of activity the college is involved in with the business and wider community.

The report was noted.

## **11. STRATEGIC RISK REGISTER**

M Williamson asked the committee to approve the strategic risk register and for approval of the recommendation for COVID risk register to be removed. Both items were approved by the Committee.

L O'Donnell asked if Recruitment and Partnerships should be included as separate risks on the Risk Register for this committee. H Honeyman noted the need to be clear about Strategic Board-level risks and college operational risks. M Williamson proposed this matter be discussed at Audit and Risk committee on Sept 20 rather than here.

## **12. COVID-19 UPDATE**

S Hewitt noted that activity is returning to normal following the removal of COVID-19 restrictions but impacts will continue to be felt for some time including challenges around anxiety and mental health for students and staff returning to campus. J Grace noted classrooms have returned pre-COVID capacities and all students are now back on campus.

S Hewitt noted the reporting of COVID absence is transitioning back into the normal way of working in reporting any absence.

## **13. LT&Q METRICS**

S Hewitt summarised the paper and highlighted the 21/22 results are being finalised currently with results looking positive.

## **14. DATE OF NEXT MEETING**

Wednesday 2 November 2022, 5.00pm via MS Teams.

### **Action Point Summary**

<b>Action</b>	<b>Responsibility</b>	<b>Date</b>
Agenda item 7 – A joined up approach to the cost-of-living crisis to be implemented internally and with external partners.	S Hewitt	2 November 2022
Agenda Item 8 – Improvement plan required for Higher Care	J Roscoe	2 November 2022



**Learning, Teaching and Quality Committee**

**Wednesday 2 November 2022**

**PAPER B**

**MATTERS ARISING**

# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee

Wednesday 2 November 2022

### Matters Arising



---

#### *Paper for information*

#### Action points from the meeting of 14 September 2022

Agenda Item No	Action	Current status	Open / Closed
7	A joined up approach to the cost-of-living crisis to be implemented internally and with external partners.	Cost of Living crisis group established and projects underway. Update to be provided at meeting	Closed
8	Improvement plan required for Higher Care	Plan developed and summarised in VP report	Closed

**Author & Executive Sponsor:** Steven Taylor, Vice Principal – People and Performance





**Learning, Teaching and Quality Committee**

**Wednesday 2 November 2022**

**PAPER C**

**HIGHERS IMPROVEMENT PLAN**

# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee

Wednesday 2 November 2022

National Qualification Improvement Plan



### Paper for information

#### Introduction

At the LTQC held 14<sup>th</sup> September 2022, Paper C detailed the National Qualifications (National 5 and Higher) Exam Outcomes. This paper drew from data pertaining to SQA exams which have been sat by Dundee and Angus College students in 2021/22. The data presented was based not on enrolled students but those students who were presented for each course.

The tables below show Higher and National 5 grades awarded, pass rates and a comparison of the 2022 pass rate v 2021.

Award	Subject	Examined	Pass A	Pass B	Pass C	Fail D	No Award	Pass	Fail/No Award	Pass % of examined	2021 Pass Rate	Change in Pass rate (points)
Higher	Care	31	3	4	5	11	8	12	19	38.7%	56.0%	-17.3%
Higher	Chemistry	5	1	4	0	0	0	5	0	100.0%	78.6%	21.4%
Higher	English	37	7	13	13	3	1	33	4	89.2%	93.2%	-4.0%
Higher	Human Biology	10	5	2	2	1		9	1	90.0%	64.3%	25.7%
Higher	Mathematics	4	2	1	0	0	1	3	1	75.0%	71.4%	3.6%
Higher	Physics	7	6	0	1	0	0	7	0	100.0%		
Higher	Psychology	39	8	12	6	7	6	26	13	66.7%	80.8%	-14.1%

Nat 5	Applications of Mathematics	4	2	0	1	1	0	3	1	75.0%	86.4%	-11.4%
Nat 5	English	8	4	1	2	0	1	7	1	87.5%	100.0%	-12.5%
Nat 5	Mathematics	27	10	6	7	3	1	23	4	85.2%	84.8%	0.4%
Nat 5	Psychology	23	4	8	6	2	3	18	5	78.3%	97.1%	-18.8%

It was noted that the data highlighted that in comparison to 2021 the achievement rates for some qualifications had declined substantially in 2022. The overall Higher Pass rate has

decreased by 11.4 points from 82.8% in 2021 to 71.4% in 2022, a return to a pass rate which is more consistent with years prior to 2020. Drops in pass rate were seen in Higher Care (down 17.3 points to 38.7%), Higher Psychology (down 14.1 points to 66.7%) and Higher English (down 4 points to 89.2%).

The National 5 Pass rate has increased slightly by 5.2 percentage points from 77.1% in 2021 to 82.3% in 2022, mainly due to a small increase in the Maths pass rate which attracted the most candidates. Applications of Maths and English both saw pass rates drop to 75% and 87.5% respectively, with low numbers of candidates in each. National 5 Psychology pass rate dropped from 97.1% to 78.3%

The overall pass rate in 2019 in the subjects above was just 65.6% for the same subjects. Therefore have increased significantly by 5.8 percentage points to 71.4% in 2022.

### Further Context

Although national benchmarks are not available, provisional attainment statistics provide comparison with national achievement in both Education Authority Centres and FE Centres for those qualifications were attainment rates decreased in 2021/2.

Qualification	Pass Rate A-C FE College Centres	Pass Rate A-C Education Authority Centres	Pass Rate A-C D&A
National 5 Application of Maths	83%	64%	78.3%
National 5 English	73%	87%	87.5%
National 5 Psychology	73.5%	83.1%	78.3%
Higher English	78.9%	77.1%	87.5%
Higher Psychology	59%	71.5%	66.7%
Higher Care	59.8%	N/A	38.7%

### Improvement Planning

For those highlighted in green and amber, attainment rates for 2021 exceeded or are equitable with national attainment rate. For these particular qualifications, specific action plans have not been devised and teams are engaging with effective evaluation, challenge and dialogue led by their HoS and HCQ to focus on the student experience and the improvement of outcomes.

## Specific Actions Plans

### HIGHER CARE

#### ***From August 2022***

For Higher Care, the HSC team have developed an agreement that must be signed by students on what they must achieve if they are to be considered for external assessment (see attached). This include achieving unit assessments, demonstrating a keen attitude to learning and achieving a reasonable grade at prelim.

#### ***From October 2022***

SWAP affiliated students do not require any Highers for direct entry into Nursing and therefore do not require this qualification. However, those accessing university directly from the SCQF level 6 course, require three qualifications at Higher level (as listed opposite). Using data from UCAS, analysis of progression to university with or without the Higher Care is being undertaken. The data will enable us to ascertain the proportion of learners who progress to university study directly from the level 6 course and whether they are required to attain Higher Care as a condition.

Director of Curriculum (Learning and Teaching) with the support of the Academic Partnership Team will initiate conversations with Abertay and Dundee Universities (in the first instance) to explore alternative qualifications for entry into first year undergraduate study.

Both actions will help to inform a discussion as whether Higher Care remains part of the Access to Nursing framework in 2023/24.

