BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 1 November 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** – 13 September 2023	Paper A for approval	NL
5.	**MATTERS ARISING**	Paper B for noting	NL
6.	**CURRICULUM REPORT – COLLEGE COMMUNITY COLLABORATIVE & CREATING SUPPORTED PATHWAYS INTO COLLEGE**	Paper C and Presentation	KB
7.	**STUDENTS' ASSOCIATION REPORT**	Presentation	CO
8.	**CURRICULUM & PARTNERSHIPS REPORT**	Paper D for noting	JG
9.	**STRATEGIC RISK REGISTER**	Paper E for approval	ST
10.	**LT&Q METRICS**	Paper F for noting	ST
11.	**DATE OF NEXT MEETING** – 7 February 2024, Room A625, Kingsway Campus		

Agenda Item 4

Learning, Teaching and Quality Committee

Wednesday 1 November 2023

PAPER A

MINUTE OF THE PREVIOUS MEETING –
Wednesday 13 September 2023

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee
Wednesday 13 September 2023

Draft

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 13 September 2023 at 5.00pm in Room A625 Kingsway campus and via Microsoft Teams.

PRESENT:	S Hewitt	C Ogilvie
	L O'Donnell	F Khan
	N Lowden	

IN ATTENDANCE: S Taylor (Vice Principal / Secretary to the Board)
J Grace (Vice Principal Curriculum & Attainment)
J Roscoe (Director of Curriculum and Partnerships)
L Lappin (Director of Curriculum and Partnerships)
L Crichton (Director of Student Experience)
P Muir (Board Administrator)
C Gibson (Business Partnerships Manager)

1. WELCOME

N Lowden welcomed new Committee members and welcomed F Khan, as the new Vice President and Directors Lee Lappin: Director of Curriculum and Partnerships and Leann Crighton: Director of Student Experience to their first Teaching & Quality meeting.

2. APOLOGIES

Apologies were received from D Fordyce, K Ditcham, and the following online members: M Williamson, S Middleton, D Smith, S Stirling, H Honeyman and S Toms due to a technical issue.

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 26 April 2023 was approved as an accurate record.

5. MATTERS ARISING

There were no matters arising.

6. CURRICULUM REPORT – EXPANDING BUSINESS PARTNERSHIPS

Presentation delivered by C Gibson: Business Partnership Manager for Dundee & Angus College.

C Gibson highlighted the role of the team was to close the ever-growing skills gaps and labour shortages that the business community faces. C Gibson supports businesses, to access funds that may be relevant to them. Thus, creating strategic partnerships that support income generation for the college and meaningful collaboration.

C Gibson provided some examples whereby the success of business partnership working enabled enriching experiences and opportunities for our existing and new students. From working with Emergency Services in delivering electric vehicle training to working in Care Groups- upskilling kitchen staff and investing in the time to create a successful commercial income for the college. These were hugely successful projects with excellent feedback from business and further plans are in place to develop these bespoke training courses.

C Gibson announced they are working in partnership with NHS Tayside. As there have been challenges with recruitment and retention, the business and academic teams are developing a comprehensive CPD course to create a new level of management within the NHS, to address shortage in skills. This has created a successful and strong partnership, building a strong rapport with the college, and enhancing the student experience.

S Hewitt acknowledged that building effective partnerships is one of the strategic aims of the college's 2025 strategy that the board had previously agreed upon and these are examples of the manifestation of that agreement.

L O'Donnell noted the importance of meeting the needs of the local economy – educating businesses and the need to invest in these important, growing skills for our students- which is a vital and core business of the College and the future.

C Gibson highlighted various upcoming partnerships with local clubs such as Dundee Rugby Club who are renting out the plastic pitches at Gardyne Campus and Aberdeenshire Sport whose company of Leisure and Culture are moving away from council and re-contracting the staff- potentially securing more commercial income for the College.

The Committee welcomed this presentation and praised the work of C Gibson and the staff involved

7. STUDENTS ASSOCIATION REPORT

C Ogilvie presented the report to the Committee and welcomed F Khan as the new vice president of Gardyne Campus. C Ogilvie highlighted that the Student's Association Team have been working hard to undertake vital rep training in advance of students returning. The rep training for ELTT and Supported Education has been altered and adapted, to be inclusive of all students when recruiting reps.

The Students Association Team are continuing their initiatives under the Thrive Project to support students and staff. Breakfast clubs have reopened to students, in the hope of expanding these times more frequently during the week.

Various activities and events were held throughout the college, such as Future Talent- this event welcomed over 2,500 S3 pupils to engage in college life, with a talent taster opportunity. Another event, called Connect 2 (Connect 2 – your peers, college, your lecturers etc.) - saw new and returning students across all three campuses gaining an insight into college life- introducing the Dundee & Angus Students Association Team.

Committee members thanked C Ogilvie for his presentation and noted the amazing work that was being carried out by Students' Association.

8. 2021/2022 NATIONAL PERFORMANCE INDICATOR COMPARISON

J Grace summarised the national performance report, highlighting the figures from 2021/22 COVID mitigation report. High number of withdrawals were noted, due to COVID restrictions at the start of the academic year. However, J Grace assured the committee the college is working closely with the student association to overcome this matter. J Grace highlighted, overall that the findings are positive, with a minority of courses removed and consolidated within the Curriculum.

