

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee



Wednesday 26 April 2023 at 5.00pm **Room A625,**
Kingsway Campus (MS Teams option available)

AGENDA

1. WELCOME
2. APOLOGIES
3. DECLARATIONS OF INTEREST & CONNECTION
4. MINUTE OF THE PREVIOUS MEETING – 8 February 2023 Paper A for approval
5. MATTERS ARISING Paper B for noting
6. CURRICULUM REPORT – CURRICULUM PLANNING FOR A MORE SUSTAINABLE COLLEGE Presentation JG
7. STUDENTS' ASSOCIATION REPORT Presentation AM/LS
8. VP CURRICULUM & ATTAINMENT REPORT Paper C for noting JG
9. STRATEGIC RISK REGISTER Paper D for approval ST
10. LT&Q METRICS Paper E for noting ST
11. DATE OF NEXT MEETING – 13 September 2023, Room A625, Kingsway Campus



Learning, Teaching and Quality Committee

Wednesday 26 April 2023

PAPER A

MINUTE OF THE PREVIOUS MEETING –

Wednesday 8 February 2023

BOARD OF MANAGEMENT



Learning, Teaching and Quality Committee Wednesday 8 February 2023

Draft Confirmed by Chair

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 8 February 2023 at 5.00pm via Microsoft Teams.

PRESENT:	M Williamson	A Monks
	K Ditcham	S Stirling
	B Carmichael	S Hewitt
	S Middleton	D Fordyce
	L Strukanova	A Mawhirt

IN ATTENDANCE: S Taylor (Vice Principal / Secretary to the Board)
J Grace (Vice Principal Curriculum & Attainment)
J Roscoe & S Toms (Directors of Curriculum and Attainment)
A Mawhirt (Head of People & OD)
C Calder (Academic Development Lead)
P Muir (Board Administrator)

1. WELCOME

M Williamson welcomed Committee members.

2. APOLOGIES

Apologies were received from H Honeyman, N Lowden and L O'Donnell

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 2 November 2022 was approved as an accurate record.

5. MATTERS ARISING

The matters arising were included in the agenda and closed.

6. CURRICULUM REPORT- LEARNING & TEACHING DEVELOPMENT PROGRAMME

Abi Mawhirt and Christine Calder stated there was a wide ranging CPD plan created for different staff groups and roles across the College, with this building from learning and teaching development through to course leadership and line management training for promoted roles.

A range of CPD opportunities had been developed by the Academic Development team, with the paper highlighting various CPD developments within the College. Internal resources have been used to develop staff skills which is very cost effective.

The Leadership Development Forum (LDF) had undertaken work around college values, line management, college practice and policies, with this being welcomed by managers. This work would continue to develop, combining CPD opportunities with peer support and networks.

In addition, staff were undertaking coaching for their developmental needs and more support had been given for Curriculum and Quality Leaders (CQLs).

Student Behaviour has been highlighted as a priority within the Learning & Teaching Development Programme, given issues arising during the pandemic and being seen as more students have returned to campus.

The behaviour management training matrix was noted, with basic training and awareness provided for all staff, and more advanced training provided for those in specific roles or in areas where behavioural management interventions were required more often. The feedback for this had been positive, highlighting that the training had been excellent and skills learned provided staff with means and ways of de-escalation. It was confirmed that the training was ongoing.

A Mawhrt highlighted that professional learning was continuing to be supported through the Academic Development team, with new pathways of learning supported including new professional categories and support through teacher training and General Teaching Council of Scotland (GTCS) registration. In addition to this, a blog had been created to share practice and opportunities.

M Williamson asked about the expectation and entitlement that staff would have in terms of CPD and how this fitted with time available. A Mawhrt noted that staff had requirements for CPD as part of their GTCS registration, supported by one-to-one and in-team discussions on CPD needs. It was noted that time availability was always a factor and that sessions were offered at different times and places to seek to meet needs as best as possible.

A Mawhrt stated there were a variety of training development days within the college and all staff had access to these.

M Williamson asked if they completed this within their own time or whilst attending the college. A Mawhrt stated that a budget was available to cover additional time input to attend CPD for part-time staff.

The Committee welcomed the update and the developments planned to support enhancements in learning, teaching and leadership.

7. STUDENTS ASSOCIATION REPORT

A Monks presented the report presentation to the Committee.

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.

The festive break provided a positive impact on students. A survey, using the Two Stars, One Wish approach had been used to investigate how students were feeling about the Festive break, with very positive feedback.

Students class and department representatives had held an online Q&A with the Executive, raising questions, providing feedback and having queries answered. This was part of a series of these events and proved popular and useful.

The Students Association are continuing their initiatives under the Thrive Project to support students and staff, with a new Thrive Shop opening at Gardyne.

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.

A Monks stated that the new Esports society launched a survey in Dec 2022 with around 50 staff and students interested in creating a team. This event will be sponsored by Corsair and will be launched at the end of February 2023.

K Ditcham stated how amazing the Student Association are doing, building the community together and thanked them for their contribution.

8. EDUCATION SCOTLAND ANNUAL ENGAGEMENT VISIT REPORT

The Annual Engagement Visit (AEV) held by Education Scotland in November 2022 had involved over 60 staff and students. The report back from this was very positive, showing numerous strengths and highlighting good practice in the links between the College and our regional employers and between the college and our community and third sector groups. The areas for development were also noted, with work continuing to progress on these.

Positive press coverage received as a result of the publication of the AEV outcome was noted.

M Williamson praised this report from Education Scotland, stating it was incredibly impressive.

9. LEARNER SATISFACTION SURVEY NOVEMBER 2022

The Learner Satisfaction Survey undertaken late Autumn 2022 had achieved high levels of participation and S Taylor noted the excellent work undertaken by staff across the College to support students to engage with this.

Survey outcomes were also strongly positive, with the student satisfaction rate increasing over time and remaining at a high level 88%. And S Taylor summarised how the survey outcomes were used at individual team and course level to inform reflection and evaluation.

M Williamson welcomed the report and the excellent results achieved and asked about the use of the word cloud in respect of the 'one more thing' comments. It was noted that this did not really reflect the range of comments received and it was agreed this would be reviewed for the next survey.