#### ***From January 2023***

### Support for Learners

All Access to Nursing/ Access to Nursing and Social Services students will be met on an individual basis to discuss right path for them and will be appropriately guided to support their progression. Being guided towards HNC Healthcare Practice would remove the requirement to sit Higher Care.

### **Project**

There are already clear guidelines written on what is appropriate content for the external project. There is a move to more in class focus on the project and specific strategies to support analysis and evaluation skills to improve understanding and encourage students to analyse/evaluate. D&A staff are actively reaching out to colleges with better rates of attainment to gain insight into their learning and teaching approaches and how they support the completion of the Higher Care Project.

### **External input**

SQA are holding a Higher Care standardisation day where they will be focusing on the remit of the Higher Care project. HSC staff teaching on Higher Care and the HCQ are scheduled

### **Access to Nursing and Access to Nursing and Social Services**

#### **Course and assessment information**

The Access to Nursing course is designed to support you to meet the entry requirements for HNC or university, and to prepare you to study at a higher level. The course consists of a combination of Higher subjects and other units that are related to providing a high standard of care for individuals in need of health and social care. These include:

#### **Higher Care (external assessment) \***

- Care: Values and Principles
- Care: Human Development and Behaviour
- Care: Social Influences

#### **Health and Social Care Skills for Work Higher (internal assessments)**

- Understanding and Supporting People in Health and Social Care Settings
- Care Principles and Practice
- Working in Health and Social Care Settings
- Health, Safety and Protection Issues in Care Settings

**Comms 4 and Lit 1 (internal assessments)** which are accepted as an equivalent to Higher English

Conditions from university will usually be that you must pass your course AND achieve a pass at the Higher Care external assessment, it is important therefore that you understand the criteria we will follow regarding assessment.

#### **\*It is not automatic that you will be able to sit the external assessment.**

- We are here to support your journey but, if you are struggling with course work, we will discuss with you the best options for future studies. This may mean not sitting the external assessment and working towards achieving the conditions for HNC Healthcare Practice instead. If this is the case for you, HNC Healthcare Practice would mean another year at College BUT would enable you to apply to Nursing the year after.
- Meeting the criteria to sit the external Higher Care assessment will be based on passing the assignments in each of the Higher Care units that you study in semester one **PLUS** passing your prelim which will take place during the January quality week.

Please sign below to confirm that you have read and understood this information

Print name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

to attend. Learning from this event will be cascaded to the team and implemented through internal verification processes. Furthermore, one CQL is a SQA Appointee marking Higher Care marker and HCQ is encouraging and supporting other lecturing staff to take up marker roles.

SQA events provide an opportunity for networking and sharing good practice with other colleges.

## **HIGHER PSYCHOLOGY**

### **Specific Action Plan**

Social Science and Transition team reflected on the Higher Psychology and the outcomes this session.

Stream 1 (X-1PC) was delivered by a very experienced lecturer. This was also sat in Mearns school which is a high achieving school.

Stream 2 (A-1PA) was delivered by a very experienced lecturer.

Stream 3 (1PB) by someone in their second year of delivery but who marked for Higher Psychology in 2022. This provided the team with invaluable information at the central marking event.

Stream 4 (X-1PA) by a new lecturer but all prelims in this class were second marked. This stream is identifiable on the attached document as having most 'reds'.

All the lecturers above shared practice through the formation of a teaching bubble. They shared their materials and standardised assessment.

Higher Psychology grade boundaries was moved by one mark which suggests that, on a national level at least, the grades achieved in Higher Psychology may have been comparable to the grades received in other subjects. The grade boundaries cite that 120 marks are available for the Higher. The paper was reduced to 60 marks (due to COVID mitigations) and the assignment is 40. SQA then weighted the written paper however Centres were not asked to do this weighting exercise when providing estimates.

SQA release of information in November 2021 informed students that they could appeal for their estimate and therefore the team saw a lot of effort invested in their prelims were pleased they had secured a good grade for their prelim on which they could appeal if necessary. We are still waiting for the appeal outcomes for 15 Higher Psychology candidates.

Higher Psychology is the only NQ solely taught to senior phase pupils which means that this was also the first exam diet that these students had ever sat.

### ***August 2022***

#### **Staff Development**

Learning and Teaching bubbles to continue to support less experienced staff.

#### **The Investigation**

This is the assignment component worth 40 marks. Lecturers have the most control over this area of the qualification so is practical and likely to most effectively focus on strengthening attainment. With an average of only 24/40 marks gained on the assignment there is scope for improvement here and staff are taking actions to address it.

- Bringing the assignment forward in Learning and Teaching Summary plans
- Due to the limited variety of experiments that can be ethically carry out on the topic previously delivered, this led to high scoring assignments nationally as most learners opted for this experiment as part of the investigation. Providing a further topic within the curriculum to widen the choice of experiments available.
- Timetabling for more classes to be 'assignment focused'

### ***Jan/ Feb 2023***

#### **Randomised Prelim Papers**

It is recognised that lecturing staff may have unconsciously teaching to the prelim. This will be addressed this year with unseen prelims. The team always prepare three papers to allow for resits. In 22/23 the lecturers will not know which paper will be the primary paper, resit 1 and resit 2 paper until 48 hours prior to the prelim.

### ***From April 2023***

#### **Partnership working with APT and schools**

To provide the best opportunity for our learners to achieve, classes for Higher Psychology are timetabled until the exam date and structured revision classes are beneficial. Working with schools and APT, it is hoped that schools will support his additional input.

#### **External**

SQA are holding a Higher Care standardisation day where they will be focusing on the remit of the Higher Care project. HSC staff teaching on Higher Care and the HCQ are scheduled to attend.

Lecturing staff are already SQA markers for Higher Psychology and others will be encouraged to

**Specific Action Plan monitoring and support**

HoS has planned several check- in dates with the teams to evaluate the efficacy and progress of these actions.

**Author: Jane Roscoe, Director of Curriculum**

**Executive Sponsor:** Julie Grace Vice Principal – Curriculum and Attainment



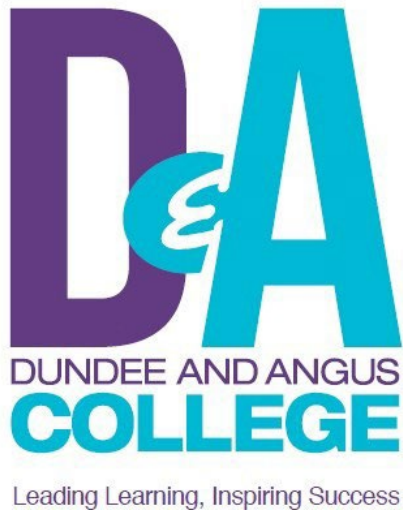
**Learning, Teaching and Quality Committee**

**Wednesday 2 November 2022**

**PAPER D**

**2022 PERFORMANCE INDICATORS**





# Provisional Performance Indicator Summary Report 2021/22

October 2022

Business Intelligence

# Table of Contents

<b>Introduction .....</b>	<b>3</b>
About the Data .....	3
 <b>Dundee &amp; Angus College Total PIs .....</b>	 <b>4</b>
Chart of College Total PIs .....	4
Table of College Total PIs and Commentary .....	4
 <b>Performance Indicators by Level and Mode of Study .....</b>	 <b>5</b>
Chart of Successful Completion Percentage by Level and Mode v prior 2 years. ....	5
Chart of Performance Indicators by Level and Mode .....	5
 <b>Achievement of Aspirational Targets for “Completed Successful” outcome .....</b>	 <b>7</b>
Chart of number of Courses by Department by “Completed Successful” outcome.....	7
 <b>Performance Indicators by College Department/Campus .....</b>	 <b>8</b>
Chart of Performance Indicators by College Team .....	8

## Introduction

This reports details Dundee and Angus College Provisional Performance Indicators for Academic Year 2021/22 by whole College, Department, Level of Study and Mode of Study with a comparison against PIs for prior years by Level and Mode of Study.

