

# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee



Wednesday 24 April 2024 at 5.00pm **Room A625,**  
**Kingsway Campus** (MS Teams option available)

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### AGENDA

1. WELCOME
2. APOLOGIES
3. DECLARATIONS OF INTEREST & CONNECTION
4. MINUTE OF THE PREVIOUS MEETING – 7 February 2024 Paper A for approval NL
5. MATTERS ARISING Paper B for noting NL
6. CURRICULUM REPORT – SUPPORTING ESOL LEARNERS AS A COLLEGE OF SANCTUARY Presentation NW-G
7. STUDENTS' ASSOCIATION REPORT Presentation CO/AL
8. CURRICULUM & PARTNERSHIPS REPORT Paper C for noting JG
9. STRATEGIC RISK REGISTER Paper D for approval ST
10. LT&Q METRICS Paper E for noting ST
11. DATE OF NEXT MEETING – 28 August 2024, 5.00pm, Room A625, Kingsway Campus



**Learning, Teaching and Quality Committee**

**Wednesday 24 April 2024**

**PAPER A**

**MINUTE OF THE PREVIOUS MEETING –**

**Wednesday 7 February 2024**

# BOARD OF MANAGEMENT



## Learning, Teaching and Quality Committee Wednesday 7 February 2024

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### *Draft*

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 7 February 2024 at 5.00pm in Room A625 Kingsway campus and via Microsoft Teams.

**PRESENT:** N Lowden  
L O'Donnell  
M Williamson  
S Middleton  
D Smith  
M Beattie

**IN ATTENDANCE:** S Taylor (Vice Principal / Secretary to the Board)  
J Grace (Vice Principal Curriculum & Attainment)  
J Roscoe & S Toms & Lee Lappin (Directors of Curriculum and Partnerships)  
L Crichton (Director of Student Experience)  
A Monks (Students' Association Team Leader)  
P Muir (Board Administrator)  
K Paterson (Project Delivery Lead – Multiply Project)  
N Anderson (Director of Finance)

### **1. WELCOME**

N Lowden welcomed Committee members, N Anderson as an observer and K Paterson to the Learning, Teaching & Quality Committee meeting.

### **2. APOLOGIES**

Apologies were received from F Khan, S Hewitt, H Honeyman, C Ogilvie, and D Fordyce.

### **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 1 November 2023 was approved as an accurate record.

### **5. MATTERS ARISING**

There were no matters arising.

### **6. CURRICULUM REPORT – MULTIPLY (MATHS & NUMERACY REPORT)**

N Lowden welcomed K Paterson to the meeting - Project Delivery Lead.

K Paterson presented her curriculum report on the Multiply Project which focused on enhancing math's and numeracy skills in work and daily life. The initiative was funded by the UK Shared Prosperity funding, with funding secured from July 2023 until March 2025.

Funding for the initiative is provided through both Angus Council and Dundee City Council. Eligibility criteria for the funding target individuals aged 19 and over residing in the region who do not hold a National 5 qualification. It was noted that outcomes for Angus and Dundee regions differ, allowing flexibility in the utilisation of the project's offerings.

K Paterson highlighted the success of the homework club that was launched in Angus working closely with secondary school aged pupils. This has been tailored to improve the individual's numeracy skills around the curriculum delivered in school. These courses involve active engagement with parents which have received positive feedback, particularly from Arbroath pupils, who have shown increased engagement and confidence in learning.

K Paterson noted that classes are currently running in Forfar and Montrose Academy, with the intentions of delivering in Carnoustie and Monifieth from April - June 2024. K Paterson highlighted the significant demand evidenced by 70 families on the waiting lists, with those families willing to travel to attend sessions.

Additional courses have been implemented to support individuals with numeracy deficiencies such as online skillboost courses- Finance for Small Businesses, Personal Finance, Upskill in Numeracy and Upskill in Maths have been implemented, with 12 learners currently enrolled in individual programs. Additionally, relevant Maths modules have been integrated into vocational courses, and numeracy delivery to ESOL learners has been expanded. This ESOL initiative aims to enhance understanding and language proficiency in math's and numeracy, catering to diverse learning needs.

In Dundee and Angus, new intensive and flexible courses have been introduced targeting individuals without a National 5 qualification. These 16-week online courses are recognised by local universities as entrance requirements for teaching and social work programs. K Paterson highlighted that these courses are currently undergoing the SCQF credit rating process.

N Lowden, M Williamson and L O'Donnell praised the report and highlighted how exceptional this work was.

## **7. STUDENTS' ASSOCIATION REPORT**

A Monks presented this report in the absence of C Ogilvie and F Kahn.

A Monks provided a detailed overview of recent Student Association activities and achievements. She emphasised the key priorities and goals for 2023/24 year; focussing on inductions, class & department rep recruitment, training, breakfast club provisions, clubs & groups.

A Monks commended on the success of the inductions, reporting an impressive response of over 400 individuals involved. Additionally, 250 class representatives were trained through multiple online sessions and supported by an induction training handbook for additional support.

A Monks noted the collaboration of 22 department representatives who now form the Student Congress. These representatives have been offered additional training sessions which included a session with Michelle Hamilton (Quality Manager) around understanding quality and how to raise issues or concerns on a positive basis.

A Monks provided an update on the successful performance of the Thrive shop, with funds

allocated by Angus Council which helped immensely to provide food parcels to over 350 families.

A Monks advised that three new Assistants are joining the Student Association team at the end of February 2024. This will improve and enhance interaction and broaden offerings across all three campuses.

S Taylor informed the Committee that F Khan was now on her maternity leave, so would not be available to support the work of the Students' Association. The Committee wished her well.

M Williamson enquired about the budget for Breakfast Clubs, and A Monks confirmed they have received funding from Angus Council to support the Breakfast Club fund and had received funds from the Sports Team Cyclathon event as well. S Taylor emphasised that the Thrive initiative of free soup and other support was supported by the College and was continuing and is hugely valued by students and staff.

N Lowden praised and thanked A Monks for her report.

## **8. STUDENT SATISFACTION SURVEY NOV 23**

The Learner Satisfaction Survey undertaken early November 2023 had achieved high levels of participation and S Taylor noted the excellent work undertaken by staff across the College to support students to engage with this.

Survey outcomes were also strongly positive, with the student satisfaction rate increasing over time and remaining at a high level of 88%. S Taylor summarised how the survey outcomes were used at individual team and course level for reflection and evaluation, with J Grace highlighting that staff received the highest ratings in the survey.

N Lowden expressed concern regarding the potential impact of low response rates on the results published for the Service Design Team. He questioned whether the data obtained from only two respondents should be incorporated into the report. It was agreed that this could be removed from any published versions of the report.

M Williamson enquired about the participation of full time and part time students and the report's coverage of part time students. S Taylor noted that there was a mix of respondents, but that the main focus was on full-time student participation. It was noted that this detail was available to teams, who could drill down into the data right through to individual course and stream level.

The inclusion of response numbers at team level in future reports was requested. **S Taylor to progress.**

The report and excellent survey outcomes were noted.

## **9. EDUCATION SCOTLAND ANNUAL ENGAGEMENT SUMMARY REPORT**

S Taylor highlighted this report.