S Middleton asked if there were common themes arising across the sector in terms of student feedback. J Grace highlighted the VP Curriculum network shared information like this and noted that there were common themes around attendance, disruption to learning and deteriorating health / wellbeing. Good practice was shared around responses to issues raised.

The report and survey outcomes were noted.

10. VP CURRICULUM & ATTAINMENT REPORT

January recruitment figures were highlighted by J Grace, with c440 students starting new courses and a further 16 starting in the next couple of weeks.

J Grace noted concern continued around student retention, with over 100 students not returning after the Christmas break. Retention calls and other work was continuing with this group and 57 of the 100 had returned to class and a further 8 were working with student services in terms of support to re-engage.

S Hewitt highlighted the close work with Dundee Football Club to create partnership links to benefit the club and the College. The development of the new Foundation degree in Esports – the first of its type in Scotland – was noted.

11. STRATEGIC RISK REGISTER

Developments to the Strategic Risk Register were discussed and it was noted that there were no changes proposed to the risks allocated to the Committee.

12. LT&Q METRICS

The range of LT&Q metrics were noted.

J Grace noted that Young Persons Guarantee (YPG) funding had been confirmed by the Scottish Funding Council and would be used to support re-engagement and attainment activities including assessment centers, targeted drop ins and other work to support students to pass and progress. This funding would also support the delivery of the RISE course and continuation of the Child Poverty Project work.

13. DATE OF NEXT MEETING

Wednesday 26 April 2023, Gardyne Campus, Room Y150.

Action Point Summary

Action	Responsibility	Date
No action points noted		



Learning, Teaching and Quality Committee

Wednesday 26 April 2023

PAPER B

MATTERS ARISING

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 26 April 2023

Matters Arising



Paper B for information

Agenda Item No	Action	Current status	Open / Closed
	There were no matters arising		

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

The slide features a black background with vibrant, multi-colored paint splashes in shades of red, orange, yellow, green, blue, and purple along the top and bottom edges. The central text is white and reads:

LTQ Committee Update

March 2023

Dundee & Angus College Students' Association

Team

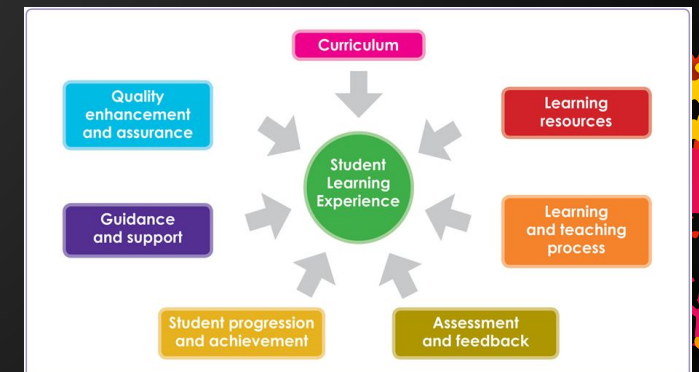
We have had a couple of changes within our team. We welcome Colin Ogilvie back as a full-time Students' Association Assistant who will support all of DASA's events/ activities and also support Representation with Amy and the VP's.

Sarah Rennie has taken a secondment as Marketing Manager until the end of October, Amy has been recruited to be the SA Team leader until Sarah's return. Amy will continue her Presidential duties alongside the Team Leader role until June when a new Student President begins their term of office.



Class Reps

- Drops in at end of February both online and in person. March and April meetings set up in advance.
- February Task - 'Assessment & Feedback' . Main concerns of workload, especially on HNC/HND levels - suggestions of a curriculum break to decompress and re-engage. Most student spoke of great assessment prep, schedules, mock exams, constructive feedback to help them improve.
- March Task - Learning resources - input from LE, LDR and AD. Prospectus Research and staff awards. Some Students are aware the learning resources available and have been part of activities to support. Students don't tend to differentiate between the support teams by name but they have experienced it and value it.
- April tasks - Student elections, staff awards, Positive Behaviour Values task.
- Class reps volunteering with Breakfast clubs and in Thirve shop.



Department Reps

- Department reps having been helping to collate February feedback and as mentioned in the Class Rep section this have proved to be too time consuming and difficult to complete fully.
- 2 department reps regularly run breakfast club.
- Invited to be part of the Positive Behaviour Working Group and will be conducting research with students on behalf of the group on the college values.
- Also just been invited to be Student Ambassadors for the College in partnership with the Academic Development team.
- Our Vp's are acting Department reps of the departments who don't have



2023 Student Elections

The 2023 Student elections are underway with the voting for candidates finishing on Friday 28th April at 4pm! We have set up polling stations across the campuses at various times throughout the weeks, hosting 2 Live Q&A's for students to chat to candidates, and scheduled promotion across all of our socials media platforms as well as in-house on My D&A Life and portal.



2023 Student Elections – Meet the candidates

VOTE



COLIN OGILVIE



Students'
Association
President



VOTE



LYNNE MARA



Students'
Association
President



VOTE



**SUSAN
ANDERSON - BLAKE**



Students'
Association
Gardyne
Vice President



VOTE



FATIMA KHAN



Students'
Association
Gardyne
Vice President



Thrive

The launch of the Thrive Shop in Gardyne was a huge success. Steve and Jaki came along on the day. There was a queue to get into the shop. Dominos Pizza kindly donated 60 large pizzas which were all enjoyed by students and staff. We had Wellbeing Works and Douglas Community Centre also attend to share their services to students and staff.

This shop will be mirrored in the Arbroath with the tidy up of the existing free shop in the Isla building. We have also begun to set up a shop on the Kingsway Campus in the SA office on a trial basis, with us office sharing with the LE team.

DASA will be opening the shop(s) 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. We also have students from Social Science, HSC regularly volunteering. LDR have been great in helping us set up an interactive calendar so that lecturers/support staff can book volunteering slots on behalf of their classes/students. This will be piloted with the GC campus shortly.

To date we have had over 5200 visits to our daily breakfast club. We have also received feedback from the Barbering team that students done 148 haircuts in the first 8 sessions held at Gardyne. More sessions are being added to support the curriculum and the demand.

