

BOARD OF MANAGEMENT



Learning, Teaching and Quality Committee

Wednesday 13 November 2024 at 5.00pm **Room K-TO-624, Kingsway Campus** (MS Teams option available)

AGENDA

1. WELCOME
2. APOLOGIES
3. DECLARATIONS OF INTEREST & CONNECTION
4. MINUTE OF THE PREVIOUS MEETING – 28 August 2024 Paper A for approval
5. MATTERS ARISING Paper B for noting
6. CURRICULUM REPORT – SHARING GOOD PRACTICE IN LEARNING & TEACHING Presentation ZH & CD
7. STUDENTS' ASSOCIATION REPORT Paper C for information KR/AL
8. 2023/24 PERFORMANCE INDICATOR REPORT Paper D for information ST
9. NEW SECTOR QUALITY ARRANGEMENTS AND THE TERTIARY QUALITY ENHANCEMENT FRAMEWORK Paper E for information ST
10. CURRICULUM & PARTNERSHIPS REPORT Paper F for noting Curr Directors
11. STRATEGIC RISK REGISTER Paper G for approval ST
12. LT&Q METRICS Paper H for noting ST
13. DATE OF NEXT MEETING – 12 February 2025, Room K-TO-624, Kingsway Campus



Learning, Teaching and Quality Committee

Wednesday 13 November 2024

PAPER A

MINUTE OF THE PREVIOUS MEETING –

Wednesday 28 August 2024

BOARD OF MANAGEMENT



Learning, Teaching and Quality Committee

Wednesday 28 August 2024 at 5.00pm **Room K-TO-624,**
Kingsway Campus (MS Teams option available)

Draft

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 28 August 2024 at 5.00pm in Room K-TO-624 Kingsway campus and via Microsoft Teams.

PRESENT:

Neil Lowden	Derek Smith
Laurie O'Donnell	Kelly McIntosh
Helen Honeyman	Adele Lawrence
Stephen Oakley	Kara Ramsay
Margo Williamson	Donna Fordyce
Sally Middleton	Simon Hewitt

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 & Partnerships)
Leann Crichton (Director of Student Experience)
Penny Muir (Board Administrator)
Michelle Hamilton (Quality Manager)
Amy Monks (Students Association Team Leader)
Scott Anderson (External Independent Observer)

1. WELCOME

Neil Lowden welcomed everyone to the Learning, Teaching and Quality Committee meeting, including Scott Anderson as an Independent Observer for the Board.

2. APOLOGIES

No apologies were received.

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 24 April 2024 was approved as an accurate record.

5. MATTERS ARISING

The matters arising are now closed.

6. CURRICULUM REPORT – SUPPORTING POSITIVE BEHAVIOUR

J Roscoe presented this report outlining the group's aim to foster collaboration within the college and to create a positive and inclusive environment. She emphasised the importance of a community approach, building on the "3 R's" and introducing the D&A values-based charter as part of a college plan that aligned with the recently published national action plan.

Over the past year, various groups have worked to embed a respectful culture within the college, supporting students and ensuring that this culture is consistently upheld across the entire college community. This effort is grounded in the college's core values, which emphasise the importance of making students feel welcomed and supported. J Roscoe highlighted that the feedback from the approaches being developed in local schools have been aligned with the approaches adopted to try to create a consistent approach for young people.

J Roscoe also discussed the involvement of special interest groups in promoting positive behaviour and developing a strategic approach to these efforts. This includes initiatives such as trauma-informed groups and safe place groups. Ongoing support and advice for staff has been developed, including the introduction of a learning and teaching pack in August 2024 to help clarify what the college values mean for both staff and learners.

The effectiveness of these initiatives will be measured with the launch of the D&A charter and a shared mailbox for collecting feedback. Data will be gathered to assess what is working well and identify areas for improvement.

J Roscoe highlighted that The People Strategy Group discussed how these initiatives align with the college's commitment to inclusion, diversity, and safety, ensuring they are consistent with the college's overall vision. Short-life working groups and special interest groups have been established, led by staff, representing various needs and approaches to behaviour management.

A Monks reported on the activities of the positive behaviour community groups during an all-staff day workshop, where the D&A charter was introduced, and staff members from different departments, both academic and support, were brought together. Live sessions were held to emphasise the language and values of the charter, and feedback collected from these sessions indicated a desire for continued efforts and more training. Opportunities for cross-departmental reflection were also highlighted. A Monks further reflected on the "3 R's," stressing the importance of actions and words, the visible impact they have, and the need for support and understanding of consequences.

M Hamilton reported that the Charter was devised and reflected upon as a college community, with active engagement through discussions and workshops. Feedback has been overwhelmingly positive, leading to the creation of a Charter designed to be implemented in daily routines. A support pack was introduced as a tool for group tutors and other staff to use during the first four weeks, after which, the Charter is expected to be deeply embedded within the student body, fostering a positive community, and demonstrating its effectiveness. The Charter is intended to be more than just a set of rules, aiming to create a memorable experience for students while ensuring staff engagement.

J Roscoe summarised the work being progressed and outlined the next steps, including the college's engagement in Respect Week. In addition, J Roscoe highlighted there will be further practical training on the positive behaviour management policy and process.

S Oakley praised the work as sector-leading place, highlighting how the Charter relates to broader initiatives and the development of student characteristics. He suggested exploring partnerships with primary and secondary schools to embed these values earlier in students' education.

J Roscoe responded that Dundee City Council (DCC) is already looking at this in Dundee schools and has started open conversations about aligning the wording of the Charter with what the college was doing and with the national actions published last week, noting that the college is engaging well in this effort.

M Williamson raised a question about the sustainability of these initiatives over the year. J Roscoe emphasised the importance of the college community's involvement in maintaining momentum, utilising a varied range of inputs and approaches, and evaluating progress over the coming weeks. She mentioned that this process would be integrated into the self-evaluation process, with feedback reviewed. M Williamson asked about the implications of signing the Charter and the consequences for those who do not. J Roscoe explained that the four-week support pack includes conversations with tutors, where students sign up as part of the process. She added that the college is reviewing its policies and processes to address situations where expectations are not met, indicating ongoing work on this matter.

S Oakley noted that group tutors are having these conversations, and the Charter is helping this to become more embedded within the classroom environment, emphasising that it is not about imposing power. K McIntosh noted some concern about students refusing to sign the Charter, and asked if staff are required to sign it as well. J Roscoe noted that this element would be looked at as the signing up element was not intended as a barrier or hurdle for engagement.

L O'Donnell expressed appreciation for the ongoing progress, highlighting the long-term goal of embedding the Charter in a way that students and staff actively engage with. He emphasised the importance of student ownership in the process.

N Lowden asked about the potential for mandatory CPD as part of the arrangements. J Roscoe responded that CPD is being reviewed, particularly in relation to staff induction and skills development. K McIntosh suggested utilising the NHS module for Trauma Informed Practice as this was of high quality and free. J Roscoe acknowledged this.

K Ramsay asked what would happen if group tutors did not use the materials or mention the Charter in their classes. J Roscoe responded that feedback from class representatives would be valuable, and that support could be offered as needed. S Taylor noted the importance of a quality process that follows up on these issues, particularly regarding feedback related to behaviour, and ensuring that the activities are engaged with.

N Lowden welcomed the presentation and the work being undertaken and asked that an update be provided at the Learning, Teaching and Quality Committee meeting on the 12th of February 2025. This was agreed **J Roscoe to progress.**

7. STUDENTS' ASSOCIATION REPORT

K Ramsay provided an update, reporting that a full team of elected officers is in place for the year ahead, representing a 20% increase in participation. For the 2024/25 class representatives, the focus is on enhancing specific skills required for their roles, with a digital handbook being created for all representatives. The Thrive initiative is continuing, with new donations received from community champions at Asda Kirkton and Sainsbury's for stationary items for students.

Team development days were held over the summer, including activities such as team building, insight training, and safeguarding training. The Student Learning Experience models, designed by SPARQS and students over the past two years, are being utilised nationally by college and university student associations. These models serve as a tool to help elected officers and staff capture and record all aspects of the learner perspective.

K Ramsay highlighted that active inductions are being piloted with a more collaborative approach, offering interactive sessions.

S Hewitt enquired about the target number of class representatives for the year and the proportion of classes covered. K Ramsay responded that a high proportion of classes are covered, with options available to engage directly with classes.

N Lowden asked about the summer intake, to which K Ramsay responded positively, noting good interaction and the effectiveness of the intake as a stepping stone.

S Oakley highlighted that 82% of representatives have received training and asked if most departments have protected time for these activities, suggesting that it would be a good time to involve representatives in these sessions. N Lowden emphasised the importance of different ways to provide feedback, noting that the digital tools should continue to be utilised.

N Lowden thanked K Ramsay and A Lawrence for the report.

8. 2022/2023 NATIONAL PERFORMANCE INDICATOR COMPARISON

J Grace reported on the significant savings achieved since the publication in May this year, noting a 2% reduction in costs, which corresponded with changes in student success rates, particularly in Further Education (FE) and Higher Education (HE) partial success rates.

She highlighted that 108 courses did not meet the national average with analysis indicating that a significant number of these were senior phase learners and that some schools faced challenges with attendance post-COVID. To address these issues, the college has moved 10% of courses into a different category, consistently removed underperforming courses, and made staffing changes and changes to recruitment processes, although some students were recruited before these changes occurred. The college is now also more focused on promoting positive behaviour and rebuilding sustainability in this context.

Two key areas of focus were identified: the school-college partnership, particularly for students under eighteen, where collaboration needs to be revitalised, and the need to ensure that courses are valued, reinforcing their purpose and significance. J Grace also discussed the college's approach to continuing professional development (CPD), including additional support around curriculum planning and excellence in teaching. While data for 2023/24 attainment is not yet available, efforts are ongoing to rebuild the value in the college's offerings.

D Fordyce asked about reducing costs and whether there had been any analysis of the impact of staff departures on institutional knowledge. J Grace stated that this analysis had not been conducted but was open to exploring the issue further. She noted that there had been a reduction in areas with high staff turnover or absence and that this had also been influenced by industrial action.

S Taylor emphasised the importance of supporting staff through the CPD plan, particularly after the recent restructure, which has set the foundation for redevelopment. The focus is on resetting expectations and ensuring the skills and knowledge base that underpin the college's success.