The Annual Engagement Visit (AEV) conducted by Education Scotland in December 2023 involved meetings and discussions with staff members, students, and stakeholders. The report findings were overwhelmingly positive, indicating numerous strengths within the College. The report highlighted the effectiveness of the connection between the College and regional employers, as well as with the community and third sector groups. The report identified no main points for action highlighting only major strengths and some minor development areas in the College's work.

S Taylor noted that the college HMI, Peter Connolly, would present the report at a future Board

Meeting.

N Lowden praised this report from Education Scotland, stating it was incredibly impressive.

## 10. CURRICULUM & PARTNERSHIPS REPORT

J Grace presented the report for noting.

Figures for January recruitment have been positive, with over 366 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.

J Grace emphasised there has been a whole College focus on retention, with early withdrawals having significantly decreased from 310 learners to 712 in 22/23. Fostering positive and meaningful relationships with students, proving to be key to success.

J Grace provided an update on the support provided to students seeking for sanctuary at Dundee & Angus College. This year, the college has accommodated nearly 250 refugees and asylum seekers across 16 teaching departments, with the majority enrolled in ESOL programmes within the English Language and Teacher Training (ELLT) department. The Head of Curriculum and Quality (HCQ) and ELTT organised a CPD session for staff during Quality Week. This session aimed to enhance staff understanding of the challenges faced by refugees and asylum seekers and to broaden awareness of the colleges efforts in supporting them.

J Grace advised that the College has successfully secured £45k investment from the Angus LEP Parental Engagement Fund to initiate a groundbreaking project known as Breaking Boundaries. J Grace stated that collaboration with key industry partners in Angus is underway to identify participants and support businesses in cultivating their own skilled and loyal workforce whilst simultaneously empowering employees to thrive. The course is set to commence this month and is expected to last approximately 9 months.

The report was praised and welcomed by the Committee.

## 11. STRATEGIC RISK REGISTER

The strategic risk register was noted. Whilst some modifications were implemented, there were no immediate implications for the Learning, Teaching and Quality Committee and no alternations were suggested regarding the risks assigned to the Committee.

## 12. LT&Q METRICS

The range of LT&Q metrics were noted. S Taylor advised of a correction to the noted activity target (as this quoted the 2022/3 target, not the 2023/4 one. This would be updated.

## 13. DATE OF NEXT MEETING

Wednesday 24 April 2024 at 5.00pm in room A625, Kingsway campus.

### **Action Point Summary**

<b>Action</b>	<b>Responsibility</b>	<b>Date</b>
Update to reporting format for future satisfaction survey reports	S Taylor	24 April 2024



**Learning, Teaching and Quality Committee**

**Wednesday 24 April 2024**

**PAPER B**

**MATTERS ARISING**

# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee

Wednesday 24 April 2024

### Matters Arising

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#### *Paper B for information*

The following actions were noted from the Wednesday 7 February 2024 Learning, Teaching & Quality Committee meeting.

<b>Agenda Item No</b>	<b>Action</b>	<b>Current status</b>	<b>Open / Closed</b>
8.0	Update to reporting format for future satisfaction survey reports <b>S Taylor</b>	To be included as future reports are presented	Closed

**Author & Executive Sponsor:** Steven Taylor, Vice Principal Support Services and Operations



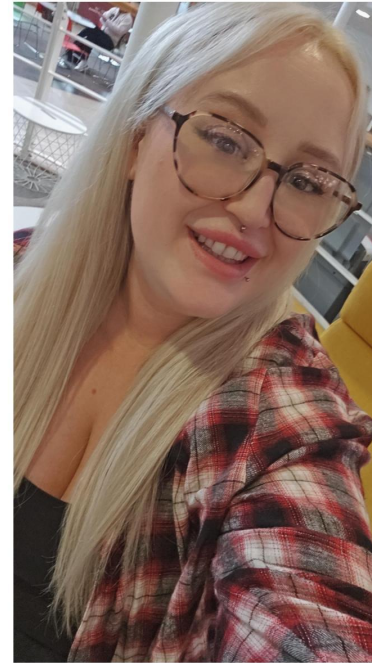
The background of the slide is a vibrant, abstract pattern of colorful splatters in shades of red, orange, yellow, green, cyan, blue, and purple, set against a black background. The splatters are concentrated at the top and bottom edges, framing the central text.

# LTQ Committee Update April 2024

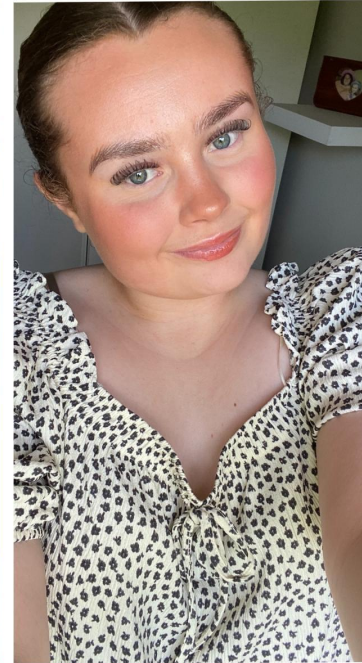
Dundee & Angus College Students' Association

# Team

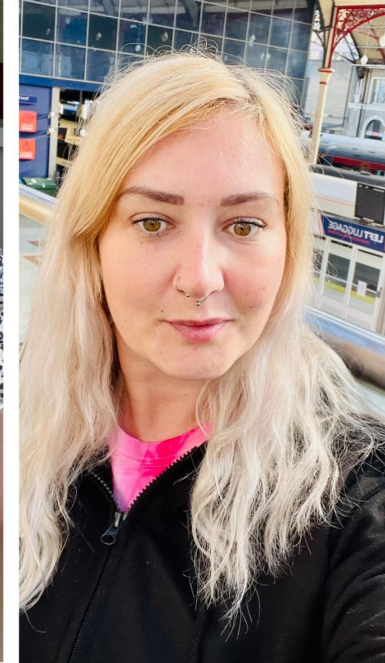
We are excited to say we have three new DASA Assistants that started on 26th Feb to cover Cher's maternity leave. They are all current students and will work up to 10 hours with the team. They have all joined a College wide group as a student rep, as well as hosting additional Breakfast clubs and hosting student Clubs. Great additions to the team!



Steph Clark  
Social Science  
Gardyne



Kara Ramsay  
Social Science  
Gardyne



Adele Lawrence  
Science  
Kingsway

# 2024 Elections

The 2024 Election season has begun! The team have been out speaking to student about the elections as well as sharing information to staff and students via the dedicated Election Hub on sharepoint and election wall at each of our offices.

We are working hard to create a buzz on campus, collaborating with the Marketing, LDR, Quality and other staff to make the behind the scenes processes more efficient and accessible to all.

4 VP Candidates across the 3 campuses, voting closes 4pm 26th April.

We will be running an Election for President beginning 29th April.