S Taylor summarised the National performance comparisons, with ongoing discussions with the council regarding student deferrals. In 2022/23, every college saw the impact of COVID, S Taylor highlighted the percentage of courses that meet the College's own aspirational targets and exceed national average 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. The overall performance indicator Success Completion Rate across all modes and levels for D&A in 2019/20 is 72.3% against a national rate of 70.1%. The findings reflect a positive outlook on the Sector.

N Lowden highlighted the outstanding performance of the college and praised the report.

9. SQA EXAMS ATTAINTMENT

J Grace summarised the SQA Exams attainment report for information only. Overall, the higher pass rate has increased from 74.4% in 2022 to 76.5%, with the National 5 pass rate reduced significantly, with a 10-point drop in the Math's pass rate.

Although there is scrutiny around attainment, J Grace stated they are looking at ways to improve the SQA attainment statistics- with the possibility of moving away from national qualifications and focusing primarily on Math's and English core. 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%)

S Middleton congratulated the exam passes, however, raised her concerns around the National 5, decline rate- asking if there were any mitigating factors that contributed towards this.

J Grace highlighted the areas of concern around the decline in National 5 Math's and are liaising with articulation as appropriate.

10. SPRING 2023 LEARNER SATISFATION SURVEY

S Taylor highlighted this report is for information only. The Dundee & Angus college Spring leaver survey was issued by the quality team to ascertain levels of student satisfaction. The survey was open for 7 weeks with over 2,724 responses collated. S Taylor summarised the survey and outcomes, identifying where students have scored low, with ongoing discussions amongst Directors, Curriculum, and Quality to improve and maintain the satisfaction rate of the College.

N Lowden highlighted the strengths of the survey- in providing an overview and ability to read specific comments and the importance of students feeling welcomed by the college.

The committee praised the report.

11. VP CURRICULUM & PARTNERSHIPS REPORT

J Grace presented the report for noting.

Despite an ongoing decline in full-time applications, there are currently 4,200 students enrolled on the 2023-24 full time courses, which is 175 fewer students than 2022-23. J Grace highlighted the recruitment to full-time courses remains a challenge, with a significant increase (5.5%) in young people aged 16-19 moving into employment rather than progressing to FE or HE. J Grace stated that although there has been a decline in courses, this has not impacted on the students.

J Grace highlighted various activities and sessions developed to help new students settle into college life, such as Connect2D&A- almost 1,300 full-time applicants were welcomed onto campus for the sessions. These sessions provided applicants with further insight into their chosen course- the feedback from the events was extremely positive.

In addition to this, another partnership report flourishing is the 'Promoting Positive Behaviour' cross college group, based on Paul Dix's methodology, which continues to make good progress. Students were asked what the five college values meant to them and which behaviours they associated with these values. Findings offered an insight into how students feel about their own and others' behaviours and the culture they want to see D&A college. Their views reinforced that visible consistency is key. This has resulted in seeking consistent approaches, such as My Progress, which is a monitoring system designed for both staff and students.

N Lowden praised the report.

12. STRATEGIC RISK REGISTER

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

S Taylor highlighted the impact of ASOS- Action taking by academic staff- not putting the results into the system, withholding from staff. Sharing some on HR strategic. Small proportion 1.3%, work ongoing with discussions and staff- Huge amount of work completed over summer to make sure students were disadvantaged. Working with universities and that students aren't impacted. Allowing students to progress even without the results inputted.

On the other hand, there was a type error highlighted in the Strategic Risk Register with the year 2022, as opposed to 2023. **S Taylor to progress this.**

13. LT&Q METRICS

The range of LT&Q metrics were noted.

14. DATE OF NEXT MEETING

Wednesday 1 November 2023, Kingsway Campus, Room A625.

Action Point Summary

Action	Responsibility	Date
Correction of date error (2022 to 2023) on Strategic Risk Register.	S Taylor	01 November 2023

Agenda Item 5

Learning, Teaching and Quality Committee

Wednesday 1 November 2023

PAPER B

MATTERS ARISING

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 1 November 2023

Matters Arising

Paper B for information

The following actions were noted from the Wednesday 13 September 2023 Learning, Teaching & Quality Committee meeting.

Agenda Item No	Action	Current status	Open / Closed
12.0	Correction to date error (2022 to 2023) on Strategic Risk Register. **S Taylor**	Corrected	Closed

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

Agenda Item 6

Learning, Teaching and Quality Committee

Wednesday 1 November 2023

PAPER C

CURRICULUM REPORT- COLLEGE COMMUNITY COLLABORATIVE & CREATING SUPPORTED PATHWAYS INTO COLLEGE

CASE STUDY

Widening Access

The D&A College Community Collaborative

At Dundee and Angus College, our commitment to community-based learning is steadfast and our College Community Collaborative (CCC) is a testament to empowering communities through lifelong learning. Over the past three years, we have advocated learner-centric education, especially for those who have encountered barriers to the conventional pathways to learning. Our collaborative efforts with an ever-increasing network of 40 partners have fostered inclusive and empowering learning experiences for individuals from our communities.

The integration of community learning at D&A into our curriculum design, content, and teaching practices ensures that our focus is on embedding an individual's lived experience into their learner journey. Working with young parents, young carers, young unaccompanied asylum seekers, care experienced and neurodiverse young people, we recognise the importance of contextualising and personalising the learner journey, to foster a sense of belonging and relevance.