L O'Donnell noted that universities have reduced entry requirements and enquired about the potential impact of these changes on student leaver cohorts. He also mentioned that the college's restructuring for savings was a year ahead of many other colleges and expressed interest in what this might look like in the following year.

S Oakley enquired about the impact of industrial action, COVID-19, and the savings plan, questioning whether the right decisions had been made. N Lowden asked the committee to note that the data indicated significant decline in some areas and that the questions being raised were fair and appropriate for the board in this situation.

K McIntosh pointed out some errors in the report text." She noted that some actions seemed disconnected from the measures being discussed and indicated that she was happy to share these observations and send them to J Grace. This was welcomed.

M Williamson highlighted that 36% of courses were not meeting expectations. J Grace responded that this was recognised, and that significant effort was being focused by teams to improve retention and to reduce levels of partial success.

N Lowden thanked J Grace for this report.

9. SQA EXAMS ATTAINMENT/ NATIONAL QUALIFICATIONS ACTION PLAN

J Grace reported that SQA attainment levels have returned to pre-pandemic standards, with no alternative grading or adjustments this year.

J Roscoe discussed the Higher Care course, which has been under review since its introduction in 2015. She questioned the purpose of the assessment, particularly regarding students who are not eligible for progression, and whether the assessment is necessary. A new framework has been agreed upon, swapping eligible students, and ensuring that progression is not impacted. An advanced certificate has been developed, which will include units mapped to HNC progression. J Grace reflected that there were national concerns around levelling. J Grace noted that with previous concerns raised it took a year to have this removed.

S Toms reported that the Science team opted for an online format to seek to recruit more students, aiming to engage more learners. However, upon reflection, the impact was significant on attendance and engagement. The team is now returning to an on-campus experience, moving the campus to Gardyne, offering more evening classes, and seeking to foster a better sense of community. There will also be more robust interviews for applicants to ensure they understand the programme. S Toms highlighted that the team are referring more students to National 5 Biology and encouraging them to attend intensive provisions. A review of all national qualifications is underway, with L Crichton gathering data on demographics and engaging with teams to determine the next steps.

M Williamson noted the low numbers for both National and Higher courses and asked for an indication of starting numbers, dropout rates, and the number of students not taking exams. This would be made available. **J Grace agreed to progress this with S Toms.**

The balance between offering opportunities for individuals interested in studying Highers, and the eventual success rates for these courses was discussed and L O'Donnell noted that the College was about opportunity as well as success and that consideration had to be given to providing second chances even if students struggled to pass some courses.

H Honeyman enquired whether the pass rate had decreased, noting that all results appeared to have declined. It was noted that they had, but that the data provided did include national comparisons.

S Middleton questioned whether students preferred online courses or specifically wanted Biology, noting that other online Biology courses are available. She suggested that broadening access to students might involve inviting them to different modules. She also mentioned that she is now the chair of the Widening Access Group for universities and offered to discuss good practice from other providers and share additional information if this would help. This offer was welcomed.

The report was welcomed with a follow up on actions agreed for the February 2025 meeting. **J Grace agreed to progress this with S Toms.**

10. SPRING 2024 LEARNER SATISFACTION SURVEY

J Grace reported a positive response from students, noting that satisfaction levels remained high, despite the impact of strike and other action.

S Taylor provided an update on the survey, highlighting that a detailed dashboard is available to all staff, giving every academic team access to individual results, along with the comments that accompany them. These insights are part of the reflection process, and teams are currently analysing the data to identify areas for improvement.

S Middleton suggested that instead of using a work cloud, a breakdown of the themes would be more useful. S Taylor agreed to investigate this suggestion and report back, highlighting that the number of comments from the survey was vast and that staff time to undertake a sifting of this type was limited. **S Taylor agreed to progress this.**

11. CURRICULUM & PARTNERSHIPS REPORT

J Grace presented the paper for noting.

L Crichton reported that over 4,500 unconditional offers have been extended and the current enrolment is just short of 4,000, with some students still to attend (it was only day 3) and an expected total of around 4,250, which is on par with last year.

The team is engaged in continuous efforts to address students that did not take up their place by backfilling vacant spots. These activities are conducted daily to ensure that any vacancies created by student withdrawals are promptly filled. L Crichton stated this proactive approach will continue until the third week of the academic term. N Lowden enquired about the target, and it was confirmed that the target has been met, with some classes exceeding the target.

J Grace highlighted that Dundee & Angus College has entered a partnership with Kingspark School to broaden opportunities for young people with disabilities. As part of this collaboration, pupils from Kingspark attend the college once a week to gain experience in barista skills and customer service at the college's café located at the Kingsway campus.

S Middleton raised a concern regarding the aggressive recruitment approach some universities are taking towards college students this year. J Grace confirmed that universities are indeed more proactive in their recruitment efforts, specifically, local universities have moved from a selective approach to actively recruiting students. Concerns were noted that this was financially motivated and may not necessarily serve the best interests of the students.

The update was noted.

12. STRATEGIC RISK REGISTER

S Taylor stated that no changes have been proposed and it will be taken to the Audit & Risk Committee for further consideration.

S Oakley noted the on-going concern around financial sustainability, noting it as a major risk due to the likelihood of receiving flat cash and potential increases in costs.

L O'Donnell assured the committee that all necessary actions for sustainability are being taken, emphasising that these measures are not short-term solutions.

13. LT&Q METRICS

S Taylor reported the paper for noting and highlighted an increase in positive destinations. It was noted that this topic will return to the Committee once national comparative figures are available.

There has been an increase in the funding council student survey satisfaction levels, with results significantly above the national average.

S Taylor highlighted that the credit target for 2023/24 had been achieved, pending final audit confirmation.

N Lowden thanked S Taylor for the report.

Action Point Summary

Action	Responsibility	Date
Update on work to support student behaviour management	J Roscoe	12 Feb 2025
Information on total student numbers and 'day one' performance to be shared for Nat 5 and Highers programmes	S Toms	30 Sept 2024
Update on activity to improve outcomes for Nat 5 and Higher programme learners.	S Toms	12 Feb 2025



Learning, Teaching and Quality Committee

Wednesday 13 November 2024

PAPER B

MATTERS ARISING

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 13 November 2024

Matters Arising



Paper B for information

The following actions were noted from the Wednesday 28 August 2024 Learning, Teaching & Quality Committee meeting.

Agenda Item No	Action	Current status	Open / Closed
6.0	Update on work to support student behaviour management J Roscoe	Scheduled for 12 February 2025	Open
9.0	Information on total student numbers and 'day one' performance to be shared for Nat 5 and Highers programmes S Toms	To be included in Nat 5/Higher update paper for 12 February 2025 meeting	Open
9.0	Update on activity to improve outcomes for Nat 5 and Higher programme learners. S Toms	Scheduled for 12 February 2025	Open

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



Learning, Teaching and Quality Committee

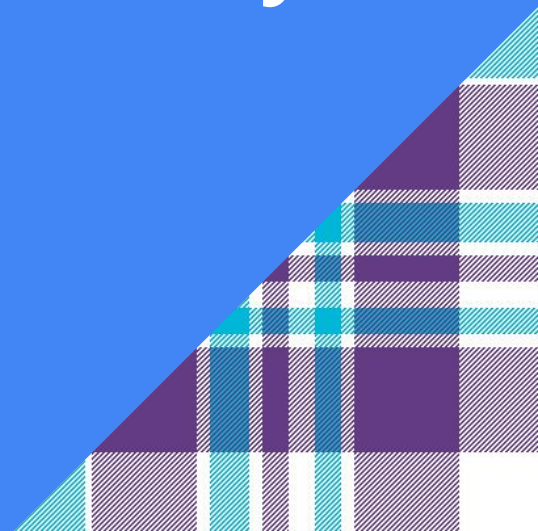
Wednesday 13 November 2024

PAPER C

STUDENTS ASSOCIATION REPORT

Learning, Teaching & Quality

DASA UPDATE NOVEMBER 2024



CLASS REPS



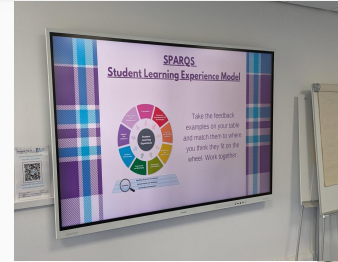
We have finished recruitment for Class Reps this year.

- 250 Class Reps
- 154 Trained so far
- 15 Training Sessions

October Task - Student partnership - Feedback -

[october task feedback.docx](#)

November Task - Community & Belonging (in progress)



DEPARTMENT REPS



We have unfortunately had a disappointing uptake in Department Reps this year with only 9 registered; from 7 departments. We are continuing to work with C&P Directors, HCQ's and Class Reps to fill the remaining departments.

This year we asked HCQ's to help us select Department Reps that would work well with staff in the department as well as students so they could be as successful as possible in the role.

We hosted 3 training sessions, one at each campus for Department Reps to attend. 7 have been trained so far, we will host another couple of training sessions once more have registered.

The training was designed around 'Our Charter' and the College values.



REPRESENTATION RESOURCES

To support students and staff with Representation we created new resources as handy guides, including ideas on how to work with your class rep, tasks, meeting schedule, what is student congress. These have been shared with both parties on the DASA portal site and via email.

Rep handbook - [DASA rep handbook](#)

Staff Support - [Staff Rep Support](#)



Why is the student voice so important?

Student representation is a vital part of the College experience. You are an expert in your own learning and it is essential that the student voice is included in all aspects of the decision making at the College. In your role as Rep you will have the opportunity to make a real difference to the Student Experience at Dundee & Angus College.

Representation

Your role is to represent the views and opinions of everyone in your class department, especially relating to learning and teaching in your course. You are the voice of your class, you represent your classmates, therefore providing the thoughts and opinions of everyone and not just your own.

Communication

Your role as rep is to act as a communication channel to communicate basic information and issues clearly and effectively to students and staff throughout the college. Effective communication involves using a lot of different skills that you will require during your learning.

Partnership

An effective Rep will work in partnership with Students, Staff and DASA at the College. An essential element is carrying out your role is to create and maintain positive partnerships with both staff and students to engage as equal partners to improve the student journey.

Feedback

Providing both positive and negative feedback is essential to improving the learning, teaching and overall student experience at the College. Highlighting teaching methods and other practices that work well benefit all students across the College.