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

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

## About the Data

All of the data contributing to this report has been obtained from the College’s Unit-E FES data, remains provisional, **has yet to be verified by the SFC and is not for publication.**

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

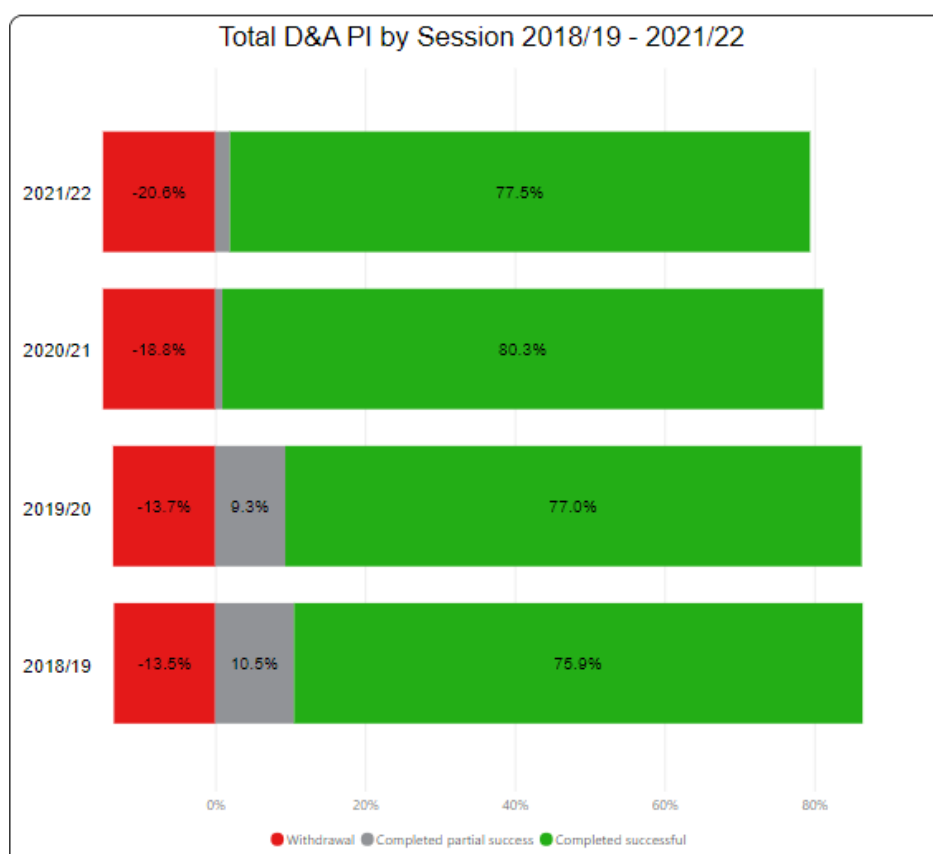
It should be noted that there may be instances where rounded percentages add up to greater than 100%, this is due to the rounding of decimal points in the underlying data.

Comparisons between provisional Dundee and Angus PIs 2021/22 v 2020/21, 2019/20 and 2018/19 are detailed in the following table:

Performance Indicator	2021/22	2020/21	2019/20	2018/19	Change v 2018/19
Completed Successful	77.5%	80.3%	76.9%	75.9%	-2.8%
Completed Partial Success	1.9%	1.0%	9.2%	10.5%	+0.9%
<b>POSITIVE OUTCOME</b>	<b>80.4%</b>	<b>81.3%</b>	<b>86.1%</b>	<b>86.4%</b>	<b>-0.9%</b>
Further Withdrawal*	13.9%	15.4%	8.0%	9.0%	-1.5%
Early Withdrawal*	6.7%	3.3%	5.9%	4.5%	+3.4%

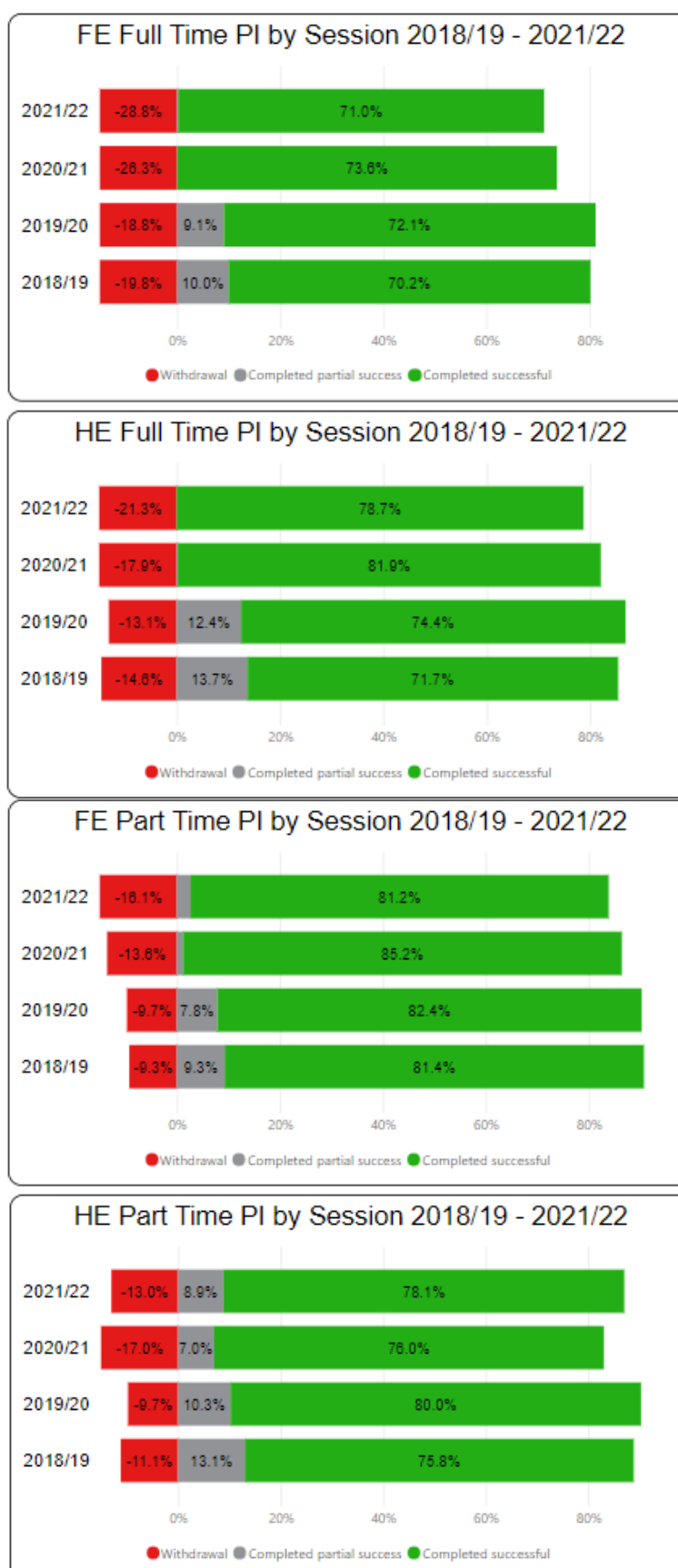
\*21/22 Withdrawals split by early and further withdrawn is estimated, until PIs are confirmed by SFC. The overall withdrawal rate shown is accurate.