D&A's CCC has developed innovative and creative approaches to engage, support, and empower community learners through embracing the power of Service Design. Leveraging the findings from our Service Design event in March 2022, we explored how we might work together to reach those who were considered 'unreachable', agreeing on 13 outcomes to strengthen our partnership working and provide better outcomes for our young people.

To fulfil these outcomes, we committed to meeting every quarter to work through a packed agenda; learning about each organisation in the collaborative; considering the young people in our care; finding the right interplay between the college and each partner to scaffold the journey of each person. We also integrated technology to enhance collaboration, implementing a shared Teams platform for streamlining communication, scheduling events, bringing partners together, and providing bespoke learning opportunities both off campus and community based.

Aligning our efforts has had remarkable results with over 500 young people across the Tay Cities. Examples include:

- D&A College and Homestart – we have worked in true harmony with Homestart for 3 years, engaging over 100 young mums and their children in positive learning experiences. In partnership with the staff and mums, we create 12-week bespoke courses encompassing parenting skills, work-based skills (First Aid), access to cultural activity (partnership with Dundee Rep and

the V&A), and the chance to gain certification through our Skills Boost programme.

- D&A College and Street League – connecting their 12-week sports-based employability programme to our college Touchpoints programme. They are now based on campus part time to aid transition to our January start courses.
- D&A College and both Angus & Dundee Carers Centre – enhanced transition support, including the development of a summer programme, followed by scaffolded support from both partners, to ensure these young people are attaining and having the best experience possible.

Since April '23 alone, we have successfully engaged 106 young people and their families in 288 Touchpoints. Over 30 have progressed onto college and are sustaining, with ongoing support. An additional 20 are on track to start college in January and the remaining young people are engaging positively in Touchpoints, considering their next steps in dialogue with us, and the community partner they affiliate with.

Our community partnerships are foundational to the success of our project. We are constantly challenged, motivated, and inspired by the 40 public and third sector partners in our collaborative, including:

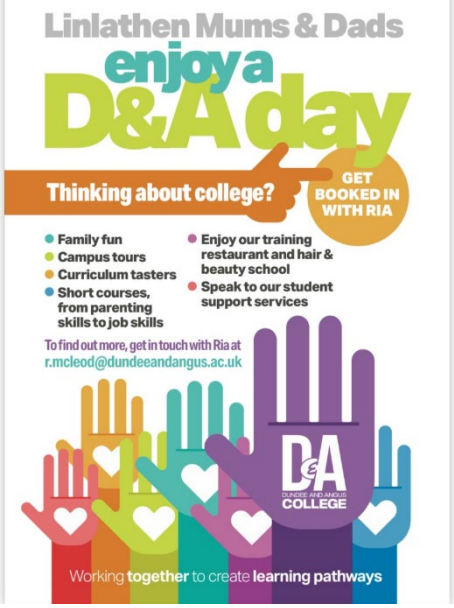
16+, Arbroath FC Community Trust, Action for Children, Arbroath Carers Centre, Aberlour, CLD - Vibrant Communities Angus, CLD Dundee, Criminal Justice, Discover Opportunities, Dundee International Women's Centre, Dundee Carers Centre, DYW (Dev Young Workforce), Helm Training, Hillcrest Futures, Homestart Angus, Homestart Dundee, Horizon Team (Throughcare Arbroath),Hot Chocolate, NHS Family Nurse Partnership, One Parent Families, SDS, Skilz Academy, Street League Dundee, Street League Arbroath, Tayside Council on Alcohol, The Corner Dundee, Throughcare Aftercare Dundee, DCC Children and Families Service, TCA Youth Mentoring, Enable Works Dundee , Voluntary Action Angus, Angus Resettlement Team, Street Soccer Dundee, Barnardo's, Linlathen Community Hub, and Douglas Community Hub Dundee.

It is through these robust partnerships that we have pipelines to the young people in our communities.

Katie Baxter, Learner Engagement and Community Partnership Manager comments, "At every stage, our work has been informed and enhanced by the 40 organisations who make up our College Community Collaborative (CCC). As a collaborative, we agreed to work horizontally with the young people in our care. There is no shame cast on 'dropping out;' there is taking side steps, with scaffolded support and genuine care."

By providing relevant opportunities, along with D&A's emphasis on "no-barriers" learning (free travel, childcare and food),

we have created a space where young people feel safe, happy, and ready to learn. Taking education directly to our learners has dismantled traditional barriers and created unique pathways for individuals who may previously have disengaged. We have found that positive community learning – *taking learning to the young person first* – is a crucial step in re-engagement.



Since launching our community engagement project in 2019, we have trialled various, successful initiatives including employability academies, touchpoint provision, shared care with our feeder schools and wellbeing cafes. Behind every statistic, it is important to recognise the contribution our community partners have made:

- For William, it took D&A, SDS and Remploy to keep him on track and progressing. He has gone from a 3rd year school disengager to a successful Business & Admin student.

- For Sarah, it took D&A and Homestart to rebuild her confidence. She went on to achieve her level 6 in Health & Social Care, as well as completing the first year of her nursing degree at Dundee University.

- For Hamish, it took D&A, 16+ Youth Employability Team and SDS to fully understand his barriers, and provide him with the support & pathway he needed. He completed his level 6 in Performing Arts and is now studying Community Education at university. He also has his first girlfriend!

By widening access, and working in true collaboration with our community, 153 young people are studying full-time college courses, 39 have secured employment, 18 are pursuing further training, and 2 progressed to university. Our other young people are currently engaged with hopes of future progression.