As a Rep you will now see why we say that your role is so important. In our College, student representation at all levels of the College ensures that each student can contribute towards improving and enhancing the student experience. Through effective communication and working in partnership with students and staff, Reps can provide constructive feedback to ensure that their class has their voice heard and opinions are taken into consideration/ account.

THRIVE

As we head into the colder winter months we will be promoting the Winter jackets and jumpers we have in the Thrive shops. We will also be collecting donations to make up Christmas boxes to give out to students who will need them over the winter break. These will be given out in collaboration with Student Services to help us identify those most in need.

The food larders will be stocked up prior to the break also to support students & staff over that time.

We have a group of student volunteers for the shops at each campus to help the DASA team keep on top of donations, these students will earn their D&A Attributes for supporting the initiative.

Kingsway Thrive shop has now moved to the space next to the main entrance, finishing touches are being done before reopening shortly. The original DASA office space has now become a 'quiet space' for students who need it.

Breakfast clubs continue to be well attended on campus.



STUDENT CLUBS



Lots of groups up and running across the three campuses as well as online!

DUNDEE AND ANGUS COLLEGE

FANCY A KICK ABOUT?

EVERY WEDNESDAY
3-4PM

ST PAULS PITCHES,
KINGSWAY

JOIN US FOR **D&D CLUB**

- All experience levels welcome**
Beginner Friendly campaign
Arbroath Campus
Weekly Sessions TBC - Wednesdays
Room TBC
- Weekly Sessions**
Beginners will be taught how to play
Character creation help will be provided
A fun campaign full of adventure!
- Contact For Additional information**
l.mcdonald@dunseandangus.ac.uk
Laura McDonald on Teams
Drop into our office in DASA (Isla Building in Arbroath)
Want to DM? Let me know!

Scan QR code and log in to register interest





LET'S MAKE INVISIBLE ILLNESSES & DISABILITIES VISIBLE



Are you passionate about raising awareness for Invisible Illnesses and Disabilities?

Join our Awareness group and use your voice to help toward change.



INTERESTED IN JOINING A MUSIC CLUB?

NO MATTER YOUR MUSIC LEVEL, WHETHER YOU'RE A PROFESSIONAL OR JUST LOVE MUSIC

PLEASE SCAN THE QR CODE TO REGISTER YOUR INTEREST!





ART CLUB

Express your artistic side at Dundee and Angus College Art Club at the Arbroath Campus!

Join us for a casual art session, explore various art forms and connect with other artists


Let's paint, draw and create together. Some basic art materials provided but bring your own if you have some!

Please scan QR code to register interest





DUNDEE & ANGUS COLLEGE
STUDENTS' ASSOCIATION
LGBTQIA+ GROUP






SUSTAINABILITY & BIODIVERSITY

Are you interested in Saving the Planet? Do you want updates on more Sustainable Practices?

Join the D&A Sustainability and Biodiversity Student Group.

We want to hear your ideas on how we can make D&A a more Environmentally Friendly College.

Scan the QR Code to be added to our Teams Channel.

Learn to Crochet with Steph.



Do you want to learn to Crochet?
Or help people learn a new skill?
Or even just work on your own projects?
Come and join Steph at the DASA space.
Day and times to be confirmed

TEAM UPDATE - KARA

Alongside her president duties, Kara is half way through her Service Design PDA. She is also about to start a new Music Club for students on Campus creating a vibrant group to involve all musical talents.

Kara of course did a fantastic job giving the vote of thanks speech at this years graduation.



TEAM UPDATE - ADELE

Leading up our Sustainable Students group, Adele has been working with Horticulture students and staff to look after a plot of ground at the Kingsway Campus where we hope to grow vegetables for the Thrive food larders. But also offer volunteering/wellbeing opportunities for staff & students.

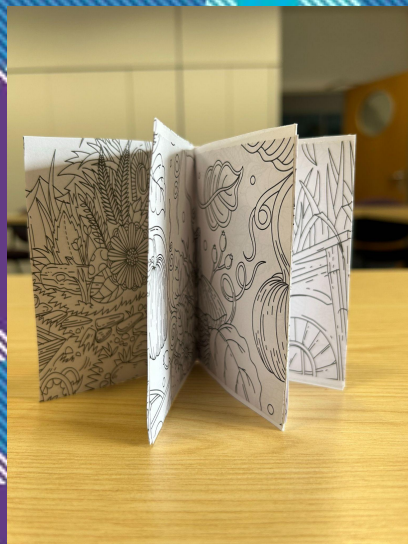
Adele is also completing an evening Data Science Course & has joined a national Climate Action Leadership Programme as well as the D&A Climate Engagement Project.



TEAM UPDATE - LAURA

Laura is leading on two student clubs in Arbroath: Arts & Crafts and Dungeons & Dragons. They are building a really lovely online community for these groups that both bring out our students creative side, which provides an excellent escape from studying.

Laura is also part of a core staff group working to create an inclusive and supportive LGBTQIA+ student group.



TEAM UPDATE - STEPH

Steph is leading on the Gardyne based Crochet Club, one for students and also one for staff as part of the #just1hour.

She used her amazing crochet skills to make our DASA mascot Zane the Zen Zebra who travels around the College with us and even has their own tiktok video!

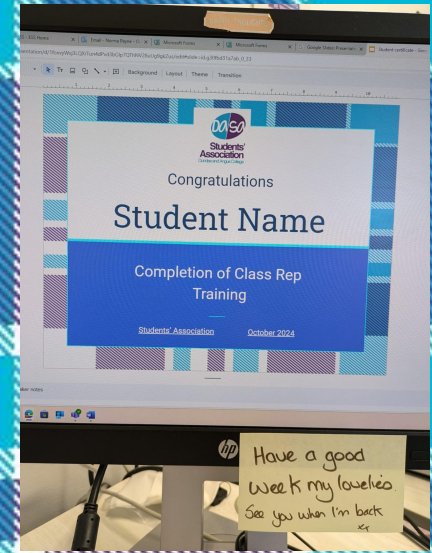
Steph has also been working on a 'Hidden Illness' awareness project which is looking at how we as the D&A family can support those with accessibility needs.



TEAM UPDATE - NORMA

Working a lot 'behind the scenes', Norma has been helping support the whole team by leading team meetings, supporting Class & Department Rep training and meeting logistics, making up certificates for reps.

Norma has also been helping countless students with breakfast club each morning across the three campuses. It is great to have her part of the team (almost) full time.



TEAM UPDATE - AMY

Although now in a dual role as Team Leader with DASA alongside being Transformation Coordinator at Thorntons Law (1 year secondment), Amy has been supporting the team to grow as a group but also individually. Coordinating the day to day operation of DASA, collating student feedback in the Sparqs SLE Model, co-designing training for all reps. She has also joined the QAA review team as well as the Student Strategic Advisory Committee (QAA) to support DASA and the College with the new Tertiary Quality Framework.



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'.

Secondly an interactive in class session by just the DASA team which suited some class groups better as they got to remain in a familiar environment with their peers.





INDUCTIONS

2024



**60 ACTIVE
40 IN CLASS**



18 DEPARTMENTS

*14 ACTIVE, remaining had in class DASA induction.



1700+ STUDENTS

*1000+ ACTIVE/700+ IN CLASS



**4.72/5 STARS
STUDENT FEEDBACK**

*671 RESPONSES



45 HOURS

*OVER 4 WEEKS, 30h ACTIVE/ 15h IN CLASS

STUDENT FEEDBACK "I LIKED..."

How friendly and welcoming it was.

Really fun! Just got me off my feet and stayed positive.

That it was interactive and we were able to get involved and participate. Our opinions were noticed and heard, it was a fun experience overall.

The engagement, involvement and interaction. It really makes the introduction more memorable.

How welcoming they were. Very friendly and their games were rather original!

the enthusiasm the team had and it made us excited to take part and listen.

STUDENT FEEDBACK "I LEARNED..."

How to access help and support.

More about the community/wellbeing support.

I learned about the help with free breakfasts and free items in the canteen.

that student voice matters and there is always someone there to listen if you need it.

That there was loads of different activities that I can get involved in

The availability and options. There are many helpful options

STUDENT FEEDBACK "I SUGGEST..."

That you come over to The Space more often.

Doing more fun activities with the class it's a real ice breaker for everyone.

I suggest they keep having that positive energy and warmth. They seemed so kind and lovely that's what you want in the support team.

More advertising of college activities.

More team members to expand the opportunities

More free pizza!

D&A DECADE CHALLENGE FREAKY FRIDAY

On Friday, 13th September 2024, as part of the D&A Decade challenges, D&A staff stepped into the shoes of our students for a unique experience we called Freaky Friday. This simulation seen staff members adopting student personas for an entire day, allowing them to fully engage with the daily challenges and routines faced by our students.

From managing finances and navigating travel logistics to making dietary choices and focusing on overall wellbeing, this event aimed to provide a comprehensive understanding of the student experience at D&A. 11 staff members from support and academic, and various department took part. Amy is working on a case study.

Here is some of their feedback:

"Brilliant!! An excellent exercise that could be rolled out to others"

"Would be good to have this as part of a staff development day or as a challenge on a day when students aren't in to fully immerse into the experience - could get given a learning task of some kind to do amongst it to properly highlight how the stress impacts learning"

"I took from today how much for granted we take things. Being away from frontline with students has unknown to me, not been forgotten but by any means but clouded my memory of the daily challenges students and staff face. Thank you for that gentle reminder and push."

"Experience a day in the life of a D&A Student!"



"It has been quite disturbing at times to see the disruptions coming in and to put myself in the shoes of our students in reacting to this. Really worthwhile"

"The number of considerations someone with different circumstances and additional needs have to make throughout the day, and how plans only work when everything goes smoothly."



THANK YOU

ANY QUESTIONS?

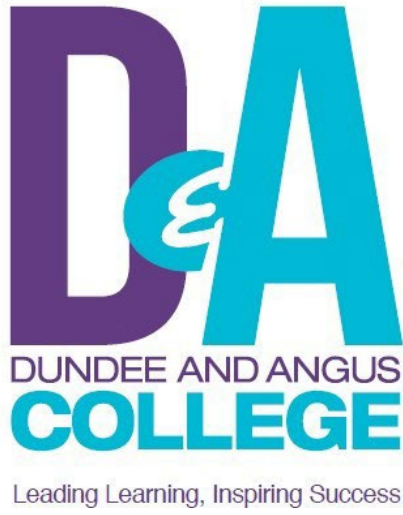


Learning, Teaching and Quality Committee

Wednesday 13 November 2024

PAPER D

**2023/2024 PERFORMANCE INDICATOR
REPORT**



Performance Indicator Summary Report 2023/24

November 2024

Business Intelligence

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Introduction

This reports details Dundee and Angus College Provisional Performance Indicators for Academic Year 2023/24 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 61.3	<61.3

About the Data

All the data contributing to this report has been obtained from the College’s Unit-E FES data, remains provisional, **has yet to be published 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.

