

# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee



Wednesday 19 September 2023 at 5.00pm Room A625,  
Kingsway Campus (MS Teams option available)

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### AGENDA

1. WELCOME
2. APOLOGIES
3. DECLARATIONS OF INTEREST & CONNECTION
4. MINUTE OF THE PREVIOUS MEETING – 26 April 2023 Paper A for approval
5. MATTERS ARISING Paper B for noting
6. CURRICULUM REPORT – EXPANDING BUSINESS PARTNERSHIPS Presentation CG
7. STUDENTS' ASSOCIATION REPORT Presentation CO
8. 2021/2022 NATIONAL PERFORMANCE INDICATOR COMPARISON Paper C for information ST/JG
9. SQA EXAMS ATTAINMENT Paper D for information JG
10. SPRING 2023 LEARNER SATISFACTION SURVEY Paper E for information JG/ST
11. VP CURRICULUM & PARTNERSHIPS REPORT Paper F for noting JG
12. STRATEGIC RISK REGISTER Paper G for approval ST
13. LT&Q METRICS Paper H for noting ST
14. DATE OF NEXT MEETING – 1 November 2023, Room A625, Kingsway Campus



**Learning, Teaching and Quality Committee**

**Wednesday 19 September 2023**

**PAPER A**

**MINUTE OF THE PREVIOUS MEETING –**

**Wednesday 26 April 2023**

# BOARD OF MANAGEMENT



## Learning, Teaching and Quality Committee Wednesday 26 April 2023

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### *Draft*

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 26 April 2023 at 5.00pm in Room A625 Kingsway campus and via Microsoft Teams.

**PRESENT:**

M Williamson	A Monks
L O'Donnell	D Smith
K Ditcham	S Stirling
N Lowden	S Hewitt

**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)  
P Muir (Board Administrator)

### 1. **WELCOME**

M Williamson welcomed Committee members and welcomed D Smith as the new Academic Staff board member.

### 2. **APOLOGIES**

Apologies were received from H Honeyman, S Middleton, J Carnegie, and L Strukanova.

### 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 8 February 2023 was approved as an accurate record.

### 5. **MATTERS ARISING**

There were no matters arising.

### 6. **CURRICULUM REPORT- CURRICULUM PLANNING FOR A MORE SUSTAINABLE COLLEGE**

J Grace presented the Curriculum Report, highlighting the range of national reviews that impact the College. The report highlighted various demographic changes in Scotland, which have resulted in dramatic workforce changes, whilst impacting negatively on full-time recruitment, these changes had also presented newer and positive opportunities within the College.

J Grace highlighted that there had been a 15% reduction in full time College enrolments over the past 2 years.

To overcome this reduction, there have been portfolio changes including increasing apprenticeship numbers, new curriculum opportunities and the creation of new career pathways for the region to achieve activity targets. The underpinning principles used to inform changes (and reductions) in curriculum were outlined and J Grace explained the current consultation being progressed as part of the savings plan.

M Williamson asked if Covid had an impact on the school's curriculum or demand within the College. J Grace noted that the direct Covid impact had now passed, but there were challenges around mental health, behaviours, and lack of engagement on a similar basis to that being experienced within schools. N Lowden highlighted the collaboration work within the schools of improving the attainment gap.

K Ditcham highlighted the meta-skills element within the curriculum and asked how this was being developed. J Grace noted that this was embedded within every qualification and was not delivered as a separate skill set. It was noted that a key role for staff was to support students to signpost and identify their meta skills to help them to develop or learn new skills as part of the curriculum.

J Grace highlighted that the D&A Business Engagement portfolio was also under review to enhance the offer available and increase participation from those 24+ and in work. Feedback from this engagement has been positive and J Grace noted that some of this would be covered in the recent partnership audit report to be discussed and reviewed at the next Audit and Risk Committee meeting.

M Williamson thanked J Grace for her presentation and commented on the great work being undertaken and the confidence this gave around managed change.

## **7. STUDENTS ASSOCIATION REPORT**

A Monks presented the report presentation to the Committee.

A Monks welcomed Colin Ogilvie back as a full-time Student's Association Assistant-supporting all DASA's (Dundee & Angus Students Association) events and activities.

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 2023 Student elections were taking place, with results to be announced later that week. A live Q&A was available for students to chat to candidates about their manifestos and plans if elected.

The Students Association are continuing their initiatives under the Thrive Project to support students and staff including DASA opening Thrive shops on each campus. These were supported by student volunteers and students from Supported education courses who were using the shops as experience for their work placement/volunteer units.

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.

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

J Grace presented the report for noting.

J Roscoe highlighted the Skills Development Scotland work with various drop-in sessions, offering academic pathways and direction for students.

The Curriculum team have delivered intense sessions for students to make them feel supported and confident in achieving their results- this was received positively.

J Roscoe highlighted that the health and social care team had been successful in their bid to lead the NHS Pathways pilot for the Tayside region. Four schools have been identified for the pilot. The 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.

S Toms highlighted the engagement with businesses and social media to build awareness and generate demand. The Marketing team had been working closely with the Curriculum and Business Partnership team and have developed a new brand and logo for the range of courses.

S Toms noted the Business Partnerships team achieved the Flexible Workforce Development Fund (FWDF) targets and funding allocated by the SFC (Scottish Funding Council) and had requested additional funding to meet the waiting list of businesses who wish to access training.

S Toms highlighted that the Skills Development Scotland has not yet issued contracts for the Modern Apprenticeship Allocations for 2023-24. This was causing significant concerns about workforce recruitment for employers across all sectors.

M Williamson praised the approach developed for the new marketing programme and asked if the NHS programme would be open to a wider group of students in the future. J Roscoe confirmed that additional options covering different SCQF levels were planned following evaluation of the initial pilot.

## **9. STRATEGIC RISK REGISTER**

There strategic risk register was noted and there no changes proposed to the risks allocated to the Committee.

## **10. LT&Q METRICS**

The range of LT&Q metrics were noted.

## **11. DATE OF NEXT MEETING**

Wednesday 13 September 2023, Kingsway Campus, Room A625

### **Action Point Summary**

<b>Action</b>	<b>Responsibility</b>	<b>Date</b>
No action points noted		



**Learning, Teaching and Quality Committee**

**Wednesday 19 September 2023**

**PAPER B**

**MATTERS ARISING**

**BOARD OF MANAGEMENT**  
**Learning, Teaching and Quality Committee**

**Wednesday 13 September 2023**

**Matters Arising**



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*Paper B for information*

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

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



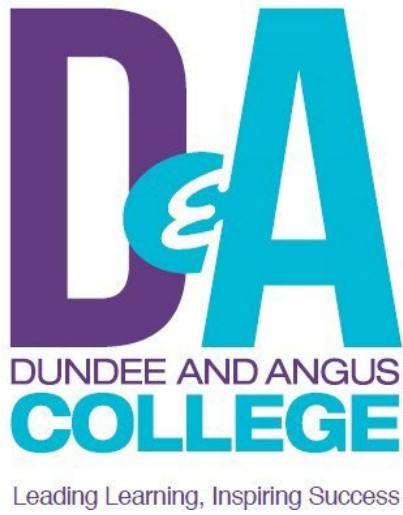
**Learning, Teaching and Quality Committee**

**Wednesday 19 September 2023**

**PAPER C**

**2021/2022 NATIONAL PERFORMANCE  
INDICATOR COMPARISON**





# Provisional Performance Indicator Summary Report 2021/22

June 2023

Business Intelligence

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## Introduction

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

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

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

## About the Data

All of the data contributing to this report has been obtained from the College’s Unit-E FES data, and is final.

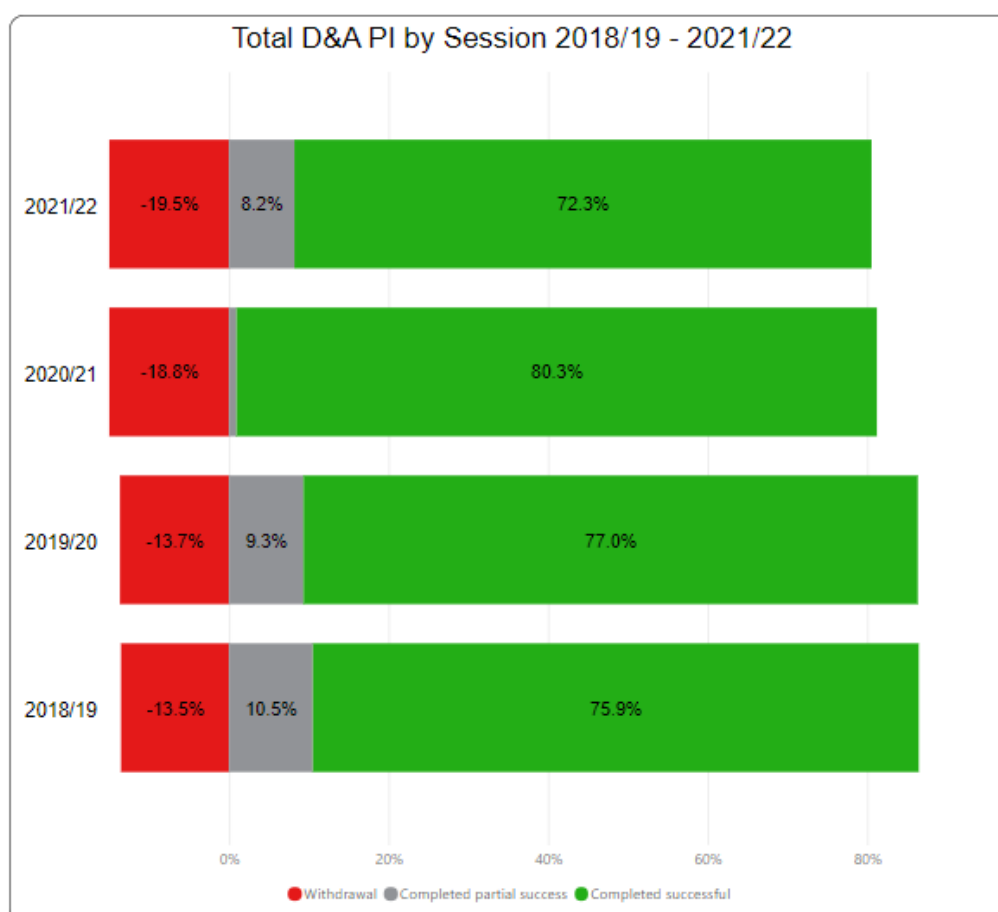
It does not include courses where there is no assessment undertaken or where the course does not lead to a Recognised Qualification. All Performance Indicators contributing to Department and College Performance Indicators therefore relate to courses only leading to a Recognised Qualification.