The commitment and offering that we provide to these individuals has engaged and empowered them to embark on their own D&A College journey despite the challenges of the post-Covid landscape. Through our programme and dedication, our community learners can open the doors to a new pathway and a positive experience in college life and learning. It has increased their awareness of the diverse range of college offerings and the multitude of opportunities available to them.

D&A's innovative recruitment approach (getting into the heart of the community) has garnered overwhelmingly positive feedback from our community partners, in particularly our feeder schools. The guidance staff at these schools have expressed their desire for more of these soft, enhanced transition initiatives to further support their students' educational journeys.

Through our College Community Collaborative and strong partnerships, we have empowered individuals facing barriers to traditional learning, created unique pathways for learners, infused community-focused elements into our curriculum, and contextualised education with lived experiences. Our facilitation of smooth transitions to college has enabled personal and professional growth and promoted lifelong learning.

Moving forward, we will continue to build partnerships, innovate approaches, and prioritise community learners' needs, for a future where education and lifelong learning are accessible to all. Where there were once silos, we are now working in harmony.

Agenda Item 8

Learning, Teaching and Quality Committee

Wednesday 1 November 2023

PAPER D

VP CURRICULUM & PARTNERSHIPS REPORT

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 1 November 2023

Curriculum & Partnerships Report

Paper for noting

1. Recruitment and Retention

Recruitment onto our full-time courses has stabilised at **4460 students**, similar to the final intake figure in 2022-23. Early retention is more positive than at the same point last year with support services continuing to provide personal phone calls to support students to return to college.

Applications opened on 6 October for our January courses and the Academic Partnerships Team have in-school events planned to promote the opportunities to winter school leavers, running alongside promotion of 2024-25 full-time courses. To-date the team have spoken to over 1000 Senior Phase school pupils about post-school options at college.

2. Curriculum Developments

2.1 The Skills Academy

The official launch of **The Skills Academy in partnership with Dundee and Angus College and Michelin Scotland Innovation Parc** was held on 24 October 2023. The event was well-attended with just under 200 people from industry, public and education sectors in attendance. Hospitality students demonstrated their skills by providing guests with a range of mocktails.

John Alexander, the Leader of Dundee City Council, expressed his admiration and support for the innovation shown by D&A College and MSIP, and commended the approach the college takes towards engaging meaningfully with industry. The evening was a huge success and demonstrated the commitment, drive and enthusiasm of staff across D&A College. Feedback so far on both the building and the course offer has been hugely positive.

Last month the Business Partnership Team and the curriculum staff across the trades departments also joined forces with the MSIP team to attend Offshore Europe in Aberdeen. The key focus was to promote the Skills Academy and our suite of Advanced Courses that will be delivered.

Alongside having a stand for the week the team also hosted a 'learning lab' session where Simon Hewitt, and Greig Coull CEO of MSIP took the opportunity to highlight the role that college will play in the opening of the Green Skills Centre of Excellence.

https://drive.google.com/file/d/1fwJlz_FA9_EvlAJma0C3g4Qa0wnXeidM/view

2.2 NHS Assistant Practitioner Award

Dundee and Angus College, in strategic collaboration with NHS Tayside, is pioneering a new initiative: the implementation of a **Professional Development Award (PDA) in Acute and Community Care.**

This PDA is tailored for Healthcare Support Workers operating in various departments within NHS Tayside. Its primary aim is to upskill their existing expertise and competencies and enable them to advance to a Band 4 Assistant Practitioner position.
The course encompasses four meticulously designed units, each customised to the unique demands of their respective work areas. These are:

- Approaches to Mental Health
- Care of the Acutely Ill Adult
- Evidence-Based Practice and
- Leadership

In strict alignment with the NHS Education Scotland Healthcare Support Worker framework, the course receives support through dedicated NHS Tayside development days. These sessions are intrinsically tied to the 4 pillars of practice, thereby facilitating the seamless integration of theoretical knowledge into practical application.

The first cohort, celebrating the successful completion of the award in August, sees **35 newly qualified assistant practitioners**, now actively serving in both community and mental health, as well as acute care units across NHS Tayside. This cohort plays a pivotal role in nurturing the next generation of healthcare professionals, as they provide guidance and mentorship to our incoming cohort of 38 Trainee Assistant Practitioners who have started on their exciting journey toward a fulfilling career in healthcare.

3. Leading the Student Experience – the CQL Pathway

Continuous professional development in education is of paramount importance for our curriculum leaders. It ensures that we remain abreast of the latest pedagogical advances and can effectively nurture the growth and development of our learners. It's a dynamic process that allows us to adapt to evolving teaching methods, technologies, and curricular changes.

Over the last two years, D&A has run successful remote learning training for academic staff, supporting skills development in both pedagogy and andragogy as well as the digital skills needed to teach in a new learning environment. As we've moved out of the pandemic and back into our campuses, we've once again been able to turn our attention to a broader range of professional learning and development for academic staff focused on the student experience.

Curriculum and Quality Leaders hold a unique role, senior to a lecturer but not as a line manager, therefore the skills development in this area must be similarly unique. So far, we have seen the start of a bespoke development programme and the development of the **CQL Peer Network**. This network plays a crucial role in enhancing this the programme. It will provide a platform for CQLs to exchange ideas, share experiences, and learn from one another's successes and challenges. Following the first session led by the Quality team, feedback from CQLs suggests that the Network fosters a supportive environment where they can gain valuable insights and share practice with each other. It is intended that this network will help create a vibrant, inter-connected community committed to the ongoing improvement of the learning experience for students.