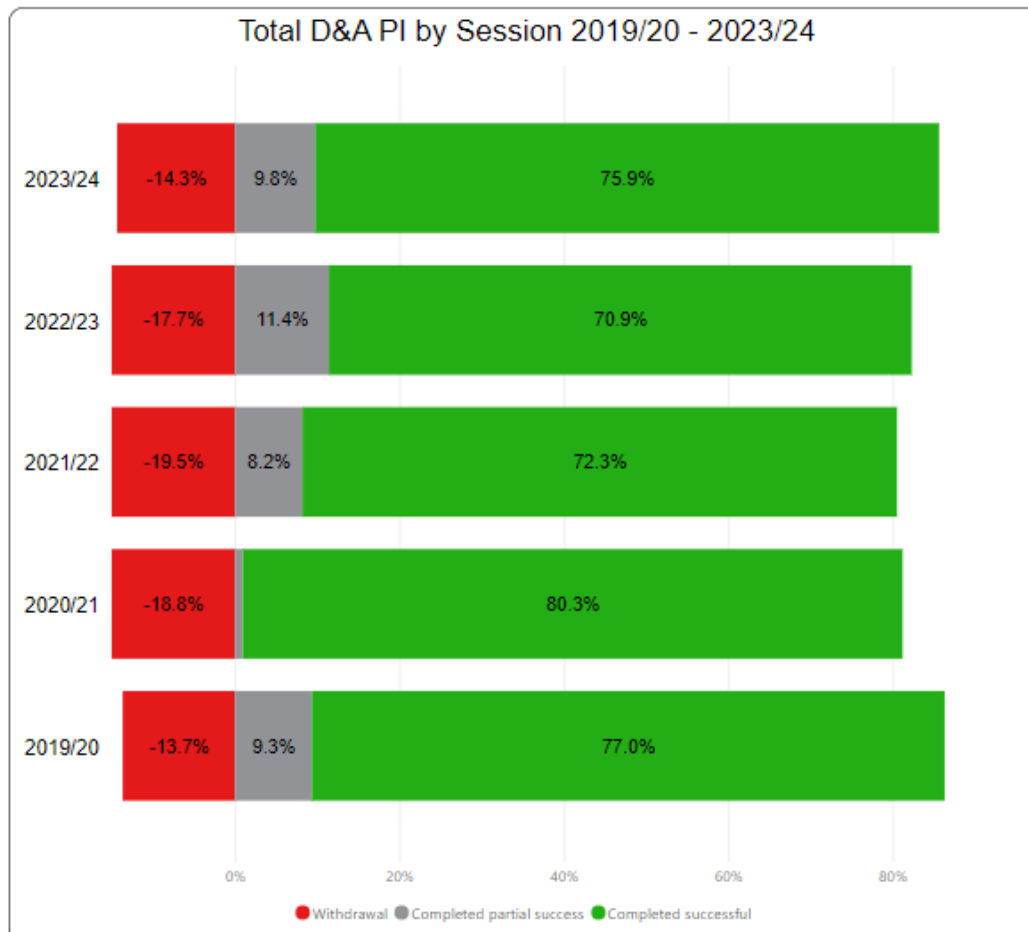
NB 2023/24 is the first session to incorporate the revision to remove Early Withdrawals from both enrolments and withdrawals in the calculation of PIs. This change is reflected in the data presented.

Comparisons between provisional Dundee and Angus PIs 2023/24 v the previous 4 years are shown in the following table:

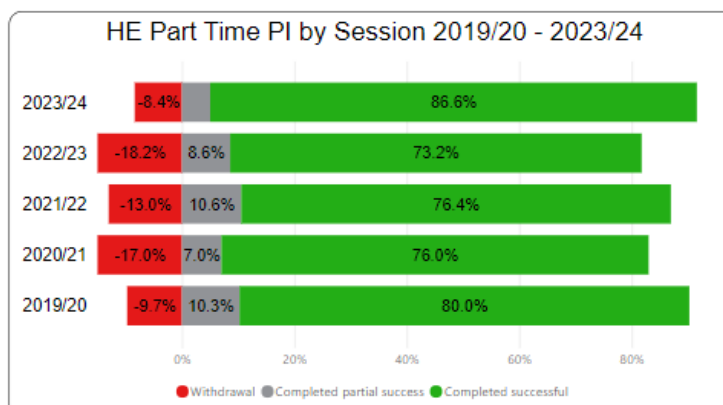
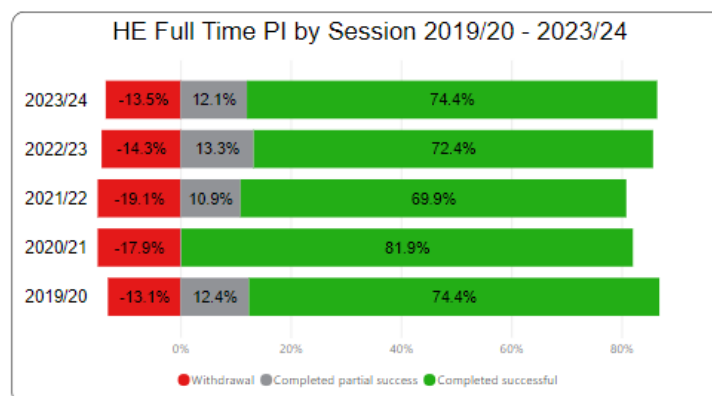
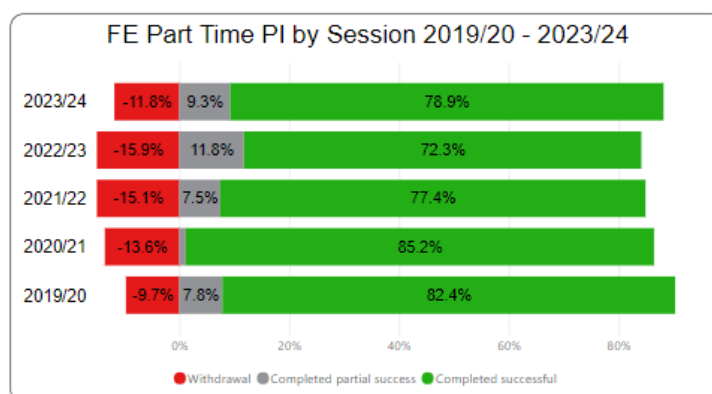
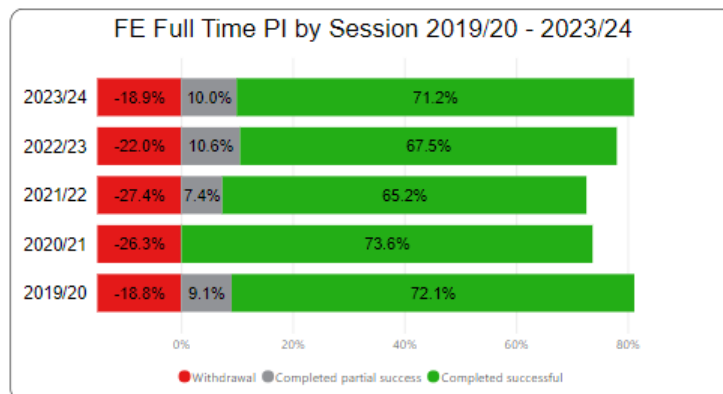
Performance Indicator	2023/24*	2022/23	2021/22	2020/21	2019/20	2023/24 v 2022/23
Completed Successful	75.9%	70.9%	72.3%	80.3%	76.9%	+5.0%
Completed Partial Success	9.8%	11.4%	8.2%	1.0%	9.2%	-1.6%
POSITIVE OUTCOME	85.7%	82.3%	80.5%	81.3%	86.1%	+3.4%
Further Withdrawal	14.3%	11.6%	14.0%	15.4%	8.0%	+2.7%
Early Withdrawal	-	6.1%	5.5%	3.3%	5.9%	

The overall provisional Completed Successful rate has increased from 2022/23 by 5 percentage points to 75.9%, with a total Positive Student Outcome of 85.7%. This has increased from 82.3% due to a combination of a reduction in partial success and an increase in successful outcomes despite the increase in the rate of withdrawal.

It should be noted that from 2023/24, Early Withdrawal has been removed from the PI calculation.

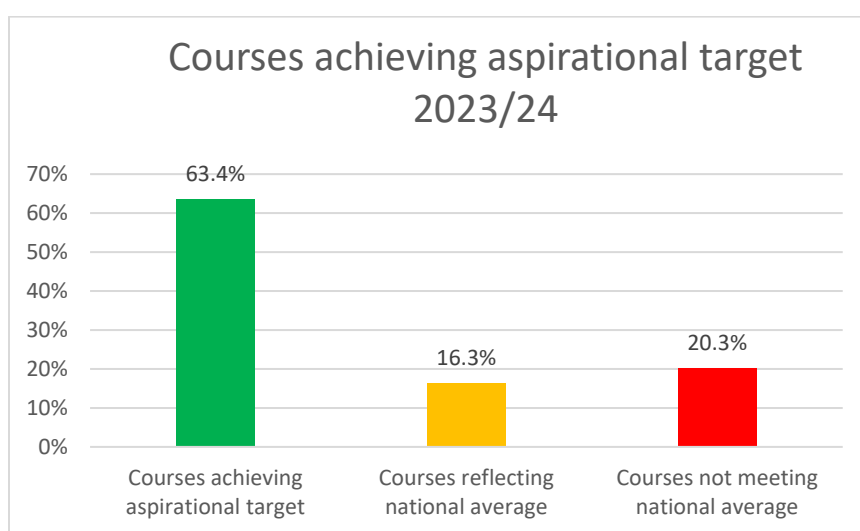


The charts below display comparison of Successful Completion rates by level and mode of study for 2023/24 against prior years. All modes and levels have seen an increase in the Successful Completion rate due to improved outcomes, reduced partial success and the change in treatment of early withdrawals.

