BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 8 February 2023 at 5.00pm
Microsoft Teams

AGENDA

1.	**WELCOME**		
2.	**APOLOGIES**		
3.	**DECLARATIONS OF INTEREST & CONNECTION**		
4.	**MINUTE OF THE PREVIOUS MEETING** – 2 November 2022	Paper A for approval	
5.	**MATTERS ARISING**	Paper B for noting	
6.	**CURRICULUM REPORT – LEARNING & TEACHING DEVELOPMENT PROGRAMME**	Paper C for information & Presentation	JR/AM /CC
7.	**STUDENTS ASSOCIATION REPORT**	Presentation	AM/LS
8.	**EDUCATION SCOTLAND ANNUAL ENGAGEMENT VISIT REPORT** **(i) Publication Letter** **(ii) Final Report**	Paper D for information	ST
9.	**LEARNER SATISFACTION SURVEY NOVEMBER 2022**	Paper E for information	ST/JG
10.	**VP CURRICULUM & ATTAINMENT REPORT**	Paper F for noting	JG
11.	**STRATEGIC RISK REGISTER**	Paper G for approval	ST
12.	**LT&Q METRICS**	Paper H for noting	ST
13.	**DATE OF NEXT MEETING** - Wednesday 26 April 2023, 5pm, Room Y150 Gardyne Campus		

Agenda Item 4

Learning, Teaching and Quality Committee

Wednesday 8 February 2023

PAPER A

MINUTE OF THE PREVIOUS MEETING –
Wednesday 2 November 2022

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee
Wednesday 2 November 2022

Draft Confirmed by Chair

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 2 November 2022 at 5.00pm via Microsoft Teams.

PRESENT:	M Williamson	N Lowden
	K Ditcham	S Stirling
	B Carmichael	S Hewitt
	S Middleton	D Fordyce
	L O'Donnell	A Monks
	H Honeyman	L Strukanova

IN ATTENDANCE: S Taylor (Vice Principal / Secretary to the Board)
J Grace (Vice Principal Curriculum & Attainment)
S Toms (Director of Curriculum and Attainment)
J Roscoe (Director of Curriculum and Attainment)

1. WELCOME

M Williamson welcomed Committee members.

2. APOLOGIES

Apologies were received from J Carnegie

3. DECLARATIONS OF INTEREST OR CONNECTION

There were no declarations of interest or connection.

4. MINUTE OF PREVIOUS MEETING

The minute of the meeting held on Wednesday 14 September was approved as an accurate record.

5. MATTERS ARISING

The matters arising were included in the agenda.

6. HIGHERS IMPROVEMENT PLAN

J Roscoe summarised the Highers Improvement Plan document, outlining steps being taken to ensure that learners needed the full higher qualification and also to support and prepare them better for assessment by examination. Actions included clearer learning agreements, enhanced progression planning, improved project planning and additional support and arrangements to enhance prelim arrangements.

J Roscoe noted that arrangements were also in place to share good practice around learning, teaching, and assessment with other centres.

M Williamson welcomed the update and steps being progressed but noted concern that the data available may not show a 'like for like' picture with other centres. J Grace noted that this was recognised but highlighted that the overall successful outcomes for the different cohorts were monitored through College arrangements. J Grace noted that the success criteria for some learners undertaking Highers was not always the Higher itself, as this may be embedded within a full course and was only a requirement to support progression to specific destinations (such as Dundee University). It was noted that the focus for the College was always on supporting the learning journey in the best way possible for the learner and that this could be at odds with a focus on achieving an individual Higher qualification.

The approach was discussed, and it was agreed that summary data on overall attainment within courses including Highers would be shared. **J Grace to progress.**

N Lowden asked if the results included the outcomes of non-priority appeals. J Grace confirmed that these had only been received the day before and were not yet included.

7. CURRICULUM REPORT – COST OF LIVING CRISIS

S Taylor presented an update on the work being undertaken by the Cost of Living group to help to support students and staff. It was noted that this was a significant issue for many students and that update of support such as the Breakfast clubs had soared since the start of session (increasing for c 30 attendees per week to c 400). Almost 2,500 students had used the Breakfast clubs so far this session.

S Taylor summarised the key strands of work being undertaken, including work to integrate College based support and activities with wider support available in the region. This included a desire to create single assessment arrangements to avoid the need for students to be reassessed when accessing different services.

The positive Thrive with D&A brand was highlighted, with this used as a way of reducing the stigma associated with cost of living struggles and focusing on positive opportunities and support rather than the negative impact. A Thrive with D&A Hub had been established on the staff portal and My D&A Life app for students. This was set up to share information, links, advice and offers to support anyone needing it.

The free food offer for students and staff was discussed and it was noted that, whilst beneficial, this came at a cost to the College and external funding was being sought to ensure that this could be sustained.

S Taylor noted that work would continue and expand over the winter, with the focus now moving onto thriving campus opportunities to encourage students and staff to make use of College facilities and save on home fuel costs. Work to support students with job skills, and to support them to integrate work with their studies would also be progressed.

Committee members welcomed the update and the work being undertaken. Opportunities to support fundraising were discussed and the potential to attract funding through local Rotary Clubs was noted.

N Lowden asked if the free food offer was a short trial, or a longer term offer. S Taylor confirmed that it was in place until the end of session, but that it would require funding to be secured to support it. L O'Donnell noted that he was happy to support activity of this type.

8. 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 the elections of a new Student Vice President for the Gardyne campus.

Training for Class and Lead Representatives was well underway, with changes made to the training approach and materials based on feedback and reflection on previous years.

Work to support the Thrive with D&A project was noted, including the significant growth in numbers attending breakfast clubs and using others support. The Students' Association had recently launched their warm coats appeal and would be distributing these shortly.

A Monks confirmed that the team were continuing to carry out retention calls and other work to help to minimise student withdrawals.

The Students' Association had played a prominent role at graduation, supporting students, and adding some fun opportunities for publicity and recognition to the day.

M Williamson and other Committee members thanked A Monks for her presentation and noted the amazing work that was being carried out by Students' Association and thanked them for their hard work.

9. 2021/22 PERFORMANCE INDICATORS

S Taylor summarised the report highlighting the provisional 2021/22 Performance Indicators. It was noted that this data had been shared with the Scottish Funding Council and that it was expected that national data would be published by SFC in spring 2023.

It was noted that overall outcomes remained strongly positive despite the impact of the pandemic over the past two years. Despite a small drop compared with 2020/21, the outcomes presented were higher than pre-COVID levels and it was anticipated that these would be at, or very close to, the best in the sector yet again.

The overall outcomes were noted, and the Committee congratulated the team on maintaining these at a high level.

10. VP CURRICULUM & ATTAINMENT REPORT

J Grace summarised the report and highlighted the positive developments taking place around engagement with employers and new industries across the region.

J Grace also highlighted the visit by the Director for General Economy, Louise MacDonald, which had showcased the MSIP development and led to interest from the Scottish Government in the green skills development role played by the College.

The report was welcomed.

11. STRATEGIC RISK REGISTER

It was noted there were no changes proposed to the Risk Registers, with a more detailed review scheduled for spring 2023.

12. LT&Q METRICS

The range of LT&Q metrics were noted.

13. DATE OF NEXT MEETING

Wednesday 8 February 2023, via MS Teams.

Action Point Summary

Action	Responsibility	Date
Summary data on overall attainment within courses including Highers to be developed and shared	J Grace	8 February 2023

Agenda Item 5

Learning, Teaching and Quality Committee

Wednesday 8 February 2023

PAPER B

MATTERS ARISING

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 8 February 2023

Matters Arising

Paper B for information

Action points from the Learning, Teaching and Quality Committee Meeting on 2 November 2022

Agenda Item No	Action	Current status	Open / Closed
6	Summary data on overall attainment within courses including Highers to be developed. **Action J Grace**	Reporting format updated to align with college performance indicator reports.	Closed

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

Agenda Item 6

Learning, Teaching and Quality Committee

Wednesday 8 February 2023

PAPER C

LEARNING & TEACHING DEVELOPMENT PROGRAMME

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 8 February 2023

Learning & Teaching Development Programme

Paper C for information

Over the last two years, D&A has run successful remote learning training for academic staff, supporting skills development in both pedagogy and andragogy as well as the digital skills needed to teach in a new learning environment.

Throughout the pandemic and beyond, both Academic Development and Learning and Digital Resources teams have tailored their support to academic teams at sector level, ensuring ongoing, timely, peer-led training and support is available to academic staff to enhance their teaching practice and digital skills.

As we've moved out of the pandemic and back into our campuses, we've once again been able to turn our attentions to a broader range of professional learning and development for academic staff.
This year, we are focusing on developing our Curriculum and Quality Leaders, as the range of development opportunities on offer particularly supports our other academic roles, as outlined:

Heads of Sector	Leadership Development Forum developmental sessions Curriculum and Quality Forum workshops Coaching offer Line management specific training
Heads of Curriculum and Quality	
Curriculum and Quality Leaders	Curriculum and Quality Forum workshops
Lecturers	Academic Development and Learning and Digital Resources sector support[1] Teacher training programmes

Curriculum and Quality Leaders hold a unique role, senior to a lecturer but not as a line manager, therefore the skills and traits development in this area must be similarly unique.

Over the coming 18 months, Curriculum and Quality Leaders will take part in a bespoke programme which will provide:

- Practical support to develop ability and capacity in leading and managing their course team/s
- Professional learning opportunities for enhancing the learning experience
- Peer focused socialisation and team building across the Curriculum and Quality Leader group
- Coaching offer, both in terms of working with a coach and developing coaching skills
- Aspirational inputs for future line managers

[1] This is available to all levels

This *Leading the Student Experience* programme has been developed in partnership with key College teams, including the People Team, Quality, Academic Development and senior curriculum leaders, as well as with feedback from Curriculum and Quality Leaders themselves.

To support the ongoing professional learning of all academic staff, Leadership Development Forum continues to provide leadership and management development for Heads of Sector and Heads of Curriculum and Quality, with this supplemented by provision of coaching, specific Insights workshops and a tailored offering of line management support sessions from HR. Lecturers continue to benefit from the broad learning and teaching offer provided by Academic Development and cross-College teams such as Quality.