4. Curriculum Partnerships

4.1 Learning through play - Shaper/Caper

The college has worked with Shaper/ Caper - a theatre and movement-based performance and educational company based in Dundee – to deliver workshops and provide an interactive performance experience for students, hosted at The Space. Shaper/Caper created a children's performance called 'Paper Moon' (https://www.shapercaper.com/papermoon) designed for 3–7-year-olds and students studying Child Care and Performing Arts participated in the interactive session, becoming part of the experience and narrative as it unfolded. The learning for the Child Care students was focused on imaginative play and expression and the Performing Arts Degree students focused on pedagogic approaches to facilitating learning within a performance context. These themes were chosen to link directly to their current curriculum activity.

This was a fantastic hands-on, interdisciplinary learning experience for our next generation of graduates from both specialisms.

Curriculum and Quality Leader (Children and Young People) stated - I*t was lovely to see the students finding their inner child, learning through play and having fun. The activities have helped to equip the students with the ideas and tools to inspire young children and develop their curiosity, creativity and imagination, whilst also enabling them to link theory to practice.*

Lecturer Performing Arts stated - *The degree students in dance and acting were able to consider facilitating a learning experience in a performance setting. It is very rare to gain an opportunity quite as immersive as this. The students explored planning, scaffolding, engagement and feedback. It was very inspiring and great for the students to see possible work opportunities.* Practical Wellbeing

4.2 Practical Wellbeing

On Tuesday 26th September, our students and staff had the opportunity to attend GTC Scotland for their staff wellbeing day.

A mix of students and staff from different departments attended the event in Edinburgh, including sports & fitness, performing arts and beauty students.

The students planned the sessions, accounting for individual needs and, supported by staff, participants through a variety of sessions. These included full body relaxation, nutrition, body moves, Indian head massage, and foam rolling.

5. Celebrating Success

5.1 2023 Prizegiving Ceremonies

In October each we year, we formally celebrate the successes of our students with our Graduation event at the Caird Hall. We also celebrate the incredible achievements of our students at our prizegiving ceremonies in Angus and Dundee. Over 120 guests attended the Webster Theatre in Arbroath on 3rd October to congratulate 28 prize-winning students for their achievements whilst studying at Dundee and Angus College. Two weeks later we held our Dundee event in Gardyne Theatre took place which was also very well attended by guests and prizewinners.

5.2 DFN Project SEARCH

The DFN Project Search programme delivered in partnership with D&A College, NHS Tayside, and Dundee Health & Social Care Partnership continues to transform lives. One example is Jonathan Munro, who is neurodiverse and has learning disabilities and, due to overwhelming anxiety became a selective mute, only talking at home to his mum.

Jonathan, supported by his mum, applied for the DFN Project SEARCH programme and for the first time in many years, in an education context, Jonathan spoke at the interview day. From this point on, he continued to speak and develop his verbal communication with the continued support and encouragement from his lecturer and

job coach. His mental health has hugely benefited from the engagement and structure, and he has gained a sense of purpose and meaning in the community.

Jonathan's confidence has continued to grow and he has developed his verbal communication so much so that at the DFN Project Search graduation ceremony, he volunteered to speak in front of over 100 people and did it confidently.

In April, he secured employment with NHS Tayside Nurse Bank where his verbal communication has improved so much that he now answers the phones and completes his shifts at reception.

Jonathan was nominated for the **NHS Tayside STAR Award for Young Achiever** in recognition for his outstanding personal development and growth due to the DFN Project SEARCH programme. On Friday 22nd September, at the Apex Hotel Dundee, he won the Gold award - an outstanding achievement. He has also won two awards in the **D&A College Prizegiving Event** for **Armistead Prize for Personal Achievement and Ede and Ravenscroft Prize for Outstanding Achievement.**

5. 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 and Partnerships Managers
Executive Sponsor: Julie Grace, Vice Principal Curriculum and Partnerships

Agenda Item 9

Learning, Teaching and Quality Committee

Wednesday 1 November 2023

PAPER E

STRATEGIC RISK REGISTER

BOARD OF MANAGEMENT

Learning, Teaching & Quality Committee

Wednesday 1 November 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 November 2023 Strategic Risk Register is enclosed.

   This has been subject to review following discussion at the September 2023 Board meeting and one change made within the risks and updating to job titles to reflect recent structure changes.

   It is noted that this change is not 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 Support Services and Operations

DUNDEE AND ANGUS COLLEGE

STRATEGIC RISK REGISTER

2023 - 2024

As at November 2023

Post Holders					Score	Impact	Likelihood
	ELT	Executive Leadership Team	Prin	Principal	1	Routine	Remote
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	2	Minor	Unlikely
	Board	Board of Management	DirSE	Director of Student Experience	3	Significant	Possible
	VPSO	Vice Principal Support & Operations	DirFin	Director of Finance	4	Major	Probable
	VPCP	Vice Principal Curriculum & Partnerships	HoE	Head of Estates	4	Major	Probable
	DirInf	Director of Infrastructure	Chair	Chair of the Board of Management	5	Critical	Very Likely