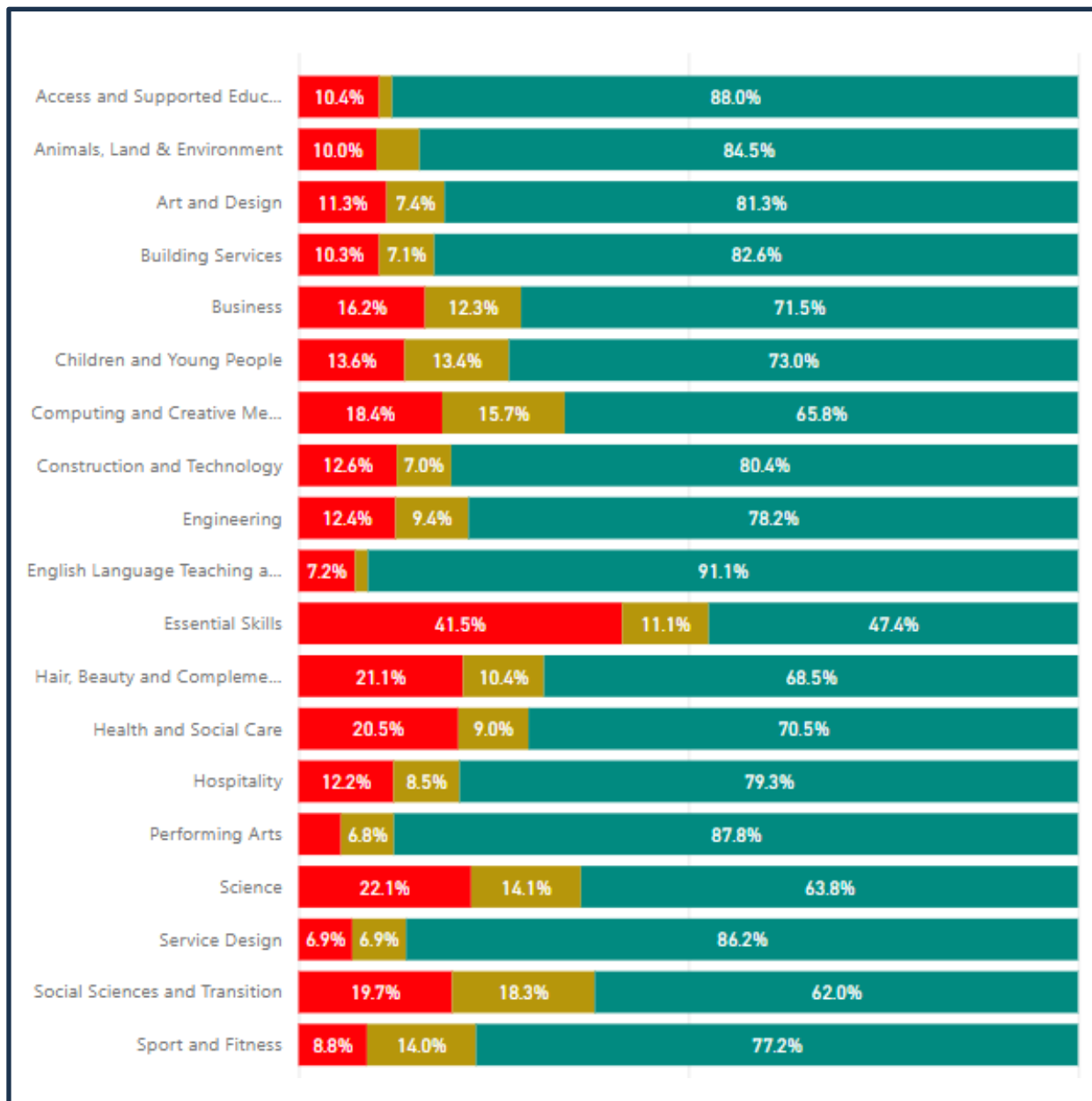


The table below shows the percentage of courses that meet the College’s own aspirational targets and exceed national averages, the percentage which reflect national average standards and the percentage which fall below national average.

	Courses achieving aspirational targets (>75%)	Courses reflecting national average (<75% and >61.3%)	Courses not meeting national average (<61.3%)
Access and Supported Education	18	2	0
Animals, Land and Environment	27	1	1
Art and Design	13	4	1
Building Services	20	2	10
Business	36	8	14
Children and Young People	11	3	4
Computing and Creative Media	10	0	9
Construction	11	5	4
Engineering	15	6	4
English Language Teaching and Training	6	1	0
Essential Skills	3	0	7
Hair, Beauty and Complementary Therapies	5	8	3
Health and Social Care	14	5	3
Hospitality and Professional Cookery	13	4	1
Performing Arts	8	0	0
Science	6	0	8
Service Design Academy	3	0	0
Social Science	2	10	4
Sport and Fitness	20	3	4
	241	62	77



The percentage of courses that meet the College’s own aspirational targets and exceed national average has increased from 45.5% to 63.4%, almost 18 points. The percentage reflecting national average performance has dropped from 18.6% to 2.3% while the percentage not achieving national average has also reduced by 15.6 points from 35.9% to 20.3% of courses. These changes reflect both a reduction in partial success and a lower overall withdrawal rate.





Learning, Teaching and Quality Committee

Wednesday 13 November 2024

PAPER E

**NEW SECTOR QUALITY ARRANGEMENTS
AND THE TERTIARY QUALITY
ENHANCEMENT FRAMEWORK**

BOARD OF MANAGEMENT

Learning, Teaching & Quality Committee

Wednesday 13 November 2024

New Sector Quality Arrangements & Tertiary Quality Enhancement Framework (TQEF)



Paper for Information

1. Introduction

Following on from an objective outlined in the Scottish Funding Council (SFC) Review, SFC has introduced a new quality model for the academic years 2024-25 to 2030-31, known as the [Tertiary Quality Enhancement Framework \(TQEF\)](#).

This framework replaces previous quality arrangements and aims to create a more coherent and streamlined tertiary education quality system covering both colleges and universities.

The new quality arrangements and framework are supported by [QAA Scotland](#), with this change seeing the removal (in most part) of Education Scotland from the quality arrangements and review activities that colleges engage in.

These new arrangements are a significant departure for the sector and represent significant change in the arrangements and approaches that the College will adopt over the next 12 months.

That said, it is important to note that what makes a college successful and what underpins good quality within an educational setting has not changed. Given this, the focus for D&A remains firmly on excellence and enhancement in respect of learning and teaching, support services and the wider student experience.

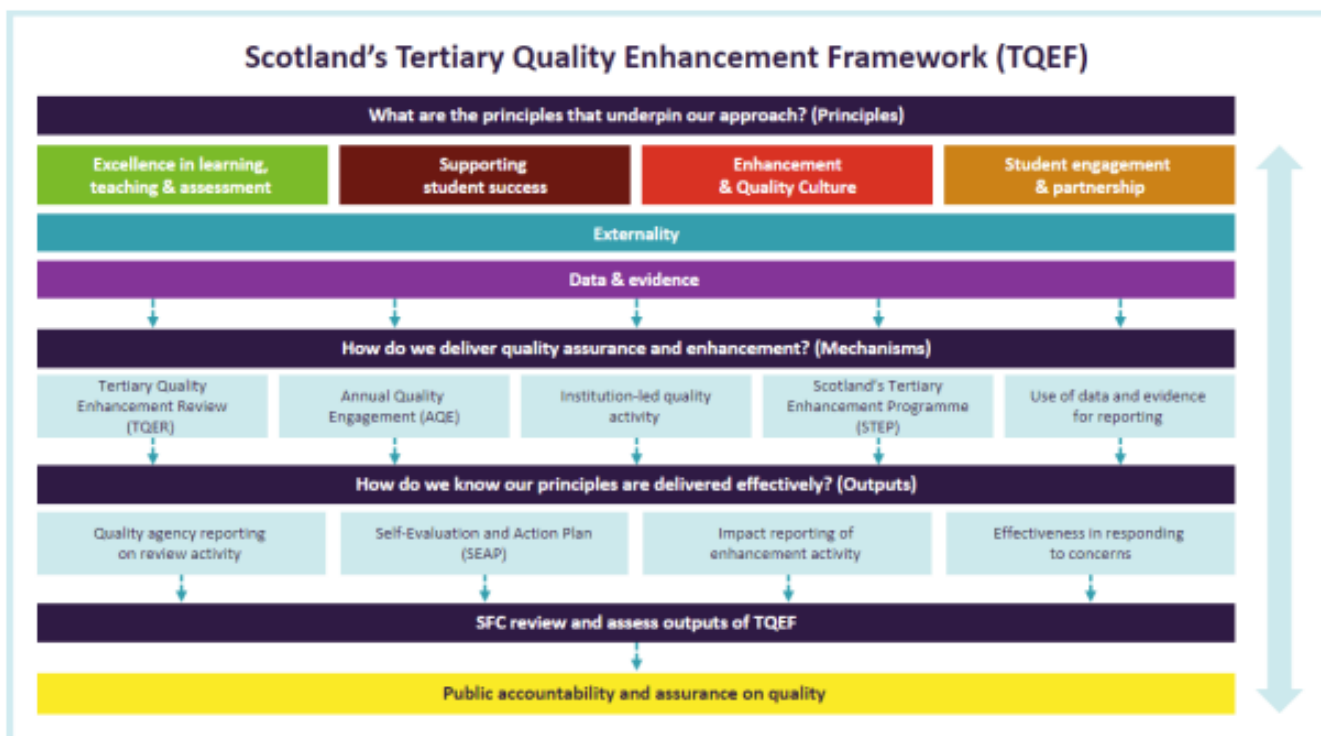
D&A is firmly of the view this focus on the quality of the learner experience we provide is central to our quality culture and the quality framework and related arrangements in place are the mechanisms through which we deliver on this culture, rather than being an end in themselves.

2. Key Components of the TQEF

The TQEF is split into six key components as detailed below. Although the structure and format of these has changed from previous quality arrangements (most recently the Education Scotland [How Good is Our College](#) framework) much of what underpins these new arrangements is similar.

The first four components noted below are the core framework, with the remaining two seen as enablers to support and evidence reflection and enhancement.