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:

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

3.4 failure to meet aspirational standards in respect of the health, safety, wellbeing and development of staff and students

Author & Executive Sponsor: Abi Mawhirt, Head of People and Organisational Development

Executive Sponsor: Julie Grace, Vice Principal - Curriculum and Attainment & Steven Taylor, Vice Principal – People and Performance

LTQ Committee Update FEB 2023

Dundee & Angus College Students' Association

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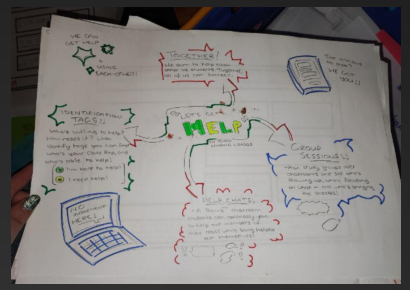
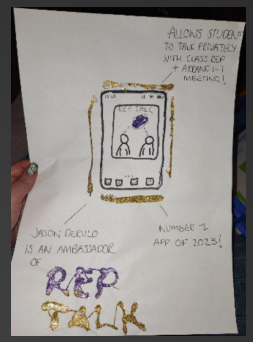
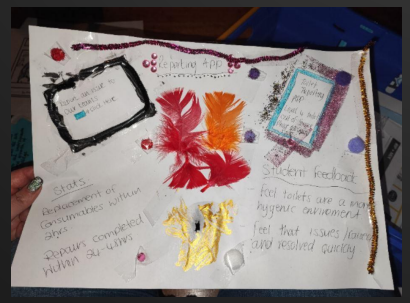
Class Reps

- Sharepoint packages for staff and students
- Online self lead training, then in person training
- Handbook
- Monthly tasks
- Three in person training sessions across all campuses
- 300+ reps
- Ideas taken back to the SLT and many ideas actioned



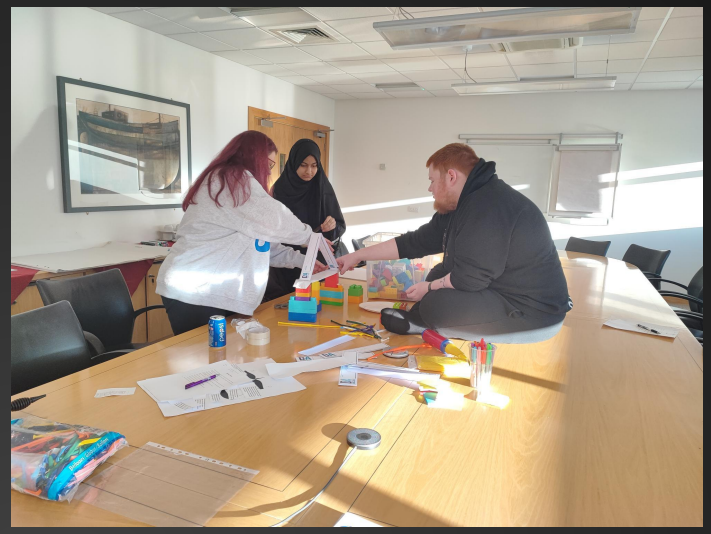




Student Lift Share

Department Reps

- Sharepoint packages for staff and students
- Flipped classroom
- Handbook
- Two in person training session
- Based on ABCD of Feedback
- 9 Department reps across 8 departments
- Brief ‘Festive Break’
- Monthly tasks



REP TASKS

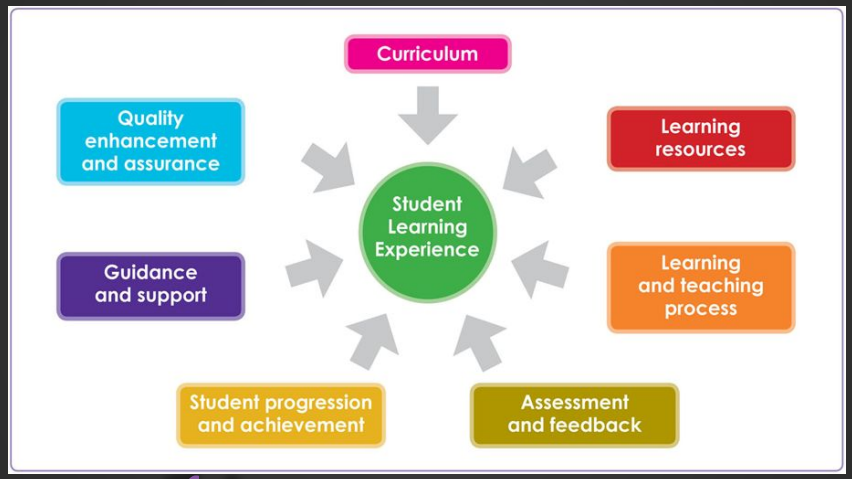
JANUARY
Guidance
& Support

FEBRUARY
Assessment
& Feedback

MARCH
Learning
Resources

APRIL
Learning &
Teaching

MAY
Progression
&
Achievement



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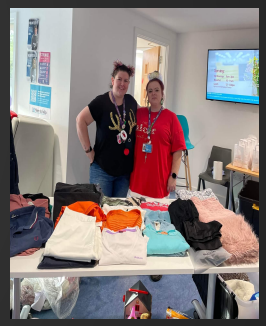
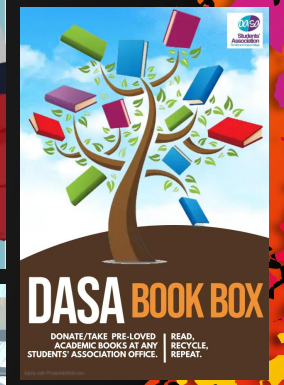
Thrive

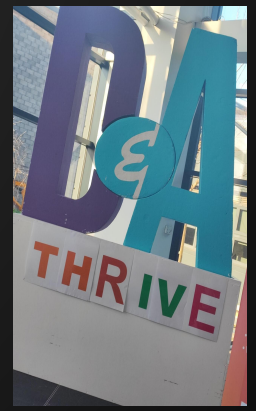
We continue to support our students in many way through the cost-of-living crisis with the Thrive @D&A project. We are opening the new Thrive shop in Gardyne on the 9th February which will be a hub for free clothes/toiletries/period products/advice and more for all students and staff.

This shop will be mirrored in the Arbroath with the revamp of the existing free shop in the Isla building. DASA will be opening the shop as much as possible, with the support from the supported Education department whose students will be able to gain hours for their work placement/volunteer units.

Dominos Pizza, Wellbeing Works (more to be confirmed) will also attend the opening.







Festive Break

50% of students were worried about being off College for three weeks with 5 students ‘extremely worried’.

Reasons included : getting out of their usual routine, loneliness, not being able to heat their homes for longer than usual each day, worrying about workload when they come back, mental health, money.

With this data we hosted different activities throughout Dec/Jan to support our students. We also helped create a space within the Thrive site to promote support services from the local communities who were offering warm spaces, activities, meals etc.

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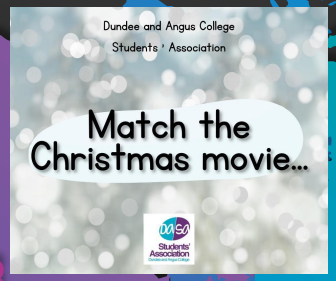

Festive Break – What a difference!

“I just wanted to say a HUGE thank you to the DASA team for the calls over Christmas and New Year. The calls have kept me going over the festival period due to a challenging time with my Mental Health and not wanting to be here anymore. The calls have given me a purpose they have made me laugh, cry and smile again. I feel it's only right to give feedback when it’s due so a huge. THANK YOU especially as most of the calls have been done by the old DASA team.”

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WHAT THE DOOK!

Some of the Students' Association took part in the New Years Day Dook at Broughty Ferry to raise money for the Thrive project to support our students during the cost of living crisis.

We are delighted to have raised

£370!

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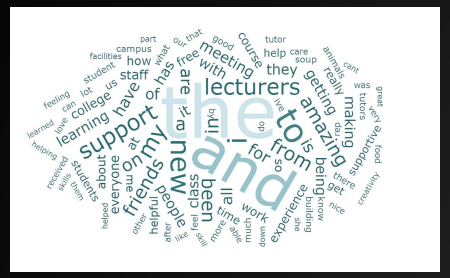
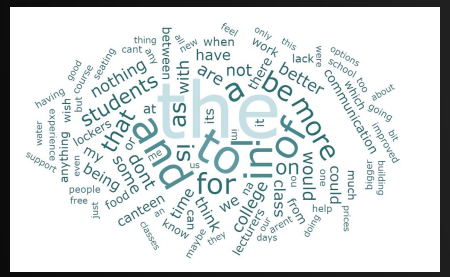
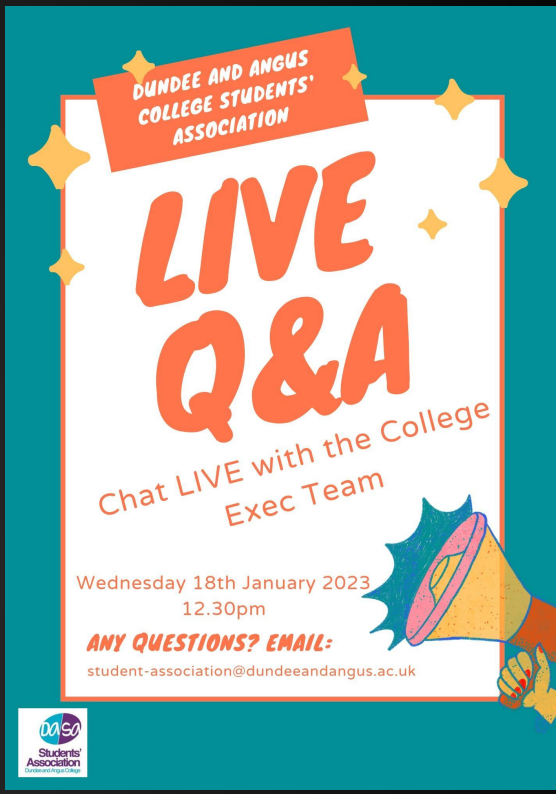




Two stars, One wish

Semester one round up using our positive framework. Stars include amazing support from staff, meeting new friends, free soup, free breakfast and courses.Wishes include more water fountains, shorter breaks, behaviour, school pupils and better communication in certain areas. This information was shared with support and academic teams.

