BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 28 August 2024 at 5.00pm **Room K-TO-625, Kingsway Campus** (MS Teams option available)

AGENDA

1.	**WELCOME**		
2.	**APOLOGIES**		
3.	**DECLARATIONS OF INTEREST & CONNECTION**		
4.	**MINUTE OF THE PREVIOUS MEETING** – 24 April 2024	Paper A for approval	
5.	**MATTERS ARISING**	Paper B for noting	
6.	**CURRICULUM REPORT – SUPPORTING POSITIVE BEHAVIOUR**	Presentation	JR
7.	**STUDENTS' ASSOCIATION REPORT**	Paper C for information	KR/AL
8.	**2022/2023 NATIONAL PERFORMANCE INDICATOR COMPARISON**	Paper D for information	ST/JG
9.	**SQA EXAMS ATTAINMENT**	Paper E for information	JG
10.	**NATIONAL QUALIFICATIONS ACTION PLAN**	Paper F for discussion	JG
11.	**SPRING 2024 LEARNER SATISFACTION SURVEY**	Paper G for information	JG/ST
12.	**CURRICULUM & PARTNERSHIPS REPORT**	Paper H for noting	JG
13.	**STRATEGIC RISK REGISTER**	Paper I for approval	ST
14.	**LT&Q METRICS**	Paper J for noting	ST
15.	**DATE OF NEXT MEETING** – 13 November 2024, Room K-TO-625, Kingsway Campus		

Agenda Item 4

Learning, Teaching and Quality Committee

Wednesday 28 August 2024

PAPER A

MINUTE OF THE PREVIOUS MEETING –
Wednesday 24 April 2024

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee
Wednesday 24 April 2024

Draft

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 24 April 2024 at 5.00pm in Room A625 Kingsway campus and via Microsoft Teams.

PRESENT:	Niel Lowden	Derek Smith
	Laurie O'Donnell	Kelly McIntosh
	Helen Honeyman	Adele Lawrence
	Stephen Oakley	Colin Ogilvie
	Sally Middleton	

IN ATTENDANCE: Steve Taylor (Vice Principal / Secretary to the Board)
Julie Grace (Vice Principal Curriculum & Partnerships)
Jane Roscoe & Steph Toms & Lee Lappin (Directors of Curriculum and Partnerships)
Leann Crichton (Director of Student Experience)
Penny Muir (Board Administrator)
Nicola Weston-Gokalp (Head of Curriculum & Quality, ELTT)
Alan Smith & Peter Yorston (Curriculum and Quality Leaders, ELTT)

1. WELCOME

N Lowden welcomed Committee members, A Lawrence, S Oakley, and K McIntosh to their first Learning, Teaching & Quality Committee Meeting.

2. APOLOGIES

Apologies were received from M Williamson, S Hewitt, 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 February 2024 was approved as an accurate record.

5. MATTERS ARISING

S Taylor noted that the change in survey reporting would be enacted from the next survey report.

6. CURRICULUM REPORT – SUPPORTING ESOL LEARNERS AS A COLLEGE OF SANCTUARY

N Weston-Gokalp presented her comprehensive curriculum report, which focused on supporting over 250 refugees and asylum seekers across 16 departments in the College, with a primary emphasis on English for Speakers of Other Languages (ESOL). Nicola summarised the challenges and barriers encountered by asylum seekers, particularly in terms of remaining in education, and highlighted the significance of incorporating real-life experiences into educational frameworks whilst recognising the significant trauma that many of their learners had suffered.

N Weston-Gokalp emphasised the important role of the College as a place for individuals to embark on a journey of personal transformation out of their previous circumstances. The College was noted for offering a diverse range of resources, including routine, structure, human contact, and a profound sense of belonging. This culture and approach played a crucial role in empowering individuals to reshape their lives positively.

N Weston-Gokalp outlined how the team and staff had developed the curriculum and approaches they offer to accommodate both part-time and full-time students, alongside a collaborative partnership with Dundee City Council. Additionally, the College has conducted supported application sessions to assist individuals lacking the necessary facilities for application procedures.

N Weston-Gokalp highlighted the significant diversity within the student demographic, spanning an age range from 16 to 74 years and covering many different nationalities, religions and cultures. This broad spectrum underscores the inclusive nature of the courses and services offered.

N Weston-Gokalp noted that the College fosters a safe environment where individuals can express themselves, feel valued, and build confidence in language acquisition and personal development. The classes within the College are inclusive, welcoming learners of all backgrounds and statuses, providing necessary resources such as books and materials that were a barrier to education for many due to their lack of funds and funding entitlements. Emphasis is placed on interactive communication and equipping learners with the language proficiency and practical skills required for engagement beyond the classroom setting.

ESOL staff were commended for their dedication in creating a positive learning environment, with a commitment to reviewing and adapting learning materials to suit the needs of students. Furthermore, group tutors were praised for fostering strong relationships with learners, contributing to a supportive and inclusive educational community.

N Weston-Gokalp highlighted the College's focus on awareness and support for vulnerable students who have experienced trauma, with aspirations for the College to be recognised as a "College of Sanctuary." This designation acknowledges and celebrates the College's commitment to supporting refugees and asylum seekers, while fostering a culture of inclusivity and welcome.

An application for this recognition was submitted in December 2023 and was under review, with an assessment scheduled for 20 May 2024 by the sanctuary panel, which will include focus group meetings with students and staff. It was noted that the College could potentially be the first in Scotland to be recognised as a college of sanctuary.

During the meeting, S Oakley raised a query regarding the referral process for students in need of additional support and inquired about their support network. N Weston-Gokalp responded by affirming that students could be referred for the usual College support and noted that there was also significant engagement with social worker specialists and third sector bodies supporting refugees.

K McIntosh asked about challenges, particularly concerning young individuals who are not transitioning from school to college and asked what could be done to assist these individuals to engage and be supported to attend college. N Weston-Gokalp noted that this could be an issue, noting that some young people could slip through support networks. Discussion around what could be possible to support this jointly between the College and Angus Council were noted.

L O'Donnell commended the presentation, describing it as inspirational, and sought clarification on the availability of funding. J Grace clarified that the funding is facilitated through the normal credit funding route and that supporting this would remain a priority for both the College and the community. She emphasised the shared responsibility with local authorities and stressed the importance of ongoing discussions to address demand through community planned partnerships.

N Lowden expressed the gratitude of the Committee for the informative presentation.

7. STUDENTS' ASSOCIATION REPORT

C Ogilvie and A Lawrence presented their report.

A Lawrence highlighted that the Department Representatives had established the Student Congress and have contributed to future planning and operational decisions for the Students' Association. The team structure had been reviewed and confirmed that they wished to continue with one President and three campus specific Vice Presidents, each assigned a specific project or role focus, such as Wellbeing or Events. A session on the Student Partnership Agreement is scheduled for May 2024 and the first draft of the SMHA has been sent for comments to Think Positive.

A Lawrence highlighted that the 2024 Election season has commenced with the Student's Association Team actively engaging with students about the elections and disseminating information to both staff and students through the dedicated Election Hub on SharePoint and election walls at each of the offices. This was encouraging greater engagement with the election process

C Ogilvie summarised ongoing work and emphasised that DASA are successfully capturing a diverse and inclusive range of student voices. This includes conducting student representation sessions across different areas and collaborating with individual classes and departments to ensure broad engagement for full and part-time students. In addition to this, he highlighted the teams ongoing dedication to attending and facilitating various initiatives such as Breakfast Clubs, Feedback Friday, and Student Voice sessions.

A Lawrence and C Ogilvie noted the winner of the D&A tartan design competition was an Arbroath Art & Design student. The winning design was shared with the Committee.

K McIntosh noted her interest in feedback from senior phase pupils attending the College and stated that she was happy to facilitate time being allocated for senior pupils to provide feedback on their experience. This was welcomed and would be picked up separately. **J Grace to progress.**

Work to support improvements in behaviours in and around campus was noted and L O' Donnell raised the issue of litter picking and proposed a proactive approach from DASA focused on preventing littering. This was noted.

The broad range of LGBTQ+ events was discussed, alongside issues surrounding potential hate crime within the College community. S Taylor noted that whilst the College could never be complacent there were very few issues or complaints of this type raised.

N Lowden praised the report and thanked C Ogilvie and A Lawrence.

8. CURRICULUM & PARTNERSHIPS REPORT

J Grace presented the report for noting.

It was noted that recruitment for Session 2024-25 full-time courses is progressing satisfactorily. Presently, 4000 offers have been extended to candidates, while an additional 1700 applicants are in various stages of progression through the selection/interview process.

It was also noted that applications for part-time and commercial courses are scheduled to open for bookings from early May 2024.

J Grace highlighted the project to implement the new student management system (REMS) to be in place for 2024-25. This had necessitated a considerable amount of effort from the project team to ensure a seamless integration as possible for students. It was emphasised that early feedback received from both staff and applicants regarding the new system has been encouragingly positive, but that there was still significant work to be done.

J Grace highlighted that retention continues to present challenges, notably for those with erratic attendance patterns. However, efforts are being made to provide as much support as possible to support students through to the end of the semester. Significant efforts were also now focused on minimising partial success.

J Grace noted the refurbishment of the Animals, Land, and Environment area in Arbroath has been successfully completed. The refurbished spaces are more aligned with the types of workplaces typically found in the animal care industry. This enhancement is expected to provide students with a more realistic and practical learning environment, better preparing them for their future careers in the animal care sector.

S Oakley enquired about the status of the REMS implementation. J Grace provided an update on the ongoing progress of the system, informing the Committee that significant efforts are underway, with a core project team leading the implementation process. Additionally, staff members have been seconded into the project to ensure its success. Feedback from applicants has been positive, with many noting that the system is simpler to use and provides better support for students.

S Oakley asked about other potential changes or adaptations to the system and J Grace stated that other colleges are also adopting REMS system, with this group of colleges collaborating with the company to further develop and improve its capabilities. It was noted that the project was on track, with all applications successfully processed, and data migration for 2024-25 in progress.

N Lowden thanked J Grace for the report.

9. 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.

10. LT&Q METRICS

The range of LT&Q metrics were noted.

S Taylor highlighted that typically, a range of national data and an update on course leavers would be available for this meeting. However changes in publication dates by SFC meant that these would not be available until Autumn 2024.

H Honeyman asked about the increase in partial success data. J Grace noted that some of this was attributed to the impact of the COVID-19 adaptions to assessment and arrangements for deferrals. This skewed the 2020, 2021, and 2022 data, with the 2018/19 year providing the most appropriate comparison.

It was noted that there was a focused effort from teams on addressing partial success, with targeted input and significant work being undertaken. Further clarification was sought on the definition of partial success and S Taylor noted that this was where a student completed the whole course but did not achieve the full course outcome. This could be a student that was one unit short of completion, or significantly more and work was focused by teams on supporting those that were close to a successful outcome to help them to do what was required to 'get over the line'.

N Lowden welcomed the update.

11. DATE OF NEXT MEETING

Wednesday 28 August 2024 at 5.00pm in room A625, Kingsway campus.

Action Point Summary

Action	Responsibility	Date
Discussion and planning on arrangements to support senior phase pupils to engage in providing feedback on their College learning.	J Grace	28 August 2024

Agenda Item 5

Learning, Teaching and Quality Committee

Wednesday 28 August 2024

PAPER B

MATTERS ARISING

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 28 August 2024

Matters Arising

Paper B for information

The following actions were noted from the Wednesday 24 April 2024 Learning, Teaching & Quality Committee meeting.

Agenda Item No	Action	Current status	Open / Closed
7.0	Discussion and planning on arrangements to support senior phase pupils to engage in providing feedback on their college learning experience. **J Grace**	Academic Partnerships Team will facilitate completion of learner survey by Senior Phase pupils.	Closed

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

Agenda Item 7

Learning, Teaching and Quality Committee

Wednesday 28 August 2024

PAPER C

STUDENTS ASSOCIATION REPORT

LEARNING TEACHING QUALITY

DASA UPDATE AUGUST 2024

TEAM UPDATE

We are excited to say we have a full team of elected officers for the year ahead. With all roles being filled! 359 votes in the Election which is a 20% increase from last year.

President - Kara Ramsay

VP Gardyne - Steph Clark

VP Arbroath - Laura McDonald

VP Kingsway - Adele Lawrence

2023/24 CLASS & DEPARTMENT REPS

A busy year for Reps came to an end in late May. We hosted celebrations on each campus to give out certificates to those reps who could make it and also to gather feedback about their experience. This year we had:

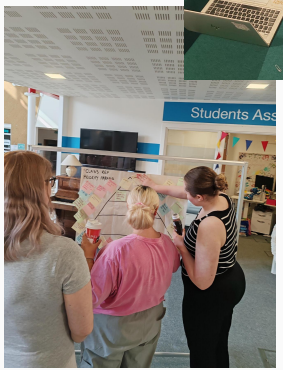
- 250 Class Reps, 18 Department reps
- 20 Training Sessions
- 26 Meetings
- 6 Training/awareness sessions
- 3 Celebrations

2024/25 CLASS & DEPARTMENT REPS

With the feedback from the previous cohort of reps we designed our 2024/25 Class rep training. Focusing on enhancing the practical skills they need for the role and fully understanding why the student voice is so valuable. The 4 key themes included are:

- Representation
- Communication
- Partnerships
- Feedback

We have scheduled training and meetings for the year ahead so all students and staff know what the expectation is of the role and the time commitment needed. We have created a digital handbook for all reps this year that includes role descriptions, timeline, tasks and more. The marketing team are in the process of designing the layout for us.



THRIVE

Thrive will still be a big part of what we do in the upcoming year. We plan to host breakfast club at least three morning a week on each campus, more where we can. The Thrive shops will continue to be on each campus to offer free items that students and staff may need to ease financial worries.

September will see a return of ‘Thrive Drive’ to encourage donations from staff and students, but also external partners. We have already kindly received donations from community champions at ASDA Kirkton and Sainsbury’s Dundee for stationary items for Freshers week.

Over the summer we hosted a school clothes pop up shop on each campus to help any student/staff parents/carers.

The team have also been thinking of fundraising ideas for Thrive for throughout the year so watch this space.

STAFF AWARDS WINNERS 2024

Lecturer of the year

- Arbroath - Daniel Radke
- Gardyne - Ross Law
- Kingsway - Kichelle Williams-Robinson

Support staff of the year

- Arbroath - Janette Whyte
- Gardyne - Andy McCormack
- Kingsway - Rona Jack

Heart of the College - Claire Halliday

Hidden Gem - Norma Payne

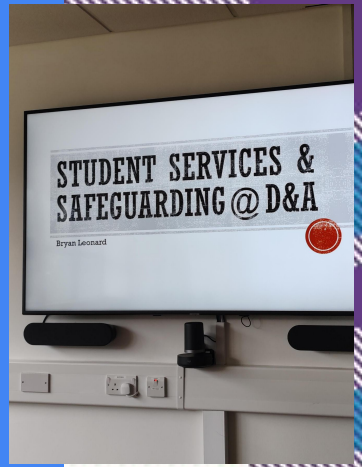
TEAM DEVELOPMENT

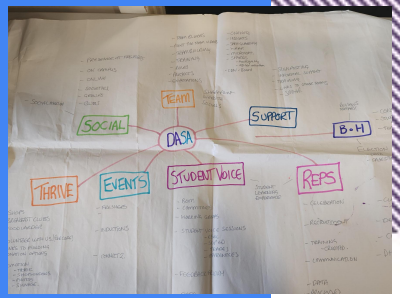
The summer break was DASA's time to grow and develop, not only as individuals in new roles but also as a team and our overarching priority to be ready and confident as a team when the student return. Over the break we did:

- Team building
- Insights training
- Safeguarding training
- Co-design sessions on the DASA offer
- Digital skills training
- Strategic & Operational Planning
- Meeting & learning about various staff teams
- Summer activities for students

The team attended SPARQS That's Quality in August to network with other SA's and learn more about what is happening nationally in the sector. Amy got the opportunity to help facilitate the training as a group tutor. Overall it was a great chance to see where other SA's are sitting in comparison to DASA, share some good practise and barrier, and of course learning more about the new Student Learning Experience Model (SLE) and new review method fats approaching the sector.

