



Learning, Teaching and Quality Committee

Wednesday 7 February 2024

PAPER A

MINUTE OF THE PREVIOUS MEETING –

Wednesday 1 November 2023

BOARD OF MANAGEMENT



Learning, Teaching and Quality Committee Wednesday 1 November 2023

Draft

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 1 November 2023 at 5.00pm in Room A625 Kingsway campus and via Microsoft Teams.

PRESENT:

N Lowden	S Hewitt
K Ditcham	M Beattie
M Williamson	D Fordyce

IN ATTENDANCE: S Taylor (Vice Principal / Secretary to the Board)
J Grace (Vice Principal Curriculum & Attainment)
J Roscoe & S Toms (Directors of Curriculum and Partnerships)
K Baxter (Learner Engagement & Community Partnerships Manager)
A Monks (DASA Team Leader)
P Muir (Board Administrator)

1. WELCOME

N Lowden welcomed Committee members and welcomed M Beattie to his first Learning, Teaching & Quality Committee meeting.

2. APOLOGIES

Apologies were received from L O'Donnell, S Middleton, D Smith, C Ogilvie, H Honeyman, F Khan, L Crichton, and L Lappin.

3. DECLARATIONS OF INTEREST & CONNECTION

There were no declarations of interest or connection.

4. MINUTE OF THE PREVIOUS MEETING

The minute of the meeting held on Wednesday 13 September 2023 was approved as an accurate record.

5. MATTERS ARISING

There were no matters arising.

6. CURRICULUM REPORT – COLLEGE COMMUNITY COLLABORATIVE & CREATING SUPPORTED PATHWAYS INTO COLLEGE

N Lowden welcomed K Baxter to the meeting.

K Baxter presented her College Community Collaborative (CCC) report. She highlighted the commitment of Dundee & Angus (D&A) College to individuals who have encountered barriers to the conventional pathways to learning.

K Baxter highlighted the ever-increasing network of c40 partners who have fostered inclusive and empowering learning experiences for individuals from our communities. K Baxter noted having a presence in these third sector organisations has allowed more engagement with students; utilising appropriate community partners to nurture and empower learners and support enhanced transition pre-college.

K Baxter highlighted that Dundee & Angus College Community Collaborative (CCC) has developed innovative and creative approaches to engage, support, and empower community learners through embracing the power of Service Design. Thirteen outcomes were agreed to strengthen the partnership working and provide better outcomes for our young people. To fulfil the outcomes, it was agreed that meetings would be held every quarter to work through a packed agenda, tailoring the journey to each person.

K Baxter explained that by widening the access, and working in collaboration with the community, more than 150 young people are studying full-time college courses, 39 have secured employment, 18 are pursuing further training, and 2 have progressed to university. The commitment offered and provided 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.

D Fordyce commended the report and the ongoing story of young people making a difference within Dundee & Angus College. D Fordyce asked if there were any gaps that made these journeys more difficult or were hampering progress. K Baxter noted that the funding had created new pathways for students, however, this was time limited, and the model used did not fit well within the normal credit-based funding system.

S Hewitt highlighted how Dundee & Angus College were using mixed funding to support the work and stated that there are ongoing discussions with the funding council around the credit-based funding model to better support different types of provision.

M Williamson asked if there is anything more the Community Planning Partnerships can do. K Baxter stated that there were good links with the employability forum, but that funding was always a challenge. J Grace confirmed that the funding was restricted, with this often very focused directly on employment outcomes, rather than study.

K Ditcham queried how the local community partnerships work, and if this is reflected in the Community Learning & Development plans in each area? K Baxter highlighted the recent HMI inspection of CLD which highlighted the value in the work being undertaken.

K Baxter noted that the team were cautious of not over promoting the work they do as they are a small team and don't have the capacity. K Baxter also highlighted the benefit achieved from the Northwood Trust funding, which would support the work through until the end of March 2024, with discussions around future potential funding. S Taylor highlighted the fragmented funding across all of the child poverty and related service and outlined work the College was trying to progress to better align shorter programmes with the third sector to fit into the College recruitment cycle, maximising partnership working and seeking to minimize gaps in provision.

N Lowden praised the report and highlighted how essential work of this type was.

7. STUDENTS' ASSOCIATION REPORT

A Monks presented this report given the absence of C Ogilvy and F Kahn. She stated there has been a recruitment of over 240 class reps from every department with over 185 class reps already fully trained.

A Monks highlighted the success of the DASA induction video which gave students an insight into D&A College, A Monks stated it worked well, with just under 400 individual students engaging with the quiz and 280 classes engaged as a group.

A Monks emphasised the success of the Feedback Friday - utilizing the My D&A Life App to all students. Feedback shared with relevant teams and any issues flagged and action taken/questions answered.

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.

N Lowden praised the Students Association report and thanked Amy Monks for her input to the 10th anniversary dinner the previous evening. N Lowden also praised the students' association and their continuous, never-ending hard work and achievement over three campuses.

8. CURRICULUM & PARTNERSHIPS REPORT

J Grace presented the report for noting.

Figures for full-time course recruitment have remained similar to figures of 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.

J Grace highlighted 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.

J Grace highlighted the positive work of the NHS Tayside collaboration, highlighting the 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 first cohort, celebrating the successful completion of the award in August, saw 35 newly qualified assistant practitioners, now actively serving in both community and mental health, as well as acute care units across NHS Tayside.

J Grace highlighted the success of prize-giving and graduation.

The report was praised and welcomed by the Committee.

9. STRATEGIC RISK REGISTER

The strategic risk register was noted, although there were changes made, there were no immediate impact on the Learning, Teaching and Quality Committee and no changes proposed to the risks allocated to the Committee.

10. LT&Q METRICS

The range of LT&Q metrics were noted.

S Taylor highlighted that the 2022/23 performance indicators were almost finalised (as they had been delayed by the resulting boycott) and suggested that an update to the metrics be issued, rather than wait until the next meeting. This was agreed. **S Taylor to progress.**

11. DATE OF NEXT MEETING

Wednesday 7 February 2024 at 5.00pm in room A625 Kingsway campus.

Action Point Summary

Action

Circulate update of LT&Q metrics

Responsibility

Date

S Taylor

17 November 2023



Learning, Teaching and Quality Committee

Wednesday 7 February 2024

PAPER B

MATTERS ARISING

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 7 February 2024

Matters Arising



Paper B for information

The following actions were noted from the Wednesday 1 November 2023 Learning, Teaching & Quality Committee meeting.

Agenda Item No	Action	Current status	Open / Closed
10.0	Circulate update of LT&Q metrics S Taylor	Issued on 12 th December 2023	Closed

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



Students'
Association
Dundee and Angus College

DASA RECAP SEMESTER 1 2023

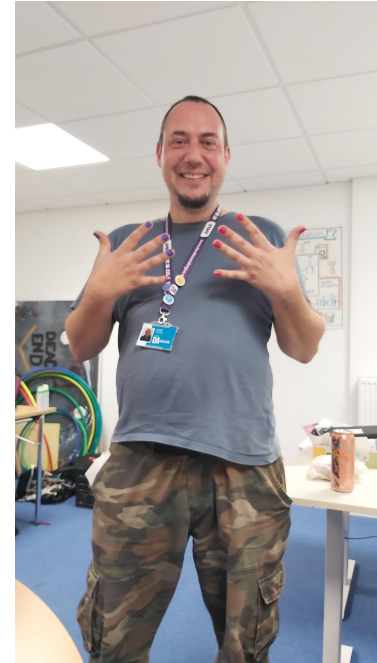
Dundee & Angus College
Students' Association

Summer Planning: We used this quiet(er) time to plan our key priorities, goals and timeline for the 2023/24 year. Focusing on inductions, Class & Department Rep recruitment, training and meeting calendar, Breakfast club provisions and Clubs & Groups.

Senior Phase & S3 Tasters: We helped welcomed 100's of Senior phase and S3 pupils onto campus and helped show them around the college, guide them to classes and chat to the about the DASA team and what wider support they can access.

SPARQS That's Quality: Colin, Amy and Fatima attended the **That's Quality** event through SPARQS at Queen Margaret University in Musselburgh at the start of August. The team were introduced to the Tertiary approach that SPARQS are working towards adopting this year. Amy was asked to help facilitate the event to support new elected officers alongside the SPARQS team. The team found the event very useful and it gave everyone involved the chance to work on scenario based situations as a Students' Association. The training that we received will help us to fulfill our roles to the fullest and ensure that as many students as possible are involved with us.

Connect 2: We had great fun meeting all the new and returning 23/24 students over the **six Connect 2 D&A Events** across all three campuses. We were able to give students a taster of what DASA has to offer. Chance to chat about representation, mental health, social activities and of course to meet the DASA team.



Inductions: We created an induction video to reach out to all students. **We had 393 responses to our inductions quiz** and one lucky winner of a £50 Amazon voucher in the prize draw! Alongside traditional class visits and talks the video helped us reach more classes and student in the initial few weeks.

Freshers: We ran fun activities for students and staff across all campuses, this was another great opportunity to showcase what our team offers and to meet the new Elected Officers and staff.

Class Reps: We have successfully recruited **249 Class** with **205 of them taking part in the training offered**. In total we ran 17 training sessions including Quiet sessions, online, campus based and catch up session. As well as having an online self directed training package/handbook. Each Class Rep that completed training received a certificate.

There are 7 class rep meetings planned for throughout the 2023/24 academic year, all covering a different aspect of the student experience, meetings are offered at each of the campuses in person as well an online call to try an engage as many of the reps to gather their vital feedback. At each meeting a short information session or additional training has been offered to give our Reps more they can add to their CV/talk about at interviews and help them in their role. This has included Safeguarding awareness, introduction to WRAP, LDR session on Study Skills, LACE session on teambuilding and communication skills. Each of these session have also come with a certificate of attendance.

Department Reps: We have recruited 22 Department Reps who now form our Student Congress. They we offered a short additional training session to give details of their role which included a chat from Michelle Hamilton the Quality Manager. Student congress will meet at least twice in semester 2.