**Student VP election**

**VOTE** Adele Lawrence for Kingsway VP

**VOTE** Laura McDonald for Arbroath VP

**VOTE** Kay McNeil for Gardyne VP

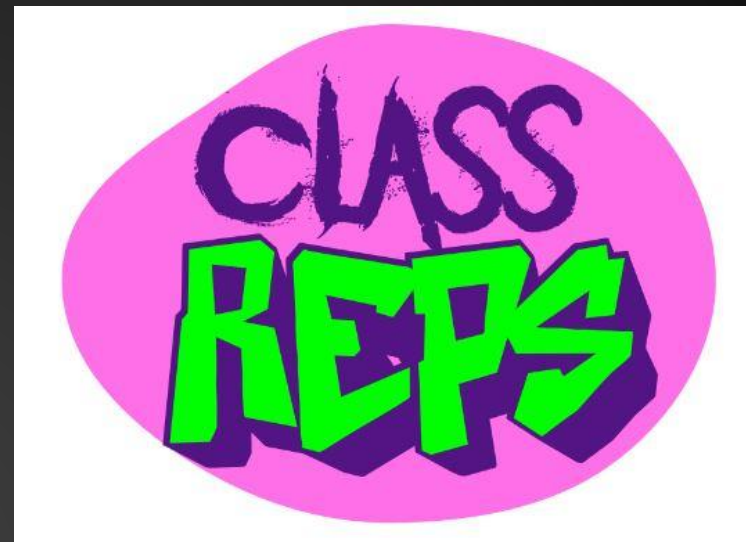
**VOTE** Steph Clark for Gardyne VP

**Scan & vote Now!** ➔

Monthly Class Rep Meetings have continued and we are currently in Block 6 of 7. This month we have LDR Leads as guest speakers to highlight and promote the Career Management skills that their team can support with. In the Block 5 we had Lauren Simpson, Active Campus Coordinator as a guest speaker to chat with students about activities they can get involved with to support their own and their classmates wellbeing.

Feedback in Block 4 was focused around 'Your Campus' bring the student voice to the improvement plans for the campuses There was also an information session about D&A Attributes, Alumni and Volunteering. Block 5 was to promote Staff Awards and Elections and Block 6 has focused on the Learner Survey.

We 9 new Class Reps join us from the January starts they were all offered online and in person training.



• Our Department Reps have formed Student Congress and have been part of some operational decisions for the Students' Association.

New Constitution: [CONSTITUTION 2024 FIRST DRAFT.docx](#)

Team Structure: 1x President, 3x campus specific Vice President, all to have 'role focus' eg. Wellbeing/Events.

Student Partnership Agreement: Session being planned for May/June 2024

SMHA: First Draft sent for comment to Think Positive



**DASA CONSTITUTION  
2024**

# Thrive

**Funding** - Mid December we were awarded £1500 of funding from Angus council to stock the on campus Food Larder which are part of the Thrive initiative. The money was used to provide food parcels for students before the winter break and into the new year. We have estimated this will have supported approximately D&A College 250 families.

**Winter Wellbeing:** In the run up to the winter break we asked students 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.

**Social media** - #thirvethursday fun videos to promote all aspects of thrive to staff and student on Tiktok, Facebook and Instagram.

**Shaving Kits** - Available from DASA office on request approx 36 kits. Also promoting Barbering services.



# Feedback Friday

Our weekly snapshot of the Student Experience has returned with some new themes for Semester 2. We have also had similar feedback system for Senior Phase students. We are working closely with the C&P Directors, group tutors and Reps to increase engagement. This has included doing class talks with every animal care class in Arbroath. Some of the recent 'stars' are:

Welcome back - "Everything has been good since being back lecturers have been so helpful"

Catering Facilities - "Free breakfast & soup every day"

How are you? - "Everyone in the college always ask how you are and it's very nice and makes you feel like you matter"

Libraries - "Always helpful and friendly staff and nicely set up with lots of equipment, books, stationary, etc"



# Student Voice

To ensure we are capturing a diverse and inclusive range of student voices we holding and having student representation in a number of College wide groups and working with individual Classes and Departments too, some of groups include....

30+ Student voice sessions with ESOL, ASE & Essential skills & Animal Care

Infrastructure Improvement Project

Esports Society

Session with Trades HCQs & CQLs to enhance engagement with students and apprentices.

Health, Safety & Wellbeing Committee

Student Sustainability Group

Trauma Informed Practice Group

Neurodiversity Group

LGBTQ+ Student Group & Inclusion Champion

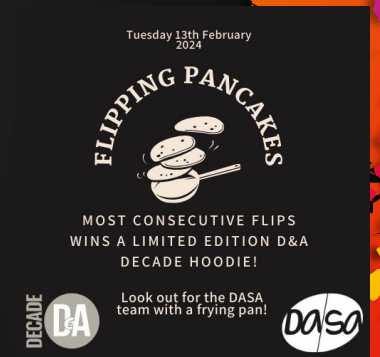
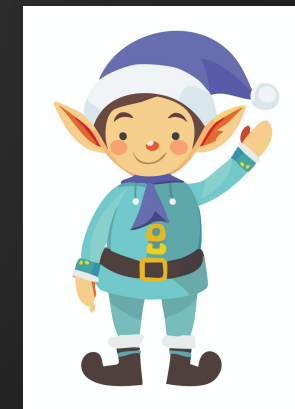
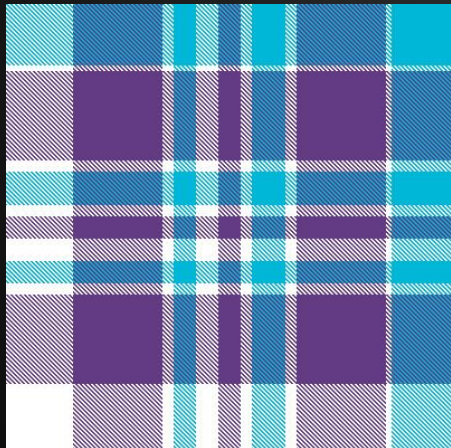
Hedgehog Friendly Campus

College of Sanctuary



# D&A Decade Celebrations

We have enjoyed being part of the D&A Decade Celebrations. This had included Elf on the Shelf, Pancake flipping competition, D&A Decade Hoodie (£200 going to Thrive), Tree Planting, Thrive Drive, D&A Tartan Design winner Matthew Taylor Art & Design Student at Arbroath, Easter Egg Hunt and upcoming litter pick and walking challenges.



# Staff Awards

Nominations for the Student Led Staff awards are underway until 10th of May. We are promoting the awards via our reps and social media to get as many votes in the 4 categories as possible.

Lecturer of the Year (x3)

Support Staff of the Year (x3)

Hidden Gem

Heart of the College

**Student Led Staff Awards**

**2024**

NOMINATIONS ARE NOW OPEN FOR THIS YEAR'S STUDENT-LED STAFF AWARDS! TIME TO CAPTURE THE GOOD NEWS STORIES AND OUTSTANDING CONTRIBUTIONS BY OUR ACADEMIC AND SUPPORT STAFF WHO ENHANCE YOUR LEARNING EXPERIENCES THROUGHOUT THE YEAR. SCAN THE QR CODE TO VOTE!!

# LGBTQ+

The LGBTQ+ Group met in early Feb for the first time in 2024 and again in March. Facilitated by Amy and Marc James (Student Services) the group discussed the direction of the group and different areas they would like to focus on this year. This included events, awareness, education and policies.

We have worked with Raymond Wood (LACE) to encourage LGBTQ+ students to college wide events during LGBTQ+ History month.

The group was offered and up took a movement class by a PFA Student for their assessment. We also have taster sessions coming up with Lauren Simpson to encourage physical activity.