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

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

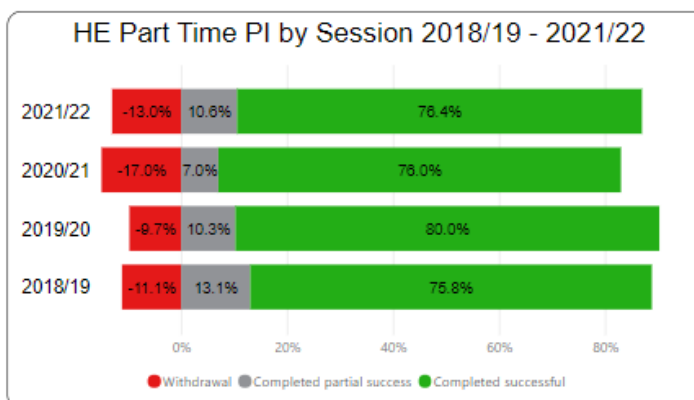
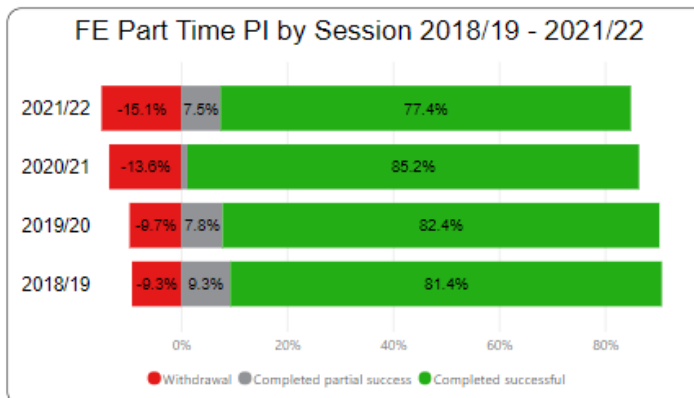
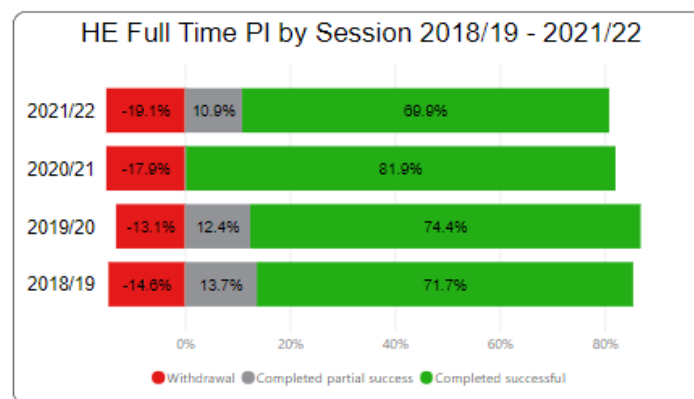
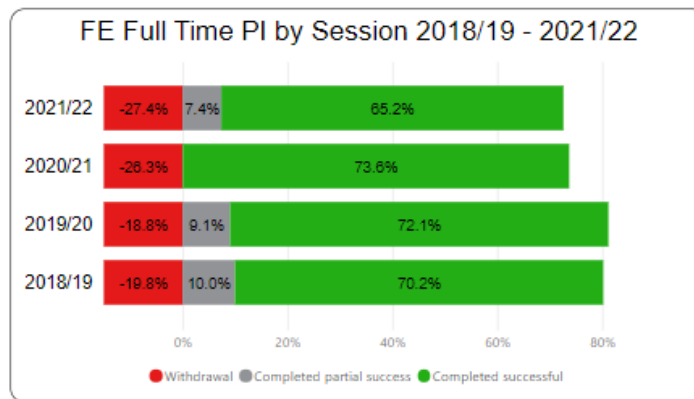
Performance Indicator	2021/22	2020/21	2019/20	2018/19	Change v 2018/19
Completed Successful	72.3%	80.3%	76.9%	75.9%	-3.6%
Completed Partial Success	8.2%	1.0%	9.2%	10.5%	-2.3%
<b>POSITIVE OUTCOME</b>	<b>80.5%</b>	<b>81.3%</b>	<b>86.1%</b>	<b>86.4%</b>	<b>-5.9%</b>
Further Withdrawal	14.0%	15.4%	8.0%	9.0%	+5.0%
Early Withdrawal	5.5%	3.3%	5.9%	4.5%	+1.0%

The overall provisional Completed Successful rate has decreased from 2020/21 by 8 percentage points to 72.3%, with a total Positive Student Outcome of 80.5%. This has decreased marginally from 81.3% due to a combination of increases in both the total rate of withdrawal and, mainly, completion with partial success.



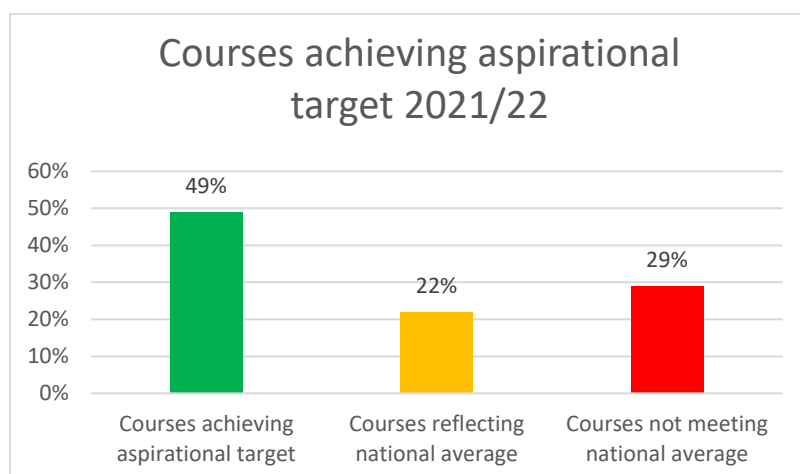
The charts below display comparison of Successful Completion rates by level and mode of study for 2021/22 against 2020/21, 2019/20 and 2018/19.

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



The table below shows the percentage of courses that meet the College's own aspirational targets and exceed national averages, the percentage which reflect national average standards and the percentage which fall below national average. Measure is where courses' Completed Successful % is greater than 75% (green), between 61.3% and 75% (amber) or below 61.3% (red):

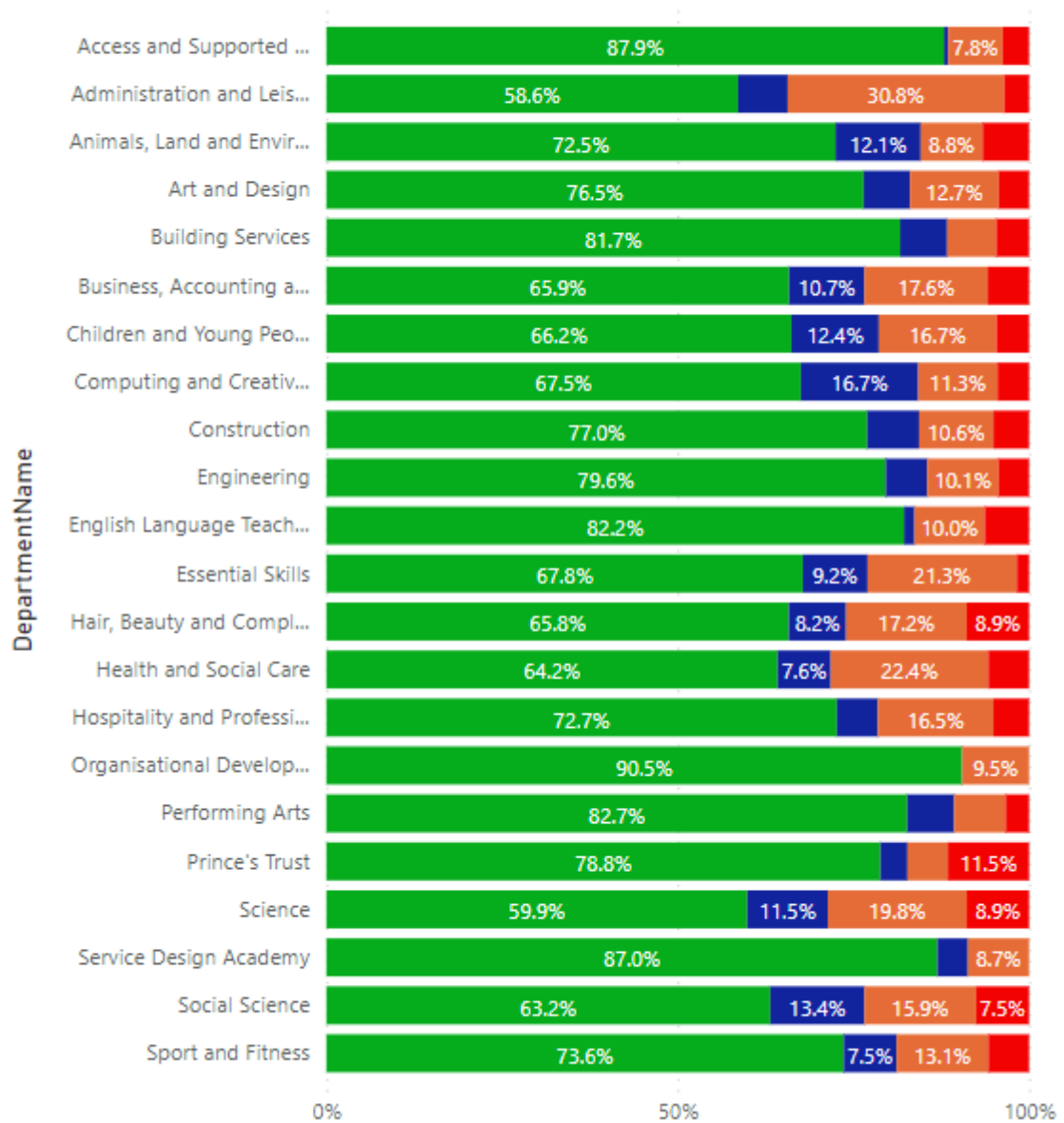
	Courses achieving aspirational targets	Courses reflecting national average	Courses not meeting national average
Access and Supported Education	19	3	0
Admin & Leisure Industries	8	6	14
Art & Design	14	7	2
Building Services	29	6	15
Business, Accounting & Housing	19	9	19
Children and Young People	8	7	6
Computing and Creative Media	10	8	10
Construction and Technology	14	8	3
Engineering	21	5	8
English Language Teaching and Training	5	3	0
Essential Skills	5	2	6
Hair, Beauty and Comp. Therapies	16	7	7
Health and Social Care	12	6	15
Hospitality	14	7	9
Landbased	18	3	11
Performing Arts	7	1	1
Prince's Trust	2	1	0
Science	6	2	9
Service Design	3	1	1
Social Sciences and Transition	4	9	8
Sport and Fitness	9	5	1
	<b>243</b>	<b>106</b>	<b>145</b>



The percentage of courses that meet the College's own aspirational targets and exceed national average has dropped from 64.3% of courses in 20/21 to 49%. The percentage reflecting national average performance has increased by 11.5pp from 10.5% while the percentage not achieving national average has increased by 9pp to 29% of courses.

## PIs by Team

● Successful Completion ● Completed Partial Success ● Further Withdrawal ● Early Withdrawal



## Comparison to National PIs 2021/22

The table below shows the D&A Successful Completion Rate versus the National rate for all Colleges and the ranking in each measured category out of 17 Colleges. The overall PI Success Completion Rate across all modes and levels for D&A in 2019/20 is 72.3% against a national rate of 70.1%.