Clubs and Groups: The new Academic year saw the return of our on campus and online social opportunities for student to get involved in. Book and Crochet Clubs, Quiz Night, Cuppy and Chats and more! **We have hosted 25 hours of quizzes & 35 hours of cuppy and chats.**



Thrive: Thrive has been used by 100's of students and staff since the start of semester 1. The Breakfast Clubs, Thrive Shops and Campus Food larders have been used every day and we continue to seek out donations and funding to keep this offer going. We also ran big breakfasts as part of the D&A 10th Birthday celebrations. **We have provided over 600 Breakfasts for students and staff.**

Student Voice Sessions: We have begun to host Student voice sessions with classes and departments where nominating a Class rep is a bit trickier, these sessions help make sure we don't miss those student voices and are completely flexible to the class. **11 sessions were done in Nov/Dec.**

D&A Decade: In addition to the Big Birthday Breakfast, we ran an Elf on the Shelf competition where one student from each campus who found all the naughty elves one a D&A Decade Hoodie. We also help promote November's Cyclathon. And in January we are running a D&A Decade Tartan designing competition.

Feedback Friday: With over 200 students taking part, our weekly Feedback Friday short survey has been a great way to gather quick student feedback on different aspects of their student experience from the My D&A Life app, to the catering facilities, to their learning and teaching and support. With the feedback coming in weekly it has been a really efficient way to pick up any issues or concerns quickly and put actions into place with the appropriate staff team. This will continue into semester 2 with support from the Directors. Please encourage your classes to take part!

Winter Wellbeing: In the run up to the winter break we asked student what they might need support with over the 3 weeks. We updated the Thrive Portal site with lots of information on wellbeing, mental health, social and cost of living support available in the community.



Feedback Friday - THRIVE - cost of living support

“
people able to have free food in college who wouldn't eat otherwise
”



Social Science

WHAT'S NEXT?

- 2024 STUDENT ELECTIONS.
- 2023/24 STUDENT LED STAFF AWARDS.
- DASA FOCUS - CONSTITUTION, STUDENT PARTNERSHIP AGREEMENT , TEAM ROLES & STRUCTURE.
- BREATHING SPACE CUPPY & CHAT.
- PLUS MORE FUN AND FEEDBACK!!

Thank you!

Students'
Association
Dundee and Angus College



Students'
Association
Dundee and Angus College





Learning, Teaching and Quality Committee

Wednesday 7 February 2024

PAPER C

**STUDENT SATISFICATION SURVEY -
NOVEMBER 2023**



Leading Learning, Inspiring Success

Learner Survey – Summary Report

November 2023

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Introduction

The Quality Team compiled the Dundee and Angus College Spring Learner Survey to ascertain levels of student satisfaction. The survey was open for five weeks in October and November 2023 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

With 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 3,717 responses in total comparable to 3,748 in autumn 2022. 3,155 unique (identifiable) students responded and could be matched to 3,362 enrolments.
- The response rate among full-time students decreased a little from 63.2% in autumn 2022 to 55% in the current survey.
- The “One Thing” question received 3,242 responses, meaning that 87% of responses had an answer to this question.
- The average number of text feedback responses per question has decreased to 1,116 responses per question from 1,508 responses per question in spring 2022.
- There was a survey dropout rate of 0%, meaning 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 and the spring 2023 survey.

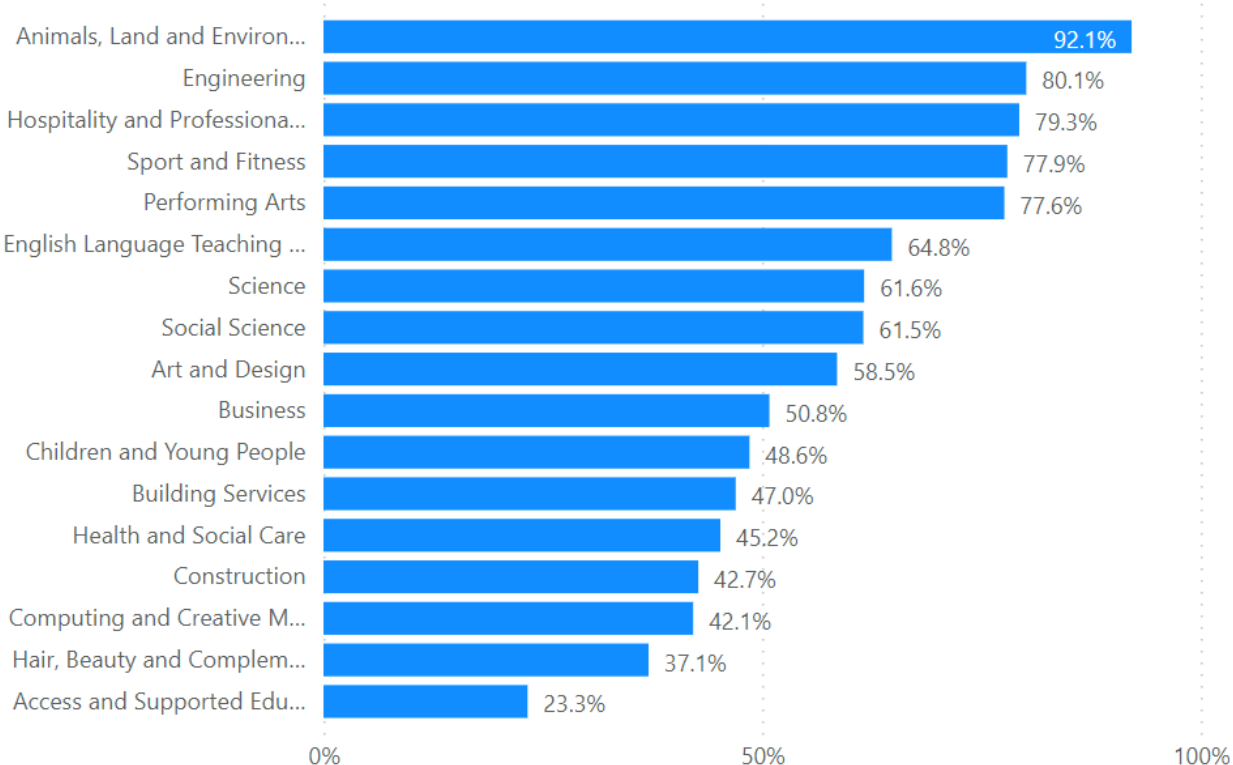
Survey Participation

Overall participation in the survey has been good with 3,717 responses in total. Of these, 3,155 responses were matched to students with one or more enrolments, resulting in matches to 3,362 enrolments.

36% of the total eligible current student population took part, with 2,345 out of around 4,268 current full-time students responding (59.5.5%). Uptake by part-time students was much improved at 17.6%. These numbers and the chart below do not include 316 late responses from two academic teams.

The full-time learner response rate varies across teams, with the highest response rate from the **Animals, Land and Environment** team at **92.1%** of full-time students, followed by **Engineering** at **80.1%**.

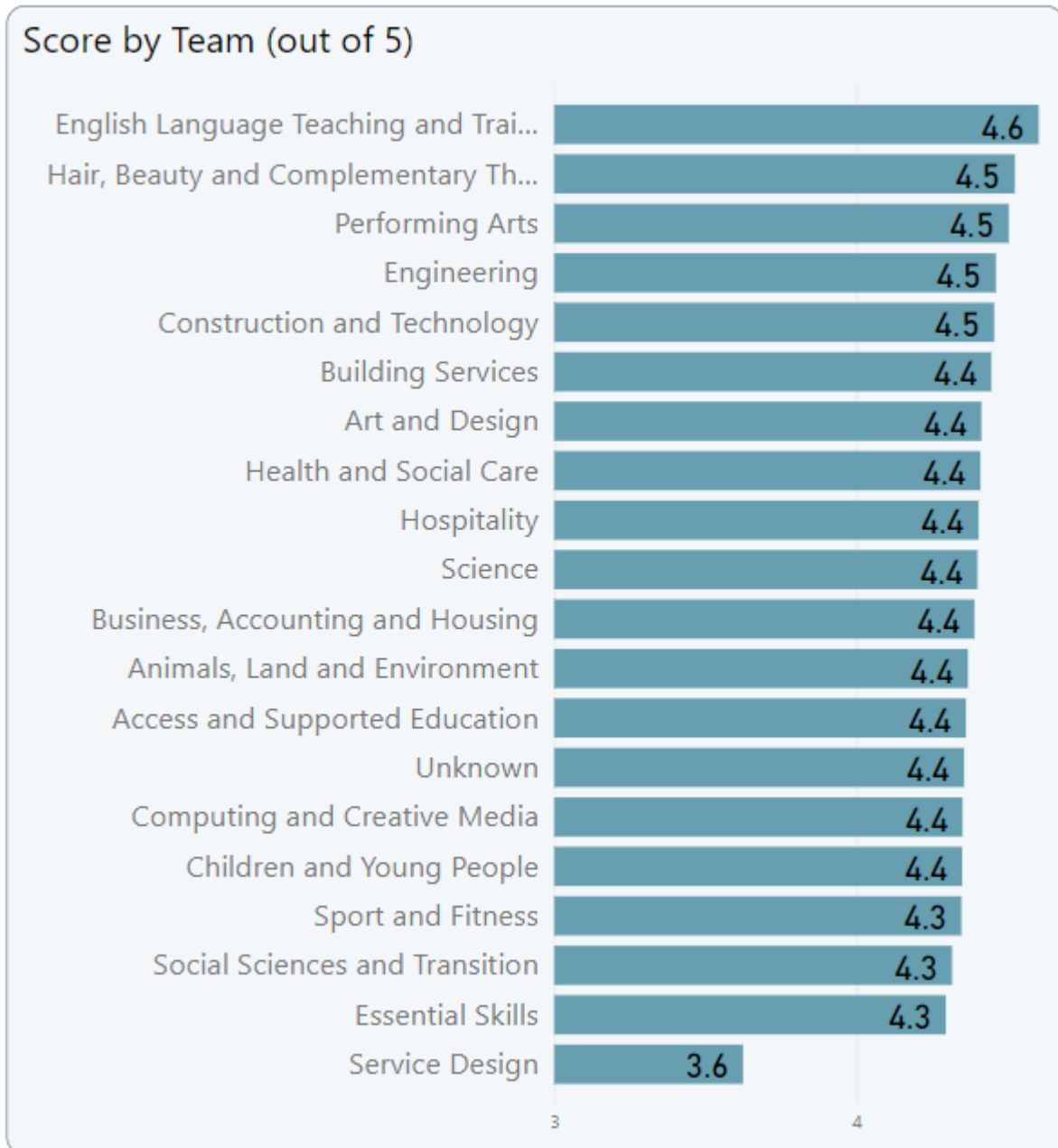
Survey Participation Rate by Team (Full Time students)