Student also had the opportunity to attend the Live Q&A to share their two stars and one wish with the Exec team. The call was well attended and actions have been taken from any wishes. We aim to share any changes with our students in a ‘You said, We did’ area on our sharepoint to show how we complete that feedback loop/



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Esports Society

Dundee & Angus Students' Association

ESPORTS society

SURVEY LAUNCHED IN DEC

SPONSORSHIP BY CORSAIR

HUB IN GARDYNE

OPEN TO STUDENT AND STAFF

LAUNCH EVENTS 23RD & 24TH FEB

STUDENTS/STAFF PICKED THE LOGO

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What's next...

Thrive shop launch GC

Student Sustainability Group

Review of Constitution, Strategic and Operational Plan and Development Plans

Preparations for Elections

Student Influencer Group - Reps

ESPORTS

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Thank you!

Do you have any questions?

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Agenda Item 8

Learning, Teaching and Quality Committee

Wednesday 8 February 2023

PAPER D

EDUCATION SCOTLAND ANNUAL ENGAGEMENT VISIT REPORT

(i) Publication Letter

(ii) Final Report

24 January 2023

Mr Simon Hewitt
Principal and Chief Executive
Dundee & Angus College

Dear Mr Hewitt,

A team of HM Inspectors from Education Scotland visited Dundee & Angus College in November 2022 to undertake an Annual Engagement Visit. During our visit, we talked to learners, staff and stakeholders, and worked closely with the senior managers.

The team found the following major strengths in the college's work.

Recruitment

All learners are supported well by staff throughout the application process. This enables their successful progression from application to enrolment and helps learners to remain engaged throughout the period leading up to enrolment. Taster sessions for pupils in local schools across both Dundee and Angus local authorities help learners to understand the demands of college programmes. Engaging in these sessions prior to college recruitment allows learners to make an informed choice and promotes early retention on college programmes. Pre-enrolment initiatives such as 'Prepare me', 'Getting Ready for College' and 'Future Talent' prepare learners well for their studies. They are helping learners to understand fully the requirements of the programme they have applied for.

Retention

The overall rate of learner early withdrawal was 3 percentage points lower than the pre-COVID figure. Staff and learner groups have autonomy to choose the best balance of attendance to meet learners' personal circumstances. This ensures learners are engaged well, while taking account of individual challenges that may affect their ability to attend college. Learners are well informed about the full range of support services available to them through the active involvement of the Student Services team during learner inductions. The further close working of support teams within curriculum areas enables staff to effectively respond to learners' support needs and encourages learner retention. The Student Association actively gathers learner views and responds to learner feedback. The focus on meeting the basic needs of learners has resulted in the provision of free meals, the introduction of learner kitchens in each campus for warming food, and the development of the learner help point to provide answers to everyday questions that learners may have.

Attainment

Almost all learners who remain at college successfully complete their programme. All curriculum areas implement alternative assessment arrangements which are flexible and take account, where possible, of individual circumstances. This approach has supported

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high levels of learner attainment. The overall rate of learners completing with partial success is very low at around 1%. In academic year 2020/21, rates of further education learner attainment were high, and higher than the sector norm. All staff have responded well to the three-point college leadership message of: be on campus, focus on learning and teaching and be continuously positive. This has served staff and students well in their transition back to on-campus learning and new ways of working which have had a significant impact on raising attainment. All teaching staff have the opportunity to be supported well in the enhancement of their learning and teaching practice. A lesson observation model is used effectively by teaching staff to plan, deliver and reflect upon their practice and make improvements to the learning experience.

Progression

Rates of learner progression to a positive destination are high, with almost all learners entering a positive destination on leaving college. The college has mapped curriculum provision with the sustainability goals from the college Climate Emergency Action plan. This helps learners across the college to develop their awareness of sustainability issues and support their employability. Strong links with employers across the college ensure that learners have access to relevant work placement opportunities. These links, along with new links developed through the Business Partnerships Team are helpful in ensuring that learners are supported well in seeking employment. Staff across the college have autonomy to review the future direction of their curriculum and to plan effectively for future developments. A strong industry focus across all provision is ensuring college programmes meet the needs of employers and support progression to further study.

The following areas for improvement were identified by the team and discussed with the senior managers:

- In 2020/21, around a fifth of all learners withdrew from their programme early. The overall rate of learner withdrawal is amongst the highest in the sector.

- In 2020/21 the attainment rate for part-time higher education learners was 76%, 4% lower than the sector norm

No main points for action were identified.

What happens next?

We are confident that the college has the capacity to continue to improve. We will continue to monitor progress through on-going engagement with the college link HM Inspector.

Peter Connelly/Joe Mulholland
HM Inspectors

cc Chair of College Board, SFC Outcome Agreement Manager

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Annual Engagement Visit Report

Dundee and Angus College

17 January 2023

College Principal	**Simon Hewitt**
Annual Engagement Visit Date	**9 November 2022**
College Nominee	**Steven Taylor**
Lead Inspector	**Peter Connelly/Joe Mulholland**

1. Background

Annual Engagement Visits (AEVs) are planned collaboratively between the college, HM Inspectors and the Scottish Funding Council (SFC).

During the AEV, a team of HM Inspectors evaluated progress made by the college towards its improvement priorities and outcomes of previous engagement with HM Inspectors. During the visit, the team met with staff, learners and other stakeholders and explored the following overarching themes linked to the college's enhancement plan and priorities around COVID-19 recovery: learner recruitment; retention; attainment; and progression.

This report summarises the findings from the visit and highlights areas of positive progress, areas for development, and any associated main points for action. The report will be shared with the college Principal, college Board of Management, and/or Regional Strategic Body, and SFC. An accompanying short report will be published on Education Scotland's website.

2. The college and its context

Dundee and Angus College is a large, multi-campus college operating from campuses in Dundee and Arbroath. The college delivers a range of further education (FE) and higher education (HE) programmes at levels 2 to 10 on the Scottish Credit and Qualifications Framework (SCQF), including degree level qualifications in partnership with eleven universities. The college employs around 1,000 staff and has a delivery target of 107,500 credits in its 2022/2023 SFC Outcome Agreement. It implemented a major cost saving plan in May 2022 to address a reduction in funding. This included reorganising support functions and activities, removing curriculum and reducing 26 full-time equivalent (FTE) staff posts. The college is an active and key partner in major economic recovery projects across the Tayside Region and has productive regional partnerships including Angus and Dundee City Councils, Scottish Enterprise Tayside and the Chamber of Commerce. The college engages 1,500 pupils across sixteen secondary schools in both Dundee City and Angus Council in senior phase opportunities.

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3. Summary of findings

3.1 Recruitment

Areas of positive progress

Learner progress and outcomes

- Staff use well-developed induction arrangements to provide helpful guidance and support for learners during the initial stages of their programme. The early identification of learner needs enables timeous and targeted intervention to support learner retention.

Curriculum, learning, teaching, and assessment

- The More Successful Students strategy includes three pledges: effective partnerships; being future focussed; and delivering thriving communities. Staff use the strategy as a reference point when developing learner programmes and associated support activities. This is helping staff to design and deliver a forward-looking and evolving curriculum.

Services to support learning

- All learners are supported well by staff throughout the application process. This enables their successful progression from application to enrolment and helps learners to remain engaged throughout the period leading up to enrolment.

- Pre-enrolment initiatives such as ‘Prepare me’, ‘Getting Ready for College’ and ‘Future Talent’ prepare learners well for their studies. They are helping learners to understand fully the requirements of the programme they have applied for.

Learner engagement

- Sector Development Leaders (SDLs) in each sector assist staff in engaging productively with industry to gain insight and understanding of employer needs. This keeps teaching staff informed of industry needs as they prepare learners to either transition into college or employment.

- Taster sessions for pupils in local schools across both Dundee and Angus local authorities help learners to understand the demands of college programmes. Engaging in these sessions prior to college recruitment allows learners to make an informed choice and promotes early retention on college programmes.

- Learners are very satisfied with the approaches the college take to both interviewing and recruiting for programmes. The information they receive about their programme beforehand and the advice and guidance received from college staff are influential in ensuring they enter a programme that meets their needs and aspirations.

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- Partnerships with local agencies and organisations provide good access to employability programmes for learners. For example, Angus Alive and the college jointly host a partnership officer in each of the local authorities to ensure candidates from Job Centre Plus and other government programmes get ready access to employability support.

Evaluation to facilitate improvement

- College managers encourage staff to consider and develop new curriculum that both meets industry need and is attractive to prospective learners. Staff are encouraged to link all new development and activities to the five college values of inspiration, innovation, trust, respect and success. This is resulting in new areas of curriculum that are both innovative and relevant for future jobs.

- The college is continually seeking to reach as many prospective learners as possible. Staff plan and devise new approaches to recruitment by reflecting on societal and industrial changes and demands. For example, the college has launched new short course initiatives for learners wishing to gain new skills or retrain, and for businesses who are experiencing skills shortages.

Areas for development

- The college has experienced a reduction in learner recruitment at both FE and HE level.

3.2 Retention

Areas of positive progress

Learner progress and outcomes

- In AY 2020/21, the overall rate of early withdrawal was 5%, which is 3 percentage points lower than the pre-COVID figure.

- In AY 2020/21, the overall withdrawal rate for full-time FE learners was 3 percentage points lower than the published sector norm.

Curriculum, learning, teaching, and assessment

- Learners and course teams are actively involved in decision making that influences curriculum delivery. After the COVID-19 pandemic, decisions were made collaboratively regarding which lessons would be available online, and what aspects would be on campus.

- Staff and learner groups have autonomy to choose the best balance of attendance to meet learners' personal circumstances. This ensures learners are engaged well, while taking account of individual challenges that may affect their ability to attend college.

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Services to support learning

- Learners are well informed about the full range of support services available to them through the active involvement of the Student Services team during learner inductions. The further close working of support teams within curriculum areas enables staff to effectively respond to learners' support needs and encourages learner retention.

Learner engagement

- All curriculum teams create opportunities for learners to build relationships with staff and peers at the beginning of programmes. This enables learners to settle into college life and enjoy access to the college's extra-curricular provision.