Category	Rank out of 17	D&A Successful Completion Rate	National Successful Completion Rate	D&A v National pp
All	6	72.3%	70.1%	2.2%
FE Full Time	2	65.2%	59.0%	6.2%
FE Part Time	8	77.4%	76.3%	1.1%
HE Full Time	1	69.9%	62.5%	7.4%
HE Part Time	12	76.4%	78.8%	-2.4%
< 18 years old	2	67.1%	57.9%	9.2%
18-20	5	67.2%	63.5%	3.7%
21-24	9	68.5%	67.5%	1.0%
25-40	8	72.1%	70.9%	1.2%
41+	6	74.5%	73.7%	0.8%
FE Female	6	66.2%	61.9%	4.3%
FE Male	6	70.4%	68.5%	1.9%
HE Female	6	71.2%	67.0%	4.2%
HE Male	2	69.7%	63.1%	6.6%
SIMD10	6	64.4%	60.1%	4.3%
SIMD20	5	65.1%	60.8%	4.3%
Ethnic Minority	6	70.3%	68.9%	1.4%
Disabled	2	68.9%	61.6%	7.3%
Care Experienced	2	61.2%	52.5%	8.7%

National College PIs for 2021/22 can be viewed in PowerBI by clicking [here](#). **Results and Performance Indicators relating to other Colleges must not be published or shared externally.**



The tables below show the D&A Successful Completion Rate and ranking against all Colleges and the National rate, across a number of categories. Of note is that the D&A Successful Completion rate for FE Full Time is ranked 2 out of 17, HE Full time ranked 1, with the rate for Disabled Students, Care Experienced and students under 18 all ranked 2<sup>nd</sup>.

College	All	College	FE/FT	College	FE/PT	College	HE/FT	College	HE/PT
West Lothian	83.8%	Forth Valley	67.6%	West Lothian	91.0%	Dundee and Angus	69.9%	West Lothian	88.9%
Newbattle Abbey	79.0%	Dundee and Angus	65.2%	Newbattle Abbey	90.2%	Forth Valley	69.3%	Borders	85.4%
Forth Valley	78.2%	West Lothian	64.1%	Forth Valley	84.3%	South Lanarkshire	68.7%	NESCOL	83.0%
UHI Colleges	77.9%	UHI Colleges	63.9%	City of Glasgow	83.6%	Borders	65.5%	Forth Valley	82.8%
Dumf's & G'way	74.0%	West College	63.3%	UHI Colleges	82.0%	Edinburgh	64.8%	Edinburgh	81.7%
Dundee and Angus	72.3%	Borders	63.0%	Dumf's & G'way	79.4%	NESCOL	64.6%	South Lanarkshire	80.4%
Fife	70.4%	Newbattle Abbey	62.8%	Fife	78.3%	City of Glasgow	62.7%	City of Glasgow	80.0%
Scotland	70.1%	South Lanarkshire	60.8%	Dundee and Angus	77.4%	Scotland	62.5%	Fife	79.7%
Borders	69.9%	Edinburgh	60.1%	NESCOL	76.6%	Ayrshire	62.1%	Dumf's & G'way	79.1%
City of Glasgow	68.8%	Dumf's & G'way	59.2%	Scotland	76.3%	Newbattle Abbey	61.5%	Scotland	78.8%
Edinburgh	68.8%	Scotland	59.0%	South Lanarkshire	73.9%	Dumf's & G'way	61.2%	Glasgow Kelvin	78.4%
South Lanarkshire	68.7%	Ayrshire	58.5%	Glasgow Kelvin	73.2%	Fife	61.1%	Dundee and Angus	76.4%
NESCOL	67.5%	Fife	57.2%	New College Lanark	72.4%	West Lothian	61.0%	New College Lanark	74.1%
West College	67.0%	Glasgow Clyde	57.1%	Borders	72.2%	Glasgow Clyde	60.4%	West College	71.8%
Ayrshire	66.0%	NESCOL	56.8%	Edinburgh	71.6%	New College Lanark	59.8%	Glasgow Clyde	71.6%
Glasgow Kelvin	66.0%	New College Lanark	52.1%	Ayrshire	70.9%	West College	56.9%	Ayrshire	69.6%
New College Lanark	65.3%	City of Glasgow	51.9%	West College	69.7%	Glasgow Kelvin	55.5%	Newbattle Abbey	
Glasgow Clyde	65.2%	Glasgow Kelvin	51.9%	Glasgow Clyde	69.3%	UHI Colleges		UHI Colleges *	

College	<18	College	18-20	College	21-24	College	25-40	College	41+
West Lothian	69.6%	Forth Valley	76.8%	Forth Valley	78.6%	West Lothian	85.1%	West Lothian	90.9%
Dundee and Angus	67.1%	Borders	72.7%	West Lothian	76.4%	Borders	78.4%	Dumf's & G'way	88.1%
Forth Valley	63.9%	UHI Colleges	71.7%	Borders	73.8%	Forth Valley	77.9%	City of Glasgow	82.9%
South Lanarkshire	63.9%	Ayrshire	67.3%	UHI Colleges	73.5%	City of Glasgow	76.4%	Forth Valley	80.6%
UHI Colleges	63.7%	Dundee and Angus	67.2%	Dumf's & G'way	72.2%	Dumf's & G'way	76.1%	Borders	77.6%
Ayrshire	61.9%	South Lanarkshire	64.5%	South Lanarkshire	70.2%	UHI Colleges	74.9%	Dundee and Angus	74.5%
NESCOL	58.4%	West College	64.4%	Ayrshire	69.4%	South Lanarkshire	73.0%	Fife	74.0%
Scotland	57.9%	Dumf's & G'way	63.6%	Fife	68.8%	Dundee and Angus	72.1%	UHI Colleges	74.0%
Newbattle Abbey	57.1%	Fife	63.5%	Dundee and Angus	68.5%	Scotland	70.9%	South Lanarkshire	73.8%
Edinburgh	55.9%	Scotland	63.5%	Edinburgh	67.6%	Edinburgh	70.4%	Glasgow Clyde	73.7%
Fife	55.3%	West Lothian	63.1%	Glasgow Kelvin	67.6%	Glasgow Clyde	69.9%	Scotland	73.7%
West College	55.3%	NESCOL	62.9%	Scotland	67.5%	Fife	68.7%	Edinburgh	71.9%
Borders	53.8%	Edinburgh	62.2%	City of Glasgow	65.3%	NESCOL	68.4%	Glasgow Kelvin	68.9%
Dumf's & G'way	53.6%	Glasgow Kelvin	61.4%	New College Lanark	64.7%	Newbattle Abbey	68.0%	NESCOL	68.9%
City of Glasgow	53.5%	City of Glasgow	59.5%	West College	64.7%	Glasgow Kelvin	67.1%	Ayrshire	67.2%
Glasgow Clyde	51.3%	Glasgow Clyde	58.2%	NESCOL	64.0%	Ayrshire	66.1%	Newbattle Abbey	66.7%
Glasgow Kelvin	48.0%	New College Lanark	57.7%	Glasgow Clyde	61.5%	New College Lanark	65.3%	New College Lanark	64.7%
New College Lanark	46.3%	Newbattle Abbey	43.8%	Newbattle Abbey	60.0%	West College	64.1%	West College	62.6%

College	SIMD 10%	College	SIMD 20%
West Lothian	71.9%	West Lothian	74.3%
South Lanarkshire	68.6%	Forth Valley	69.2%
Forth Valley	66.0%	South Lanarkshire	66.4%
City of Glasgow	65.1%	City of Glasgow	65.2%
Dumf's & G'way	64.6%	Dundee and Angus	65.1%
Dundee and Angus	64.4%	Dumf's & G'way	62.6%
Glasgow Clyde	60.3%	Newbattle Abbey	62.5%
Scotland	60.1%	Ayrshire	61.9%
Ayrshire	59.8%	Scotland	60.8%
Edinburgh	58.2%	Edinburgh	60.3%
Fife	56.8%	Glasgow Clyde	60.3%
Glasgow Kelvin	56.8%	Fife	58.5%
West College	56.7%	UHI Colleges	58.2%
UHI Colleges	56.0%	West College	57.8%
New College Lanark	54.2%	Glasgow Kelvin	57.4%
NESCOL	51.3%	NESCOL	56.2%
Newbattle Abbey	50.0%	Borders	54.4%
Borders	49.7%	New College Lanark	54.2%

College	Ethnic Minority	College	Disability	College	Care Experienced
West Lothian	81.6%	West Lothian	70.2%	West Lothian	68.5%
City of Glasgow	77.3%	Dundee and Angus	68.9%	Dundee and Angus	61.2%
Newbattle Abbey	75.0%	Dumf's & G'way	68.6%	Ayrshire	59.2%
Forth Valley	74.0%	Forth Valley	67.5%	Forth Valley	54.9%
South Lanarkshire	73.2%	South Lanarkshire	64.2%	UHI Colleges	54.7%
Dundee and Angus	70.3%	UHI Colleges	64.2%	Dumf's & G'way	54.3%
Scotland	68.9%	Ayrshire	62.8%	Glasgow Clyde	54.2%
Glasgow Clyde	68.8%	City of Glasgow	62.6%	Edinburgh	53.0%
Ayrshire	68.0%	Borders	62.1%	Scotland	52.5%
Fife	65.6%	Scotland	61.6%	South Lanarkshire	51.4%
Edinburgh	64.6%	Newbattle Abbey	61.5%	Fife	50.0%
UHI Colleges	64.4%	Fife	60.1%	NESCOL	49.6%
Glasgow Kelvin	62.7%	Edinburgh	59.8%	City of Glasgow	47.8%
West College	62.4%	Glasgow Clyde	59.5%	Glasgow Kelvin	47.2%
NESCOL	60.9%	West College	59.3%	West College	47.1%
New College Lanark	59.4%	NESCOL	58.8%	New College Lanark	46.2%
Borders	53.8%	New College Lanark	57.7%	Borders	43.3%
Dumf's & G'way	50.0%	Glasgow Kelvin	55.7%	Newbattle Abbey	41.2%

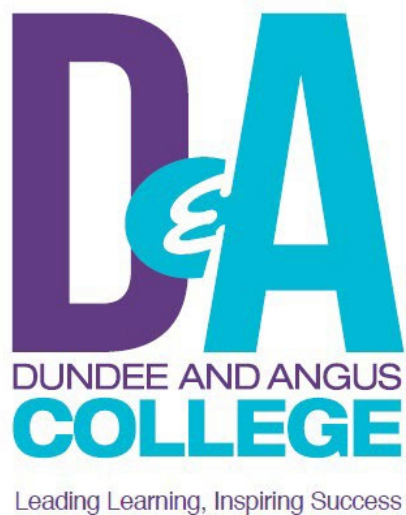


**Learning, Teaching and Quality Committee**

**Wednesday 19 September 2023**

**PAPER D**

**SQA EXAMS ATTAINMENT**



# SQA Exams Attainment Report 2023

August 2023

Business Intelligence

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### Introduction

SQA Attainment Statistics relating to group awards administered by the SQA for academic session 2022/23 were made available on the 3<sup>rd</sup> of August and remain subject to embargo until 8 am on the 8<sup>th</sup> of August. This report displays Dundee and Angus College Performance only. Comparison with National pass rates will be available after the publication of National Attainment Statistics later in August. Comparison with College and School centre types will normally be available in the second week of September.