LGBTQIA+ Focus Group

From feedback, student had highlight that the LGBTQIA+ section of the College website was a bit out of date, broken links and didn't feel like a valuable resource for student to have the use of and that they were unsure of what support was available on campus, if there was any gender neutral toilets within the college.

Amy set up a small special interest group with Sarah Thom and Mark James from student services as well as Sam Harris the LE University Intern alongside a group of students who are working together to create new content for the website, to have an LGBTQIA+ support area online for current and prospective students to show that as a college as a safe place for those of the community.

We have had lunch together a couple of times now and the first Service Design session was held last week to enable the focus group to co-design the section of the website alongside the marketing team.



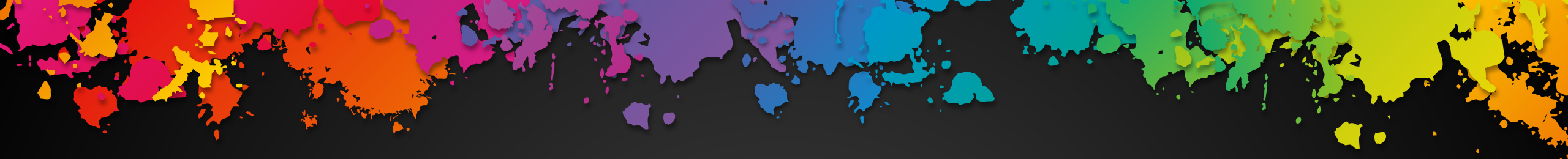
Weekly Events



We are delighted to have a new schedule of DASA events both online AND in person on Campus! Students can come along to any of the informal events hosted by our amazing team!

Colin runs a 'Simply Social' group on campus 4 days a week with games, crafts, gaming to help students socialise and also destress in this busy time.

They have a small group of loyal attendees but the numbers grow each week. Student feedback is that these events are very much needed and valued for social opportunities outwith their classrooms.



Student Sustainability group

Video and information link sent out to students early March to form a Student special interest about sustainability at College. These student will hopefully be able to support awareness of SDGs around campus and in classrooms.

Student Influencer Network

Ongoing partnership with Marketing to have students at the forefront of content creation, ideas, case studies. Those in the network can be called upon for photographs, videos etc. These students have been involved with the Places and Love College Campaigns.

C-O-W

The DASA Team attended 3 days of a stall at the Overgate Centre alongside the Help Point and Marketing teams as well as two weeks out and about in the community to promote the College, courses and support available to students.

Random Act of Kindness Day

Through the DASA Pay it Forward Fund we created small pin badges for Random Act of Kindness Day, to give out to students and staff on campus and give them a positive thought for the day. These were design with the Places campaign in mind and have been very well received.



Learning, Teaching and Quality Committee

Wednesday 26 April 2023

PAPER C

**VP CURRICULUM & ATTAINMENT
REPORT**

BOARD OF MANAGEMENT
Learning, Teaching and Quality Committee
Wednesday 26 April 2023
VP Curriculum and Attainment Report



Paper for noting

1. Introduction

As described in the curriculum update presentation, the Vice Principal and Directors have spent a significant amount of time reviewing the curriculum portfolio and planning various scenarios in preparation for impact of the indicative SFC funding allocations, with the aim of maintaining a curriculum that meets regional needs and supports students to be successful.

During this time there have been many curriculum and partnership developments taking place across the college to support a sustainable future curriculum and college.

2. Recruitment 2023-24

We have made just over 4 000 offers to full-time course applicants for session 2023-24, despite an overall decline in applications received. We have listened to feedback from our current students and have worked with the Marketing team to design regular newsletters as “keep warm” communications – **Hey from D&A** – which will be sent throughout the application process. The first of these was sent in March with further editions planned over the summer.

Curriculum and support teams will collaborate to offer on-campus **Connect2D&A** preparation/pre-induction sessions in June. The sessions will give our new intake an insight into their course, provide an opportunity to meet their peers and the teaching teams, and also highlight the extra-curricular activities on offer at the college.

Preparation is underway to open the Student Funding system for 23/24 in mid-May as planned to ensure students can have their funding in place for the start of the new academic year.

3. Supporting Attainment

Since the start of term, we have seen higher numbers of students disengaging from learning, erratic attendance and increasing behavioural concerns. School partners and other colleges have confirmed that they have similar experiences and concerns. Our teaching teams and front-line support services continue to collaborate to support students to return, engage and focus on completing their studies. To support this, we also have Skills Development Scotland Careers Advisors on each of our campuses weekly. They have been visiting classes to introduce themselves and their service and are continuing to have an on-campus presence by supporting individual classes and arranging one to one sessions.

All curriculum teams have scheduled intensive support sessions – workshops, bootcamps and revision and re-assessment sessions – between now and the end of term to help students complete their studies. To improve attendance at these support sessions, curriculum teams are incentivising them; some offering pizza (Study and Slice), whereas others offer curriculum specific films or unique sporting opportunities. We are using part of our Young Person's Guarantee funding allocation to support these sessions.

We are continuing our retention chase up calls following the Easter break, highlighting the sessions available to support attainment.



The college also recently hosted an exclusive event for students with world renowned speaker and author, **Alastair McCaw** entitled **The High-Performance Mindset**. The students filled Gardyne Theatre and left inspired and motivated to continue with their studies, careers and life plans.

During March the Help Point staff completed over 1000 of telephone calls with our previous students to complete SFC Post-Destination Survey exercise on time with an 85% completion target rate.

4. Promoting Positive Behaviour Cross College group

“When learners are struggling they need support, not red lines and stern faces. They don’t need the dark suits of doom, but rather a learning coach, detached from any process, to support, mentor and guide....”

“Getting the culture right is pivotal. With the right culture the strategies that are used become less important. The culture is set by the way that the adults behave.”

These quotes from Paul Dix's book, 'When Adults Change', provide an ethos for the cross college collaborative group who are focusing on a whole college approach to promoting positive behaviour. Student support staff, academic staff, students, union representation and managers have come together to reflect on how we approach unwanted behaviours that are sometimes presented. Importantly, the group are tasked with trying to capture the behaviours that support, mentor and guide that we already see across D&A.

Working with the Students' Association, a service design activity has been rolled out to students and staff asking them to comment on the behaviours they would associate

with our college values. From these responses we will create a range of college wide statements and practices that are visible and consistent across the college.