TEAM DEVELOPMENT

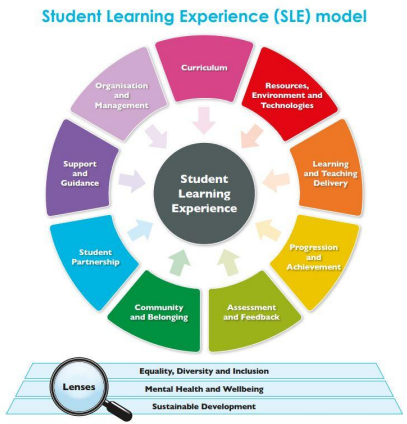




STUDENT LEARNING EXPERIENCE MODEL (SLE)

Co-designed by SPARQS and student over the past 2 years the new SLE model is being used as a tool nationally by College and University Students' Associations/Unions to help elected officers and staff capture and record all aspects of the learner experience. We aim to use it to engage people and start conversations.

As a team we have come up with different ways to utlise the tool to not only to help gather data and evidence throughout the year via Class rep tasks, Feedback Friday etc. But also show student how their feedback and input feeds into bigger picture. The SLE is also mapped to the incoming Tertiary Quality Enhancement Framework, therefore working with staff, Directors Exec and Quality department and of course student we can begin to prepare for review and self-evaluation.

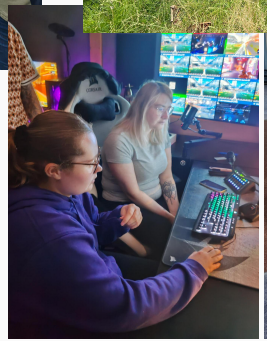


[Student Learning Experience model (spargs.ac.uk)]

SUMMER STUDENT ACTIVITIES

As in previous year the DASA team are keen to offer support to new/returning students over the summer break so they can still be engaged in College life, get onto campus for the first time when it's quieter, meet some friendly faces. These included:

- Online Crochet Club, Cuppy & chat and quiz nights
- Dungeons & Dragons
- Esports
- Arts & Crafts
- Daily mile
- Games Club
- Connect 2



ACTIVE INDUCTIONS

The induction offer from DASA this year has two parts. Firstly, a great partnership with the Learning & Community Engagement team, mainly Jade Fox ,and our Active Campus Coordinator Lauren Simpson. We are calling them 'Active Inductions'

We are piloting this more collaborative approach to inductions to offer a more interactive and engaging session for the students, the staff...and us too! In the sessions students will meet the different teams, learn what each of the teams offer and have some fun. Class will be invited to one of the larger on campus space to join a class from a different department to take part together.

Secondly, DASA will also offer in-class session where more appropriate, we will go to the classroom, having two approached will hopefully help us cover more groups and cater for those groups who are more outgoing but also those who prefer a quieter approach.

Multiple members of the digital services team have supported us in making this happen from room allocation and booking systems.

OUR CHARTER

Another exciting collaboration with the Positive Behaviour Steering Group and Quality has been the co-design on the College values based student charter - ‘Our Charter’.

Through student feedback on the values working together to create a living guiding document for staff and students to use in relation to expectations, boundaries and relationship building.

COMING SOON…

Freshers

Safe/Quiet Spaces

Student clubs/groups

Rep Recruitment

Personal Passion Projects

THANK YOU

ANY QUESTIONS?

Agenda Item 8

Learning, Teaching and Quality Committee

Wednesday 28 August 2024

PAPER D

2022/2023 NATIONAL PERFORMANCE INDICATOR COMPARISON

Performance Indicator Summary Report 2022/23

June 2024

Business Intelligence

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Introduction

This reports details Dundee and Angus College Provisional Performance Indicators for Academic Year 2022/23 by whole College, Department, Level of Study and Mode of Study with a comparison against PIs for prior years by Level and Mode of Study.

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

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

About the Data

All of the data contributing to this report has been obtained from the College's Unit-E FES data, remains provisional, **has yet to be verified by the SFC and is not for publication**.

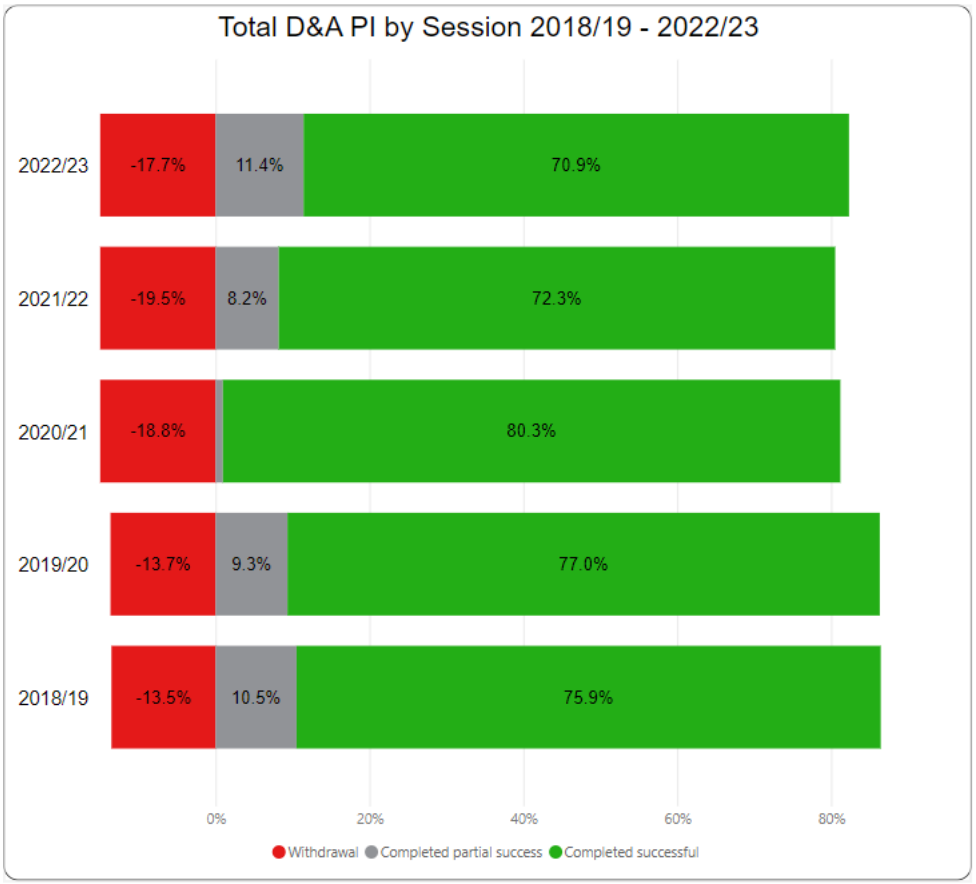
It does not include courses where there is no assessment undertaken or where the course does not lead to a Recognised Qualification. All Performance Indicators contributing to Department and College Performance Indicators therefore relate to courses only leading to a Recognised Qualification.

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

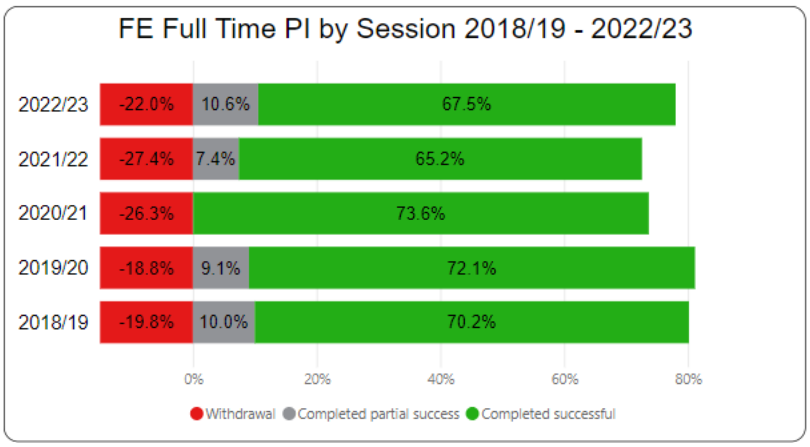
Comparisons between Dundee and Angus PIs 2022/23 v 2021/22, 2020/21, 2019/20 and 2018/19 are shown in the following table:

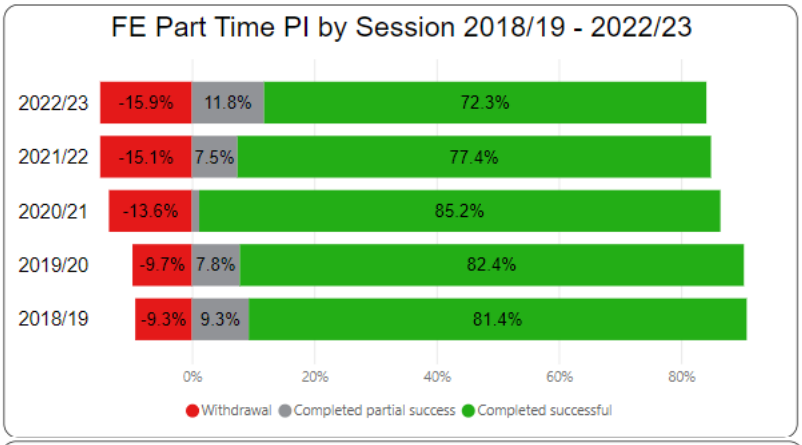
Performance Indicator	2022/23	2021/22	2020/21	2019/20	2018/19	2022/23 v 2018/19
Completed Successful	70.9%	72.3%	80.3%	76.9%	75.9%	**-5.0%**
Completed Partial Success	11.4%	8.2%	1.0%	9.2%	10.5%	**+0.9%**
POSITIVE OUTCOME	**82.3%**	**80.5%**	**81.3%**	**86.1%**	**86.4%**	**-4.1%**
Further Withdrawal	11.6%	14.0%	15.4%	8.0%	9.0%	**+2.6%**
Early Withdrawal	6.1%	5.5%	3.3%	5.9%	4.5%	**+1.6%**

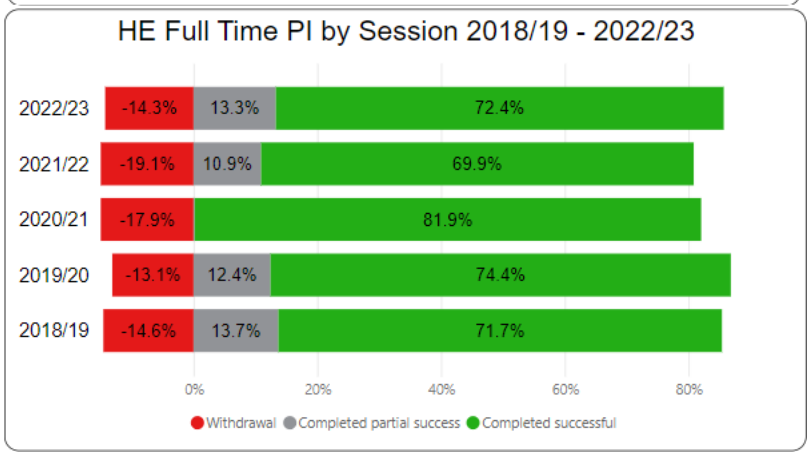
The overall provisional Completed Successful rate has decreased from 2021/22 by 3.5 percentage points to 68.8%, with a total Positive Student Outcome of 81.2%. This has increased marginally from 80.5% due to a combination of a 4.2 percentage points increase in partial success and a small reduction in the total rate of withdrawal.

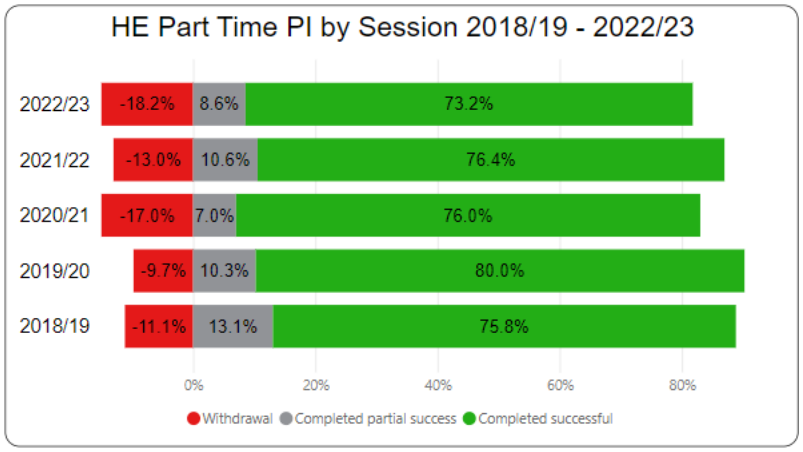


The charts below display comparison of Successful Completion rates by level and mode of study for 2022/23 against prior years. There was a 2.3 percentage point improvement in Successful Completion in Full Time FE while Full Time HE increased by 2.5 points. Part Time FE and HE both dropped due to increases in both partial success in FE and withdrawal in HE.