### About the Data

Only SQA exams which have been sat by Dundee and Angus College students in 2023 are presented in this report and only these exams are compared to previous years' results (i.e. where an exam has been run in prior years but not 2023, there is no comparison). All results and grade percentages are based not on enrolled students but on those students who were presented for each course.

- Higher Awards pass rate: 76.5% v last year 74.4% (up 2.1 points)
- Higher Grade A attainment: 30.9% v last year 24.1% (up 6.8 points)
- Higher Grade B attainment: 19.8% v last year 27.8% (down 8 points)
- National 5 pass rate: 66.2% v last year 82.3% (down 16.1 points)
- National 5 Grade A Attainment: 16.9% v last year 32.3% (down 15.4 points)
- National 5 Grade B Attainment: 25.4% v last year 27.4% (down 2 points)

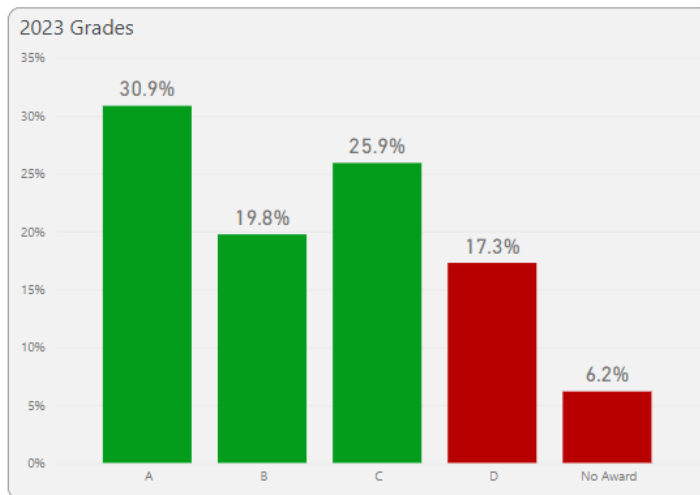
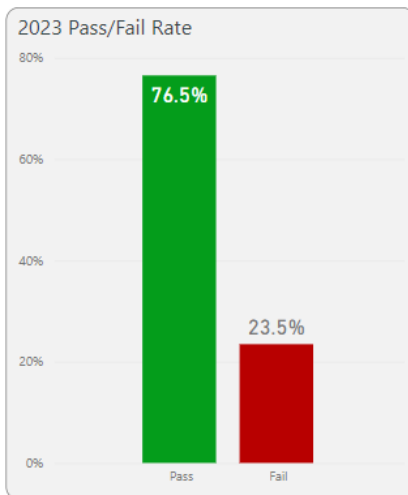
The tables below show Higher and National 5 grades awarded, pass rates and a comparison of the 2023 pass rates v 2022.

Award	Subject	Examined	Pass A	Pass B	Pass C	Fail D	No Award	Pass	Fail/No Award	Pass % of examined	2022 Pass Rate	Change in Pass rate (points)
Higher	Care	21	0	4	7	7	3	11	10	52.4%	38.7%	13.7%
Higher	Chemistry	4	1	2	0	1	0	3	1	75.0%	100.0%	-25.0%
Higher	English	27	11	6	8	2	0	25	2	92.6%	89.2%	3.4%
Higher	Human Biology	11	4	4	2	1	0	10	1	90.9%	90.0%	0.9%
Higher	Mathematics	2	1	0	1	0	0	2	0	100.0%	75.0%	25.0%
Higher	Psychology	16	8	0	3	3	2	11	5	68.8%	66.7%	2.1%

Nat 5	Applications of Mathematics	7	0	3	3	1	0	6	1	85.7%	75.0%	10.7%
Nat 5	English	6	2	3	1	0	0	6	0	100.0%	87.5%	12.5%
Nat 5	Mathematics	20	4	5	6	5	0	15	5	75.0%	85.2%	-10.2%
Nat 5	Psychology	38	6	7	7	11	7	20	18	52.6%	78.3%	-25.6%

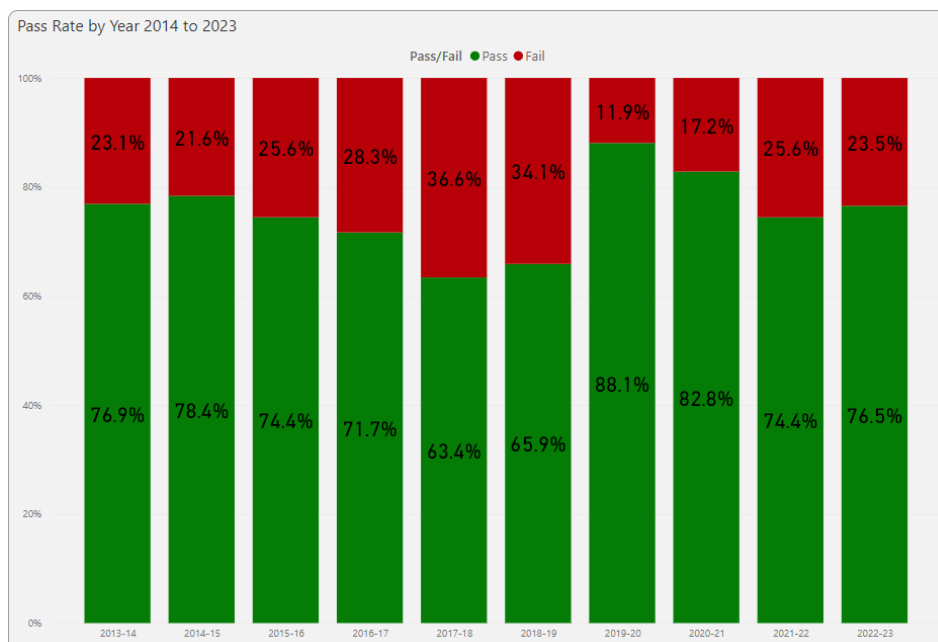
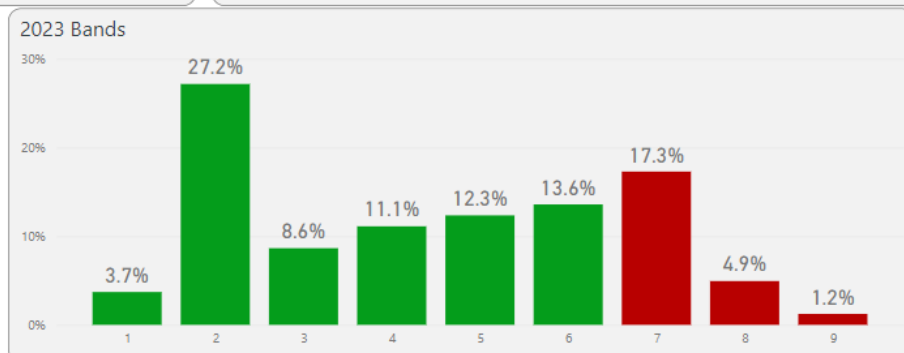
## Higher Charts and Key Points

- The overall **Higher** Pass rate has increased by 2.1 points from 74.4% in 2022 to 76.5% in 2023. Increases in pass rates were seen in all Higher subjects with the exception of Chemistry (down 25 percentage points but only 4 students presented). The Higher Care pass rate improved by almost 14 percentage points. English, the Higher subject with most students presented (25) saw its pass rate increase from 89.2% to 92.6%.



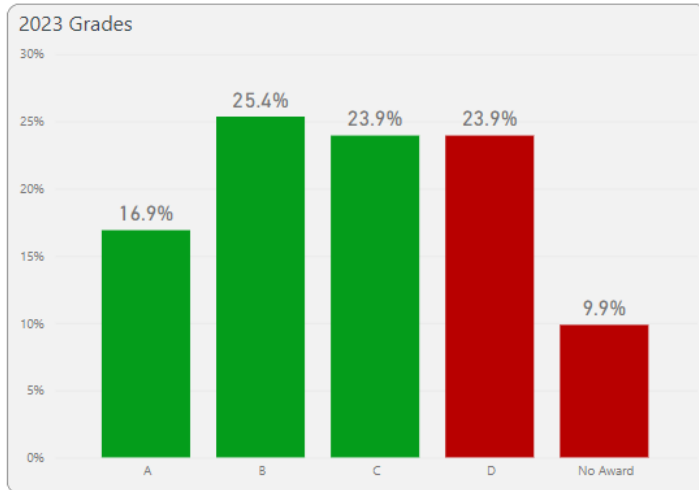
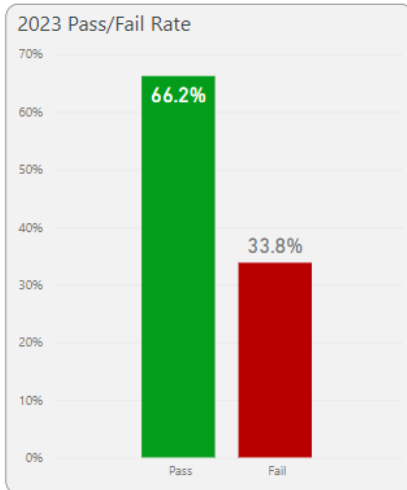
2023 Presented