The overall provisional Completed Successful rate has decreased from 2020/21 by 2.8 percentage points to 77.5%, with a total Positive Student Outcome of 80.4%. This has decreased marginally from 81.3% due to a combination of small increases in both the total rate of withdrawal and completion with partial success.



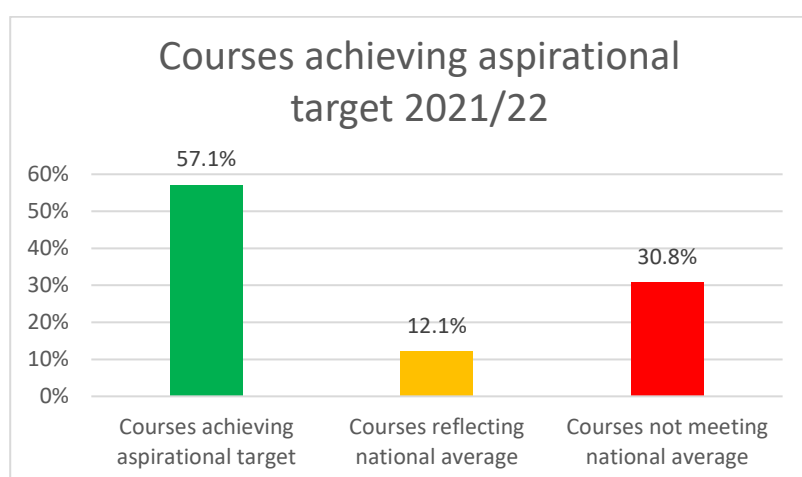
The charts below display comparison of Successful Completion rates by level and mode of study for 2021/22 against 2020/21, 2019/20 and 2018/19. As these numbers are provisional there may be some small shift between FE and HE.

There were decreases in Successful Completion in Full Time FE, Full Time HE and Part Time FE with only an increase in the rate for Part Time HE.

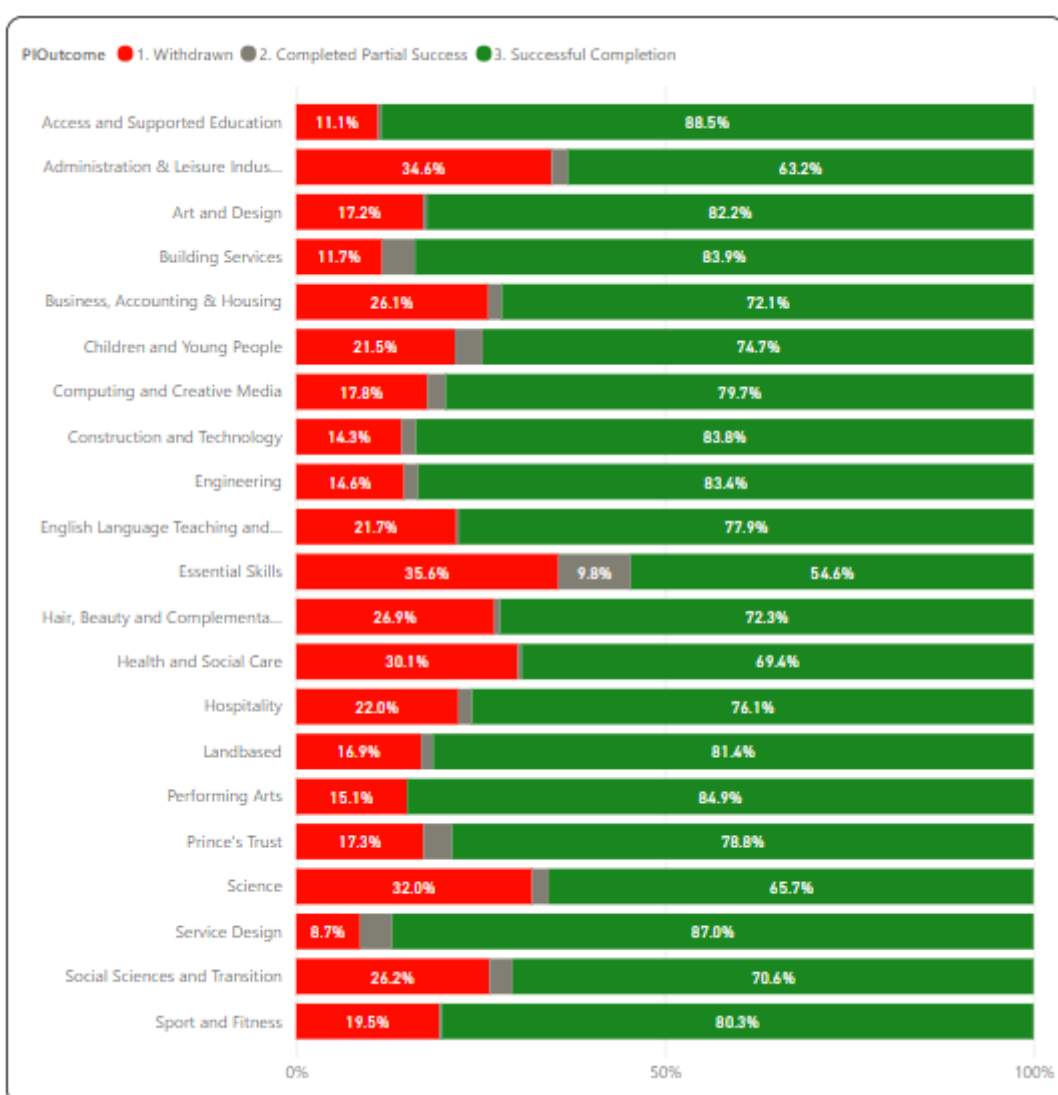


The table below shows the percentage of courses that meet the College's own aspirational targets and exceed national averages, the percentage which reflect national average standards and the percentage which fall below national average. Measure is where courses' Completed Successful % is greater than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