5. Learning and Teaching Enhancement

5.1 Supporting the Student Experience

Curriculum and support team managers have come together to collate resources and review what support teams offer to enhance the student experience. The Students' Association is working with class and department reps to help us understand the student experience and how, by creating a more accessible and cohesive offer, we can support learning even better.

Furthermore, we are reviewing **My Progress** (tracking and engagement system). The system review has taken place and several recommendations to enhance student engagement have now been taken forward. A curriculum staff short-life working group has been established to promote My Progress and how it is best used by both lecturer and student. The Sports and Fitness team has been using this system to excellent effect and have identified how positive student feedback and awareness of own progress has led to success.

5.2 Leading the Student Experience forum – 29th March 2023

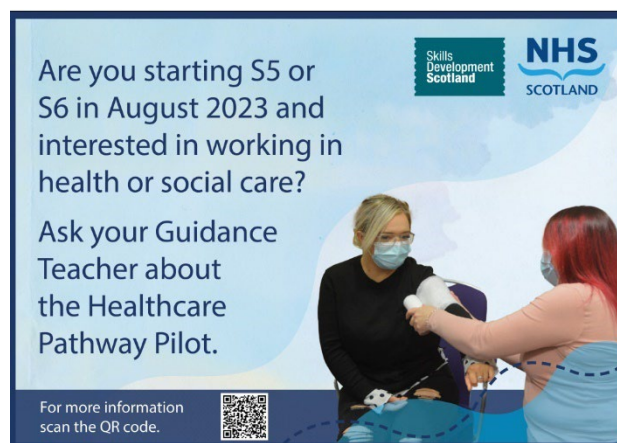
The focus of this forum for Heads of Curriculum and Quality and Curriculum Quality Leaders was on how, as educators, we reflect on and adapt our behaviour to get the most out of our students by improving our relationships with them. Jamie McBrearty from Y-Mindset led the session on mindset theory which was then linked to understanding our own behaviour in order to promote positive behaviour in others. This dovetailed well with the Paul Dix approach. We focused upon 'positive noticing', pro-social role modelling and how, by giving positive feedback on the process and the effort rather than intelligence or abilities leads to more motivated and successful learners.

6. Curriculum Developments

6.1 NHS Pathways

Our health and social care team have been successful in their bid to lead the NHS Pathways pilot for the Tayside region. Four schools in our region have been identified for the pilot together with one possibility in Perth and Kinross.

This innovative programme is aimed at Senior Phase learners and will provide them with access to careers within the NHS through further college study or apprenticeships.



6.2 Upskilling Courses

We have been continuing to develop our range of courses aimed at reskilling and upskilling people in work and at developing the skills and knowledge of our existing students. We have recently supported teaching staff to undertake CPD training in heat pump installation and hydrogen in readiness for addition of certificated courses in these areas to our current offer.

Alongside the curriculum developments, we have been engaging with businesses and social media to build awareness and generate demand. The Marketing team has been working closely with the curriculum and Business Partnership team and has developed a new umbrella name and logo for our range of courses:

Advance

The name reflects the intention for individuals to move forward, improve and make progress either with skills development or in their careers. The initial capital A also works as an arrow icon creating a continuous moving up statement and will be used extensively throughout all brand and marketing assets.

7. Partnerships and Contracts

7.1 Dundee Football Club (DFC)

Our relationship with Dundee Football Club and Dundee FC Community Trust continues to flourish as we work together to maximise opportunities for players, students and communities.

This quarter saw the launch of the Girls Football Club, hosted at Gardyne Campus. Our aim is to encourage more young females into male dominated careers and we are working with the Trust to expose these young girls to STEM areas and highlight potential careers and courses for them.



More information can be found here: <https://dundeeandangus.ac.uk/for-businesses/features/dundee-angus-college-business-team-empowers-young-girls-through-sponsorship-of-dundee-fc-s-first-ever-girls-team/>

DFC also provides work experience placements at Dens Park for our PACE students, enabling them to learn business skills, how a football club operates and developing the skills required for progressing into work. The students are fully engaged, and course attendance has improved. As a result of their increased confidence, the

students have agreed to provide case studies to inspire future students who are referred to the PACE programme.

7.2 Talent on Your Doorstep Event

Last month the college partnered with Business Gateway and Angus Employability Hive to help business owners in Angus better understand the support that is available to recruit and retain local staff.

There is an increase in unemployment and inactivity across the area and the rise in financial challenges, mental health and other health issues and accessibility of transport links in rural areas is impacting on Angus employers who are struggling to recruit local staff.

The aim of the event was to encourage business owners to consider taking on staff who have some additional support requirements but help them to understand what support is available to help them.

It was a great partnership event and local business owner Hayley Wilkes, owner of Wee Cook stood proudly on stage and spoke about the incredible support she had received from D&A and how her business would not be the success it is without D&A College.

7.3 Flexible Workforce Development Fund (FDWF)

The Business Partnerships team has achieved the activity targets set by SFC and we have drawn down the full funding allocation of £493 593. The team has also upsold additional courses (£16k) paid for by businesses in addition to the SFC funded FWDF training. Additional funding has been requested from SFC to meet the waiting list of businesses who wish to access training.

In the meantime, the focus is on ensuring all courses are delivered within the required timescales. There is a diverse range of courses due to be delivered, including bespoke courses created specifically for businesses. A practice example including the impact the training has had on the business can be accessed here

<https://dundeeandangus.ac.uk/for-businesses/features/wrights-dental/>

Breakdown of achievements to date:

	Amount	No of businesses	No of courses	No of participants
Levy	£373,223	26	99	1107
SME	£120,370	28	62	338
Total	£493,593	54	161	1445

7.4 Modern Apprenticeships (MA)

Skills Development Scotland (SDS) recently undertook a compliance audit of our MA contract, the outcome of which was successful. As well as compliance with contractual requirements, the audit covered 3 quality indicators – Service Delivery, Leadership and Quality Culture and Outcomes and Impact. They engaged with college staff, 15 apprentices and 15 employers to support their judgement. The summary of findings statement on meeting needs of learners and employers (below) highlights the effectiveness of the college's approach to Modern Apprenticeships:

“Provider effectively meets the needs of learners, employers and stakeholders. Employers interviewed confirmed the training was effective and relevant to their job role with some employers working with the provider for many years and some are new to taking on apprentices they all feel they have a good understanding of the MA programme. Employers confirmed they are fully informed through regular contact with assessor including regular progress reviews and feel very satisfied with the delivery and support assessors provide for the learners and flexibility to meet their needs is excellent.