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

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

Post Holders					Score	Impact	Likelihood
	ELT	Executive Leadership Team	Prin	Principal			
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
	Board	Board of Management	DirSE	Director of Student Experience	2	Minor	Unlikely
	VPSO	Vice Principal Support & Operations	DirFin	Director of Finance	3	Significant	Possible
	VPCP	Vice Principal Curriculum & Partnerships	HoE	Head of Estates	4	Major	Probable
	DirInf	Director of Infrastructure	Chair	Chair of the Board of Management	5	Critical	Very Likely

Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS: Risks	Impact	Likelihood	Score	TREATMENT: Mitigation Actions	POST MITIGATION EVALUATION: Impact	Likelihood	Score	Monitoring	Lead Responsibility
1 Strategic and Structural										
1.3 Board	Difficulties or over commitment arising within large scale/national College led initiatives or projects impact negatively on: • Ability of the College to meet key regional strategies/objectives • Financial loss or unmanageable financial risk • Reputational loss	4	3	12	• Effective project/activity management in place • Clear governance structures • Project/initiative finances clearly incorporated within College financial strategy and plans • End of project and exit/contingency planning	3	2	6 ↔	• Regular project updates at Executive/Board level • Monitoring of project activities, plans and outcomes • Clear project Management arrangements in place • Budget reporting and management	Principal, VPCP
1.4 Board	College disadvantaged as a result of changes arising from major national educational body reviews: SFC, SQA, EdS	4	4	16	• Negotiation/influence at national level • Review of activities/ projects and response to new opportunities	4	1	4 ↔	• Robust monitoring via ROA • Amendment of strategic direction/ plans • Rolling curriculum review	Principal

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

Post Holders					Score	Impact	Likelihood
	ELT	Executive Leadership Team	Prin	Principal			
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS: Risks	Impact	Likelihood	Score	TREATMENT: Mitigation Actions	POST MITIGATION EVALUATION: Impact	Likelihood	Score	Monitoring	Lead Responsibility
1 Strategic and Structural										
1.5 Board	Failure of D&A plans and activities to deliver on required carbon reductions and sustainability actions necessary to meet national targets and achieve College climate emergency ambitions.	4	3	12	• Robust CEAP in place • Multiple strands of activity/action • Embedding sustainable practices in normal activity and ways of working • Clear links between strategy and practice • Planned investment in carbon reduction • Sustainable procurement	4	2	8 ↔	• Robust monitoring and reporting of CEAP at SLT and Board level • Clear performance metrics • Amendment of strategic direction/ plans • Monitoring of scope 3 emissions	VPSO, DirInf, HoE

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

Post Holders					Score	Impact	Likelihood
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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	• Negotiation/influence at national level • Contingency plans for reduced funding	3	3	9 ↔	• Advance modelling of new funding methodologies and allocations • Monitoring impact of changes • Amendment of strategic or operational direction / plans • Financial strategy sensitivities	VPSO
2.2 **F&P**	Failure to achieve institutional sustainability	5	4	20	• Protection of funding through dialogue with SFC • Robust annual budget-setting and multi-year financial strategic planning • Effective budgetary control • Where required, swift action to implement savings	4	4	16 ↔	• Monthly monitoring of budgets • Regular review of financial strategy and non-core income sensitivity • Detailed monitoring of savings programmes	VPSO
2.3 **F&P**	National outcomes on salaries and conditions of service outstrip ability to pay	4	4	16	• Influence within Employers Association • Management of staffing expenditures	4	3	12 ↔	• Expenditure modelling • On-going discussions with staff • Financial strategy sensitivities • Workforce planning	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
2 Financial (cont)										
2.4 **A&R**	Financial Fraud	4	3	12	• Strong financial controls: segregation of duties and review of transactions. • Review of impact of any changes in structure or duties • Whistleblowing arrangements	3	2	6 ↔	• Continuous review of financial controls • Internal Audit programme	VPSO
2.5 **F&P**	D&A Foundation refuses/withholds funding for key College priorities	5	3	15	• On-going dialogue with Foundation Trustees • Appropriate bid arrangements in place	3	2	6 ↔	• Monitor and advise Board of Management	Prin & VPSO
2.6 **F&P**	Demands of capital developments / maintenance impacts on financial sustainability or delivery of learning and/or services	3	2	6	• Multi-year estates strategy and capital planning • Lobbying of SFC on capital and backlog maintenance funding • Planning for D&A Foundation bids	2	2	4 ↔	• Monitoring of capital plans and expenditures • Regular review of capital plans/timescales relative to funds	VPSO