The group are also helping to informed potential changes on campus with the introduction of gender neutral bathrooms.



**TALKING WITH**  
**Pride**

**IN CELEBRATION OF LGBTQ+ HISTORY MONTH**

We will be screening a short film that raises awareness of mental health and wellbeing in the LGBTQ+ community.

The film features Dundee locals who share their experiences with mental health, and what they believe can and should be improved.

Kenny Christie, a Trustee with Dundee Pride, will host the presentation and panel discussion.

To book your place, please email Raymond on: [r.wood@dundeeandangus.ac.uk](mailto:r.wood@dundeeandangus.ac.uk)

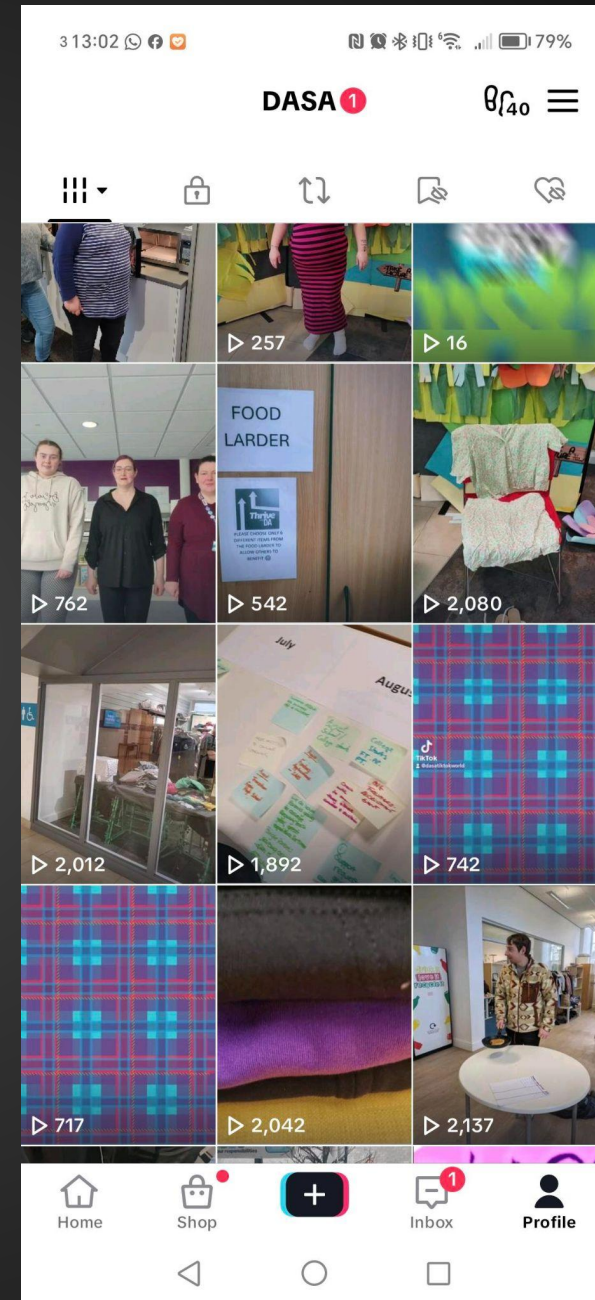
Wednesday 28th Feb: 2:00pm - 4:00pm: Gardyne Campus

**DA Community** **dundee pride**

# DASA TEAM DAYS

During the Easter break we came together a team for the first time in person. Spending a day at each campus, doing a tour, getting to know each other better, team building, planning, and a bit of service design! We also created a lot of digital content for Thrive, elections and general DASA/College life.

From the days the team have 2 small projects to work on in groups around positive behaviour and a music club, as well as ideas for the rep system for next year.



S3 TASTERS

Tertiary Quality  
Advisory Group

Class Rep  
Recognition

Connect 2

New Team start 10th  
June



# Thank you.

Any questions?



**Learning, Teaching and Quality Committee**

**Wednesday 24 April 2024**

**PAPER C**

**CURRICULUM & PARTNERSHIPS REPORT**

# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee

### Wednesday 24 April 2024

## Curriculum & Partnerships Report



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### *Paper for noting*

#### 1. Recruitment 2024-25

Recruitment for Session 2024-25 full-time courses is progressing well. Currently, 4000 offers have been made to candidates with a further 1700 applicants progressing through the selection/interview process. Applications for part-time and commercial courses are due to open for bookings from early May.

A new application system (REMs) has been introduced for Session 2024-25 which has required a significant amount of work by the project team to ensure a smooth implementation. Early feedback on the system from staff and applicants has been positive. Training has been delivered to external partners including SDS Careers Advisors and schools' guidance staff to enable them to support applicants to use the new system.

Our "Hey@D&A" newsletters and "Connect 2" sessions for applicants will continue during the recruitment period and preparation work has started with all support and curriculum teams. The newsletters and sessions offer prospective students access to funding and learning support, information on wider college activities, the opportunity to meet peers and staff and to get to know the department and campus facilities. This early support has been invaluable to our past students and helps support early retention.

#### 2. Retention and Attainment

At this time of year, the focus on supporting students to successfully complete their course intensifies as students begin to think about their progression pathways. The Help Point staff have started the retention follow up calls to students who haven't returned to study after the Easter break to offer support to return to college.

Teaching teams have developed their range of support sessions, reassessment sessions and boot camps to help students catch up and complete their coursework. We have also created a college wide "**Support for Success**" campaign to promote the services available to help students with their coursework. The QR code links to our Students' Association, Learner Engagement and Student Services, as well as the study skills and digital support that is on offer.

A promotional graphic for the 'Support for Success @DA' campaign. It features a dark blue background with a white speech bubble containing the text: "Do you know that our Learning &amp; Digital Resources team offer lots of support to help you succeed?". To the right of the speech bubble is a QR code. Below the speech bubble, a list of services is provided in yellow and white text: digital skills, study areas, one-to-one support, online learning tools, essay writing, report formatting, workload management, referencing help, and exam prep. At the bottom, the text 'Support for Success @DA' is displayed in white and pink.



### 3. D&A Community

#### 3.1 Multiply

Following on from the curriculum presentation at the February Committee, our successful Multiply project has been featured on STV news. **College homework club helping families learn maths together** <https://news.stv.tv/north/dundee-and-angus-college-homework-club-helping-families-learn-maths-together> The innovative Homework Clubs in Angus are going from strength to strength with pupils, parents and schools recognising the positive impact of the intervention to support maths and numeracy skills.

#### 3.2 D&A STEM Club

The D&A STEM Club, delivered by the Science team, has run throughout the year on Monday lunchtimes. The sessions have been a mix of lab activities, some of which help to practice and reinforce skills gained on our Science courses, and others, which are not covered in the courses, provide additional experience for students. Following feedback from students, some weeks were allocated to drop-in support, especially around critical points for exams and course work. Additional support sessions for study planning and techniques have also been provided.