Learners interviewed confirmed the training is meeting their needs and all received a robust Induction which clearly explained the delivery of the programme well, this was carried out either in College or in workplace. Majority of learners use an online portfolio system which has all the resources they require and assessor gave a good overview of how to navigate round. Learners meet with their assessor regularly either face to face or over Teams, most are using a hybrid approach which seems to be working well and learners confirmed they do prefer this. In some cases assessors are meeting with learners more often to give them additional support this ensures all learners are progressing and achieving a positive outcome.

Overall feedback from employers and learners has been very positive.”

SDS has not yet issued contracts for Modern Apprenticeship allocations for 2023-24 which is causing significant concerns about workforce recruitment for employers across all sectors. The concerns have been escalated to the Scottish Government.

8. 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, Caryn Gibson, Business Partnerships Manager & Leann Crichton, Head of Admin Services
Executive Sponsor: Julie Grace, Vice Principal Curriculum and Attainment

Welcome to Dundee & Angus College
and congratulations on taking the first step towards
achieving your goals. As you start on your exciting
journey, we want to assure you that we are here to
support and guide you every step of the way!



**you're in the
right
place.**

In this edition, we are excited to share with you some of the places on campus where you can meet new people, to some examples of the events and activities that you can get involved in. From social events to academic workshops, we have something for everyone. We encourage you to take full advantage of these opportunities to meet new people, develop new skills, expand your horizons and have the best student experience with us at Dundee & Angus College.



Amy Monks

Students' Association President

Hi, I'm Amy and I am the President of the Student' Association and work across all the College campuses. I was a student for four years in the Hair, Beauty and Complementary Therapies department and loved every minute. I have been involved with the SA as class/lead rep and two years as Vice-President of the Arbroath Campus and now finishing my second year as Student President. Every day is as different as each of the students I meet. We are here to represent you while you are at College, to make sure your voice is always heard whether you are talking to us about the good, the bad or the ugly! We promote inclusion, celebrate your successes, and help pick you up when things are hard. My passion is creativity and I always look for weird and wonderful ways to solve problems and build relationships across the college. We try to have as much fun on campus and support wherever we can. Jump in and get involved!

Simon Hewitt

D&A College Principal

“ I want to say a massive thank you for choosing to study with us and i'd like to take this early opportunity to officially welcome you to Dundee and Angus College.

You are most welcome and you are definately in the right place.

”



Watch Simon's full quote here



**student
experience**

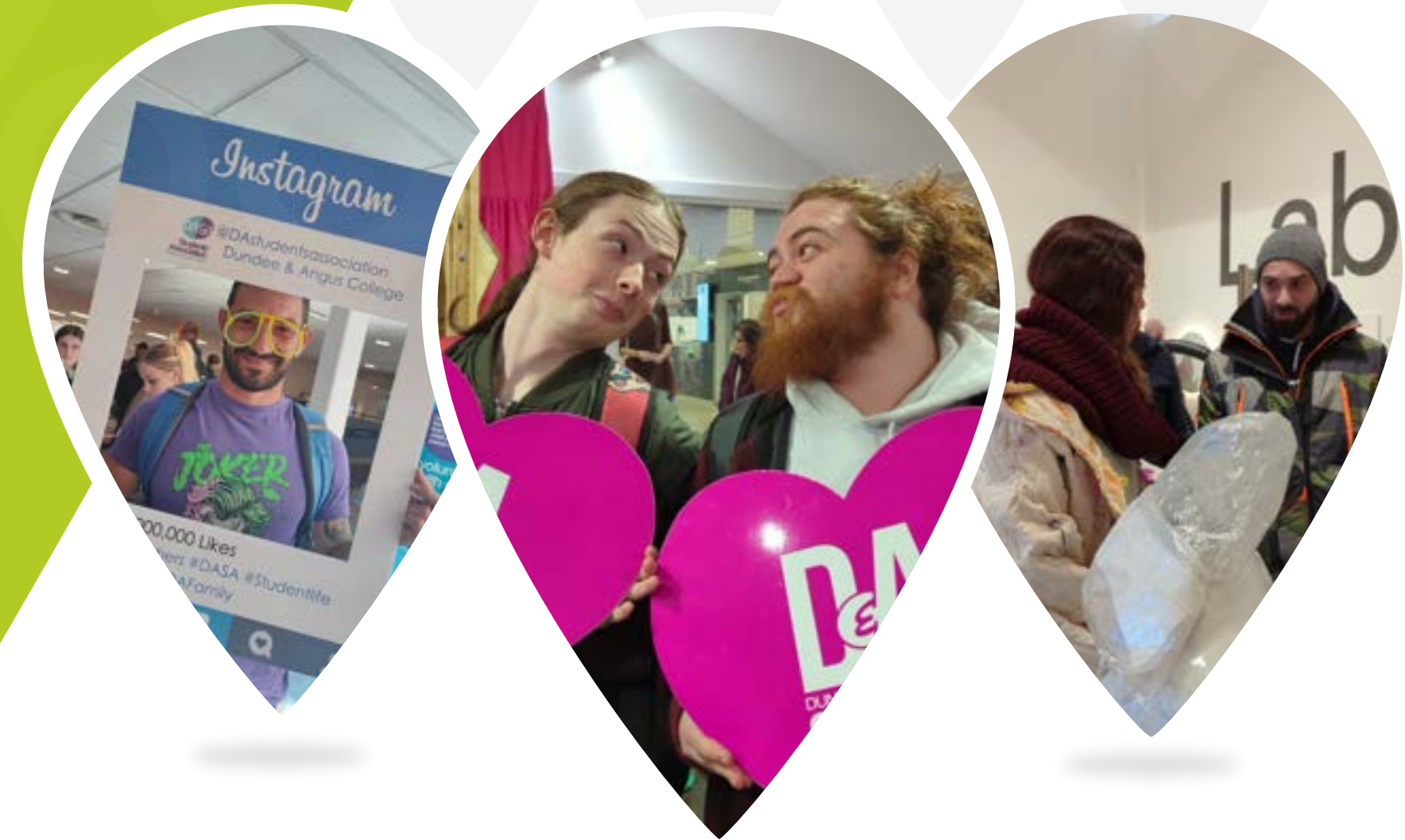
results

**knowledgable
staff**

**excellent
facilities**

**the right
place** for

D&A the right place for fun events & activities



Throughout the year you can join us on campus or online for some D&A activities! We organise and run different/ activities/events that are fun and informal, for you to meet other students from across the College and socialise together. Whether that be at a Games Club on campus or an online cuppy and chat or quiz from the comfort of your own home, everyone is welcome, and our events are always free to join.