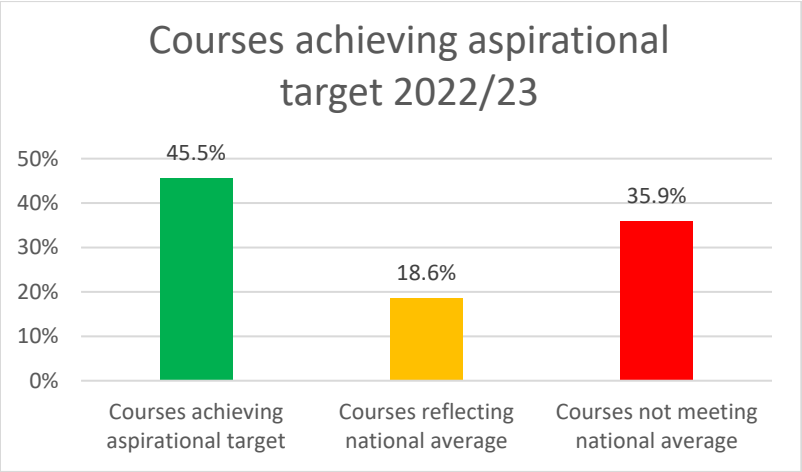




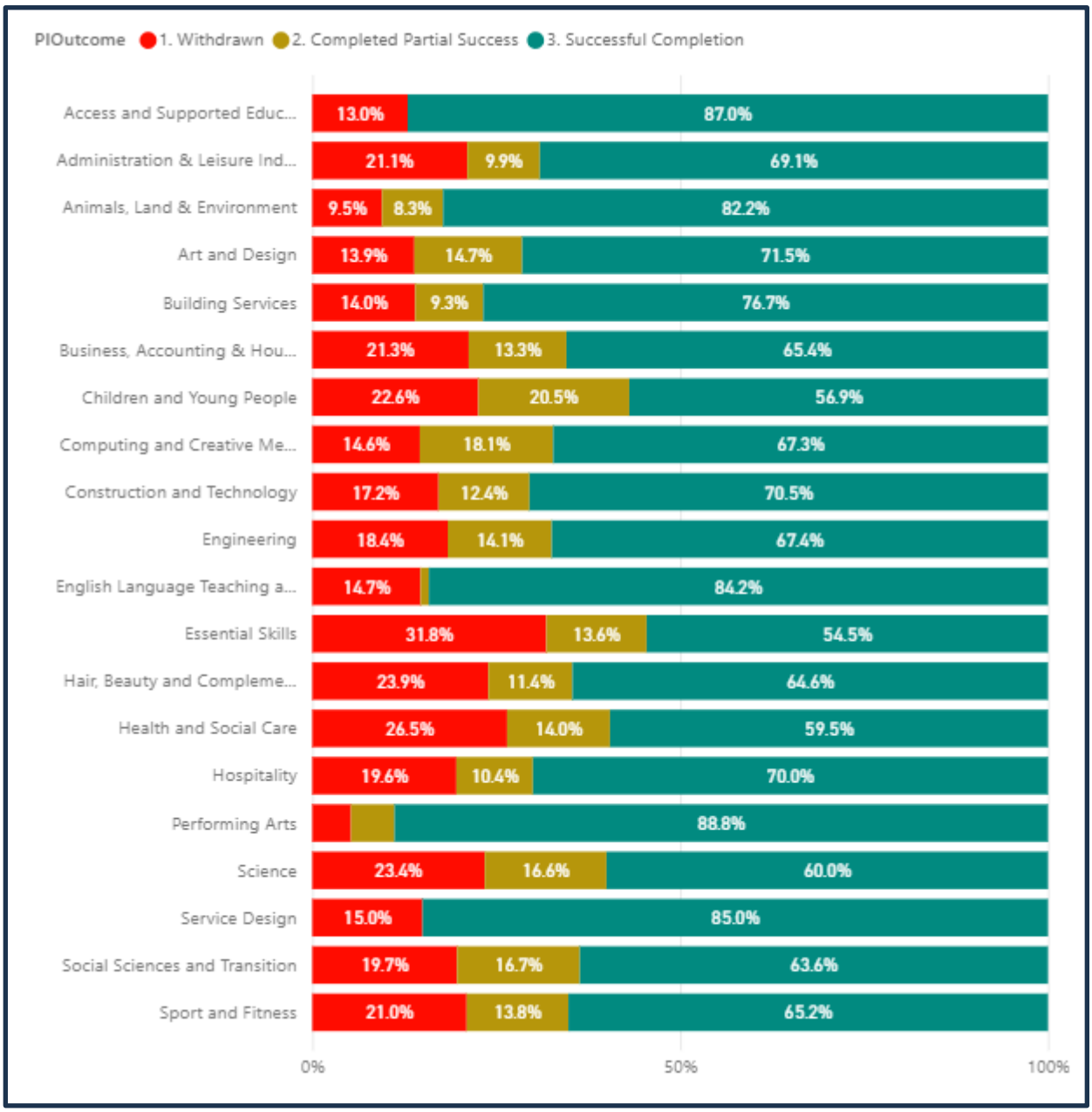


The table below shows the percentage of courses that meet the College's own aspirational targets and exceed national averages, the percentage which reflect national average standards and the percentage which fall below national average. Measure is where courses' Completed Successful % is greater than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

	Courses achieving aspirational targets	Courses reflecting national average	Courses not meeting national average
Access and Supported Education	12	1	0
Admin & Leisure Industries	8	5	7
Art & Design	8	6	5
Building Services	10	4	9
Business, Accounting & Housing	13	3	11
Children and Young People	1	2	11
Computing and Creative Media	10	3	5
Construction and Technology	9	3	8
Engineering	7	3	6
English Language Teaching and Training	4	0	0
Essential Skills	3	0	6
Hair, Beauty and Comp. Therapies	8	6	4
Health and Social Care	8	3	11
Hospitality	8	5	4
Landbased	10	4	0
Performing Arts	7	0	1
Science	2	1	9
Service Design	1	1	0
Social Sciences and Transition	3	5	7
Sport and Fitness	5	1	4
	137	**56**	**108**



The percentage of courses that meet the College's own aspirational targets and exceed national average has dropped again from 49% of courses in 21/22 to 45.5%. The percentage reflecting national average performance has also dropped from 22% to 18.6% while the percentage not achieving national average has increased by 7pp from 29% to 35.9% of courses.


PIOutcome
1. Withdrawn
2. Completed Partial Success
3. Successful Completion
Access and Supported Educ...
13.0%
87.0%
Administration & Leisure Ind...
21.1%
9.9%
69.1%
Animals, Land & Environment
9.5%
8.3%
82.2%
Art and Design
13.9%
14.7%
71.5%
Building Services
14.0%
9.3%
76.7%
Business, Accounting & Hou...
21.3%
13.3%
65.4%
Children and Young People
22.6%
20.5%
56.9%
Computing and Creative Me...
14.6%
18.1%
67.3%
Construction and Technology
17.2%
12.4%
70.5%
Engineering
18.4%
14.1%
67.4%
English Language Teaching a...
14.7%
84.2%
Essential Skills
31.8%
13.6%
54.5%
Hair, Beauty and Compleme...
23.9%
11.4%
64.6%
Health and Social Care
26.5%
14.0%
59.5%
Hospitality
19.6%
10.4%
70.0%
Performing Arts
88.8%
Science
23.4%
16.6%
60.0%
Service Design
15.0%
85.0%
Social Sciences and Transition
19.7%
16.7%
63.6%
Sport and Fitness
21.0%
13.8%
65.2%
0%
50%
100%

Comparison to National PIs 2022/23

The table below shows the D&A Successful Completion Rate versus the National rate for all Colleges and the ranking in each measured category out of 17 Colleges. The overall PI Success Completion Rate across all modes and levels for D&A in 2022/23 is 70.9% against a national rate of 72.4%.

Category	Rank out of 17	D&A Successful Completion Rate	National Successful Completion Rate	D&A v National pp
All	**9**	**70.9%**	72.4%	**-1.5%**
FE Full Time	**7**	**67.5%**	63.6%	**3.9%**
FE Part Time	**14**	**72.3%**	77.3%	**-5.0%**
HE Full Time	**2**	**72.4%**	65.5%	**6.9%**
HE Part Time	**14**	**73.2%**	78.6%	**-5.4%**
< 18 years old	**10**	**62.0%**	62.4%	**-0.4%**
18-20	**6**	**72.1%**	66.9%	**5.2%**
21-24	**9**	**75.7%**	71.6%	**4.1%**
25-40	**9**	**73.0%**	73.0%	**0.0%**
41+	**12**	**73.6%**	74.4%	**-0.8%**
FE Female	**9**	**65.6%**	64.9%	**0.7%**
FE Male	**10**	**70.0%**	71.6%	**-1.6%**
HE Female	**4**	**74.1%**	68.8%	**5.3%**
HE Male	**5**	**71.2%**	66.3%	**4.9%**
SIMD10	**7**	**66.1%**	62.6%	**3.5%**
SIMD20	**8**	**65.1%**	63.6%	**1.5%**
Ethnic Minority	**5**	**69.8%**	67.4%	**2.4%**
Disabled	**6**	**68.5%**	64.1%	**4.4%**
Care Experienced	**6**	**57.6%**	55.4%	**2.2%**

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

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

College	All	College	FE/FT	College	FE/PT	College	HE/FT	College	HE/PT
West Lothian	85.2%	Newbattle Abbey	77.4%	West Lothian	90.9%	Dumf's & G'way	74.1%	West Lothian	90.0%
Dumf's & G'way	80.5%	South Lanarkshire	72.8%	Forth Valley	87.1%	Dundee and Angus	72.4%	Borders	87.3%
Forth Valley	80.3%	West Lothian	70.4%	Dumf's & G'way	85.6%	Edinburgh	72.4%	Edinburgh	85.7%
UHI Colleges	79.8%	Ayrshire	68.6%	UHI Colleges	83.7%	Newbattle Abbey	72.2%	Ayrshire	83.4%
Edinburgh	75.3%	Borders	68.3%	South Lanarkshire	82.0%	Forth Valley	69.6%	Forth Valley	83.0%
South Lanarkshire	75.1%	Forth Valley	67.9%	Fife	78.6%	South Lanarkshire	68.3%	Dumf's & G'way	82.3%
Borders	73.1%	Dundee and Angus	67.5%	Scotland	77.3%	West Lothian	67.9%	Scotland	78.6%
Ayrshire	72.5%	West College	67.3%	Edinburgh	76.7%	NESCOL	67.0%	West College	77.0%
Scotland	72.4%	UHI Colleges	67.2%	New College Lanark	76.1%	Ayrshire	65.8%	Fife	76.8%
Dundee and Angus	70.9%	Edinburgh	65.7%	City of Glasgow	75.9%	Glasgow Clyde	65.8%	Glasgow Kelvin	76.0%
New College Lanark	70.3%	Dumf's & G'way	65.3%	Borders	75.1%	Borders	65.6%	City of Glasgow	74.8%
Newbattle Abbey	69.9%	Scotland	63.6%	Glasgow Kelvin	75.0%	Scotland	65.5%	South Lanarkshire	74.0%
Fife	69.7%	NESCOL	63.3%	Ayrshire	74.7%	New College Lanark	63.7%	NESCOL	73.6%
Glasgow Kelvin	68.8%	Glasgow Kelvin	59.2%	NESCOL	72.6%	City of Glasgow	62.8%	Glasgow Clyde	73.5%
NESCOL	68.4%	Glasgow Clyde	59.1%	Dundee and Angus	72.3%	Fife	60.8%	Dundee and Angus	73.2%
Glasgow Clyde	68.0%	Fife	58.3%	Glasgow Clyde	71.1%	Glasgow Kelvin	60.5%	New College Lanark	60.2%
West College	67.9%	New College Lanark	57.8%	West College	69.0%	West College	59.5%	Newbattle Abbey	
City of Glasgow	65.4%	City of Glasgow	52.3%	Newbattle Abbey	33.3%	UHI Colleges		UHI Colleges *	

College	<18	College	18-20	College	21-24	College	25-40	College	41+
South Lanarkshire	71.5%	Forth Valley	77.5%	Forth Valley	83.1%	Newbattle Abbey	88.9%	West Lothian	91.4%
West Lothian	70.3%	Ayrshire	74.9%	Dumf's & G'way	83.0%	West Lothian	85.3%	Newbattle Abbey	87.5%
UHI Colleges	67.5%	South Lanarkshire	73.9%	West Lothian	79.1%	Borders	81.9%	Dumf's & G'way	84.4%
Forth Valley	67.3%	Dumf's & G'way	73.3%	UHI Colleges	78.9%	Dumf's & G'way	81.3%	Borders	80.8%
Ayrshire	66.2%	Borders	72.9%	Ayrshire	77.1%	Forth Valley	79.2%	Forth Valley	80.4%
Edinburgh	65.0%	Dundee and Angus	72.1%	Borders	77.1%	UHI Colleges	77.5%	UHI Colleges	79.6%
NESCOL	62.4%	UHI Colleges	72.0%	Edinburgh	76.5%	Edinburgh	76.4%	City of Glasgow	79.5%
Scotland	62.4%	West Lothian	71.2%	South Lanarkshire	76.4%	Ayrshire	75.8%	Edinburgh	78.0%
Borders	62.2%	Edinburgh	69.6%	Dundee and Angus	75.7%	Dundee and Angus	73.0%	Glasgow Clyde	76.4%
Dumf's & G'way	62.2%	Newbattle Abbey	67.9%	Scotland	71.6%	Scotland	73.0%	South Lanarkshire	75.3%
Dundee and Angus	62.0%	West College	67.4%	West College	68.9%	South Lanarkshire	72.8%	Scotland	74.4%
West College	61.1%	Scotland	66.9%	Glasgow Kelvin	67.9%	Glasgow Clyde	72.6%	Ayrshire	74.3%
New College Lanark	59.7%	NESCOL	64.5%	New College Lanark	66.2%	City of Glasgow	71.4%	Dundee and Angus	73.6%
Fife	56.8%	New College Lanark	64.4%	Fife	65.8%	Fife	71.1%	Fife	73.0%
Glasgow Clyde	56.4%	Glasgow Kelvin	63.8%	NESCOL	65.7%	NESCOL	68.9%	Glasgow Kelvin	71.5%
Glasgow Kelvin	55.3%	Fife	61.0%	City of Glasgow	65.6%	West College	67.4%	NESCOL	69.2%
City of Glasgow	55.0%	Glasgow Clyde	60.6%	Glasgow Clyde	65.5%	Glasgow Kelvin	67.3%	West College	61.6%
Newbattle Abbey	52.9%	City of Glasgow	58.8%	Newbattle Abbey	58.3%	New College Lanark	66.0%	New College Lanark	60.1%

College	FE Fem	College	FE Male	College	HE Fem	College	HE Male
West Lothian	81.1%	Forth Valley	79.8%	Dumf's & G'way	78.8%	Forth Valley	77.6%
Borders	70.3%	Ayrshire	79.6%	West Lothian	77.8%	Dumf's & G'way	75.0%
South Lanarkshire	70.1%	South Lanarkshire	79.0%	Edinburgh	76.3%	Ayrshire	74.0%
Forth Valley	69.2%	West Lothian	77.2%	Dundee and Angus	74.1%	Edinburgh	71.6%
Dumf's & G'way	68.9%	UHI Colleges	76.6%	Forth Valley	72.8%	Dundee and Angus	71.2%
Edinburgh	68.4%	Dumf's & G'way	75.0%	South Lanarkshire	71.1%	West Lothian	70.5%
UHI Colleges	67.6%	Newbattle Abbey	75.0%	Borders	70.6%	South Lanarkshire	67.9%
Ayrshire	65.9%	Edinburgh	74.1%	Glasgow Clyde	70.4%	NESCOL	67.8%
Dundee and Angus	65.6%	West College	72.7%	Scotland	68.8%	Scotland	66.3%
Scotland	64.9%	Scotland	71.6%	NESCOL	66.9%	Borders	65.6%
Glasgow Clyde	64.5%	Dundee and Angus	70.0%	City of Glasgow	66.5%	Glasgow Clyde	64.6%
Newbattle Abbey	64.3%	New College Lanark	68.2%	Ayrshire	66.2%	New College Lanark	64.5%
City of Glasgow	63.0%	Borders	67.8%	Fife	64.7%	Glasgow Kelvin	62.1%
NESCOL	62.9%	Fife	67.1%	West College	64.5%	City of Glasgow	61.5%
Glasgow Kelvin	61.2%	NESCOL	66.0%	Newbattle Abbey	64.3%	Fife	61.4%
Fife	60.8%	Glasgow Clyde	65.7%	Glasgow Kelvin	63.9%	West College	60.2%
West College	59.8%	Glasgow Kelvin	65.6%	New College Lanark	62.8%	Newbattle Abbey *	
New College Lanark	57.3%	City of Glasgow	61.2%	UHI Colleges *		UHI Colleges *	

College	SIMD 10%	College	SIMD 20%
Newbattle Abbey	80.0%	West Lothian	76.3%
West Lothian	74.1%	South Lanarkshire	70.5%
South Lanarkshire	70.6%	Forth Valley	70.2%
Forth Valley	70.0%	Edinburgh	68.5%
Edinburgh	67.9%	Ayrshire	68.2%
Ayrshire	67.5%	Glasgow Clyde	65.4%
Dundee and Angus	66.1%	Borders	65.2%
Dumf's & G'way	65.9%	Dundee and Angus	65.1%
Glasgow Clyde	64.4%	Dumf's & G'way	64.6%
Scotland	62.6%	Scotland	63.6%
Borders	62.3%	UHI Colleges	62.4%
UHI Colleges	61.2%	West College	61.8%
West College	61.1%	New College Lanark	60.6%
New College Lanark	59.8%	City of Glasgow	59.8%
City of Glasgow	59.2%	Glasgow Kelvin	58.8%
Glasgow Kelvin	58.2%	Newbattle Abbey	58.8%
Fife	56.8%	NESCOL	58.2%
NESCOL	48.3%	Fife	58.0%

College	Ethnic Minority	College	Disability	College	Care Experienced
West Lothian	78.0%	Dumf's & G'way	73.7%	West Lothian	71.5%
Ayrshire	75.2%	Forth Valley	73.6%	Ayrshire	65.8%
Glasgow Clyde	71.6%	West Lothian	72.8%	Newbattle Abbey	65.0%
Forth Valley	71.4%	Newbattle Abbey	71.4%	Dumf's & G'way	59.9%
Dundee and Angus	69.8%	Ayrshire	68.8%	UHI Colleges	58.4%
South Lanarkshire	68.4%	Dundee and Angus	68.5%	Dundee and Angus	57.6%
Scotland	67.4%	Borders	68.4%	Borders	57.5%
Edinburgh	67.2%	UHI Colleges	66.4%	Forth Valley	57.1%
City of Glasgow	66.4%	Edinburgh	66.0%	West College	57.0%
UHI Colleges	66.0%	South Lanarkshire	64.2%	Scotland	55.4%
Glasgow Kelvin	63.3%	Scotland	64.1%	Glasgow Clyde	54.9%
West College	63.1%	Glasgow Clyde	62.7%	Glasgow Kelvin	53.6%
Dumf's & G'way	62.7%	New College Lanark	61.2%	Edinburgh	52.9%
NESCOL	61.7%	City of Glasgow	61.0%	New College Lanark	52.3%
Borders	61.3%	West College	60.8%	South Lanarkshire	51.7%
New College Lanark	59.9%	NESCOL	60.2%	Fife	48.5%
Fife	59.2%	Fife	58.0%	City of Glasgow	46.6%
Newbattle Abbey		Glasgow Kelvin	57.0%	NESCOL	46.3%

Agenda Item 9

Learning, Teaching and Quality Committee

Wednesday 28 August 2024

PAPER E

SQA EXAMS ATTAINMENT

SQA Exams Attainment Report 2024

August 2024

Business Intelligence

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About the Data 2
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Introduction

SQA Attainment Statistics relating to group awards administered by the SQA for academic session 2023/24 were made available on 1st August and remain subject to embargo until 8am on 6th August. This report displays Dundee and Angus College Performance only. Comparison with National pass rates is also included in this report.