The practical activities covered have included:

- improving accuracy and precision with pipettes,
- micrometry
- chemistry titration techniques, including calculations and making standard solutions
- microbiology, subculture techniques
- DNA extraction, PCR and gel electrophoresis

Students indicated that they enjoyed the practical aspects of the STEM club and the supportive atmosphere. Next year we hope to introduce opportunities to build further on academic and critical thinking skills by offering blocks of specific themes or run a longer-term project. Both will aim to build opportunities to practice lab skills, academic skills such as researching and planning and potentially other skills such as critical analysis. We also hope to enable students to develop leadership skills by taking more ownership and be more involved in the planning of each week and their ultimate goals. Additionally, there is the option to share this wider, allowing students from other curricular areas to come along and experience the science labs and project work, and build wider STEM skills.

#### 3.3 Tayside Parasport Festival

Twenty-four **HNC Sports Coaching and Development** students recently supported Scottish Disability Sport's Tayside Parasport Festival at Gardyne Sports Centre. The festival is designed to introduce pupils with a physical disability or hearing loss to try new and exciting sports such as Goalball, Judo, fencing, boccia, wheelchair basketball and athletics. D&A students supported the pupils to participate throughout the day, taking on a range of roles including assisting coaching staff, motivating and encouraging participants, being positive role models, first aiders, team leaders and helping with equipment.

The HNC coaching students complete an inclusive sport unit where they complete a work placement and attend multiple events – the parasport event is just one of many events they will support. The students supporting the event thoroughly enjoyed it with one student saying *“I have enjoyed getting the experience and working with a diverse group of people with different support needs. It has been a really good experience for me, and it was good fun for them as well.”*



## 4. Curriculum Developments

### 4.1 Positive Approach to Assessment: Transition from SQA Graded Unit Exam to MS Forms via Teams Assignments

The Computing and Quality teams have worked together with the Scottish Qualifications Authority (SQA), to assess viability, seek approval and implement the transition of the SQA Graded Unit SCQF level 7 exam from a traditional paper format to a digital means of assessment.

Early in the academic year, the Computing team began exploring the potential of integrating MS Forms as an alternative assessment tool, enhancing the assessment approach while maintaining robust quality standards.

Drawing insights from past experiences and examinations, the Computing team meticulously assessed the practicability and effectiveness of altering the assessment approach. Backed by data-driven insights and informed dialogues, both Computing and Quality teams committed to modifying the assessment approach, gaining Prior Verification approval from SQA. This collaborative effort demonstrates the commitment to continuous enhancement and innovation in learning, teaching and assessment.

### 4.2 Animals, Land and Environment (ALE)

The refurbishment of the Animals, Land and Environment area in Arbroath is complete with the spaces more aligned with the types of workplaces found in the animal care industry. The teaching spaces have also been configured to allow multi-level teaching, learning and skills development.

The Animal Care Units (ACUs) are now much more versatile, allowing the Dog Grooming classes to be hosted in a larger space which includes high-end grooming baths and examination tables and the unusually shaped spaces in the building have been adapted to accommodate new aquariums and vivariums.



The external area around the hutches and sheds have been landscaped making it much safer and cleaner for staff and students to work in. A fantastic array of large hutches for the rabbits and guinea pigs have been assembled by the college joinery students, supported by the Estates Team following a donation from the Cats Protection.

Other developments include a teaching space with diagnostic equipment including microscopes, centrifuges and anatomy models, a multi-purpose teaching and ICT facility and a bespoke suite which will contain the “Prep” Room and “Operating Theatre” allowing us to deliver courses for the veterinary profession, such as Patient Care Assistant, Canine and Feline First Aid and, in the future, Veterinary Nursing.

We have also invested in a hydroponic unit to grow our own fodder for the rabbits, guinea pigs and tortoises embedding sustainability into daily practice and the curriculum. A launch event is planned for June 2024 to showcase the facility to prospective students, industry partners and university stakeholders.

#### **4.3 David Wilson-Wynne: A Distinguished Dementia Care Consultant visits the Health and Social Care team**

David Wilson-Wynne, the Senior Dementia Care Consultant at the Dementia Services Development Centre, was invited to deliver a professional development session to the Health and Social Care staff team. David has 17 years of experience in both clinical and non-clinical roles and has founded 2 essential dementia support organisations – the Total Recall Memories Choir and Dementia Support Scotland.

The session covered crucial topics:

- **Introduction to Dementia Services Development:** David introduced the DSDC, affiliated with the University of Stirling and the team gained insights into cutting-edge dementia research and practices.
- **Terminology within Dementia Care:** David demystified complex terms, ensuring clarity for teaching materials. Students will benefit from accurate terminology when learning about dementia.
- **Sensory Changes in Dementia and Caregiver Challenges:** David highlighted sensory shifts experienced by individuals with dementia. The team explored the barriers faced by caregivers, fostering empathy and understanding. His powerful message “We are still us” resonated deeply.

David’s insights will enhance learning and teaching, with theory aligning seamlessly with practice and emphasises person-centered care. The Health and Social Care team is now better equipped to educate future care professionals, fostering compassionate and informed care.

## 5. Curriculum Partnerships

### 5.1 Construction - Traditional Skills Roadshow

In recognition of the national shortage of tradespeople with traditional construction and conservation skills, Dundee Historic Environment Trust and Dundee and Angus College collaborated to create a bespoke **Traditional Skills Roadshow** held at the Kingsway Campus on 20 and 21 March 2024.

Over 90 2<sup>nd</sup> and 3<sup>rd</sup> year pupils from 10 secondary schools in Angus and Dundee participated in hands-on activities across a range of skills areas: joinery, roofing, painting & decorating, stonemasonry and building surveying using drones. Feedback was overwhelmingly positive with many pupils unaware of the facilities and training opportunities available in college. The Lord Provost of Dundee attended the event and was thrilled to develop his drone flying and stone masonry skills. The event was also featured on STV News **Pupils gain skills in traditional construction methods** [School pupils learning traditional construction methods | STV News](#)

A promotional video was created from the event to be used as part of our schools' engagement <https://youtu.pulse.ly/0b4oawcxe1>

### 5.2 Industry support for Building Services



Closer links with the electrical contracting industry has helped to secure equipment donations for the new electrical testing and inspection training area in Kingsway. ARP Agencies and Whitecliffe Electrical Distribution provided some new electrical supplies and YESSS Electrical, FuseBox and Scottish Electrical Charitable Training Trust donated fuse boards and merchandise. These donations allows our apprentices to work with the latest technology.

### 5.3 Goodfellow and Steven Masterclass

Martin Goodfellow and Rob Sinclair, Production Director enjoyed a D&A afternoon tea prepared by the **SVQ Professional Cookery (Patisserie)** students. Despite being a well-known and respected business they struggle to recruit and often have difficulties promoting and upskilling staff.

They received a tour of the hospitality facilities at Kingsway Campus and both Martin and Rob were very impressed by the quality of the afternoon tea and table service provided by the students with Martin delivering a thank you and motivational speech to the students and tutors.

Following this initial visit Goodfellow and Steven agreed to develop a more structured partnership with D&A College with Rob delivering a masterclass to 16 hospitality students on how to make one of the company's signature products: a Duffin (a mixture of doughnut and muffin). Following the demonstration the students will then compete by

making their own Duffin, with Rob judging all 16 entries and picking a winner. It is anticipated this format will be repeated for further students where they will create their own bespoke cake for the company.

During May the students will also attend the company premises to have a guided tour of the facility and to witness the whole production area of the bakery, providing firsthand experience of working within a commercial bakery and to assist identify potential employment opportunities.