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 spring 2023, 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

The average score across all departments by Question:

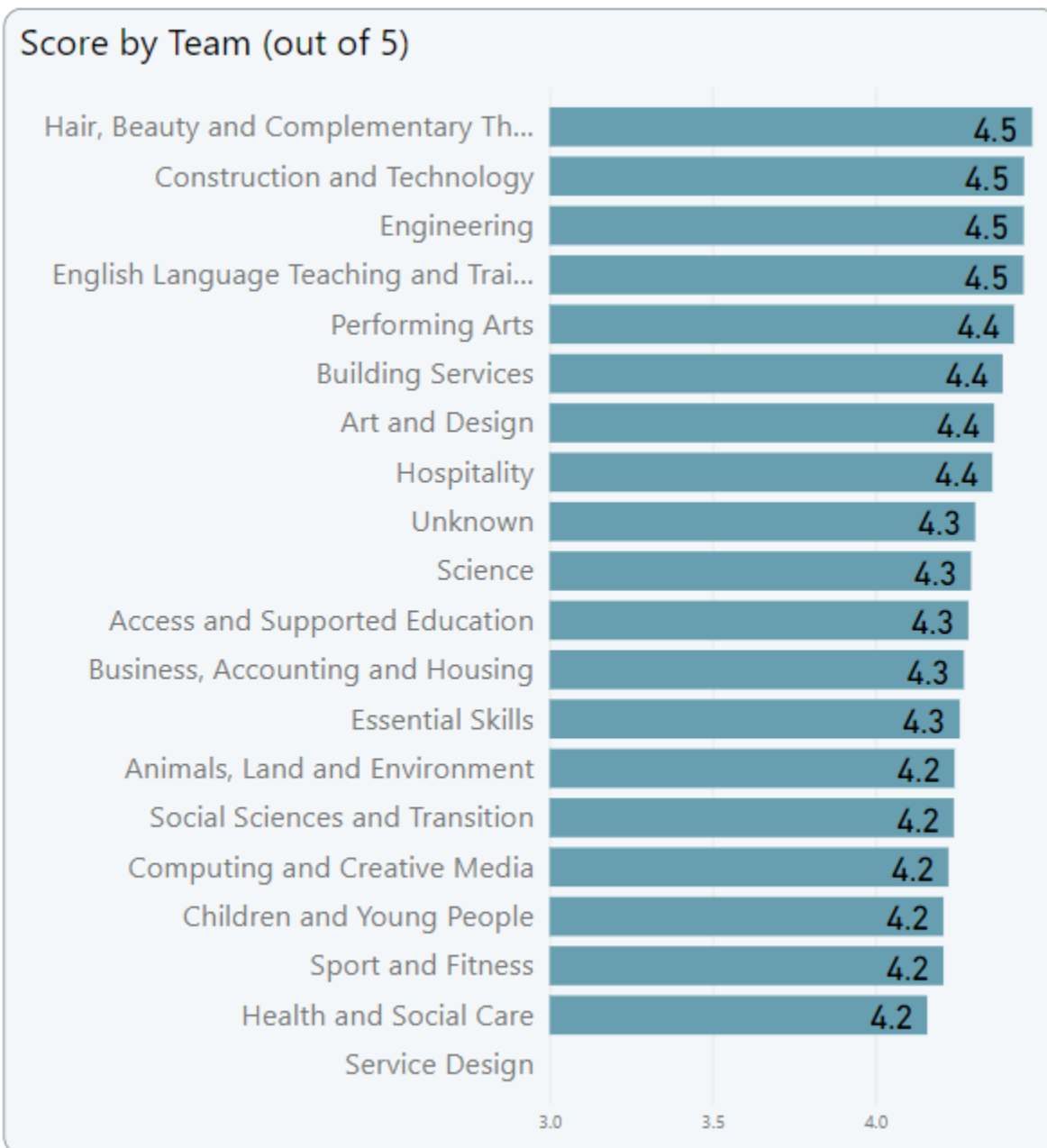


Results by Question & Department

Feeling Welcome and Valued

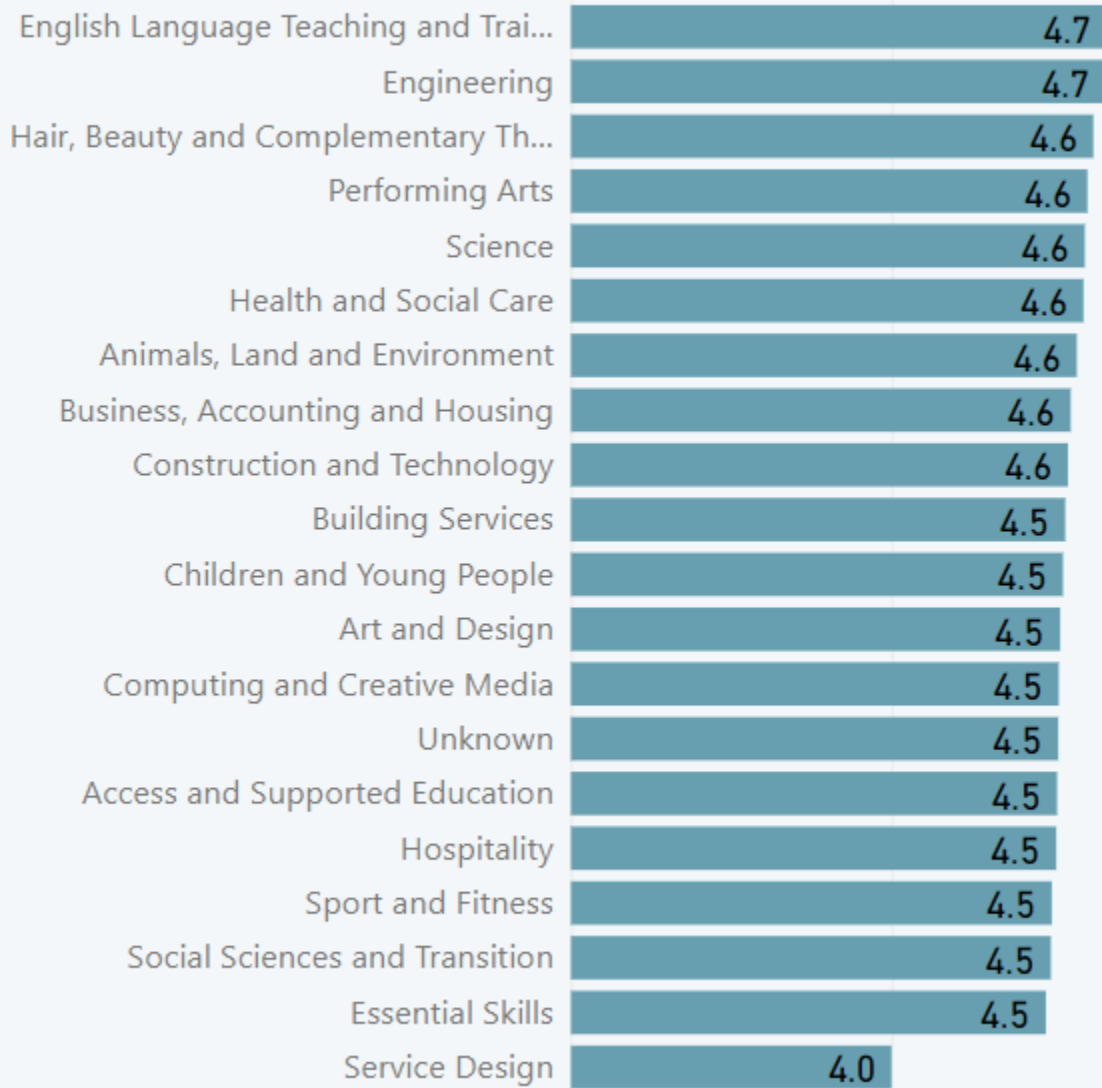


Your Learning Experience so far

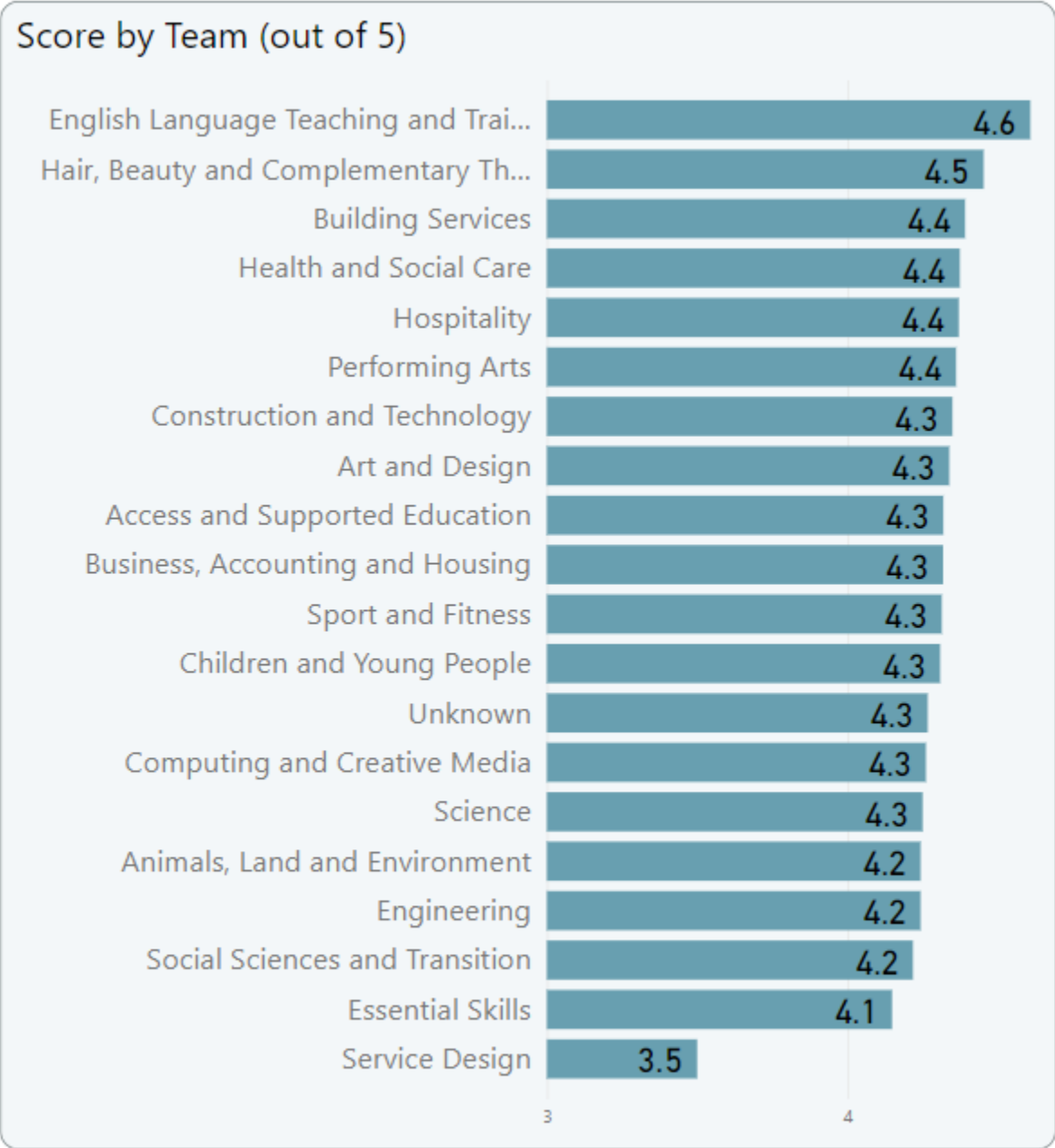


Our Staff

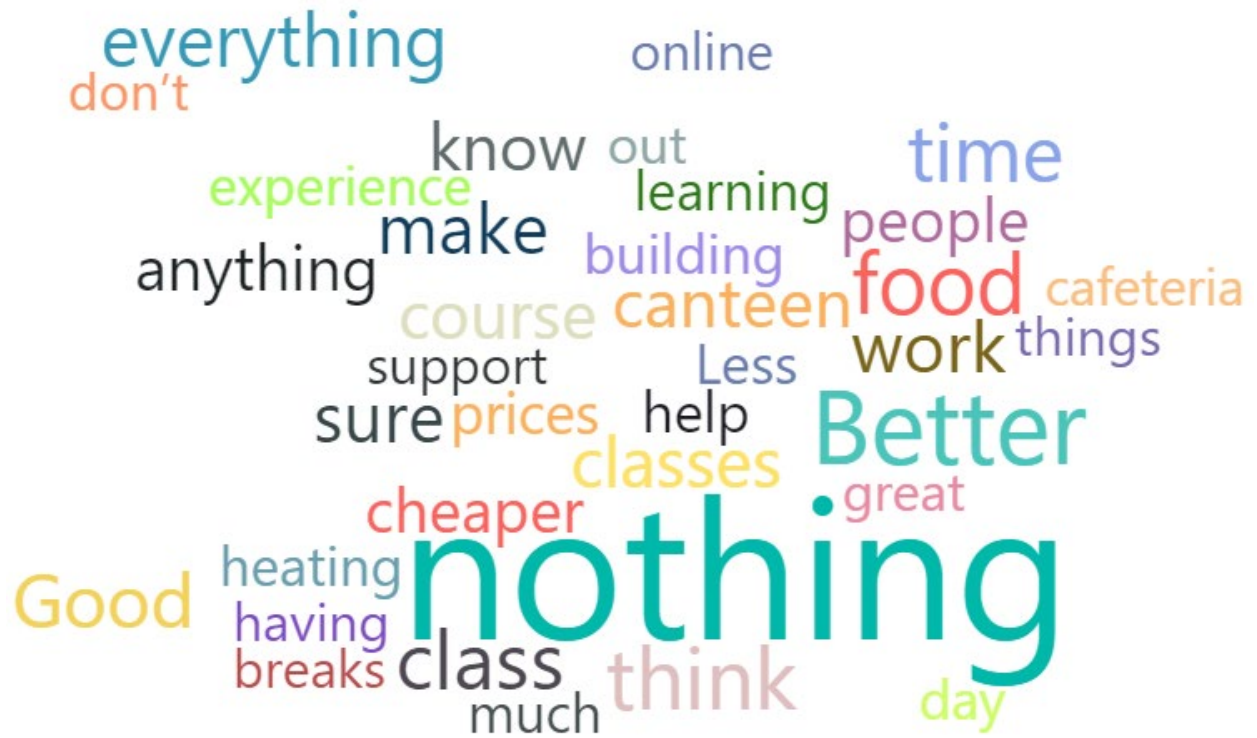
Score by Team (out of 5)



Places and Platforms for Learning



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





Learning, Teaching and Quality Committee

Wednesday 7 February 2024

PAPER D

**EDUCATION SCOTLAND ANNUAL
ENGAGEMENT VISIT REPORT**

6 February 2024

Mr Simon Hewitt
Principal and Chief Executive
Dundee and Angus College
Kingsway
Dundee

Dear Simon,

A team of HM Inspectors from Education Scotland visited Dundee and Angus college in December 2023 to undertake an Annual Engagement Visit. During our visit, we talked to learners, staff and stakeholders, and worked closely with the senior managers.

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

Learner progress and outcomes

In almost all curriculum areas, FE and HE learner successful completion rates have been above the sector average for the last 5 years. Overall rates of completion with partial success for learners on FE programmes have been consistently better than the sector average over the last 5 years. Successful completion rates for learners from the most deprived backgrounds have improved and are well above the sector average. Rates of successful completion for learners with protected characteristics and from key groups are also above the sector average.

Most learners with additional support needs successfully achieve their programme and develop a broad range of relevant skills which help them gain employment. Learner progression to HE level provision and employment is high. Around 95% of learners achieve a positive destination upon completing their college programme.

The number of learners contributing to the SFC student satisfaction engagement survey has increased. The overall satisfaction level of full-time FE learners has improved and is above the sector norm.

A wide range of staff teams work collaboratively to support learners to stay on course and complete their programme. These include wellbeing student support staff, learner support staff and e-learning support staff. The college supports community-based learners well to progress to college located provision.

All curriculum managers make productive use of monthly meetings to reflect on curriculum activities with their peers, introduce new approaches to deliver learning and teaching, and share effective practice. Managers work collaboratively with other colleges to influence and shape national curriculum and adopt best practice.

Teaching staff work productively to generate new and improved approaches to learning and teaching which enhances the learner experience. Almost 90% of teaching staff hold the

Teaching Qualification in Further Education. Academic development staff gained accreditation from General Teaching Council Scotland to deliver Coaching for Success. All college departments are benefitting from having a group tutor to support staff to develop coaching techniques.