- a) **Excellence in Learning, Teaching, and Assessment:** Ensuring high standards and continuous improvement.
- b) **Supporting Student Success:** Focusing on student outcomes and support.
- c) **Student Engagement and Partnership:** Involving students as partners in their education.
- d) **Enhancement and Quality Culture:** Promoting a culture of continuous improvement.
- e) **Externality:** Incorporating external reviews and benchmarks.
- f) **Data and Evidence:** Using data to inform decisions and improvements.



3. Quality Framework Approaches and Delivery Mechanisms

Supporting the delivery of the new quality arrangements are a number of different processes and engagement activities. These are similar to previous approaches but will require amendment to D&A quality processes and reporting to ensure that College approaches align with the revised arrangements.

The key approaches/mechanisms underpinning the new framework are as follows.

- i. **Self-Evaluation and Action Plan (SEAP):** This is an annual quality report of c5,000 words to be submitted to SFC, summarising the key quality assurance activities and plans for improvement. The first SEAP (reflecting on AY 2023/24) is to be submitted to SFC by 2 December 2024 and is currently being developed.
- ii. **Annual Quality Engagement (AQE):** This is an annual engagement meeting with QAA and peer reviewers to monitor College progress and provide guidance. It is anticipated that the first AQE meetings will take place in spring 2025.
- iii. **Tertiary Quality Enhancement Review (TQER):** A peer-led review process replacing previous frameworks like ELIR and HGIOC. The review cycle will run on a seven year basis, with the first reviews scheduled for 2024/25 at Forth Valley College and St Andrews University.
- iv. **Scotland's Tertiary Enhancement Programme (STEP):** STEP is a national programme for collaborative enhancement activities, bringing together colleges and universities to investigate and enhance activities around a common theme over a four year cycle. All colleges and universities will be involved in STEP activities and arrangements include both staff and student representatives. For D&A, these representatives are Jane Roscoe and Adele Lawrence, with the first meeting scheduled for early December 2024.

The initial theme for the first range of STEP projects is:



- v. **Institution-Led Quality Review (ILQR):** In addition to the QAA and SFC engagement elements of the framework, colleges and universities are also required to undertake a rolling programme of internal reviews to ensure quality and identify areas for improvement. Whilst this is a new requirement of the college sector, many (including D&A) do undertake similar reviews as part of their quality arrangements. The inclusion of this as a requirement under the TQEF is, however, likely to require greater formalisation of arrangements and outcomes.

4. Implementation and Evaluation

SFC and QAA have advised that the initial cycle of the TQEF will run for seven academic years (2024/5 – 2030/31), with an implementation year (2024/25) to be followed by a period of reflection and evaluation.

Support in respect of the transition to the new quality arrangements in being provided through a combination of activities and events hosted by the College Development Network, QAA and SFC.

5. Areas Requiring Further Clarification

As detailed above, the move to the TQEF arrangements is a big step for the tertiary sector and (in common with any change of this type) significant questions exist around the practical application and expectations arising from the new framework.

This is particularly evident in respect of the potential for duplication or conflict across quality activities and reporting between the arrangements supported by QAA and those still supported by Education Scotland. This has been a query throughout the development of the new arrangements, but still remains unclear. At the current point it is anticipated that the College will remain required to interact significantly with Education Scotland in respect of review activities in areas such as Modern Apprenticeships, Senior Phase, Community Learning, and Careers Guidance.

Further questions are also present in respect of the level of information and documentation expected within the formal delivery mechanisms of the new framework. Guidance published in respect of these appear to outline approaches that are very document heavy. This is likely to remain a concern at least until the first Peer-Led Review activities are complete.

Other concerns have also been raised around the extent to which a single framework can operate effectively across the diversity of the college and university tertiary sector. This has been identified as a concern given the emphasis within TQEF around academic standards and what appears to be limited recognition that colleges are not the awarding body for the qualifications they deliver.

Concern has also been noted in respect of the push towards a tertiary college – university model at a time where schools and colleges are being asked to work more closely together on senior phase partnerships.

Assurances around the above points have been provided, but concerns do still exist and the level and extent of reflection, evaluation and change after year one will be important.

6. Next steps for Dundee and Angus College

As detailed above, whilst the framework and arrangements have changed significantly, the underpinning focus on learning, teaching, services, and the learner experience remain the central features of good educational quality.

In common with previous quality approaches, the College will build the new arrangements and requirements into our normal quality activities and approaches, rather than seeing these as an 'add on' to what we do. This approach will build the activities and outputs required for the new framework alongside our already strong quality culture and effective processes so that evidence and reporting is as naturally occurring as it can be.

Work is progressing to draft the initial SEAP report, with this based on current quality arrangements and approaches. A review of current quality processes and activities has been undertaken to identify gaps relative to the TQEF requirements. This analysis has identified a range of developments to processes and outcomes that will deliver the naturally occurring evidence necessary to underpin future reporting.

Finalisation and implementation of this development plan will be progressed over the remainder of the current academic year, supported by the engagement and development of staff. This approach is designed to ensure that changes are implemented effectively whilst also supporting and maintaining the culture of reflection and enhancement required to deliver genuinely high-quality learner experiences and outcomes.

7. Conclusion

The TQEF represents a significant evolution in Scotland's approach to quality assurance and enhancement in tertiary education. Whilst this will create significant disruption and additional work, it also provides a positive opportunity to reflect on current quality arrangements, approaches, engagement, and outcomes. This creates a need for change and an opportunity to refresh and re-engage staff in discussions around quality and the need for improvement and enhancement.

The transition to the TQEF and QAA poses challenges and significant areas of concern do exist in respect of the framework and related arrangements, but the College is approaching this as an opportunity to review and improve on what we do. This is a change process and will take time to develop and embed but is seen as a more mature and effective way of delivering the outcomes intended from the new framework.

Further updates on the new arrangements will be provided as required to future meetings, and copies of the SEAP and formal review outcomes will be brought forward for discussion as the arrangements progress.

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



Learning, Teaching and Quality Committee

Wednesday 13 November 2024

PAPER F

CURRICULUM & PARTNERSHIPS REPORT

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 13 November 2024

Curriculum & Partnerships Report



Paper for noting

1. Recruitment and Retention 2024-25

Full-time recruitment has stabilised at 4390 students which is on a par with last year's intake. Efficiencies made in 2023-24 in relation to the number of courses, streams and class sizes have also been retained in 2024/25 which will impact positively on the college finances. The introduction of the new REMS applications and student records system has presented some challenges in the production of credit reports however the recruitment and retention figures indicate that there are no concerns about achieving the activity target for 2024/25.

The Learner and Community Engagement team has been supporting academic teams to embed the student charter, in particular the Respect value. The team and 19 of our community partners have successfully worked with over 500 students across all campuses. They have also launched a **Respect portal hub** which contains activities to support learning.

Applications are now open for the January 2025 range of courses across all 3 campuses. Selection appointments will continue until the Christmas break, with inductions scheduled for week commencing 13 January. This year, a mini- freshers event for our January start students will be held to welcome them to the college community.

Applications for our 2025/26 full-time intake opened last week. introducing new programmes in our Construction, Animal Care, Science and Computing departments. Sessions with Skills Development Scotland and school guidance staff have been scheduled to assist applicants, and our APT staff have numerous school visits planned. School staff are also coming into college to view our facilities and experience college life firsthand.

Respect Week Success

19 Community Partners

- Angus Resettlement Team
- Angus Tourism
- Black History
- Climate
- Dunee International Women's Centre
- Fast Forward Gambling Education
- Gladiator Shelli McCoy
- Henna
- Hillcrest Futures Drugs & Alcohol
- Homestart PEEP training model
- NHS Health Promotion
- NHS Sexual Health
- Royal Highland Education Trust
- Student Services LGBT+
- Tayside Police
- The Corner Youth Service
- Ukrainians Together
- Unicorn Menstrual Cup
- Voluntary Action Angus

47 Sessions over the 3 campuses

500 Students engaging in Respect activity

22 Curriculum teams embracing opportunities for learners

- HNC Textiles
- Gateway classes
- Cert Social Care
- Cert Child & Social Care
- Lifeskills
- HNC Social Care
- HNC Healthcare
- NC Childcare
- HNC Childhood Practice
- ESOL
- Social Science
- Travel & Tourism
- Police Studies
- Agriculture
- Landbased & Horticulture
- LI Beauty
- H&SC and Nursing
- HNC Cyber Security
- Senior Phase Beauty
- Barbers
- Sport
- Supported Education