Get in touch if you have a hobby or interest that you want to share with others, and we can help you set up your own club. To keep up to date with everything you can get involved with check out The Students' Association tile on the My D&A Life App or our Facebook Page.

DA the right place to

Socialise & meet new people



Coming to college and meeting new people can be an exciting experience, and making the most of our social areas on campus can help you to build connections and create a sense of community.

Take advantage of our social areas, outdoor spaces, catering outlets and Taste café bars and dedicated Taste restaurant at our Kingsway Campus which is run by our students in our Hospitality & Professional Cookery courses, supported by their wonderful team of learning and support staff!

D&A the right place for getting ready for College

inspirational talks and activities

Getting involved in campus life is a great way to make friends, build your network, and enhance your college experience.

Join clubs or organizations that match with your interests or future goals. Attend events and participate in campus activities. Not only will you have fun, but you'll also gain valuable skills and experiences that will help you in your future career.



**Court in session
at D&A**

Social Science students attended a mock trial hosted at the college's Gardyne Theatre to gain an insight into the legal processes.

The whole court process was condensed into one day to allow students to see the process from start to finish.

The jury was made up of Social Science and Performing Arts students who were treated exactly the same way as a jury in a real court would be treated. They had a separate room for their breaks and were left to make their decision before returning to deliver a verdict.

www.dundeeandangus.ac.uk/news-events/court-in-session-at-dundee-and-angus-college/



**Students Inspired by
Allistair McCaw**

Students Inspired by Allistair McCaw Dundee and Angus College students were given the opportunity to hear from author and speaker Allistair McCaw.

Allistair has worked with many top leaders, performers, teams, and organisations giving them advice and motivation. Alistair spoke on several key areas and shared advice on areas such as attitude. Speaking about attitude Allistair said,

"It is extremely important to have the right attitude in all that you do in life. Having the right attitude brings leadership and your energy comes from your attitude. Everyone feels negative at stages but it is all about how quickly you can change your mindset".

www.dundeeandangus.ac.uk/news-events/students-inspired-by-allistair-mccaw/

DA the right place to

Thrive

Through our Thrive project we are proud to showcase our Thrive Shops at each of the three campuses at Dundee & Angus College.



WE **CARE**@ **DA**

The shops offer everything from food, clothing, toiletries, and other household items and best of all it is shopping for items but without the costs!

You can also volunteer to help out at our Thrive shops as part of your college journey, creating a warm and accepting spaces for students to experience and gain attributes that will make your CV stand out!



DA the right place for getting ready for College



We offer a wide range of resources to help our students succeed in both your studies as well as your wider student experience.

Take advantage of these resources, such as dropping into our Help Points to ask questions, going to the Library to borrow books or study in a quiet space, to learning how to get the best out of digital resources with our Learning & Digital Resources Team. These resources are free and can make a big difference in your college experience!

DA the right place for getting ready for College



help
points



Got questions about starting college or just need a bit of advice? Ask our Help Point Team!

Our dedicated Help Point Team are here to help you with any questions or worries about any area of college life. You can book an appointment with a Help Point Advisor at any campus by:

Email heretohelp@dundeeandangus.ac.uk

Call 0300 123 1036

WhatsApp us on 07725213174

Our Help Point staff will try to help you immediately, but if your query requires more specialist support the team will arrange an appointment with our Student Services Team.

You can also simply drop in
and visit us on campus.

Anytime Monday to Friday between 8.30am & 4.30pm.

DA the right place for
getting ready for College

**learning & digital
resources...**

more than just a library!



DA future
TALENT

The Team offers a wide range of facilities and services to support your learning. This includes three well stocked libraries, our award-winning Learning Labs, as well as four Learning Hubs.

They offer a range of learning environments including bookable IT group study rooms for students, individual study booths, group work areas and laptop workspaces.

The team also have a fantastic collection of products, services and activities that will support you to develop your skills before starting your journey with us as well as all the way through to develop your career path.

Why not check out our **Future Talent** resources here:

www.ldr.dundeeandangus.ac.uk/future-talent-3/

Borrow laptops from laptop lockers on each campus

When you get your student card and join us on campus at the start of your journey with us, you will be able to borrow a laptop from one of our **LapSafe** lockers. You can borrow a laptop on a short-term loan for a few hours or take out a long-term loan for a couple of weeks. All you need is your current student card to scan and the screen will help you through the rest of the process.

Free MS Office for all students

Our students are able to sign up for Office 365 Education for free, including Word, Excel, PowerPoint, OneNote, and now Microsoft Teams, plus additional classroom tools. All you will need is your college email address to get started today.

www.microsoft.com/en-gb/education/products/office

We hope that you enjoy the first edition of

“Hey from D&A”

and that it inspires you to make the most of your college experience.

As always, if you have any questions or feedback, please do not hesitate to contact us or have a look at our advice and support pages on our website:

Advice & Support | Dundee & Angus College
www.dundeeandangus.ac.uk



Congratulations
once again, and welcome to Dundee & Angus College, we cannot wait to see you on campus!

Julie Grace
Vice Principal Curriculum & Attainment



Learning, Teaching and Quality Committee

Wednesday 26 April 2023

PAPER D

STRATEGIC RISK REGISTER

BOARD OF MANAGEMENT

Learning, Teaching & Quality Committee

Wednesday 26 April 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 May 2023 Strategic Risk Register is enclosed.