	Courses achieving aspirational targets	Courses reflecting national average	Courses not meeting national average
Access and Supported Education	19	2	2
Admin & Leisure Industries	14	1	20
Art & Design	16	6	1
Building Services	32	2	17
Business, Accounting & Housing	19	10	17
Children and Young People	12	5	5
Computing and Creative Media	18	4	6
Construction and Technology	20	3	4
Engineering	25	2	8
English Language Teaching and Training	5	1	6
Essential Skills	4	1	12
Hair, Beauty and Comp. Therapies	20	3	7
Health and Social Care	16	4	14
Hospitality	16	6	9
Landbased	23	1	10
Performing Arts	8	0	5
Prince's Trust	2	1	0
Science	7	1	9
Service Design	3	1	1
Social Sciences and Transition	7	6	6
Sport and Fitness	11	3	1
	<b>297</b>	<b>63</b>	<b>160</b>



The percentage of courses that meet the College's own aspirational targets and exceed national average has dropped from 64.3% of courses in 20/21 to 57.1%. The percentage reflecting national average performance has increase by 1.6pp while the percentage not achieving national average has increased by 5.6pp to 30.8% of courses.





**Learning, Teaching and Quality Committee**

**Wednesday 2 November 2022**

**PAPER E**

**VP CURRICULUM AND ATTAINMENT  
REPORT**



# BOARD OF MANAGEMENT



## Learning, Teaching and Quality Committee

**Wednesday 2 November 2022**

### VP Curriculum and Attainment Report

---

#### Paper for noting

#### 1. Attainment 2021-22

Despite another challenging academic session for students and staff, I am pleased to report that student success outcomes have once again remained positive.

The ongoing COVID-19 restrictions resulted in significant numbers of students withdrawing again last session across all academic areas. However, the application of the SQA alternative assessment arrangements, and the implementation of the flexibilities provided by Scottish Funding Council in recognition of students who may have been unable to complete their courses due to the impact of COVID-19 helped reduce the number of partial completions, contributing to the successful performance outcomes.

#### 2. Recruitment and Retention

Data from College Scotland shows that full-time student numbers have declined by an average of 20% (c16000 students) across the college sector since 2019-20 (pre-COVID). Recruitment has been impacted by increased competition from apprenticeships, employment, and universities. D&A full-time enrolments have declined by 15% over the same period, with the biggest reduction in HE enrolments. Increasing the number of students applying for HN courses will be a key priority for 2023-24 recruitment. The Senior Academic Leadership Team continues to monitor the impact of recruitment and retention on credit activity, reporting regularly into the Senior Leadership Team.

Applications opened on 14 October for our January courses and the Academic Partnerships Team have in-school events planned to promote the opportunities to winter school leavers. We will also open for 2023-24 full-time applications earlier than normal (14 November) to run parallel with the UCAS university recruitment schedule. We have an Open Day planned at Kingsway Campus on Saturday 19 November to promote our January and 2023-24 offer. We will be offering 17 new courses in Session 2023-24 as a result of the curriculum planning undertaken earlier in the year.

The current focus of teaching and support teams remains on retention with the ongoing promotion of the Stay@D&A campaign and the Help Point staff are continuing to make phone calls to students whose attendance drops, to support them to return to college. Administrative Services are also working with Student Services and Students' Association to review the discretionary fund thresholds to ensure we offer as much financial support as possible to our students during the cost-of-living crisis.

### 3. Curriculum Developments

#### 3a. Esports

We are continuing to build the platform for our new esports curriculum and have just concluded another fully subscribed Esports holiday club for school age children. This was followed by the inaugural D&A Esports 'Community Cup', with 3 college student teams and 32 teams from Dundee and Angus secondary schools participating in the tournament.

Our partnership with Esports Scotland continues to grow with **The Official Scottish Esports League Finals** being held in our Gardyne Campus on the 18th & 19th November. The finals are being sponsored by IRN-BRU Energy and there is a prize pot of £15000. This free event will help raise awareness of the potential careers in Esports.

#### 3b. Electric Vehicle Training School

We have extended our agreement with Rab Lawson & Sons for a further 2 years which enables us to expand our Electric Vehicle Training School. Following on from recent agreement with the Emergency Services to upskill their technicians, we have won a contract to deliver Electric Vehicle Technician training to the McGills Group in Glasgow, the parent company to Xplore Dundee. The McGills Group have recently bought over competitor companies significantly expanding their workforce. We are working closely with them to tailor our delivery to their requirements and provide a quality experience with the aim of continuing the collaboration and rolling out the training to their wider group.

#### 3c. Careers Awareness

The Road Haulage Association and a team from Harry Lawson visited our Kingsway Campus to engage in session with our Automotive students. The aim was to raise awareness of the diversity of roles within the industry which is currently facing severe labour shortages and provide the students with motivation to stay at college and complete their courses.



Sports and Fitness carried out a similar engagement and motivation event for students with a careers fair supported by industry, including uniformed services and fitness and leisure employers.

#### 3d. DFN Project Search

We have received our evaluation for the first year of delivery of DFN Project SEARCH which is a transition to employment course for young people with learning disabilities and/or autism delivered by our Supported Education department with NHS Tayside providing work experience. Due to the pandemic the NHS was unable to host work experience, so the college provided placements for the 7 students. This was acknowledged in DFN Project Search's report:

"The college management and staff are to be highly commended for 'stepping into the breach' and providing placements and on the job learning for the young people. The commitment of the college has been outstanding, and I and the host business are very appreciative of all that they have done to make DFN Project SEARCH operational in these unusual circumstances."

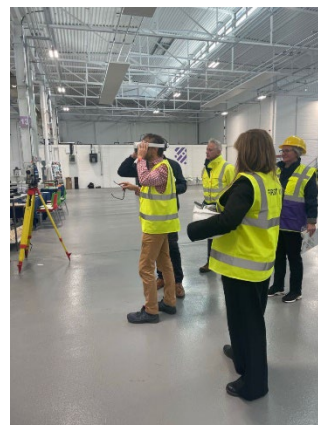
The evaluation report was positive with some recommendations to be addressed post-COVID which will be implemented for the new group's commencement in Ninewells Hospital.

### 3e. Scottish Government Visit

We recently welcomed the Director for General Economy, Louise MacDonald and 2 Scottish Government colleagues to the Skills Academy at Michelin Scotland Innovation Parc.

The college team spoke in detail about the role that D&A will play in supporting industry with upskilling the workforce in Green Skills alongside inspiring the next generation to work in this sector. They described the courses that will be on offer, the technology and equipment that will be available as well as the role that D&A plays in supporting unemployed people and those facing redundancy to gain employment in this growing sector.

The Scottish Government representatives were fascinated with the ambition, intentions and collaboration between industry and education and Louise highlighted the key role we play and how incredibly impressed she was with what we were doing at D&A College.