**81**

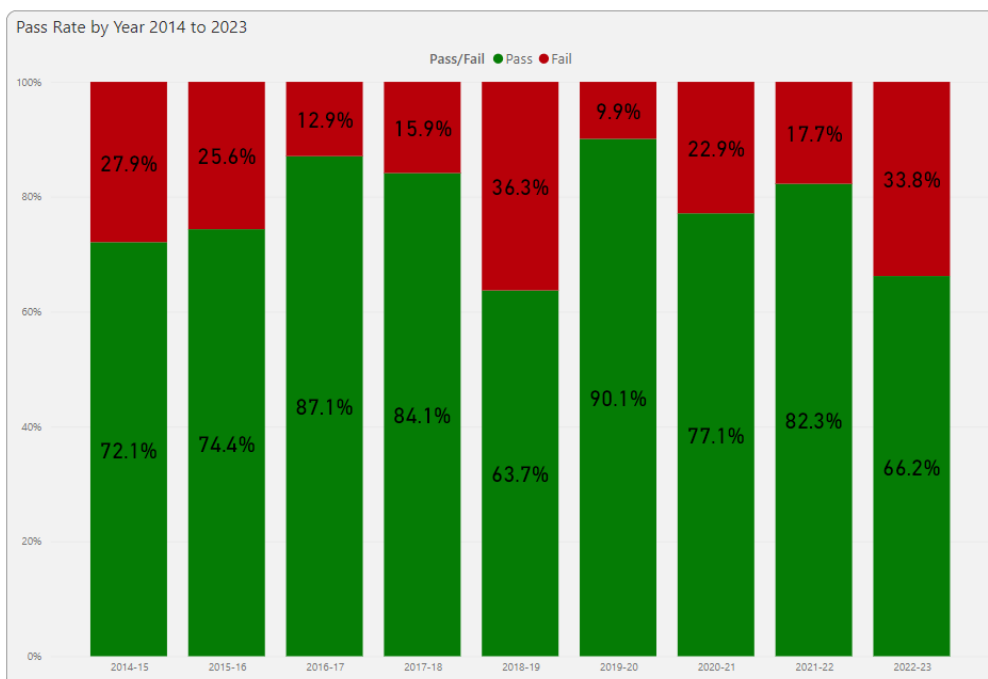
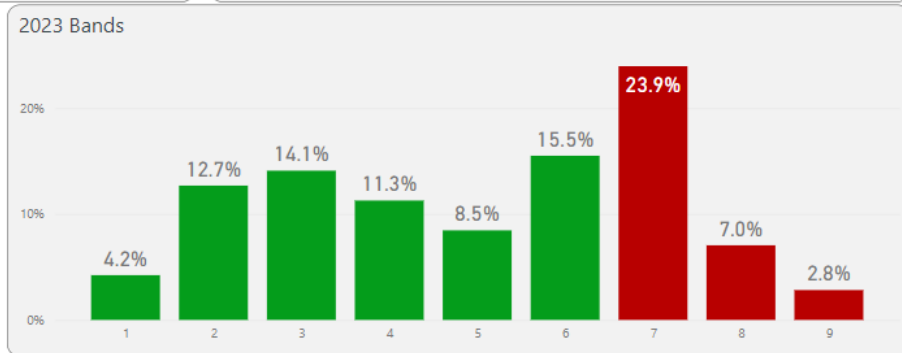


## National 5 Charts and Key Points

- The **National 5** Pass rate has reduced significantly, by 16.1 percentage points from 82.3% in 2022 to 66.2% in 2023, mainly due to a 25.6 percentage point drop in the Psychology pass rate and a 10-point drop in the Maths pass rate. Applications of Maths and English both saw pass rates increase by 10.7 points and 12.5 points respectively, however with only 6 candidates in each.



2023 Presented  
**71**





The proportion of A Grades at National 5, having already dropped to 32.3% in 2022 has decreased by a further 15.4 points to only 16.9%. The percentage of passes at Grade B also dropped 2 points to 25.4% with a small increase at Grade C (from 22.6% to 23.9%).



**Learning, Teaching and Quality Committee**

**Wednesday 19 September 2023**

**PAPER E**

**SPRING 2023 LEARNER SATISFACTION  
SURVEY**



# Learner Survey – Summary Report

June 2023

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## Introduction

The Dundee and Angus College Spring Learner Survey was compiled by the Quality Team to ascertain levels of student satisfaction. The survey was open for 7 weeks from 22 March to 10 May and was made accessible to learners via a link on MyD&A 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 total number of responses was higher this spring with 2,724 responses in total compared to 2,567 in spring 2022. 2,537 unique students responded and could be matched to 3,861 enrolments.
- The response rate among full time students decreased a little from 50.5% in spring 2022 to 48.5% in the current survey.
- The “One Thing” question was replaced by a question asking respondents why they chose to study at D&A. 1758 responses were provided, meaning that 65% of those completing the survey provided an answer.
- The average number of text feedback responses per question has increased significantly to 1,799 responses per question from 1,259 responses per question in spring 2022.
- 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 spring and autumn 2022 surveys.

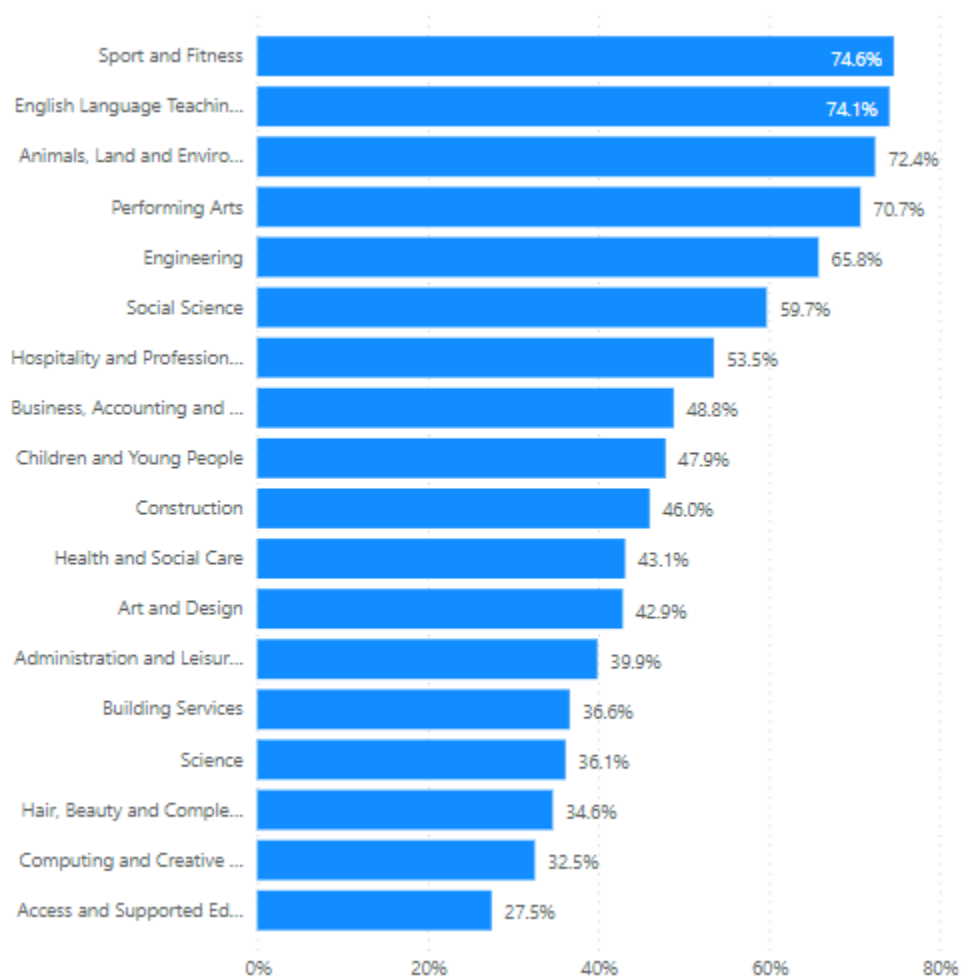
## Survey Participation

Overall participation in the survey has been good with 2,724 responses in total. Of these, 2,537 responses were matched to students with one or more enrolments, resulting in matches to 3,861 enrolments.

16% of the total eligible current student population took part, with 2,028 out of around 4,179 current full-time students responding (48.5%). Uptake by part-time students was poor at only 12%.

The full-time learner response rate varies across teams, with the highest response rate from the **Sport and Fitness** team at **74.6%** of full-time students, followed by **ELTT** at **74.1%**.

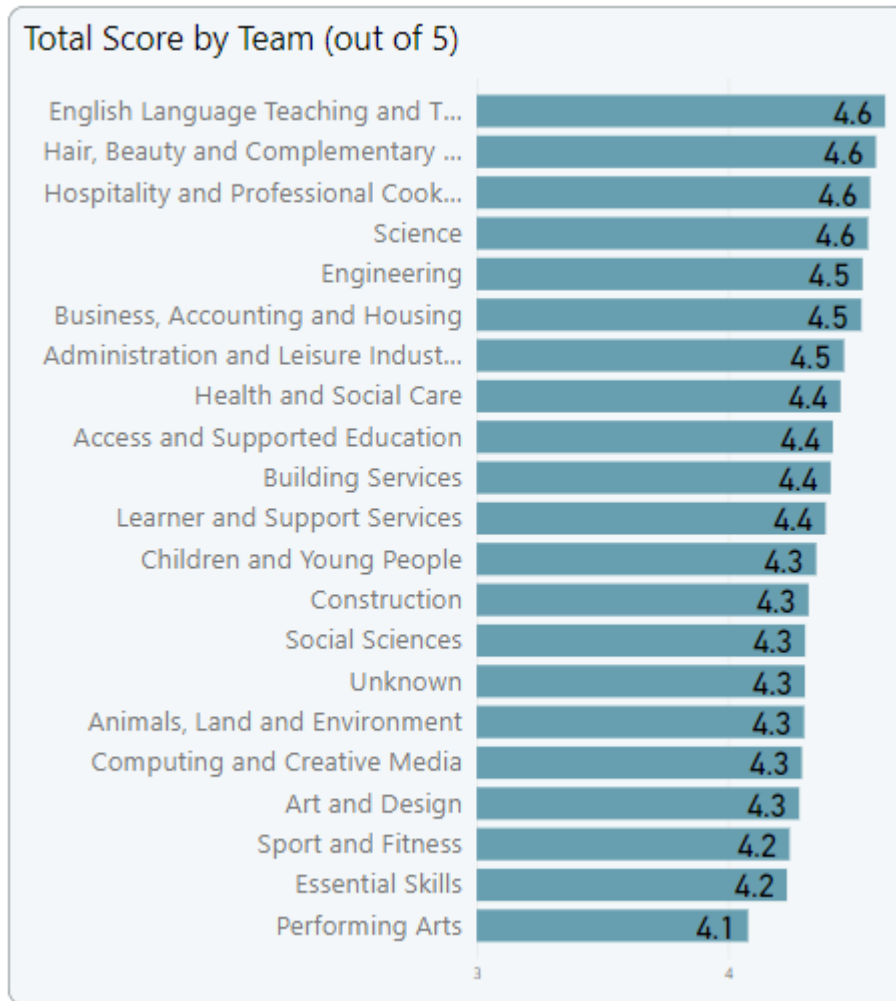
### Survey Participation Rate by Team (Full Time students)



## 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 autumn 2022, 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):