This has been subject to a detailed review following discussion at the March 2023 Audit & Risk Committee and Board meeting based on feedback received from the Board Chair. As a result of this review 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

2022 - 2023

As at May 2023

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									

1.1 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">Robust strategic planningEffective environmental scanningStrong partnershipsClear links between strategy and practiceConcerted demands for increased activity levels	4	2	8 ↔	<ul style="list-style-type: none">Robust monitoring via ROAClear performance metricsAmendment of strategic direction/ plansRolling curriculum review	Principal & Chair
1.2 Board	College may be disadvantaged by changes to either UK or Scottish Government policies	4	3	12	<ul style="list-style-type: none">Effective environmental scanningNegotiation/influence at national level	4	3	12 ↔	<ul style="list-style-type: none">Review of changes and amendment of strategic direction/plansFinancial strategy sensitivities	Principal & Chair
1.3 Board	College disadvantaged by changes arising from UK leaving European Union Risk recommended for removal.	5	4	20	<ul style="list-style-type: none">Negotiation/influence at national levelReview of activities/ projectsResponsiveness to new opportunities	3	2	6 ↔	<ul style="list-style-type: none">Review of changes and amendment of strategic direction/plans/ curriculumFinancial strategyWorkforce planningInternational strategy & planningPost 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

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	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">Ability of the College to meet key regional strategies/objectivesFinancial loss or unmanageable financial riskReputational loss	4	3	12	<ul style="list-style-type: none">Effective project/activity management in placeClear governance structuresProject/initiative finances clearly incorporated within College financial strategy and plansEnd of project and exit/contingency planning	3	2	6↔	<ul style="list-style-type: none">Regular project updates at Executive/Board levelMonitoring of project activities, plans and outcomesClear project Management arrangements in placeBudget 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	<ul style="list-style-type: none">Negotiation/influence at national levelReview of activities/projects and response to new opportunities	4	1	4↔	<ul style="list-style-type: none">Robust monitoring via ROAAmendment of strategic direction/plansRolling curriculum review	Principal

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	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"> 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 ↔	<ul style="list-style-type: none"> 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
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
2	Financial									
2.1 F&P	Change in SFC Funding Methodology and Allocation – Reduction in Funding	3	3	9	<ul style="list-style-type: none"> Negotiation/influence at national level Contingency plans for reduced funding 	3	3	9 ↔	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 ↔	<ul style="list-style-type: none"> Monthly monitoring of budgets Regular review of financial strategy and non-core income sensitivity Detailed monitoring of savings programmes 	VPCS
2.3 F&P	National outcomes on salaries and conditions of service outstrip ability to pay	4	4	16	<ul style="list-style-type: none"> Influence within Employers Association Management of staffing expenditures 	4	3	12 ↔	<ul style="list-style-type: none"> Expenditure modelling On-going discussions with staff Financial strategy sensitivities Workforce planning 	VPP&P, VPCS

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
2	Financial (cont)									
2.4 A&R	Financial Fraud	4	3	12	<ul style="list-style-type: none"> 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 ↔	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> On-going dialogue with Foundation Trustees Appropriate bid arrangements in place 	3	2	6 ↔	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 ↔	<ul style="list-style-type: none"> Monitoring of capital plans and expenditures Regular review of capital plans/timescales relative to funds 	VPCS

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	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	<ul style="list-style-type: none">• 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 ↔	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 ↔	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Adherence to legislative and good practice requirements• Positive Union relations and staff communication• Effective management development programmes	3	2	6 ↔	<ul style="list-style-type: none">• 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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	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	<ul style="list-style-type: none"> 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 ↔	<ul style="list-style-type: none"> Regular employee engagement monitoring Open communication with staff Comprehensive monitoring of key PIs and student/staff feedback Regular union/management dialogue 	VPP&P, VPCS
3.5 Board	Reputational Risk – Loss of reputation with key stakeholders	4	3	12	<ul style="list-style-type: none"> Marketing strategy Reputation plan Positive marketing approaches 	4	3	12 ↔	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Influence within Employers Association Management of bargaining outcomes and implementation 	4	3	12 ↔	<ul style="list-style-type: none"> Positive union relations and staff communication On-going discussions with staff Innovation in approaches 	VPP&P, VPC&A

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

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	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)	4	5	20	<ul style="list-style-type: none"> Adherence to legislative and good practice requirements Positive Union relations and staff communication Effective management development programmes Industrial action continuity planning 	4	2	8 ↔	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Effective management of GDPR compliance Mandatory staff CPD and awareness raising on data protection (relative to role) 	4	2	8 ↔	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Prevent training Staff awareness and contingency planning Engagement/practice sharing with local agencies 	5	1	5 ↔	<ul style="list-style-type: none"> Business Continuity Plan including scenario testing Information sharing with local agencies 	VPC&A, VPP&P

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	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	<ul style="list-style-type: none"> Clear and compliant procurement arrangements and procedures Staff identity checking arrangements and use of PVG. 	4	1	4 ↔	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 ↔	<ul style="list-style-type: none"> 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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	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	5	4	20	<ul style="list-style-type: none"> Sound systems of administration Clear fire and disaster recovery arrangements Staff CPD 	5	1	5 ↔	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Planning, careful phasing of changes to processes and systems Effective management of ICT arrangements Clear investment plan 	4	2	8 ↔	<ul style="list-style-type: none"> 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	4	3	12	<ul style="list-style-type: none"> Effective management of ICT arrangements Active ICT/data security monitoring and cyber security policy 	4	2	8 ↔	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Effective infrastructure and systems design and implementation Effective management of ICT arrangements and GDPR compliance 	4	2	8 ↔	<ul style="list-style-type: none"> Active data protection monitoring and auditing Effective information and data security policies in operation Regular data security monitoring/testing 	VPC&A, HoICT

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Learning, Teaching and Quality Committee