- Student Association (SA) staff receive helpful training on data protection and safeguarding procedures. They timeously contact learners who are absent from class to motivate and encourage them to return and continue with their programme. This is useful in supporting learner retention.

- Curriculum and Quality Leaders (CQLs) use the college My Progress system to track learner progress and identify those at risk of withdrawal, and those who may require additional support. Good communication between staff ensures learners receive the support they need timeously to help them stay at college and achieve.

- Almost all curriculum teams engage well with employers and external partners to provide learners with information and insight into their chosen industry. These opportunities encourage retention by motivating learners and demonstrating future progression pathways.

Evaluation to facilitate improvement

- The SA actively gathers learner views and responds to learner feedback. The focus on meeting the basic needs of learners has resulted in the provision of free meals, the introduction of learner kitchens in each campus for warming food, and the development of the learner help point to provide answers to everyday questions that learners may have.

- The SA recruit and train class and department representatives well. This enables individual programmes to receive learner feedback to allow curriculum areas to plan for improvement. All members of the SA contribute effectively at both college committee and board level and have opportunities to share information and influence change.

Areas for development

- In AY 2020/21, around a fifth of all learners withdrew from their programme early. The overall rate of learner withdrawal is amongst the highest in the sector.

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- In AY 2020/21, the withdrawal rate for part-time FE learners was 3 percentage points higher than the sector norm at 14%. The withdrawal rate for part-time HE learners was 17%, almost 8% higher than the published sector norm.

- The behaviour of some school pupils participating in school-college partnership programmes is disruptive and can adversely affect the experience of other learners.

3.3 Attainment

Areas of positive progress

Learner progress and outcomes

- Helpful developments to adapt Microsoft Teams are enabling the college to provide staff with accurate, real-time data on learner progress. This helps staff to keep learners motivated and promotes retention and attainment.

- In AY 2020/21, almost all learners who remain at college successfully complete their programme.

- All curriculum areas implement alternative assessment arrangements which are flexible and take account, where possible, of individual circumstances. This approach has supported high levels of learner attainment.

- The overall rate of learners completing with partial success is very low at around 1%. Alternative assessment arrangements help staff to skilfully implement remedial measures and achieve the lowest levels of partial achievement in the sector.

- In AY 2020/21, the rate of full-time FE learner attainment was high at 74%, 14% higher than the sector norm. The attainment rate for part-time FE learners was 85%, 10% higher than the sector norm.

- In AY 2020/21, rates of learner attainment for full-time HE was 82%, 11% higher than the sector norm.

Curriculum, learning, teaching, and assessment

- All staff have responded well to the three-point college leadership message of: be on campus, focus on learning and teaching and be continuously positive. This has served staff and students well in their transition back to on campus learning and new ways of working which have had a significant impact on raising attainment.

- All curriculum areas have retained the use of lesson recording and learner help videos that were introduced during the COVID-19 pandemic. This allows learners to revisit learning and enables those who may have missed a lesson to catch up and maintain their progress.

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- Most teaching staff incorporate meta-skills well into lesson delivery. Learners are supported to develop their meta-skills to better prepare them for further study or the workplace.

Services to support learning

- Staff in curriculum and support areas share good practice well across departments and campuses. This approach enhances positive practice and supports consistency of approach across the college. Information is shared well through a range of forums including the curriculum forum, learning and teaching practice forum, and the My Evaluation online system.

Learner engagement

- Learners are supported to gain digital badges through the D&A Attributes programme. This motivates learners to develop skills relevant to their personal circumstance and helps them to be more employable upon completing their programme.

Evaluation to facilitate improvement

- All teaching staff have the opportunity to be supported well in the enhancement of their learning and teaching practice. This is facilitated using a lesson observation model which is used effectively by teaching staff to plan, deliver and reflect upon their practice and make improvements to the learning experience.

Areas for development

- In AY 2020/21, the attainment rate for part-time HE learners was 76%, 4% lower than the sector norm.

3.4 Progression

Areas of positive progress

Learner progress and outcomes

- Almost all learners at the college can access a wide range of employment or further study progression opportunities. Learner progression to a positive destination is high, with almost all learners entering a positive destination on leaving college in AY 2020/21.

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Curriculum, learning, teaching, and assessment

- The college has mapped curriculum provision with the sustainability goals from the D&A Climate Emergency Action plan. This helps learners across the college to develop their awareness of sustainability issues and support their employability.

Services to support learning

- Strong links with employers across the college ensure that learners have access to relevant work placement opportunities. These links, along with new links developed through the Business Partnerships Team are helpful in ensuring that learners are supported well in seeking employment.

Learner engagement

- In the Student Satisfaction and Engagement Survey for AY 2021/22, almost all learners reported they were satisfied with their college experience. Rates of learner satisfaction are higher than the sector norms.

Evaluation to facilitate improvement

- College staff keep the curriculum under constant review to ensure provision meets the needs of employers and enables progression to further learning opportunities. For example, Project Search is successfully enabling learners with additional support needs to attend college and develop skills for employment.

- Staff across the college have autonomy to review the future direction of their curriculum and to plan effectively for future developments. A strong industry focus across all provision is ensuring college programmes meet the needs of employers and support progression to further study.

Areas for development

- There are no areas for development.

4. Main Points for Action

- There are no main points for action.

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5. What happens next?

We are confident that the college has made satisfactory progress and has the capacity to continue to improve. We will continue to monitor progress with on-going engagement with the college link HM Inspector.

Peter Connelly / Joe Mulholland
HM Inspectors

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Agenda Item 9

Learning, Teaching and Quality Committee

Wednesday 8 February 2023

PAPER E

LEARNER SATISFACTION SURVEY- NOVEMBER 2022

Learner Survey – Summary Report

November 2022

Table of Contents

Introduction & Methodology **3**

Survey Participation **3**

Chart of Respondents by Department 4

Overall Results 5

Chart of Overall Satisfaction by Department 5

Results, by Question 6

Satisfaction by Question 6

Results by Question, by Department 6

"One thing better" 10

Introduction

The Dundee and Angus College autumn Learner Survey was compiled by the Quality Team to ascertain levels of student satisfaction. The survey was open for 3 working weeks from 24 October to 11 November and was made accessible to learners via a link on MyD&A Life and was hosted in MS Forms. Group Tutors were asked to promote and encourage engagement with the survey.

Learners were invited to rate their satisfaction from 1 star (Very Poor) to 5 stars (Great). The questions sought feedback in each of the following areas:

- **Feeling Welcome and Valued**
- **Learning Experience so far**
- **Our Staff**
- **Places and Platforms for Learning**

There was a further free text question**: If there is one thing we could do to make your experience at College better what would that be?**

- The number of responses was even higher this year with 3,748 responses in total compared to 2,817 in autumn 2021. 3,608 unique students responded and could be matched to 4,772 enrolments.
- The response rate among full time students increased significantly from 50.5% in autumn 2021 to 63.2% in the current survey.
- The number of text responses to the "One Thing" question decreased a little to 1,692 compared to 1,856 in autumn 2021 and 1,570 in autumn 2020. 56% of respondents offered their feedback to this question.
- The average number of text feedback responses per question has increased to 1,508 responses per question from 1,345 responses per question in autumn 2021.
- There was a survey dropout rate of 0%, meaning that all respondents scored all questions.
- The overall average score out of five remained at 4.4, the same score as the autumn 2021 survey.

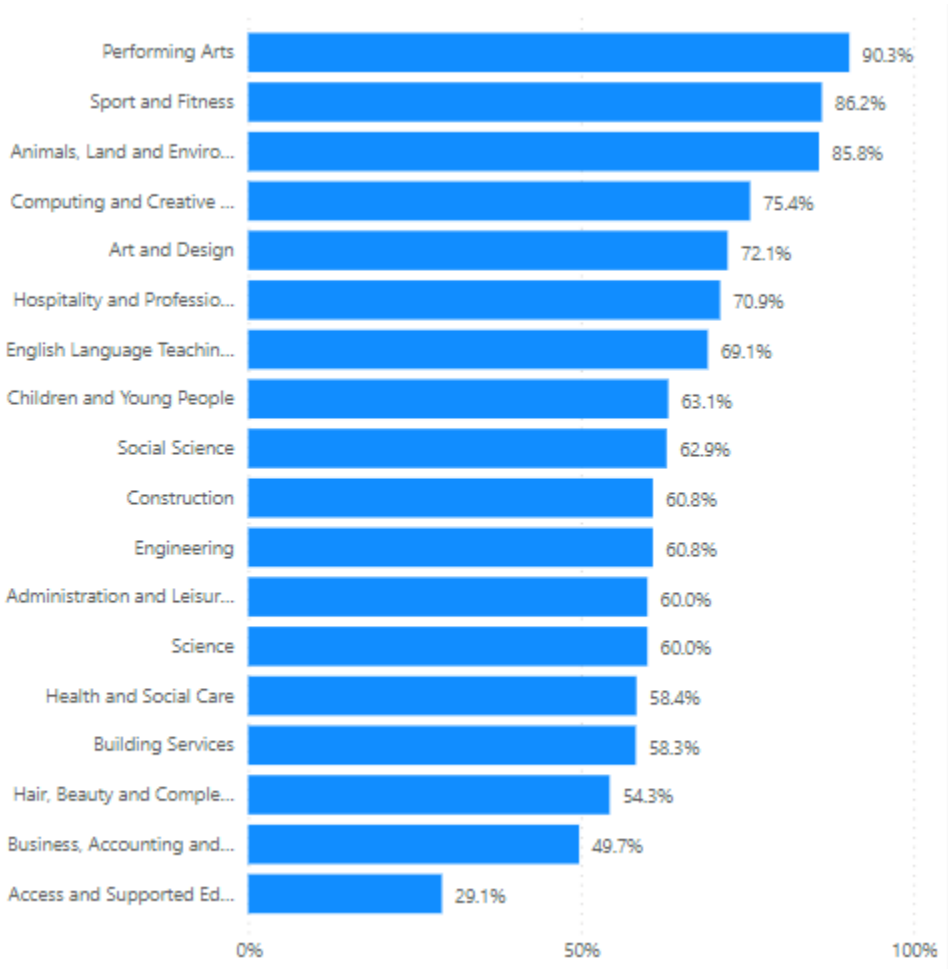
Survey Participation

Overall participation in the survey has been good with 3,748 responses in total. Of these, 3,608 responses were matched to students with one or more enrolments, resulting in matches to 4,772 enrolments.