Managers provide all teaching staff with good opportunities to evaluate and enhance their pedagogical practice.

The college is continuing to refresh its curriculum portfolio to respond to opportunities emerging within the region. Curriculum staff engage effectively with stakeholders and regional employers to ensure the curriculum offer supports economic development in the region.

The college's community partnership staff work well with local and regional partners to reach out to young people and adults who are furthest away from engaging in education or employment. This is encouraging vulnerable learners to take incremental steps towards engaging fully with the college.

Learner Engagement

All learners value the support they receive from guidance tutors, teachers and support staff to progress well within their programmes. There are effective arrangements for ensuring learner representation are comprehensive and inclusive and lead to improvements for learners. Dundee and Angus Students' Association (DASA) are represented well at all levels within the college and deliver the learner voice effectively.

Arrangements for gathering learner feedback are comprehensive. Managers and staff draw productively on the findings within evaluation processes to plan actions that enhance the learner experience.

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

- Rates of learner withdrawal from full-time FE and HE programmes have increased in the last four years but remain below the sector norm. The number of learners who withdraw from part-time FE and HE programmes is above the sector average and has been for the previous 4 years.
- Meta skills are mapped well across all curricular areas. However, staff have not yet embedded them consistently in all programmes and are not signposting the development in these skills sufficiently to all learners.
- Some staff do not use My Progress effectively to ensure a consistent learning experiences for all learners.

Main points for action

- None identified

What happens next?

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

Peter B Connelly
HM Inspector

Annual Engagement Visit Report

Dundee and Angus college

30 January 2024

College Principal	Simon Hewitt
Annual Engagement Visit Date	6th December 2023
College Nominee	Steven Taylor
Lead HMI	Peter Connelly

1. Background

Annual Engagement Visits (AEVs) are planned collaboratively between the college, HM Inspectors, and the Scottish Funding Council (SFC). During the AEV, the team focussed on the progress made on improvement priorities and the outcomes of previous engagement with HM Inspectors. HM Inspectors met with staff, learners, and other stakeholders. Inspectors examined the latest available performance indicators (PI) data published by SFC alongside recent unverified college data. This report outlines the findings from the visit, and includes aspects of positive practice, aspects for improvement, and any associated main points for action. The report will be shared with the college Principal, college Board of Management, and/or Regional Strategic Body. An accompanying short report will be published on Education Scotland's website.