Wednesday 26 April 2023

PAPER E

LT&Q METRICS

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee Wednesday 26 April 2023



Learning, Teaching and Quality Committee Metrics

Paper H for noting

1. Introduction

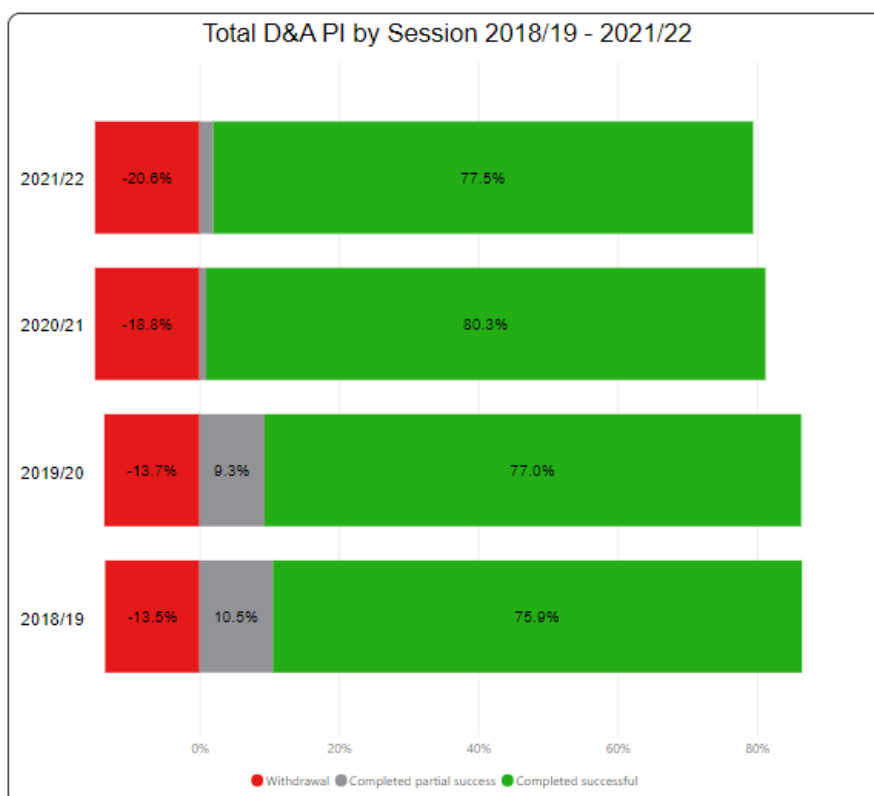
The following paper outlines a range of standard LT&Q metrics/statistical data which are presented to Committee on a rolling quarterly and annual basis.

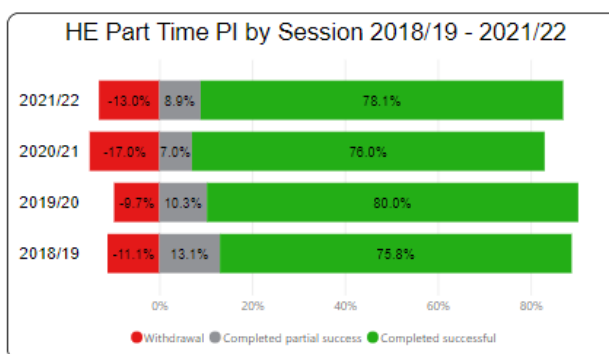
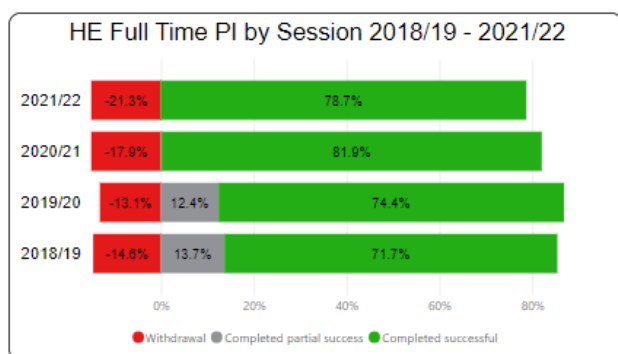
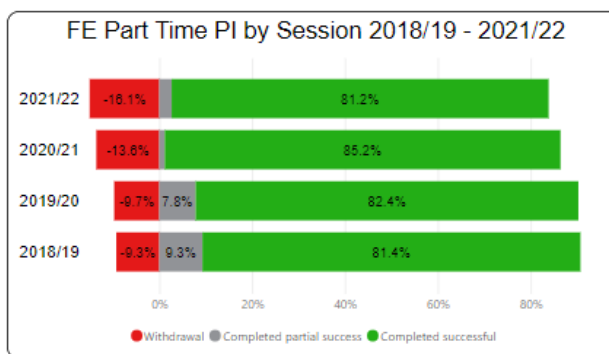
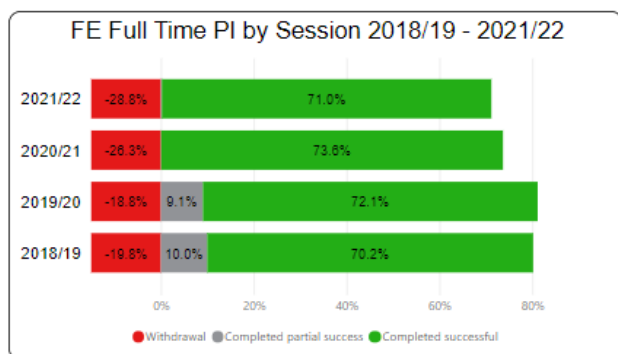
The template is designed to give Board members an easy to read picture of the College's core quality and related information. Sections in the paper can be expanded or amended as necessary, if at any stage Committee members felt that trends or outcomes warranted further consideration at Board level.

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	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%

	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	6,849	5,389	4,195
Part-Time Programmes	267	187	128

**Session 22/23 Credits by Programme Modes of Study
- Summary**

Credit Target – 109,230

Mode	Programmes	Final 20/21 Credits	Final 21/22 Credits	YTD 22/23 Credits
17	Full Time	81,060	72,685	67,145
18/05	Short Full Time	6,095	7,411	6,757
06	Block Release	3,321	3,813	4,539
07	Part Time – Day	1,382	1,834	2,247
08	Part Time – Infill	11,165	15,676	11,597
09	Part Time – Evening / Weekend	712	1,165	902
11	Work Based	2,360	2,972	2,901
12-16	Open, Flexible, Distance	3,483	3,745	2,846
	TOTALS	109,578	109,301	98,934

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.

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