37% of the total eligible current student population took part (up from 29.5% last autumn), with 2,756 out of around 4,360 current full-time students responding (63.2%).

The full-time learner response rate varies across teams, with the highest response rate from the **Performing Arts** team at **90.3%** of full-time students, followed by **Sport & Fitness at 86.2%.**

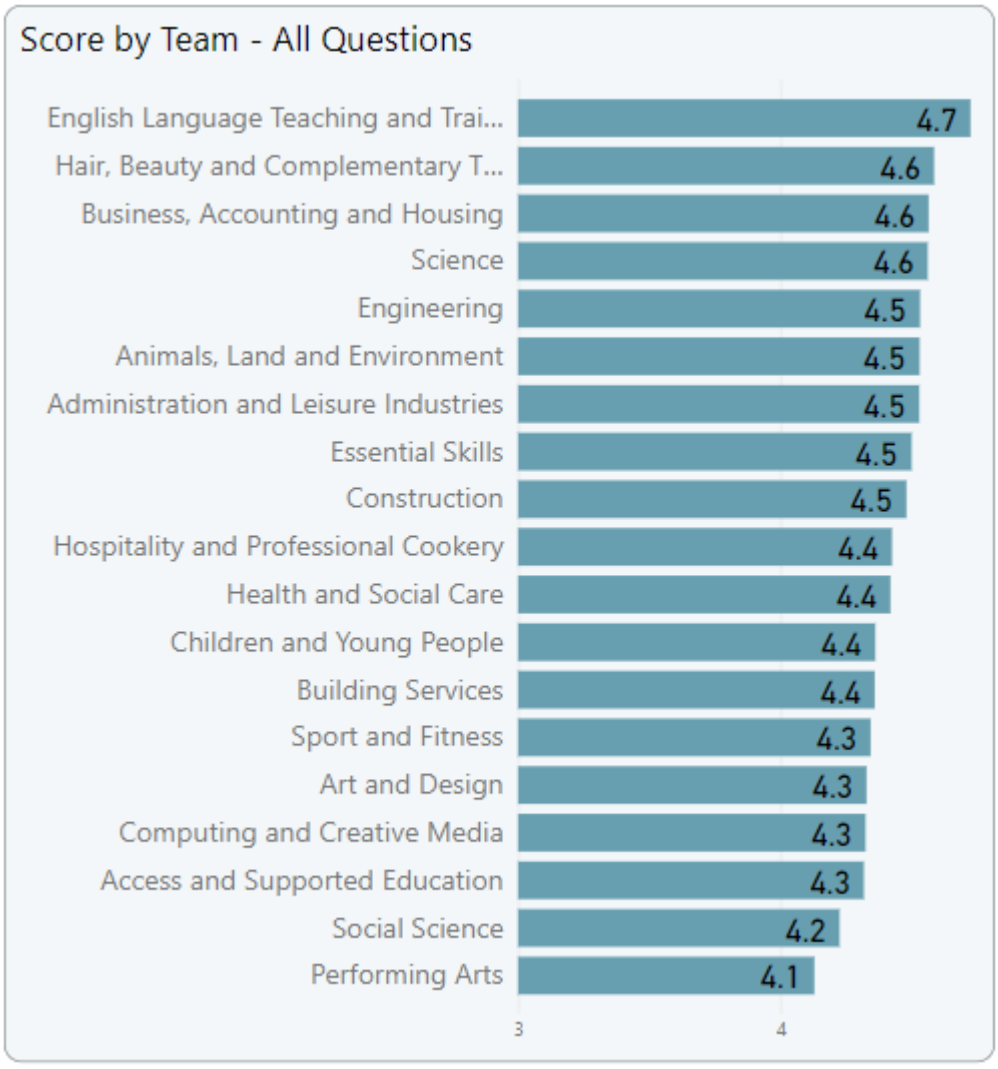
Survey Participation by Team (Full Time students)



Overall Results

The average overall score across all questions was 4.4 out of 5. This equates to 8.8 out of 10, (consistent with 8.8 scored in both spring 2022 and autumn 2021).

The charts below display the overall satisfaction rating by Department, by Campus and by the count of results by each score (1 to 5):



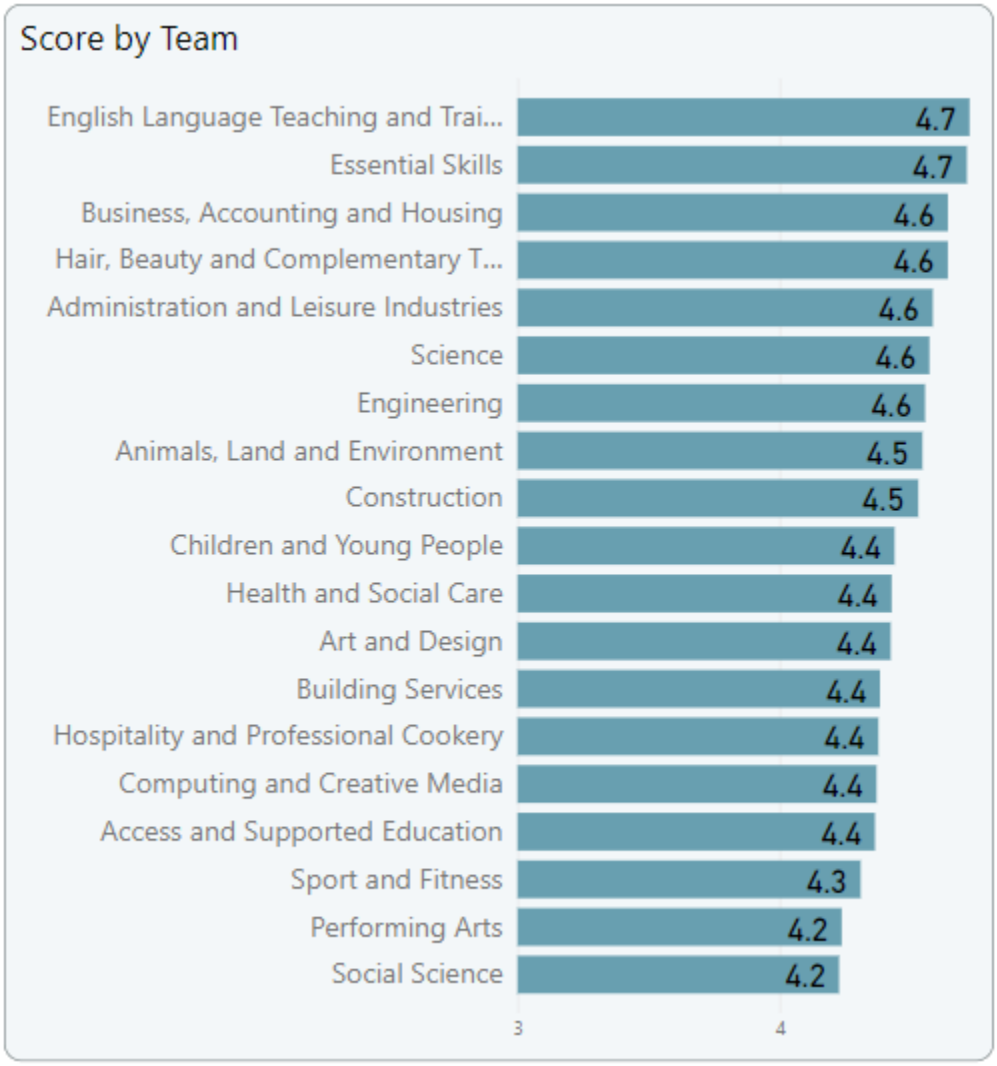
Results by Question

Average score across all departments by Question:

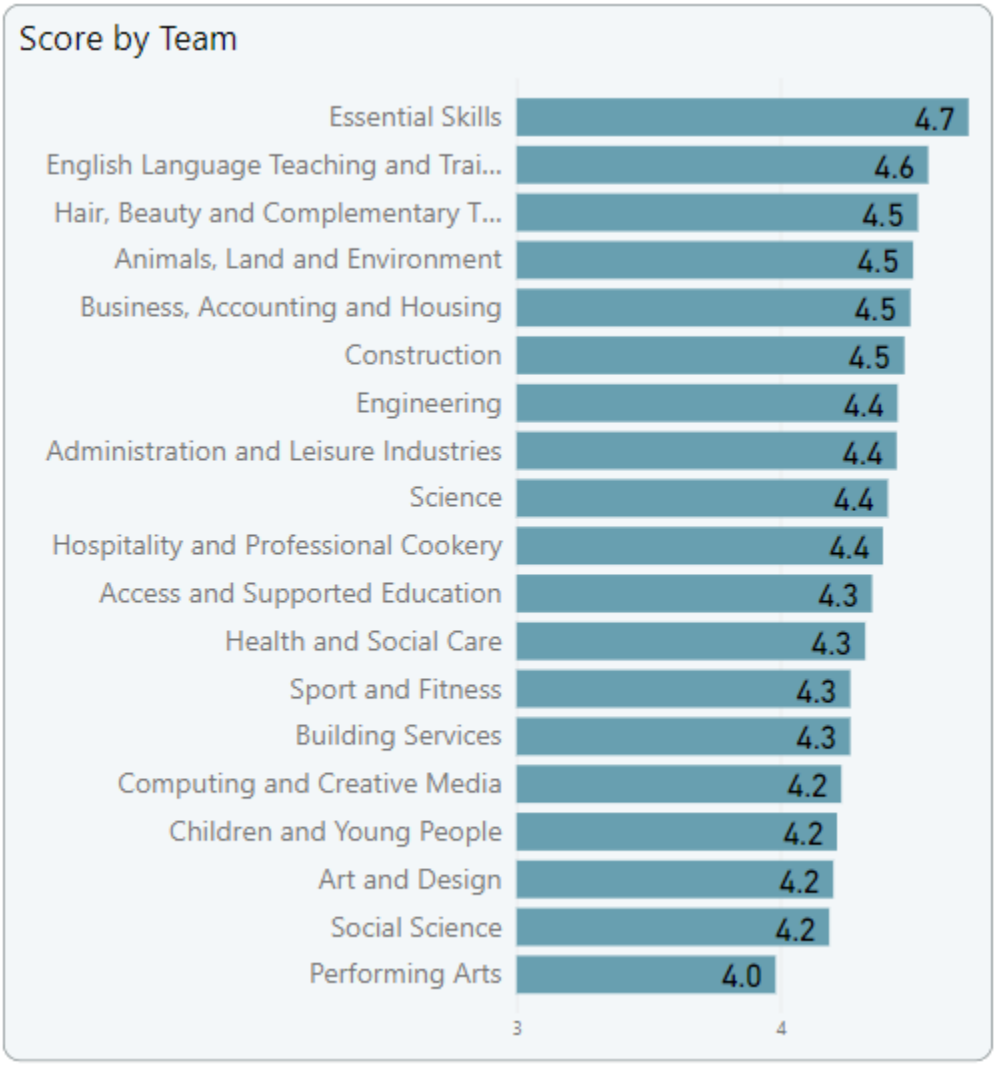
Total Score (out of 5)	Welcome and Valued	Learning Experience	Our Staff	Places and Platforms
4.4	4.4	4.3	4.6	4.3