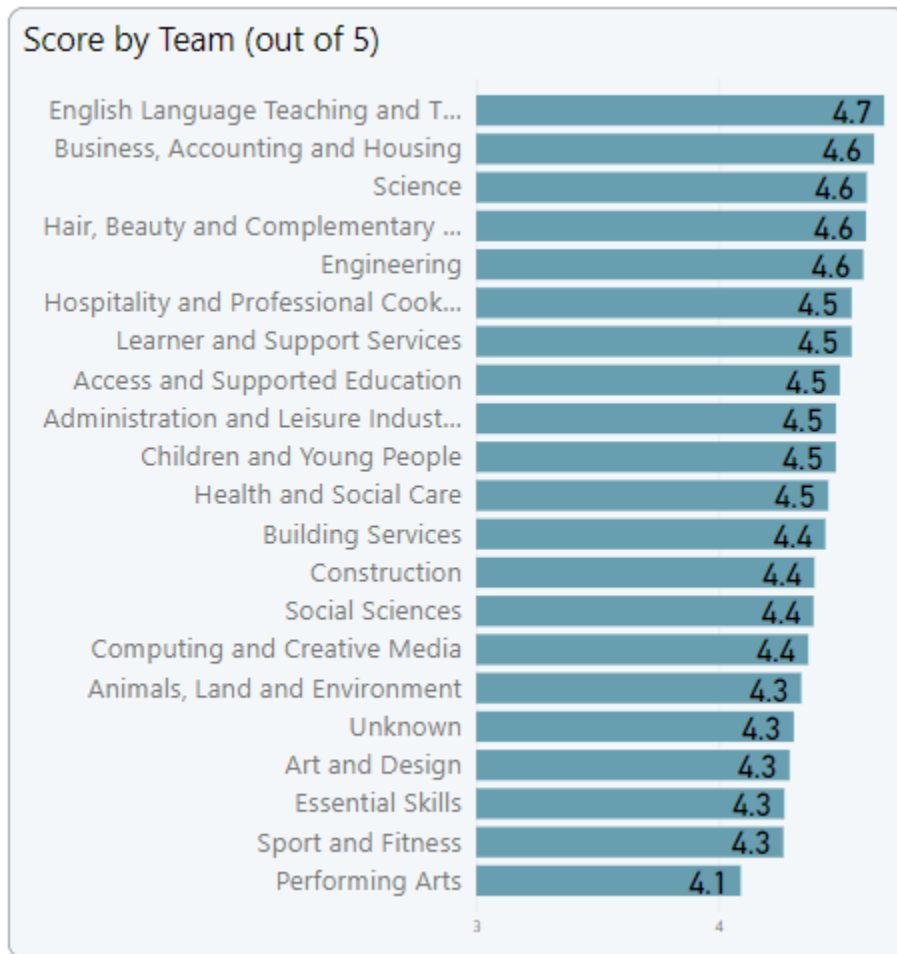
## Results by Question

Average score across all departments by Question:



## Results by Question & Department

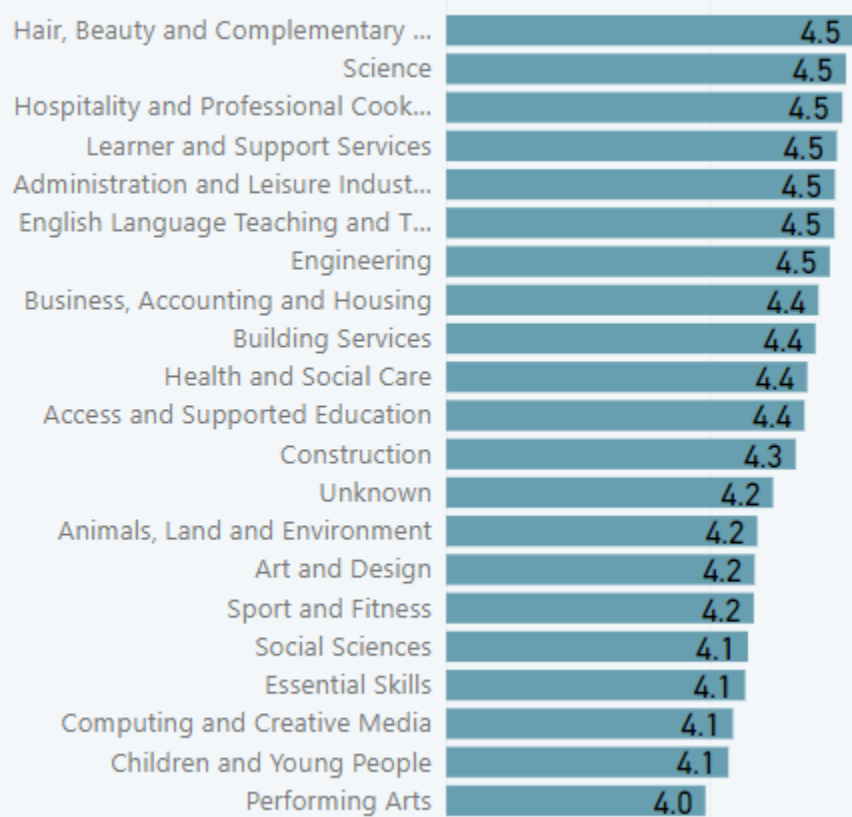
### Feeling Welcome and Valued





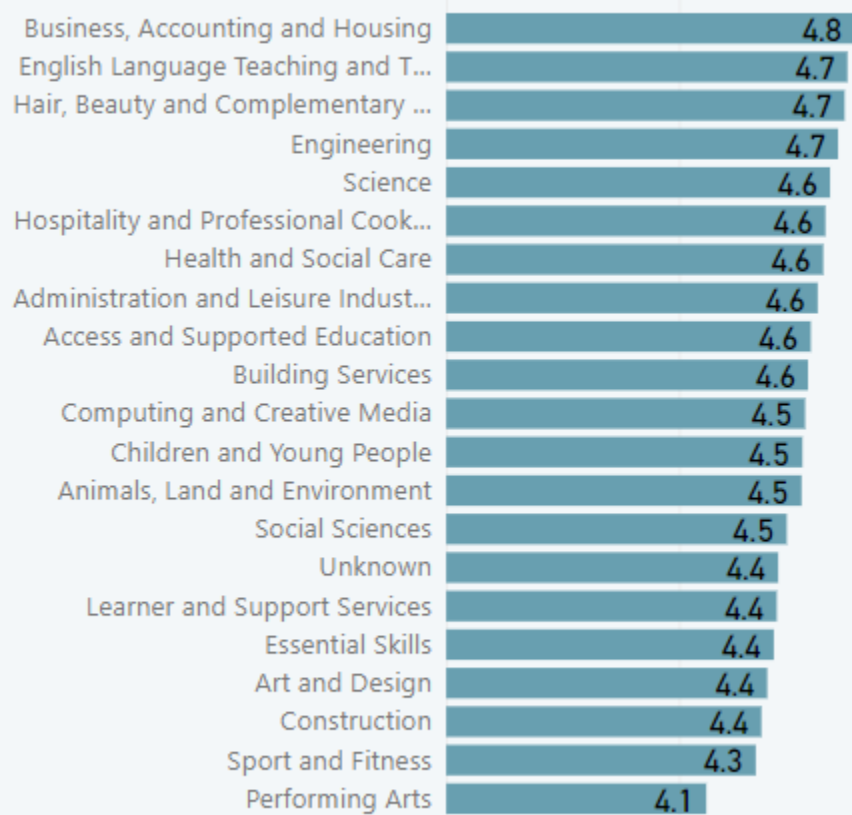
## Your Learning Experience so far

### Score by Team (out of 5)



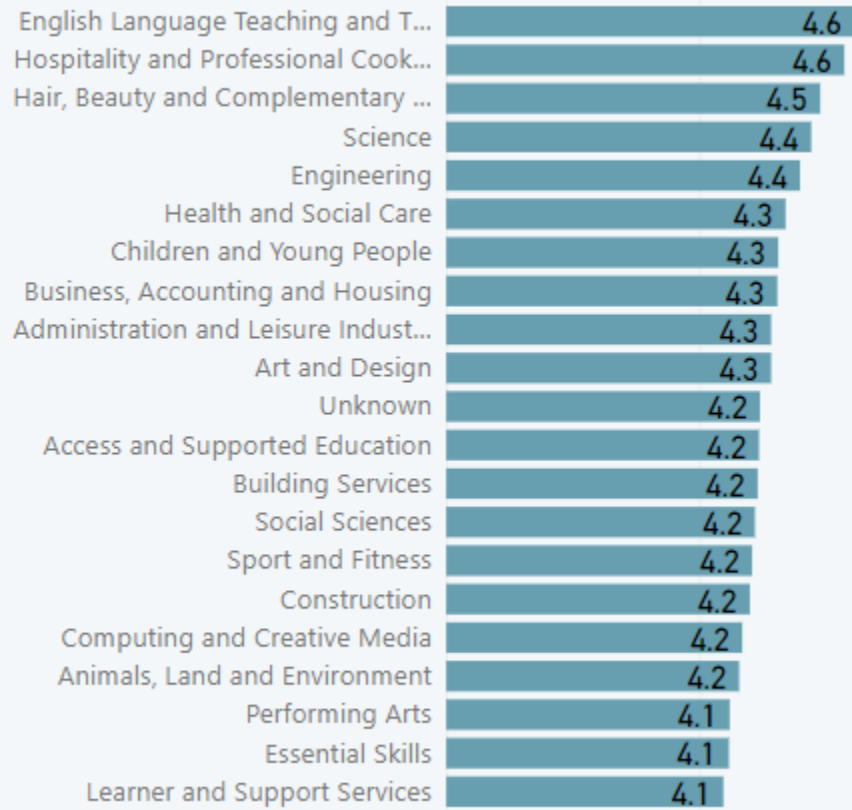
## Our staff

### Score by Team (out of 5)



## Places and Platforms for Learning

### Score by Team (out of 5)







**Learning, Teaching and Quality Committee**

**Wednesday 19 September 2023**

**PAPER F**

**VP CURRICULUM & PARTNERSHIPS  
REPORT**

# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee

### Wednesday 13 September 2023

#### Learning, Teaching and Quality Report

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#### *Paper for noting*

### 1. Recruitment 2023-24

Despite an ongoing decline in full-time applications, there are currently 4200 students enrolled on 2023-24 full-time courses, which is 175 fewer students than 2022-23. The consolidation of the curriculum portfolio undertaken as part of the More Successful and Sustainable College savings plan has maintained the breadth of the curriculum offer whilst reducing the number of unique full-time courses by 17 and streams by 26 compared to 2022-23.

Recruitment to full-time courses remains challenging compounded by the recently published Annual Participation Measure showing a significant increase (5.5%) in young people aged 16-19 moving into employment rather than progressing to FE or HE.

Recruitment continues to be a key priority and all teaching departments will continue to accept and welcome students onto courses over the next few weeks.

### 2. Supporting Successful Students

#### 2.1 D&A Welcome to College

In June, almost 1,300 full-time applicants were welcomed onto campus for **Connect2D&A** sessions. The sessions provided applicants with further insight into their chosen course, an opportunity to meet their peers and the teaching teams and highlighted the extra-curricular activities on offer at the college. The feedback from the events was extremely positive.

The sessions were followed by a series of **Hey from D&A newsletters**, sent to all successful applicants over the summer period. The newsletters offered more information on college life and support services available at college.

In addition to the funding support available to all applicants, tailored student funding workshops were offered over the summer for English for Speakers of Other Languages course applicants and applicants with additional support requirements. This ensured that financial support was in place in advance of starting college.

The **D&A Welcome Hub** has been developed to help new students to settle into college life and provides a range of information, support and "how to" videos (scan the QR code to find out more).

As term begins, the focus moves from induction to enhancing the early student experience. The **Stay@D&A** Campaign has been refreshed and now includes a series of college-wide activities and services to support learning alongside departmental interventions to support and enable students to engage in their studies.



## 2.2 Promoting Positive Behaviour

The Promoting Positive Behaviour cross college group continues to make good progress with the findings from the service design activity, held jointly with the Students' Association, influencing the work of the group. Students were asked what the five college values meant to them and which behaviours they associated with these values. The findings offered insight into how students feel about their own and others' behaviours and the culture they want to see at D&A College. Their views reinforced that visible consistency is key, there should be no more than three clear "rules", and there should be certainty of adult behaviour. All of which is rooted in kindness and the importance of valuing each other.