Comparison with College and School centre types will normally be available in the second week of September.

About the Data

Only SQA exams which have been sat by Dundee and Angus College students in 2024 are presented in this report and only these exams are compared to previous years' results (i.e. where an exam has been run in prior years but not 2024, there is no comparison). All result and grade percentages are based not on enrolled students but those students who were presented for each course.

The PowerBi Dashboard which displays 2024 results and comparison to prior years can be found here.

- Higher Awards pass rate: 67.8% v last year 76.5% (down 8.7 points)
- Higher Grade A attainment: 26.4% v last year 30.9% (down 4.5 points)
- Higher Grade B attainment: 18.2% v last year 19.8% (down 1.6 points)
- National 5 pass rate: 73.9% v last year 66.2% (up 7.7 points)
- National 5 Grade A Attainment: 33.3% v last year 16.9% (up 16.4 points)
- National 5 Grade B Attainment: 24.6% v last year 25.4% (down 0.8 points)

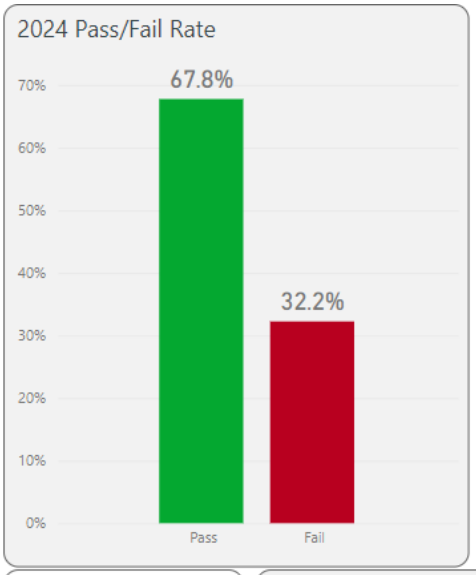
The tables below show Higher and National 5 grades awarded, pass rates and a comparison of the 2024 pass rates v 2023 and the 2024 National pass rates.

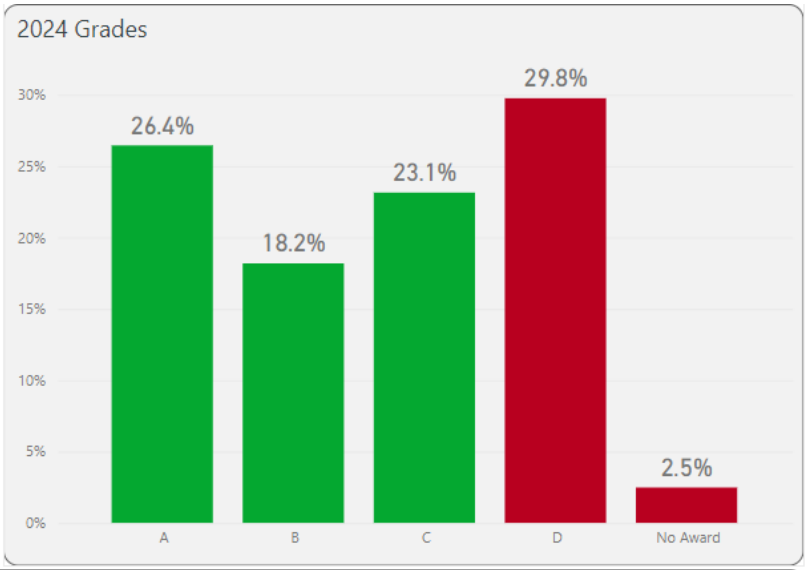
Award	Subject	Examined	Pass A	Pass B	Pass C	Fail D	No Award	Pass	Fail/No Award	Pass % of examined	National Result pass rate	Pass v National % Variance	2023 Pass Rate	Change in Pass rate (points)
Higher	Care	30	0	3	7	19	1	10	20	33.3%	37.7%	-4.4%	52.4%	-19.0%
Higher	Chemistry	14	9	2	2	1	0	13	1	92.9%	74.3%	18.6%	75.0%	17.9%
Higher	English	32	9	10	8	4	1	27	5	84.4%	74.6%	9.8%	92.6%	-8.2%
Higher	Human Biology	15	4	3	1	6	1	8	7	53.3%	64.5%	-11.2%	90.9%	-37.6%
Higher	Mathematics	10	5	0	2	3	0	7	3	70.0%	72.7%	-2.7%	100.0%	-30.0%
Higher	Psychology	20	5	4	8	3	0	17	3	85.0%	69.4%	15.6%	68.8%	16.3%
Nat 5	Applications of Mathematics	8	4	2		2	0	6	2	75.0%	59.3%	15.7%	85.7%	-10.7%
Nat 5	Biology	5	2	1	1	1	0	4	1	80.0%	64.5%	15.5%	N/A	N/A
Nat 5	English	9	3	4	1	1	0	8	1	88.9%	84.3%	4.6%	100.0%	-11.1%
Nat 5	Mathematics	21	6	4	5	6	0	15	6	71.4%	68.1%	3.3%	75.0%	-3.6%
Nat 5	Psychology	26	8	6	4	6	2	18	8	69.2%	75.4%	-6.2%	52.6%	16.6%

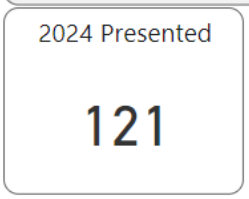
Higher Chemistry, Psychology and English all achieved higher than the national pass rate while Human Biology, Care and Maths pass rate was lower than the national pass rate.

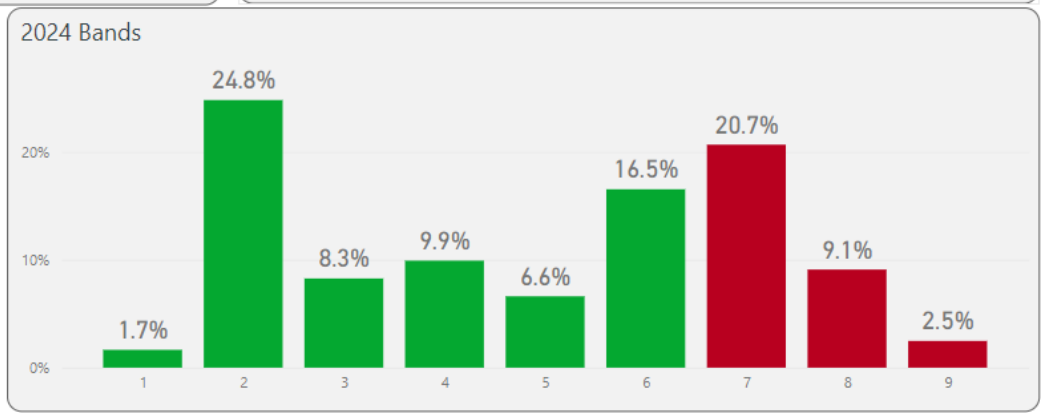
All but one National 5 subject (Psychology) achieved a higher pass rate than the national average.

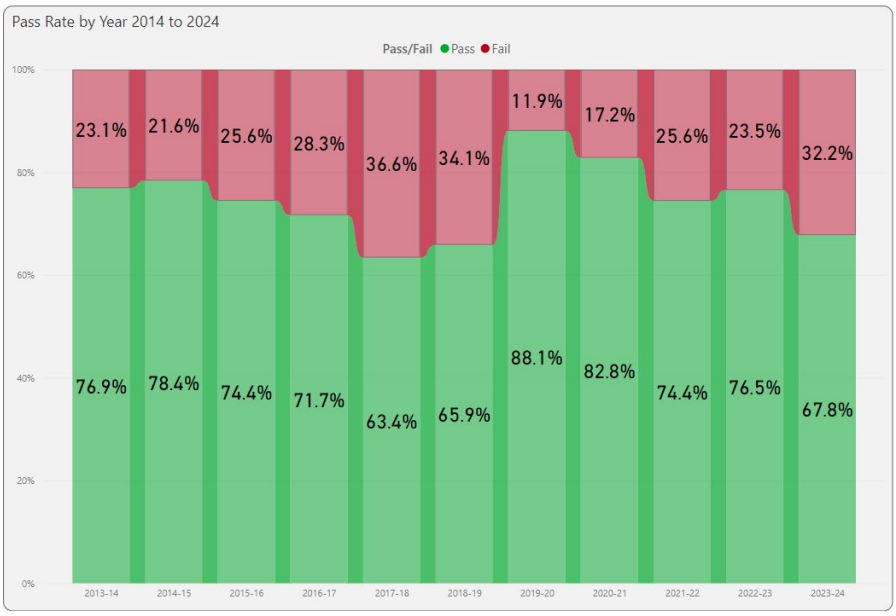
- The overall **Higher** Pass rate has decreased by 8.7 points from 76.5% in 2023 to 67.8% in 2024. Good increases in pass rates were seen in Higher Chemistry (up 17.9 points) and Psychology (up 16.3 points). The Higher Care pass rate dropped by 19 percentage points to 33.3%, while both Human Biology and Maths also saw large drops (38 points and 30 points). English, the Higher subject with most students presented (32) also saw its pass rate drop from 92.6% to 84.4%.



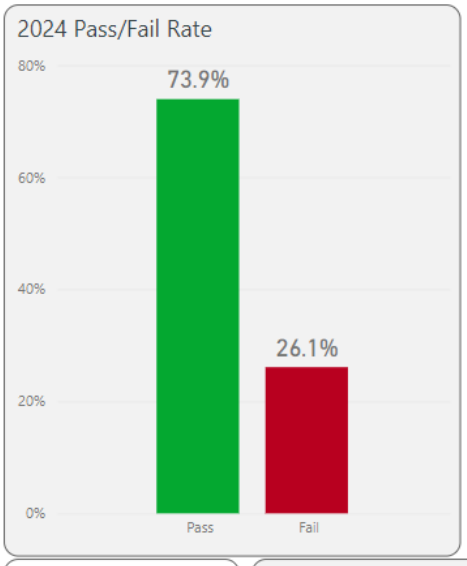


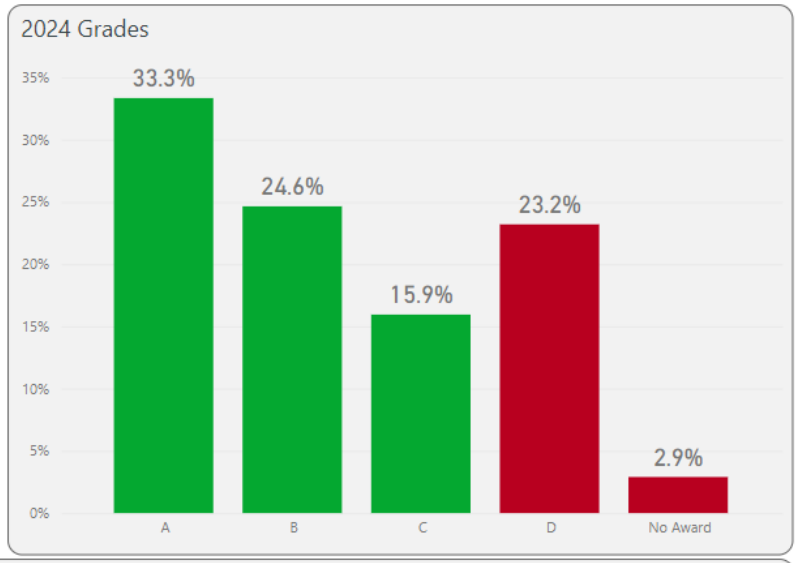


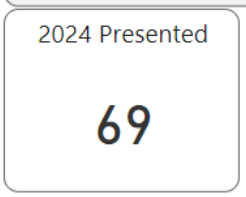


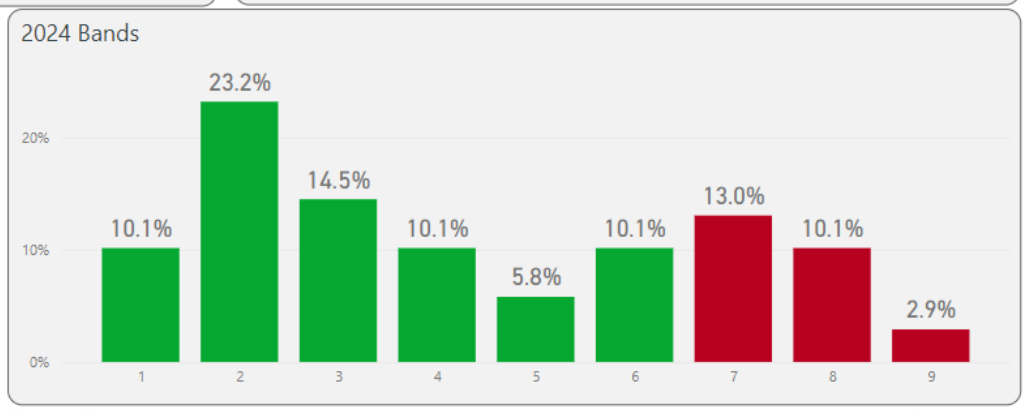


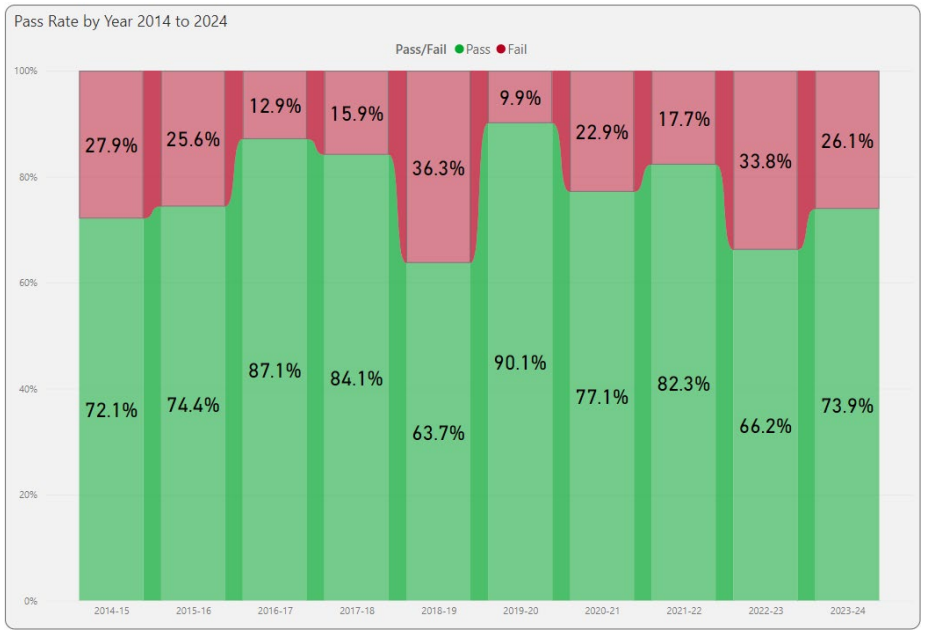
- The **National 5** Pass rate has improved by 7.7 percentage points to 73.9% (however this follows a large drop in 2023 of over 16 percentage points to 66.2%). Psychology, with the largest number of candidates presented (26) is the only N5 subject which has an improved pass rate in 2024, up by 16.6 points from 52.6% in 2023 to 69.2% in 2024. The other 3 subjects examined at National 5 saw their pass rates drop, Applications of Maths and English both by 11 points and Maths by 3.6 percentage points.