### 3f. Care Skills Escalator (CASE)

Staff from Health and Social Care have just concluded a three-year Erasmus funded project to create a free, fully accessible online learning platform and associated toolkit for those new to working with people living with dementia. [www.dementialearning.eu](http://www.dementialearning.eu)

It will be embedded in our health and social care courses that lead directly to employment and will be used by 100-150 students per year. We are working with the Scottish Social Service Council, the regulatory body for social service workers in Scotland, to link the CASE platform with their work and that of other UK Dementia work programmes. In addition, Balhousie Care Group, one of the largest residential care providers in Scotland, have committed to incorporating the platform into their induction training for new staff.

## 4. Partnerships

### 4a. NHS Dance Tours

After a 3-year hiatus the student-led NHS Dance Tours have recommenced this month. HNC Dance students deliver interactive, fun and impactful sessions to S2s across all 8 Dundee secondary schools covering topics that are relevant to the health and wellbeing of young people. The current topic is "How We Feel" and looks at factors that impact and support mental health and wellbeing.



#### 4b. Support for Ukrainian Refugees

Alongside the additional full-time, evening and community ESOL courses we have recently introduced for Ukrainian citizens, we were asked by community partners to deliver an intensive 4-week course for refugees and unaccompanied asylum-seeking children living in who were, without exception, motivated, enthusiastic and keen to learn. The feedback from the students was positive and course aims were fully met. The majority of the participants have progressed to full-time ESOL courses.

#### 4c. STEM EXPO 2022

The STEM Regional Partnership led by the college delivered a STEM event to showcase STEM institutions and to influence careers and school subject choices. **Sustainable Energy** was the theme and a wide range of industry, university and third sector partners were invited to participate. 438 school pupils (221 male: 217 Female) attended from 13 secondary schools in Dundee and Angus. Feedback from pupils and teachers was positive and although it is too early to say if this will have a direct impact on recruitment, networking contacts were made with schools and industry and many schools have requested further STEM activities and engagement.



## 5. Celebrating Success

### 5a. Scottish Games Awards

The first ever [Scottish Games Week](#) 2022, will run from 24 to 28 October and we are proud to announce that our **HN Games Development Course** has been shortlisted as a finalist in the **Best Education Programme** category in the Scottish Games Awards. The awards are being held in Dundee on 27 October.

## 5b. The Herald Scotland Diversity Awards

**Digital Dundee** - our partnership course with Enable Works – was shortlisted in the **Diversity through Education** category in this year's Herald Scotland Diversity Awards which took place in October. Unfortunately, the team didn't win but were pleased to be nominated alongside so many other worthy finalists.

### 5c. John Benson-Smith Scholarship

Three successful Hospitality and Professional Cookery students received recognition for their passion for the industry and aspirations for their future careers and were awarded the John Benson-Smith Scholarship which carries a cash prize of £500 each and the opportunity to be recognised as a John Benson-Smith scholar. The students were presented with the awards by John Benson-Smith at a lunch in the Training Restaurant and were delighted to be recognised for their commitment.





## 5d. Colleges Scotland Parliamentary Reception 2022

The college application to showcase **Skills for the Future – D&A College and MSIP Skills Academy** was one of only 9 examples chosen to showcase innovative practice in the college sector at the Scottish Parliament on 5 October 2022. Unfortunately, the event was shortened due to parliamentary business overrunning. However, Michael Marra, MSP acknowledged the important work of colleges and took time to experience our VR tour of MSIP. The details of all of the successful college showcases can be found [here](#).



## 5e. Prizegiving 2022

This year's virtual Prizegiving will see 76 students receive recognition for endeavour and achievement. The awards cover all academic areas and course levels and are decided by course teams. In addition, course teams can nominate particularly outstanding students for the cross-college awards.

## 5f. Graduation 2022

We invited 1360 eligible students to our Graduation Ceremony in the Caird Hall on 28 October and over 400 of them registered to attend on the day. The Graduation Ceremony is the highlight of the college calendar recognising all the hard work, determination, and achievements of our students.

## 6. 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.

**Authors:** Jane Roscoe and Steph Toms, Directors of Curriculum, Leann Crichton, Head of Administrative Services & Julie Grace, Vice Principal  
**Executive Sponsor:** Julie Grace, VP Curriculum and Attainment



**Learning, Teaching and Quality Committee**

**Wednesday 2 November 2022**

**PAPER F**

**STRATEGIC RISK REGISTER**

# BOARD OF MANAGEMENT

## Learning, Teaching & Quality Committee

Wednesday 2 November 2022



### 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 November 2022 Strategic Risk Register is enclosed.

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

Following discussion with the Audit & Risk Committee and the Chair of the Board, a more detailed review of a range of strategic risks will be undertaken for spring 2023. Any changes arising from this review will be raised at a future meeting.

#### **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.

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





# STRATEGIC RISK REGISTER

**2022 - 2023**

As at November 2022

<b>Post Holders</b>	ELT	Executive Leadership Team	Prin	Principal	<b>Score</b>	<b>Impact</b>	<b>Likelihood</b>
	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									
1.1 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	<ul style="list-style-type: none"><li>Robust strategic planning</li><li>Effective environmental scanning</li><li>Strong partnerships</li><li>Clear links between strategy and practice</li><li>Concerted demands for increased activity levels</li></ul>	4	2	8	<ul style="list-style-type: none"><li>Robust monitoring via ROA</li><li>Clear performance metrics</li><li>Amendment of strategic direction/ plans</li><li>Rolling curriculum review</li></ul>	Principal & Chair
1.2 Board	College may be disadvantaged by changes to either UK or Scottish Government policies Under Review	4	3	12	<ul style="list-style-type: none"><li>Effective environmental scanning</li><li>Negotiation/influence at national level</li></ul>	4	2	8	<ul style="list-style-type: none"><li>Review of changes and amendment of strategic direction/plans</li><li>Financial strategy sensitivities</li></ul>	Principal & Chair
1.3 Board	College disadvantaged by changes arising from UK leaving European Union	5	4	20	<ul style="list-style-type: none"><li>Negotiation/influence at national level</li><li>Review of activities/ projects</li><li>Responsiveness to new opportunities</li></ul>	5	2	10	<ul style="list-style-type: none"><li>Review of changes and amendment of strategic direction/plans/ curriculum</li><li>Financial strategy</li><li>Workforce planning</li><li>International strategy &amp; planning</li><li>Post Brexit planning</li></ul>	Principal

**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

<b>Post Holders</b>	ELT	Executive Leadership Team	Prin	Principal	<b>Score</b>	<b>Impact</b>	<b>Likelihood</b>
	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: <ul style="list-style-type: none"><li>Ability of the College to meet key regional strategies/objectives</li><li>Financial loss or unmanageable financial risk</li><li>Reputational loss</li></ul>	4	3	12	<ul style="list-style-type: none"><li>Effective project/activity management in place</li><li>Clear governance structures</li><li>Project/initiative finances clearly incorporated within College financial strategy and plans</li><li>End of project and exit/contingency planning</li></ul>	3	2	6	<ul style="list-style-type: none"><li>Regular project updates at Executive/Board level</li><li>Monitoring of project activities, plans and outcomes</li><li>Clear project Management arrangements in place</li><li>Budget reporting and management</li></ul>	Principal, VPC&A
1.5 Board	College disadvantaged as a result of changes arising from major national educational body reviews: SFC, SQA, EdS	4	4	16	<ul style="list-style-type: none"><li>Negotiation/influence at national level</li><li>Review of activities/ projects and response to new opportunities</li></ul>	4	1	4	<ul style="list-style-type: none"><li>Robust monitoring via ROA</li><li>Amendment of strategic direction/ plans</li><li>Rolling curriculum review</li></ul>	Principal