Results by Question & Department

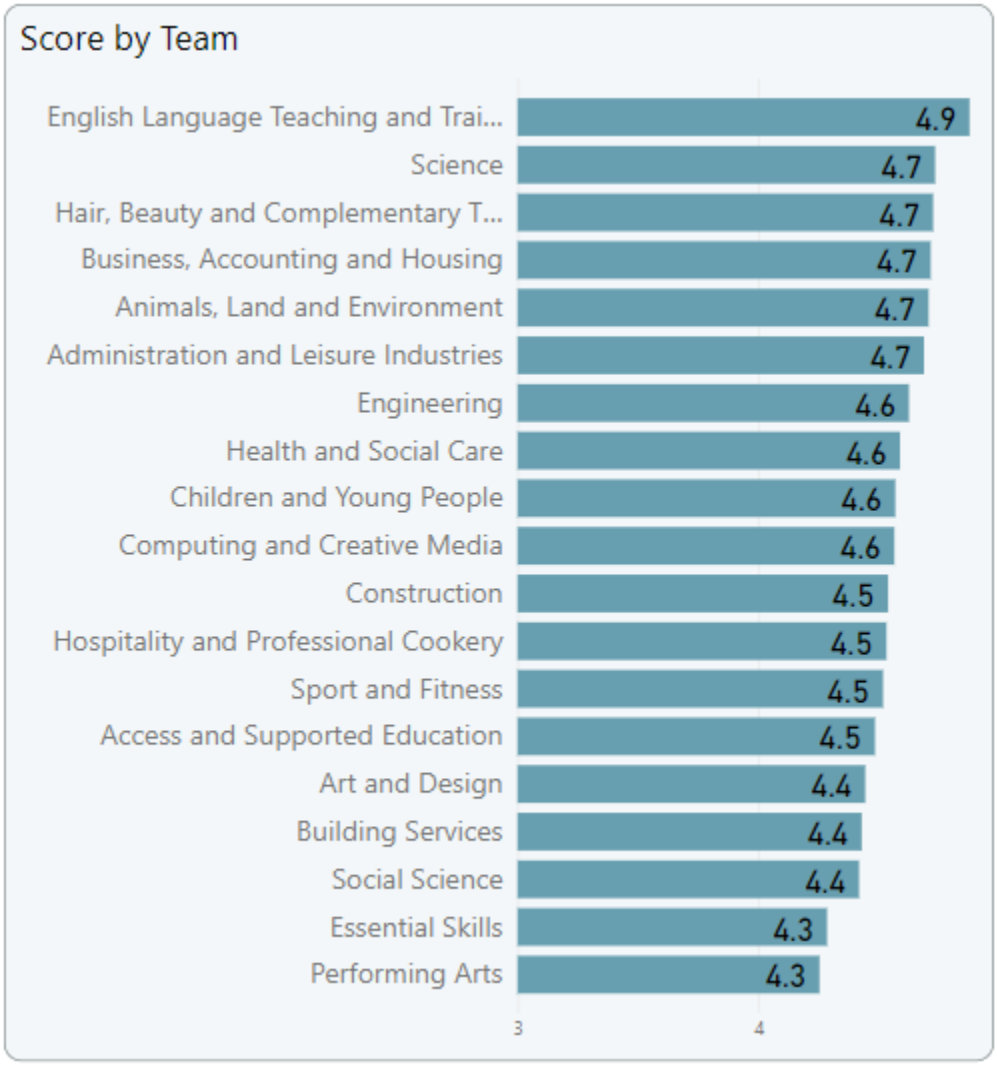
Feeling Welcome and Valued



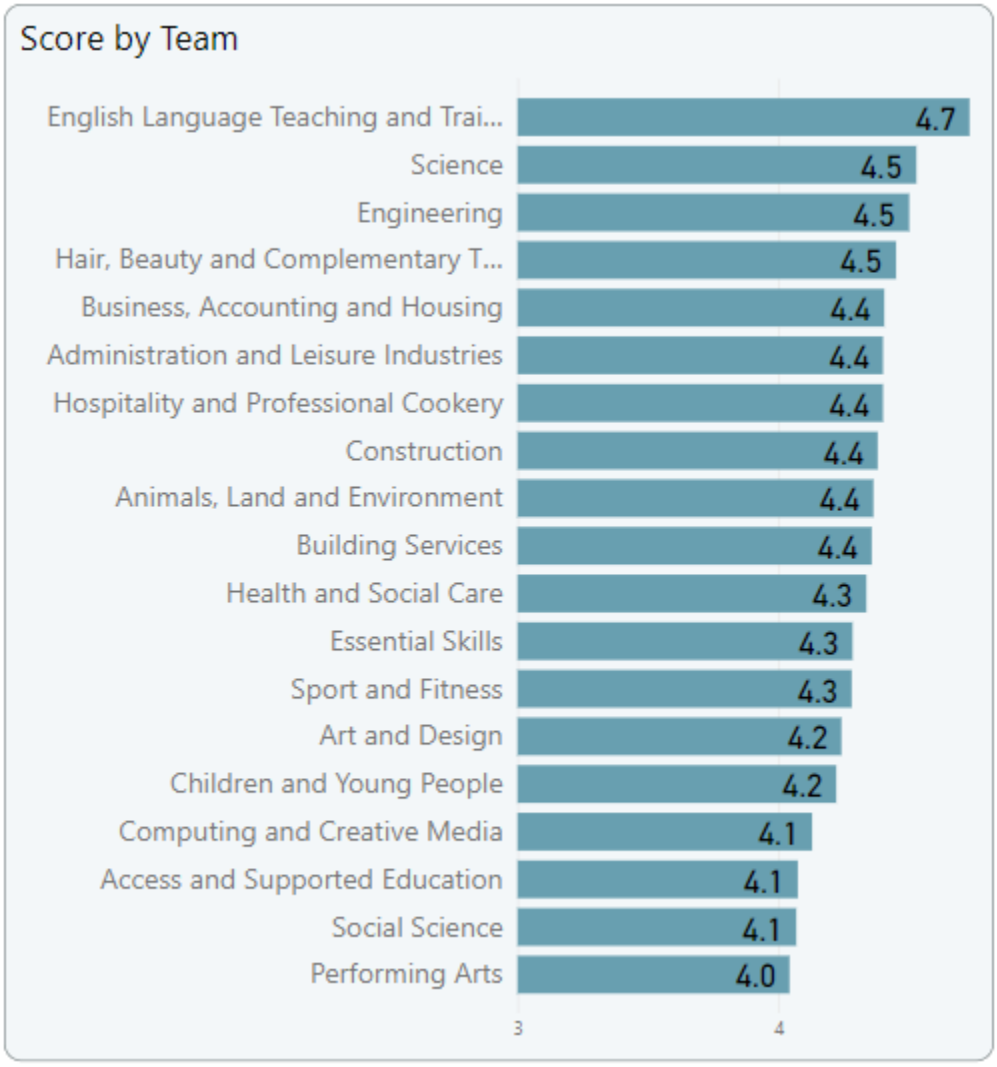
Your Learning Experience so far



Our staff


Score by Team
English Language Teaching and Trai...
4.9
Science
4.7
Hair, Beauty and Complementary T...
4.7
Business, Accounting and Housing
4.7
Animals, Land and Environment
4.7
Administration and Leisure Industries
4.7
Engineering
4.6
Health and Social Care
4.6
Children and Young People
4.6
Computing and Creative Media
4.6
Construction
4.5
Hospitality and Professional Cookery
4.5
Sport and Fitness
4.5
Access and Supported Education
4.5
Art and Design
4.4
Building Services
4.4
Social Science
4.4
Essential Skills
4.3
Performing Arts
4.3
3
4

Places and Platforms for Learning



If there is one thing we could do to make your experience at College better what would that be?

Agenda Item 10

Learning, Teaching and Quality Committee

Wednesday 8 February 2023

PAPER F

VP CURRICULUM AND ATTAINMENT REPORT

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee
Wednesday 8 February 2023

VP Curriculum and Attainment Report

Paper F for noting

1. Recruitment and Retention

We have recruited 440 students to our January start courses and are still actively recruiting in most areas. Our new intake has had a focus on creating connections to college and their courses through the induction process. A new online induction attendance recording process has been introduced as part of the students' onboarding process which has significantly reduced queries from students at our HelpPoints but has also extracted the attendance data to our reporting systems for academic staff to track.

Our 23/24 recruitment is now underway with over 3,200 applications received and almost 1,800 offers made. A series of communications and events is being planned to keep in touch with applicants to ensure they feel part of the college throughout the recruitment process.

Retention of current students is still a key focus and 191 telephone calls have been made to students that have not returned since the winter break, offering support to return, liaising with curriculum teams on assessment support and providing guidance on financial support available.

Targeted communications and information about events were sent to students the fortnight prior and just after the break as part of our "Stay@D&A" retention campaign. Support was offered on completing assessments, financial assistance, well-being and resilience.