During the AEV the team explored the following overarching themes: learner progress and outcomes, approaches to assuring and enhancing the quality of learning and teaching including professional updating, and learner engagement. The team also reviewed progress against actions identified during our engagement in AY 2022/23.

2. The college and its context

Dundee and Angus College deliver provision across the Tayside region from three main campuses, two in Dundee and one in Arbroath.

The college offers a wide range of further education (FE) and higher education (HE) programmes between levels 2-10 on the Scottish Credit and Qualifications Framework (SCQF). The range of provision offers progression from FE to HE level study including degree programmes delivered in partnership with eleven universities.

The college employs c 700 staff and has undertaken major savings exercises over the past two years, resulting in a reduction of approximately 65 full-time equivalent staff, a reorganisation of several support functions and activities, and a full review of curriculum provision to reduce duplication and streamline learning journeys. Student activity in 2022/23 did not meet the SFC target of 109,230 credits by a margin of approximately 4,000 credits, but the college reports that it is on target to meet its 2023/24 activity target.

3. Summary of findings

3.1 Learner progress and outcomes

Summary of key performance indicator information

- The latest available college data returned to SFC indicates that in AY 2022/23 rates of successful completion for full-time FE and HE programmes have improved but successful completion for part-time programmes has declined from the previous year.
- In almost all curriculum areas, learner successful completion rates for both FE and HE have been above the sector average for the last 5 years.
- Rates of full-time FE successful learner completion are below the sector average in construction (6% below) and land-based studies (7% below).
- Successful completion rates for learners from the most deprived backgrounds have improved and are well above the sector average. Rates of successful completion for learners with protected characteristics and from key groups are also above the sector average.
- Overall rates of completion with partial success for learners on FE programmes have been consistently better than the sector average over the last 5 years.
- Rates of learner withdrawal from full-time FE and HE programmes have increased in the last four years, but remain below the sector norm. The number of learners who withdraw from part-time FE and HE programmes is above the sector average and has been for the previous 4 years.
- The number of learners contributing to the SFC student satisfaction engagement survey has increased. The overall satisfaction level of full-time FE learners has improved and is above the sector norm.

Evaluative commentary

Equity, attainment, and achievement for all learners (QI 3.2)

Areas of positive practice

- A wide range of staff teams work collaboratively to support learners to stay on course and complete their programme. These include wellbeing student support staff, learner support staff, and learning/digital support staff.
- Most college learners with additional support needs successfully achieve their programme and develop a broad range of relevant skills which help them gain employment. For example, the Project Search initiative is supporting 70% of learners with additional support needs who are successful to gain employment.
- Learner progression to HE level provision and employment is high. Around 95% of learners achieve a positive destination upon completing their college programme.

- The college supports community-based learners well to progress to college located provision. For example, community engagement initiatives such as find your future are successful in encouraging and supporting hard-to-reach learners to engage with the college. These approaches are part of a strategic aim to secure transition of learners on part-time, community-based programmes, to full-time provision.
- The college leadership team provides staff with autonomy to innovate and implement change to support learners to achieve.
- Staff engage productively with employers in the region to take forward numerous initiatives which contribute to the National Strategy for Economic Transformation. These include The Eden Project Scotland and the Montrose Ports / Montrose Zero Four green skills developments. This provides learners with opportunities to work on real life projects to develop their range of skills and experiences.

Areas for development

- Meta skills are mapped well across all curricular areas. However, staff have not yet embedded them consistently in all programmes and are not signposting the development in these skills sufficiently to all learners.

3.2 Approaches to assuring and enhancing the quality of learning and teaching including professional updating

Leadership for improvement of learning and teaching (QI 1.2)

- Senior managers have positioned the college well as a leading partner within the Tayside region. This is producing significant benefits that are enhancing the quality of the learner experience. For example, lecturers and commercial managers make effective use of the SFC's Flexible Workforce Development Fund to design training that supports employers to address priority skills gaps.
- All curriculum managers make productive use of monthly meetings to reflect on curriculum activities with their peers, introduce new approaches to deliver learning and teaching, and share effective practice.
- Managers work collaboratively with other colleges to influence and shape national curriculum and adopt best practice.
- Teaching staff work productively in meetings and informal settings to generate new and improved approaches to learning and teaching which enhances the learner experience.
- Almost 90% of teaching staff hold the Teaching Qualification in Further Education. Senior managers adapted Teaching in Colleges Today to replace the teaching Professional Development Award (PDA) with a contextualised award, branded as Teach at D&A. This approach is valued highly by staff and supported effectively by learning and teaching mentors.
- Most teaching staff use the My Progress digital platform effectively to monitor the progress of learners. Staff make good use of the easily accessible learner information to tailor learning and teaching to meet the needs of individual learners.

- Managers provide all teaching staff with good opportunities to evaluate and enhance their pedagogical practice. They have revised and reintroduced the Reflecting on Learning Experience (ROLE) initiative to provide contextualised local arrangements, including peer lesson observation, use of the My Evaluation platform and arrangements for curriculum teams to engage in professional dialogue.
- Academic development staff gained accreditation from General Teaching Council Scotland to deliver Coaching for Success. All college departments are benefitting from having a group tutor to support staff to develop coaching techniques.

Areas for development

- Some staff do not use My Progress (or equivalent awarding body systems) effectively to ensure a consistent learning experiences for all learners.

Learning, teaching, and assessment (QI 2.3)

Areas of positive progress

- The college is continuing to refresh its curriculum portfolio to respond to opportunities emerging within the region. Curriculum staff engage effectively with stakeholders and regional employers to ensure the curriculum offer supports economic development in the region.
- Teaching departments make effective use of work placement opportunities and input of industry representatives, to help learners to develop a wide range of relevant meta skills.
- The Business Partnership team and curriculum staff work collaboratively and effectively to develop and deliver learning and skills programmes that meet employer needs.
- Curriculum teams coordinate a range of useful events to help school-age learners' transition to college programmes. These include delivering presentations to schools, hosting open days and arranging events to help potential learners find out about life at college.
- Curriculum teams make good use of monthly meetings with group tutors to discuss and update learner information on My Progress and action interventions to support learners at risk of not completing their programme successfully.
- Most curriculum teams draw productively on data to identify points in the year, and in programmes, when learner withdrawal may become an issue. They use the findings to organise events targeted at improving retention and proactively encourage learners to engage with the initiative Stay@D&A.
- The college's community partnership staff work well with local and regional partners to reach out to young people and adults who are furthest away from engaging in education or employment. This is encouraging vulnerable learners to take incremental steps towards engaging fully with the college.
- Prior to enrolment, learners benefit from the support they receive from staff to ensure they are aware of their timetables and know how to use college resources to support them during

their time at the college. This is particularly helpful to vulnerable learners who are transitioning to a college programme.

- Staff work well with the local authority and secondary schools to ensure that expectations on standards of behaviour at college are conveyed effectively to pupils. This is helping to ensure that school-based learners have a positive experience whilst at college.

Areas for development

- None identified.

3.3 Learner Engagement

Learners leading learning (QI 1.2)

Areas of positive progress

- All learners value the support they receive from guidance tutors, teachers and support staff to progress well within their programmes.
- There are effective arrangements for ensuring learner representation are comprehensive and inclusive and lead to improvements for learners. Student representatives gather and use feedback from their classmates effectively within course team discussions to bring about improvements.
- Dundee and Angus Students' Association (DASA) are represented well at all levels within the college and deliver the learner voice effectively. DASA representatives feel valued and listened to and can describe positive change resulting from their feedback.
- Class representatives contribute effectively during curriculum staff meetings to share the learner voice on specific issues within programmes. DASA can articulate examples of positive change being made as a direct result of providing learner feedback.
- DASA and the Learning and Community Engagement Team coordinate useful events to promote and reinforce the inclusive culture within the college. This included supporting LGBTQ+ learners to participate socially with peers in a fun way.

Areas for development

- None identified.

Evaluation leading to improvement (QI 1.4)

Areas of positive progress

- Arrangements for gathering learner feedback are comprehensive. Managers and staff draw productively on the findings within evaluation processes to plan actions that enhance the learner experience.
- Class representatives feel well informed to carry out their duties. DASA has supported recruitment of class representatives in almost all curriculum areas, and most have received training to undertake their role.

- DASA host weekly Feedback Fridays for all learners to convey their views on a specific theme. Feedback is collated and shared through committees and channels to help support enhancement of the learner experience.

Areas for development

- None identified.

3.4 Update on previous Education Scotland evaluative activities AY 2022-23

Areas of positive progress

- The college has worked hard in the last year to support staff to identify approaches to reduce rates of learner withdrawal in most full-time programme areas. However, this work is not yet complete and for part-time FE and HE programmes withdrawal is above the sector average.
- College staff are working well with local authority schools to ensure younger learners understand the expectations regarding behaviours whilst at college.
- There are no current or outstanding Safeguarding issues.

Areas for development

- The college should improve retention rates of learners on part-time programmes.

4. Main Points for Action

- There are no main points for action.