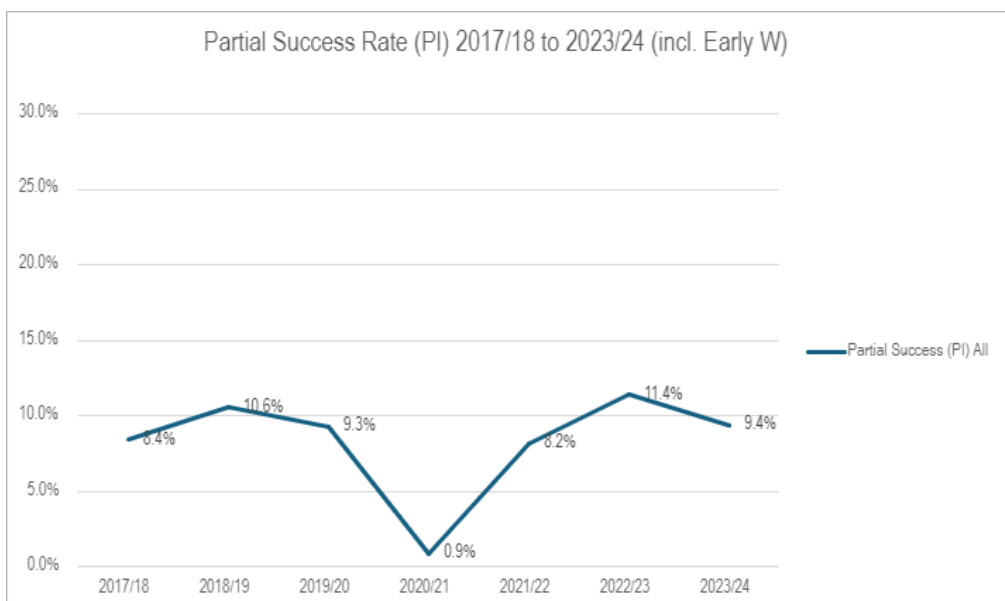
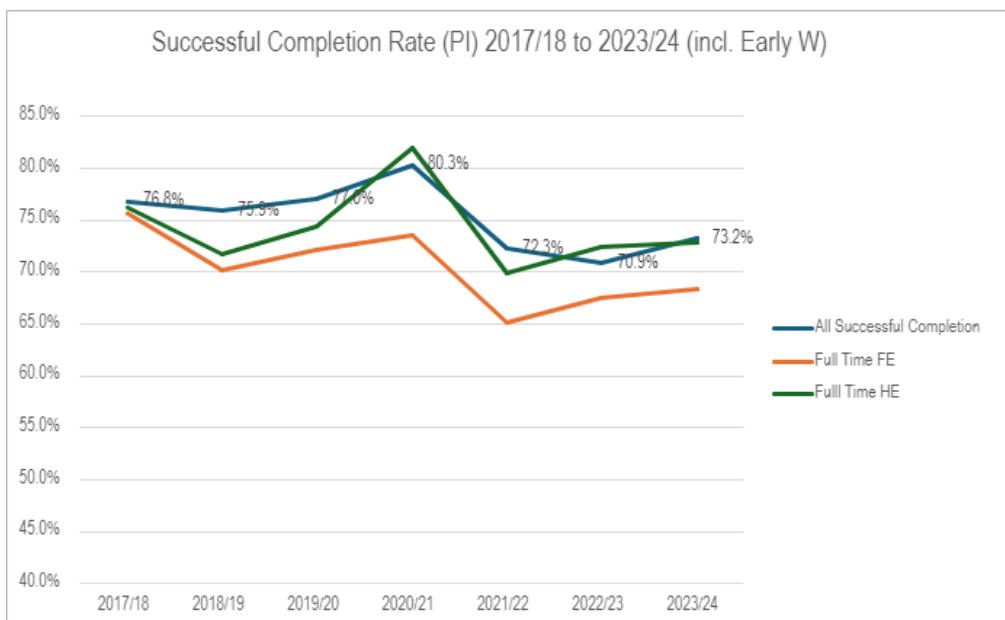
1 New Respect portal hub housing loads of information to support learning and learners!

For more Respect activity & opportunities, keep an eye on the Learner & Community Engagement Team

2. Attainment 2023-24

In September, the Scottish Funding Council issued guidance on the calculation of Performance Indicators (PIs) which now excludes early withdrawals from published performance data. However, early withdrawal figures will still be recorded and used as part of the quality assurance and improvement process. The guidance applied retrospectively to the 2023/24 PIs but had minimal impact on the college PIs due to the positive impact of early retention activities.

The draft 2023-24 student outcomes indicate that performance has improved across all modes of delivery. The graphs below still include the early withdrawal figures to demonstrate a like-for-like comparison and show that actions taken by teams to improve student outcomes is having a positive impact.



The Business Intelligence paper provides further details on the outcomes for 2023/24.

3. D&A Community

3.1 Bringing Texts to Life

The Essential Skills team has collaborated with the Learner and Community Engagement team to provide Higher English students with a unique learning opportunity, a trip to the Royal Lyceum Theatre to watch a performance of *A Streetcar Named Desire*. This trip was designed to deepen students' understanding of the play and to enrich their learning experience by seeing the text come to life on stage. Feedback from students was overwhelmingly positive, and the trip provided an invaluable complement to their classroom learning as well as being the first time many of the students had been to the theatre.

4. Curriculum Developments

4.1 VetSkill Centre Approval

The Animals, Land and Environment and Quality teams were delighted to recently receive Centre Approval from VetSkill. This new partnership will allow the college to offer recognised qualifications in animal care, such as the Diploma in Patient Care Assistance and Dog and Cat First Aid. The approval will provide a fantastic opportunity for learners working within the animal care sector to boost their knowledge, skills and understanding. We are planning to launch the first aid programme in January 2025; the classes will be suitable for both pet owners and professionals.



4.2 Dance Upskilling for Teachers

The college is offering a part-time dance teaching qualification – **Dance Teaching (SCQF Level 7)** – from January 2025. This course offers professional development for teaching staff who are looking to upskill and gain a qualification to deliver National Courses and National Progression Awards in Dance. This will help to strengthen dance as a subject taught in school and offer a pathway into further education. [Dundee & Angus College offering fast track to Dance Teaching Qualification](#)

4.3 Enhancing Skills for Apprentices

Third and fourth year plumbing students are being offered a **BPEC Level 3 award in Heat Pump Systems** as an enhancement to their standard apprenticeship. This valuable opportunity is being funded by the Low Carbon Heating Fund managed by the Energy Skills Partnership (ESP).

Similarly, third year electrical apprentices are being offered an additional qualification – **City & Guilds Level 3 Electric Vehicle Charge Point Installation**. This is funded through the college's Green Skills Fund from the UK Shared Prosperity Fund (UKSPF), as part of our Decarbonisation of Transport programme.

Both enhancements demonstrate the college's commitment to meeting the skills demands required when considering emerging legislation and the Scottish Government's strategy developments and commitment to Net Zero targets.

5. Curriculum Partnerships

5.1 Perth Prison Learning

The College has secured UK Shared Prosperity Funding from Perth & Kinross Council for a learning programme in collaboration with Perth Prison. The project includes the delivery of a Construction Academy, a Landscaping Academy and a Skills Boost element including a workshop and the provision of 800 paper-based numeracy skills boost packs for each person in prison.

Participants are gaining practical hands-on skills that will allow them to enter a labouring role in industry. The programmes are also designed to motivate and engage through life skills and creativity, pushing the participants to come up with their own project and design ideas. Maths skills have been embedded into each programme which will teach participants to measure, calculate, and weigh the resources, and financial skills have been implemented through the live order and invoices of the resources needed for the academies.

This initiative will enhance industry-informed teaching and learning practice within the construction, horticulture and maths departments and enable participants to access to entry level employment or further education.

5.2 Our Future Students

The Dundee School College Partnership (SCP) Group has been actively engaged in a comprehensive review of the city-wide Senior Phase offerings. This initiative aims to identify gaps and overlaps, ensuring alignment with further learning pathways and local labour market needs. Through this collaborative effort, we have decided to spotlight the NPA in Built Environment at SCQF Level 5. This course aims to promote careers in Progressional and Technical Construction to pupils and raise awareness of the diverse opportunities available in the sector.

The Academic Partnership Team has been engaging pupils through informative talks about college opportunities, both as part of the SCP Senior Phase offer and as full-time post-school options. They are participating in a variety of school events, including careers fairs, parents' evenings, and course choice information sessions.

With over 170 talks and events scheduled, the team has already reached over 1,300 individuals, providing valuable insights and guidance to prospective students.

Later this month, the college will host the annual college information session for guidance teachers and careers advisors from across the region. This event will provide updates on the latest curriculum offerings for Senior Phase and full-time students, application timelines, and any relevant changes to processes or systems. We will also showcase several new SCP courses, including Zoo Behaviour and Animal Care, Criminology with a Forensic Science focus, and Outdoor Learning, highlighting the innovative and diverse opportunities available to students.

6. D&A Celebrates

6.1 College of Sanctuary

Dundee and Angus College has officially become Scotland's first and only College of Sanctuary, recognising the **commitment to providing a safe, welcoming and supportive environment for refugees and people seeking asylum**. College staff, community partners, the Lord Provost of Dundee and local government attended a multicultural event to celebrate the award in the Gardyne atrium earlier this month. Shona Robison, Cabinet Secretary for Finance and Local Government commended the College in its approach to providing education and support for over 250 asylum seekers and refugees.



6.2 Prizegiving

On Wednesday 4 September, the college hosted its annual prizegiving ceremony at Gardyne Theatre, celebrating the remarkable achievements of our dedicated students.

 **SP Automation & Robotics**
5,547 followers
1mo · 🌐


We have always been committed to nurturing young engineering talent, so when we were asked to sponsor an award at the Dundee & Angus College prize evening, we were happy to oblige.

Derek Johnston, our Automation and Production Manager, presented the prize for Engineering Apprentice to John Gallazzi on behalf of SP Automation & Robotics.

Congratulations to all of the award winners.

[#EngineeringTalent](#) [#DundeeAngusCollege](#)
[#EngineeringApprentice](#) [#Automation](#)



 **Roy O'Kane FRSA (He/Him) · 1st**
"One person can make a difference, and everyone should try."
1mo · 🌐

Inspired to attend and present awards at the 2024 [Dundee and Angus College](#) Prizegiving last week.

Well done all, keep being great.

[#dundee](#) [#angus](#) [#college](#) [#learning](#) [#development](#) [#championminded](#)



The event was attended by staff, family members, friends, and valued representatives from the local business community. The pride and joy was evident in our students as they received well-deserved recognition for their hard work. We also welcomed several new business sponsors, whose generous contributions provided meaningful awards to our outstanding students.

6.3 Graduation – Class of 2024

On Friday 1 November, over 400 students crossed the Caird Hall stage to cheers and applause from friends, family, peers and college staff at the annual Dundee and Angus College Graduation Ceremony. The event recognised and celebrated the achievements of students who had attained a wide range of qualifications including HNCs, HNDs, Degrees, Professional Development Awards and SVQ work-based qualifications.

The graduation also celebrated the first group of students to achieve the new **HN Next Generation qualification, HND Physical Activity and Health**. Of the 20 students who enrolled on the programme, 17 graduated successfully with 9 of these graduates now continuing their education at university level. The pilot programme has created meaningful career pathways enabling students to secure employment across local organisations including Angus Alive where 5 out of 6 Personal Trainers are ex-Dundee & Angus College students, demonstrating the impact our courses have in shaping skilled professionals for the fitness industry.



6.4 National Awards – Finalists

Dundee and Angus College has been shortlisted for 5 awards at the College Development Network (CDN) Annual Awards which take place on Thursday 14 November. The Awards recognise the talent, skills and achievements of colleges, their staff and their students and this year holds particular significance as it marks the 25th anniversary of the awards. The college has been nominated in the following categories:

- **College Community Learning** for the partnership work with Linlathen Community project;
- **Employer Connections** for bespoke nutrition training for Balhousie Care and the DFN Project Search partnership with NHS Tayside and Dundee Health and Social Care Partnership;
- **Inclusive College** for College of Sanctuary; and
- **Skills Development** for the Multiply maths and numeracy project.