Post Holders					Score	Impact	Likelihood
	ELT	Executive Leadership Team	Prin	Principal			
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3 People and Performance										
3.1 **LT&Q**	Failure to reach aspirational standards in learning, teaching and service delivery	4	3	12	• Clear quality arrangements and priority actions • Continuous self-evaluation and action planning • Rigorous CPD arrangements in place • Regular classroom observation and learner feedback arrangements	3	2	6 ↔	• Comprehensive monitoring of key PIs and student/staff feedback • Regular Stop and Review events • External review and validation findings	VPCP, VPSO DirC&A
3.2 **LT&Q**	Failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.	4	3	12	• Robust strategic planning and monitoring • Effective environmental scanning • Strong partnerships • Clear links between strategy and practice • Concerted demands for increased activity levels	2	2	4 ↔	• Effective internal monitoring/review/verification arrangements • External review findings	VPCP, VPSO
3.3 **A&R**	Legal actions; serious accident; incident or civil/criminal breach	4	5	20	• Adherence to legislative and good practice requirements • Positive Union relations and staff communication • Effective management development programmes	3	2	6 ↔	• Monitoring and reporting in key areas – eg H&S, equalities, employee engagement • Continuous professional development • Internal audit programme • Staff surveys	Prin, 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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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS: Risks	Impact	Likelihood	Score	TREATMENT: Mitigation Actions	POST MITIGATION EVALUATION: Impact	Likelihood	Score	Monitoring	Lead Responsibility
3 People and Performance (cont.)										
3.4 **HR&D**	Failure to meet the aspirational standards in respect of the health, safety, wellbeing and development of staff and students	3	4	12	• Clear and proactive approaches to managing and promoting health, safety, and wellbeing • Continuous self-evaluation and action planning • Rigorous CPD arrangements in place • Regular staff and learner feedback arrangements	3	2	6 ↔	• Regular employee engagement monitoring • Open communication with staff • Comprehensive monitoring of key PIs and student/staff feedback • Regular union/management dialogue	VPSO
3.5 **Board**	Reputational Risk – Loss of reputation with key stakeholders	4	3	12	• Marketing strategy • Reputation plan • Positive marketing approaches	4	3	12 ↔	• Stakeholder engagement • Social media monitoring arrangements	VPCP, DirC&A
3.6 **HR&D**	National bargaining outcomes impact adversely on College operations, activity, and flexibility	4	4	16	• Influence within Employers Association • Management of bargaining outcomes and implementation	4	3	12 ↔	• Positive union relations and staff communication • On-going discussions with staff • Innovation in approaches	VPSO, 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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3 People and Performance (cont.)										
3.7 **HR&D**	Industrial Relations Problems (including industrial action)	4	5	20	• Adherence to legislative and good practice requirements • Positive Union relations and staff communication • Effective management development programmes • Industrial action continuity planning	4	2	8 ↔	• Regular union/management dialogue • Regular employee engagement monitoring • Open communication with staff • Industrial action continuity planning	VPSO
3.8 **A&R**	Breach of data security / data protection	5	4	20	• Effective management of GDPR compliance • Mandatory staff CPD and awareness raising on data protection (relative to role)	4	2	8 ↔	• Active data protection monitoring and auditing • Effective information and data security policies in operation • Regular data security monitoring/testing • GDPR Action Plan • Staff CPD	VPCP, DirInf
3.9 **HR&D**	Failure to meet Prevent and related obligations	5	3	15	• Prevent training • Staff awareness and contingency planning • Engagement/practice sharing with local agencies	5	1	5 ↔	• Business Continuity Plan including scenario testing • Information sharing with local agencies	VPCP, VPSO

Post Holders					Score	Impact	Likelihood
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3 People and Performance (cont.)										
3.10 **HR&D**	College arrangements do not minimise risk associated with Modern Slavery	4	3	12	• Clear and compliant procurement arrangements and procedures • Staff identity checking arrangements and use of PVG.	4	1	4 ↔	• Annual procurement monitoring/reporting • Regular employee engagement monitoring • Open communication with staff	VPCP, VPSO
3.11 **Board**	Failure to plan or respond adequately to future pandemic illness.	5	4	20	• Monitoring and rapid response to WHO and UK/Scottish Government information and alerts • Maintenance of COVID-19 good practice approaches to inform future use • Effective business continuity planning in place	4	2	8 ↔	• Pandemic readiness / response included in business continuity plan reviews and testing • COVID/Pandemic Response Group in place • Active monitoring and rapid adoption of pandemic guidance / control measures	Principal

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

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

Agenda Item 10

Learning, Teaching and Quality Committee

Wednesday 1 November 2023

PAPER F

LT&Q METRICS

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee
Wednesday 1 November 2023

Learning, Teaching and Quality Committee Metrics

Paper for noting

1. Introduction

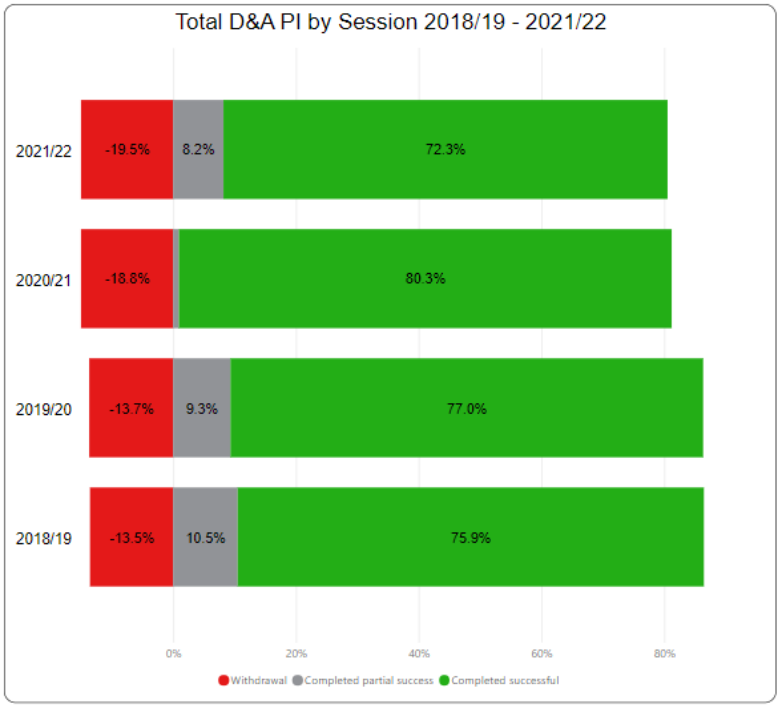
The following paper outlines a range of standard LT&Q metrics/statistical data which are presented to Committee on a rolling quarterly and annual basis.