5. What happens next?

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

Peter B Connelly
HM Inspector

Annexe 1 Evaluative Terms

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

Annexe 2

Full-time FE

College			
	Withdrawal	Partial Success	Completed successfully
2018-19	19.8%	10.5%	70.2%
2019-20	18.8%	9.1%	72.1%
2020-21	24.7%	6.6%	68.8%
2021-22	27.4%	7.4%	65.2%
National sector performance			
	Withdrawal	Partial Success	Completed successfully
2018-19	24.70%	10.10%	65.20%
2019-20	20.80%	13.20%	66.00%
2020-21	27.30%	11.70%	60.90%
2021-22	29.30%	11.70%	59.00%

Part-time FE

College			
	Withdrawal	Partial Success	Completed successfully
2018-19			84.4%
2019-20	9.7%	7.8%	81.3%
2020-21	13%	5.6%	83.5%
2021-22	15.1%	7.1%	78.3%
National sector performance			
	Withdrawal	Partial Success	Completed successfully
2018-19	9.30%	11.00%	79.70%
2019-20	9.50%	12.50%	78.00%
2020-21	10.10%	13.70%	76.20%
2021-22	10.70%	13.00%	76.30%

Full-time HE

College			
	Withdrawal	Partial Success	Completed successfully
2018-19	14.6%	13.7%	71.7%
2019-20	13.1%	12.4%	74.4%
2020-21	16.6%	8.5%	74.9%
2021-22	19.1%	10.9%	69.9%
National sector performance			
	Withdrawal	Partial Success	Completed successfully
2018-19	18.50%	11.70%	69.80%
2019-20	14.90%	11.70%	73.40%
2020-21	17.60%	10.90%	71.60%
2021-22	23.60%	13.90%	62.50%

Part-time HE

College			
	Withdrawal	Partial Success	Completed successfully
2018-19			
2019-20	9.7%	10.3%	80.0%
2020-21	16.7%	11.6%	71.7%
2021-22	13.0%	10.3%	76.4%
National sector performance			
	Withdrawal	Partial Success	Completed successfully
2018-19	9.00%	12.10%	78.90%
2019-20	8.20%	13.70%	78.10%
2020-21	9.20%	9.90%	80.90%
2021-22	9.50%	11.70%	78.80%

Dundee and Angus	2021 -2022			
	Enrolled	% Completed Successful	% Partial Success	% Withdrawal
10% Most deprived postcode areas	1,405	64.4%	9.1%	26.5%
20% Most deprived postcode areas	2,345	65.1%	8.7%	26.1%
Care Experienced	546	61.2%	10.6%	28.2%
Disability	1,401	68.9%	7.6%	23.5%
Ethnic minority	404	70.3%	6.9%	22.8%
FE Females	2,946	66.2%	8.1%	25.7%
FE Males	2,682	70.4%	7.8%	21.8%
HE Females	998	71.2%	9.3%	19.4%
HE Males	692	69.7%	11.6%	18.8%

Scotland	2021 -2022			
	Enrolled	% Completed Successful	% Partial Success	% Withdrawal
10% Most deprived postcode areas	21,327	60.1%	13.7%	26.3%
20% Most deprived postcode areas	39,849	60.8%	13.5%	25.6%
Care Experienced	7,887	52.5%	17.8%	29.6%
Disability	30,671	61.6%	14.4%	24.0%
Ethnic minority	12,999	68.9%	13.7%	17.5%
FE Females	47,435	61.9%	13.6%	24.5%
FE Males	46,808	68.5%	13.1%	18.4%
HE Females	19,528	67.0%	10.7%	22.3%
HE Males	16,537	63.1%	16.2%	20.7%



Learning, Teaching and Quality Committee

Wednesday 7 February 2024

PAPER E

CURRICULUM & PARTNERSHIPS REPORT

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 7 February 2024

Curriculum & Partnerships Report



Paper for noting

1. Recruitment update

The January course offer has been reviewed and consolidated using the same principles as the current full-time portfolio which is now more efficiently delivered. These actions resulted in the reduction of 10 streams (30 to 20) whilst retaining the breadth of choice for applicants. Recruitment to the January courses has been positive with 336 students enrolled against a minimum target of 312 places and an increased class size average of 18.7 compared to 13.5 in January 2023. These figures indicate that the portfolio has the correct range of courses and is of an appropriate size to meet demand.

Full-time applications for Session 2024-25 opened in November 2023 with over 3400 applications received to date, which is an increase compared to the same point last year. Selection activities will begin this month, continuing through to August. Promotion of the 2024-25 courses began with the campus open days held last month in Arbroath and Gardyne campuses, both of which were well attended.

2. Retention

There has been a whole college focus on retention this session. As a result, early withdrawals have significantly decreased (310 learners compared to 712 in 22/23). Fostering positive and meaningful relationships with students has been key to this success and builds on good practice already established within some academic teams.

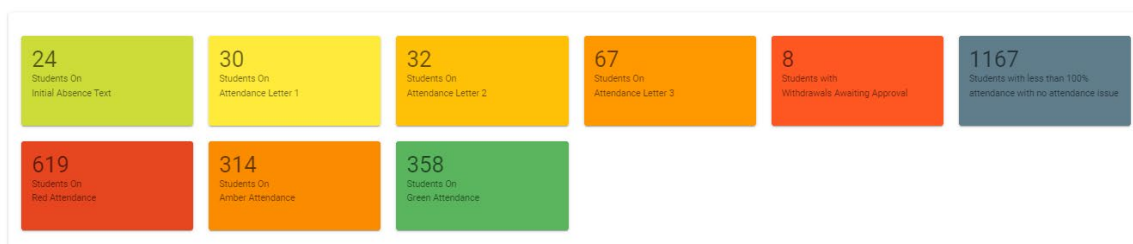
This improvement has been influenced by teams adopting a calm approach to the start of the year, reducing the pressure on students and focusing on short-term goals rather than the full course overview of learning and assessments. In many cases, this softer start has been paired with fun activities to build connections with support from Learner Engagement, the Students' Association and Student Support services. Teams also provided opportunities for students to support each other. For example, in **Health and Social Care**, they have established '**Chatty Cafes**' where they encourage all students from across all SCQF levels to talk to each other, share their experiences and offer support to each other.

Aspirational events have been used by teaching teams throughout the session to motivate students and demonstrate career options. For example, **Hospitality, Science and Sport and Fitness** have used their well-established links to employers and universities, to offer job fairs, site visits and masterclasses from industry experts. Teams also scheduled events after the winter break to remotivate students on their return to college.

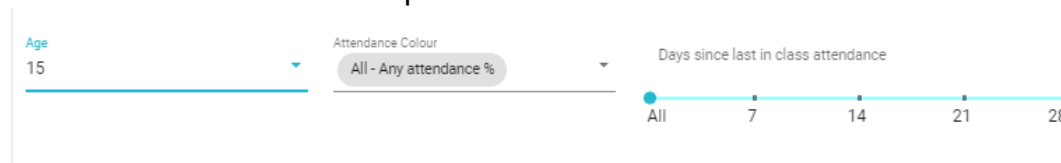
Work has also been ongoing with our colleagues in Skills Development Scotland (SDS) to improve our Datashare portal, providing real-time attendance and application data to SDS and schools' guidance staff. This enables them to focus on students who are

reaching attendance triggers and liaise with college staff on how we jointly support them to return to classes.

Attendance



In addition, we have introduced report filters on age and number of days missed – to support monitoring and tracking of exceptional school leavers on college courses. We also now include the most up to date student contact details.



The early feedback from SDS and school staff is this is an excellent enhancement to the portal, allowing them easily accessible, accurate and more timely student data. Many of them are now using the Datashare portal as their primary source of student information.

3. D&A Community

3.1 Game Jam 2024

Once again, our Computing department has led on their annual Game Jam event. This is a time-bound creative competition where students must collaborate to create a game in response to a previously unseen brief. This year's brief was **"It's not a glitch, it's a feature"**.



In addition to developing industry skills in games development and design, students have to problem solve, collaborate under pressure, stay within the scope of the brief and promote their game to the judges. The judges comprised a panel of representatives from Ninja Kiwi and Jagex Games who used a strict set of judging criteria to determine the winning team (as well as having great fun trying out the new games themselves).

3.2 Supporting sanctuary seeking students at D&A college

Each year we welcome increasing numbers of students who are in this country seeking sanctuary. This year there are nearly 250 refugees and asylum seekers at the college, spread across 16 teaching departments, with the majority studying ESOL in the English Language and Teacher Training (ELTT) department. Refugees and asylum seekers face many challenges and barriers to accessing and remaining in education.

The Head of Curriculum and Quality (HCQ) for ELTT held a CPD session for staff during Quality week to help staff to understand what we currently do and could do across the college to help make the college a welcoming place for students seeking sanctuary. The session was well received by teaching and support staff and further sessions are planned.

3.2 Cyclathon

To celebrate the 10th anniversary of Dundee and Angus College, 10 dedicated cyclists took part in a gruelling 10-hour cycle, 1 hour for each year as Dundee and Angus College. They were supported by 144 staff and students throughout the day including the Principal who joined for the final three hours of the cycle.

The amazing cyclists reached a combined total of 1563 miles, the equivalent of cycling from our Gardyne Campus to Rome. They raised in excess of **£1,400 for our Thrive@D&A** initiative.

The event was coordinated by the HCQ for Sports and Fitness alongside our HND Physical Activity and Health students who volunteered their support. The event has generated an interest in indoor cycling and many different curriculum areas have reached out to access sports facilities. For example, the Access and Supported Education team are trialling the use of the indoor group cycles for de-escalation to support students struggling to regulate their behaviour.



4. Curriculum Developments

4.1 Industry Update – Clean Energy

During Quality week the Energy Skills Partnership (ESP) were invited to share practice and engage in professional dialogue with teaching staff from Engineering, Computing, Construction and Building Services. ESP provided context in terms of government initiatives, the broader industry landscape and future skills demand. This intelligence was used by the teaching teams to consider changes in approach for existing courses and to plan new delivery models. It was a chance to connect, reflect and appreciate the positive work already undertaken in the green skills and traditional trades area. The opportunity for all staff from cross-curricular areas has fostered positive relations and a desire from many to connect more regularly and collaborate on curriculum activities.

4.2 STEM Expo 23

The Regional STEM Expo 23 took place in The Skills Academy on 28 and 29 November with a record number of **973 S2 pupils from 27 schools** attending over the two days and around 50 people attending the evening community event. This annual event aims to engage learners with a range of activities from regional STEM partners and businesses and is designed to build their confidence and awareness around a future career in STEM industries.

5. Curriculum Partnerships

5.1 Employability Academies

The 47th cohort of the Dundee and Angus College and NHS Tayside Health Care Academy programme begins on 5 February. Participants who successfully complete the 6-week pre-employment programme are offered guaranteed interviews for vacancies within NHS Tayside for up to 6 months after the course. This successful, long-standing initiative helps to address the ongoing workforce challenges faced by health service.