Three "rules" – **Respect, Readiness to Learn and Responsibility (3 Rs)** – formed the basis of a staff training session at the beginning of the academic year focusing on improving the learning experience and creating an inclusive college culture.

The notion of Respect was explored and how it feels to be respected and appreciated; how a welcome and a smile goes a long way, how pro-social modelling enables learners to recognise positive behaviours and how praise and recognition of effort by the 'adult' builds trusting relationships. Consistent tools are being implemented, such as My Progress (tracking and engagement system) to provide recognition and the Positive Behaviour Management policy to provide certainty of 'adult' behaviour.

Exploration of Responsibility and Readiness to Learn, provided the opportunity to discuss how everyone at D&A is responsible for the culture, the environment and wellbeing and how, in working with learners, they can be enabled to build the skills they need to be responsible for their own learning.

It was recognised that that some learners need to develop their readiness to learn and members of D&A's Special Interest Group on Trauma Informed Practice highlighted the impact of ACES and the need to be cognisant of lived experience and backgrounds.

The simplicity of 3Rs lends itself to being a visible consistency. This year, the group aims to work with teams across college to embed these principles into the language that is used and working practices.



## 2.3 School-College Partnership Developments

During 2022-23 a short life working group comprising Dundee City Council Education Officers and D&A Directors and Academic Partnerships Manager was established to review and consider how to mitigate the lasting impact of COVID-19 on behaviours, attendance, participation, and attainment in courses delivered through the School-College Partnership. All partners engaged openly and productively, and the **Dundee Standard for Senior Phase School-College Partnership** was created. The standard sets out the commitments expected from key staff in both organisations as well as from the young people and parents/carers. The launch of the new Dundee Standard took place on 24 August as part of the D&A staff development day, with DCC colleagues in attendance. Feedback so far has been positive but will continue to be sought and the standard will be reviewed on an annual basis. Plans are in place to undertake similar work with Angus Council.

## 2.4 Encouraging Connections – St'Art

Following the conclusion of the college's final Erasmus project, a celebration event was held for the St'Art Graffiti Art project at the end of last term. The St'Art project encouraged students from across the college to participate in activities designed to develop their skills in street art but also provided a place where they could come together and make friends. Students from performing arts, computing and art and design courses created a mural to promote mental health awareness and the transformative effects of nature.

The mural was unveiled in the Breathing Space area of Gardyne campus, the student artwork was showcased and an original movement piece was performed by the Acting students. The mental health training offered by the college was also promoted to the range of partners and businesses who attended the event.



DUNDEE and Angus College students have created a street art mural to promote mental health awareness and the transformative effects of nature. The mural was unveiled to staff, students, and members of the public to promote the college's new mental health training, which is available to both the public and businesses. It was installed at Gardyne campus as part of the Erasmus+ project St'Art. Over the span of a week, 12 students took part in the project, undertaking activities

### Mental health street mural unveiled

designed to develop their skills in street art. This included tours around Dundee to learn about the fundamental and legal requirements of street art. Student Euan Smith said: "My experience has been uplifting. It has opened my eyes to the beauties of graffiti art in general." To celebrate its completion, the college hosted a lunch and learn session which showcased

videos about the design process, as well as feedback on the project. Ian Ritchie, a lecturer in Art and Design, said: "The Graffiti Project has been a great way to include participants who have no or little previous experience with street art or indeed wider art and design." The students are pictured above with the mural.

## 3. Curriculum Developments

### 3.1 HN Next Generation – Physical Activity and Health

As one of only 2 colleges piloting the new HN Physical and Activity and Health, the Sports and Fitness team have driven the content for the course and have embedded industry qualifications. As a member of the strategic group responsible for developing and implementing the **Angus Sport and Physical Activity Framework**, the Head of Curriculum and Quality for Sport and Fitness has engaged with industry to align the HN qualification to industry standards and professional bodies such as CIMSPA, the UK professional development body for the sport and physical activity sector.

The new HN qualification includes a focus on health promotion and behavioural change, moving away from the previous single focus of gym instruction. This year, the HNC Physical Activity and Health graduates received industry recognition as not only Gym instructors and Group instructors but most importantly as "Health Navigators". This development supports the Angus Community Plan aim of ensuring that Angus is a place where an active life is accessible for all by meeting demand for professionals who can work with clients with long term health conditions. The team has been working closely with ANGUSalive to provide opportunities for HND students to become involved in support pathways with a direct line into employment upon graduation as evidence shows that the percentage of individuals within the community with one or more long term conditions is increasing and there is a shortage of suitably qualified personnel. In addition, through involvement in the Angus Framework, the team is planning CPD opportunities to upskill groups of volunteers in the region.



## 3.2 Data is Everyone's Business

The college successfully tendered for UK Shared Prosperity Funding to deliver data skills training in response to the need for enhanced digital skills in the region. The Data is Everyone's Business programme, delivered in partnership with The Data Lab is aimed at upskilling people in employment, career changers and people who are recently unemployed. There are general courses – **Data for All** – open to all participants, one of which will be contextualised for a neuro-diverse audience; **Women in Data** which also includes Equate Scotland who specifically help and support women to get into digital careers; and **Data for Leaders** aimed at managers and senior members of staff in local business.

The first intake of Data for All started on Monday 4 September 2023 with 12 participants. The 4-day course covers an introduction to data with The Data Lab, a 2-day technical workshop with Power BI looking at how to better use data for business, and a final career day with industry speakers and a LinkedIn workshop.

All future intakes have at least 5 bookings so far and further promotion is planned via social media, websites and through a press release. The Data for Leaders is currently being developed with industry experts and will be launched soon for a planned start in February 2024.

## 3.3 Introduction to Construction

In May, the Construction department collaborated with Robertson Construction to deliver a 12-week Construction Skills training programme to individuals in HMP Perth. The training academy aims to support labour market needs and enable access to opportunities for individuals on release. The programme was successful and the collaboration was acknowledged across a range of national media eg [Robertson supports HMP Perth's construction skills programme | Project Scotland](#). Conversations are underway regarding future programmes.

## 4. Curriculum Partnerships

### 4.1 Coast Renewables

The partnership between the college and Coast has been formalised, with Coast delivering Global Wind Organisation (GWO) training from within The Skills Academy. The 3-year partnership has been established in response to the growing demand for Wind Turbine Technicians and the need to build a skilled workforce. Coast are well-known in the Wind sector and have invested in the specialist training tower and equipment required to deliver training courses at The Skills Academy. In addition to rental income from the use of the space, the partnership agreement also includes the delivery of training by Coast for D&A staff and students.

### 4.2 NHS Tayside Estates

A partnership with NHS Tayside Estates department has been established and an agreement secured for the college to become their preferred supplier of CPD training involving the Engineering, Construction and Building Services teams. With over 200 members of staff, NHS Tayside Estates department currently spends significant sums of money sending staff to England for training and development. They are also acutely aware that they have an aging

workforce and the Head of Estates, a former college student, is committed to engaging current students and creating a pipeline of future employees. The first element of the collaboration has been to recruit 6 adult apprentices.

### 4.3 Balhousie Care Group

The college has worked with Balhousie Care Group for a number of years to upskill and train their care staff and the relationship has grown to cover a wider range of staff. Balhousie identified that many of their residents were not getting enough nutrition due not being able to swallow their food. The Hospitality team worked to create a course for their kitchen staff which taught them how to make highly nutritious food with a low choking hazard. This was a hugely successful piece of work with excellent feedback from the business and further plans are in place to roll the training out to all of their care homes. The innovative course was picked up by local press and given a full page feature.



### 4.4 Growing Industry Engagement

A key focus for the Business Partnerships Team is collecting and using customer feedback to grow new and repeat business and build engagement to support and shape the curriculum. Business customers are starting to see impact from the courses that have been delivered and it is important to capture and share the feedback using their words. In addition to face-to-face networking and building relationships, a range of methods is being used to promote the benefits of working with D&A College to a wider audience – case studies, videos, social media and events.

Some recent examples of blogs and videos involving a range of staff and partners are below:

- Dundee FC Community Trust PACE student placement - <https://youtu.be/HvrY9BbZmO8>
- Dundee United FC partnership - <https://youtu.be/Ksb-lvP74NQ>
- Engineering Employability Academies - [https://youtu.be/UU\\_9wW4CiOQQ](https://youtu.be/UU_9wW4CiOQQ)
- Hospitality Employability Academies - <https://youtu.be/dW5SbjxxyBE>
- The Important of Embracing Digital (Q&A with James Oliver, Head of Curriculum and Quality for Computing) - <https://dundeelandangus.ac.uk/for-businesses/features/the-importance-of-embracing-digital/>
- Forbes of Kingennie Bespoke customer Service Training - <https://dundeelandangus.ac.uk/for-businesses/features/forbes-of-kingennie/>

## 5. Quality Refresh

A quality update and tailored sessions were provided at the all-staff development day in August. The aim of the **Quality-first** approach was to strengthen quality assurance practices, enhance assessment processes, and ensure alignment with the goals of the 2025 Strategy and the college's key priorities for 2023-2024 of Stability, Sustainability and Support.

By maintaining comprehensive Unit Master Folders, engaging in robust standardisation activities, and following best practices in assessment and quality assurance, the sessions revitalised the ability to deliver a high standard of education that meets the expectations of both learners and awarding bodies. The active participation and commitment of front-facing delivery staff to these practices will play a key role in our collective success.