## 6. Recognising Success

### 6.1 Chartered Institute of Building (CIOB) in Scotland Student Challenge 2024

A multi-disciplinary team of 4 HNC/D Construction Management, Architectural Technology and Civil Engineering students were victorious at the annual CIOB in Scotland Student Challenge 2024 competition held on 21 February in the Apex Hotel, Dundee.

Teams of students from different universities and colleges were provided with an unseen brief and were challenged with presenting to a panel of judges on how they would design, build, and deliver a construction project. With a focus on sustainability and green practices, each team had to address difficult issues of location, size, complexity and client expectations – all factors that are dealt with on a daily basis in the construction industry.



The college team showcased their knowledge and skills and were complimented by the judging panel on their professional presentation, team working and attention to detail before being presented with the winning trophy.

## 6.2 National Supported Internship Day 2024

Two of our successful DFN Project SEARCH students were invited to attend a parliamentary reception in Westminster last month as part of National Supported Internship Day which aims to highlight the barriers faced by individuals with learning disabilities and autism in accessing meaningful employment.

Amy Brown and Claire Halliday were part of the first ever college intake of DFN Project SEARCH students. As a result of participating in the programme, both Amy and Claire secured employment at Dundee and Angus College as a Support Worker and Learning and Digital Resources Assistant respectively.



## 6.3 Association of Hairdressers and Therapists (AHT) Scottish Regional Competition

As the overall winner of last year's competition, D&A had the honour of hosting the Association of Hairdressers and Therapists (AHT) Scottish Regional Competition in the Hair and Beauty School at Kingsway Campus. Over 300 competitors from 7 colleges across Scotland took part in wide range of categories from Bridal Hair Styling to Carnival Themed Hair and Makeup.

Showcasing their skills, Dundee and Angus College students came away with 7 first place, 2 second place, and 3 third place wins. Carrie Wilson won the new **Overall Outstanding Student Award**, voted by all the judges at the competition, highlighting that D&A students are a cut above. Winners from the Scottish Regional heat go onto the National Final held in Blackpool in May this year.

Marion Mainie, Director of AHT said: *"This is my last year with the competitions and what a year! To host it at Dundee and Angus College has been incredible, the staff have pulled together something amazing and the standard of work in the competitions has been outstanding."*



## **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 and Student Experience  
**Executive Sponsor:** Julie Grace, Vice Principal Curriculum and Partnerships



**Learning, Teaching and Quality Committee**

**Wednesday 24 April 2024**

**PAPER D**

**STRATEGIC RISK REGISTER**



# BOARD OF MANAGEMENT

## Learning, Teaching & Quality Committee

Wednesday 24 April 2024

### Strategic Risk Register Update

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#### *Paper for approval*

#### **1. Allocation of Risks to Board Committees**

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

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

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

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

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

#### **2. Consideration of Risks to Board Committees**

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

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

The draft May 2024 Strategic Risk Register is enclosed and it is noted that there are no changes 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 May 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
<b>1</b>	<b>Strategic and Structural</b>									
<b>1.1</b> <b>LT&amp;Q</b>	Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)	4	4	<b>16</b>	<ul style="list-style-type: none"> <li>Robust strategic planning</li> <li>Effective environmental scanning</li> <li>Strong partnerships</li> <li>Clear links between strategy and practice</li> <li>Concerted demands for increased activity levels</li> </ul>	4	2	<b>8</b> ↔	<ul style="list-style-type: none"> <li>Robust monitoring via ROA</li> <li>Clear performance metrics</li> <li>Amendment of strategic direction/plans</li> <li>Rolling curriculum review</li> </ul>	Principal & Chair
<b>1.2</b> <b>Board</b>	College may be disadvantaged by changes to either UK or Scottish Government policies	4	3	<b>12</b>	<ul style="list-style-type: none"> <li>Effective environmental scanning</li> <li>Negotiation/influence at national level</li> </ul>	4	3	<b>12</b> ↔	<ul style="list-style-type: none"> <li>Review of changes and amendment of strategic direction/plans</li> <li>Financial strategy sensitivities</li> </ul>	Principal & Chair

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

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1	Strategic and Structural									

<b>1.3 Board</b>	Difficulties or over commitment arising within large scale/national College led initiatives or projects impact negatively on: <ul style="list-style-type: none"> <li>Ability of the College to meet key regional strategies/objectives</li> <li>Financial loss or unmanageable financial risk</li> <li>Reputational loss</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Effective project/activity management in place</li> <li>Clear governance structures</li> <li>Project/initiative finances clearly incorporated within College financial strategy and plans</li> <li>End of project and exit/contingency planning</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Regular project updates at Executive/Board level</li> <li>Monitoring of project activities, plans and outcomes</li> <li>Clear project Management arrangements in place</li> <li>Budget reporting and management</li> </ul>	Principal, VPCP
<b>1.4 Board</b>	College disadvantaged as a result of changes arising from major national educational body reviews: SFC, SQA, EdS	4	4	16	<ul style="list-style-type: none"> <li>Negotiation/influence at national level</li> <li>Review of activities/projects and response to new opportunities</li> </ul>	4	1	4	<ul style="list-style-type: none"> <li>Robust monitoring via ROA</li> <li>Amendment of strategic direction/plans</li> <li>Rolling curriculum review</li> </ul>	Principal

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION			Lead Responsibility		
	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"> <li>Robust CEAP in place</li> <li>Multiple strands of activity/action</li> <li>Embedding sustainable practices in normal activity and ways of working</li> <li>Clear links between strategy and practice</li> <li>Planned investment in carbon reduction</li> <li>Sustainable procurement</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Robust monitoring and reporting of CEAP at SLT and Board level</li> <li>Clear performance metrics</li> <li>Amendment of strategic direction/plans</li> <li>Monitoring of scope 3 emissions</li> </ul>	VPSO, DirInf, HoE

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<b>2</b>	<b>Financial</b>									

<b>2.1</b> <b>F&amp;P</b>	Change in Funding Body and/or Funding Methodology and Allocation – Reduction or restriction in Funding	3	4	<b>12</b>	<ul style="list-style-type: none"> <li>Negotiation/influence at national level</li> <li><b>Contingency plans for amended funding levels or requirements</b></li> </ul>	3	3	<b>9</b> ↔	<ul style="list-style-type: none"> <li>Advance modelling of new funding requirements, methodologies, and allocations</li> <li>Monitoring impact of changes</li> <li>Amendment of strategic or operational direction / plans</li> <li>Financial strategy sensitivities</li> </ul>	VPSO
<b>2.2</b> <b>F&amp;P</b>	Failure to achieve institutional sustainability  <b>Revised wording to incorporate CDEL/RDEL element</b>	5	4	<b>20</b>	<ul style="list-style-type: none"> <li>Protection of funding through dialogue with SFC and SG</li> <li>Input to create sector ‘flexibilities’</li> <li>Robust annual budget-setting and multi-year financial strategic planning</li> <li>Effective budgetary control</li> <li>Where required, swift action to implement savings</li> </ul>	4	4	<b>16</b> ↔	<ul style="list-style-type: none"> <li>Monthly monitoring of budgets</li> <li>Regular review of financial strategy and non-core income sensitivity</li> <li>Effective use of sector ‘flexibilities’ to support sustainability</li> <li>Amendment of strategic priorities and timing to align with funding levels</li> <li>Review and amendment of activity and budget planning to address over/under performance against activity (credit) target</li> <li>Detailed monitoring of savings programmes</li> <li><b>Detailed monitoring &amp; management of CDEL/RDEL risks</b></li> </ul>	VPSO