In recognition of the cost- of living crisis and potential impact on college attendance, enhanced financial support has been provided to 738 students identified as living in a household with income under £25K. A one-off payment of £150 was made, ensuring no benefits were affected, to give additional financial support during the holiday period for extra fuel or food costs. It is planned to offer something similar after our February mid-term break and Easter breaks. Accommodation rates have been increased for all learners in-line with inflation costs and we are now supporting our students with up to £65 per week towards accommodation costs.

2. Enhancing the Learning Experience

The first week after the winter break – Quality week – was used by curriculum staff teams to focus on improvement activities including analysing the Learner Survey feedback, reflective dialogue, sharing good practice, action planning for improvement and verification/moderation activities. Themes and actions identified will form the basis of the professional discussions at the formal self-evaluation Stop and Reflect sessions in February.

Whilst the staff were engaged in quality enhancement activities, each team also offered sessions for students in their own subject area with employer visits, demonstrations, fun activities as well as revision and remediation workshops.

The Creative, Cultural and Digital sector took a sector-based approach to enhancing the learning experience for students to hep re-motivate them on their return from the break. Events included:

- 3 day directing and devising workshop led by Amanda Glover, a Scottish-based theatre artist, for a small group of female identifying actors.

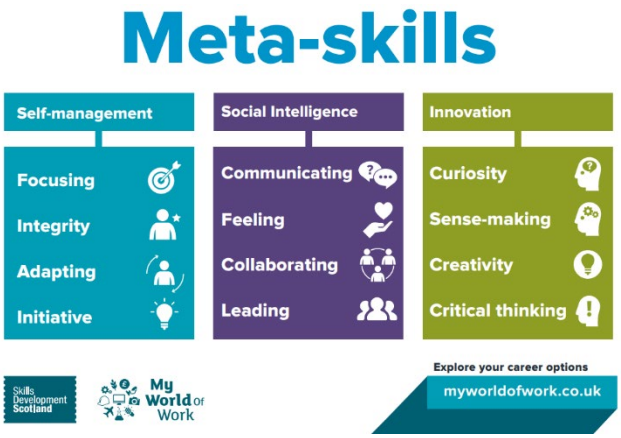
- 2 voice workshops led by external artist Rachael Nicolson, voice coach, to develop a mixed group of 40 learners' ability and understanding of voice.

- 10 students from Computing and Performing Arts worked together on an urban art project with a professional graffiti artist helping to create the artwork. All participants had a non-art background but wanted to be back at college and involved with others as they were feeling isolated at home. They provided excellent feedback and by the end of the week the impact on student confidence was noteworthy.

- Hairdressing and Barbering students received an industry masterclass in the latest cutting and blow out techniques from Frazer Wallace, Creative Director and founder of THEHAUSSTUDIO.

- All Hospitality and Professional Cookery students gained exposure to industry through visits and talks. Braehead Foods, Apex Hotel, Old Course Hotel, Hotel Indigo, St Andrew's Golf Links, V&A Dundee were involved in the sessions.

The Computing department also held their annual Games Jam which was sponsored and judged this year by Ninja Kiwi, Blackadders Solicitors and Rubicon Raw. 14 teams of Computing students from various courses and levels were set a challenge to create a playable game in 48 hours based on a single word - Alone. The Games Jam encourages students to consolidate and apply their subject learning and develops innovation, social intelligence and self-management meta-skills.



3.Curriculum Partnerships

3.1 Sporting Centre for Excellence – Dundee Football Club, Academy and Trust

The partnership with DFC is continuing to grow with a joint group in place to progress funding bids for the external works. At the core of the partnership is the common goal to create a centre for excellence that enhances the sports facilities for our students and community groups.

The project will create an elite standard grass pitch, an elite standard plastic pitch, a full-size rugby pitch plus floodlights and secure fencing ensuring our students learn within the best environment as well as being able to have access to a professional sports club whilst studying. The partnership video explains more about the project and the benefits https://drive.google.com/file/d/16WtOan0e8O7eT0mCWPhJbG-EZyEqlD-j/view?usp=sharing

The partnership also enabled us to hold an event for Sports students on resilience and motivation. Gordon Strachan, ex-Scottish football player/manager and Greg Fenton, General Manager for Dundee Football Club and Dundee Football Community Trust talked in depth about their careers, the highs and lows and their professional journey. They provided approaches to staying resilient when things feel tough, encouraged the students to use the people around them – students, staff and the professional football club – and helped them understand that the skills they were developing courses were transferable and could be used in many jobs across many sectors.

3.2 Cloud Computing – Amazon AWS Re/Start

We have teamed up with AWS Re/Start to offer a 12 week full-time skills development programme to prepare individuals for a career in cloud computing. Working with local employers we identified a shortage of a skilled workforce in this area and pursued a relationship with AWS to deliver their certificated, industry recognised Cloud and IT Fundamentals training. The programme is aimed at unemployed and under-employed individuals, and we have recruited 12 people onto the first course from a range of non-technical backgrounds including nursing and retail. In addition to the certificated training, the course connects the participants to potential employers, such as Bright Solid and Waracle, who have offered interviews to successful participants.

4. Celebrating Success

Two of our students are finalists in the Scottish Apprenticeship Awards which will take place during Scottish Apprenticeship Week in March. Katie Phinn is one of 3 finalists in the Foundation Apprentice of the Year category. Katie completed her Foundation Apprenticeship whilst she was a pupil at Cragie High School in Dundee and attended a placement in a local nursery alongside attending college. She is a deaf student and is now enrolled on NC Early Education and Childcare. The second finalist is Ethan O'Hare who is nominated in the category of Apprentice Ambassador of the Year. Ethan is employed as a chef by WeeCOOK in Carnoustie. Ethan has actively promoted and championed apprenticeships as an ambassador at events since he completed his Professional Cookery Modern Apprenticeship.

5. National Developments

There are a number of Scottish Government consultations concerning the College sector at present, two of which are directly relevant to the curriculum, learning, teaching and assessment – the review of Scotland's Skills Delivery Landscape led by James Withers and Professor Hayward's Independent Review of Qualifications and Assessment. We have provided an individual college response to each consultation as well as contributing to the collective response submitted via Colleges Scotland. Review findings are due to be published in May/June 2023.

We have also co-led the colleges' response to the Education, Children and Young People committee at Scottish Parliament regarding the Disabled Children and Young People (Transitions to Adulthood) (Scotland) Bill.

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: Senior Academic Leadership Team and

Caryn Gibson, Business Partnerships Manager
Executive Sponsor: Julie Grace, VP Curriculum and Attainment

Agenda Item 11

Learning, Teaching and Quality Committee

Wednesday 8 February 2023

PAPER G

STRATEGIC RISK REGISTER

BOARD OF MANAGEMENT

Learning, Teaching & Quality Committee

Wednesday 8 February 2023

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 March 2023 Strategic Risk Register is enclosed.

   This has been subject to a detailed review following discussion at the September 2022 Audit & Risk Committee based on feedback received from the Board Chair. As a result of this review a number of changes will be considered by the Audit & Risk Committee.

   It is noted that none of these changes are in respect of risks allocated to the Learning, Teaching and Quality Committee.

4. Approvals

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

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

STRATEGIC RISK REGISTER
Update for discussion

2022 - 2023

As at March 2023

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	POTENTIAL CONTRIBUTING FACTORS: Risks	Impact	Likelihood	Score	TREATMENT: Mitigation Actions	Impact	Likelihood	Score	POST MITIGATION EVALUATION: 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	• Robust strategic planning • Effective environmental scanning • Strong partnerships • Clear links between strategy and practice • Concerted demands for increased activity levels	4	2	8 ↔	• Robust monitoring via ROA • Clear performance metrics • Amendment of strategic direction/ plans • Rolling curriculum review	Principal & Chair
1.2 **Board**	College may be disadvantaged by changes to either UK or Scottish Government policies **Post mitigation likelihood increased from 2 to 3 to reflect current public sector challenges**	4	3	12	• Effective environmental scanning • Negotiation/influence at national level	4	3	12 ↑	• Review of changes and amendment of strategic direction/plans • Financial strategy sensitivities	Principal & Chair
1.3 **Board**	College disadvantaged by changes arising from UK leaving European Union **Post mitigation likelihood reduced from 5 to 3 to reflect post Brexit experience**	5	4	20	• Negotiation/influence at national level • Review of activities/ projects • Responsiveness to new opportunities	3	2	6 ↓	• Review of changes and amendment of strategic direction/plans/ curriculum • Financial strategy • Workforce planning • International strategy & planning • Post Brexit planning	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					Score	Impact	Likelihood
	ELT	Executive Leadership Team	Prin	Principal	1	Routine	Remote
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	Board	Board of Management	HoICT	Head of ICT	3	Significant	Possible
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	VPCA	Vice Principal Curriculum & Attainment					

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 • Clear project Management arrangements in place • Budget reporting and management	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	• Negotiation/influence at national level • Review of activities/ projects and response to new opportunities	4	1	4 ↔	• Robust monitoring via ROA • Amendment of strategic direction/ plans • Rolling curriculum review	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					Score	Impact	Likelihood
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	VPCA	Vice Principal Curriculum & Attainment					

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	• Robust CEAP in place • Multiple strands of activity/action • Embedding sustainable practices in normal activity and ways of working • Clear links between strategy and practice • Planned investment in carbon reduction • Sustainable procurement	4	2	8 ↔	• Robust monitoring and reporting of CEAP at SLT and Board level • Clear performance metrics • Amendment of strategic direction/ plans • Monitoring of scope 3 emissions	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					Score	Impact	Likelihood
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	VPCA	Vice Principal Curriculum & Attainment					

Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
2 Financial										
2.1 **F&P**	Change in SFC Funding Methodology and Allocation – Reduction in Funding **Post mitigation impact increased from 2 to 3 to reflect current public sector challenges**	3	3	9	• Negotiation/influence at national level • Contingency plans for reduced funding	3	3	9 ↑	• 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	4	16 ↔	• 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 **Reviewed but no change currently**	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