## **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.

**Contributions from:** Curriculum, Quality and Partnerships Managers  
**Executive Sponsor:** Julie Grace, Vice Principal Curriculum and Partnerships



**Learning, Teaching and Quality Committee**

**Wednesday 19 September 2023**

**PAPER G**

**STRATEGIC RISK REGISTER**



# STRATEGIC RISK REGISTER

**2023 - 2024**

As at September 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
	VPSO	Vice Principal Support & Operations	HoE	Head of Estates	3	Significant	Possible
	VPCP	Vice Principal Curriculum & Partnerships	Chair	Chair of the Board of Management	4	Major	Probable
					5	Critical	Very Likely

Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION					
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
<b>1</b>	<b>Strategic and Structural</b>									
<b>1.1</b> <b>LT&amp;Q</b>	Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)	4	4	<b>16</b>	<ul style="list-style-type: none"> <li>Robust strategic planning</li> <li>Effective environmental scanning</li> <li>Strong partnerships</li> <li>Clear links between strategy and practice</li> <li>Concerted demands for increased activity levels</li> </ul>	4	2	<b>8</b> ↔	<ul style="list-style-type: none"> <li>Robust monitoring via ROA</li> <li>Clear performance metrics</li> <li>Amendment of strategic direction/plans</li> <li>Rolling curriculum review</li> </ul>	Principal & Chair
<b>1.2</b> <b>Board</b>	College may be disadvantaged by changes to either UK or Scottish Government policies	4	3	<b>12</b>	<ul style="list-style-type: none"> <li>Effective environmental scanning</li> <li>Negotiation/influence at national level</li> </ul>	4	3	<b>12</b> ↔	<ul style="list-style-type: none"> <li>Review of changes and amendment of strategic direction/plans</li> <li>Financial strategy sensitivities</li> </ul>	Principal & Chair

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

Post Holders	ELT	Executive Leadership Team	Prin	Principal	Score	Impact	Likelihood
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
1	Strategic and Structural									

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

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

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

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



Post Holders	ELT	Executive Leadership Team	Prin	Principal	Score	Impact	Likelihood
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
	Board	Board of Management	HolCT	Head of ICT	2	Minor	Unlikely
	VPSO	Vice Principal Support & Operations	HoE	Head of Estates	3	Significant	Possible
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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
<b>2</b>	<b>Financial</b>									

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

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

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

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

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

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

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

<b>3.7</b> <b>HR&amp;D</b>	Industrial Relations Problems (including industrial action)	4	5	20	<ul style="list-style-type: none"> <li>Adherence to legislative and good practice requirements</li> <li>Positive Union relations and staff communication</li> <li>Effective management development programmes</li> <li>Industrial action continuity planning</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Regular union/management dialogue</li> <li>Regular employee engagement monitoring</li> <li>Open communication with staff</li> <li>Industrial action continuity planning</li> </ul>	VPSO
<b>3.8</b> <b>A&amp;R</b>	Breach of data security / data protection	5	4	20	<ul style="list-style-type: none"> <li>Effective management of GDPR compliance</li> <li>Mandatory staff CPD and awareness raising on data protection (relative to role)</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Active data protection monitoring and auditing</li> <li>Effective information and data security policies in operation</li> <li>Regular data security monitoring/testing</li> <li>GDPR Action Plan</li> <li>Staff CPD</li> </ul>	VPCP, HolCT
<b>3.9</b> <b>HR&amp;D</b>	Failure to meet Prevent and related obligations	5	3	15	<ul style="list-style-type: none"> <li>Prevent training</li> <li>Staff awareness and contingency planning</li> <li>Engagement/practice sharing with local agencies</li> </ul>	5	1	5	<ul style="list-style-type: none"> <li>Business Continuity Plan including scenario testing</li> <li>Information sharing with local agencies</li> </ul>	VPCP, 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
<b>3</b>	<b>People and Performance (cont.)</b>									
<b>3.10</b> <b>HR&amp;D</b>	College arrangements do not minimise risk associated with Modern Slavery	4	3	12	<ul style="list-style-type: none"> <li>Clear and compliant procurement arrangements and procedures</li> <li>Staff identity checking arrangements and use of PVG.</li> </ul>	4	1	4 ↔	<ul style="list-style-type: none"> <li>Annual procurement monitoring/reporting</li> <li>Regular employee engagement monitoring</li> <li>Open communication with staff</li> </ul>	VPCP, VPSO
<b>3.11</b> <b>Board</b>	Failure to plan or respond adequately to future pandemic illness.	5	4	20	<ul style="list-style-type: none"> <li>Monitoring and rapid response to WHO and UK/Scottish Government information and alerts</li> <li>Maintenance of COVID-19 good practice approaches to inform future use</li> <li>Effective business continuity planning in place</li> </ul>	4	2	8 ↔	<ul style="list-style-type: none"> <li>Pandemic readiness / response included in business continuity plan reviews and testing</li> <li>COVID/Pandemic Response Group in place</li> <li>Active monitoring and rapid adoption of pandemic guidance / control measures</li> </ul>	Principal

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**Post Holders**

ELT	Executive Leadership Team	Prin	Principal
SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment
Board	Board of Management	HoICT	Head of ICT
VPSO	Vice Principal Support & Operations	HoE	Head of Estates
VPCP	Vice Principal Curriculum & Partnerships	Chair	Chair of the Board of Management

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

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**Learning, Teaching and Quality Committee**

**Wednesday 19 September 2023**

**PAPER H**

**LT&Q METRICS**



# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee Wednesday 13 September 2023



### Learning, Teaching and Quality Committee Metrics

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#### *Paper for noting*

#### 1. Introduction

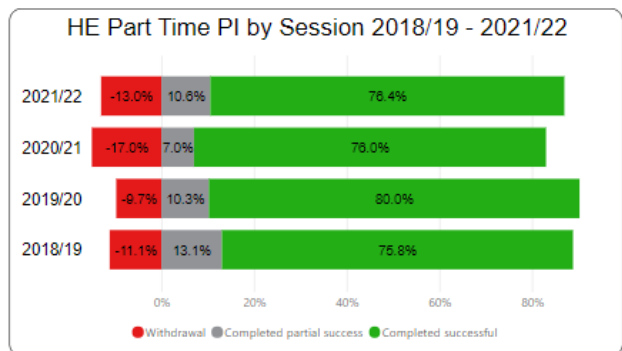
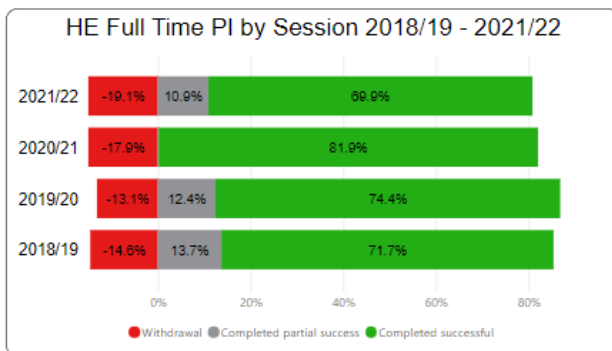
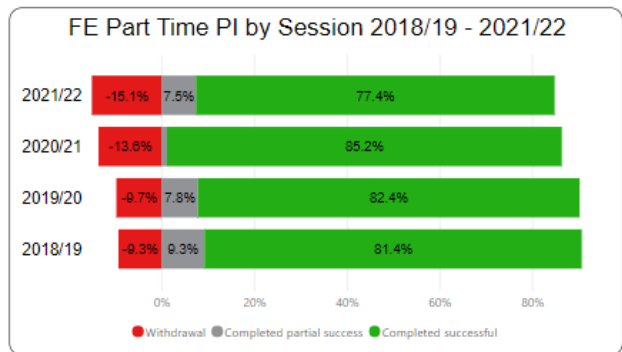
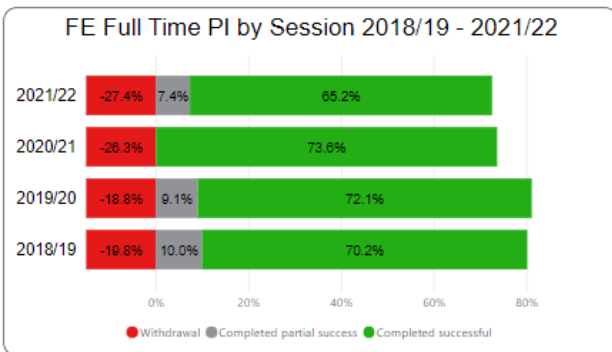
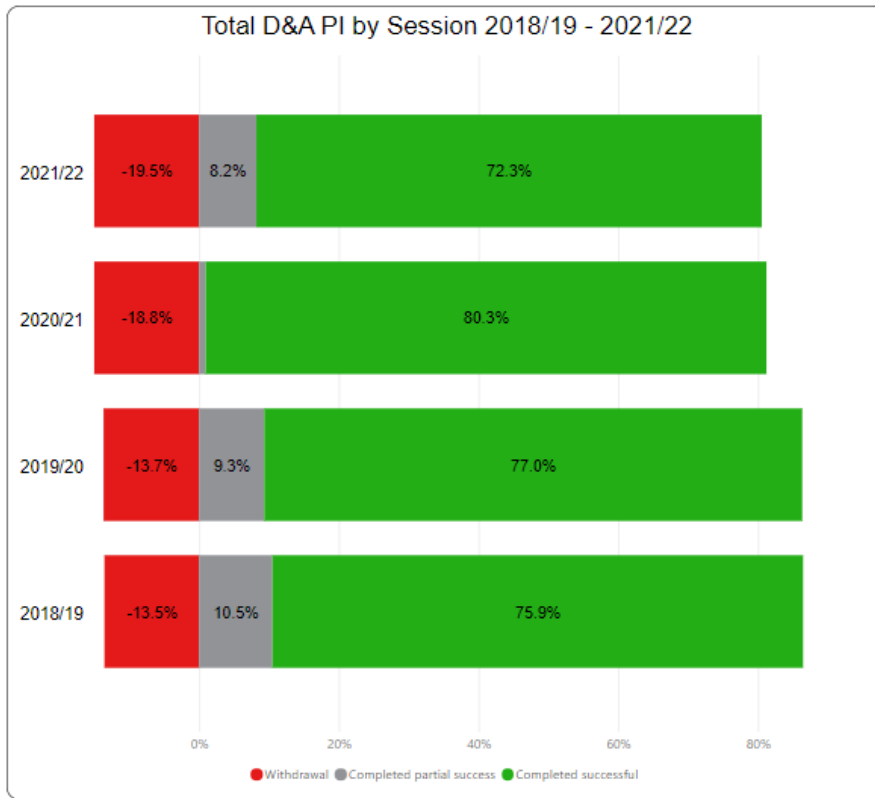
The following paper outlines a range of standard LT&Q metrics/statistical data which are presented to Committee on a rolling quarterly and annual basis.

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

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

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

## 2. LT&Q Metrics



	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%

	2021/22	2022/22
Overall student satisfaction score arising from the November Learner Early Experience Survey	88%	88%
Overall student satisfaction score arising from the March Learning and Teaching Survey	88%	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		
<b>Total Credit Target</b>	<b>108,917</b>	<b>109,267</b>	<b>111,897</b>	<b>109,301</b>
Percentage of target	100.1%	100.3%		97.7%

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

	23/24 Applications	23/24 Applicants	Offers Made 23/24
<b>Full-Time Programmes</b>	9,737	7,168	4,609
<b>Part-Time Programmes</b>	969	753	547

**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	Forecast 22/23 Credits
17	Full Time	81,060	72,685	67,107
18/05	Short Full Time	6,095	7,411	7,041
06	Block Release	3,321	3,813	4,592
07	Part Time – Day	1,382	1,834	2,346
08	Part Time – Infill	11,165	15,676	14,742
09	Part Time – Evening / Weekend	712	1,165	884
11	Work Based	2,360	2,972	4,832
12-16	Open, Flexible, Distance	3,483	3,745	3,087
	<b>TOTALS</b>	<b>109,578</b>	<b>109,301</b>	<b>104,631</b>

### 3. Link to Strategic Risk Register

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

- 1.1 failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)
- 3.1 failure to reach aspirational standards in learning, teaching and service delivery
- 3.2 failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.

**Author Colin Lynagh, Business Intelligence & Data Protection Officer**  
**Executive Sponsor: Steve Taylor, Vice Principal People & Performance**



**Learning, Teaching and Quality Committee**

**Wednesday 19 September 2023**

**DATE OF NEXT MEETING:**

**1 NOVEMBER 2023, ROOM A625,  
KINGSWAY CAMPUS**