**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
	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									

1.6 Board	Failure of D&A plans and activities to deliver on required carbon reductions and sustainability actions necessary to meet national targets and achieve College climate emergency ambitions.	4	3	12	<ul style="list-style-type: none"> <li>Robust CEAP in place</li> <li>Multiple strands of activity/action</li> <li>Embedding sustainable practices in normal activity and ways of working</li> <li>Clear links between strategy and practice</li> <li>Planned investment in carbon reduction</li> <li>Sustainable procurement</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Robust monitoring and reporting of CEAP at SLT and Board level</li> <li>Clear performance metrics</li> <li>Amendment of strategic direction/ plans</li> <li>Monitoring of scope 3 emissions</li> </ul>	VPCS, HoE
--------------	---	---	---	----	---	---	---	---	---	-----------

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

<b>Post Holders</b>	ELT	Executive Leadership Team	Prin	Principal	<b>Score</b>	<b>Impact</b>	<b>Likelihood</b>
	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	Responsibility
<b>2</b>	<b>Financial</b>									
<b>2.1</b> <b>F&amp;P</b>	Change in SFC Funding Methodology and Allocation – Reduction in Funding	3	3	9	<ul style="list-style-type: none"> <li>Negotiation/influence at national level</li> <li>Contingency plans for reduced funding</li> </ul>	2	3	6	<ul style="list-style-type: none"> <li>Advance modelling of new funding methodologies and allocations</li> <li>Monitoring impact of changes</li> <li>Amendment of strategic or operational direction/plans</li> <li>Financial strategy sensitivities</li> </ul>	VPCS
<b>2.2</b> <b>F&amp;P</b>	Failure to achieve institutional sustainability	5	4	20	<ul style="list-style-type: none"> <li>Protection of funding through dialogue with SFC</li> <li>Robust annual budget-setting and multi-year financial strategic planning</li> <li>Effective budgetary control</li> <li>Where required, swift action to implement savings</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>Monthly monitoring of budgets</li> <li>Regular review of financial strategy and non-core income sensitivity</li> <li>Detailed monitoring of savings programmes</li> </ul>	VPCS
<b>2.3</b> <b>F&amp;P</b>	National outcomes on salaries and conditions of service outstrip ability to pay	4	4	16	<ul style="list-style-type: none"> <li>Influence within Employers Association</li> <li>Management of staffing expenditures</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Expenditure modelling</li> <li>On-going discussions with staff</li> <li>Financial strategy sensitivities</li> <li>Workforce planning</li> </ul>	VPP&P, VPCS

**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

<b>Post Holders</b>	ELT	Executive Leadership Team	Prin	Principal	<b>Score</b>	<b>Impact</b>	<b>Likelihood</b>
	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
<b>2</b>	<b>Financial (cont)</b>									
<b>2.4</b> <b>A&amp;R</b>	Financial Fraud	4	3	12	<ul style="list-style-type: none"> <li>Strong financial controls: segregation of duties and review of transactions.</li> <li>Review of impact of any changes in structure or duties</li> <li>Whistleblowing arrangements</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Continuous review of financial controls</li> <li>Internal Audit programme</li> </ul>	VPCS
<b>2.5</b> <b>F&amp;P</b>	D&A Foundation refuses/withholds funding for key College priorities	5	3	15	<ul style="list-style-type: none"> <li>On-going dialogue with Foundation Trustees</li> <li>Appropriate bid arrangements in place</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Monitor and advise Board of Management</li> </ul>	Prin & VPCS
<b>2.6</b> <b>F&amp;P</b>	Demands of capital developments / maintenance impacts on financial sustainability or delivery of learning and/or services	3	2	6	<ul style="list-style-type: none"> <li>Multi-year estates strategy and capital planning</li> <li>Lobbying of SFC on capital and backlog maintenance funding</li> <li>Planning for D&amp;A Foundation bids</li> </ul>	2	2	4	<ul style="list-style-type: none"> <li>Monitoring of capital plans and expenditures</li> <li>Regular review of capital plans/timescales relative to funds</li> </ul>	VPCS

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

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

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

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



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

**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

<b>Post Holders</b>	ELT	Executive Leadership Team	Prin	Principal	<b>Score</b>	<b>Impact</b>	<b>Likelihood</b>
	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
<b>3</b>	<b>People and Performance (cont.)</b>									
<b>3.10</b> <b>HR&amp;D</b>	College arrangements do not minimise risk associated with Modern Slavery	4	3	12	<ul style="list-style-type: none"> <li>Clear and compliant procurement arrangements and procedures</li> <li>Staff identity checking arrangements and use of PVG.</li> </ul>	4	1	4	<ul style="list-style-type: none"> <li>Annual procurement monitoring/reporting</li> <li>Regular employee engagement monitoring</li> <li>Open communication with staff</li> </ul>	VPC&A, VPP&P
<b>3.11</b> <b>Board</b>	Failure to plan or respond adequately to future pandemic illness.	5	4	20	<ul style="list-style-type: none"> <li>Monitoring and rapid response to WHO and UK/Scottish Government information and alerts</li> <li>Maintenance of COVID-19 good practice approaches to inform future use</li> <li>Effective business continuity planning in place</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Pandemic readiness / response included in business continuity plan reviews and testing</li> <li>COVID/Pandemic Response Group in place</li> <li>Active monitoring and rapid adoption of pandemic guidance / control measures</li> </ul>	Principal

**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

<b>Post Holders</b>	ELT	Executive Leadership Team	Prin	Principal	<b>Score</b>	<b>Impact</b>	<b>Likelihood</b>
	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	Responsibility
<b>4</b>	<b>Infrastructure</b>									

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

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



**Learning, Teaching and Quality Committee**

**Wednesday 2 November 2022**

**PAPER G**

**LT&Q METRICS**

# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee Wednesday 2 November 2022