Building on the success of the Healthcare Academy model, we successfully bid for funding from the Angus Local Employability Partnership (LEP) to deliver 2 employability academies in Angus – a **Social Care Academy** in partnership with **Angus Health and Social Care Partnership** and a **Contact Centre Academy for Journeycall** in Arbroath who have recently announced their plan to recruit up to 100 new staff to support their growth. We have also secured additional funding to continue to support the successful individual to sustain employment by providing tailored training in their first year of employment.

5.2 Breaking Boundaries

We have secured £45,000 investment from Angus LEP Parental Engagement Fund to launch a new project called Breaking Boundaries. This project will take 20 parents in low-income jobs in Angus through a transformational journey of growth in a bid to raise their confidence, their career aspirations and ultimately lift them and their families out of poverty.

We are working with our key industry partners in Angus to identify participants, supporting the business to grow their own loyal, skilled workforce whilst supporting employees to thrive. The course begins this month and will last around 9 months.

5.3 Future Leaders – The Old Course Hotel

The Business Partnerships Team has further enhanced our partnership with The Old Course Hotel in St Andrews by developing a bespoke leadership development course for their future managers. The hotel identified that they had a problem with staff retention, like many hospitality and tourism businesses they often lose staff to pursue other careers.

The business had spotted talent at a lower level that felt with the right training and investment could become the future leaders of the business from across multiple departments. The course took the team through a variety of group sessions and 1:1 coaching sessions, focused on building their character, helping them understand the attributes of successful leaders and how they can start to apply those into their roles. The business rated the course highly and have publicly praised D&A College for supporting them with not just recruitment but retention. They currently have a retention rate of 89.6% with permanent staff which is excellent for this sector.

The full case study is available here: [D&A Business working with Old Course Hotel, Golf Resort & Spa | Case Study \(youtube.com\)](#)

6. Leading the Student Experience – Pedagogy

The Directors of Curriculum and Partnerships and the Academic Development team continue to build on the excellent CPD programme created specifically for Curriculum and Quality Leaders (CQLs) as noted in November 2023 committee report. Since then, two further sessions have been held with CQLs and HCQs. The latest sessions focused on reflection and development of pedagogical knowledge.

At the first session Dundee City Council's Pedagogy Team shared their insight from a recent project across Dundee schools. The project focused on supporting staff to develop pedagogy to enable young students to lead their own learning. Teachers take the role of a coach, partnering with pupils to build their learning capacity, realise their potential and raise attainment in their chosen curricular areas. The HCQs and CQLs, using Millwood's Learning Theory Map, reflected on their own understanding of pedagogical theory and how this influences their practice.

The Forum held in January built upon this activity and outlined a development project for their course teams, aiming to improve teaching and learning by sharing pedagogical knowledge and expertise among peers as a commitment to continuous improvement. The project has two stages:

- Stage 1: Teams reflect on their strengths and evidence using the Millwood Learning Theory Map.
- Stage 2: Teams propose and plan a peer sharing activity based on their chosen learning theory and demonstrate its effectiveness and impact.

HCQs and CQLs will develop their plans over the coming weeks and will share practice across curricular teams prior to the start of next session.

7. The Student Voice

The Autumn Learner Survey maintained an overall satisfaction rate of 88% (4.4 out of 5), the same satisfaction rate as Spring 2023 and Autumn and Spring 2022. Once again, the question about **Our Staff** received the highest score with a **92% satisfaction rate** which demonstrates how much the students value the support they receive from college staff. The survey provides valuable student feedback for teams to reflect upon at course team level, as well as affecting in-year improvements and supporting self-evaluation activities.

In addition to the formal Learner Survey, the Students' Association (SA) run **Feedback Fridays** asking students for instant feedback on their college experience via the My D&A Life app. The SA and Directors have worked together to create key weekly themes that follow the student journey throughout the year. The feedback is shared with teams to validate their actions and/or show where improvements are required. The most recent theme was "welcome back, support and catch up", examples of students' comments are below:

"Our lecturers, more specifically our main lecturer, have gone above and beyond to make sure we are up to date with work from semester 1 and put in place ways to help people catch up on outstanding work."

"Friendly faces EVERY WHERE. Being welcomed back with kindness."

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
Executive Sponsor: Julie Grace, Vice Principal Curriculum and Partnerships



Learning, Teaching and Quality Committee

Wednesday 7 February 2024

PAPER F

STRATEGIC RISK REGISTER

BOARD OF MANAGEMENT

Learning, Teaching & Quality Committee

Wednesday 7 February 2024

Strategic Risk Register Update



Paper for approval

1. Allocation of Risks to Board Committees

Following discussion at the Audit and Risk Committee in May 2019, the Board of Management agreed at its meeting in September 2019 that key strategic risks be allocated to each Board Committee for regular review and consideration.

The Strategic Risk Register now highlights the allocation of risk areas across the range of Board Committees.

In identifying these delegated risks, it has been agreed that each Committee consider (and amend/update as appropriate) the key risk areas within their responsibility as a standing item at each future meeting.

Proposed changes arising from this consideration will be brought back to the next appropriate meeting of the Audit & Risk Committee for final approval.

In making these changes, it is important to reinforce that the overall responsibility for risk management will remain with the Board of Management, with delegated authority for the implementation and review of this to the Audit & Risk Committee. The further allocation of areas of risk oversight to Board Committees is intended to improve the awareness, oversight, and consideration of risk, rather than amend the terms of the Board of Management scheme of delegation.

2. Consideration of Risks to Board Committees

In making these changes, each Committee has also been asked to consider how it is informed around the areas of key risk and assure itself that the regular reporting and information, updates, and opportunities for scrutiny within the operation of the Committee are reasonable and sufficient in respect of this.

3. Review of Risks Allocated to the Committee within the Strategic Risk Register

The draft March 2024 Strategic Risk Register is enclosed.

This has been subject to review following discussion at the December 2023 Audit & Risk Committee, with changes made to some risks and an additional risk added.

It is noted that these changes are 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



STRATEGIC RISK REGISTER

2023 - 2024

As at March 2024

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	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			TREATMENT	POST MITIGATION EVALUATION					
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
1	Strategic and Structural									

1.1 LT&Q	Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)	4	4	16	<ul style="list-style-type: none"> Robust strategic planning Effective environmental scanning Strong partnerships Clear links between strategy and practice Concerted demands for increased activity levels 	4	2	8 ↔	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Effective environmental scanning Negotiation/influence at national level 	4	3	12 ↔	<ul style="list-style-type: none"> 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	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									

1.3 Board	Difficulties or over commitment arising within large scale/national College led initiatives or projects impact negatively on: <ul style="list-style-type: none"> Ability of the College to meet key regional strategies/objectives Financial loss or unmanageable financial risk Reputational loss 	4	3	12	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Negotiation/influence at national level Review of activities/projects and response to new opportunities 	4	1	4	<ul style="list-style-type: none"> Robust monitoring via ROA Amendment of strategic direction/plans Rolling curriculum review 	Principal

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood			Score
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	<ul style="list-style-type: none"> Robust CEAP in place Multiple strands of activity/action Embedding sustainable practices in normal activity and ways of working Clear links between strategy and practice Planned investment in carbon reduction Sustainable procurement 	4	2	8	<ul style="list-style-type: none"> Robust monitoring and reporting of CEAP at SLT and Board level Clear performance metrics Amendment of strategic direction/plans Monitoring of scope 3 emissions 	VPSO, DirInf, HoE

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION					
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
2	Financial									

2.1 F&P	Change in Funding Body and/or Funding Methodology and Allocation – Reduction or restriction in Funding Amended Wording to reflect potential new funding body/arrangements	3	4	12	<ul style="list-style-type: none"> Negotiation/influence at national level Contingency plans for amended funding levels or requirements 	3	3	9 ↔	<ul style="list-style-type: none"> Advance modelling of new funding requirements, 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 Additional mitigation and monitoring actions noted	5	4	20	<ul style="list-style-type: none"> Protection of funding through dialogue with SFC and SG Input to create sector ‘flexibilities’ Robust annual budget-setting and multi-year financial strategic planning Effective budgetary control Where required, swift action to implement savings 	4	4	16 ↔	<ul style="list-style-type: none"> Monthly monitoring of budgets Regular review of financial strategy and non-core income sensitivity Effective use of sector ‘flexibilities’ to support sustainability Amendment of strategic priorities and timing to align with funding levels 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	<ul style="list-style-type: none"> Influence within Employers Association Management of staffing expenditures 	4	3	12 ↔	<ul style="list-style-type: none"> Expenditure modelling On-going discussions with staff Financial strategy sensitivities Workforce planning 	VPSO

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

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	Prin	Principal	Score	Impact	Likelihood
	SLT	Senior Leadership Team	DirC&A	1	Routine	Remote
	Board	Board of Management	DirSE	2	Minor	Unlikely
	VPSO	Vice Principal Support & Operations	DirFin	3	Significant	Possible
	VPCP	Vice Principal Curriculum & Partnerships	HoE	4	Major	Probable
	DirInf	Director of Infrastructure	Chair	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
3	People and Performance									

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

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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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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION					
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									

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

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

3.10 HR&D	College arrangements do not minimise risk associated with Modern Slavery	4	3	12	<ul style="list-style-type: none"> Clear and compliant procurement arrangements and procedures Staff identity checking arrangements and use of PVG. 	4	1	4 ↔	<ul style="list-style-type: none"> Annual procurement monitoring/reporting Regular employee engagement monitoring Open communication with staff 	VPCP, VPSO
3.11 Board	Failure to plan or respond adequately to future pandemic illness.	5	4	20	<ul style="list-style-type: none"> Monitoring and rapid response to WHO and UK/Scottish Government information and alerts Maintenance of COVID-19 good practice approaches to inform future use Effective business continuity planning in place 	4	2	8 ↔	<ul style="list-style-type: none"> Pandemic readiness / response included in business continuity plan reviews and testing COVID/Pandemic Response Group in place Active monitoring and rapid adoption of pandemic guidance / control measures 	Principal