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
<b>2</b>	<b>Financial (cont)</b>									

<b>2.3</b> <b>F&amp;P</b>	National outcomes on salaries and conditions of service outstrip ability to pay	4	4	<b>16</b>	<ul style="list-style-type: none"> <li>Influence within Employers Association</li> <li>Management of staffing expenditures</li> </ul>	4	3	<b>12</b> ↔	<ul style="list-style-type: none"> <li>Expenditure modelling</li> <li>On-going discussions with staff</li> <li>Financial strategy sensitivities</li> <li>Workforce planning</li> </ul>	VPSO
<b>2.4</b> <b>A&amp;R</b>	Financial Fraud	4	3	<b>12</b>	<ul style="list-style-type: none"> <li>Strong financial controls: segregation of duties and review of transactions.</li> <li>Review of impact of any changes in structure or duties</li> <li>Whistleblowing arrangements</li> </ul>	3	2	<b>6</b> ↔	<ul style="list-style-type: none"> <li>Continuous review of financial controls</li> <li>Internal Audit programme</li> </ul>	VPSO
<b>2.5</b> <b>F&amp;P</b>	D&A Foundation refuses/withholds funding for key College priorities	5	3	<b>15</b>	<ul style="list-style-type: none"> <li>On-going dialogue with Foundation Trustees</li> <li>Appropriate bid arrangements in place</li> </ul>	3	2	<b>6</b> ↔	<ul style="list-style-type: none"> <li>Monitor and advise Board of Management</li> </ul>	Prin & VPSO
<b>2.6</b> <b>F&amp;P</b>	Demands of capital developments / maintenance impacts on financial sustainability or delivery of learning and/or services	3	2	<b>6</b>	<ul style="list-style-type: none"> <li>Multi-year estates strategy and capital planning</li> <li>Lobbying of SFC on capital and backlog maintenance funding</li> <li>Planning for D&amp;A Foundation bids</li> </ul>	2	2	<b>4</b> ↔	<ul style="list-style-type: none"> <li>Monitoring of capital plans and expenditures</li> <li>Regular review of capital plans/timescales relative to funds</li> </ul>	VPSO

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

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

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

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

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

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

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

<b>3.10</b> <b>HR&amp;D</b>	College arrangements do not minimise risk associated with Modern Slavery	4	3	12	<ul style="list-style-type: none"> <li>Clear and compliant procurement arrangements and procedures</li> <li>Staff identity checking arrangements and use of PVG.</li> </ul>	4	1	4 ↔	<ul style="list-style-type: none"> <li>Annual procurement monitoring/reporting</li> <li>Regular employee engagement monitoring</li> <li>Open communication with staff</li> </ul>	VPCP, VPSO
<b>3.11</b> <b>Board</b>	Failure to plan or respond adequately to future pandemic illness.	5	4	20	<ul style="list-style-type: none"> <li>Monitoring and rapid response to WHO and UK/Scottish Government information and alerts</li> <li>Maintenance of COVID-19 good practice approaches to inform future use</li> <li>Effective business continuity planning in place</li> </ul>	4	2	8 ↔	<ul style="list-style-type: none"> <li>Pandemic readiness / response included in business continuity plan reviews and testing</li> <li>COVID/Pandemic Response Group in place</li> <li>Active monitoring and rapid adoption of pandemic guidance / control measures</li> </ul>	Principal
<b>3.12</b>	Failure to attract, engage, retain or develop appropriately qualified staff.	4	3	12	<ul style="list-style-type: none"> <li>Clear People Strategy and Workforce Planning in place</li> <li>Positive Union relations and staff communication</li> <li>Effective management development &amp; CPD programmes</li> <li>Positive recruitment approaches and monitoring</li> </ul>	4	1	4	<ul style="list-style-type: none"> <li>Absence &amp; turnover monitoring</li> <li>Exit interviews</li> <li>Regular staff surveys 7 survey responding</li> <li>Monitoring and responding to staff concerns, union issues and employee relations concerns</li> </ul>	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	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	Responsibility
<b>4</b>	<b>Infrastructure</b>									
<b>4.1</b> <b>A&amp;R</b>	Major Disasters – eg Fire, MIS Failure, Failure of Emergency Procedures, RAAC or similar infrastructure failure	5	4	<b>20</b>	<ul style="list-style-type: none"> <li>Sound systems of administration</li> <li>Clear fire and disaster recovery arrangements</li> <li>Staff CPD</li> </ul>	5	1	<b>5</b> ↔	<ul style="list-style-type: none"> <li>Business Continuity Plan including scenario testing</li> </ul>	Principal, VPSO, DirInf
<b>4.2</b> <b>F&amp;P</b>	Failure to achieve ambitions of Digital strategy; strategy and development is ineffective	4	3	<b>12</b>	<ul style="list-style-type: none"> <li>Planning, careful phasing of changes to processes and systems</li> <li>Effective management of ICT arrangements</li> <li>Clear investment plan</li> </ul>	4	2	<b>8</b> ↔	<ul style="list-style-type: none"> <li>Regular review/reporting on milestones, systems effectiveness etc</li> <li>Regular CPD</li> </ul>	VPSO, DirInf
<b>4.3</b> <b>A&amp;R</b>	Significant breach of ICT/Cyber security resulting in loss of service sufficient to impact College student / staff outcomes	4	3	<b>12</b>	<ul style="list-style-type: none"> <li>Effective management of ICT arrangements</li> <li>Active ICT/data security monitoring and cyber security policy</li> </ul>	4	2	<b>8</b> ↔	<ul style="list-style-type: none"> <li>Staff CPD on cyber security issues</li> <li>Regular security monitoring/testing</li> <li>Cyber resilience plan</li> </ul>	VPSO, DirInf
<b>4.4</b> <b>A&amp;R</b>	ICT infrastructure fails to support effective data security / data protection	5	3	<b>15</b>	<ul style="list-style-type: none"> <li>Effective infrastructure and systems design and implementation</li> <li>Effective management of ICT arrangements and GDPR compliance</li> </ul>	4	2	<b>8</b> ↔	<ul style="list-style-type: none"> <li>Active data protection monitoring and auditing</li> <li>Effective information and data security policies in operation</li> <li>Regular data security monitoring/testing</li> </ul>	VPSO, DirInf

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION					
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
<b>4</b>	<b>Infrastructure</b>									

<b>4.5</b>	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	<b>16</b>	<ul style="list-style-type: none"> <li>• Creation of long-term infrastructure principles and vision</li> <li>• Multi-year estates strategy and capital planning</li> <li>• Lobbying of SG and SFC on capital and backlog maintenance funding</li> <li>• Identification of alternative funding routes</li> <li>• Planning for D&amp;A Foundation bids</li> </ul>	3	4	<b>12</b> ↑	<ul style="list-style-type: none"> <li>• Lobbying of SG and SFC on campus vision and needs</li> <li>• Prioritization of capital plans and expenditures</li> <li>• Regular review of capital plans/timescales relative to funds</li> </ul>	Principal VPSO
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**Learning, Teaching and Quality Committee**