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	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	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	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
2.6 **F&P**	Demands of capital developments / maintenance impacts on financial sustainability or delivery of learning and/or services	3	2	6	• Multi-year estates strategy and capital planning • Lobbying of SFC on capital and backlog maintenance funding • Planning for D&A Foundation bids	2	2	4 ↔	• Monitoring of capital plans and expenditures • Regular review of capital plans/timescales relative to funds	VPCS

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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										
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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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 **Post mitigation likelihood increased from 2 to 3 pending lessons learner exercise**	4	3	12	• Marketing strategy • Reputation plan • Positive marketing approaches	4	3	12 ↑	• Stakeholder engagement • Social media monitoring arrangements	VPC&A, DirC&A
3.6 **HR&D**	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

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.)										
3.7 **HR&D**	Industrial Relations Problems (including industrial action) **Reviewed but no change currently**	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	2	8 ↔	• 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 **HR&D**	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

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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.)										
3.10 **HR&D**	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 **Board**	Failure to plan or respond adequately to future pandemic illness.	5	4	20	• Monitoring and rapid response to WHO and UK/Scottish Government information and alerts • Maintenance of COVID-19 good practice approaches to inform future use • Effective business continuity planning in place	4	2	8 ↔	• Pandemic readiness / response included in business continuity plan reviews and testing • COVID/Pandemic Response Group in place • Active monitoring and rapid adoption of pandemic guidance / control measures	Principal

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
4 Infrastructure										
4.1 **A&R**	Major Disasters – eg Fire, MIS Failure, Failure of Emergency Procedures **Wording updated to include 'major' to better reflect focus of risk**	5	4	20	• Sound systems of administration • Clear fire and disaster recovery arrangements • Staff CPD	5	1	5 ↔	• Business Continuity Plan including scenario testing	Principal & VPCS
4.2 **F&P**	Failure to achieve ambitions of Digital 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**	Significant breach of ICT/Cyber security resulting in loss of service sufficient to impact College student / staff outcomes **Wording updated to better reflect the pre and post mitigation risk**	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

Agenda Item 12

Learning, Teaching and Quality Committee

Wednesday 8 February 2023

PAPER H

LT&Q METRICS

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee
Wednesday 8 February 2023

Learning, Teaching and Quality Committee Metrics

Paper H for noting

1. Introduction

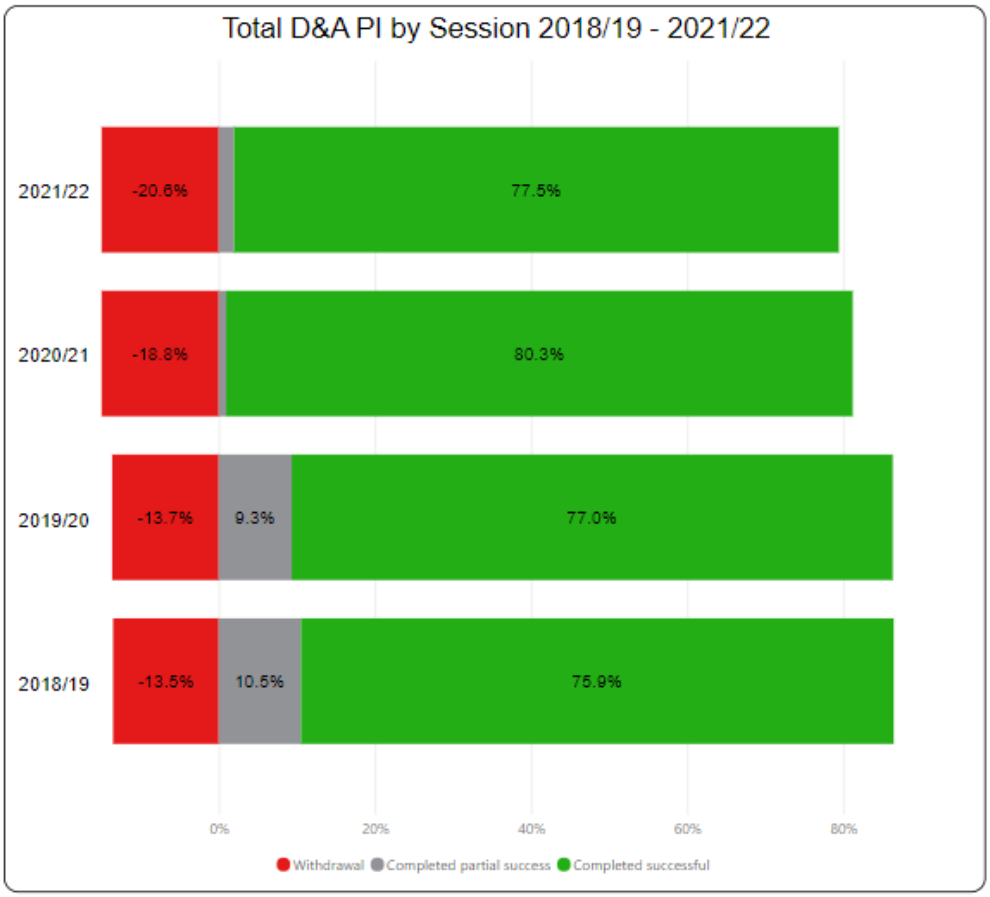
The following paper outlines a range of standard LT&Q metrics/statistical data which are presented to Committee on a rolling quarterly and annual basis.

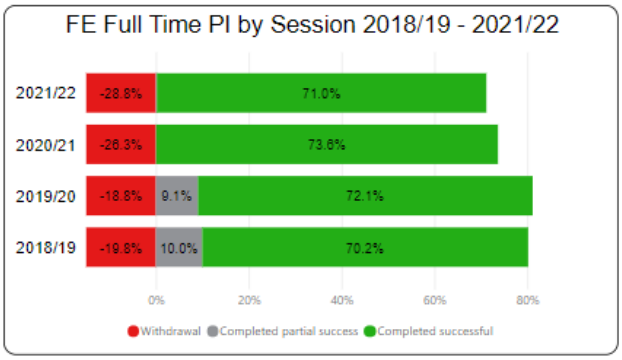
The template is designed to give Board members an easy to read picture of the College's core quality and related information. Sections in the paper can be expanded or amended as necessary, if at any stage Committee members felt that trends or outcomes warranted further consideration at Board level.

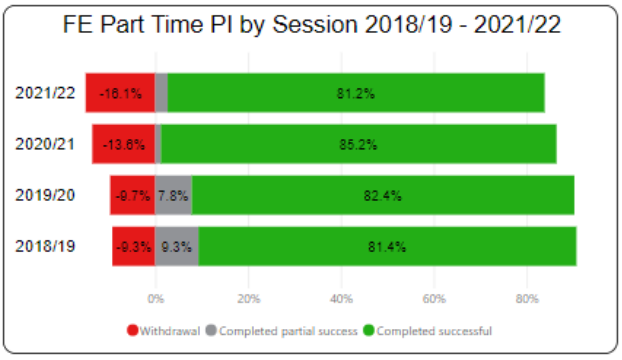
Some of the information is presented as an annual figure and will detail comparisons with previous years. This is of particular importance in identifying trends in Performance Indicators and other annual outcomes.

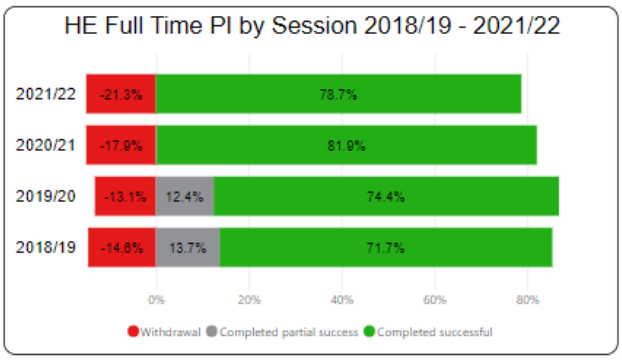
Other data will be presented on a quarterly basis and taken as a snapshot of the status at that point in time.

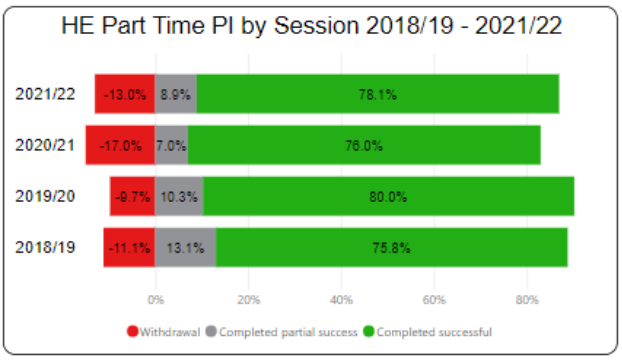
2. LT&Q Metrics











	2020/21	ROA Target 2021/22	Outturn 2021/22
Proportion of Course Leavers recording a positive destination (study or employment) 6 to 9 months after completion of a College programme	92.2%	95%	95.2%

	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%	90.2%

	2020/21	ROA Target 2021/22	Outturn 2021/22
The volume of Credits delivered to learners as part of 'school-college' provision	5,084	10,071	15,899
The proportion of Credits delivered to learners as part of 'school-college' provision	4.5%	9%	14.5%

	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%**

N.B. Articulation data for 2020/21 and 2021/22 is not available from SFC.

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

	22/23 Applications	22/23 Applicants	Offers Made 22/23
Full-Time Programmes	10,067	7,266	4,926
Part-Time Programmes	1,213	945	651

	23/24 Applications	23/24 Applicants	Offers Made 23/24
Full-Time Programmes	3,346	2,815	1,811
Part-Time Programmes	52	44	8

Session 22/23 Credits by Programme Modes of Study - Summary ***Credit Target – 109,500 (including 4,041 YPG/NTTF etc)***

Mode	Programmes	Final 20/21 Credits	Final 21/22 Credits	YTD 22/23 Credits
17	Full Time	81,060	72,685	67,007
18/05	Short Full Time	6,095	7,411	5,519
06	Block Release	3,321	3,813	4,577
07	Part Time – Day	1,382	1,834	1,903
08	Part Time – Infill	11,165	15,676	11,085
09	Part Time – Evening / Weekend	712	1,165	572
11	Work Based	2,360	2,972	1,594
12-16	Open, Flexible, Distance	3,483	3,745	1,779
	TOTALS	109,578	109,301	94,036

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