DFN Project Search has also been shortlisted in the **Removing Barriers to Employability** category of the 2024 Scotland's Regeneration Forum SURF Awards which take place on 5 December in Glasgow.

Finally, the College of Sanctuary project has been shortlisted in the **Championing Diversity & Inclusion category** at the 2024 Scottish Public Service Awards.

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



Learning, Teaching and Quality Committee

Wednesday 13 November 2024

PAPER G

STRATEGIC RISK REGISTER

BOARD OF MANAGEMENT

Learning, Teaching & Quality Committee

Wednesday 13 November 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 November 2024 Strategic Risk Register is enclosed and it is noted that there are no changes in respect of risks allocated to the Learning, Teaching and Quality Committee.

4. Approvals

In respect of the above information approval is sought on the Strategic Risk Register as it relates to the operation of the Committee.

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



STRATEGIC RISK REGISTER

2023 - 2024

As at November 2024

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

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

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

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

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

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION			Lead Responsibility		
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood		Score	
1	Strategic and Structural									
1.5 Board	Failure of D&A plans and activities to deliver on required carbon reductions and sustainability actions necessary to meet national targets and achieve College climate emergency ambitions.	4	3	12	<ul style="list-style-type: none"> Robust CEAP in place Multiple strands of activity/action Embedding sustainable practices in normal activity and ways of working Clear links between strategy and practice Planned investment in carbon reduction Sustainable procurement 	4	2	8	<ul style="list-style-type: none"> Robust monitoring and reporting of CEAP at SLT and Board level Clear performance metrics Amendment of strategic direction/plans Monitoring of scope 3 emissions 	VPSO, DirInf, HoE

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	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	<ul style="list-style-type: none"> Negotiation/influence at national level Contingency plans for amended funding levels or requirements 	3	3	9 ↔	<ul style="list-style-type: none"> Advance modelling of new funding requirements, methodologies, and allocations Monitoring impact of changes Amendment of strategic or operational direction / plans Financial strategy sensitivities 	VPSO
2.2 F&P	Failure to achieve institutional sustainability	5	4	20	<ul style="list-style-type: none"> Protection of funding through dialogue with SFC and SG Input to create sector ‘flexibilities’ Robust annual budget-setting and multi-year financial strategic planning Effective budgetary control Where required, swift action to implement savings 	4	4	16 ↔	<ul style="list-style-type: none"> Monthly monitoring of budgets Regular review of financial strategy and non-core income sensitivity Effective use of sector ‘flexibilities’ to support sustainability Amendment of strategic priorities and timing to align with funding levels 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

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

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance									

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

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

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

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

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

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

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

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4	Infrastructure									

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

Wednesday 13 November 2024

PAPER H

LT&Q METRICS

BOARD OF MANAGEMENT



Learning, Teaching and Quality Committee Wednesday 13 November 2024

Learning, Teaching and Quality Committee Metrics

Paper for noting

1. Introduction

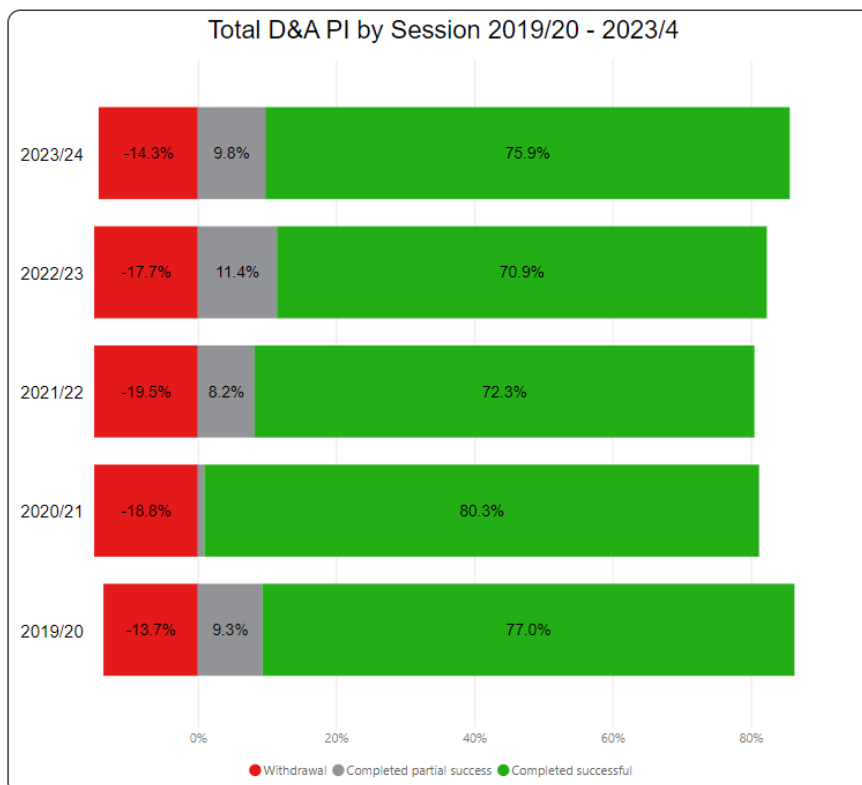
The following paper outlines a range of standard LT&Q metrics/statistical data which are presented to Committee on a rolling quarterly and annual basis.

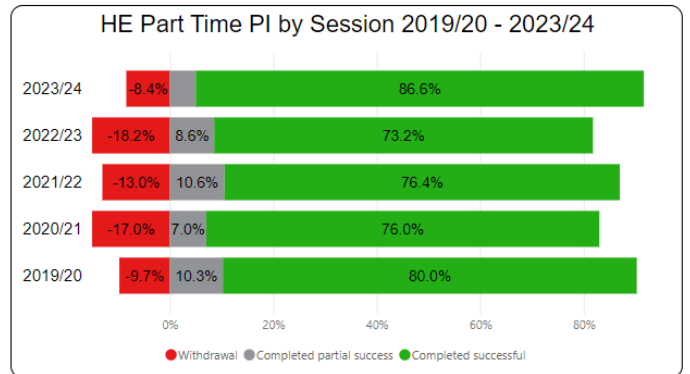
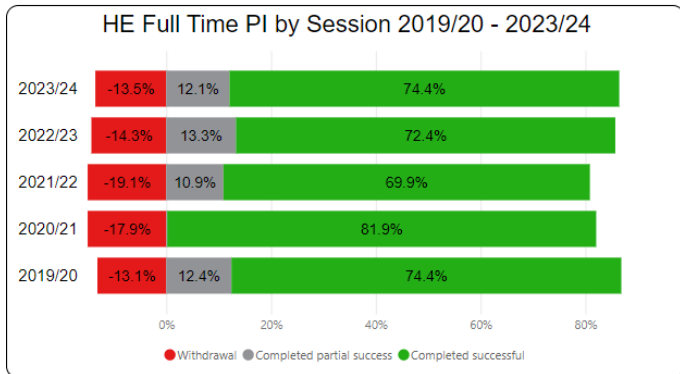
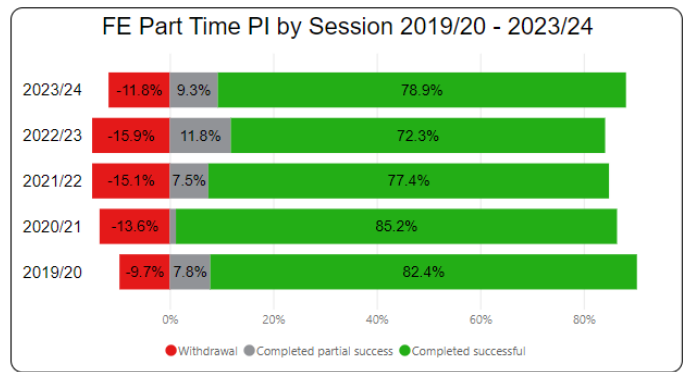
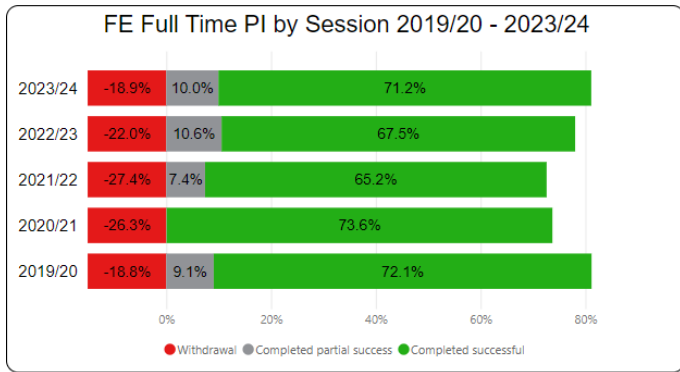
The template is designed to give Board members an easy to read picture of the College's core quality and related information. Sections in the paper can be expanded or amended as necessary, if at any stage Committee members felt that trends or outcomes warranted further consideration at Board level.

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 (2023/24 PIs in the following graphics are provisional)





	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%

	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%	92.1%

	2022/23	ROA Target 2023/24	Outturn 2023/24
The number of senior phase age pupils studying vocational qualifications delivered by colleges	956	1,300	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	109,301	105,229	98,307	100,791
Total Credit Target	109,301	105,229	98,307	100,791
Percentage of target	99.6%	96.0%		103.0%*

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

	24/25 Applications	24/25 Applicants	Offers Made 24/25
Full-Time Programmes	13,428	7,874	4,546
Part-Time Programmes	1,172	945	624

Session 24/25 Credits by Programme Modes of Study

24/25 Credit Target – 98,307

Mode	Programmes	Final 22/23 Credits	Final 23/24 Credits	YTD 24/25 Credits
17	Full Time	67,107	71,623	53,140
18/05	Short Full Time	6,903	4,975	144
06	Block Release	4,589	5,349	
07	Part Time – Day	2,449	3,290	793
08	Part Time – Infill	14,051	8,536	
09	Part Time – Evening / Weekend	908	512	344
11	Work Based	5,065	4,591	30
12-16	Open, Flexible, Distance	4,009	2,389	872
	TOTALS	105,081	101,265	55,323

3. Link to Strategic Risk Register

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

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

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



Learning, Teaching and Quality Committee

Wednesday 13 November 2024

DATE OF NEXT MEETING:

**12 February 2025, Room K-TO-624,
Kingsway Campus**