### Learning, Teaching and Quality Committee Metrics

#### *Paper for noting*

#### 1. Introduction

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

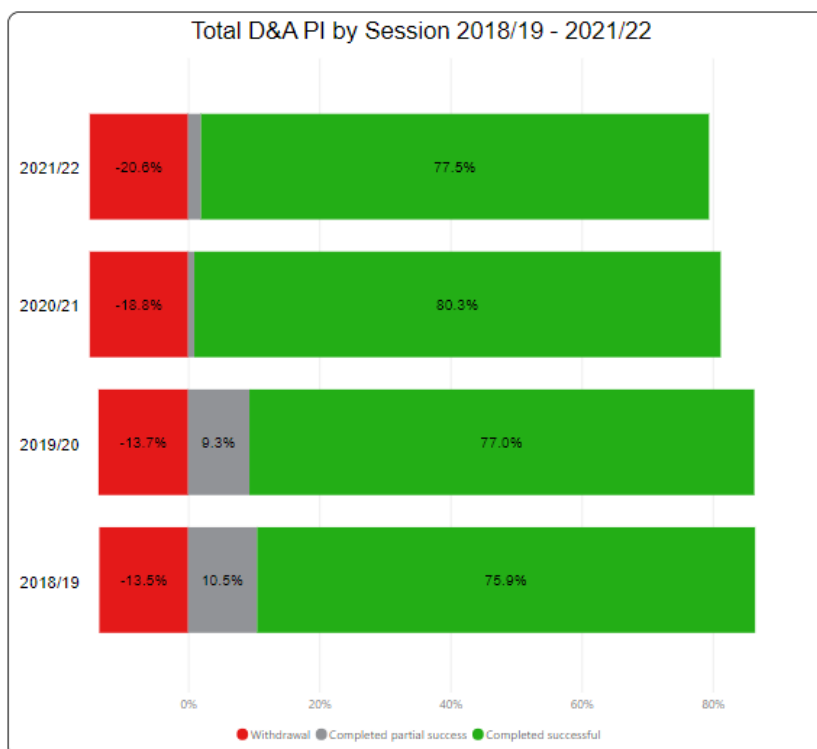
The template is designed to give Board members an easy to read picture of the College's core quality and related information. Sections in the paper can be expanded or amended as necessary, if at any stage Committee members felt that trends or outcomes warranted further consideration at Board level.

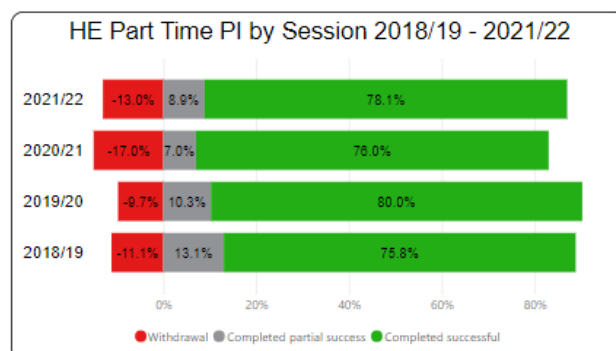
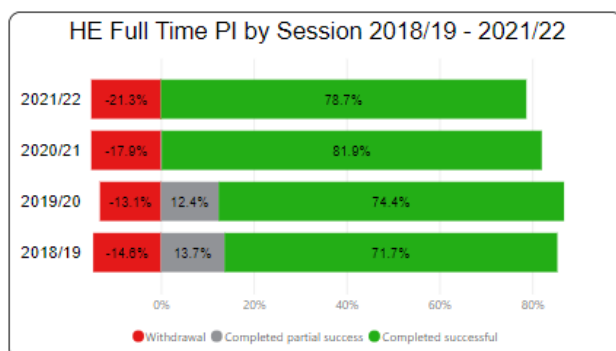
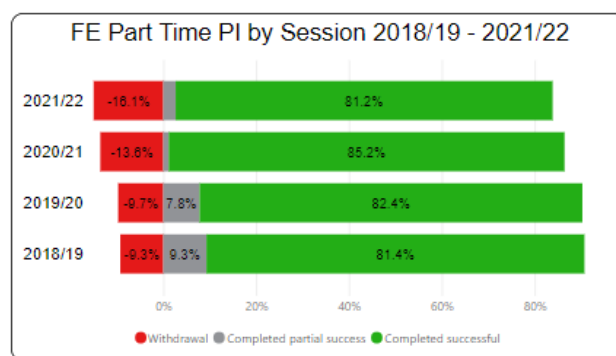
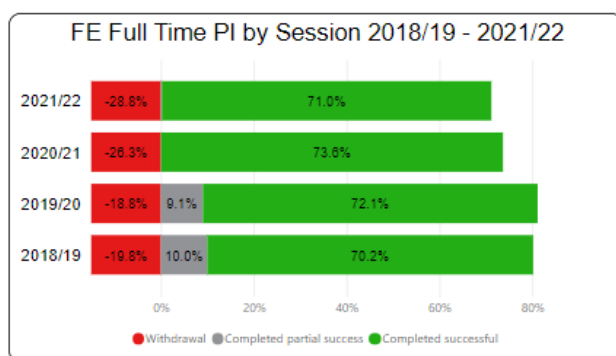
Some of the information is presented as an annual figure and will detail comparisons with previous years. This is of particular importance in identifying trends in Performance Indicators and other annual outcomes.

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

#### 2. LT&Q Metrics

**PI Data for 2021/22 is provisional and not for publication.**





	2019/20	ROA Target 2020/21	Outturn 2020/21
Proportion of Course Leavers recording a positive destination (study or employment) 6 to 9 months after completion of a College programme	93.3%	95%	92.2%

	2020/21	2021/22
Overall student satisfaction score arising from the November Learner Early Experience Survey	86%	88%
Overall student satisfaction score arising from the March Learning and Teaching Survey	86%	88%

	2020/21	2021/22
D&A student satisfaction score arising from the National SFC Learner Early Experience Survey	92.4%	96.3%
National SFC Learner Early Experience Survey Score	85.9%	TBC

	2019/20	ROA Target 2020/21	Outturn 2020/21
The volume of Credits delivered to learners as part of 'school-college' provision	5,378	9,855	5,084
The proportion of Credits delivered to learners as part of 'school-college' provision	5%	9%	4.5%

	2017/18	2018/19	ROA Target 2019/20	Outturn 2019/20
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	538	673	650	525
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	274	357	325	335
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	51%	53%	55%	64%

	2019/20	2020/21	ROA Target 2021/22	Outturn 2021/22
SFC Core Credit Target	108,331	107,405	111,897	109,301
SFC Additional Credit Target		1,862		
Total Credit Target	108,917	109,267	111,897	109,301
Percentage of target	100.1%	100.3%		97.7%

	21/22 Applications	21/22 Applicants	Offers Made 21/22
Full-Time Programmes	10,019	7,493	5,216
Part-Time Programmes	1,072	866	625

	22/23 Applications	22/23 Applicants	Offers Made 22/23
Full-Time Programmes	9,417	6,890	4,500
Part-Time Programmes	1,024	808	537

**Session 21/22 Credits by Programme Modes of Study - Summary** *Credit Target – 111,897 (including 4,041 YPG/NTTF etc)*

Mode	Programmes	Final 20/21 Credits	Final 21/22 Credits
17	Full Time	81,060	72,685
18/ 05	Short Full Time	6,095	7,411
06	Block Release	3,321	3,813
07	Part Time – Day	1,382	1,834
08	Part Time – Infill	11,165	15,676
09	Part Time – Evening / Weekend	712	1,165
11	Work Based	2,360	2,972
12- 16	Open, Flexible, Distance	3,483	3,745
	<b>TOTALS</b>	<b>109,578</b>	<b>109,301</b>



### 3. Link to Strategic Risk Register

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

- 1.1 failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)
- 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 Colin Lynagh**, Business Intelligence & Data Protection Officer  
**Executive Sponsor:** Steve Taylor, Vice Principal People & Performance