**Wednesday 24 April 2024**

**PAPER E**

**LT&Q METRICS**

# BOARD OF MANAGEMENT



## Learning, Teaching and Quality Committee Wednesday 24 April 2024

### Learning, Teaching and Quality Committee Metrics

#### *Paper for noting*

#### 1. Introduction

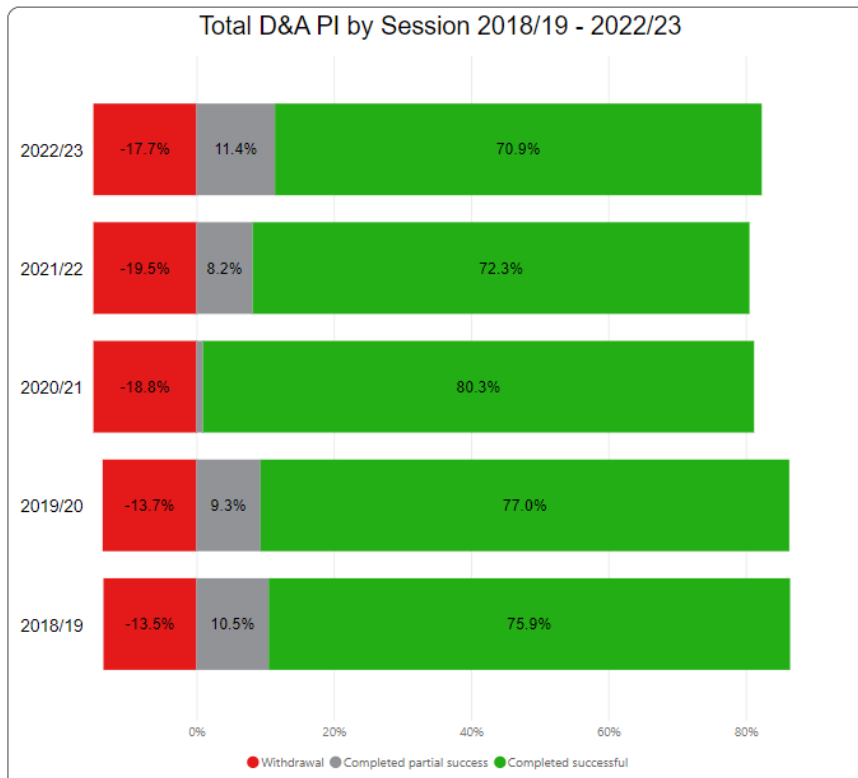
The following paper outlines a range of standard LT&Q metrics/statistical data which are presented to Committee on a rolling quarterly and annual basis.

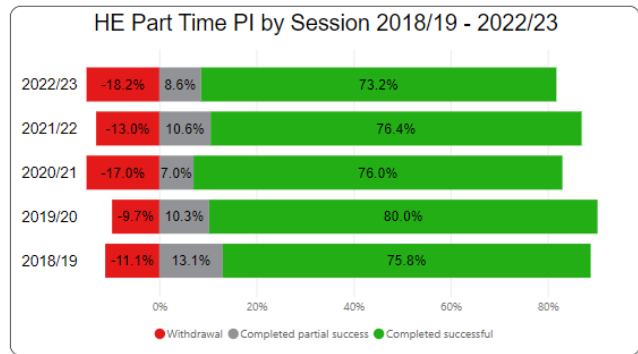
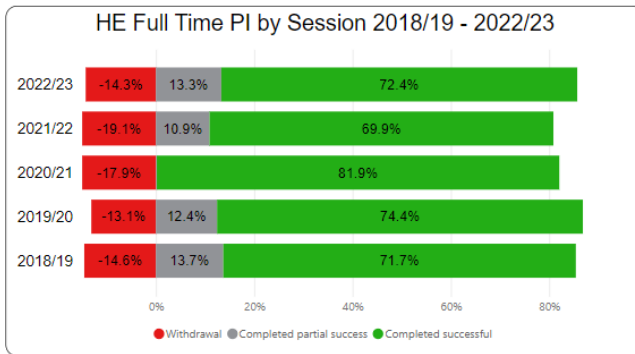
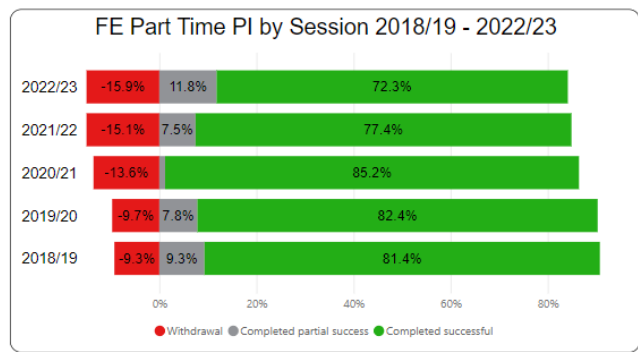
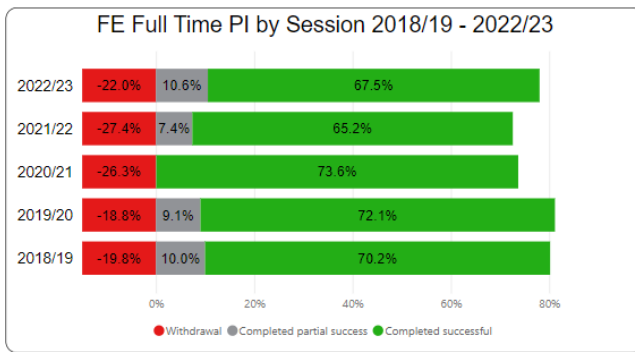
The template is designed to give Board members an easy to read picture of the College's core quality and related information. Sections in the paper can be expanded or amended as necessary, if at any stage Committee members felt that trends or outcomes warranted further consideration at Board level.

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 final)





	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			
<b>Total Credit Target</b>	<b>109,267</b>	<b>109,301</b>	<b>109,500</b>	<b>105,081</b>
Percentage of target	100.3%	99.6%		96.0%

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

	24/25 Applications	24/25 Applicants	Offers Made 24/25
Full-Time Programmes	8,329	5,678	3,938
Part-Time Programmes	146	127	22

**Session 23/24 Credits by Programme Modes of Study – Summary**    *Credit Target – 98,307*

Mode	Programmes	Final 21/22 Credits	Final 22/23 Credits	YTD 23/24 Credits
17	Full Time	72,685	67,107	71,683
18/05	Short Full Time	7,411	6,903	5,039
06	Block Release	3,813	4,589	5,307
07	Part Time – Day	1,834	2,449	3,268
08	Part Time – Infill	15,676	14,051	7,864
09	Part Time – Evening / Weekend	1,165	908	485
11	Work Based	2,972	5,065	4,023
12-16	Open, Flexible, Distance	3,745	4,009	1,210
	<b>TOTALS</b>	109,301	105,081	99,791

### 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



**Learning, Teaching and Quality Committee**

**Wednesday 24 April 2024**

**DATE OF NEXT MEETING:**

**28 August 2024, Room A625, Kingsway  
Campus**