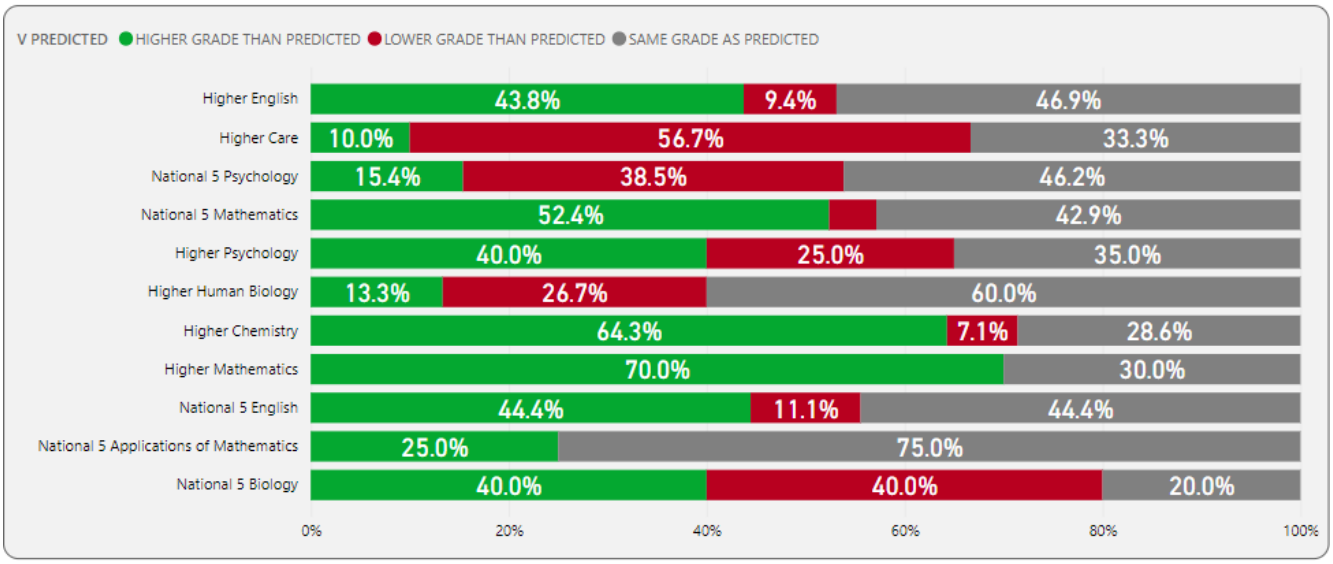




The tables below show the number of grades achieved where the grade is lower, is the same or is higher than the predicted grade.

Across all National 5 and Higher subjects examined, there were 190 exam sits. Of these, 66 results were at a higher grade than expected (35%), while 80 (42%) were at the expected grade. 44 results (23%) were at a lower grade then predicted.

NAME	HIGHER GRADE THAN PREDICTED	LOWER GRADE THAN PREDICTED	SAME GRADE AS PREDICTED	Total
Higher Care	3	17	10	**30**
Higher Chemistry	9	1	4	**14**
Higher English	14	3	15	**32**
Higher Human Biology	2	4	9	**15**
Higher Mathematics	7		3	**10**
Higher Psychology	8	5	7	**20**
National 5 Applications of Mathematics	2		6	**8**
National 5 Biology	2	2	1	**5**
National 5 English	4	1	4	**9**
National 5 Mathematics	11	1	9	**21**
National 5 Psychology	4	10	12	**26**
Total	**66**	**44**	**80**	**190**



There are large discrepancies between predicted and actual grades across the subjects, in both directions. For example, 57% of Higher Care grades were lower than predicted, with 40% of National 5 Psychology and 38% of National 5 Biology grades lower than predicted.

Conversely, 70% of Higher Mathematics grades were greater than predicted, followed by Higher Chemistry with 64% of grades greater than predicted National 5 Mathematics with 52% of grades greater than expected.

Agenda Item 10

Learning, Teaching and Quality Committee

Wednesday 28 August 2024

PAPER F

NATIONAL QUALIFICATIONS ACTION PLAN

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 28 August 2024

National Qualifications Action Plan 2024-25

Paper for noting

Introduction

The Scottish Qualifications Authority (SQA) National Qualifications results have returned to pre-pandemic levels, reflecting a return to previous academic standards. During the pandemic, assessment approaches were adapted, and grading was adjusted to recognise the challenges faced by students, resulting in higher pass rates.

The majority of outcomes for National 5 and Higher exams sat by Dundee and Angus College students are in line with or better than the 2024 national achievement rates. However, there are 2 programmes highlighted as areas requiring investigation and action.

	2024 Grade A-C Scotland	2024 Grade A-C D&A	2023 Grade A-C Scotland	2023 Grade A-C D&A
Higher Care	37.7%	33.3%	60.2%	52.4%
Higher Human Biology	64.5%	53.3%	71%	90.9%

Higher Care

National attainment rates and successful outcomes for Dundee and Angus College students undertaking Higher Care have been variable since the introduction of the new Higher in 2015/16. A range of improvement measures have been implemented each year by the Health and Social Care team with moderate success until this year.

While our figures align with the broader national trend, there has been limited analysis to determine the reasons behind the lower results to date. Anecdotal evidence suggests ongoing concerns from assessors regarding the structure of the Higher Care paper, particularly the allocation of marks for analysis and evaluation of sociological and psychological theories.

An action was taken in 2023 to work towards the removal of Higher Care from the SCQF level 6 Nursing courses. The action required detailed conversations with university partners and SWAP East to ensure our students would not be prevented

from progressing to Nursing degrees. Students eligible for SWAP programmes can still transition to full-time university study for nursing without the added pressure of external exams.

For those not eligible for SWAP, we have meticulously mapped out a framework for an Advanced Certificate in Health, Social Care, and Nursing. This framework facilitates progression to HNC Social Services and HNC Healthcare Practice. The HNC Healthcare Practice allows for advanced entry into the second year of university and also supports progression to first-year study. Meanwhile, the HNC Social Services is recognized for first-year university entry and is recognized by the SSSC and can lead to professional careers post-college.

Higher Human Biology

For 2023/24 the Science team had opted for online classes for Higher Human Biology and Higher Chemistry with the aim of increasing applications, however, this had an impact on class attendance. Some prelim scores were low and some candidates were given a number of attempts to meet the 40% cut off – although they met this, they were ultimately unable to increase their marks in the final exam. In terms of differences between Higher Human Biology and Chemistry – it is often the case that those undertaking Chemistry need it to study medicine with many already holding degrees and having a higher level of commitment and motivation.

Actions for 2024/25:

- All classes will be delivered in person.
- Campus change to Gardyne to give a better overall evening learning experience.
- Interviews conducted by lecturing staff with guidance provided on questions to drill into commitment levels and ability to study out with class time.
- More referrals to Nat 5 Biology to ensure appropriate background knowledge.
- Staff will be strongly encouraging students to attend the intensive revision course.

Finally, a full review of National Qualifications had been planned to take place based on the implementation of the recommendations from the Review of Qualifications and Assessment in Scotland. However, due to the delay with outcomes from the report, the suite of National Qualifications will be reviewed in 2024-25 as part of the curriculum review process.

Authors: Jane Roscoe and Steph Toms, Directors of Curriculum and Partnerships
Executive Sponsor: Julie Grace, Vice Principal Curriculum and Partnerships

Agenda Item 11

Learning, Teaching and Quality Committee

Wednesday 28 August 2024

PAPER G

SPRING 2024 LEARNER SATISFACTION SURVERY

DUNDEE AND ANGUS COLLEGE

Leading Learning, Inspiring Success

Learner Survey – Summary Report

May 2024

Contents

Introduction 3
Survey Participation 4
Overall Results 5
Results by Question 5
Results by Question & Department 6
Why you chose D&A College? 10

Introduction

The Quality Team compiled the Dundee and Angus College Spring Learner Survey to ascertain levels of student satisfaction. The survey was open for just over five weeks in March and April 2024 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 3,104 responses in total comparable to 2,724 in spring 2023. 3,024 unique (identifiable) students responded and were matched to enrolments with a further 61 not matched.
- The response rate among full-time students decreased a little from 55% in spring 2023 to 50% in the current survey.
- The “Other Comments” question received 1,714 responses, meaning that 55% of responses had an answer to this question.
- The average number of text feedback responses per question has increased to 1,194 responses per question from 1,116 responses per question in spring 2023.
- 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 both the spring and autumn 2023 surveys.

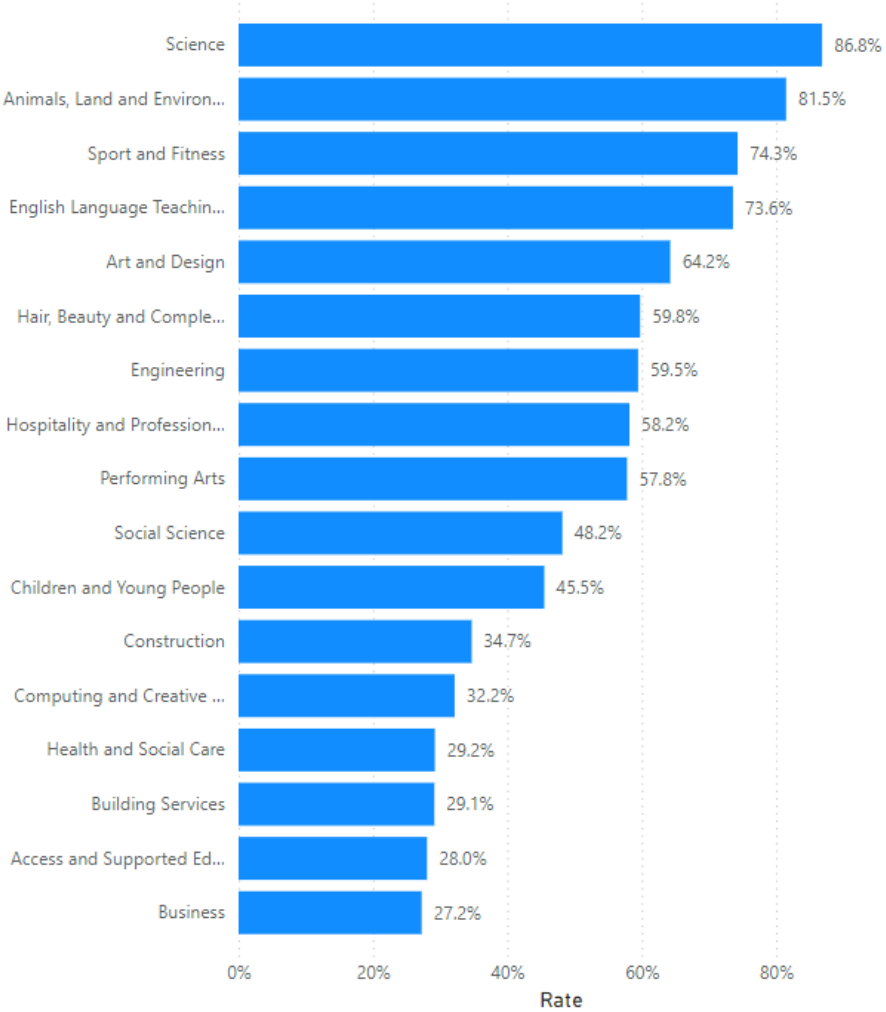
Survey Participation

Overall participation in the survey has been good with 3,104 responses in total. Of these, 3,024 enrolments were matched to responses.

28% of the total eligible current student population took part, with 2,000 out of around 4,000 current full-time students responding (50%). Uptake by part-time students was 13%.

The full-time learner response rate varies across teams, with the highest response rate from the **Science** team at **86.8%** of full-time students, followed by **Animals, Land & Environment at 81.5%.**

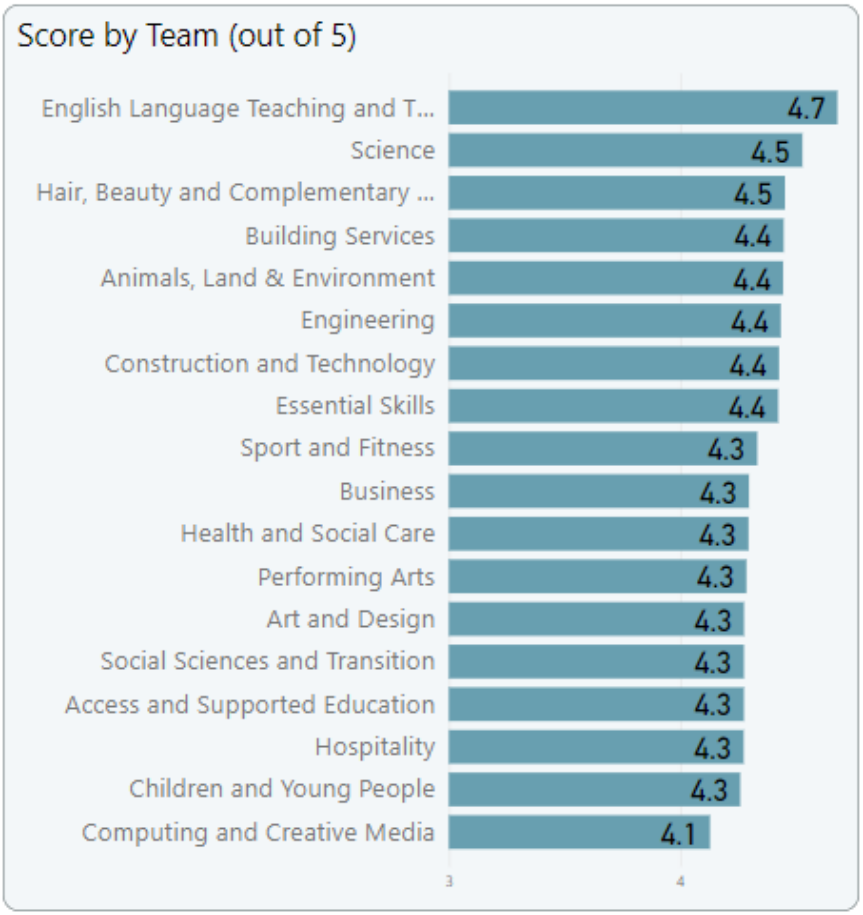
Survey Participation Rate by Team (Full Time students)