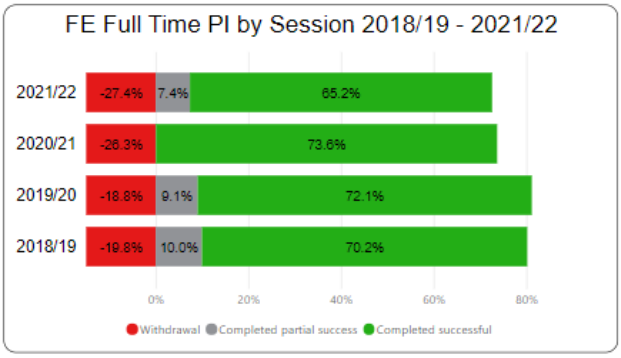
The template is designed to give Board members an easy to read picture of the College's core quality and related information. Sections in the paper can be expanded or amended as necessary, if at any stage Committee members felt that trends or outcomes warranted further consideration at Board level.

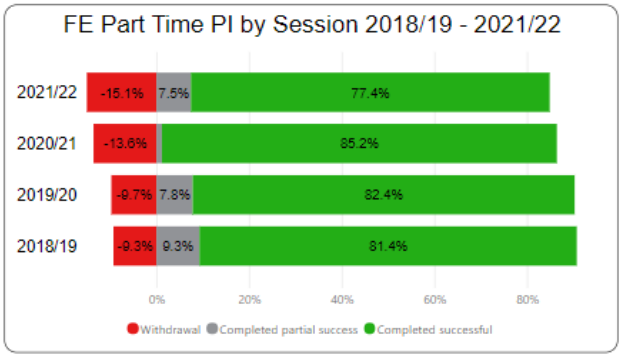
Some of the information is presented as an annual figure and will detail comparisons with previous years. This is of particular importance in identifying trends in Performance Indicators and other annual outcomes.

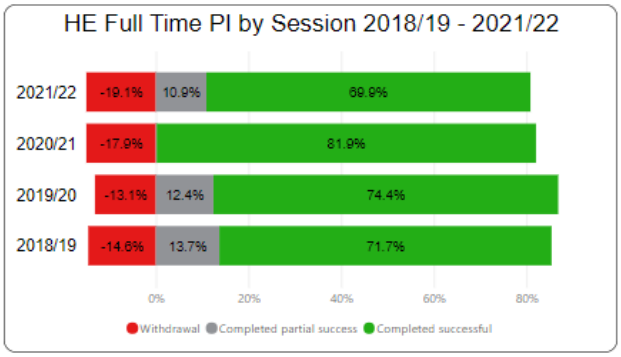
Other data will be presented on a quarterly basis and taken as a snapshot of the status at that point in time.

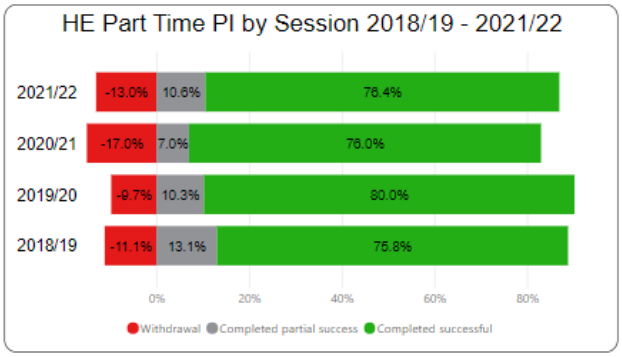
2. LT&Q Metrics











	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	2022/23
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 SFC Additional Credit Target Total Credit Target	108,331 **108,917**	107,405 1,862 **109,267**	**111,897** **111,897**	109,301 **109,301**
Percentage of target	100.1%	100.3%		97.7%

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

	23/24 Applications	23/24 Applicants	Offers Made 23/24
Full-Time Programmes	9,792	7,204	6,104
Part-Time Programmes	1,048	810	774

Session 23/24 Credits by Programme Modes of Study - Summary

22/23 Credit Target was 109,230 (inclusive of 3,900 FA target), 2% lee-way threshold planned delivery between 107,045 and 109,230

23/24 Credit Target is 98,307

Mode	Programmes	Final Credits 22/23	Current Credits as at 24/10/23
17	**Full Time**	**67,073**	**73,310**
18 / 05	**Short Full Time**	**6,875**	**647**
06	**Block Release**	**4,534**	**4,702**
07	**Part Time – Day**	**2,472**	**2,115**
08	**Part Time – Infill**	**13,882**	**7,224**
09	**Part Time – Evening / Weekend**	**983**	**214**
11	**Work Based**	**5,053**	**1,952**
12-16	**Open, Flexible, Distance**	**4,357**	**1,640**
	TOTALS	**105,229**	**91,801**

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 Support Services and Operations

Agenda Item 11

Learning, Teaching and Quality Committee

Wednesday 1 November 2023

DATE OF NEXT MEETING:

7 February 2024, Room A625, Kingsway Campus