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

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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									

4.5	Lack of investment in ageing / beyond serviceable life infrastructure (inc RAAC, Asbestos and M&E failure concerns) impacts on financial sustainability and/or delivery of learning and/or services	4	4	16	<ul style="list-style-type: none"> Creation of long-term infrastructure principles and vision Multi-year estates strategy and capital planning Lobbying of SG and SFC on capital and backlog maintenance funding Identification of alternative funding routes Planning for D&A Foundation bids 	3	4	12 ↑	<ul style="list-style-type: none"> Lobbying of SG and SFC on campus vision and needs Prioritization of capital plans and expenditures Regular review of capital plans/timescales relative to funds 	Principal VPSO
F&P	New Additional Risk									

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Learning, Teaching and Quality Committee

Wednesday 7 February 2024

PAPER G

LT&Q METRICS

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee Wednesday 7 February 2024



Learning, Teaching and Quality Committee Metrics

Paper for noting

1. Introduction

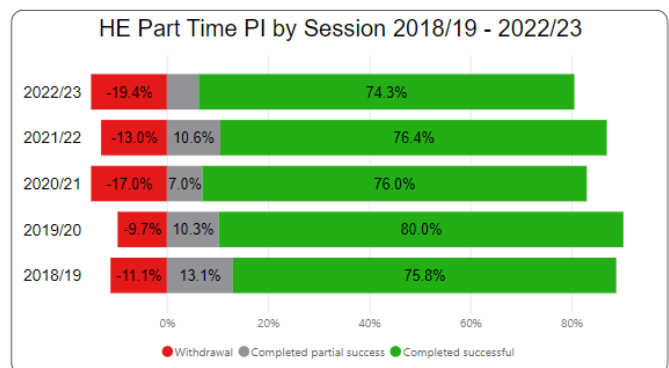
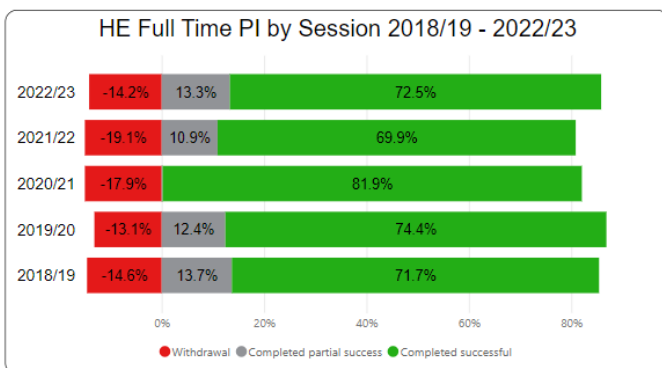
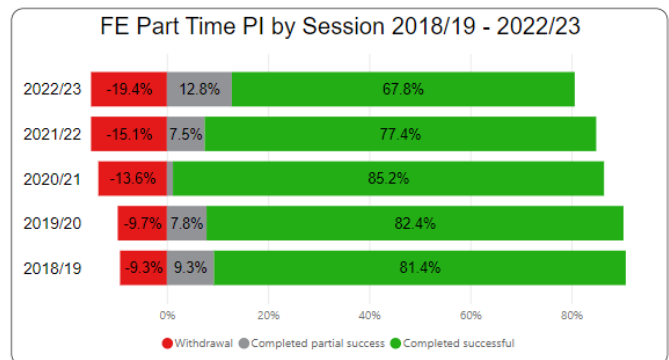
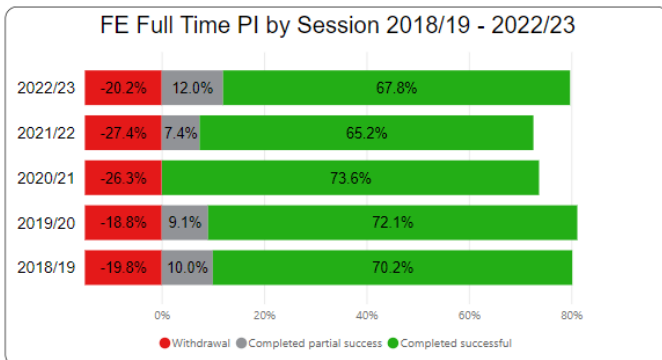
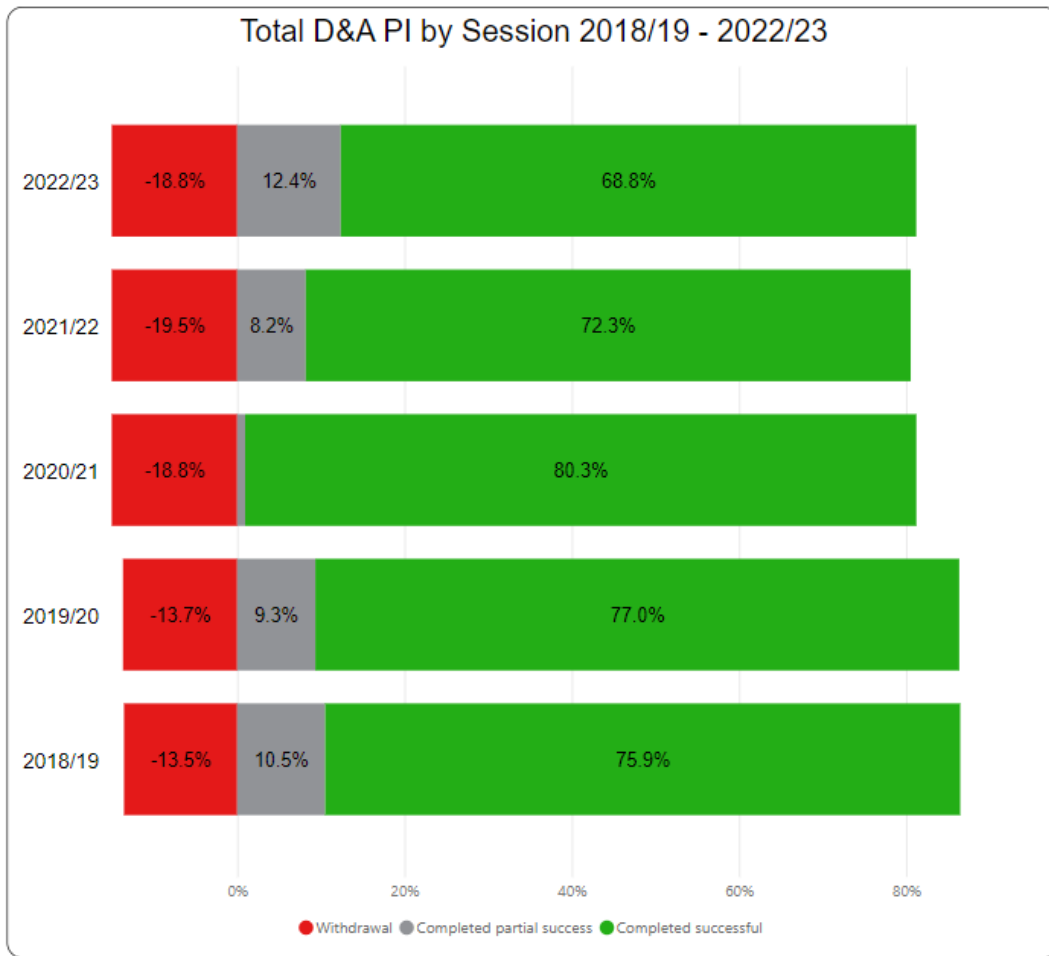
The following paper outlines a range of standard LT&Q metrics/statistical data which are presented to Committee on a rolling quarterly and annual basis.

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 (2022/23 PIs in the following graphics are provisional)



	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%

	2022/23	2023/24
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%	TBC

	2021/22	2022/23
D&A student satisfaction score arising from the National SFC Learner Early Experience Survey	96.3%	96.7%
National SFC Learner Early Experience Survey Score	90.2%	93.4%

	2021/22	ROA Target 2022/23	Outturn 2022/23
The volume of Credits delivered to learners as part of 'school-college' provision	15,899	10,071	7,968
The proportion of Credits delivered to learners as part of 'school-college' provision	14.5%	9%	7.6%

	2017/18	2018/19	2019/20	2020/21	ROA Target 2021/22	Outturn 2021/22
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	538	673	525	554	400	614
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	274	357	335	329	240	372
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	51%	53%	64%	59%	60%	61%

	2020/21	2021/22	ROA Target 2022/23	Outturn 2022/23
SFC Core Credit Target	107,405	109,301	109,500	105,081
SFC Additional Credit Target	1,862			
Total Credit Target	109,267	109,301	109,500	105,081
Percentage of target	100.3%	99.6%		96.0%

	23/24 Applications	23/24 Applicants	Offers Made 23/24
Full-Time Programmes	9,848	7,224	4,459
Part-Time Programmes	1,060	820	607

	24/25 Applications	24/25 Applicants	Offers Made 24/25
Full-Time Programmes	3,740	2,602	1,277
Part-Time Programmes	-	-	-

Session 23/24 Credits by Programme Modes of Study - Summary **Credit Target – 109,500 (including 4,041 YPG/NTTF etc)**

Mode	Programmes	Final 21/22 Credits	Final 22/23 Credits	YTD 23/24 Credits
17	Full Time	72,685	67,107	71,707
18/05	Short Full Time	7,411	6,903	4,087
06	Block Release	3,813	4,589	5,194
07	Part Time – Day	1,834	2,449	2,519
08	Part Time – Infill	15,676	14,051	7,924
09	Part Time – Evening / Weekend	1,165	908	260
11	Work Based	2,972	5,065	2,184
12-16	Open, Flexible, Distance	3,745	4,009	1,608
	TOTALS	109,301	105,081	95,483

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 7 February 2024

DATE OF NEXT MEETING:

**24 April 2024, Room A625, Kingsway
Campus**