Overall Results

The average overall score across all questions was 4.4 out of 5. This equates to 8.8 out of 10, (consistent with 8.8 scored in autumn 2023, 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):

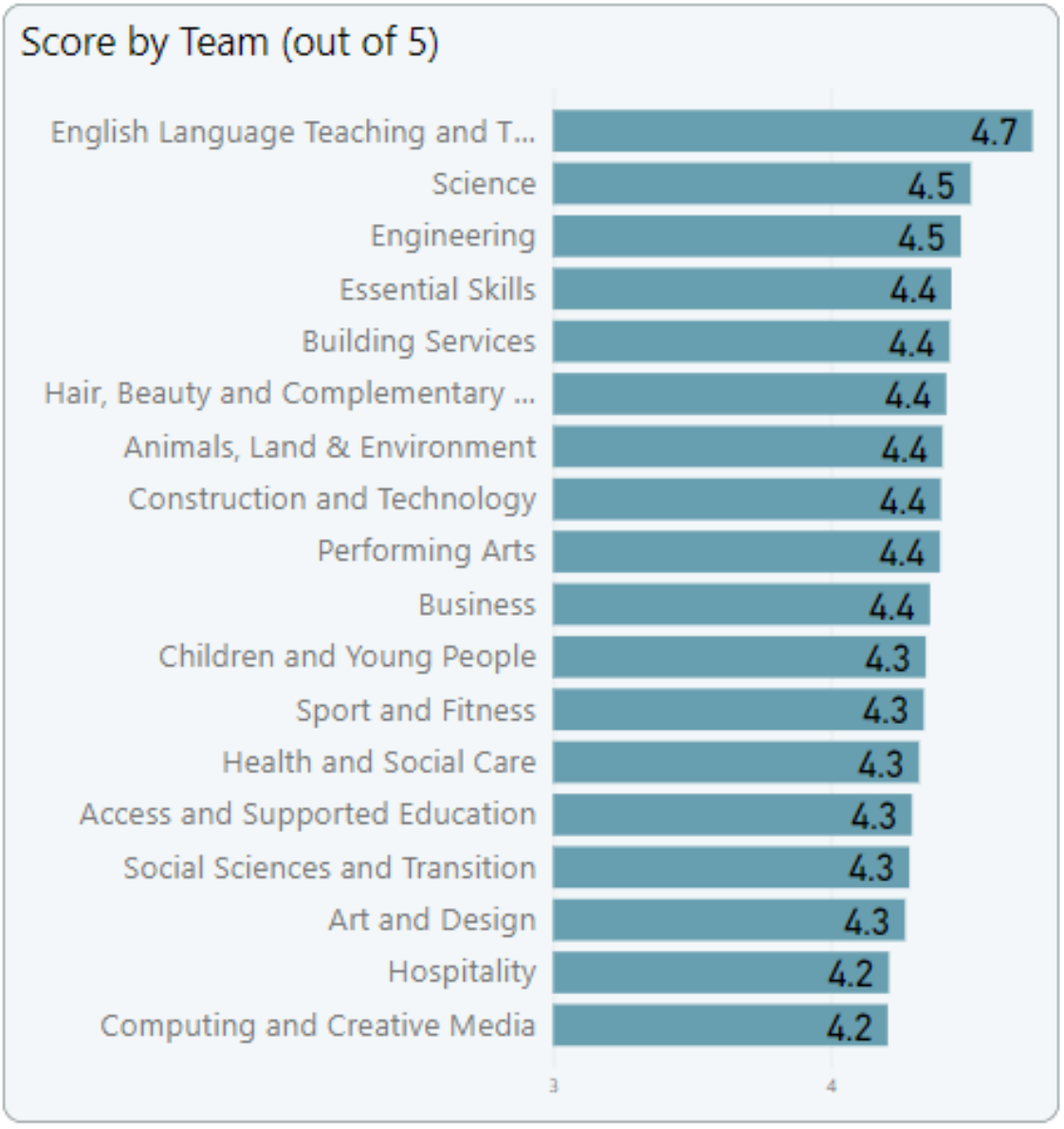


Results by Question

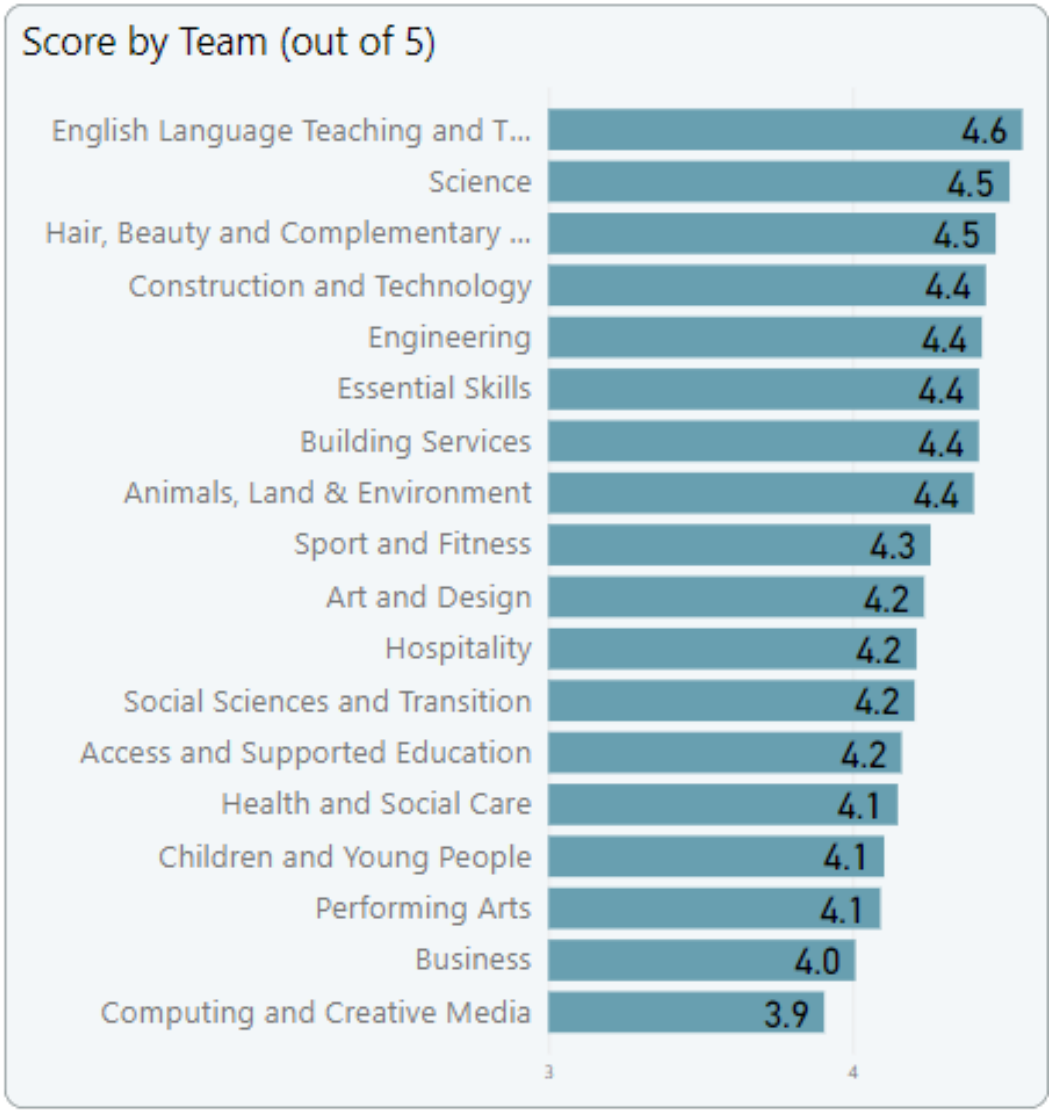
The average score across all departments by Question:

Results by Question & Department

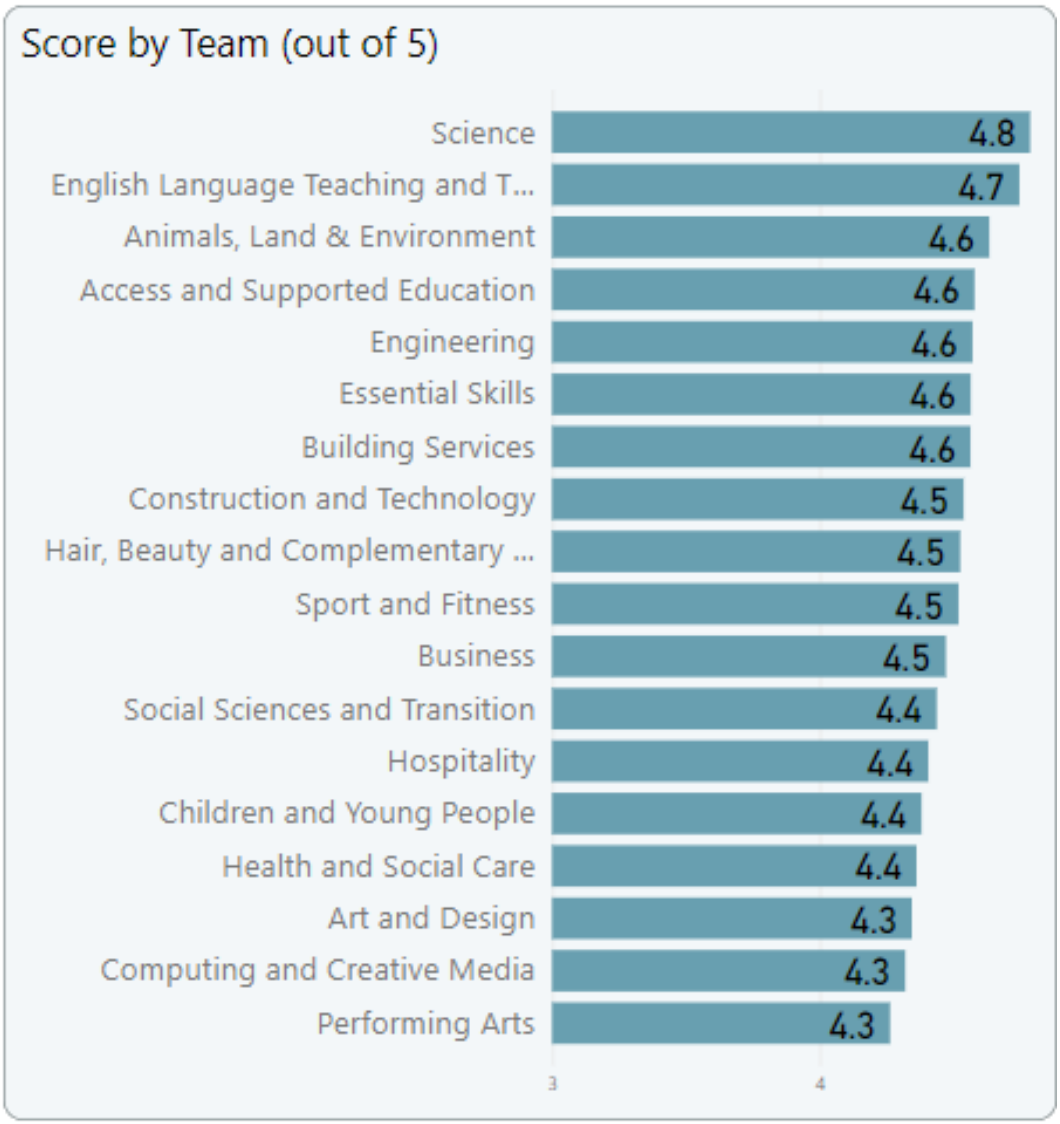
Feeling Welcome and Valued



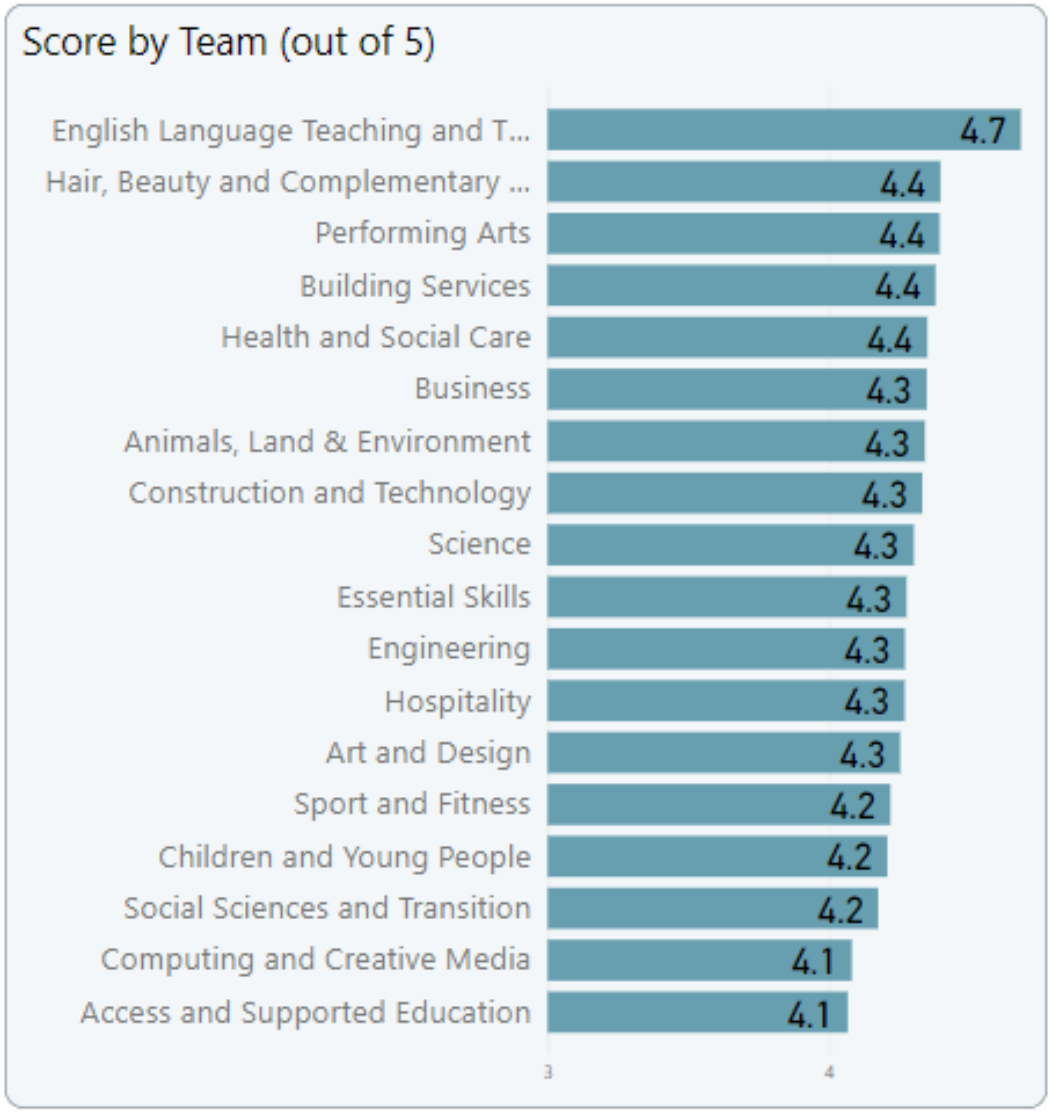
Your Learning Experience so far



Our Staff

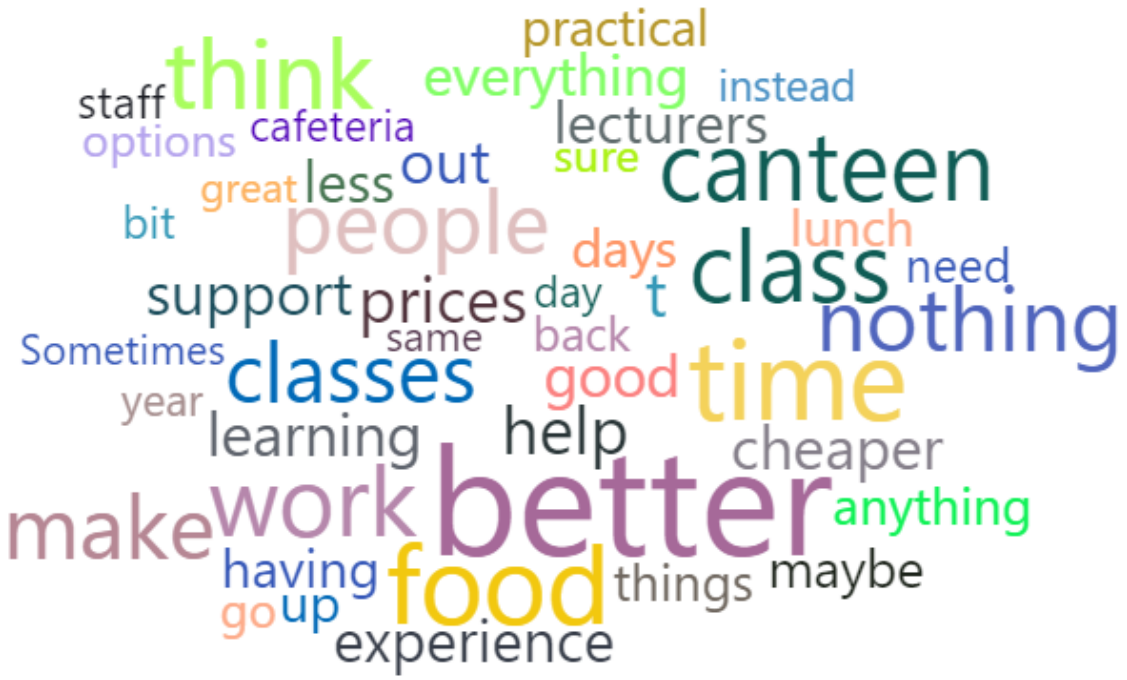

Score by Team (out of 5)
Science 4.8
English Language Teaching and T... 4.7
Animals, Land & Environment 4.6
Access and Supported Education 4.6
Engineering 4.6
Essential Skills 4.6
Building Services 4.6
Construction and Technology 4.5
Hair, Beauty and Complementary ... 4.5
Sport and Fitness 4.5
Business 4.5
Social Sciences and Transition 4.4
Hospitality 4.4
Children and Young People 4.4
Health and Social Care 4.4
Art and Design 4.3
Computing and Creative Media 4.3
Performing Arts 4.3
3
4

Places and Platforms for Learning



Other Comments?

If you have any other comments about learning and teaching at the college….



Agenda Item 12

Learning, Teaching and Quality Committee

Wednesday 28 August 2024

PAPER H

CURRICULUM & PARTNERSHIPS REPORT

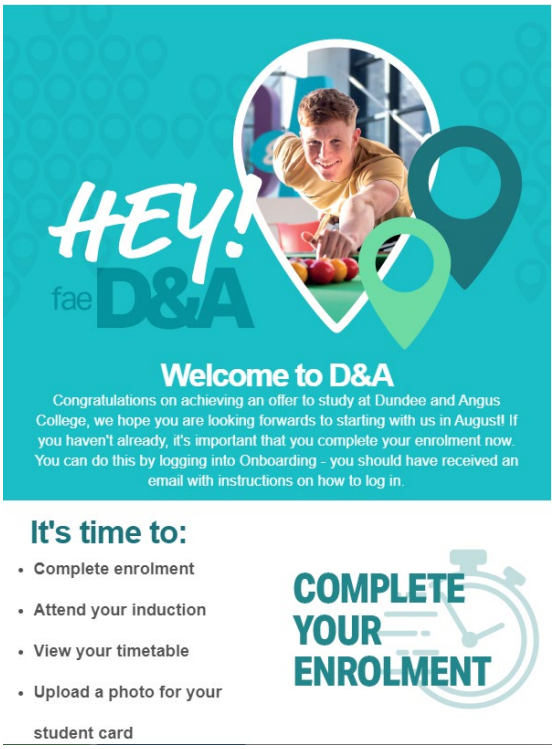
BOARD OF MANAGEMENT
Learning, Teaching and Quality Committee
Wednesday 28 August 2024
Curriculum & Partnerships Report

Paper for noting

1. Recruitment 2024-25

Recruitment for Session 2024-25 full-time courses remains our key priority this month, with all departments continuing to actively recruit students. Full-time recruitment has slightly increased compared to last year, with 4,360 students offered an unconditional place. Support staff have been working throughout the summer to ensure students can access all systems and complete their enrolment using our new REMs system. 84% of individual with an offer of a place had completed enrolment by 20 August 2024.

Over the summer, we continued to communicate through our "HeyfaeD&A" newsletter, providing a soft introduction to college life, staff and highlighting student success stories and upcoming opportunities. The Learner and Community Engagement team also ran a summer transition programme, which included confidence building activities, wellbeing workshops and days out.



Inductions took place in week commencing 19th August. These sessions allowed students to meet staff and peers, and support staff will offer various sessions, including Learn@D&A programme, Getting Ready for College online programmes, ice-breakers, teambuilding and social and emotional support workshops.

As recruitment stabilises and classes become more settled over the next few weeks, we will launch our retention and "Stay@D&A" campaign to ensure learners are accessing necessary support and engaging in classes and the broader college offer.

2. Retention 2024-25

The academic teams are adopting a comprehensive, multi-faceted approach to improve student retention this session. This builds on the successful actions implemented last year, with continued focus on addressing the academic, social, and personal needs of our learners. We are committed to ensuring that students are aware of and can access the extensive support services on offer at D&A.

Building on the momentum from the Connect 2 events held in June, we are also fully utilising the preparatory work undertaken by support teams over the summer. This includes the development of personalised learning support plans and the processing of bursary applications.

We have implemented welcoming and thorough inductions, with Group Tutors extending these sessions over several weeks to avoid overwhelming students. Many departments are adopting a ‘soft start’ approach, prioritising relationship building, fostering a sense of community, and helping students become familiar with their departments and the supportive D&A community. Additionally, buddy systems have been established, and social opportunities such as the Cyber Security Club and esports Society are available to encourage student interaction. Taking on board learner feedback and building upon success on our other campuses we are exploring a football club and esports society at Kingsway campus.

To inspire and motivate students, many teams are organising early visits relevant to their field of study e.g. to building sites and art exhibitions. Teams are also inviting motivational speakers, including industry partners and alumni, to engage with the students and inspire their progression. Collaboration with our industry partners is crucial, with some departments starting the session with projects designed by these partners.

DASA, working in partnership with the Learning & Community Engagement team and our Active Campus Coordinator Lauren Simpson, are launching a new approach to engaging learners with an 'Active Induction'. This is a pilot of a more collaborative approach to inductions to offer a more interactive and engaging session for all. The Active Inductions will be 30 minutes long and offered on all campuses.

HCQs and CQLs will maintain a strong presence among students, supporting teams with consistent messaging and appropriate signposting to services. Our approach is further strengthened by strong collaboration with DASA, LDR, LACE, Student Funding, and Help Point teams. HCQs and CQLs will also leverage available data to monitor attendance closely and ensure that timely interventions are made to assist any learners who may be struggling.

3. Attainment 2023-24

The 2023-24 student outcomes have been impacted by the national industrial action taken by EIS/FELA as a resulting boycott has been in place since 12 February 2024 as part of Action Short of Strike. There are currently just over 3300 (5.2%) results outstanding, of which 1174 are full-time. The outstanding results are mainly due to ASOS and extensions granted to students for extenuating circumstances.

Staff have worked over the summer with universities and internal students to minimise any disadvantage to them progressing to their next course of study.

4. D&A Community

4.1 D&A Community Kitchen

The Community Kitchen Programme, funded by the Angus Local Employability Partnership, has positively impacted over 24 low-income families in Angus by offering education and employability opportunities.

The 12-week programme provided hands-on cooking sessions to help families prepare and cook simple, nutritious, affordable meals, and address food poverty through promoting healthy relationships with food. The programme also included employment-related skills including barista training, food hygiene and first aid certification, and aims to build confidence and provide pathways to employment or further education.

Participants showcased their new culinary skills by preparing and selling nutritious, affordable Bento boxes at the Dundee Food Festival. As part of the event, the college's Community Engagement Team hosted a spotlight presentation at the Bonar Hall to showcase their work on educating people on affordable meals and healthy eating.

4.2 Supporting the Green Business Community

We have secured funding through the Dundee UK Shared Prosperity Fund (UKSPF) to deliver training for business in "Decarbonisation of Transport". The courses on offer are: Electric Vehicle Maintenance and Servicing (Levels 1-3); Hydrogen Fuel Basics; Electric Chargepoint Installation and planning to Decarbonise your Fleet delivered by the Service Design Academy. Business can access the fully-funded training to create a workforce that can drive a sustainable economy. The launch event takes place in The Skills Academy on Thursday 22 August 2024.

5. Curriculum Developments

5.1 AI in Education Trial

At the end of last session, staff were invited to participant in an AI trial. The initiative aimed at integrating advanced artificial intelligence into our daily operations to enhance efficiency, innovation, and decision-making. We selected Copilot both additional licenses and bundled versions and TeacherMatic so we could evaluate impact and review needed investment.

Many volunteers came forward from both academic and support departments which resulted in the following:

- Teacher Matic: 40 staff members
- Copilot (additionally licensed version): 11 staff members
- Copilot (bundled version): 31 staff members

A further goal was to ensure staff felt comfortable exploring these tools while also collecting evaluative data to guide long-term investment decisions for D&A. Each trial group is supported by a Digital Leader, who provides prompts, training, and updates. These updates are aligned with SQA's guidance and the evolving sector.

On the all-staff day, Thursday 14 August, we invited Kenji Lamb from the College Development Network (CDN) as a guest speaker. He provided an inspirational update on AI within the Scottish educational landscape, highlighting that we are at the forefront of raising awareness and exploring AI use. Following his presentation, we held workshops to raise awareness and answer questions about AI. The workshops were extremely well received by staff.

The pilot will last this full academic year with evaluation occurring every two months throughout the year. Staff engaging in the pilot are encouraged to share information on the good practice they are discovering, as well as what challenges they are coming up across Learning and Teaching. Examples have included; support creative research with learners, to explore how AI can be used as a revision tool and to use AI for lesson planning and class activities. Some broader examples include summarising information in documents and the use of AI to record meeting minutes and set actions from the meetings.

6. Curriculum Partnerships

6.1 Kingspark Inclusive Education and Enterprise

The college has entered a partnership with Kingspark School to broaden opportunities for young people with disabilities. Pupils from Kingspark will attend college once a week to gain experience in barista skills and customer service at the College's Café Bar at the Kingsway Campus.

Senior pupils will also develop horticultural skills, with sessions designed to support the development of the school's vegetable garden. The horticulture programme has been tailored to be accessible for students with additional needs and will support the school-based enterprise project by providing ingredients for their café.

The partnership will also provide the opportunity for two D&A art and design students to gain valuable work experience working with Kingspark School pupils, through hosting art and craft workshops. The pupils will create crafts that can be sold in the café as part of their social enterprise project. The branding for the new social enterprise project, Crafty & Bean, was created by a college art & design student as part of a real-life project brief.

The partnership agreement was signed and officially launched alongside the Craft & Bean Enterprise at V&A Dundee in June and was featured on STV News.

6.1 European Access Network Conference (EAN)

Our Academic Partnership Team showcased the transformative success of our School-College Partnership at the recently relaunched European Access Network Conference (EAN) which took place in Abertay University in June 2024.

The EAN Conference is a two-day event for researchers, staff, and students involved in widening access across universities, colleges, schools, and other organisations worldwide. The atmosphere at the conference was one of community and collaboration, where everyone came together to share the latest in access, social inclusion, and best practices for students to succeed.

The presentation delivered by the team demonstrated the outcomes of the strong partnerships we have with secondary schools in Dundee, Angus, and Aberdeenshire. The presentation further highlighted how important it is for local authorities, school staff, and universities to collaborate with colleges to reduce the challenges faced in access and transitions.

6.2 Leading Learning for Employment and Progression (LEAP) Project

The LEAP Project, a collaboration between Dundee & Angus College and Angus Council, has significantly impacted young learners and the community. Launched last August, it re-engages high school students facing various challenges, often worsened by the Covid-19 pandemic. Of the 12 students who joined, 9 completed the programme, achieving 70-100% attendance and securing positive futures. The project's informal learning environment and personalised support have enabled students to earn qualifications and build essential skills, fostering motivation and positive relationships.

The success of the LEAP Project was celebrated in June at a heartwarming graduation ceremony held at Arbroath Football Club. The event turned into a true community celebration, with local businesses generously providing the venue, food, and even a limo to give our learners a stylish ride to the venue! Dundee & Angus College's hair and beauty staff also played a special role by helping students prepare for the event. Many students shared that they never imagined they'd have a prom-like experience, but this celebration, surrounded by friends and family, was deeply emotional and meaningful. They felt truly special and valued.

> *Lily Yorke, a LEAP student, said: "We are so thankful for the opportunity that we have been given and I am sure that our families are thankful too. They finally have a child that goes to education and enjoys it.*
>
> *"Now we can finally take a step forward in our lives, I couldn't be more proud of everyone and I am going to miss spending every day with them."*

The remarkable achievements of the first cohort have led to further investment by Angus Council, ensuring the continuation and expansion of the LEAP Project to support more

young people in the future. This initiative showcases the transformative power of community support and innovative educational approaches in helping students overcome challenges and achieve lifelong success.

7. 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 Directors
Executive Sponsor: Julie Grace, Vice Principal Curriculum and Partnerships

Agenda Item 13

Learning, Teaching and Quality Committee

Wednesday 28 August 2024

PAPER I

STRATEGIC RISK REGISTER

BOARD OF MANAGEMENT

Learning, Teaching & Quality Committee

Wednesday 28 August 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 August 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

DUNDEE AND ANGUS COLLEGE

STRATEGIC RISK REGISTER

2023 - 2024

As at August 2024

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

Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				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	• Robust strategic planning • Effective environmental scanning • Strong partnerships • Clear links between strategy and practice • Concerted demands for increased activity levels	4	2	8 ↔	• Robust monitoring via ROA • Clear performance metrics • Amendment of strategic direction/ plans • Rolling curriculum review	Principal & Chair
1.2 Board	College may be disadvantaged by changes to either UK or Scottish Government policies	4	3	12	• Effective environmental scanning • Negotiation/influence at national level	4	3	12 ↔	• Review of changes and amendment of strategic direction/plans • Financial strategy sensitivities	Principal & Chair

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

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

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

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

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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	3	4	12	• Negotiation/influence at national level • Contingency plans for amended funding levels or requirements	3	3	9 ↔	• 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	5	4	20	• 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 ↔	• 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 • Review and amendment of activity and budget planning to address over/under performance against activity (credit) target • Detailed monitoring of savings programmes • Detailed monitoring & management of CDEL/RDEL risks	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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	ELT	Executive Leadership Team	Prin	Principal			
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
	Board	Board of Management	DirSE	Director of Student Experience	2	Minor	Unlikely
	VPSO	Vice Principal Support & Operations	DirFin	Director of Finance	3	Significant	Possible
	VPCP	Vice Principal Curriculum & Partnerships	HoE	Head of Estates	4	Major	Probable
	DirInf	Director of Infrastructure	Chair	Chair of the Board of Management	5	Critical	Very Likely

Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
2 Financial (cont)										
2.3 **F&P**	National outcomes on salaries and conditions of service outstrip ability to pay	4	4	16	• Influence within Employers Association • Management of staffing expenditures	4	3	12 ↔	• Expenditure modelling • On-going discussions with staff • Financial strategy sensitivities • Workforce planning	VPSO
2.4 **A&R**	Financial Fraud	4	3	12	• Strong financial controls: segregation of duties and review of transactions. • Review of impact of any changes in structure or duties • Whistleblowing arrangements	3	2	6 ↔	• Continuous review of financial controls • Internal Audit programme	VPSO
2.5 **F&P**	D&A Foundation refuses/withholds funding for key College priorities	5	3	15	• On-going dialogue with Foundation Trustees • Appropriate bid arrangements in place	3	2	6 ↔	• Monitor and advise Board of Management	Prin & VPSO
2.6 **F&P**	Demands of capital developments / maintenance impacts on financial sustainability or delivery of learning and/or services	3	2	6	• Multi-year estates strategy and capital planning • Lobbying of SFC on capital and backlog maintenance funding • Planning for D&A Foundation bids	2	2	4 ↔	• Monitoring of capital plans and expenditures • Regular review of capital plans/timescales relative to funds	VPSO

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

Post Holders					Score	Impact	Likelihood
	ELT	Executive Leadership Team	Prin	Principal			
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3 People and Performance										
3.1 LT&Q	Failure to reach aspirational standards in learning, teaching, and service delivery	4	3	12	• Clear quality arrangements and priority actions • Continuous self-evaluation and action planning • Rigorous CPD arrangements in place • Regular classroom observation and learner feedback arrangements	3	2	6 ↔	• Comprehensive monitoring of key PIs and student/staff feedback • Regular Stop and Review events • External review and validation findings	VPCP, VPSO DirC&A
3.2 LT&Q	Failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.	4	3	12	• Robust strategic planning and monitoring • Effective environmental scanning • Strong partnerships • Clear links between strategy and practice • Concerted demands for increased activity levels	2	2	4 ↔	• Effective internal monitoring/review/verification arrangements • External review findings	VPCP, VPSO
3.3 A&R	Legal actions; serious accident; incident or civil/criminal breach	4	5	20	• Adherence to legislative and good practice requirements • Positive Union relations and staff communication • Effective management development programmes	3	2	6 ↔	• Monitoring and reporting in key areas – eg H&S, equalities, employee engagement • Continuous professional development • Internal audit programme • Staff surveys	Prin, VPSO, HoE

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

Post Holders					Score	Impact	Likelihood
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS: Risks	Impact	Likelihood	Score	TREATMENT: Mitigation Actions	POST MITIGATION EVALUATION: Impact	Likelihood	Score	Monitoring	Lead Responsibility
3 People and Performance (cont.)										
3.4 **HR&D**	Failure to meet the aspirational standards in respect of the health, safety, wellbeing and development of staff and students	3	4	12	• Clear and proactive approaches to managing and promoting health, safety, and wellbeing • Continuous self-evaluation and action planning • Rigorous CPD arrangements in place • Regular staff and learner feedback arrangements	3	2	6 ↔	• Regular employee engagement monitoring • Open communication with staff • Comprehensive monitoring of key PIs and student/staff feedback • Regular union/management dialogue	VPSO
3.5 **Board**	Reputational Risk – Loss of reputation with key stakeholders	4	3	12	• Marketing strategy • Reputation plan • Positive marketing approaches	4	3	12 ↔	• Stakeholder engagement • Social media monitoring arrangements	VPCP, DirC&A
3.6 **HR&D**	National bargaining outcomes impact adversely on College operations, activity, and flexibility	4	4	16	• Influence within Employers Association • Management of bargaining outcomes and implementation	4	3	12 ↔	• Positive union relations and staff communication • On-going discussions with staff • Innovation in approaches	VPSO, VPC&A

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

Post Holders					Score	Impact	Likelihood
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3 People and Performance (cont.)										
3.7 **HR&D**	Industrial Relations Problems (including industrial action)	4	5	20	• Adherence to legislative and good practice requirements • Positive Union relations and staff communication • Effective management development programmes • Industrial action continuity planning	4	2	8 ↔	• Regular union/management dialogue • Regular employee engagement monitoring • Open communication with staff • Industrial action continuity planning	VPSO
3.8 **A&R**	Breach of data security / data protection	5	4	20	• Effective management of GDPR compliance • Mandatory staff CPD and awareness raising on data protection (relative to role)	4	2	8 ↔	• Active data protection monitoring and auditing • Effective information and data security policies in operation • Regular data security monitoring/testing • GDPR Action Plan • Staff CPD	VPCP, DirInf
3.9 **HR&D**	Failure to meet Prevent and related obligations	5	3	15	• Prevent training • Staff awareness and contingency planning • Engagement/practice sharing with local agencies	5	1	5 ↔	• Business Continuity Plan including scenario testing • Information sharing with local agencies	VPCP, VPSO

Post Holders					Score	Impact	Likelihood
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS: Risks	Impact	Likelihood	Score	TREATMENT: Mitigation Actions	POST MITIGATION EVALUATION: Impact	Likelihood	Score	Monitoring	Lead Responsibility
3 People and Performance (cont.)										
3.10 **HR&D**	College arrangements do not minimise risk associated with Modern Slavery	4	3	12	• Clear and compliant procurement arrangements and procedures • Staff identity checking arrangements and use of PVG.	4	1	4 ↔	• Annual procurement monitoring/reporting • Regular employee engagement monitoring • Open communication with staff	VPCP, VPSO
3.11 **Board**	Failure to plan or respond adequately to future pandemic illness.	5	4	20	• Monitoring and rapid response to WHO and UK/Scottish Government information and alerts • Maintenance of COVID-19 good practice approaches to inform future use • Effective business continuity planning in place	4	2	8 ↔	• Pandemic readiness / response included in business continuity plan reviews and testing • COVID/Pandemic Response Group in place • Active monitoring and rapid adoption of pandemic guidance / control measures	Principal
3.12 **HR&D**	Failure to attract, engage, retain or develop appropriately qualified staff.	4	3	12	• Clear People Strategy and Workforce Planning in place • Positive Union relations and staff communication • Effective management development & CPD programmes • Positive recruitment approaches and monitoring	4	1	4 ↔	• Absence & turnover monitoring • Exit interviews • Regular staff surveys 7 survey responding • Monitoring and responding to staff concerns, union issues and employee relations concerns	VPSO

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS: Risks	Impact	Likelihood	Score	TREATMENT: Mitigation Actions	POST MITIGATION EVALUATION: 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	• Sound systems of administration • Clear fire and disaster recovery arrangements • Staff CPD	5	1	5 ↔	• Business Continuity Plan including scenario testing	Principal, VPSO, DirInf
4.2 F&P	Failure to achieve ambitions of Digital strategy; strategy and development is ineffective	4	3	12	• Planning, careful phasing of changes to processes and systems • Effective management of ICT arrangements • Clear investment plan	4	2	8 ↔	• Regular review/reporting on milestones, systems effectiveness etc • Regular CPD	VPSO, DirInf
4.3 A&R	Significant breach of ICT/Cyber security resulting in loss of service sufficient to impact College student / staff outcomes	4	3	12	• Effective management of ICT arrangements • Active ICT/data security monitoring and cyber security policy	4	2	8 ↔	• Staff CPD on cyber security issues • Regular security monitoring/testing • Cyber resilience plan	VPSO, DirInf
4.4 A&R	ICT infrastructure fails to support effective data security / data protection	5	3	15	• Effective infrastructure and systems design and implementation • Effective management of ICT arrangements and GDPR compliance	4	2	8 ↔	• Active data protection monitoring and auditing • Effective information and data security policies in operation • Regular data security monitoring/testing	VPSO, DirInf

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS: Risks	Impact	Likelihood	Score	TREATMENT: Mitigation Actions	POST MITIGATION EVALUATION: Impact	Likelihood	Score	Monitoring	Responsibility
4 Infrastructure										
4.5 F&P	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	• 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 ↔	• 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

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

Agenda Item 14

Learning, Teaching and Quality Committee

Wednesday 28 August 2024

PAPER J

LT&Q METRICS

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee
Wednesday 28 August 2024

Learning, Teaching and Quality Committee Metrics

Paper for noting

1. Introduction

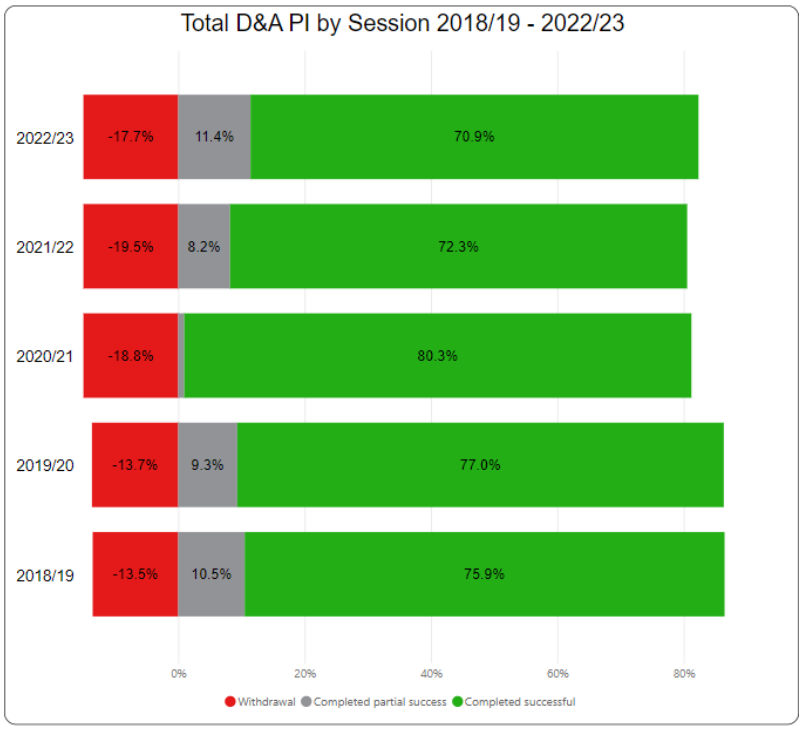
The following paper outlines a range of standard LT&Q metrics/statistical data which are presented to Committee on a rolling quarterly and annual basis.

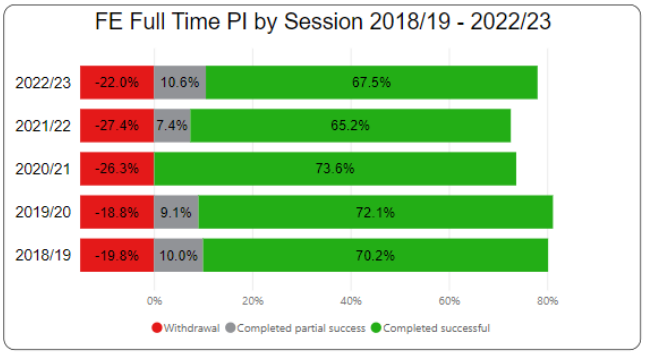
The template is designed to give Board members an easy to read picture of the College's core quality and related information. Sections in the paper can be expanded or amended as necessary, if at any stage Committee members felt that trends or outcomes warranted further consideration at Board level.

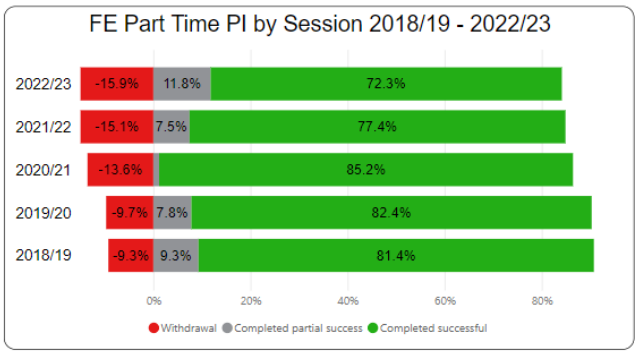
Some of the information is presented as an annual figure and will detail comparisons with previous years. This is of particular importance in identifying trends in Performance Indicators and other annual outcomes.

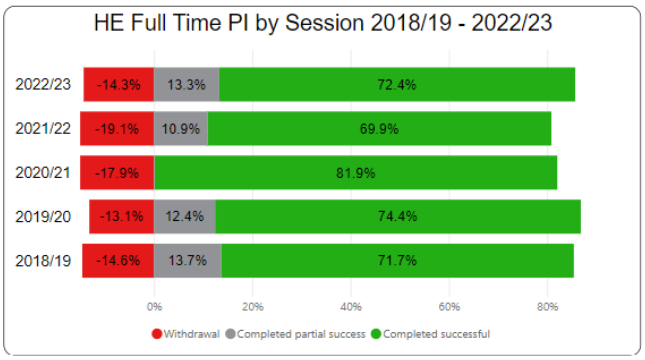
Other data will be presented on a quarterly basis and taken as a snapshot of the status at that point in time.

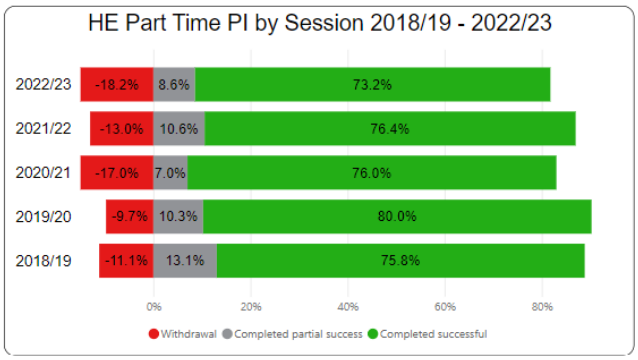
2. **LT&Q Metrics** (2022/23 PIs in the following graphics are final)











	2021/22	ROA Target 2022/23	Outturn 2022/23
Proportion of Course Leavers recording a positive destination (study or employment) 6 to 9 months after completion of a College programme	95.2%	95%	96.4%*

*Provisional

	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%	88%

	2022/23	2023/24
D&A student satisfaction score arising from the National SFC Learner Early Experience Survey	96.7%	97.2%
National SFC Learner Early Experience Survey Score	93.4%	TBC

	2022/23	ROA Target 2023/24	Outturn 2023/24
The number of senior phase age pupils studying vocational qualifications delivered by colleges	956	1,000	945

	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%**

	2021/22	2022/23	ROA Target 2023/24	Outturn 2023/24*
SFC Core Credit Target SFC Additional Credit Target Total Credit Target	109,301 **109,301**	105,081 **105,081**	**98,307** **98,307**	101,265* **101,265***
Percentage of target	99.6%	96.0%		103.0%*

*Provisional

	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	12,351	7,525	5,158
Part-Time Programmes	812	649	391

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

Mode	Programmes	Final 21/22 Credits	Final 22/23 Credits	Final* 23/24 Credits
17	Full Time	72,685	67,107	71,623
18/05	Short Full Time	7,411	6.903	4,975
06	Block Release	3,813	4,589	5,349
07	Part Time – Day	1,834	2,449	3,290
08	Part Time – Infill	15,676	14,051	8,536
09	Part Time – Evening / Weekend	1,165	908	512
11	Work Based	2,972	5,065	4,591
12-16	Open, Flexible, Distance	3,745	4,009	2,389
	TOTALS	109,301	105,081	101,265

*Provisional subject to audit

3. Link to Strategic Risk Register

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

1.1 failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)

3.1 failure to reach aspirational standards in learning, teaching and service delivery

3.2 failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.

Author Colin Lynagh, Business Intelligence & Data Protection Officer
Executive Sponsor: Steve Taylor, Vice Principal Support Services and Operations

Agenda Item 15

Learning, Teaching and Quality Committee

Wednesday 28 August 2024

DATE OF NEXT MEETING:

13 November 2024, Room K-TO-625, Kingsway Campus